University of Northern Iowa

UNI ScholarWorks

2016

The effect of participating on service trips on community engagement and student development

Kristofer M. Czerwiec
University of Northern Iowa

Let us know how access to this document benefits you

Recommended Citation

Czerwiec, Kristofer M., "The effect of participating on service trips on community engagement and student development" (2016). *Dissertations and Theses @ UNI*. 245.
https://scholarworks.uni.edu/etd/245

THE EFFECT OF PARTICIPATING ON SERVICE TRIPS ON COMMUNITY ENGAGEMENT

AND STUDENT DEVELOPMENT

An Abstract of a Thesis

Submitted

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts

Kristofer M. Czerwiec

University of Northern Iowa

May 2016

ABSTRACT

Service-learning is important in the development of the individual and of the community: it enriches student learning, teaches civic responsibility, and strengthens and enhances the community. Service trips allow students to share this enrichment with communities outside their own, giving them an opportunity to experience a diversity of cultures, backgrounds, and community needs. Equally important, student exposure to diverse cultures and individuals will increase personal and social development among participants. In the current study, individuals indicating higher levels of personal and social development resulting from service trips will demonstrate the importance service trips have on the development of the participants. Individuals whose interest in participating in community activities as a result of their service trip will be more likely to have a higher level of involvement in community engagement, again as a result of their experiences. Participants completed a post-trip assessment to measure personal development and to predict future levels of community engagement due to service trip experience. This study was a mixed methods with an equal paradigm emphasis. Using a grounded theory approach, themes were identified and linked them together. Results suggest that personal and social development increase and cultural awareness and future levels of engagement in the individual's community were raised due to service trip experience. Implications of this study suggest that a service learning paradigm will positively influence a college student's development and community environment.

THE EFFECT OF PARTICIPATING ON SERVICE TRIPS ON COMMUNITY ENGAGEMENT

AND STUDENT DEVELOPMENT

A Thesis

Submitted

in Partial Fulfillment

of the Requirements for the Degree

Master of Arts

Kristofer M. Czerwiec

University of Northern Iowa

May 2016

This Study by: Kristofer M. Czerwiec

Entitled: The Effect of Participating on Service Trips on Community Engagement and Student Development

Has been approved as meeting the thesis requirement for the

Degree of Master of Arts

_____   _____
Date   Dr. Jamie Workman, Chair, Thesis Committee

_____   _____
Date   Dr. Michael Waggoner, Thesis Committee Member

_____   _____
Date   Dr. Melissa Dobosh, Thesis Committee Member

_____   _____
Date   Dr. Kavita Dhanwada, Dean, Graduate College

DEDICATION

To my mother, Karla - whose heart beat for the both of us the moment I came in to this world. My heart will continue to beat for you long after you've gone.

And to my son, Gabriel – my source of inspiration, strength, determination, and happiness. I hope to show you how beautiful this world can be; a place where anything is possible if you're strong enough to dream. I love you with every beat of my heart, Son.

"Progress is not inevitable. It is the result of choices we make together" – Barack Obama

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Many students attending colleges and universities have a degree of experience with community service from activities in which they participated and organizations to which they belonged to while in high school. These services are generally developmental, enhancing and enriching both the persons and the environment (Schuh, Jones, & Harper, 2011). Service trips allows students to export these experiences to communities outside their own, helping them understand and appreciate a diversity of cultures, backgrounds, and community needs. Service learning is an important tool in providing individuals hands on experiences outside the classroom they might otherwise not have had; in addition, student exposure to diverse cultures and individuals will increase personal and social development among participants. Understanding the effects of such service learning related trips on the students' personal and social development as well as their engagement with the community will demonstrate the importance of including service trips in the service learning curriculum.

Purpose of the Study

Service learning programs such as service trips continue to be a growing trend among college campuses across America. These programs when incorporated in to the curriculum provide students with an environment conducive to personal and social growth, learning, and understanding the importance of the community. Wartburg College's Center for Community Engagement identified four learning outcomes for its service trip program. These are: (1) Increase cultural competency; (2) Embolden social change; (3) Encourage and foster vocation discernment; (4) Provide an environment conducive to servant leadership.

