

SERVICE-LEARNING AND MENTORING: THEORETICAL AND PRACTICAL
APPLICATIONS FOR CRIMINAL JUSTICE EDUCATION

by

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A dissertation submitted to the Graduate Faculty in Criminal Justice in partial fulfillment of the requirements for the degree of Doctor of Philosophy, the City University of New York

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Abstract

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This study evaluates the experiential learning method called service-learning in criminal justice education. The application of service-learning and its effects on criminal justice education are of paramount interest as educators seek to improve the effectiveness and relevance of higher education.

This project examines the effects of service-learning on university students enrolled in a course entitled Juvenile Delinquency who engaged in a quasi-mentoring program for elementary school students in an after-school program. The effects of this type of learning are measured with a number of indicators to learn whether this technique has any greater value in the educational process than more traditional teaching/learning methods.

During a single semester, a survey instrument and specific criminal justice vignettes were administered to two separate sections of criminal justice students in a course entitled Juvenile Delinquency. Eighty-two students participated in the study, which employed a Solomon Four-group methodology for the pretest/posttest research design.

Students performed a minimum of 15 hours of service-learning during the semester, with many students volunteering up to five more hours than required for the

course. Although there is no evidence that service-learning students performed better academically than those in the control group who did not perform service-learning, there is evidence to support the theory that service-learning helps to accelerate students' citizenship development as well as their ability to understand and apply criminal justice knowledge to specific problems.

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This dissertation is a report of findings from a quasi-experimental research study that applied service-learning in an undergraduate criminal justice course required before obtaining a Bachelor's Degree in Justice and Law Administration. Service-learning, which is both pedagogy and a course of study, involves students' performing community service as part of a university course. The service is directly related to and linked with the course and is designed to meet a specific community need. In this study, the experimental group took part in service-learning, and the control group did not. In all other aspects, the course content and material discussed were identical. The study was undertaken to determine the effects of service-learning on university students studying criminal justice and subsequently to determine the value of service-learning in meeting the goals of criminal justice education.

This chapter examines the background of the study, presents the problem statement, discusses the professional significance of the study, and provides an overview of the methodology used. The chapter concludes with a definition of terms used throughout the dissertation.

Background of the Study

The personal background of the author, an assistant professor in an undergraduate university justice and law administration program, influenced his interest in investigating the value of service-learning in criminal justice education. A retired adult probation officer for the State of Connecticut, the author has valued community agencies that reach out to disadvantaged individuals. This project therefore had personal relevance for him when there came a worthwhile opportunity to expose university students to community service activities. Such experiences

could enhance classroom lectures and text material as well as provide opportunities for personal and interpersonal development, especially in a course devoted largely to learning theory and developing sensitivity to the types of problems juveniles encounter.

The lack of comprehensive research projects evaluating the effectiveness of service-learning in criminal justice education motivated the author to conduct this evaluation. The author had utilized service-learning in prior semesters and was impressed by students' positive evaluations of it. The opportunity to conduct a study of the potential benefits of service-learning with students arose because the structure and the university resources were already in place. The author was able to select a criminal justice course in which to investigate research questions and implement a research design was built that would test the potential benefits of service-learning in criminal justice education.

The reader will be advised later of the precautions/limitations that the Institutional Review Boards placed on the author as the “participant-researcher” for the protection of human subjects.

Problem Statement

The problem guiding the project was whether or not university service-learning could link criminal justice theory, policy, and practice and whether or not mentoring through service-learning could be a useful tool to enhance students' learning of concepts related to juvenile delinquency and delinquency prevention. This was measured, in part, by using participation in service-learning (one level of the independent variable) with students in the experimental group, and comparing their

end-of-semester experiences and views (the dependent variable) against the end-of-semester perceptions of those students who did not perform service-learning in the control group (see chapter 3). Additionally, the author developed a set of juvenile justice vignette essays that required students to consider, use, and apply knowledge presented during the semester. The responses of students in the study (the dependent variable) were measured by whether they participated in service-learning or did not participate in service-learning (the independent variable).

Three types of effects of service-learning were studied. The first was its effect on students' learning the academic content of a course in juvenile delinquency. The second was the effect of service-learning on students' acquisition of skills and citizenship development. These skills included communication, empathy, and tolerance; citizenship development included students' concern about social justice, solving community problems, and participating in community leadership initiatives. The third effect that was studied was students' ability to understand and apply criminal justice knowledge to specific juvenile justice delinquency situations.

Professional Significance of the Study

New Competencies

Critiques of higher education over the past 20 years have noted a gap between traditional curricular content and society's needs for new competencies for workers and citizens (Association of American Colleges, 1991; Boyer, 1987). Specifically, these critiques have noted the apparent lack of connectedness between higher education and the application of what is learned. Students also have experienced a lack of connection between classroom learning and their personal lives and between

classroom learning and public issues and involvement in the wider world (Eyler & Giles, 1999).

One way in which this lack of connectedness has been addressed recently is through the use of an experiential learning tool known as service-learning. Service-learning, a developing response to the call for reform from critics of higher education, involves students' performing community service that is integrated into their curriculum as an experiential component of their ongoing class work. The community service is specifically related to the course subject content, occurs during the semester during which the course is taken, and is designed to meet a specific community need. The American Association for Higher Education: Series on Service-Learning in the Disciplines (2000) provides this explanation of service-learning:

[s]ervice-learning means a method under which students learn and develop through thoughtfully organized service that is conducted in and meets the needs of a community and is coordinated with an institution of higher education and with the community; helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students enrolled; and includes structured time for students to reflect on the service experience. (p.15)

Service-learning is pedagogy that has increasingly gained acceptance in higher education (Eyler & Giles, 1999). In addition, more and more third-level educational institutions have recognized that education must focus more on the development of socially responsible citizens. These institutions view service-learning

as an attempt to connect students with their communities by expanding traditional learning to include exposing students to broader social issues (Lersch, 1997; Giles & Eyler, 1994a). Service-learning's emphasis on applying knowledge to community problems and the reciprocal application of community experience to the development of knowledge meets many of the concerns about the lack of connectedness in higher education (Eyler & Giles, 1999). Research on service-learning has increased dramatically in the last few years, with many studies performed for doctoral dissertations (Crowe, 2003; Dingman, 2003; Wolff, 2002). The bulk of the research done on service-learning has focused on measuring enhanced learning and skill development associated with the service. For example, Astin, Vogelgesang, Ikeda, and Yee (2000) found that students were positively impacted in the areas of self-efficacy, leadership activities, and interpersonal skills and that service-learning facilitated a greater awareness of societal issues and a heightened sense of civic responsibility.

Unanswered Questions

Nevertheless, researchers have noted that many questions remain unanswered. For example, the impact of service-learning on students, faculty, institutions, and the community will need to be more closely examined (Giles & Eyler, 1998; Osborne, Hammerich, & Hensley, 1998). There also appears to be a gap in the literature regarding stringent evaluation of the use and effectiveness of service-learning in criminal justice university education.

Those most deeply interested in the evaluation and assessment of service-learning continue to call for the evaluation of service-learning programs to determine

those factors that contribute to a meaningful experience for students as well as for the community partners involved in such projects. This research project, then, is a logical progression in the study of service-learning and of its potential value in criminal justice education.

Research Questions

The research questions selected for study are:

1. Is there a difference in college students' experiences and views of service-learning for those students who have participated in a service-learning project as part of an undergraduate class in juvenile delinquency and their peers who have not?
2. Is there a difference in college students' citizenship development, acquired skills, and self descriptions for those students who have participated in a service-learning project as part of an undergraduate class in juvenile delinquency and their peers who have not?
3. Is there a difference in college students' understanding and application of criminal justice knowledge for those students who have participated in a service-learning project as part of an undergraduate class in juvenile delinquency and their peers who have not?

Methods of Analysis

These research questions are examined and evaluated by separate methods of analysis. The first and second questions will be addressed by analysis of a survey questionnaire (see Appendix A and B) designed to study the impact of service-learning on students' citizenship development, acquired skills, and self descriptions. The third question will be addressed by the analysis of a sequence of juvenile justice-

specific vignettes administered to students at different times during the semester. In chapter 3, each of these research questions will be addressed and examined with hypotheses specific to each question.

Overview of Methodology

This study employed the Solomon Four-group design (Campbell & Stanley, 1963), a modified pretest/posttest design not frequently used or cited in the literature. It is difficult to implement, and care must be taken not to sensitize students to the fact that a pretest is administered to only half of the control and experimental groups. A survey used in prior generic service-learning evaluations was combined with separate criminal justice vignettes and was administered to students in both the experimental and control groups at different times during the semester. A thorough explanation of how the instruments were administered is contained in chapter 3.

Definition of Terms

1. Service-learning describes both pedagogy and a course of study that involves concomitantly linking classroom texts with some kind of community service that meets a specific community need (Eyler & Giles, 1994a). Depending on the particular focus of the course of study, either the learning goals or the service goals can be primary or they can be of equal weight (Sigmon, 1996). In this project, service-learning is reciprocal learning in that students apply theoretical knowledge to real-life situations while they connect the service experience to the course content (Ramaley, 2000; Vogelgesang & Astin, 2000).

2. Solomon Four-group Methodology is a combination of a pretest/posttest and posttest-only experimental research design that separates each of the control and

experimental groups into two distinct groups and allows for a more sophisticated analysis of both a testing effect as well as a treatment effect among its comparisons (Campbell & Stanley, 1963). It controls for threats to internal validity. The methodology is explained in detail in chapter 3.

3. Citizenship development describe the values (“I ought to do”), knowledge (“I know what I ought to do and why”), efficacy (“I can do, and it makes a difference”) and commitment (“I must and will do”) related to the measurable personal, interpersonal, and intellectual outcomes believed to prepare students for active, committed community participation through service-learning (Eyler & Giles, 1994a).

4. Skills are things that students are taught during the course that can later be measured. Service-learning helps students acquire practical experience as well as interpersonal skills that make people effective in what they do (Eyler & Giles, 1994a). These skills involve teaching and learning about respect, effective communication, listening, tolerance, and empathy. Further, they empower students to take leadership roles, to work effectively with others, and to take responsibility for tasks assigned to them.

5. Self descriptions are students' self-assessments of behaviors associated with learning about the world around them. Students rate (a) their reading of newspapers or watching of news shows, (b) their participation in political action, (c) their strengths and weaknesses in listening to and learning from others, and (d) their ability to change their opinions through dialogue with others (Eyler & Giles, 1999).

6. Criminal justice vignettes are author-designed hypothetical scenarios including specific information about a juvenile who is involved in an act of delinquency. The scenarios vary in terms of the seriousness of the offense. They provide background information on the juvenile, which students are allowed to take into consideration when establishing an appropriate punishment. The vignettes are scored on the student's ability to (a) discern causal complexity, (b) inquire about and determine a solution to the problem (solution complexity), and (c) apply knowledge gained during the semester to support his or her disposition (knowledge application).

7. Internships and cooperative placements are opportunities for students to work in real-world situations (for college credit) primarily to understand issues related to their field of study and to apply what they learned in school to those situations. The service-learning model allows students to learn, do, learn, do, as opposed to the classroom-only model in which students learn, learn, learn, and then do. The service-learning model involves reflection and deliberate integration of outside work experience with classroom academics (Lersch, 1997). Two significant limitations of the criminal justice internship is that the student often guides the process (Penn, 2003), and there is only minimal guidance and interaction with the academic supervisor. The focus is on service to the recipient, the student learns skills from the practitioner in the field, and the element of reflection on what was learned (which occurs in service-learning) does not occur (Penn, 2003). (That which occurs in service-learning and more significant differences between internships/co-op placements and service-learning is discussed in detail in chapter 2).

CHAPTER 2: REVIEW OF THE LITERATURE

This review of the literature focuses first on the history and development of service-learning; second, on an examination of the theory of service-learning; third on the practice and process of learning; fourth on the research concerning the methods utilized and on the impact of service-learning on student learning. A final focus includes specific research in the area of service-learning in criminal justice education.

The History and Development of Service-learning

The History of Service-learning

Service-learning is a term that has its roots in experiential learning and has existed in various forms in higher education for more than 20 years. The broad term “experiential learning” involves supplementing classroom education with practical out-of-class activities such as internships, volunteering, and community service.

Service-learning was first conceptualized as separate and distinct from experiential learning by Kolb (1984) because service-learning involves out-of-class service activities concomitantly with a specific academic course of study. Service-learning occurs when there is a deliberate integration of the service experience with the course of study. Further, the service must meet a specific community need and expand the relationship of the university and the community by engaging students in broad social issues. Service-learning connects community service to academic learning through structured opportunities designed to increase student learning and skill development (Sigmon, 1979).

The Development of Service-learning

It is difficult to determine precisely when service-learning first occurred in higher education because a connection between volunteerism and university involvement in communities has always existed (Sigmon, 1999). However, the more recent addition of a focus on student citizenship development as part of that relationship places the birth of service-learning in higher education at around 1984. It was at that time that university campus organizations such as the Campus Outreach Opportunity League (COOL) were established (Meyers-Lipton, 1998). During the late 1980s, students also started to become involved in alternative spring break programs to provide service to individuals in places that were in need of community services in the form of manual labor (Sigmon, 1999). Campus Compact, which started in 1985, provided university presidents with the leadership role of promoting service in higher education (Hesser, 1995). Former President Clinton established the AmeriCorp program in 1993, and this further reaffirmed a commitment to the development and use of service programs in education.

In the last 10 years, service-learning has been the focus of many academic workshops and conferences and is an integral part of many conferences held under the broader heading of civic education. Despite this structured focus on service-learning in higher education, service-learning is usually not mandated in higher education. When it is used, its use is generated by individual faculty members who choose to use it as a learning tool on their own time and frequently with limited resources. Funding priorities and issues are the most frequently cited reasons for the limited use of service-learning and why, despite its popularity, its use may actually be

diminished over time (Dingman, 2003). Faculty finds it difficult to invest the time necessary to investigate service-learning opportunities thoroughly for their students, which makes its use problematic.

The Definition of Service-learning

Despite its documented history over the past 20 years, the definition of service-learning remains a subject of debate. Kendall (1990) identifies 147 definitions of service-learning in the literature that are still referenced and debated today. Likewise, Belbas, Gorak, and Shumer (1993) have compiled a reference list of the most commonly used definitions for service-learning. Although service-learning may mean different things to different observers, a common denominator in these definitions is the idea that “service learning should include a balance between service to the community and academic learning” and that a hyphen between the two terms “symbolizes the central role of reflection in the process of learning through community experience” (Eyler& Giles, 1999, p. 5). Indeed, service-learning

refers to an experiential teaching and learning method that provides students with the opportunity to apply both academic and non-academic skills to real life situations. Students become involved in some type of meaningful community service activity that is then linked to their learning through careful guided periods of reflection. (Hecht, 1999, p.4)

More recently, Lersch (1997) clarifies the differences between internships and service-learning in university criminal justice programs. She notes:

[a]lthough internships, co-ops, and direct service learning have similarities, the key elements that should distinguish service learning projects is the

deliberate integration of classroom academics with work experience. If students are not encouraged to relate abstract theories and ideas to the “real world,” service learning has not taken place. (p. 255)

Stone and McLaren (1999) write about the positive aspects associated with college students who study criminal justice being involved in internships at some point in their programs. From a learning perspective however, Bringle and Hatcher (1996) write of the need to go beyond the internship to the extended value of service-learning and make a more marked distinction between community service, internships, and service learning. They point out that,

[u]nlike extracurricular voluntary service, service-learning is a course-based service experience that produces the best outcomes when meaningful service activities are related to course material through reflection activities such as directed writings, small group discussions, and class presentations. Unlike practice and internships, the experiential activity in a service-learning course is not necessarily skill-based within the context of professional education. (p. 223)

Extending Service-learning Research into Criminal Justice Education

As previously noted, a broad theoretical and philosophical framework is well established for the inclusion of service-learning in higher education. A literature review has identified more than 300 journal articles, more than 50 books, and more than 160 doctoral dissertations focusing on service-learning in general as well as in specific academic disciplines. However, none of the dissertations or books and only a few of the journal articles focus on the study of service-learning in criminal justice

education. In fact, only a few of the dissertations focus on evaluation, and then only in general terms. What is needed and proposed here is an extension of this research agenda into exploring the potential benefits of service-learning in criminal justice education. Such an effort also responds to the continued call for objective analysis of student outcome measures as well as to outcomes and benefits related to meeting community needs (Hesser, 1995).

Service-learning is a context for effective education. Recent research concerning student learning has led cognitive researchers to conclusions similar to those espoused by long-time supporters of experiential learning. Difficulties in student learning, they have found, arise from the tendency of students to obtain knowledge in class that is useless to them when they encounter new situations. The concern is that they could not transfer the knowledge and principles learned in the classroom to new problems even when the new problems presented to them were similar in nature to the ones presented before (Bransford, 1993). Whitehead (1929) describes this type of knowledge as “inert” because students cannot transfer knowledge and ideas learned in class to outside, newly encountered problems. Only when provided with repeated opportunities to solve like problems and provided with support and encouragement did students grasp the solutions and readily apply them. Schön (1995) uses the phrase “knowledge in use,” and Bransford and Vye (1989), the “active construction of knowledge,” to indicate the need to present students with paradigms of learning that require critical thinking and are contextualized for maximum absorption. Eyler, Giles, and Braxton (1997) find that “[s]ervice transforms learning, changing inert knowledge to knowledge and skills that students

can use in their communities” (p. 5). In other words, college learning that more closely resembles specific situations in which students will use their knowledge and will continue to learn is more likely to be useful to them (Resnick, 1987). Service-learning provides the context for students to experience this type of learning.

The Theory of Service-learning

The theory of the application of service-learning as a form of experiential learning rests on learning principles discussed by John Dewey in 1938. Dewey was a proponent of learning through experience. Erlich notes that "the basic theory of service-learning is Dewey's: the interaction of knowledge and skills with experience is the key to learning" (1996, p. xi). Further, Dewey's theory of knowledge is related to and derived from his notions of citizenship and democracy, which Eyster and Giles (1994) claim are closely related to the tenants of service-learning. Regarding Dewey's concept of community and democracy, they say

Dewey's view of democracy was predicated upon a process of participation that viewed face to face association as the mechanism for uniting and balancing interests....It was the communal association that gave rise to the moral, intellectual, and emotional aspects of life as well as the foundation of democracy. (p. 81)

Kraft (1996) notes that for Dewey, schools and society at large are connected through the notion of community, and community is the center for the practice of democracy. Nonetheless, Dewey feels that education had not met the goal of creating a more moral society, and he urges schools to engage students in service. Schools, according to Dewey, should not simply prepare students to be contributing citizens; in

fact, they should model it. For him, citizenship might be developed in the community of the school.

The Practice and Process of Learning

In 1984 Kolb expands upon Dewey's ideas with his model of experiential learning in higher education. In this model, students must be involved in the learning process if they are to apply classroom learning to real experience. Kolb (1984) extends Dewey's work by identifying a four-stage cycle of experiential learning: (a) concrete experience, (b) reflective observation, (c) abstract conceptualization, and (d) active experimentation. Hatcher (1997) notes that "Dewey's writings implicitly support five characteristics of good undergraduate education": (a) the integration of personal experience with academic learning, (b) the structuring of opportunities for reflection, (c) inquiry-based learning, (d) the facilitation of face-to-face communication, and (e) the connection of learning to the community (p. 25).

Giles and Eyler (1994a) also identify Dewey's ideas as being at the root of service-learning. They note that Dewey's contributions to a potential theory of service-learning could be derived from discussing how learning takes place, what the learning is, and the relationship between learning and action. They point out that

[o]ne implication of these principles for Dewey is that for knowledge to be usable through recall and application it has to be acquired in a situation; otherwise it is segregated from experience and is forgotten or not available for transfer to new experiences. This means that acquisition as well as application of knowledge is dependent on the context, a key element of which is the interaction in the situation. (p. 79)

The effects of university service-learning have been researched as distinct and separate from the effects of mere attendance at college. Service-learning is often cited as serving a number of distinct functions in specific categories both to enhance student experiences and to measure student outcomes of service participation. Among those categories cited in the literature are competencies, career development, clarification of values, self-concept, personal connections, cognitive connections, curriculum, confrontation, commitment, contribution, civic responsibility, civic participation/citizenship, spiritual development/character, and social change (Smith, 1994).

Research Concerning Methods Utilized

There is a significant body of literature documenting the positive effect of traditional college classroom techniques on students' mastery of subject matter, skills, values, and attitudes (Astin, 1977; Astin & Sax, 1998; Eyler & Giles, 1999; Feldman & Frederickson, 2000; Knox, Lindsay, & Kolb, 1993; Kuh, 1999; Newcomb, 1994; Pascarella & Terenzini, 1991). Further, it is well documented that college students can learn course material in a variety of ways (Andrews, 1981; Cronbach & Snow, 1997; Lyons-Lawrence, 1994; Tobias, 1976). On the other hand, it has also been found that lecturing might not be the best method of instruction (Coleman, 1976; Wilkins, 1996;). Coleman (1976) suggests that the information-assimilation style of teaching and learning might no longer be the best method of instruction. Wilkins (1996) found that most students were classified as "ST," or "sensitive, thinking," (p. 34) students who need concrete, practical learning experiences. Hence, there is the need for users and researchers of service-learning to measure its purported

benefits and to further justify its use. Researchers in the last 10 years have been making efforts toward developing accurate assessment tools and outcome measures.

On this issue, Jackson (1993) notes that

[s]ervice-learning, as an expansive and creative approach to teaching and learning, requires a broadening of the evaluation process. While service-learning is guided by some core principles of experiential learning, there is a wide range of approaches for teaching in this fashion. Given this diversity, an evaluation strategy must be designed to provide some basis for comparing outcomes across classrooms and institutions while making judgments regarding the effectiveness of the program based upon insights into the range of factors impinging on the institutions and the classroom. (p. 134)

The Impact of Service-learning on Students' Learning

Student-learning outcome assessment now appears to be a top priority for universities to justify and support the existence of service-learning in their curricula (Crowe, 2003), but the complex task of implementing a service-learning program leaves little time for meaningful experimental research conducted by faculty who actually use service-learning on a regular basis.

Eyler and Giles (1999) claim that the popularity of service-learning is a result of the current concern about how people learn best and the changes needed to make higher education more effective. The research results that follow suggest service-learning has a significant role to play in developing students' knowledge base and citizenship development so that they can apply their learning in a meaningful, satisfying way that benefits society as well as themselves. Although there has been

an increase in the number of investigations into service-learning during the past few years, several researchers suggest that service-learning research is fairly rudimentary and that outcomes need to be further examined with more rigorous methods (Eyler, 2000; Moore, 2000; Ramaly, 2000). This study addresses methodological limitations by using a more rigorous methodology.

Academic Learning

There is some support for service-learning's promoting academic learning and students' ability to apply theory to practice (Astin & Sax, 1998), and in students' obtaining higher test scores in classes after they have participated in service-learning projects (Fredericksen, 2000; Kendrick, 1996). Kretchmar (2001) has found that students who chose to participate in service-learning rather than to write a paper as part of a course requirement disclosed that service-learning enhanced their understanding of class material, though there was no further verification of this assertion by the instructor/author. There is evidence to support this claim, however. Researchers Marcus, Howard, and King (1993) selected a random group from a larger class to be involved with community service as well as to complete reading and writing assignments, while the other sections did some added traditional assignments. The researchers found that students in service-learning classes had more positive course evaluations, more positive beliefs and values toward service and community, and higher academic achievement as measured on mid-term and final examinations. Their awareness of societal problems was greater, according to the results of a questionnaire. Other research supported the contention that service-learning has a positive impact on personal, attitudinal, moral, social and cognitive outcomes (Astin

& Sax, 1998; Boss, 1994; Bringle & Kremer, 1993; Cohen & Kinsey, 1994; Eyler, Giles, & Braxton, Giles & Eyler, 1994; 1997; Kretchmar, 2001).

Perhaps the most compelling research indicating the benefits of service-learning are two major national research projects conducted by Eyler & Giles (1999). Influenced by earlier projects in which they were involved (Eyler, 1992, 1993; Eyler & Halteman, 1981; Giles & Eyler, 1994b), the authors obtained data from more than 1,500 students from 20 colleges and universities between 1993 and 1998, 1,100 of whom were involved in service-learning. Eyler and Giles utilized a pretest/posttest survey with all students and conducted interviews with 66 students at six colleges before and after the service semester to assess the impact of service-learning. The surveys included exploration of the impact of particular program characteristics on student outcomes. In a second project (Eyler & Giles, 1999), they interviewed 67 students in seven colleges and universities, some of whom had participated in service-learning and some of whom had not. Taken together, the authors found positive effects of service-learning on students. In fact, the service-learning students exhibited more complex thinking processes and accounted more effectively for practical realities than the non-service-learning students did. Eyler and Giles determined that higher quality service-learning with structured reflection made a bigger difference in their findings. Definitions of high quality service specify that the service must meet a goal defined by the community in which it is being performed. Strage (2000) notes it must also afford the student an opportunity for high quality learning--that is, the experience must set the stage for the intellectual and personal growth of the student;

and the learning-outcomes assessments must reflect the contribution the service intended to make to the course

Understanding of Concepts

Eyler and Giles (1999) also find that service-learning students reported a deeper understanding of concepts discussed in class, an issue specifically related to the inquiry in this present study. Giles, Honnet, and Migliore (1991) cite citizenship skills and values as well as personal and interpersonal development among the most frequently expressed measurable goals of service-learning. Service-learning has been found to promote teamwork and leadership development in university students (Astin & Sax, 1998; Eyler & Giles, 1999; Gray, Ondaatje, & Zakaras, 1999). Eyler and Giles (1999) also found that service-learning students reported a greater understanding of people's problems and that service helped students to think critically. Most important, they also found that service-learning students were willing to change their assumptions about the causes of social problems and to realize the importance of political advocacy rather than individual outreach alone to resolve significant social problems. Similarly, Marcus, King, and Howard (1993) find that students in service-learning projects have higher levels of tolerance for others, and Eyler and Giles (1999) report that students displayed more appreciation of other cultures and identified with the individuals they served.

Citizenship Development

With respect to citizenship development, a number of studies in recent years have highlighted that service-learning has increased students' commitment to volunteer work as well as their sense of social responsibility and civic participation

(Kendrick, 1996; Markus, Howard, & King, 1993). Astin and Sax (1998) find that service-learning students had a greater understanding of national and local community problems and were eager to become involved in community outreach programs. Myers-Lipton (1998) finds that her students had significant changes in their commitment to civic responsibility. The most recent research measuring enhanced citizenship values following involvement in service-learning projects reveals that students experienced increased awareness of community service programs and understood and appreciated their community more than students who had not (Dodd & Lilly, 2000).

Strengths and Weaknesses of Service-learning

Studies into service-learning reveal both its strengths and its weaknesses. Strengths are that many studies have compared students in service-learning courses with students in non-service-learning sections, and many studies use multiple data collection methods. Among the weaknesses of many of the studies are: (a) their use of only a single course in their sample, (b) their use of only one instrument to collect data, (c) the lack of a control group, or (d) the use only of students' self-reports of effects. A review of the literature on service-learning in criminal justice education is very limited, and far more weaknesses are evident than strengths. The few studies on service-learning that have been conducted in criminal justice education will now be discussed.

Service-learning in Criminal Justice Education

Only recently have the potential benefits of service-learning been anecdotally explored and discussed in criminal justice literature (Lersh, 1997; Penn, 2003; Situ,

1997; Swanson, King, & Wolbert, 1997). At the same time, these anecdotes encourage the use of service-learning, they also point to the need for solid scientific data on the value of service-learning in criminal justice education to justify programs that employ it.

The application of service-learning and its effects on criminal justice education are of paramount interest as educators seek to link service-learning to the mission and philosophy of higher education as both a kind of education and as a philosophy (Kendall, 1990; Stanton, 1991).

Penn (2003) utilized service-learning with 51 students in an undergraduate criminal justice class and administered a self-designed quantitative evaluation instrument at the end of the semester. Eighty-five percent of the 41 students who completed the survey responded that “the service-learning experiences taught them a lot about criminal justice issues” (p. 379). Ninety-two percent responded “favorably” that service-learning taught them life and job skills. The survey evaluated student responses to five general questions about involvement in service-learning, but the research design did not compare these responses to the responses of a control group.

By evaluating students' journals, Situ (1997) has found service-learning was helpful to intellectual and personal development in a course on environmental crime in 1994. However, Situ's study does not employ surveys or a comparison to a control group. Lersh (1997) describes how service-learning was used in a criminology course. As in Situ's study, the primary method of evaluation is student reflection. In this case, students offered their thoughts in written assignments and oral statements in

class. Again, neither surveys nor comparison to a control group was employed. Swanson, King, and Wolbert (1997) evaluated a mentoring type service-learning project in which students in four course sections over two-years responded to survey questions and provided written reports. Their study, however, did not utilize a comparison group. They determined that students developed a deeper understanding of the juvenile crime problems and that students reflected on those problems.

These studies suggest that service-learning in criminal justice courses can contribute to skills development and citizenship development. These preliminary investigations into the benefits of service learning in criminal justice education have prepared the way for further inquiry and analysis. This study is the next step of this need for further inquiry and analysis. There is no comprehensive study known that has explored the potential value of service-learning in criminal justice higher education. Until the present study, the City University of New York (CUNY) Doctoral Program in Criminal Justice had never entertained or approved a research project in criminal justice higher education or even a study in service-learning. Criminal justice education is frequently a topic of workshops at both the Academy of Criminal Justice Sciences and at the American Society of Criminology. These workshops usually discuss a particular strategy of teaching course material to students in a particular class but seldom discuss the philosophy of teaching and learning, and how learning can be enhanced through methods that can be used in a broad range of criminal justice classes. If educators are serious about preparing students for the challenges that await them in criminal justice career jobs and to provide them with the best tools to be leaders in their respective fields, then they must acknowledge that

exploring new and innovative ways of preparing students for the world is necessary and justified. This study shows that criminal justice education can be concerned with not only learning inside the classroom, but also with learning outside the classroom that also meets a community need.

CHAPTER 3: METHODOLOGY

This chapter describing the methodology of this study discusses the study setting and population, details the measures of the dependent and independent variables, discusses the research design and threats to validity, and finishes by explaining implementation of the research design (data gathering) and data analysis.

Study Setting and Population

This research involved the collection of data from students enrolled during the same Spring, 2002, semester in two sections of a course entitled Juvenile Delinquency, a required course for students seeking a Bachelor of Science degree in Justice and Law Administration at Western Connecticut State University (WCSU). A modified pretest/posttest design using a quasi-experimental design was utilized. Those students in the experimental group were required to perform a minimum of 15 hours of service-learning over the course of a semester, whereas students in the control group were not involved in service-learning or in any other type of field experience. The service occurred in an after-school mentoring program for elementary school children ages 9 to 11. Analysis in this research focused on quantitative measurements through the use of a previously validated survey instrument and through the use of criminal justice vignettes developed by the author. The instruments measured the effects of this service-learning on the university students, and these effects were then compared to results obtained from students in the control group.

Measures of the Dependent and Independent Variables

Dependent Variables

The measures in this study consisted of dependent variables related to (a) students' perceptions of the value of service-learning and (b) the affect of service-learning on the acquisition of specific knowledge related to understanding and applying sanctions in juvenile justice situations. These two measures were performed independently of one another; however, taken together they can provide an understanding of how service-learning affects students' perceptions and knowledge. Other dependent variable measures used in this study included class equivalence (included as principle variables of interest), which involved determining the factual knowledge base of students in the sample at both the beginning and at the end of the semester. Additionally, end-of-semester student course evaluations were administered to measure equality and fairness in treatment of both the experimental and control groups. The independent variables in this study are then discussed, including demographic data of subjects in the study.

Analysis of Student Perceptions of Service-learning

The first measure used in this study was of student perceptions of service-learning, which were measured on two levels. The first level was an overall analysis and evaluation of student perceptions of service-learning over the course of the semester (research question 1). These perceptions were gathered through a survey instrument that was a replication of a pre- and post-semester survey used by Eyler and Giles (1999) in their Comparing Models of Service-Learning project in 1994¹. The

¹ This project was funded and underwritten by the Fund for the Improvement of Postsecondary Education. See Appendixes A and B.

survey focused on various perceptions related to student learning: citizenship development, personal and interpersonal skill development, and self descriptions. These are among the most frequently expressed goals of service-learning programs (Giles, Honnet, & Migliore, 1991). Each of these areas of perception will be discussed separately.

Citizenship development.

As previously noted, participation in service-learning has been shown to increase university students' commitment to volunteering and their sense of social responsibility and citizenship. Gray, Ondaatje, and Zakaras (1999) have found that service-learning correlated with students' political activism and desire to perform community service in the future as well as with an increase in students' civic skills and participation. Astin and Sax (1998) have found that service-learning students had a greater understanding of problems facing their communities and increased their participation in community action programs. Dodd and Lilly (2000) have found that service-learning students became more aware of community services and reached a better understanding of the community. More recently, Moely, Mercer, Ilustre, and McFarland (2002) have found that service-learning had a favorable effect on students' multicultural competencies and community involvement.

In the survey used for this study, students responded to various social, political and personal issues which the survey authors claimed people frequently disagree on. They were asked to respond to the survey questions honestly through self-assessment rather than by what they felt others might say about them. They were asked to rate their agreement or disagreement on a scale to specific value-

related statements. The statements focused on citizenship development and on the importance of being concerned with volunteer/community problem solving; they were not action-related questions. These items were theoretical inquiries concerning an assessment of the need for individuals to become involved with addressing social problems, to value community service and community partnerships, to value becoming a community leader, and to assess their ability to play an important part in improving the well-being of their community.

Skills.

Service-learning has been found to enhance communication and conflict-resolution skills. Eyler and Giles (1999) have found that students involved in service-learning reported greater understanding of people's problems and changed their views on their assumptions about the causes of social problems. This led the students to become more politically active to help resolve community-related problems. Gray, Ondaatje, and Zakaras (1999) have found that service-learning promoted teamwork in group service-learning projects; and Astin and Sax (1998) have found that service-learning increased students' leadership abilities, collaborative work abilities, and interpersonal skills, including conflict resolution. More recent studies showed that service-learning students report a greater level of leadership skills (Moely, Mercer, Ilustre, & McFarland 2002; Vogelgesang & Astin, 2000) and interpersonal skills (Moely, Mercer, Ilustre, & McFarland, 2002; Payne, 2000) than non-service-learning students.

In the survey used for this study, students were asked to assess their proficiency in performing various skill-related activities through statements they

responded to by a 5-point Likert scale ranging from “much better than most” to “much worse than most.” These skills included the ability to respect and tolerate others, communicate ideas, compromise, listen effectively, empathize, take action, and lead a group.

Self descriptions.

Self descriptions asking students to describe their sense of responsibility and commitment to their communities is the third measured student perception of service learning. Eyler and Giles (1999) asked students to describe themselves by responding to statements about civic awareness and responsibility on a 5-point scale ranging from “describes me well” to “not at all well.” The questions centered on many daily activities such as keeping up with local and national news, reading newspapers or watching news shows, being active in political campaigns, and participating in political action groups. References to these specific types of survey questions are difficult to find in service-learning literature. Where they are found, the specific questions are imbedded in other scales combined with questions concerning diversity attitudes, community self-efficacy, and civic engagement. (Gallini & Moely, 2003; Moely, Mercer, Ilustre, & McFarland, 2002). These more recent studies take note of difficulties in earlier research that has attempted to isolate the types of descriptions used in the survey for this project.

Results of earlier surveys shows that college students’ civic participation is decreasing, as indicated by lack of voting, limited reading of newspapers, and infrequent political discussions (Bennett, 1997). When discussing concepts like

current and future political activism, only a moderate correlation was found (Gray, Ondaatje, & Zakaras, 1999).

Measurement of these types of perceptions can occur without students' having to participate in service-learning, however. That is, students can hold and express views about development of their skills, critical thinking, perspective transformation, and citizenship without actually having participated in service-learning. These views can then be compared to the views of students who actually participated in service-learning, that which was done in this research.

The second level of analysis of this dependent variable was a subscale analysis and evaluation of student perceptions of service-learning (research question 2). The subscale perceptions were gathered and analyzed through the same items of the survey instrument noted above but were divided into three specific areas: citizenship development, skills, and student self descriptions. Changes were measured over the course of the semester.

Affect of Service-learning on the Acquisition of Specific Knowledge

The second measure in this study consists of variables related to how service-learning can affect the acquisition of specific knowledge related to understanding and applying sanctions in juvenile justice situations. This involved interpreting student responses to a set of two juvenile justice vignettes (see Appendixes C and D) that were administered at the middle and end of the semester, respectively. They were designed to gauge whether students' responses were connected to the knowledge they gained during the semester and whether service-learning contributed to the depth of the knowledge and to the depth of the responses. The first vignette was administered

four weeks into the semester, and the second vignette was administered during the last week of the semester. By giving the first vignette four weeks into the semester, students in both the treatment and control groups had the opportunity to learn text material and to discuss material in class that they could use to respond to the vignette scenario. The treatment group had only just begun orientation and introduction to service-learning at that point. By giving the second vignette at the end of the semester, measurements of any differences between the two groups could perhaps be attributed to the impact that service-learning might have had on the quality of responses.

In each vignette, students were given a set of facts regarding a male juvenile and his involvement in a crime. The vignettes also contained some brief background information about the juvenile's attitude and quality of life. The first vignette (see appendix C) described a juvenile charged with the offense of criminal trespassing. It included variables designed to cause students to inquire about why an otherwise stable youth might become involved in such an activity. The second vignette (see appendix D) was the more serious offense of a weapons violation with variables similar to those in the first vignette. However, the seriousness of the offense challenged students to look beyond only the offense in arriving at a suitable consequence. Students were required to assume the role of a juvenile court judge hearing the particular case and then to determine an appropriate sentence. They were also required to justify and explain their sentencing recommendation. Creating varying complexity between the vignettes was a response to the need for universities to teach students how to solve complex societal problems (Crowe, 2003). Giles and

Eyler (1998) suggest that this type of subject-matter learning should be of considerable interest to faculty and that “one of the greatest challenges to researchers is to identify and measure appropriate learning outcomes that service-learning might be uniquely designed to affect” (p. 67).

The vignette analyses were evaluated by the content of the responses on three foci: (a) causal complexity—did the students inquire about and identify possible reasons for the juvenile’s behavior?; (b) solution complexity—did the students’ court dispositions suggest a connection between the possible cause and possible solution to the problem?; and (c) knowledge application—did the students’ responses refer to and/or include facts, authorities, and/or text readings to support their court dispositions?

These three foci are consistent with those that Giles and Eyler (1994a) note as related to the qualities expected to be learned from students involved in service-learning. They are also the type of foci educators in university criminal justice programs expect their students to recognize in the analysis of criminal justice problems.

The vignettes were designed to investigate and analyze students’ understanding and application of criminal justice knowledge gained during the semester and to determine whether service-learning contributed to their level of knowledge. This type of evaluation is an essential next step in service-learning research and for its development in the area of criminal justice.

Class Equivalence (Principle Variable of Interest)

The author took steps to determine class equivalence prior to implementation of the study. He also ensured equal treatment of the subjects during the semester and tested them at the end of the semester to observe any differences that might have occurred during the semester that could have confounded the study results.