The Wartburg service trip program is student-led. A staff member from the Center for Community Engagement acts as the liaison to the student executive committee whose members oversee all service trip opportunities available to students each semester. Each trip is headed by two student leaders who choose a social topic, reach out to organizations in the area of their destination to request assistance in planning the trip, provide a budget for the trip to the executive team and the team's liaison, and manage fundraising efforts with the other participants of their trip. Each trip is also supervised by a Wartburg staff volunteer who acts as a chaperone to the students.

This study examines the effects of service trip participation at Wartburg College. Utilizing data collection through survey and interviews, this study provides an in-depth analysis of the effects of participating on a service trip on personal development, social development, cultural awareness, and community engagement.

The research gathered was analyzed in a variety of ways. Data collected through the Likert scale survey questions were processed as aggregate data collections. Through the short answer survey questions and service trip participant interviews, themes were identified regarding personal and social development, cultural awareness, and community engagement. An analysis done as part of the interviews was used to determine whether participants were prepared for their trip and to identify the resources, information, knowledge, and programs that could be provided to help individuals become more engaged in their community. Recommendations may be found in Chapter 5. These are proposed based on theme analysis within the results and current service learning research.

This study was designed using mixed research methods. The use of both quantitative and qualitative research methods allows for data analysis of personal and social development, cultural awareness, and community engagement. A variety of data was collected as a part of this study in order to capture the overall impact of service trip participation.

Results from the above research methods predict that the importance service trips have on the development of the participants will be demonstrated by individuals who indicate higher levels of personal and social development as a result of their service trip. Levels of personal and social growth were measured by self-report using a Likert scale and three short answer questions. Individuals who are high in areas indicating an interest in participating in community activities because of their service trip are more likely to have a higher level of involvement in community engagement because of their experiences.

Significance

The service trip program has been in place at Wartburg College for many years, but assessment is needed to further examine the significance and effects of participation. Much research has been done to

examine the significance and effects of service learning program participation in the curriculum, and data has shown a variety of beneficial results for students; however, minimal research has been done to examine the significance and effects of participation in the specific activity of college service trips.

This study is meant to provide an overview of the impact of service trip participation. The study focuses on four areas to gain a broad picture of college service trip participation. By reviewing the influence of service trip participation on personal development, social development, cultural awareness, and future community engagement of participants, this research shows the benefits and impact of service trip programs. Based on the results and recommendations of this study, staff at the Center for Community Engagement at Wartburg College can make decisions about further development of the service trip program, and the staff may also evaluate future needs of the Center's programs as the Center continues to build upon the successes of these trips.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews current research and collective knowledge of service learning and service trips. To best explain the role that the service trip program plays at Wartburg College, it is important to first understand the progression that service learning, and more specifically service trips, have made over time. To that end, this chapter examines the evolution of this aspect of service learning, and it also examines the connection between service learning and community engagement as well as, personal, and it reviews the current knowledge of service learning, ultimately making clear the significance of this study.

Service Learning

Service learning consists of three essential elements: community service, curriculum connection, and reflection. Community service is performed by an individual or group for the benefit of the public or its institutions; this is correlated with social and economic growth, and prosperity (McDonald & Dominguez, 2015). Service learning seeks to engage individuals in activities that combine both community service and academic learning; these educational experiences are organized into service activities that meet identified community needs and allows students to reflect on the service activities to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle & Hatcher, 1996). Service-learning is important in the development of the individual and of the community; it enriches student learning, teaches civic responsibility, and strengthens the community (Lesser, Dunne, & Faszewski, 2014). The most important aspect of service learning is that of reflection. By reflecting on the experiences of the individual during service, students internalize thoughts, feelings, and experiences they had during the course of service and are motivated to seek further engagement in the future (D. Kittle, personal communication, March 3, 2015).

There are two approaches to service-learning programs. A community-building program approach considers staff, faculty, and students as mutual learners; the intent is to allow students to provide guidance to each other, instead of staff and faculty, in knowing what issues to watch out for, how to get involved, and how to better understand the deeper issues behind the problems (Caruso, Bowen, & Adams-Dunford,

2006). Encouraging the students to be more involved in what the community needs allows them to be more vocal on campus so that the institution as a whole becomes more aware of issues affecting the community and campus. The other approach is a programmatic approach which focuses on establishing a centralized office to serve as a site of connection between agencies in the community in need of help and students who are seeking service opportunities (Caruso et al., 2006). Staff and faculty are considered experts with students taking on the learner role. Students are satisfied; communities benefit from free labor; and the institution fulfills its civic mission by placing students in service to the local community (D. Kittle, personal communication, March 3, 2015).