Prior to implementation.

During the first week of class meetings, each group was administered a factual multiple choice test-bank examination on questions related to juvenile delinquency. This was done to ensure that there were no significant differences in the factual knowledge base of students in each of the study groups. Any such differences could confound the results of the dependent variables.

During the semester.

Both prior to and at the conclusion of each class, the author recorded detailed field notes on all course-based information shared and discussed in class. This was designed to ensure that material presented in one of the classes did not differ significantly from the material presented in the other class. The author adhered to a strict schedule of material presented during each of the classes, with variations occurring only due to student questions during the class. The material presented in each of the classes remained the same from class to class and from week to week during the semester.

Further, to ensure fair assessment of factual knowledge gained from text readings during the semester, all subjects in the study received class examinations that were identical, textbook author-approved test-bank exams.

Students were graded only on their answers to multiple choice, true-or-false, and fill-in-the-blank questions. Grading was therefore objective. Average scores were recorded for each exam administered to each class and were compared among the groups at the end of the semester.

End of semester.

End-of-semester student class evaluations are required by WCSU. The Division of Justice and Law Administration at WCSU utilizes a university-approved evaluation form administered during the last week of classes each semester (see Appendix E). The form contains 15 questions to which students respond by selecting a response on a 7-point Likert scale. They also have the opportunity to include any comments in narrative form on the back of the survey. The forms are then submitted to the university statistical reporting office, and the results are provided to the instructor of the course during the semester following the evaluation. Instructors are not permitted to handle the evaluation forms after distribution to the students, and the instructor must not be present in the classroom while they are being completed. They are collected by a student and forwarded to the division's clerical administrative assistant for processing.

Independent Variables

Service-learning Program

The primary independent variable in this study is measured by student participation or non-participation in service-learning as part of the class in juvenile delinquency. For this study, the treatment group was required to

participate in a program of service-learning, but the control group was never told that service-learning was even available to them as part of the course.

Service-learning students were required to participate in a minimum of 15 hours of service as part of the class. Details of this participation and a further explanation of the service-learning program can be found later in this chapter.

Demographics

Students were selected for this study by their enrollment in two sections of a course entitled Juvenile Delinquency, a required course for students seeking a four-year Bachelor's degree in Justice and Law Administration. The course is also available for enrollment to any university student not majoring in Justice and Law Administration. It is important therefore, to provide a demographic analysis of the subjects in the study (see Table 1) to understand composition of the groups and to determine whether any significant difference between students in the groups resulted. These demographics will be discussed in the next chapter.

Table 1

Descriptive Data for Service-learning and Non-service-learning Students

| Variables | Percentage | Percentage |
|-----------------------------------|----------------------------|--------------------------------|
| | Service-learning N = 34 | Non-service-learning N = 48 |
| <u>Gender</u> | | |
| Males | 54 | 58 |
| Females | 46 | 42 |
| <u>Major</u> | | |
| Justice & Law Administration | 67 | 58 |
| Non-Justice & Law Administration | 33 | 42 |
| <u>Academic Level</u> | | |
| Freshman | 35 | 33 |
| Sophomore | 48 | 42 |
| Junior | 11 | 17 |
| Senior | 6 | 8 |
| <u>Service-learning Placement</u> | | |
| After-school mentoring program | 97 | |
| Elementary school tutor | 3 | |

Research Design

A simple pretest/posttest design or a posttest-only design could have been selected for use in this study. However, Huck, Cormier, and Bounds (1974) note the limitations associated with the pretest/posttest and posttest-only designs. They say:

[o]ne of the threats to external validity (generalizability of results) is the interaction between the pretest and the treatment. External validity will be limited to the extent that the pretest *sensitizes* the subjects to the treatment. If such an interaction is present, the results of a study cannot be generalized to non-participants of the experiment unless they also receive the pretest. The existence of an interaction between the pretest and the treatment could severely limit the generalization of the research. (p. 254)

Gall, Gall and Borg (2003) have noted that:

In some experiments, the pretest may interact with the experimental treatment and thus affect the research results. If the experiment is repeated without the pretest, different research results are obtained. (p. 376)

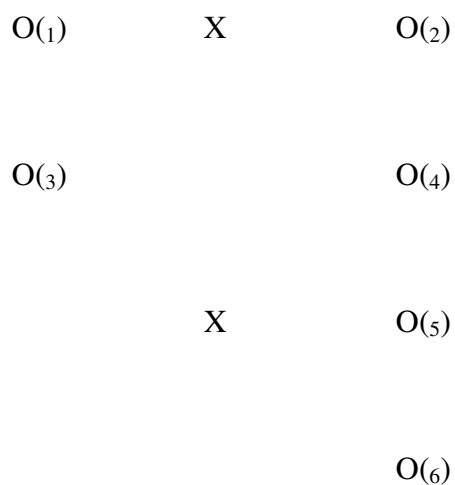
Further, without additional controls, it is difficult to detect attitudinal changes in pre-post surveys with single samples. Wilson and Putnam (1982) have reported in their meta-analysis of pretest sensitization effects that pretest sensitization is more likely to occur when the pretest is a self-report measure of personality or attitude. The survey used in this study is that type of survey.

Prior service-learning experience research utilizing pre-post surveys has encountered difficulties when studies lacked randomization and control group methods (Payne, 2000; Reinke, 2003) and assessed attitudes and perceptions with only surveys (Rockquemore & Schaffer, 2000). Eyler (2002) makes a strong suggestion that research into service-learning utilize more experimental designs to increase understanding and improve the academic effectiveness of service-learning and to further evaluate causative hypotheses. Perry, Imperial, Matsey, Katula, and

Beckfield (1999) call for a move away from student journal analysis to a more structured quantitative method.

Solomon Four-group

Because of these problems and suggestions and because of the structure of this project, this study warranted a more rigorous quantitative research method. A modified pretest/posttest design, known as the Solomon Four-group design, was selected as the methodological approach for this study. Campbell and Stanley (1963, p. 24) presents the design of the Solomon Four-group (see also Figure 1) as follows:



O_(1,3) indicates the use of a pretest, and O_(2,4,5,6) the presence of a posttest with X signifying the treatment.

Campbell and Stanley (1963) note the benefits of utilizing this design is increased generalizability and strength of the inference. They note that [b]y paralleling elements O₍₁₎ through O₍₄₎ with experimental and control groups lacking the pretest, both the main effects of testing and the interaction of testing and X are determinable. In this way, not only is generalizability

increased, but in addition, the effect of X is replicated in four different fashions: $O_{(2)} > O_{(1)}$, $O_{(2)} > O_{(4)}$, $O_{(5)} > O_{(6)}$, and $O_{(5)} > O_{(3)}$[I]f these comparisons are in agreement, the strength of the inference is greatly increased. (p. 25)

| | | | |
|---------|-----------|---|-----------|
| Group A | $O_{(1)}$ | X | $O_{(2)}$ |
| Group B | $O_{(3)}$ | | $O_{(4)}$ |
| Group C | | X | $O_{(5)}$ |
| Group D | | | $O_{(6)}$ |

Figure 1. This study employed a Solomon Four-group methodology for the pretest/posttest (Stanley & Campbell, 1963).

Threats to Validity

Although the Solomon Four-group design provides the best control of threats to internal validity, its one weakness is that it requires a larger sample size because subjects must be assigned to four groups (Fraenkel & Wallen, 2003). The sample size of this study was adequate to meet the demands of the design, though. Because random assignment was not available for use in this study, some of the more common threats to internal validity were considered prior to implementation and controls were instituted to address these concerns.

Table 1 illustrates the descriptive statistics for student characteristics in the service-learning and non-service-learning groups (Their impact is discussed in chapter 4. Other steps taken to determine class equivalence, a principle variable of interest, were employed and are discussed in chapter 4, also.) Other factors in the Solomon Four-group design that might pose a threat to internal validity include location, data collection characteristics and bias, attitude of the subjects, and

implementation (Fraenkel & Wallen, 2003). Each of these threats and the controls used to minimize their interference will be discussed.

Location

Subjects in this study were university students who attended two classes held in the same classroom building and who were provided with the same resources and materials during the semester, so location was deemed not to be a significant threat. Also, all but one student in the experimental group performed the service-learning at the same elementary school location.

Data Collection Characteristics and Bias

Regarding data collection characteristics, all data were gathered by either one independent facilitator (explained at the end of this chapter) or by the principle investigator who taught the classes. Data were collected in the same way and on the same dates in both classes.

The data were initially scored by independent evaluators to minimize data collection bias. For the survey, the data were tabulated by the WCSU Director of Institutional Research and Assessment. The principle investigator then performed the statistical tests necessary for data analysis. For the vignettes, the data were scored first by an independent evaluator who was provided with the categories and instructions for scoring. (The independent evaluator was unaware of the hypotheses in the study and unable to identify the characteristics of the students from whom the data were collected.) The scores were reviewed by the principle investigator for accuracy, and then the statistical tests were performed. Data collection bias was therefore minimized.

Subjects' Attitudes

It has been suggested that experimental group subjects who are aware that they are part of a study might react and perform positively as a result of feeling that they are receiving special treatment, regardless of what the actual treatment may be (Fraenkel & Wallen, 2003). Conversely, an opposite, negative performance effect can occur when the control group is aware of the treatment but receives no treatment at all. When this occurs, results may indicate that the treatment group is performing better due to the treatment although this may actually not be the case.

In this study, this potential problem was addressed by informing the treatment group that service-learning was simply a regular part of the course requirements with no reference to service-learning as being part of any experiment. Similarly, the control group was provided with the same course description (see Appendix F) as the treatment group with no mention of any service-learning component being used in the other class section².

Implementation Threat

The final threat to validity involves implementation threat. As mentioned earlier, facilitators and administrators of this study other than the principle investigator were utilized to minimize the possibility that either group in the study would be treated differently and therefore gain an advantage over the other. Additionally, although the principle investigator was the class instructor for both groups, he adhered to a strictly similar lecture and class protocol regimen. (For example, the term service-learning was never discussed with either group in class

² No students during the semester either requested to transfer from one class to the other (which would have been prohibited) or asked why the classes were not the same.

discussions. Class discussions were based on textbook material and resources, such as videos and handouts, not associated with service-learning. Although students in the service-learning group occasionally asked questions about events that had occurred during the service-learning experience, the principle investigator never broached the topic.) Additional controls to implementation threat are addressed at the end of this chapter under the discussion of the protection of human subject restrictions placed by both the CUNY and WCSU review boards.

In summary, a number of techniques and procedures were employed to standardize conditions and to minimize the possible threats to validity using the Solomon Four-group design.

Implementation of Design and Data Gathering

Student Subjects

Students in this study were selected from their open enrollment in two separate sections of a WCSU course entitled Juvenile Delinquency. The course is theoretically designed to educate students on issues surrounding the occurrence of youth crime as well as in delinquency prevention. It is designed to expose students to the types of issues and problems that juveniles face in their lives rather than merely to describe the system of juvenile justice in a process-oriented course. The non-service-learning group encountered the same course goals and objectives in a traditional classroom setting (see Appendix F).

The author taught two sections of this course during the same semester. Both sections met on Tuesday and Thursday; one at 11:30 a.m. and the other, at 2:30 p.m. The University advertised both courses without reference to any prospective

differences in course content--that is, the proposed study. Students were not made aware of the project prior to their selection of the courses. The author flipped a coin after the semester started and selected the afternoon section to be the service-learning, or treatment, group and the morning section to be the non-service-learning, or control, group. This project is a quasi-experimental design because of the lack of random assignment of students to either the experimental or control groups. Bringle and Hatcher (1995) have noted that in university service-learning research projects, implementing random assignment is nearly impossible. In a service-learning study similar to this one, Markus, King, and Howard (1993) kept their students unaware of which sections of a political science course were to be service-learning and which would have alternative assignments. Although lacking strict random assignment, it was found to be "a reasonable approximation" (Bringle & Hatcher, 2000) and a strong design for making the causal inference that service-learning was the noted difference in the outcome variables. However, Bringle and Hatcher note that

[i]n order to preserve the integrity of this procedure, (a) the movement of students between service-learning and non-service-learning sections must be prohibited or monitored, analyzed and reported, and (b) differential dropout from the two types of sections must be monitored, analyzed, and reported. (p. 72)

This author took these precautions.

Eighty-four students enrolled in the two sections: 35 in the experimental group, and 49 in the control group. During the first week of the semester, one student dropped out of each class section, leaving 34 in the experimental group and 48 in the

control group, a total sample size of 82 students. Once the semester started, students were prohibited from transferring from one class to the other. At the beginning of the semester, students were provided with information that a study was being undertaken during the semester without reference to any specific information or about the actual hypothesis and variables. They were advised of the study by an independent facilitator who assisted the principal investigator by addressing the two classes, or groups, by distributing and collecting the approved informed consent document and administering the survey questionnaires. All students agreed to voluntarily participate in the project.

Questionnaire

At the beginning and end of the semester, students were administered a questionnaire (see Appendix A) of more than 100 questions, 68 of which were designed for analysis of the pretest/posttest comparisons. (The questionnaire is discussed further in chapter 4.) Pretest subjects were randomly selected and assigned. The questionnaires were number-coded, no names were provided, and responses were made on a Scantron response form. Students in the study who were not pretested were administered a coded placebo survey instrument at the beginning of the semester at the same time that the pretest/posttest subjects were being administered the actual pretest. The placebo survey was designed to elicit students' feelings concerning various juvenile justice policy and treatment issues and was later used as the basis for class discussions. Although items in the mock survey were discussed in class, it was never revealed that the class discussion was related to the survey. The purpose of this procedure was to minimize pretest sensitization among the students that any type of a

test, pretest or otherwise, was being administered. Each student completed the survey or placebo instrument at his or her own pace. The completed forms were placed in a confidential envelope and locked in the independent facilitators' office until after final grades were submitted at the end of the semester. These and other restrictions were placed on the author of this study by both the CUNY Graduate Center's Committee on the Protection of Human Subjects (IRB) and the Human Subjects Review Committee (HSR) at WCSU. They are noted below with an explanation of how the restrictions were enforced.

1. IRB requires that any and all data must be collected and secured by someone other than the instructor until the end of the semester. Since the author/principal investigator is also the instructor for the classes, CUNY voiced a concern for potential bias. This stipulation was met by the collection and keeping of data orchestrated by the chairperson of the Division of Justice and Law Administration at WCSU, David F. Machell, Ed.D. He also acted as the contact person in the event that students had any questions or concerns about their participation in the study.

2. The principal investigator must not know which students are participating in the study or those who are not. The CUNY-approved informed-consent form was distributed to each student at the start of the project by the approved data collector. All students were advised of their rights to not participate in the research project and to withdraw from the study at any point during the semester. No student elected either option, a fact that the author learned at the conclusion of the project.

3. The instructor will not see the collected data until after grades for the course have been submitted to the registrar at WCSU. The data were collected and secured in the approved data collector's office during the semester and were not delivered to the author until final grades were recorded by the registrar.

Praxis

The idea of community service and specifically of a service-learning program is not found in the mission statement of WCSU, and only a few faculty uses service-learning through a loosely organized network of university staff and community partners. WCSU has a service-learning program known as Praxis, but administrative and financial support for service-learning at the university is weak, at best. The general purpose of Praxis is to bind the substantial resources of the university community to other, often less visible, communities such as lower income families having school-aged children in need of after-school supervision, day-care centers, nursing homes, low-income housing projects, treatment facilities, and the courts. The Praxis coordinator works with the various social service agencies that accept the placements to orchestrate the placement of students. The Praxis coordinator placed students in the Juvenile Delinquency course in mentoring programs having direct contact with juveniles so there would be interaction between the college students and the children.

The vast majority of university students in the class were placed in the Praxis elementary after-school program. Only two students in the class were not able to serve in the Praxis after-school program. They were alternatively placed in other

elementary schools better suited to their own schedules. Nevertheless, they performed tasks similar to those performed by students in Praxis.

The elementary school selected by Praxis, Clear Avenue School (a pseudonym), is in a lower-middle-class area contiguous with the WCSU midtown campus. The elementary school students were given the option of attending the program if their parents desired them to participate; it was not mandatory. The program was designed to give them the opportunity to participate in structured activities that included homework completion, social activities, and recreation. It was highly structured, with close supervision and guardianship provided by the program staff and volunteers. During university semesters, the university student volunteers from Praxis were the primary caregivers. The students were involved in the organization of projects, the direct supervision of the participants, and in resolving any conflicts between children that would arise during the program. Frequently, the university students escorted the youths to their homes after the program. This gave the university students the opportunity to speak with and to observe the youth in everyday settings. The staff encouraged students to talk to them about the youngsters' everyday experiences to create bonding opportunities with the children and to support them with any conflict situations that they might be experiencing.

Although the service-learning project involved university students working with elementary school students aged 9 to 11, no data on the elementary school students were collected or used. In class assignments, university students might have reported descriptive data on behavioral patterns and/or events that occurred at the

school site, but no names were used. The focus was on the university students' attitudes, perceptions, and intellectual growth.

The sponsoring program's director trained the university students for their responsibilities while working at the site. University students received 1.5 hours of orientation training prior to commencement of service, which included:

1. An overview and explanation of the program structure and historical background;
2. Program expectations for university students involved with the youths (including a job description, elementary school administration expectations of involvement and legal and ethical responsibilities); and
3. Feedback from the prior year's program evaluations from parents, elementary school students, and university students.

Immediately after this large group orientation, university students were directed to break into small groups. They were provided specific assignments, including a discussion of safety procedures for walking students home after a day's activities.

After the first structured meeting between elementary school students and university students, the program director met with each student volunteer individually and then as a group to establish a rapport that allowed for the discussion of issues that might not have been handled in orientation training, such as questions about single parenting issues, gang membership, behavior problems, and so on.

The university students were protected against liability through insurance coverage provided by both the elementary school and WCSU.

Dosage

As noted earlier, the service-learning students performed a minimum of 15 hours of service during the semester. This is not a substantial time commitment, but as Lersch (1997) has noted, “even with a relatively small number of hours, students may benefit from the service-learning project” (p. 255). Similarly, Plante (1998) recommends two hours per week as a time requirement so long as the contact is meaningful. Fifteen hours per semester can be viewed as a relatively low dosage over the course of the semester; however, the distribution of the dosage is the critical element in understanding and justifying the amount of time required. Students were required to complete 1.5 hours per week for a minimum of 10 weeks, which gave them the time to digest and reflect on the weekly experiences. As university students progressed through the semester, they were able to build on their knowledge base from the weekly service experience as well as from their classroom experiences. Had the university students performed the 15 hours of service over the course of two days, they would not have had the opportunity to digest and reflect on their experiences in the same meaningful way. Interestingly, and as noted earlier, many students elected to perform more than the minimum number of hours required; most completed closer to 20 hours over the semester.

Data Analysis

The Scale and Subscale

Analysis of these data will first focus on gaining an understanding the survey and then proceed to an analysis of the items in the survey.

Students completed a survey questionnaire following the model of the Solomon Four-group design discussed earlier. The pretest/posttest survey was taken from the Comparing Models of Service-Learning Project, a national study of the impact of service-learning on college students³. It asked students to rate their responses to statements on the 5-point Likert Scale. Sixty-eight items were available for analysis in the pretest/posttest format. Questions for analysis in the survey were designed to study the impact of service-learning on students' views and experiences of service-learning and of citizenship values and skills. According to Eyler and Giles (1999),

[s]urvey measures focused on the many types of learning identified...personal and interpersonal development, understanding and application of subject matter learning, critical thinking and perspective transformation, and citizenship skills and values. (p. 212)

Many of the survey items that were originally used in the Eyler and Giles (1994) survey had been previously developed as part of earlier studies conducted at Rutgers University in 1993 by Scheurich (1994) and by Marcus, Howard, and King (1993). All scales were found to have reliable Cronbach alpha scores ranging from .71 to .80 when items were analyzed within single college samples lacking wide diversity of populations. Alpha scores were somewhat lower (.46 to .64) on some personal and interpersonal development items related to community connectedness in multi-college survey analysis with more diversity in the sample.

³ Supported by FIPSE, the survey was first used nationally in 1995 (see Appendix A and B) by Eyler and Giles (1999) as part of their nationwide study of the impact of service-learning.

Eyler and Giles tested the reliability of their survey instrument prior to administering it by conducting a series of focus groups and pilot surveys in 1994. For this study, this author conducted a focus group and found that students understood the terminology of the questions and understood the concepts. The four students in the focus group had prior experiences with service-learning either as part of the university-wide service-learning program or as part of a juvenile delinquency class taught by this writer in a previous semester.

T- tests

T- tests for independent samples were used when comparing service-learning and non-service-learning students on the pretest and posttest measures on all 68 items in the survey. The tests are the appropriate measure when comparing means between two groups. Determining the appropriate *t*-test is a product of first comparing the variances within the groups (F_{\max}), and determining if the variances are significantly different, or unequal. If they are significant, then it is proper to use a *t*-test for unequal variances. If the variances are not significant, then it is appropriate to use a *t*-test for equal variances. The analysis of the data considered pretest data within and between groups and compared these findings with the data collected at the posttest in the Solomon Four-group design. A significance level of $p < .05$ was established for this instrument because this level of research has not been conducted or evaluated in criminal justice education before.

Juvenile Justice Vignettes

The foci in the vignette analyses were scored first by an independent evaluator and later confirmed by this writer. Students scored 1 for *yes* and 0 for *no* on each of

the three foci in each vignette. For example, if a student demonstrated a desire for the need to consider the background of the juvenile and assessing his situation prior to imposing sanctions, he or she would receive a score of 1 for the variable *causal complexity*, and a 0 if he or she did not. Similarly, if a student demonstrated a desire to impose a sanction based on the needs and concerns of either the delinquent or the community, he or she would receive a score of 1 for the variable *solution complexity* and a 0 if he or she did not.

The scores were then compared between the service-learning and non-service-learning groups by means of a series of *t*-test for independent samples. Consistent with the first survey instrument decision, a significance level of $p < .05$ was established.

CHAPTER 4: RESULTS

This chapter will describe the results of the analyses of each of the three research questions in the order they have been presented: the overall scale survey analysis, the subscale survey analysis, and the juvenile justice vignette analyses. It also describes the results of efforts to measure and to maintain class equivalence and to ensure equal treatment of the groups throughout the study.

The Survey: Overall Scale Survey Analysis

Research Question 1

The first research question asked: Is there a difference in experiences and views of service-learning for those students who have participated in a service-learning project as part of an undergraduate class in juvenile delinquency and their peers who have not? The following hypothesis is postulated in response to this research question: Students who have participated in service-learning projects as part of an undergraduate class in juvenile delinquency will have significantly higher mean scores regarding their perceptions of service-learning than those who have not participated in a service-learning project as part of that class. Because of its research design (see Figure 1), the Solomon Four-group methodology calls for a more detailed examination and analysis of the following sub-hypotheses:

1a. Those students who participated in service-learning (Group A) will have significantly higher posttest scores (O_2) than pretest scores (O_1).

1b. Among students who were pretested, those who participated in service-learning (Group A) will have posttest scores (O_2) that are significantly higher than the posttest scores (O_4) of those who did not participate in service-learning (Group B).

1c. Among students who were not pretested, those who participated in service-learning (Group C) will have posttest scores (O_5) that are significantly higher than the posttest scores (O_6) of those who did not participate in service-learning (Group D).

1d. Those students who participated in service-learning but were not pretested (Group C) will have posttest scores (O_5) that are significantly higher than the posttest scores (O_3) of students who did not participate in service-learning (Group B).

Figure 2 illustrates the hypothesis and comparisons of groups required by the Solomon Four-group design⁴.

| | |
|----------------------|---------------------|
| Hypotheses 1a and 2a | $O_{(2)} > O_{(1)}$ |
| Hypotheses 1b and 2b | $O_{(2)} > O_{(4)}$ |
| Hypotheses 1c and 2c | $O_{(5)} > O_{(6)}$ |
| Hypotheses 1d and 2d | $O_{(5)} > O_{(3)}$ |

Figure 2. Hypotheses and comparisons of groups in Solomon Four-group Design for Research Questions 1 and 2.

The first hypothesis suggests that there will be a difference in the overall perceptions between the experimental (service-learning) group and the control group as measured by the survey asking students to rate their perceptions collectively on citizenship development, skills, and self descriptions. These types of perceptions are important and relevant in criminal justice education. Eyler and Giles (1999) note that a “central element of service-learning is to link personal and interpersonal development with academic and cognitive development” (19). Perry (1970) points out that personal and intellectual development are integral to each other and are

⁴ Note: Figure 2 illustrates the hypotheses and comparisons of research questions 1 and 2.

connected to advanced levels of thinking. Eyler and Giles (1999) argue that the richness of students' experiences as they engage in and reflect on their service is more likely to result in changes in their higher-order thinking and application of their knowledge to new situations than it is to result in appreciable differences in inert knowledge or other forms of lower-level factual knowledge.

At the completion of the study, there were apparent changes in the overall perceptions of service-learning students compared to those in the control group. However, the changes must be explained carefully (see Figure 3 and Tables 2 and 3).

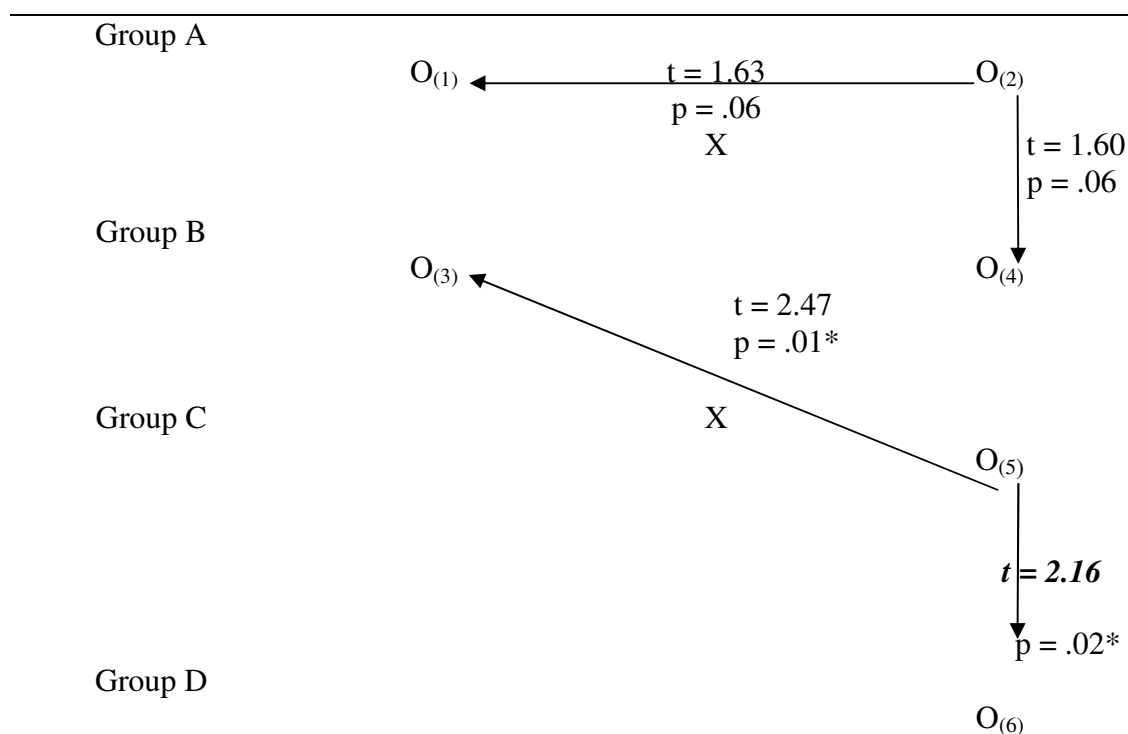


Figure 3. Results of the Solomon Four-group Design for Research Question 1: global scale analysis. *significant finding.

Table 2
Descriptive Statistics for Research Question 1

| Hypothesis | | n | M | sd | | n | M | Sd |
|------------|------------------|----|------|-----|------------------|----|------|-----|
| 1a | O ₍₂₎ | 17 | 3.38 | .30 | O ₍₁₎ | 17 | 3.25 | .26 |
| 1b | O ₍₂₎ | 17 | 3.38 | .30 | O ₍₄₎ | 24 | 3.25 | .16 |
| 1c | O ₍₅₎ | 20 | 3.43 | .32 | O ₍₆₎ | 24 | 3.29 | .27 |
| 1d | O ₍₅₎ | 20 | 3.43 | .32 | O ₍₃₎ | 24 | 3.22 | .26 |

Table 3
Results of the Solomon Four-group Design for Research Question 1

| Results of | | | |
|------------|-------------------------------------|----------|----------|
| Hypothesis | Mean Comparisons | <i>T</i> | <i>P</i> |
| 1a | O ₍₂₎ = O ₍₁₎ | 1.63 | .06 |
| 1b | O ₍₂₎ = O ₍₄₎ | 1.60 | .062 |
| 1c | O ₍₅₎ > O ₍₆₎ | 2.16 | .02* |
| 1d | O ₍₅₎ > O ₍₃₎ | 2.47 | .01** |

* $p \leq .05$. ** $p \leq .01$

The justification for the use of the Solomon Four-group pretest/posttest design is to account for testing effect as well as for treatment effect. The results of the comparisons indicate that both treatment and testing effects occurred. Although there was significance in the comparison of students in the treatment group to the control group among those not pretested (sub-hypothesis 1c), significance was not found in the comparison of students in the treatment group to the control group among those who were pretested (sub-hypothesis 1b), consistent with the concern regarding pretest sensitization raised by Solomon. Similarly, there was no significance in the

comparison of the treatment group from the pretest to the posttest (sub-hypothesis 1a). The final observation (sub-hypothesis 1d) showed significance in comparing the posttest only treatment group with the pretest/posttest control group.

In summary, there is evidence to support sub-hypotheses 1c and 1d, the significance of which will be discussed in chapter 5.

Subscale Survey Analysis

Research Question 2

The second research question was: Is there a difference in college students' citizenship development, acquired skills, and self descriptions, for those students who have participated in a service-learning project as part of an undergraduate class in juvenile delinquency and their peers who have not? This question was measured by an analysis of the survey subscales described in the previous chapter; the same Solomon Four-group design format (see Figure 1) guided this analysis.

The following hypothesis was postulated in response to the research question: Students who have participated in service-learning projects as part of an undergraduate class in juvenile delinquency will have significantly higher mean scores regarding their citizenship development, acquired skills, and self descriptions than those who have not participated in a service-learning project as part of that class.

Because of its research design (see Figure 2), the Solomon Four-group methodology calls for a more detailed examination and analysis of the following sub-hypotheses:

2a. Those students who participated in service-learning (Group A) will have significantly higher posttest scores (O_2) than pretest scores (O_1).

2b. Among students who were pretested, those who participated in service-learning (Group A) will have significantly higher posttest scores (O_2) compared to the posttest scores (O_4) of those who did not participate in service-learning (Group B).

2c. Among students who were not pretested, those who participated in service-learning (Group C) will have significantly higher posttest scores (O_5) compared to the posttest scores (O_6) of those who did not participate in service-learning (Group D).

2d. Those students who participated in service-learning but were not pretested (Group C) will have significantly higher posttest scores (O_5) compared to the pretest scores (O_3) of students who did not participate in service-learning (Group B).

The first research question analyzes the overall impact of service-learning on student perceptions (the dependent variable) by comparing all of the survey items together. This second research question analyzes the three subscales of the same survey questionnaire separately: citizenship development, skills, and self descriptions. The results of the subscales are discussed separately and then their significance is discussed further.

Citizenship Development

Hypothesis 2 suggests that there would be measurable subscale differences on citizenship development items between the service-learning and the control group as assessed by the survey. This involved a *t*-test analysis of a subscale with 29 items on the survey. This hypothesis was formulated according to the existing literature. The analysis of this hypothesis considered pretest data within and between groups and compared these figures with the data of the posttest in the Solomon Four-group

design. Table 4 explains the descriptive statistics for the subscale analysis of citizenship development between the groups.

Table 4
Descriptive Statistics for Research Question 2: Subscale Analysis of Citizenship Development

| Hypothesis | | n | M | sd | | n | m | sd |
|------------|------------------|----|------|------|------------------|----|------|------|
| 2a | 0 ₍₂₎ | 17 | 3.34 | .277 | 0 ₍₁₎ | 17 | 3.21 | .413 |
| 2b | 0 ₍₂₎ | 17 | 3.34 | .277 | 0 ₍₄₎ | 24 | 3.17 | .285 |
| 2c | 0 ₍₅₎ | 20 | 3.45 | .30 | 0 ₍₆₎ | 24 | 3.17 | .283 |
| 2d | 0 ₍₅₎ | 20 | 3.45 | .30 | 0 ₍₃₎ | 24 | 3.22 | .367 |

There were changes in measures of citizenship development in service-learning students from the pretest to the posttest (see Table 7). The results of the comparisons show that service-learning had a direct impact on students' citizenship development. Both the pretested and non-pretested treatment groups showed a significant increase in mean posttest scores over the control group (sub-hypotheses 2b and 2c). There was no significance in the comparison of the mean scores between those in the treatment group who were both pretested and posttested (sub-hypothesis 2a), but there was significance between those in the treatment group who were not pretested and those in the control group who were pretested (sub-hypothesis 2d).

In summary, there is evidence to support sub-hypotheses 2b, 2c, and 2d, the significance of which will be discussed in chapter 5.

Skills

Hypothesis 2 also suggests that there would be subscale differences in acquired skills between the service-learning and the control groups as assessed by the survey. This involved a *t*-test analysis of 22 items on the scale. The analysis of this

hypothesis considered pre-test data within and between groups and compared these figures with the data at posttest in the Solomon Four-group design. Table 5 explains the descriptive statistics for the subscale analysis of acquired skills between the groups.

Table 5
Descriptive Statistics for Research Question 2: Subscale Analysis of Skills

| Hypothesis | | n | m | sd | | n | m | sd |
|------------|------------------|----|------|------|------------------|----|------|------|
| 2a | 0 ₍₂₎ | 17 | 3.84 | .058 | 0 ₍₁₎ | 17 | 3.58 | .572 |
| 2b | 0 ₍₂₎ | 17 | 3.84 | .058 | 0 ₍₄₎ | 24 | 3.67 | .283 |
| 2c | 0 ₍₅₎ | 20 | 3.80 | .524 | 0 ₍₆₎ | 24 | 3.65 | .651 |
| 2d | 0 ₍₅₎ | 20 | 3.80 | .524 | 0 ₍₃₎ | 24 | 3.51 | .506 |

At the completion of the study, there were differences in the acquired skills of all students in the study judging the comparisons from the pretest to the posttest. (see Table 7). Both the treatment group and control groups had higher mean posttest scores than pretest scores. The results of the comparisons show that service-learning did not have a direct effect on students' acquired skills. Similarly, the scores of the posttest only treatment group were higher than the pretest scores of the pre/posttest control group (sub-hypothesis 2d).

There is evidence then, to support sub-hypotheses 2a and 2d, the significance of which will be discussed further in chapter 5.

Self Descriptions

The last segment of hypothesis 2 suggests that there would be subscale differences in self descriptions between the service-learning and the control groups

as assessed by the survey. This involved a *t*-test analysis of the 17-item subscale on the survey. This hypothesis was formulated according to the existing literature. The analysis of this hypothesis considered pretest data within and between groups and compared these figures with the data for the posttest in the Solomon Four-group design. Table 6 explains the descriptive statistics for the subscale analysis of self descriptions between the groups.

Table 6
Descriptive Statistics for Research Question 2: Subscale Analysis of Self Descriptions

| Hypothesis | n | m | sd | | n | m | sd | |
|------------|------------------|----|------|------|------------------|----|------|------|
| 2a | 0 ₍₂₎ | 17 | 2.87 | .364 | 0 ₍₁₎ | 17 | 2.91 | .352 |
| 2b | 0 ₍₂₎ | 17 | 2.87 | .364 | 0 ₍₄₎ | 24 | 2.85 | .517 |
| 2c | 0 ₍₅₎ | 20 | 2.92 | .428 | 0 ₍₆₎ | 24 | 2.81 | .305 |
| 2d | 0 ₍₅₎ | 20 | 2.92 | .428 | 0 ₍₃₎ | 24 | 2.82 | .466 |

At the completion of the study, there were no apparent changes in the self descriptions of both the service-learning and the non-service-learning students from the pretest to the posttest (see Table 7). There was no significant difference between the experimental group and the control group, whether they were pretested or not, in any comparison called for in the Solomon Four-group design.

There was no evidence to support any of the sub-hypotheses relative to the self descriptions of students in either the control group or the experimental group. The significance of this finding will be discussed in chapter 5.

Table 7
Results of the Solomon Four-group Design for Research Question 2 Subscale Analysis

| | | Sub-Scale Results | | |
|--------------------------------|--|-------------------|-----------------|-----------------|
| Comparison | Group | Citizenship | | Self |
| | | development | Skills | descriptions |
| $0_{(2)} \rightarrow 0_{(1)}$ | Posttest to pretest: treatment group | Not significant | $p \leq .05$ | Not significant |
| $0_{(4)} \rightarrow 0_{(3)*}$ | Post test to pretest: control group | Not significant | $p \leq .05$ | Not significant |
| $0_{(2)} \rightarrow 0_{(4)}$ | Pretest/posttest groups: posttest between treatment and control | $p \leq .05$ | Not significant | Not significant |
| $0_{(5)} \rightarrow 0_{(6)}$ | Posttest only groups: posttest between treatment and control groups | $p \leq .01$ | Not significant | Not significant |
| $0_{(5)} \rightarrow 0_{(3)}$ | Posttest only treatment to pretest/posttest control group | $p \leq .05$ | $p \leq .05$ | Not significant |

Note. * The comparison is included for clarity only; it is not required in Solomon Four-group Design.

Juvenile Justice Vignettes

Research Question 3

The third research question asked: Is there a difference in college students' understanding and application of criminal justice knowledge for those students who have participated in a service-learning project as part of an undergraduate class in juvenile delinquency and their peers who have not?

The responses to vignettes were analyzed on the content of the responses on three foci:

1. Causal complexity. Did the students inquire about and identify possible reasons for the juvenile's behavior?;

2. Solution complexity. Did the students' court disposition display a connection between the possible cause and possible solution to the problem presented?; and

3. Knowledge application. Did the students' responses refer to facts, authorities, and/or texts to support their court dispositions?

The following hypothesis was postulated. Students who have participated in service-learning projects as part of an undergraduate class in juvenile delinquency will have significantly higher mean scores regarding their understanding and application of criminal justice knowledge than those who have not participated in a service-learning project as part of that class.

Consistent with the hypothesis, a model was designed to compare the results of the two vignette essays administered to the groups at two specific times during the semester (see Figure 4).

| | Vignette 1 | Vignette 2 |
|-------------------|-----------------------|------------------|
| | Beginning of semester | End of semester |
| Treatment Group A | A ₍₁₎ | A ₍₂₎ |
| Control Group B | B ₍₁₎ | B ₍₂₎ |

Figure 4. Model for comparison of vignette essays between groups.