Creating an environment that generates buy-in from an institution's faculty and staff is necessary to maintain a successful service learning program. Research, while limited, suggests the need for a coordinating center or office of service learning and the support of faculty in academic departments to assist in the implementation of programs (Furco, 2002). Bringle and Hatcher (2000) suggest centralizing service learning under a chief academic officer to assist in institutionalizing the endeavor in the academy and thereby obtaining faculty favor. However, Strait and Lima (2009) believe because research is limited on this subject, it is not clear whether the site and source of the management of service learning activities will change perceptions about service learning among faculty and staff, students, and community partners. Strait and Lima (2009) go on to highlight the advantages of programs tied to the curriculum since these can benefit from the structure of the classroom which holds students accountable for achieving the desired outcomes stated on the class syllabus through class meetings, assignments, grades, and credit. However, because all learning does not occur inside the classroom, service learning programs are co-curricular, and meaningfully so. Research shows that carefully implemented and designed co-curricular experiences can yield rich results (Strait & Lima, 2009).

The benefits of service learning on students have been well documented: "There is a profusion of evidence suggesting that students who complete service as part of their undergraduate courses, experience positive effects on personal leadership and communication skills" (Giles & Eyler, 1994, p. 8) as well as higher levels of cognitive development (Eyler & Giles, 1999). Further, Hopkins (2000) found that students participating in mission trips scored significantly higher on the Global Social Responsibility Inventory than

those who did not participate. Self-efficacy, awareness of the world, awareness of personal values and increases in levels of engagement have also been found to be high individuals participating in service learning (Astin, Vogelgesang, Ikeda, & Lee, 2000). Stanton, Giles, and Cruz (1999) link service learning to civic engagement, stating: "By definition, civic engagement is a voluntary act, with people living in a culture where they have a say about what's going on. Learning how to do that is the power of service in experiential learning" (p. 100). Collectively, research demonstrates the many positive effects of service learning, not only for students but also for the communities they serve and the institutions that sponsor such work.

By encouraging students to be reflective about the ways in which their academic work intersects with their work with communities – that is, about the ways in which traditional learning and service learning overlap – activities such as service learning trips provide students an opportunity for metacognition, or thinking about thinking. Veenman, Van-Hout-Wolters, and Afflerbach (2006) describe metacognition as including the feeling of knowing, theory of mind, higher-order skills, learning strategies, meta-memory, and self-regulation. Metacognition encompasses beliefs about the self as a learner in the context of a particular domain of knowledge. For example, in regard to intellectual development in students, metacognition helps students to understand themselves as meaning-makers. Veenman et al. (2006) suggest that such a process moves students towards the stage of contextual relativism, that is, understanding themselves not from a superficial, self-centered point of view but in the context of their genuine understanding of others. Bransford, Brown, Cockling, Donovan, and Pellegrino (2000) take this idea further and suggest that the development of skills associated with metacognition promote what they call "transfer," that is, the ability to apply knowledge and skills from one context to another. As Fascione (1990, p. 13) notes, "One characteristic of a good critical thinker is the ability to apply cognitive skills to a range of contexts for a variety of purposes, including personal and civic." Transfer is an important outcome in higher education because it predicts whether the skills and content that students learn in one academic setting can be used appropriately and effectively in future academic, civic, professional, or personal contexts. For this reason, Bransford et al. (2000) identify transfer as the "ultimate goal of schooling," and these developmental outcomes can be found in quality service learning programs.

Service Trips

Service trips are important aspects of service learning because they remove students from the comfort of their normal surroundings and place them amidst the culture, environment, lifestyle, and communities of those they attempt to help and aid. Service trips provide opportunities that actively engage participants with communities through service, reflection, and learning. Further, service trips have the potential to inspire students to create social change and live lives of continual learning and service by allowing them to be influenced and surrounded by the causes to which they contribute. Reflective activities are encouraged throughout the course of service trips. These are often intense experiences that lead to feelings of discomfort for those coming face to face with a lifestyle, culture, environment, and/or community that differs from their own (D. Kittle, personal communication, March 3, 2015). By working in close proximity to those they are assisting, service trip participants are given an opportunity to have an in-depth and extended experience with cultures, lifestyles, and communities they might not ordinarily have had within the classroom. At times, this unique service learning experience has allowed students to challenge prejudices and stereotypes they might have had regarding those who differ from them by observing cultural and lifestyle similarities they had not previously imagined. John Dewey (1938) viewed personal development as social in nature and based in experience valuable if integrated within experience. Clayton (2013) renders Dewey service learning pedagogy, "with its use of reflection to help students make meaning of problems and failures in their efforts as well as their successes" (p. 136).