The following sub-hypotheses were used in the analysis (see Figure 5):

3a. Students who participated in service-learning (Group A) will have significantly higher mean scores on end-of-semester criminal justice vignette analysis (A₂) as compared to beginning-of-semester criminal justice vignette analysis (A₁).

3b. Students who did not participate in service-learning (Group B) will have no significantly higher mean scores on end-of-semester criminal justice vignette essay analysis (B₂) when compared to beginning-of-semester criminal justice vignette essay analysis (B₁).

3c. Students who participated in service-learning (Group A) will have significantly higher mean scores as compared to those students who did not participate in service-learning (Group B) on end-of-semester criminal justice vignette essay analysis (A₂) > (B₂).

3d. Students who participated in service-learning (Group A) will nor have significantly higher mean scores as compared to those students who did not participate in service-learning (Group B) on a beginning-of-semester criminal justice vignette essay analysis (A₁) = (B₁).

| | |
|---------------|---------------------|
| Hypothesis 3a | $A_{(2)} > A_{(1)}$ |
| Hypothesis 3b | $B_{(2)} = B_{(1)}$ |
| Hypothesis 3c | $A_{(2)} > B_{(2)}$ |
| Hypothesis 3d | $A_{(1)} = B_{(1)}$ |

Figure 5. Hypotheses for comparisons for Research Question 3 vignette essays.

Collective Evaluation of the Three Foci

Table 8 provides the descriptive statistics for the collective analyses of this research question. Significance was found on a number of comparisons (see Table 9). As hypothesized, those students who participated in service-learning had significantly higher mean scores on the end-of-semester vignette analyses than on the beginning-of-semester vignette analyses ($A_2 > A_1$). Similarly, students who participated in service-learning had significantly higher mean scores on end-of-semester vignette analyses as compared to those students who did not ($A_2 > B_2$). Also, there was no significant difference in juvenile justice vignette scores between either group on beginning-of-semester vignette essay analysis ($A_1 = B_1$). Therefore, sub-hypotheses 3a, 3c, and 3d are supported by the data.

On the last comparison, there was no difference between control group students' answers on their end-of-semester responses to their beginning-of-semester responses, so sub-hypothesis 3b was supported as well ($B_2 = B_1$). It was notable that students who did not perform service-learning actually scored lower on the end-of-semester vignette analysis compared to the beginning-of-semester vignette analyses (see Table 9).

Table 8
Descriptive Statistics for Research Question 3 Vignette Essays: Collective Evaluation

| Hypothesis | | N | M | Sd | | N | M | sd |
|------------|------------------|----|------|------|------------------|----|------|------|
| 3a | A ₍₂₎ | 34 | 1.89 | .74 | A ₍₁₎ | 34 | 1.57 | .85 |
| 3b | B ₍₂₎ | 48 | 1.49 | 1.06 | B ₍₁₎ | 48 | 1.73 | .84 |
| 3c | A ₍₂₎ | 34 | 1.89 | .74 | B ₍₂₎ | 48 | 1.49 | 1.06 |
| 3d | A ₍₁₎ | 34 | 1.57 | .85 | B ₍₁₎ | 48 | 1.73 | .84 |

Table 9
Results for Research Question 3 Vignette Analysis: Collective Evaluation

| Hypothesis | Results of | | | Relationship to hypothesis |
|------------|-------------------------------------|----------|----------|----------------------------|
| | mean comparisons | <i>t</i> | <i>P</i> | |
| 3a | A ₍₂₎ > A ₍₁₎ | 2.15 | .02** | consistent |
| 3b | B ₍₂₎ < B ₍₁₎ | -1.73 | .04* | opposite*** |
| 3c | A ₍₂₎ > B ₍₂₎ | 1.96 | .03* | consistent |
| 3d | A ₍₁₎ = B ₍₁₎ | 2.47 | .18 | consistent |

* $p \leq .05$. ** $p \leq .01$. ***Control group scored lower on end-of-semester vignette than on beginning-of-semester vignette.

Separate Evaluation of the Three Foci

After the author evaluated the three foci together, he evaluated each of the foci separately. Tables 10, 11 and 12 provide the descriptive statistics for the separate evaluation of the three foci. Significance was found on a number of comparisons (see Table 13). Service-learning students scored significantly higher than their control group counterparts on the end-of-semester vignette analysis (comparison of mean scores) because they demonstrated increased understanding of both causal

complexity and solution complexity. On knowledge application, the third of the three foci used for analysis, none of the comparisons of any of the groups showed any significance regarding references to and/or inclusion of facts, authorities, and/or texts to support court dispositions. It was notable that students who did not perform service-learning actually scored lower on the causal complexity and solution complexity foci on the end-of-semester vignette analysis compared to the beginning-of-semester vignette analyses.

Table 10

Descriptive Statistics for Research Question 3 Vignette Essays: Causal Complexity

| Hypothesis | | N | M | Sd | | N | M | sd |
|------------|------------------|----|-----|-----|------------------|----|-----|-----|
| 3a | A ₍₂₎ | 34 | .95 | .37 | A ₍₁₎ | 34 | .84 | .37 |
| 3b | B ₍₂₎ | 48 | .76 | .43 | B ₍₁₎ | 48 | .86 | .35 |
| 3c | A ₍₂₎ | 34 | .95 | .37 | B ₍₂₎ | 48 | .76 | .43 |
| 3d | A ₍₁₎ | 34 | .84 | .37 | B ₍₁₎ | 48 | .86 | .35 |

Table 11

Descriptive Statistics for Research Question 3 Vignette Essays: Solution Complexity

| Hypothesis | | N | M | Sd | | N | M | sd |
|------------|------------------|----|-----|-----|------------------|----|-----|-----|
| 3a | A ₍₂₎ | 34 | .84 | .37 | A ₍₁₎ | 34 | .65 | .48 |
| 3b | B ₍₂₎ | 48 | .55 | .50 | B ₍₁₎ | 48 | .78 | .42 |
| 3c | A ₍₂₎ | 34 | .84 | .37 | B ₍₂₎ | 48 | .55 | .50 |
| 3d | A ₍₁₎ | 34 | .65 | .48 | B ₍₁₎ | 48 | .78 | .42 |

Table 12
Descriptive Statistics for Research Question 3 Vignette Essays: Knowledge Application

| Hypothesis | | N | M | Sd | | N | M | sd |
|------------|------------------|----|-----|-----|------------------|----|-----|-----|
| 3a | A ₍₂₎ | 34 | .14 | .35 | A ₍₁₎ | 34 | .08 | .29 |
| 3b | B ₍₂₎ | 48 | .18 | .39 | B ₍₁₎ | 48 | .10 | .31 |
| 3c | A ₍₂₎ | 34 | .14 | .35 | B ₍₂₎ | 48 | .18 | .39 |
| 3d | A ₍₁₎ | 34 | .08 | .28 | B ₍₁₎ | 48 | .10 | .31 |

Table 13
Results for Research Question 3 Vignette Analysis: Separate Foci Evaluation

| Hypothesis | foci | <i>t</i> | <i>P</i> | Relationship to hypothesis |
|---------------------|-----------------------|----------|----------|----------------------------|
| 3a | | | | |
| $A_{(2)} > A_{(1)}$ | Causal Complexity | 2.12 | .05* | consistent |
| | Solution complexity | -2.22 | .02* | consistent |
| | Knowledge Application | -1.00 | .16 | not consistent |
| 3b | | | | |
| $B_{(2)} = B_{(1)}$ | Causal Complexity | 1.70 | .05* | opposite*** |
| | Solution complexity | 3.35 | .01** | opposite*** |
| | Knowledge Application | -1.27 | .10 | consistent |
| 3c | | | | |
| $A_{(2)} > B_{(2)}$ | Causal Complexity | 2.13 | .02* | consistent |
| | Solution complexity | 3.04 | .01** | consistent |
| | Knowledge Application | -.60 | .26 | not consistent |
| 3d | | | | |
| $A_{(1)} = B_{(1)}$ | Causal Complexity | -.25 | .40 | consistent |
| | Solution complexity | -1.30 | .10 | consistent |
| | Knowledge Application | -.33 | .37 | consistent |

* $p \leq .05$. ** $p \leq .01$. ***Control group scored lower on end-of-semester vignette than on beginning-of-semester vignette.

The hypotheses underlying the third research question appear to be supported by the analysis of both collective and separate evaluation of the 3 foci. Only the third

focus, knowledge application, appears to lack statistical support. The significance of these findings will be discussed in the final chapter.

Measures of Class Equivalence (Principle Variable of Interest)

Because random assignment was not an option in the implementation of this study, the author took steps to determine the equivalence of the subjects in each of the groups at the beginning of the semester and to monitor their progress throughout and at the end of the semester. This involved administering a factual knowledge test to all students at the beginning of the semester, administering and measuring results of class examinations during the semester, and measuring student evaluations of the class and of the professor at the end of the semester. The results of these efforts are described below.

Prior to implementation.

During the first week of class meetings, each group was administered a factual multiple choice test-bank examination on questions related to juvenile delinquency. This was done to ensure that there were no significant differences in the factual knowledge base of students in each of the study's groups as any such differences could confound the results of the dependent variables. Because a comparison of the variances was not significant ($F_{\max} = 1.47$), a *t*-test for equal variances was used and yielded no significant difference between the students in either class on their factual knowledge base prior to the start of the semester (see Table 14).

Table 14
Measures of Class Equivalence Measures

| Instrument | Time of Measurement | Treatment | Control | <i>t</i> |
|--|---------------------|---------------------------|---------------------------|-------------|
| | | Group | Group | |
| Factual knowledge pretest | First week | n = 35.00 | n = 49.00 | Not |
| | of class | * m = 4.54 sd = 1.22 | * m = 4.63 sd = 1.48 | significant |
| Class test averages | During entire | n = 34.00 | n = 48.00 | Not |
| | semester | ** m = 76.90 sd = 6.09 | ** m = 77.10 sd = 8.50 | significant |
| Student evaluations of class/professor | Last week | n = 33.00 | n = 43.00 | Not |
| | of class | *** m = 6.66 sd = .38 | *** m = 6.62 sd = .52 | significant |

*Score based on correct number of 10 multiple-choice questions. **Score based on percentage correct of questions asked. ***Score based on a 20-question Lickert Scale with a range of 1 (low) to 7 (high).

During the semester.

Both prior to and at the conclusion of each class, the author recorded detailed field notes on all course-based information discussed in class. This was designed to ensure that material presented in one of the classes did not differ significantly from the material presented in the other class. The author adhered to a strict schedule of material presented during each of the classes, with variations occurring only due to student questions which may have arisen during the class.

Further, to ensure fair assessment of factual knowledge gained from text readings during the semester, all subjects in the study received class examinations that were identical, textbook author-approved test-bank exams. Grading was objective because only multiple-choice, true-or-false, and fill-in-the-blank questions were utilized for grading. Average scores were recorded for each exam and were compared at the end of the semester. Because a comparison of the variances was significant ($F_{\max} = 1.95$), a *t*-test for unequal variances was used and revealed no statistical significance in course-based knowledge between classes from tests administered during the semester (see Table 14).

End of semester.

The end-of-semester student class evaluations required by the University were submitted to the university statistical reporting office for tabulation. Students indicated they were generally satisfied with the course, the instructor, and course work (see Table 14). Because a comparison of the variances was significant ($F_{\max} = 1.90$), a *t*-test for unequal variances was used and revealed no statistical significance in student evaluations of the course between the classes.

Demographics (Independent Variable)

An analysis of the demographics of the classes (gender, class standing, and major) was conducted. In both classes, there were slightly more males than females, more freshmen and sophomores (about 75 percent) than juniors and seniors, and more students majoring in Justice and Law Administration (JLA) than not. Table 1 describes the breakdown of students in each category in each class. Class profiles

were consistent with the statistics on student profiles provided by the University. The student body is about 70 percent white, and 80 percent are Connecticut residents (Western Connecticut State University Office of Institutional Research and Assessment, 2001).

This chapter presented the results of the overall survey, the subscales of the survey, and of the criminal justice vignette essays. It also described the results of the steps which were taken to determine and maintain class equivalence of subjects in the study. The next chapter presents a discussion of conclusions, limitations, and directions for future research.

CHAPTER 5: DISCUSSION

This chapter begins with a review of both the research questions raised in and the methodology of this study. This is followed by conclusions drawn from the results presented in chapter 4, including an interpretation of this information as it relates to the literature review. A summary of the results about the value of service-learning in criminal justice education is then presented, followed by a discussion of the limitations of the study. The chapter concludes with directions for future research into service-learning in criminal justice education.

Review of Research Questions

The reader is first reminded of the research questions which guided this project:

1. Is there a difference in college students' experiences and views of service-learning between those students who have participated in a service-learning project as part of an undergraduate class in juvenile delinquency and their peers who have not?
2. Is there a difference in college students' citizenship development, acquired skills, and self descriptions, for those students who have participated in a service-learning project as part of an undergraduate class in juvenile delinquency and their peers who have not?
3. Is there a difference in college students' understanding and application of criminal justice knowledge for those students who have participated in a service-learning project as part of an undergraduate class in juvenile delinquency and their peers who have not?

Review of Methodology

Evaluation of this quasi-experimental project involved two distinct methods of analysis. For the inquiry into whether service-learning affects overall perceptions of service-learning (research question 1) as well as students' citizenship development, skills, and self descriptions (research question 2), a previously validated survey was utilized. The methodology chosen, the Solomon Four-group design, yielded results that would not have been found to be significant had this particular methodology not been used.

The second method of inquiry, which did not utilize the Solomon Four-group methodology, was focused on whether service-learning had specific value and benefit in criminal justice education (research question 3). Criminal justice vignette essays were used to measure student responses to criminal offense-specific situations, whether they were able to connect what they learned in class with what they experienced in service-learning and to apply knowledge to those situations.

The research project was implemented and carried out at WCSU in the Spring, 2002, semester involving 82 students in two sections of an undergraduate course entitled Juvenile Delinquency, a required course for obtaining a Bachelor of Science degree in Justice and Law Administration. This course may also be taken as an elective for students registered in other degree programs.

Conclusions

The students involved in service-learning as part of the Juvenile Delinquency course had significantly higher mean scores in their overall views of service-learning, demonstrated better citizenship development, and showed greater understanding and

application of criminal justice knowledge than those who did not participate in service-learning as part of the course. There was no statistically significant difference between the two groups in the acquired skills that were measured by the survey instrument or in student self descriptions. The three research questions are discussed in more detail in the following paragraphs.

Research Question 1

The Solomon Four-group methodology accounts for both treatment and testing interactions and can assist in discerning which of those interactions occurred. With respect to the question about overall perceptions, it appears that there was both a testing effect as well as a treatment effect between the experimental and treatment groups. As Solomon hypothesized (Campbell & Stanley, 1963), this is not unusual. The lack of significance between students pretested and posttested in both the treatment and control groups (O_1 , O_2 and O_3 , O_4) indicated the presence of a testing interaction. In other words, students were sensitized by the pretest which ultimately led to the inability to discern differences in the expression of their experiences and views on this comparison. Similarly, the pretest interaction was evident in the comparison of the pretest/posttest observation between the treatment and control groups (O_2 , O_4). From these observations, Solomon appears to have been correct in that the administration of the pretest caused an interaction with the results of scores obtained on the posttest and led to an inability to discern if a treatment effect could be realized. This assertion is further confirmed by the meta-analysis conducted by Wilson and Putnam (1982) noted in chapter 3, in which they have found that this type

of pretest sensitization reportedly occurs more frequently in self-report measures of personality or attitude. It is not surprising then, that these results occurred.

This testing interaction was confirmed by the results of the two remaining comparisons in the Solomon Four-group design: the comparison of observations (O_5 , O_6) and (O_5 , O_3). In these comparisons the Solomon Four-group design yielded its value. By examining observation (O_5 , O_6), it is possible to discern if the treatment had a significant effect by a posttest-only comparison. In fact, it did. There was significance in the observations ($p < .05$), meaning that the treatment group had higher mean posttest scores than its control-group posttest-only counterpart. The final comparison (O_5 , O_3), pointed out the ultimate benefit of the Solomon Four-group design and lends further support to the hypothesis. In this comparison, the mean scores of the posttest-only treatment observation are compared with the mean scores of the pretest/posttest control group observation. Solomon theorized that if there were no treatment effect, then this observation would have yielded no significance. In other words, the mean posttest scores of those subjected to the treatment without being pretested (i.e. sensitized by the pretest) would have been no different from the mean scores of those who were pretested in the control group. There was significance in this observation ($p < .05$), and the theory behind Solomon Four-group design is validated. Had the Solomon Four-group methodology not been employed and a simple pretest/posttest format used, significance would not have been found on any measure. As a result, support can be found for the hypothesis that there is a significant difference in college students' perceptions of service-learning for

those students who have participated in a service-learning project as part of an undergraduate class in juvenile delinquency and their classmates who have not.

Although the Solomon Four-group design demands that only the observations listed above are necessary for comparison to determine statistical significance, this author conducted all possible combinations of observations and comparisons and found no significance other than those that have been reported (see Figure 3).

Research Question 2

With respect to Research Question 2, the analysis revealed more detailed and interesting results. Because of the use of the Solomon Four-group design, each of these items will be discussed separately and then together.

Citizenship Development

It is generally believed that in educational settings, citizenship development, including citizenship values, takes longer to manifest change over time than acquired skills. For example, the concepts of commitment to volunteerism and civic participation, as well as understanding the complex nature of social problems facing the nation, are usually manifest through measurement over a longer period than witnessing skills development (described below), such as the ability to lead a group, engage in teamwork, or to change underlying assumptions about people regarding cultural diversity in the short term. In analyzing the measures of citizenship development, the author discovered that the service-learning (treatment) group yielded higher mean posttest scores regardless of whether or not they were pretested ($O_2 > O_4$; $O_5 > O_6$). In other words, service-learning had a noticeable effect on various posttest citizenship development scores when the treatment group was

compared to the control group (see Figure 5). Service-learning accelerated the development of citizenship in service-learning students; this was not seen in the non-service-learning students. This was confirmed by the final comparison called for in the Solomon Four-group design ($O_5 > O_3$). In this observation, the mean posttest scores of the non-pretested treatment group were compared with the pretest scores of the control group. Again, when significance is found in this observation, the treatment effect is confirmed because the treatment helped to boost the posttest scores beyond the pretest scores of a group that was not sensitized to the issues in the study by receiving the pretest, but had no part in the treatment. This finding is consistent with what has been discussed in the literature, most notably the findings of Eyler and Giles (1999) and Dodd and Lilly (2000). The significance of this finding and of other findings from this research question is discussed later in this chapter.

Skills

By analyzing the measurements of acquired skills, the author discovered that there was no significance in mean posttest scores of the service-learning (treatment) group with the control group, whether they were pretested or not ($O_2 = O_4$; $O_5 = O_6$). This indicated that service-learning had no effect on the skills that students acquired during the semester. Significance was found by comparing the posttest scores with the pretest scores in the treatment group ($O_1 > O_2$). However, significance was also found in the comparison of posttest scores with the pretest scores in the control group ($O_3 > O_4$), a comparison not required by Solomon but which adds a meaningful insight to the findings. These observations indicated that all students in the study, whether service-learning students or not, acquired skills over the semester. Although

these findings in the category of skill development are not consistent with many past studies on the positive effects of service-learning on skill development, they can be explained by the structure of the course.