Pascarella and Terenzini (2005) observed that participation in service learning activities like service trips can have a powerful influence on the participants' heightened sense of civic responsibility and engagement, for these "greatly [impact] a student's commitment to community service, to helping others, to understanding community problems, and to volunteer work in the future" (p. 339). However, Pascarella and Terenzini (2005) warn that *required* service may be detrimental and may confirm negative stereotypes. Fortunately, on most campuses, service trip is central to the institution's curriculum (Clayton, 2013). Because of the nature of service trips, the participant must be open to reflection and challenging themselves in order for the benefits of personal and social development to exist.

Clayton (2013) suggests that the use of service learning tools, like service trips, may help develop and nurture participants' sense of active citizenship, a concept with six dimensions: (1) having an awareness of issues; (2) having the desire to address and act on issues; (3) being able to make judgements and decisions; (4) taking direct, peaceful action; (5) collaborating with others to address commonly defined problems; and (6) reflecting on the decisions and actions. Many of these dimensions, such as being able to make judgements and decisions, reflecting on those actions, and collaborating with others, reflect leadership qualities that would be useful to any individual's social and personal development. Cultivating active citizenship attributes like having the desire to address and act on issues, taking direct action, collaborating with others, and reflecting on decisions and actions would also aid in allowing the individual to become more engaged in his or her community. Those who participate in service learning and service trip activities have the potential to appreciate growth and development along these six aspects of active citizenship.

<div align="center">Community Engagement</div>

Historically, higher education institutions had a crucial role in exposing and developing civic knowledge and skills in students; however, that role declined throughout the twentieth century (Talcott, 2005). Levine (2007) notes that in recent years, many colleges and universities have "recommitted to their public purpose and are offering more opportunities for students to learn about and practice civic engagement" (p. 32). With this renewed commitment, a growing number of postsecondary institutions have strongly encouraged undergraduates to participate in service activities. This has led to the inclusion of service learning in the curriculum, indicating the added importance educational leaders have placed on volunteer service and, resulting in the growth of a consortium of colleges known as the Campus Compact (Astin, Sax, & Avalos, 1999), which includes more than 500 institutional members. Members of the Campus Compact are devoted to promoting service learning among students and faculty, and assessing the educational impact of service in order to expand our understanding of what students learn from volunteer service (Pascarella & Terenzini, 2005). By prioritizing service learning in the curriculum, colleges and universities will create and support more opportunities for students to become engaged in their communities.

Pascarella and Terenzini (2005) have observed individuals holding a bachelor's degree are two to three times more likely to volunteer for community service than those with no exposure to college. Table 1 shows engagement of college students versus non-college students (Jacoby, 2009, p. 37).

Table 1. *College Attendance and Civic Engagement Among 18-25 Year-Olds.*

Indicators of civic engagement	Current college students	College graduates, not enrolled	Some college experience, not currently enrolled	No college experience
Community problem solving (past 12 months)	22%	26%	17%	12%
Volunteered (past 12 months)	23%	45%	24%	24%
Regular volunteer for nonpolitical groups	25%	28%	14%	8%
Active member of at least one group	23%	28%	20%	13%
Ran/walked/biked for charity (past 12 months)	22%	15%	15%	13%
Raised money for charity (past 12 months)	25%	29%	21%	20%

Among all college students, though, the rate of civic engagement is not uniformly high. For example, students at 4-year institutions are more engaged than those at a 2-year institutions; further, there appears to be gender differences in civic engagement, "female college students are generally more engaged than their male counterparts in civic activities like volunteering but are less engaged than males in electoral activities" (Jacoby, 2009, p. 44). While evidence suggests a decline in civic engagement several years after college, it appears this observed recession instead reflects a change in civic interest and community involvement to politics and social justice (Jacoby, 2009). As college graduates get older their propensity towards politics and social justice issues is reflected in their civic advocacy and work.

There are many reasons why young people with college experience are more civically engaged. Many times students selected through college admission processes are already civically engaged

(Pascarella & Terenzini, 2005). The ability to interact with many individuals who are already civically engaged can influence others to follow and become engaged in their communities, as well. But whether students are so engaged at the time of admissions or not, Jacoby (2009) highlights the valuable influence colleges and universities can have on a student's civic future, "college may impact a positive effect on civic engagement; this could be the result of programs in institutions designed to encourage or the number of engagement opportunities and resources available to students when compared to the opportunities available to those who are not in college or who have not attended college" (p. 32).

Billig and Eyler (2002) noted the positive influence of service learning on students' future plans to perform community service hours. Studies suggest a strong connection in the association between higher education and greater civic engagement; indeed, college students are among the most involved of young people, yet they desire to be more engaged (Jacoby, 2009). They seek high-quality opportunities to engage with others and learn in the process, therefore simply providing more opportunities will not suffice because these opportunities are often difficult for students to find. Jacoby (2009) suggests that institutions establish clear access points, both on and off campus, to direct students to reliable information and civic opportunities. These access points would provide spaces that foster discussions "free of partisanship and rancor," and would be a crucial way colleges could give students from diverse backgrounds options to engage one another on local and global issues (Jacoby, 2009).

<div align="center">Personal Development</div>

Student development is a crucial component of the traditional college student experience. Several factors are critical in facilitating development, such as the individual's personal characteristics, developmental level, and background and environmental factors such as where the person is living, working, and studying (Evans, Forney, Guido, Patton, & Renn, 2010). The importance of the relationship between the person and environment were emphasized when Kurt Lewin (1936) introduced a behavioral formula that states behavior is a function of the interaction of person and environment. However, while the interaction of these variables must be recognized, not everyone experiences the same environment in the same way (Evans et al., 2010). Generalizing entire student populations based upon similar experiences can lead to confounding results: every student varies as does each individual's experiences in a given

environment. Because so much depends on what individuals bring to the experience, service learning components must have advanced planning and excellent execution by faculty and community partners, and there must be willing participants in order for maximum effect to be realized.

Erickson and Santmire (2001) observed that service learning has a strong connection to psychological theory and practice. Eyler and Giles (1999) found evidence to suggest that service learning influences personal development in many different aspects such as self-knowledge, spiritual growth, reward of helping others, career benefits/careers in service, and changes in personal efficacy. Central to service learning is the ability to link personal and interpersonal development with academic and cognitive growth (Eyler & Giles, 1999). Demonstrated by Perry (1970), personal and intellectual development are essential to each other, linking advanced levels of cognitive skills with the development of personal identity and the ability to make committed decisions. Often multiple dimensions of development are separated on college campuses; service learning seeks to connect these facets, leading to more positive, ongoing, consistent development among students (Eyler & Giles, 1999). Service learning has the potential to have a lasting, tremendous effect on learners in ways other forms of teaching may not: not only does service learning address traditional information and skill acquisition but also lends itself to leadership development.

Among others, Evans et al. (2010) highlights levels of involvement and "mattering" as conditions found in the college environment that can impact students' growth and development. Schlossberg (1989) defined mattering as "our belief, whether right or wrong, that we matter to someone else" (p. 9). Schlossberg (1989) investigated five aspects of mattering: attention, the feeling that one is noticed; importance, a belief that one is cared about; ego-extension, the feeling that someone else will be proud of what one does or will sympathize with one's failures; dependence, a feeling of being needed; and appreciation, the feeling that one's efforts are appreciated by others. As Evans et al. (2010) note, "institutions of higher education need to help students feel that they matter as a precursor to students' involvement in activities and academic programs designed to facilitate development and learning." Once mattering occurs, students are more apt to engage in their environment and increase their levels of involvement.

Alexander Astin (1984) stressed the role of student involvement in development: he clarified that involvement refers to behavior rather than to the student's feelings or thoughts. Students need to actively engage in their environment in order for student learning and growth to occur. Astin's last of five postulates in his theory (1984) states that "the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement" (p. 298). Therefore, part of the accountability of promoting student engagement on a college campus is on the educator to create opportunities for in- and out-of-classroom involvement. By influencing student engagement, faculty and staff can influence positive personal development in the students with whom they work.