The course itself was designed to sensitize students to problems that juveniles experience and to create empathy and understanding for juveniles who might experience traumatic events and/or other social maladies. The course and the material presented during the course, not the service-learning component, were probably responsible for the development of the students' skills. This assertion was confirmed by the final comparison called for by Solomon ($O_5 > O_3$). In this observation, the mean posttest scores of the non-pretested treatment group were compared with the pretest scores of the control group. Although this comparison is by design used to measure the treatment effect, in this case it confirms that it was not the service-learning that had an effect on skill development; instead, the content of the class itself made the difference. In other words, if the service-learning had caused the change in students' acquired skills, it would have revealed itself in the comparisons noted above ($O_2, O_4; O_5, O_6$). Significance was not found in these comparisons. The significance of this finding and of other findings from this research question will be discussed in the summary of the results section of this chapter.

Self Descriptions

By analyzing the measures of students' self descriptions, the author discovered that there was no significance in any and all comparisons. The questions on this subscale were self-judgmental in nature. Students were asked, for example, to rate themselves on issues concerning their ability to persuade others to take their

point of view, to listen to another point of view when they know already that their point of view is correct, and to participate in political campaigns and vote in national, state, and local elections. The results of these responses are consistent with the results seen in the literature (Astin, Sax, & Avalos, 1999; Eyler & Giles, 1999a) showing that service-learning does not appear to influence political learning. It is suggested that this variable may be more affected by situational factors such as wages or working conditions than other factors in the studies. Astin, Sax, and Avalos (1999) note that their study may have been limited in this area by the simplicity of the survey. Questions in this area are specific to behavior rather than attitudes or perceptions, and questionnaires may not sufficiently assess changes in students' behaviors on personal judgment outcomes over a single semester. There are likely social-desirability and self-report biases associated with results in this area as well.

Summary of the Survey Results

The use of the Solomon Four-group design was critical to finding significant results in the survey analysis. Also, the survey yielded results that, while not significant, point to understanding the benefits of service-learning.

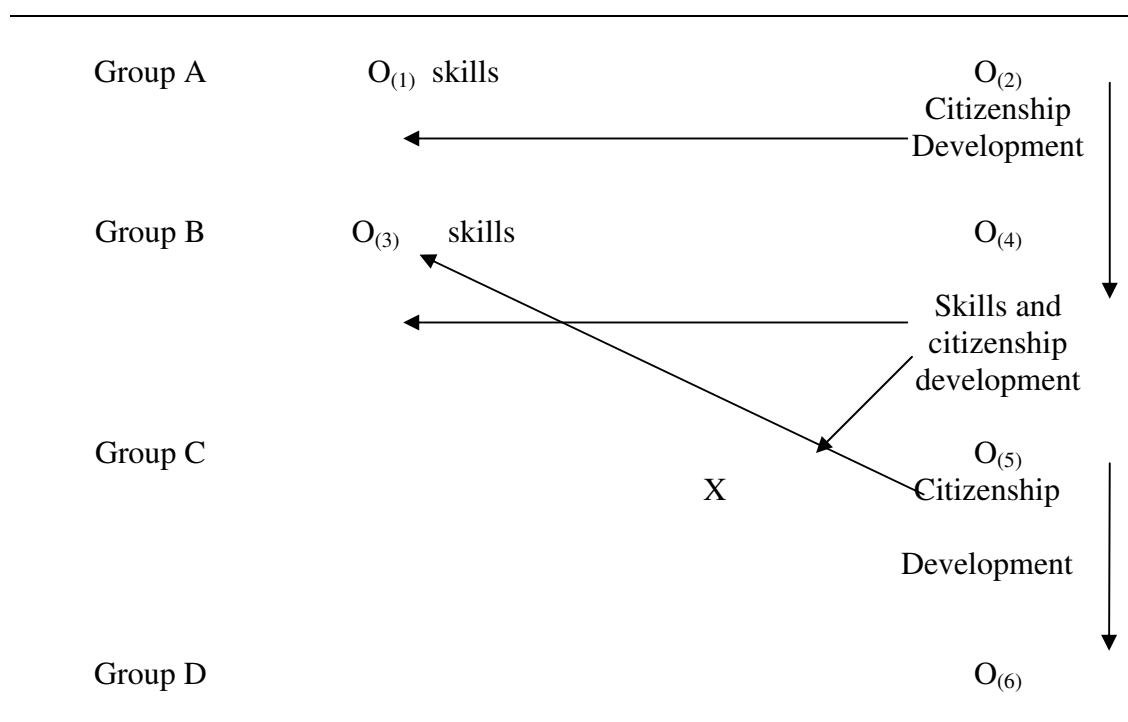


Figure 6. *Results of the Solomon Four-group design for Research Question 2: Subscale analysis, significant results only.*

The subscale analysis revealed that service-learning appeared to accelerate citizenship development in students over one semester but was not the key factor in students' acquiring skills learned during the semester. It appears consistent with the goals set for the class that the course material presented and discussed in a class taught all of the students the necessary skill development goals of the class. Figure 6 illustrates the significant results of the subscale analysis. Using the Solomon Four-group design, the figure clearly demonstrates the effect that service-learning had on citizenship development, and the effect that absorption of the material presented in class had on skill development. The survey discussion detailed above will be incorporated later in this chapter into a discussion of the value of service-learning in criminal justice education.

On a final note regarding the survey analysis, the issue of the testing effect observed on the global scale analysis that was not observed on the various subscale analyses needs to be addressed. Sixty-eight items were available for analysis on the global scale, with 29, 22, and 17 questions comprising the three subscales, respectively. It is possible that the results from the global scale could have masked the more subtle differences observed in the smaller number of question-specific subscale results. The more specific differences in student perceptions became evident through the subscale analysis. There were no differences in either student self descriptions or acquired skills between the groups, yet there were clear differences in citizenship development. The Solomon Four-group design allowed for a deeper analysis to be made and the results explained.

If it is true that service-learning accelerates the development of student citizenship, then its value should not be minimized. The expansion of problem-solving abilities and understanding of complex social issues are difficult to complete in a classroom setting, making service-learning an invaluable option (Astin & Sax, 1998; Eyler, 2000; Giles & Eyler, 1994b).

Research Question 3

With respect to the third research question, the analysis revealed interesting results. The reader is reminded that the vignette essays were administered to all service-learning and non-service-learning students at two different times during the semester; the first vignette was administered at the halfway point of the semester and the second, more complex, vignette was administered at the end of the semester. Students were not advised of the three foci used to analyze the decisions in their

essays but were told specifically that they must justify their position regarding their dispositions. Some students chose to use only their own unsubstantiated reasons and rationale for imposing a punishment while others justified their dispositions by using knowledge they had gathered throughout the semester, such as text support, class discussions, or insights gained from a variety of sources, including personal experiences gained during the semester. Some students even cited specific examples of juveniles with whom they had come in contact during service-learning and how they felt these youths should be handled in light of a variety of options. Key words and phrases as well as sentences and paragraphs that supported a particular focus were used in the assessment process.

| Comparisons | Descriptions | Individual Foci Results | | |
|-------------------------------|---|-------------------------|---------------------|-----------------------|
| | | Causal Complexity | Solution Complexity | Knowledge Application |
| $A_{(2)} \rightarrow A_{(1)}$ | Treatment group: end-to-beginning of semester vignette comparison | $p \leq .05$ | $p \leq .05$ | Not Significant |
| $B_{(2)} \rightarrow B_{(1)}$ | Control group: end-to-beginning of semester vignette comparison | $p \leq .05^*$ | $p \leq .01^*$ | Not Significant |
| $A_{(2)} \rightarrow B_{(2)}$ | End-of-semester vignette comparison between treatment and control | $p \leq .05$ | $p \leq .05$ | Not Significant |
| $A_{(1)} \rightarrow B_{(1)}$ | Beginning-of-semester vignette comparison between treatment and control | Not Significant | Not Significant | Not Significant |

*Figure 7. Results for Research Question 3 Vignette Foci: significant vs. non-significant results. *Control group end-of-semester scores decreased significantly compared to beginning-of-semester scores.*

In the analysis, it was discovered that service-learning students clearly demonstrated a more reasoned approach in their responses to the vignettes. Service-learning students outscored their control group counterparts on the end-of-semester vignette comparison of mean scores by demonstrating increased understanding of both causal complexity (by inquiring about and identifying possible reasons and/or causes for the juvenile's behavior) and solution complexity (by displaying a connection between the possible cause and possible solution to the problem). On the end-of-semester vignette analyses, service-learning students more frequently asked for more information about the juvenile before proceeding to the disposition. For example, many wanted to know more about parental supervision and school adjustment, and they more frequently requested psychological background information. They indicated more frequently that they had difficulty determining the proper disposition without this critical information. They also suggested further investigation into the juvenile's social and medical background more frequently than the non-service-learning students did. The non-service-learning students were more apt to focus on the seriousness of the offense only or to use the seriousness of the offense as the overriding factor in the disposition.

These more inquisitive responses were absent in the beginning-of-semester vignette analyses for both the treatment and control groups, so their appearance in the service-learning students' responses at the end-of-the semester vignette analyses is noteworthy. The service-learning students also justified their decisions more frequently. They were more inclined to offer an explanation for their dispositions, even when the specific dispositions varied from student to student. Also, they

justified their sanctions and the conditions of supervision they placed on the juvenile by discussing anticipated results of the sentences and conditions. Significantly, the service-learning students frequently indicated that they would have responded differently had they not experienced contact with youths during the semester and not had the chance to work with them during the course of the semester. They also often indicated that their own internal biases needed to be confronted if they were to render a fair disposition. Perhaps their exposure to youths in the service-learning environment, coupled with their own experiences and class discussions, sensitized them to the more detailed issues that needed to be considered before rendering a disposition, thus the differences in responses. Without service-learning, such considerations might not have occurred.

Interpretation of Information as it Relates to the Literature Review

This finding of students having a deeper understanding of course subject matter through service-learning is supported by several of the studies noted earlier (Astin & Sax, 1998; Eyster & Giles, 1999; and Kretchmar, 2001). Vogelgesang and Astin (2000) note the value of research that contributes to students' understanding the value of course-based service:

First, it contributes to our understanding of how student learning takes place. Second, such understanding directly addresses faculty concerns about the value of participating in service as part of a course....As a result of research on service-learning, faculty may not only gain a broader understanding of how learning takes place, but also be more likely to support service-learning if they see evidence documenting its educational value. (p.25)

Strage (2000) notes the importance of providing “high quality” service-learning to university students, and how that is necessary for the benefits of service-learning to be fully realized. He says that a service-learning experience must set the stage for intellectual as well as personal growth and that it must integrate personal with academic learning while meeting a goal set by the community. He further states that a well-designed service-learning experience must be inquiry-based, facilitate face-to-face communication, and stress discussion through reflection.

The structure of the class used in this study stressed all of the points noted above. Although all of the students in both groups benefited from the content of the course by acquiring skills, a deeper sense of citizenship development through outside experiences and reflection occurred as a result of the service-learning experience.

Service-learning students also demonstrated increased understanding on the same two foci noted above when comparing their end-of-semester responses to their beginning-of-semester responses. As hypothesized, this increased understanding was not seen when comparing control group students’ responses on their end-of-semester questionnaires to their beginning-of-semester questionnaires. Therefore, not only was a difference observed between service-learning and non-service-learning students, but also it was observed among service-learning students alone when comparing results from their beginning to the end of the semester vignette analyses. This further strengthens the value of the service-learning experience, even among students in a class in which the development of skills are a primary focus of the course. The fact that the mean scores of the two groups on beginning-of-semester vignette analyses

were identical confirms the benefit of the service-learning experience due to the results observed on end-of-semester vignette analyses noted above.

It is notable that on the third of the three foci used for analysis, knowledge application, none of the comparisons of any of the groups showed any significance regarding references to and/or including facts, authorities, and/or text readings to support their court dispositions. It was hoped that students would have included such support for their dispositions in their vignette essays and, in fact, it was hypothesized that it would be more evident among service-learning students' responses. This did not occur and was actually absent from most of the responses. It may be that students did not write about facts, authorities, and text material because it was not requested in the response to the vignettes; they may have simply not thought to include such information. Still, this is valuable information for criminal justice students to know and to include in such assignments, and it is an indication of their ability to cite authorities and to draw on what they have learned. Even without the service-learning experience, students should be able to support their arguments with such references, especially when those references and authorities are taught as part of the class. On the other hand, the absence of such authority when responding in this type of assignment does not mean that students are not learning; it could mean that another assessment tool is needed to evaluate whether students are aware of such authorities/references and whether they can recall them for use and support when prompted

As noted earlier, there is evidence in prior research that service-learning increases students' academic performance as measured by test scores and/or overall

grade point average, as well as other research that does not support this claim. Academic performance measured by test scores was not a stated goal of this research project, although semester test scores were compared between the two groups as a measure of class equivalence (see Table 10). The fact that there was no identifiable difference in academic performance (as measured by objective-test scores) does not mean that service-learning had no impact on academic performance in those students who participated; its impact was simply not measured in this way. Although the vignette essays were scored for purposes of measuring criminal justice knowledge of the two groups, they were not graded for test performance purposes. Had the vignettes been graded, their analysis would have been subjective, and any differences would have been difficult to substantiate. In one study, Fredericksen (2000) actually finds a negative effect on grades of service-learning students who did not outperform non-service-learning students on comprehensive examinations.

It can be argued anecdotally however, that because service-learning students in this study did perform better on the vignette analysis, that service-learning may have some impact on academic performance. Litke (2002) found that students self-reported having a better ability to apply and conceptualize course concepts because of their service experience. It is likely that this may have occurred with service-learning students in this project as well.

Finally, it can be argued that a qualitative methodology is more appropriate to assess the value of service-learning. Certainly, qualitative measures have been used in evaluations of service-learning, many of which have yielded significant and positive results. However, qualitative measures are subjective and time consuming.

They require time and effort that aggressive proponents of service-learning (mainly university professors) frequently have little to offer. The use of the criminal justice vignette analyses provides a meaningful and timely way for professors of criminal justice to evaluate the benefits of service-learning in classes in which it might be appropriate and beneficial. They are course-content based and require students to think critically, melding their own experiences with the material taught in class. The vignette analyses can quickly and accurately gauge whether students are grasping the concepts needed to be taught and reinforced over the course of a semester, and in a relatively short period. Vignettes can also be used with students taking classes subsequent to the service-learning class as a way to measure whether they are retaining the knowledge they obtained during the service-learning experience.

This type of evaluation is the next step in the development of service-learning as a meaningful pedagogy to be embraced in higher education generally and in criminal justice education specifically.

Summary of the Results

The Value of Service-learning in Criminal Justice Education

For knowledge to be useful over an extended period, it must be acquired in a real situation so that it can be transferred to new experiences (Eyler & Giles, 1994a). The context in which knowledge is obtained, Eyler and Giles argue, is critical. Service-learning prepares students to think critically about material they learn in class as well as about what they experience through service-learning. Wolff (2002) added that service-learning must incorporate learning with development, but more importantly should incorporate a sense of belonging among students solving

particular community problems. The use of youth mentoring has gained considerable attention in recent years as research evaluations have unveiled its unequivocal benefits. Juveniles without positive adult role models and influences pose as large a criminal justice system problem as they do a wider community problem. Service-learning in education and mentoring in the community add to the educational process the opportunity for students to expand their skills and values. Grossman and Garry (1997) address youth mentoring as a challenge for practitioners and policymakers to adopt what they termed a new approach to serving youths. They state that

[t]he research...provide(s) powerful evidence that youth can be positively influenced by adults who care... These positive relationships do not have to be left to chance but can be created through structured mentoring programs.... [This] has even broader implications for social policy than just encouraging the spread of mentoring...[W]hat is desperately needed is a more positive approach that meets the basic needs of youth, especially those living in high-risk neighborhoods. (p.6)

This project was the first-known study to measure the effects of service-learning on students in a university criminal justice course through a rigorous quantitative research design. This study took concepts and ideas learned from previous studies and applied them to the field of criminal justice. There is frequent debate over exactly how much university students actually learn in their academic programs. This study clearly demonstrates the type of research being sought not only by educators but also by those in the field of criminal justice. As the study of criminal justice continuously moves toward the development of its own discipline,

efforts toward increasing a broad theoretical and philosophical framework in higher education are needed.

The literature suggests that service-learning increases awareness of cultural diversity (Boyle- Baise, 1998) and challenges prejudicial, stereotyping beliefs (Fuller, 1998). Eyler and Giles (1999) suggest that service-learning can often provide the opportunity for discussions about race, socioeconomic class, age, and gender that take on a different tone from more formal classroom discussion. These were among the many topics of discussion surrounding the service-learning project utilized in this study. Their value to criminal justice education is essential to the development of well-trained professionals about to enter the criminal justice workforce. They are valuable because, in this author's experience, many university students enter criminal justice classes with a harsh, punitive approach toward the treatment of criminal offenders. Society's focus on the juvenile crime problem in recent years has caused this utilitarian attitude to be extended to the juvenile offender population. Fueled in large part by the media, students have been easily influenced by the juvenile justice reform policies to get tough on youth crime, for the transfer of juveniles to the adult court, and for the detention of juveniles in adult facilities. Without fully understanding what each of these policies could mean, many students nonetheless believe these approaches will ultimately reduce crime and delinquency. University professors must attempt to move students beyond merely accepting the value of these policies without students' understanding the many issues surrounding the development and implementation of such policies and of their potential consequences. As evidenced in students' responses to the criminal justice vignette

analyses in this study, service-learning has helped criminal justice students to understand the complexities surrounding this process and these issues. Many of the students learned what Cullen et al (1998) have strongly suggested is critical for students to learn and understand,

that early intervention programs, which target high-risk families, have the potential to prevent considerable amounts of crime by stopping the development of children into juvenile and adult criminals....[E]arly intervention deconstructs simplistic conservative panaceas and instead fosters an ideology that sees the link between social inequality, children and a life of crime. (p.189)

Limitations

It is difficult for any research project to isolate variables and to determine their interaction in a social science environment. With too much control, the validity of the data is minimized. By not having enough control, the interpretation of the results may not prove meaningful. The results of this study, along with many others, can begin to strengthen inferences about the impact of service-learning projects, and more specifically, the value of service-learning in criminal justice education.

Duration

One limitation of this study which may be raised was its short duration- 15 hours of service over the course of one semester. As previously discussed, the literature maintains that about 15 hours of service over the course of a single semester is enough time to measure positive differences in students' perceptions and views, as long as students make the commitment to performance of the hours, and faculty

provides the opportunity for student reflection on the experiences. It is however reasonable to question the long-term reliability of outcomes after only a short-term intervention. Continued support from material and discussion in future courses and across various university departments would help to continue any short-term positive effects, whether service-learning is utilized in future courses or not. Additionally, the variable of “dosage” as it has been discussed here and earlier, is a variable which possibly should be studied in future service-learning evaluations. Answers to the question of “how much is enough?” may provide guidance for better implementation of service-learning projects in the future.

Sample Size

One of the more important issues related to this study that can be cited as a limitation of its scope is the small sample size. Investigations on service-learning provide important documentation on students’ learning, social and personal changes between pre-post service; however, national surveys are usually limited in the amount of data (for example, retrospective vs. prospective) obtained from each subject compared to the extensive data gathered with single samples (Eyler & Giles, 1999; Vogelgesang & Astin, 2000). For example, students have a different relationship with the investigator and may divulge more information than persons anonymously asking for information. Although this study did involve a small sample size, there are reasons to believe that the great amount and various types of information gathered and analyzed can form the basis for future studies in criminal justice education. Still, a larger sample size would support stronger conclusions to be inferred from the study.

Participation

Finally, the study controlled the course material and the schedule for the students in the study. Participation in service-learning was mandatory, and students were directed to one volunteer site. As mentioned earlier, the literature is unclear about the positive and negative effects of mandated service. Still, allowing students to select their own volunteer site could have placed fewer constraints on their time commitment and would have allowed for more freedom in site choice. The current study identified and filled a community need by providing mentors for elementary school-aged children in a structured setting. The program did not have the available staff to operate the after-school program, so the students filled the need. That the service met a community need is the type of strategic intervention that the literature in service-learning claims must occur.