<div align="center">Social Development and Cultural Awareness</div>

Understanding how service trip participation affects an individual's social development will clarify the importance of service trip activities as part of a service learning curriculum. Eyler and Giles (1999) observed that service learning has a positive impact on an individual's ability to work with others, the development of leadership skills, and an increase in other interpersonal skill development. This influence on social skill development could promote positive interpersonal relationships on campus and lead to a higher degree of involvement. One of the more powerful predictors that students will complete and benefit from the college experience is the degree to which they are engaged or involved in social and academic life on their campuses (Pascarella & Terenzini, 2005). Increasing this social involvement through service learning could benefit not only the individual but the campus, the community, and the culture institutions attempt to foster.

Service learning activities can also influence cultural awareness and inter-racial interactions. Pascarella and Terenzini (2005) found evidence based on both standardized measures and students' self-reports that suggests that "involvement in diversity experiences can modestly enhance more general cognitive skills and intellectual development" (p. 194). Attitudes and values have been shown to have a significant and positive net effect due to students' casual interactions with members of a racial and ethnic groups different from their own (Pascarella & Terenzini, 2005), regardless of an individual's own racial or ethnic affiliation. Various studies have observed informal student interactions having a positive effect on other measures of cultural, ethnic, and racial awareness and engagement (Gurin, Dey, Hurtado, & Gurin,

2002), such as declines in racial prejudice (Chang, 1999) and a general acceptance of diversity (Lopez & Elrod, 2006). Strait and Lima (2009) link service learning to these positive net-effects of cultural awareness and attitudes: "service learning practice has the capacity to change negative social attitudes toward outgroups (i.e., target groups of people about which one has a stereotypic, biased, or prejudiced set of attitudes and/or beliefs) and creates the necessary conditions for positive attitude and value change" (p.110). The increase in tolerance for diversity and the reduction of negative stereotypes has been one of the most consistent outcomes of service learning (Kaye, 2010). Eyler and Giles (1999) note that regardless of the duration of service experience, students found that the people they worked with were different from their expectations and that their engagements were positive. Service learning activities give students an opportunity to engage diverse groups by working with and alongside individuals that differ from them.

In an effort to understand and evaluate the conditions in which face-to-face contact would promote personal and social understanding among different groups social psychologists introduced and developed contact theory. According to Pettigrew (1988), contact theory follows the minimum necessary conditions through which favorable conditions and experiences with members of an out-group may be generalized to one's group-related attitudes. Allport (1954) describes four necessary conditions under which contact combats prejudice: (1) equal status; (2) pursuit of common goals; (3) intergroup cooperation; and (4) support of authorities, custom, or law. The first of these is the extent of equality in social status between the service provider and recipient. In reference to the second, Allport (1954) explained that genuine attitude change will occur when the relationship between the provider and recipient includes an authentic pursuit of common goals. The third condition focuses on one's in-group identity in relation to one's out-group and the cooperative relationship between groups. Finally, the support of authorities, custom, or law addresses the need for each of these to promote positive contact with members of the out-group. Strait and Lima (2009) suggest a fifth factor important to contact theory: long-term contact. This factor addresses the need for service experiences to be either long-term in duration and/or long term in intensity in order to promote positive results, as fleeting or superficial interactions generally promote entrenched attitudes rather than lead to attitude change (Strait & Lima, 2009). Contact theory highlights the necessity for service learning

activities to be well-thought out, well-executed, and ongoing in order for positive attitude growth towards a student's out-groups in relation to student's in-groups.