Related to this issue is the question of the exposure of university students to elementary school-aged students in this study. On the surface, it might appear that exposure to youths aged 9 to 11 might not be the age-appropriate exposure for university students to gain an understanding of the types of issues surrounding youth development and possible causes of delinquency. The argument can be made however, that the 9 to 11 age group is a more appropriate age group than older youths, for example. The issues that arise for youths aged 9 to 11 may be precisely the issues that need closer scrutiny regarding possible future delinquency. Therefore, the youths with which the university students were in contact need not have been juvenile delinquents--in fact, their not yet being delinquent could have been be more beneficial to university students' learning. Exposure of university students to older

youths might actually taint their experiences and views of youths and of the types of youth problems that could contribute to delinquency. In addition, as mentioned earlier, the literature speaks of the true value of service-learning when it is used to meet a specific community need. It seems logical then, that university students should be in touch with their communities on various levels and with youths of various ages, to be exposed to and understand community-related issues and problems. Their exposure to youths aged 9 to 11 put them in touch with people in their communities whose backgrounds they needed to understand and whom they otherwise needed to understand. The outcome of this could be that if possible connections between the experiences and behaviors of youths at an earlier age can be established, then this might enhance university students' understanding of the roots of delinquency.

Faculty

As previously noted, universities (and subsequently their faculty) need to be evaluated according to their positive influence on the community (Deutsch, 1997), and not only on the amount of publications they produce or the number of grants they receive. Faculty involvement in service-learning projects should carry as much weight as anything else at the time of promotion and tenure.

Directions for Future Research on Service-learning in Criminal Justice Education

Effects on the Community

The purpose of this project was to study the potential value of service-learning in criminal justice education. The application of service-learning and its effects on criminal justice education are of paramount interest as educators seek to improve the

effectiveness and relevance of higher education in this discipline. If university criminal justice education is to keep pace with the broader academic community, we must realize that our universities will be measured by the improvements that they bring to community life, not only by the academic success of their student body (Deutsch, 1997).

Employability of Graduates

Another point worthy of note is that more frequently, employers expect that college students graduate with practical experience. Service-learning is a vehicle for students to gain skills in certain fields as well as well as skills, such as taking initiative, that are useful in all settings. Changes in citizenship development are another compelling case for service-learning. Greater student awareness of and involvement in the community contributes to better relationships between the university and the community. Similarly, student interaction with and appreciation of minority populations prepares them for diversity that they will experience in any work environment. It is important for college students to become leaders in addressing social issues.

Personal Contact in Education

The noted changes in student's perceptions through service-learning as well as their increased knowledge of criminal justice problems and solutions should cause universities to re-consider the offering of online courses with these types of courses. It can be argued that students who do not have the opportunity to interact with professors and classmates in the classroom setting are sacrificing too much educationally by not having the ability to develop the types of skills and citizenship-

related qualities that can be achieved. Whereas service-learning argues for more structured face-to-face interaction both in and out of the classroom, online course offerings separate students from the experiences related to university-community personal involvement as well as from each other. Although online courses offer additional revenue to universities at reduced overhead costs, the price students pay for not experiencing all that the educational benefits that university has to offer is too high.

Effects on Decision-making

This study supports the assertion that service-learning increases students' citizenship development as well as helps to increase their ability to apply criminal justice knowledge to situation-specific criminal justice scenarios. This study did not, however, study the impact of service-learning on career decision-making, which prior research indicates is an added benefit. Students in this study were primarily first- and second-year students, and are perhaps not yet able to form career decisions. It would be worth inquiring about whether the service-learning experience had any influence on these students' selection of future courses and/or their direction for employment.

Interdisciplinary Development

Service-learning is a large research area that incorporates pedagogies from almost every field of study in higher education. Its positive impact on almost every discipline that has sought to measure its effectiveness is causing even the most skeptical observers to take a second look at its potential usefulness. The anecdotal evidence of its usefulness in criminal justice education, as seen in the limited number of journal articles on the topic over the last few years, is causing even the most

skeptical criminal justice educators to take that same second look at its potential benefits. Educators who have used service-learning in criminal justice settings will speak of its overwhelming value to their students' education because they see and hear students speaking of its positive impact on their learning; they also know students consistently report enjoying their participation in service projects. In fact, this type of review occurs with educators and students who use service-learning in every discipline. However, stories about its usefulness are not enough to justify employing it in higher education. Understanding the change process or values-transmission process requires continued exploration. What is needed--and has been called for--are rigorous experimental and quasi-experimental research projects that clearly document its usefulness and add to the existing body of philosophical and theoretical knowledge established in the literature.

Although it is difficult to draw specific conclusions from the research that has been done, and it is problematic that an integrated understanding of how service-learning can be most efficiently used to provide a sustained or meaningful impact, research continues to point to a sometimes almost magical value of having it used in and out of the classroom. The research in service-learning, including this study, answers some questions but leaves others unanswered. This study indicates significant short-term or immediate changes in students' experiences, views, and ability to apply knowledge to specific situations, but the longer-term, more long-lasting effects not measured in this study are those that may ultimately be of greater importance in student development. The immediate changes observed may have come from a combination of the experience of completing a one-semester course

related to juvenile delinquency concomitantly with the intensity of the service-learning experience. The measurement of longer-term, and perhaps larger, changes would necessitate conducting research on the variables studied at a time later in students' academic and professional careers.

The quantitative, more rigorous quasi-experimental design utilized in the present project offers a valuable alternative to the frequently desirable, yet time consuming and sometimes unreliable, qualitative models found in the literature. This study, the first of its type in criminal justice education, adds to an already rich body of service-learning literature. It meets the test of that kind of rigorous, quasi-experimental research design most recently called for by scholars without the often voluminous data collected in qualitative studies. Hopefully, service-learning's specific relevance to criminal justice education will cause educators in this field to inquire further into whether it is a tool and pedagogy that might be valuable to students as well as in meeting specific community needs. At the same time, it is hoped that criminal justice programs in universities will recognize the benefit of allowing faculty the opportunities to use service-learning and to pursue research and assessment of service-learning projects. Though this may seem like a monumental task, as this project has seemed at times, the result will most definitely reap benefits in the end.

Appendix A

Survey Instrument Pretest

Student ID No. _____

About the Survey

This survey is part of a project to find out more about what college students think about various community service projects. Some students have been involved in these projects since high school; others have been more involved with work, family, or their studies and haven't participated in these projects. We are interested in the activities and views of both. This questionnaire asks about your past experiences and for some of your opinions and self-assessments; we will ask questions about any experiences during this term at the end of this term.

Participation in the survey is completely voluntary. I hope that you will agree to complete the questionnaire fully so that I may have as accurate a picture as possible. Your student identification number is requested so that we may match up this questionnaire with information you may give in follow-up surveys; your responses will be confidential and no one on campus will have access to your individual answers. All results will be reported as grouped data only.

The information I am collecting may help colleges plan for the most effective kinds of community service opportunities for their students.

Instructions

1. Record all answers on the Scantron answer sheet provided. When placing your answers onto the Scantron sheet, convert your responses to all questions as follows: 1 = A; 2 = B; 3 = C; 4 = D; and 5 = E.

Where appropriate write open-ended responses on this survey in the space provided.

2. Consider each statement carefully, but don't spend a lot of time deliberating about a single item.

3. For each subsection, read the statement at the beginning of the section.

Then read each question and decide which response best represents your experience, actions, or opinions.

Thank you for your participation.

Your previous activities.

Think back on your high school and college experience and indicate your usual level of involvement in these activities.

Always (each week) = 5 (E)

Often (2-3 times a month) = 4 (D)

Sometimes (1 time a month) = 3 (C)

Seldom (1-2 times a term) = 2 (B)

Never = 1 (A)

1. High school clubs/groups 1 2 3 4 5

2. High school junior year community service 1 2 3 4 5

3. High school senior year community service
1 2 3 4 5

4. High school athletic teams 1 2 3 4 5

5. Work for pay in high school 1 2 3 4 5

6. College athletic teams 1 2 3 4 5

| | | | | | |
|---|---|---|---|---|---|
| 7. College campus clubs/groups | 1 | 2 | 3 | 4 | 5 |
| 8. College community service | 1 | 2 | 3 | 4 | 5 |
| 9. Religious clubs/groups | 1 | 2 | 3 | 4 | 5 |
| 10. Work for pay in college | 1 | 2 | 3 | 4 | 5 |
| 11. My parents were active in community service | | | | | |
| | 1 | 2 | 3 | 4 | 5 |

Type of previous service.

Choose the number from the lists below to describe whom you worked with and what you did in service activities. If you worked in several activities, describe the *one most important to you*. If you weren't active, leave that item blank.

Whom you worked with:

Children = 1 (A)

Teens = 2 (B)

Adults = 3 (C)

Peers = 4 (D)

Agency staff = 5 (E)

| | | | | | |
|--|---|---|---|---|---|
| 12. High school junior year | 1 | 2 | 3 | 4 | 5 |
| 13. High school senior year | 1 | 2 | 3 | 4 | 5 |
| 14. College (college before previous term) | 1 | 2 | 3 | 4 | 5 |
| 15. Previous term in college | 1 | 2 | 3 | 4 | 5 |

What you did:

Direct involvement with same person/group(e.g. tutor, coach, visit) = 1 (A)

Direct involvement with different people needing service

(e.g., assist at shelter) = 2 (B)

Assist agency (e.g., clerical, physical labor) = 3 (C)

Special project for group (e.g., written brochure or fundraiser) = 4 (D)

Supervise other volunteers, organize program = 5 (E)

16. High school junior year 1 2 3 4 5

17. High school senior year 1 2 3 4 5

18. College (before previous term) 1 2 3 4 5

19. Previous term in college 1 2 3 4 5

Your opinions:

These are issues that people disagree on; please respond based on your honest reaction to each item. Please answer every item and choose the answer that makes sense to YOU, not what you think others would say.

Strongly agree = 5 (E)

Agree = 4 (D)

Uncertain = 3 (C)

Disagree = 2 (B)

Strongly disagree = 1 (A)

20. Adults should give some time for the good of their community.

1 2 3 4 5

21. I feel that social problems are not my concern.

1 2 3 4 5

22. Having an impact on community problems is within the reach of most individuals.

1 2 3 4 5

23. People who work in social service agencies can do little to really help people in need. 1 2 3 4 5
24. Government should get out of the business of solving social problems. 1 2 3 4 5
25. People who receive social services largely have only themselves to blame for needing services. 1 2 3 4 5
26. I feel that social problems directly affect the quality of life in my community. 1 2 3 4 5
27. Social problems are more difficult to solve than I used to think. 1 2 3 4 5
28. The problems that cause people to need social services are frequently the result of circumstances beyond their control. 1 2 3 4 5
29. If I could change one thing about society, it would be to achieve greater social justice. 1 2 3 4 5
30. The most important community service is to help individuals. 1 2 3 4 5
31. The most important community service is to change public policy. 1 2 3 4 5
32. I think our social problems can be solved by the community. 1 2 3 4 5
33. For the most part, each individual controls whether he or she is poor or wealthy. 1 2 3 4 5

34. Communities should provide social services to their members in need.
1 2 3 4 5
35. I feel that I can have an impact on solving the problems in my
community. 1 2 3 4 5
36. It is important to me personally to influence the political structure.
1 2 3 4 5
37. It is important to me personally to volunteer my time to help people in
need. 1 2 3 4 5
38. It is important to me personally to be very well-off financially.
1 2 3 4 5
39. It is important to me personally to become a community leader.
1 2 3 4 5
40. High school students should be required to provide a certain number of
hours of community service to graduate. 1 2 3 4 5
41. We should reach out to specific people in need rather than create
programs to address social problems. 1 2 3 4 5
42. I feel that I can play an important part in improving the well-being of my
community. 1 2 3 4 5
43. My problems are too large for me to give time to helping others.
1 2 3 4 5
44. It is important to me personally to have a career that involves helping
people. 1 2 3 4 5

45. I feel positive about my community's ability to solve its social problems.

1 2 3 4 5

46. Skills and experience that I gain from community service will be
valuable in my career.

1 2 3 4 5

47. Community service will help me develop leadership skills.

1 2 3 4 5

48. I feel comfortable working with people who are different from me in such
things as race, wealth, and life experiences.

1 2 3 4 5

Skills and activities:

Below is a list of skills and activities that people do in various situations.

Please read each of the following, and rate yourself with respect to how well you do
each of these compared to most people.

Much better than most = 5 (E)

Better than most = 4 (D)

About the same = 3 (C)

Not as good as most = 2 (B)

Much worse than most = 1 (A)

49. Respecting the views of others 1 2 3 4 5

50. Participating in community affairs 1 2 3 4 5

51. Thinking critically 1 2 3 4 5

52. Communicating my ideas to others 1 2 3 4 5

53. Engaging in discussion with others 1 2 3 4 5

54. Ability to compromise 1 2 3 4 5

| | | | | | |
|--|---|---|---|---|---|
| 55. Listening skills | 1 | 2 | 3 | 4 | 5 |
| 56. Moral or ethical judgment | 1 | 2 | 3 | 4 | 5 |
| 57. Identification of social issues and concerns | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 58. Thinking about the future. | 1 | 2 | 3 | 4 | 5 |
| 59. Ability to take action | 1 | 2 | 3 | 4 | 5 |
| 60. Tolerant of people who are different from me | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 61. Effective in accomplishing goals | 1 | 2 | 3 | 4 | 5 |
| 62. Ability to see consequences of actions | 1 | 2 | 3 | 4 | 5 |
| 63. Empathetic to all points of view | 1 | 2 | 3 | 4 | 5 |
| 64. Ability to work with others | 1 | 2 | 3 | 4 | 5 |
| 65. Thinking about others before myself | 1 | 2 | 3 | 4 | 5 |
| 66. Ability to speak in public | 1 | 2 | 3 | 4 | 5 |
| 67. Feeling responsible for others | 1 | 2 | 3 | 4 | 5 |
| 68. Knowing where to find information | 1 | 2 | 3 | 4 | 5 |
| 69. Knowing who to contact to get things done | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 70. Ability to lead a group | 1 | 2 | 3 | 4 | 5 |

Describing yourself:

For each of these phrases, indicate whether they describe you very well or not at all well or somewhere in between.

Describes me very well = 5 (E)

Somewhat well = 4 (D)

Uncertain = 3 (C)

Not well = 2 (B)

Not at all well = 1 (A)

71. I often discuss political or social issues with my friends.

1 2 3 4 5

72. I sometimes find it difficult to see things from other person's point of view.

1 2 3 4 5

73. I try to keep up with local and national news.

1 2 3 4 5

74. I usually make up my mind right away about something.

1 2 3 4 5

75. I read a newspaper or watch news shows daily.

1 2 3 4 5

76. I try to understand my friends better by imaging how things look from their point of view.

1 2 3 4 5

77. If I am sure I am right, I don't waste much time listening to other people's arguments.

1 2 3 4 5

78. I often participate in advocacy or political action groups

1 2 3 4 5

79. I often try to persuade others to take my point of view.

1 2 3 4 5

2. 19-20
3. 21-22
4. 23-25
5. 26+

92. Class

1. freshman
2. sophomore
3. junior
4. senior
5. graduate student

93. Ethnicity

1. African-American
2. Asian American
3. Caucasian
4. Hispanic/Latino
5. Native American
6. Other (write in _____)

94. What is your best estimate of your parents' total income last year?

Consider all income from all sources:

1. \$20,000 or less
2. \$20,001-30,000
3. 30,001-50,000
4. 50,001-75,000

5. 75,001 or more

95. What is the highest level of education reached by your father?

1. some high school
2. high school graduate
3. some college or postsecondary schooling
4. college graduate
5. graduate degree

96. What is the highest level of education reached by your mother?

1. some high school
2. high school graduate
3. some college or postsecondary schooling
4. college graduate
5. graduate degree
6. What is your college major?

97. What is your college major?

1. humanities/English/communication/theatre arts
2. anthropology/sociology/psychology
3. justice and law administration/pre-law
4. education/social sciences
5. business school/computer science
6. other (write in _____)

98. How many hours a week do you work for pay while you are in college?

1. none

2. 1-5
3. 6-10
4. 11-20
5. 21 or more

99. Did you vote Nov. 7, 2000, (the last presidential election)?

1. yes
2. no

100. How many courses have you had in college in which you participated in community service to meet some of the course requirements? Include any current service-learning course.

1. none
2. one
3. two
4. three
5. four or more

101. Have you done any volunteering/community service in the past 12 months?

1. yes
2. no (Go to question 104)

102. Have you done any volunteering/community service in the past month?

1. yes
2. no (Go to question 104)

If yes, how many hours did you spend in volunteer work during the past seven days?

(write in _____)

103. Have you done any volunteering/community service the past seven days?

1. yes
2. no (Go to question 104)

If yes, how many hours did you spend in volunteer work during the past seven days?

(write in _____)

104. What career do you plan to pursue when you graduate?

(write in _____)

105. Think about the problems that your community service this semester is designed to help with; briefly list any organization or services that address this problem in the community (write below on this form).

Thank you.

Appendix B

*Survey Instrument Posttest**Service Experience Postsurvey*

Student ID No. _____

About the Survey

This is a follow-up to the survey you took at the beginning of this term about your views of community service. Participation is voluntary; I hope that you will complete this survey fully so that I may have as accurate a picture of your experiences and views.

Please complete this survey fully and carefully. It is important to know how you think about these issues now. Thank you!

The Survey

Your commitment.

Please circle the correct response.

1. Are you filling this survey out for community service you did as part of *this* class or program?

1. yes

2. no

If yes, go to question 3. If no, go to question 2.

2. Did you participate in community service this term outside of this class or program:

1. yes

2. no

If yes, go to question 3. If no, go to question 56.

3. How many weeks did you participate in this service project?
 1. none
 2. 1
 3. 2 to 4
 4. 5 to 10
 5. more than 11
4. How many hours per week did you participate?
 1. 1 to 3
 2. 4 to 6
 3. 7 to 12
 4. 13 to 20
 5. more than 20
5. With whom did you *primarily* work (provide service to)?
 1. children
 2. teens
 3. adults
 4. peers
 5. agency staff
6. What did you usually do?
 1. direct involvement with people receiving service (e.g., tutor, coach, visit)
 2. special project for group (e.g., brochure or fundraiser)

3. indirect service (e.g., clerical, physical labor, transport)
4. supervise other volunteers/manage program
5. create/plan/organize new program

7. Did you participate in service projects other than the one described above this semester/quarter?

1. yes
2. no

8. Will you participate in community service next semester?

1. yes
2. no

9. How many hours per weeks do you plan to volunteer?

1. none
2. 1 to 2
3. 4 to 6
4. 7 to 12
5. more than 12

Describe your service.

For each item, choose the number that best describes your service this term. If a feature *does not apply* to you (e.g., it is about assignments and your service was not part of a class, mark 1 for “never.”

- | | |
|--------------|-----|
| Very often | = 5 |
| Fairly often | = 4 |
| Sometimes | = 3 |

Once in a great while = 2

Never = 1

During my community service, I:

- | | | | | | |
|---|---|---|---|---|---|
| 10. Had important responsibilities. | 1 | 2 | 3 | 4 | 5 |
| 11. Had challenging tasks. | 1 | 2 | 3 | 4 | 5 |
| 12. Made important decisions. | 1 | 2 | 3 | 4 | 5 |
| 13. Found my work interesting. | 1 | 2 | 3 | 4 | 5 |
| 14. Did things myself instead of observing. | 1 | 2 | 3 | 4 | 5 |
| 15. Talked with people receiving service. | 1 | 2 | 3 | 4 | 5 |
| 16. Found that professionals at the site took an interest in me. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 17. Met with volunteers for seminars/formal discussion of the service. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 18. Had variety of tasks to do at site. | 1 | 2 | 3 | 4 | 5 |
| 19. Was appreciated when I did a good job. | 1 | 2 | 3 | 4 | 5 |
| 20. Felt I made a real contribution. | 1 | 2 | 3 | 4 | 5 |
| 21. Was free to develop and use my ideas. | 1 | 2 | 3 | 4 | 5 |
| 22. Found that people receiving service helped plan service activities. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 23. Discussed experiences with faculty. | 1 | 2 | 3 | 4 | 5 |
| 24. Discussed experiences with other volunteers. | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 25. Worked with people from diverse ethnic backgrounds. | | | | | |

- | | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 26. Found that the project met needs identified by members of the community. | 1 | 2 | 3 | 4 | 5 |
| 27. Found the experience challenged my previous opinions. | 1 | 2 | 3 | 4 | 5 |
| 28. Applied things I learned in college to my service placement. | 1 | 2 | 3 | 4 | 5 |
| 29. Will apply things I learned during service to my college classes. | 1 | 2 | 3 | 4 | 5 |
| 30. Kept a journal. | 1 | 2 | 3 | 4 | 5 |
| 31. Had a coordinator or faculty member responded to my journal. | 1 | 2 | 3 | 4 | 5 |
| 32. Completed writing assignments about my project or site. | 1 | 2 | 3 | 4 | 5 |
| 33. Participated in coordinator- or faculty-led discussions during which we shared feelings. | 1 | 2 | 3 | 4 | 5 |
| 34. Participated in coordinator- or faculty-led discussions during which we analyzed community and organizational problems. | 1 | 2 | 3 | 4 | 5 |
| 35. Participated in coordinator- or faculty-led discussions during which we related our service to what we were learning in class. | 1 | 2 | 3 | 4 | 5 |
| 36. Gave a speech or presentation about my service activities. | 1 | 2 | 3 | 4 | 5 |

Identify what you learned from service.

Students have identified different things they learned from their community service. Please indicate how important each benefit was to you. Please don't select more than *three* items as "most important."

Most important = 4

Very important = 3

Somewhat important = 2

Not important = 1

I learned:

37. That I have a deeper understanding of things I already had learned about in my classes. 1 2 3 4

38. To apply things I have learned in class to real problems. 1 2 3 4

39. How complex are the problems faced by the people I worked with. 1 2 3 4

40. That the people I served are like me. 1 2 3 4

41. How rewarding it is to help others. 1 2 3 4

42. To understand myself better/personal growth. 1 2 3 4

43. How to work with others effectively. 1 2 3 4

44. Specific new skills (examples: carpentry, food preparation, computers). 1 2 3 4

45. To appreciate different cultures. 1 2 3 4

46. To grow spiritually. 1 2 3 4

47. To identify many community programs that address social problems.
- | | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
48. To see social problems in a new way.
- | | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|

Identify how you have learned from service.

Rate the importance of these activities in your learning. Limit “most important” to *two* or *three* items.

- | | |
|--------------------|-----|
| Most important | = 4 |
| Very important | = 3 |
| Somewhat important | = 2 |
| Not important | = 1 |

Much of my learning came from:

49. Faculty and staff presentations.
- | | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
50. Providing real service to people.
- | | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
51. Reflection in journals or written assignments.
- | | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
52. Working with professionals in field.
- | | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
53. Informal sharing of experiences with other volunteers or classmates.
- | | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
54. Formal structured debriefing sessions or class discussions.
- | | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|
55. Interaction with people I served.
- | | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|

Relationships with faculty and other students.

These items refer to relationships with others at your school that have developed through *community service* activities and those that you have developed in

activities *other than* service. If you have not participated in service, mark 1 (“does not apply”) for items that refer to service.

Strongly agree = 5

Agree = 4

Disagree = 3

Strongly disagree = 2

Does not apply = 1

During activities other than community service:

56. I have developed a close personal relationship with at least one faculty member. 1 2 3 4 5

57. I am satisfied with the opportunities to interact informally with faculty.

1 2 3 4 5

58. I have developed close personal relationships with other students.

1 2 3 4 5

59. The student friendships I have developed are intellectually stimulating.

1 2 3 4 5

During service activities:

60. During community service I have developed a close personal relationship with at least one faculty member. 1 2 3 4 5

61. Community service has been a good opportunity for me to interact informally with faculty. 1 2 3 4 5

62. As a result of my community service I have developed close personal relationships with other students. 1 2 3 4 5

67. Compared to regular classes I found myself _____ motivated to work hard during community service.

1. much less
2. less
3. the same
4. more
5. much more

Your opinions.

These are issues that people disagree on; please respond based on your honest reaction to each item. Please answer every item and choose the answer that makes sense to you, not what you think others would say.

Strongly agree = 5

Agree = 4

Uncertain = 3

Disagree = 2

Strongly disagree = 1

68. Adults should give some time for the good of their community.

1 2 3 4 5

69. I feel that social problems are not my concern.

1 2 3 4 5

70. Having an impact on community problems is within the reach of most individuals.

1 2 3 4 5

71. People who work in social service agencies can do little to really help people in need. 1 2 3 4 5
72. Government should get out of the business of solving social problems. 1 2 3 4 5
73. People who receive social services largely have only themselves to blame for needing services. 1 2 3 4 5
74. I feel that social problems directly affect the quality of life in my community. 1 2 3 4 5
75. Social problems are more difficult to solve than I used to think. 1 2 3 4 5
76. The problems that cause people to need social services are frequently the result of circumstances beyond their control. 1 2 3 4 5
77. If I could change one thing about society, it would be to achieve greater social justice. 1 2 3 4 5
78. The most important community service is to help individuals. 1 2 3 4 5
79. The most important community service is to change public policy. 1 2 3 4 5
80. I think our social problems can be resolved by the community. 1 2 3 4 5
81. For the most part, each individual controls whether he or she is poor or wealthy. 1 2 3 4 5

82. Communities should provide social services to their members in need.
1 2 3 4 5
83. I feel that I can have an impact on solving the problems in my
community. 1 2 3 4 5
84. It is important to me personally to influence the political structure.
1 2 3 4 5
85. It is important to me personally to volunteer my time to help people in
need. 1 2 3 4 5
86. It is important to me personally to be very well off financially.
1 2 3 4 5
87. It is important to me personally to become a community leader.
1 2 3 4 5
88. High school students should be required to provide a certain number of
hours of community service in order to graduate. 1 2 3 4 5
89. We should reach out to specific people in need rather than creating
programs to address social problems. 1 2 3 4 5
90. I feel that I can play an important part in improving the well being of my
community. 1 2 3 4 5
91. My problems are too large for me to give time to help others.
1 2 3 4 5
92. It is important to me personally to have a career that involves helping
people. 1 2 3 4 5

93. I feel positive about my community's ability to solve its social problems.

1 2 3 4 5

94. Skills and experiences that I gain from community service will be
valuable in my career.

1 2 3 4 5

95. Community service will help me develop leadership skills.

1 2 3 4 5

96. I feel uncomfortable working with people who are different from me in
such things as race, wealth, and life experiences.

1 2 3 4 5

Skills and activities.

Below is a list of skills and activities that people do in various situations.

Please read each of the following and rate yourself with respect to how well you do
each of these compared to most other people.

Much better than most = 5

Better than most = 4

About the same = 3

Not as good as most = 2

Much worse than most = 1

97. Respecting the views of others 1 2 3 4 5

98. Participating in community affairs 1 2 3 4 5

99. Thinking critically 1 2 3 4 5

100. Communicating my ideas to others 1 2 3 4 5

101. Engaging in discussion with others 1 2 3 4 5

102. Ability to compromise 1 2 3 4 5

| | | | | | |
|---|---|---|---|---|---|
| 103. Listening skills | 1 | 2 | 3 | 4 | 5 |
| 104. Moral or ethical judgment | 1 | 2 | 3 | 4 | 5 |
| 105. Identification of social issues and concerns | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 106. Thinking about the future | 1 | 2 | 3 | 4 | 5 |
| 107. Ability to take action | 1 | 2 | 3 | 4 | 5 |
| 108. Tolerant of people who are different from the way I do | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 109. Effective in accomplishing goals | 1 | 2 | 3 | 4 | 5 |
| 110. Ability to see consequences of actions | 1 | 2 | 3 | 4 | 5 |
| 111. Empathetic to all points of view | 1 | 2 | 3 | 4 | 5 |
| 112. Ability to work with others | 1 | 2 | 3 | 4 | 5 |
| 113. Thinking about others before myself | 1 | 2 | 3 | 4 | 5 |
| 114. Ability to speak in public | 1 | 2 | 3 | 4 | 5 |
| 115. Feeling responsible for others | 1 | 2 | 3 | 4 | 5 |
| 116. Knowing where to find information | 1 | 2 | 3 | 4 | 5 |
| 117. Knowing whom to contact in order to get things done | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| 118. Ability to lead a group | 1 | 2 | 3 | 4 | 5 |

Describe yourself.

For each of these phrases, indicate whether they describe you very well or not at all well, or somewhere in between.

Describes me very well = 5

Somewhat well = 4

Uncertain = 3

Not well = 2

Not at all well = 1

119. I often discuss political or social issues with my friends

1 2 3 4 5

120. I sometimes find it difficult to see things from the other person's point of view.

1 2 3 4 5

121. I try to keep up with local and national news.

1 2 3 4 5

122. I usually make up mind right away about something.

1 2 3 4 5

123. I read a newspaper or watch news shows daily.

1 2 3 4 5

124. I try to understand my friends better by imagining how things look from their point of view.

1 2 3 4 5

125. If I am sure I am right, I don't waste much time listening to other people's arguments.

1 2 3 4 5

126. I often participate in advocacy or political action groups.

1 2 3 4 5

127. I often try to persuade others to take my point of view.

1 2 3 4 5

Appendix C

Vignette 1

Johnny is a 13-year-old boy who is having some problems in his life.

Recently he has been skipping school from time to time to be with his friends who are doing the same type of thing. He has been engaged in some verbal altercations with other students in school and has been found to be fighting as well. He is slacking on his homework assignments, and his parents, though concerned, do not know what they can do to help him. His parents say that Johnny listens to them, but he doesn't seem to be hearing them. Last night, he was arrested for breaking into the locked school playground at 2 a.m., and he had been charged with burglary. The case has been referred to the juvenile court, and you are the judge hearing the case. What do you do and why?

Appendix D

Vignette 2

William is a 14-year-old male who likes to “hang around” with kids older than he. He is doing well in school and has had only minor (normal) disciplinary problems at home. He likes his independence and engages in age-appropriate behavior. He is, in many respects, a “normal” kid. While in school one day, a teacher notices William with a large knife sticking out of his pocket. She questions him about this, and he responds that he carries the knife for self-protection. Under the school’s “zero-tolerance” policy, the teacher calls the principal, who calls the police and William is arrested for possession of a dangerous weapon. He has been suspended from school and is referred to the juvenile court. You are the judge hearing the case. What would you do and why?

Appendix E

Student Evaluation of Faculty



Student Evaluation of Faculty

Division of Justice and Law Administration

Western Connecticut State University

| COURSE NUMBER AND SECTION | | | | | | | | | |
|---------------------------|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 | 9 |

INSTRUCTOR'S NAME:
 COURSE NUMBER AND SECTION:
 TERM:
 COURSE TITLE:

INSTRUCTION: Completely blacken the circle of the number that most accurately represents your feeling to the statement.

| | | | |
|--|----------------------|---------------|------------------------|
| 1. The instructor's attitude toward viewpoints other than his/her own: | TOLERANT | ⑦ ⑥ ⑤ ④ ③ ② ① | INTOLERANT |
| 2. Interaction IN CLASS with the instructor: | DIFFICULT | ① ② ③ ④ ⑤ ⑥ ⑦ | EASY |
| 3. The instructor's use of time was: | WASTEFUL | ① ② ③ ④ ⑤ ⑥ ⑦ | EFFICIENT |
| 4. When needed the instructor was: | HELPFUL | ⑦ ⑥ ⑤ ④ ③ ② ① | UNHELPFUL |
| 5. The instructor's presentation of the course material was: | UNCLEAR | ① ② ③ ④ ⑤ ⑥ ⑦ | CLEAR |
| 6. The amount of material covered in the course was: | SATISFACTORY | ⑦ ⑥ ⑤ ④ ③ ② ① | UNSATISFACTORY |
| 7. The assignment of grades in this course was: | UNFAIR | ① ② ③ ④ ⑤ ⑥ ⑦ | FAIR |
| 8. The difficult points in reading assignments were: | CLARIFIED IN CLASS | ⑦ ⑥ ⑤ ④ ③ ② ① | NOT CLARIFIED IN CLASS |
| 9. The instructor answered questions: | UNSATISFACTORILY | ① ② ③ ④ ⑤ ⑥ ⑦ | SATISFACTORILY |
| 10. The instructor's interest in students' academic growth was: | WEAK | ① ② ③ ④ ⑤ ⑥ ⑦ | STRONG |
| 11. The course was organized: | ILLOGICALLY | ① ② ③ ④ ⑤ ⑥ ⑦ | LOGICALLY |
| 12. Independent or creative thinking in this course was: | DISCOURAGED | ① ② ③ ④ ⑤ ⑥ ⑦ | ENCOURAGED |
| 13. The tests or other methods of evaluation measured knowledge or skills developed in the course: | FAIRLY | ⑦ ⑥ ⑤ ④ ③ ② ① | UNFAIRLY |
| 14. Asking questions in the class of this instructor was: | DISCOURAGED | ① ② ③ ④ ⑤ ⑥ ⑦ | ENCOURAGED |
| 15. The instructor missed class without explanation: | FREQUENTLY | ① ② ③ ④ ⑤ ⑥ ⑦ | INFREQUENTLY |
| 16. This instructor motivated me to want to learn the skills or subject matter of the course: | A GREAT DEAL | ⑦ ⑥ ⑤ ④ ③ ② ① | NOT AT ALL |
| 17. In most all classes there is assigned material that is not covered in class. How helpful was this material in learning the skills or content of this course? | VERY HELPFUL | ⑦ ⑥ ⑤ ④ ③ ② ① | NOT HELPFUL AT ALL |
| 18. How does this instructor compare with other instructors at Western Connecticut State University? | AMONG THE VERY WORST | ① ② ③ ④ ⑤ ⑥ ⑦ | AMONG THE VERY BEST |
| 19. All things considered, this course was: | POOR | ① ② ③ ④ ⑤ ⑥ ⑦ | EXCELLENT |
| 20. All things considered, the instructor was: | POOR | ① ② ③ ④ ⑤ ⑥ ⑦ | EXCELLENT |

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| | | | |
|--|------|---------------|-----------|
| 19. All things considered, this course was: | POOR | ① ② ③ ④ ⑤ ⑥ ⑦ | EXCELLENT |
| 20. All things considered, the instructor was: | POOR | ① ② ③ ④ ⑤ ⑥ ⑦ | EXCELLENT |

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Appendix F

Western Connecticut State University Division of Justice and Law Administration

Syllabus: JLA/SOC 205 Juvenile Delinquency

George F. Kain

WS 347

837-8514

E-mail: Kaing@wcsu.ctstateu.edu

Office hours: Tuesday and Thursday: 9:30 – 10 a.m. and 12:45 - 2:30 p.m.; Tuesday:
4:55 – 5:25 p.m.; additional hours by appointment

Course Text

Agnew, Robert. *Juvenile Delinquency: Causes and Control*. Roxbury Publishing
Co., 2001.

Course Objective

This course is an examination of the theoretical concepts involved in understanding youth crime and delinquency prevention. Current responses to delinquency are investigated as well and their effectiveness will be analyzed

Course Requirements and Grading

1. Tests and “in class” writing assignments: 65-75 percent
2. Reaction paper assignments/essays: 25 percent
3. Class participation and attendance: up to 10 percent (NOTE

ATTENDANCE POLICY)

Tests and in-class writing assignments.

There will be a combination of three tests and in-class writing assignments throughout the semester. Each of these will be equal in weight. They will cover text material, lecture material (including handouts) discussions, video presentations and possible guest speaker presentation notes. A specific topic(s), format, guidelines and instructions will be provided prior to each assignment being given, and will be announced at least 2 class periods prior to being administered. It is imperative that you keep up with reading the text, as not all test material will be covered in class. **BE PRESENT FOR SCHEDULED TESTS/ASSIGNMENTS!!** Make-up tests and assignments are more difficult than scheduled tests and assignments. Any requests for taking a make-up exam (which you don't want to take!) must be made within 24 hours of the scheduled assignment. Failure to do so will result in an "F" for that exam. **There are no exceptions to this rule.**

Reaction paper assignments/essays.

Throughout the semester, we will be discussing various problems related to youth crime and delinquency prevention. At some point, you will be asked to come up with solutions to these, and other related, problems as we have discussed in class. You will then be given a specific problem and asked to outline and discuss a solution to the problem, based on what we have discussed and what you have read. Essays will occur during class time. Reaction papers will be collected after time to complete them is given outside of class. These submissions will count 25% of your grade.

Class participation and attendance.

WCSU policy requires that attendance be taken every class meeting. Your attendance in this class is imperative if you hope to pass this course. Three absences

are allowed and excused without academic penalty. (More absences may be allowed and excused without penalty only if proper documentation is provided.) Any additional unexcused absences will affect the student's grade by 5 points per absence. ANY STUDENT WHO MISSES MORE THAN 5 CLASSES WILL AUTOMATICALLY RECEIVE AN "F" FOR THE COURSE. Class participation is vital and will be taken into consideration. Students will be called on in class and expected to know reading assignment material.

Lateness to class is simply not tolerated! I realize that sometime you may be slightly late and delayed in arriving to class for an understandable reason. In the event that this happens, you are required to see me directly after class to explain your lateness, but under no circumstances should this lateness happen more than once during the semester. Also, under no circumstances should you walk into class and prance across the front of the room once class has started. This is not only rude and disrespectful, but disruptive to the class as well.

Students are also required to meet with me twice during the course of the semester. Plan on meeting me after your second test and again before final grades are submitted. This way, there will be no surprises regarding your grade and prospects for your final grade can be discussed. THESE ARE MANDATORY MEETINGS AND WILL COUNT AS PART OF YOUR ATTENDANCE/ CLASS PARTICIPATION GRADE.

Policy on Withdrawal from Class

Frequently students decide for one reason or another to stop coming to class. By policy, once a student misses more than 5 classes, an "F" will be registered as a

final grade. However, if a student contacts me prior to the end of the semester to advise of their intent to discontinue finishing the class, regardless of how many absences he or she may have, I will allow that student to withdraw (W) from the class without academic penalty. In other words, avoid an "F" by simply advising me that you will not finish the course. Similarly, if you come to class but are unable to attain a passing grade, I will allow you to withdraw without academic penalty up until final grades are due. In this case, you must advise me of your desire to withdraw. IN EITHER CASE, FAILURE TO CONTACT ME PRIOR TO THE END OF THE SEMESTER WILL RESULT IN YOUR RECEIVING AN "F" FOR THE COURSE, WHICH CANNOT BE CHANGED UNDER ANY CIRCUMSTANCES. I strongly advise anyone who, by the end of the semester, is not performing at a grade of "C" to consider withdrawing from the class, as anything less than a "C" will seriously jeopardize your academic standing. In other words, it may be better to accept a "W" than to receive a "D/F".

Syllabus and Course Outline

We will be following the Agnew text in chronological order. However, we will not be covering every chapter in the book. From time to time, there will be videos shown in class followed by class discussions that may interrupt our reading schedule. Expect that as we finish one chapter, we will be moving on to the next chapter until and unless I tell you differently. You will be reminded of what to read in class on a regular basis.

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