Chavez, Guido-DiBrito, and Mallory (2003) created a model of diversity development that examines how healthy individuals develop naturally in ways that make awareness, moving toward affirmation of others. According to Chavez et al. (2003), individuals develop within the dimensions of unawareness, dualistic awareness, self-exploration, exploration of otherness, and validation. Individuals progress simultaneously, at varying times, or not at all in three ways: cognitively, affectively, and behaviorally. In the dimension of unawareness, the individual lacks exposure and prior knowledge to those he or she is unfamiliar with; this is followed with feelings of discomfort with those who are different. In dualistic awareness, individuals continue to lack contact with those outside groups they are familiar with; however, affectively, individuals feel superior to the "other" (Chavez et al., 2003). Growth is impaired due to instantaneous interpretations of those different from themselves; "behavior is not likely to change without first altering feelings (effective) and then examining inaccurate information (cognitive)" (Evans et al., 2010, p. 249). The third dimension of self-exploration is the most important aspect of valuing others and reflecting on feelings, thoughts, and behaviors in relation to others. Growth is produced by exploring through reflection and searching for cultural information about those who are different from the individual. Service-learning embeds reflection as a critical component in the full experience of the activity. As individuals reflect, they begin to be actively engaged, confronting of their own views and leading them to the next dimension, exploration of otherness (Evans et al., 2010). This can lead to some individuals to "start to advocate for others in an effort to assist them rather than considering the more integrated possibility of mutual activism" (Chavez et al., 2003, p. 462). Finally, the validation dimension intertwines concepts of self and the "other". Individuals see themselves and those different from themselves and become able to accept members from many groups by cognitively recognizing differences and similarities between self and others (Chavez et al., 2003): "Affectively, the individual develops a healthy self-concept and secure self in relation to others. Behaviorally, individuals create a culture of integrity supportive of congruent feelings, thoughts, and actions" (Evans et al., 2010, p. 249). After careful consideration, these individuals make reflective choices about individual and group validation of the other.

<u>Criticism and Critiques</u>

While extensive research regarding service learning has led to positive and encouraging results demonstrating the benefits of participating in service learning programs, some findings criticize service learning as not clearly defined in its objectives and development. While some believe service learning is "fluffy, feel-good stuff" that hasn't "made a difference in a student's education" (Markus, Howard, & King, 1993, p. 411). Eyler and Giles (1999) argue that students who participate in these programs "value the connection of their passion to their learning; when the personal and intellectual are connected, they can go beyond cramming for tests to acquire information. That has meaning to them and stays with them because they are learning and applying information in complex real-world contexts. They believe that the quality of their understanding is increased" (p. 2). In order to take advantage of these programs, careful attention must be paid to the design, implementation, outcomes, and assessment of service learning in order to ensure that it fulfills these purposes (Clayton, 2013).

Another limitation to the research on service learning is that it has not been focused on service trip programs as a key aspect of the service learning curriculum. Organizations like Break Away are available to help implement service trip and service learning programs on college campuses. Partners with Break Away in developing opportunities for its service trip program. Break Away's mission is to inspire lifelong active citizenship by assisting campuses and communities in advancing quality break programs (D. Kittle, personal communication, March 3, 2015).

<u>Summary</u>

Overall, data supports the benefits of service learning programs on college campuses. By participating in service learning programs, students are able to take advantage of adaptive learning processes that allow them to apply knowledge they have learned to real-world scenarios. Programs with well-thought-out mission statements, development, implementation, and assessment, all with full support of the institution's staff and faculty, provide students with a positive college experience that nurtures personal and social development and growth and encourages active engagement in students' communities.

However, there is much more research to be done in analyzing program effectiveness, development, implementation, and management across campuses. It is important to acquire full faculty and

staff backing in order for these programs to achieve the learning outcomes that support their existence. By analyzing and determining the effects of service trip participation on student development, cultural awareness, and future community engagement, the results of this study can help the Center for Community Engagement at Wartburg College continue to improve such opportunities for Wartburg's students.

CHAPTER III

METHODOLOGY

<u>Purpose of the Study</u>

The purpose of this study was to determine what influence the participation of a service trip has on an individual's social and personal growth, and engagement with the community. The focus is on the following questions: (1) How does participating in a service trip encourage students' to be more or less active in their communities in the future? (2) What skills do students develop and what self-knowledge do students gain as a result of their trip? (3) How important are values and opinions on social problems in our society to students, and are these influenced or changed by the experiences they gain on service trips? Individuals who acknowledge higher levels of personal and social development as a result of their service trips demonstrate the importance service trips have on participants' personal development. Throughout this study, levels of personal and social growth rely on self-reporting as measured by a Likert scale and three short answer questions. Individuals who are high in areas indicating an interest in participating in community activities because of their service trip are more likely to have a higher level of involvement in community engagement because of their experiences.

<u>Participants and Design</u>

Sixty-seven undergraduate students from Wartburg College participated in this study; 50 were female (75%) and 14 were male (21%) and 3 did not respond. The age range for the participants included were 18 to 22 with a mean age of 19.964 and a standard deviation of 1.29. Fifteen participants (22%) indicated that this was their first year in college, 20 (30%) responded that this was their second year in college, 14 participants (21%) reported being in their third year, while14 (21%) indicated that this was their fourth year of college, and four (6%) did not respond. Thirty-four participants (51%) indicated that this was their first service trip experience, 10 (15%) responded as this was their second trip, while 15 (22%) responded that this was their third plus service trip experience and 8 (12%) did not answer. Twenty-nine students (43%) participated on service trips during the winter break. Of these, three participants (4%)

indicated they participated in a service trip to Arizona; 6 (9%) indicated participating in a service trip to Memphis, TN; four participants (6%) responded participating on a service trip to Philadelphia, PA; 6 (9%) responded participating in a service trip to St. Louis, MO; five participants (7%) indicated participating in a service trip to Austin, TX; and four participants (6%) did not respond. Twenty-eight students (42%) participated on service trips during the tour week, the week-long break between Winter Term and May term, five participants (13%) indicated they participated on a service trip to Denver, CO; five (7%) indicated participating in a service trip to Los Angeles, CA; five participants (7%) responded participating in a service trip to Coo's Bay, OR; 7 (10%) responded going in a service trip to Wilmington, NC; five participants (7%) indicated participating in a service trip to Mount Hope, WV; and one participant (1%) did not respond. Ten students (15%) participated in service trips during the fall break, five participants (7 %) indicated they participated in a service trip to Omaha, NE; and five participants (7 %) indicated they participated in a service trip to St. Louis, MO. Ten participants chose not to respond to the fist 35 items which were rated on a 5-point Likert scale.

<div align="center">Procedure</div>

This study was a mixed methods with an equal paradigm emphasis. Prior to analysis, variable data was examined to assure accuracy of data entry and missing values. No manipulation was used in this project. A grounded theory approach was used to find themes and link them together. The P.I. completed a practicum/internship at the Center for Community Engagement (CCE) at Wartburg College as part of a Postsecondary Education Masters program. One of the P.I.'s roles was to create a pre- and post- trip survey for the CCE in order for students to assess the service trip experience. Participants in service trips completed a post-trip survey (Appendix B, Appendix C, and Appendix D) on the last night of their service trip prior to final reflection discussions with their groups and a return to Wartburg College. The link to the assessment was emailed to participants while on the service trip from the Director of Student Executive Board of Service Trips. The assessment was then completed on computers owned either by the participants or the by the service trip leaders. Because the assessment's primary role was to help the CCE assess the service trip program, making this study the assessment's secondary role, the data collected were used from questions within the post-trip survey. Participants were encouraged to take part in this study by way of a

consent form (Appendix A) at the end of the assessment. Participants were asked to click "yes" or "no" and were reminded that participation in this study was voluntary; saying "no" to the study would not hinder the completion of the survey for the CCE's purposes nor would those who said "no" be penalized in any way. Participants consented to the dissemination of data, not to completing the assessment. The participants were asked to leave their email addresses at the bottom of the consent form if they wished to be contacted for the second phase of the study, the structured interview. Therefore, no one was in direct contact with participants for any recruitment effort. Hard copies of the consent form (Appendix A) and the debriefing statement (Appendix E) were available upon students' request when participants returned from their service trip. The study was scheduled to take place during Wartburg's winter break, tour week, and fall break service trips. Only data from participants who consented to participate in the study were collected to be analyzed by the P.I. Those who clicked "yes" to consent to be a part of the study were directed to the debriefing statement (Appendix E) at the next and last screen of the assessment. Hard copies of the consent and debriefing statement were available upon request, and contact information for both the P.I. and advisor contact information was provided on both consent and debriefing forms.

A group of participants was selected from those who completed the online survey. These students were invited (Appendix H) to participate in a semi-structured interview (Appendix F). An email inviting participants was sent to all those whom responded to the short answer questions on the post-assessment survey with more than three word answers. Nine participants answered the email sent by the P.I. and were invited to schedule interviews, of which six successfully scheduled. Semi-structured interviews were administered in an empty office located in the CCE at Wartburg College. Prior to beginning the interview, participants were given a consent form (Appendix B) and asked to read and sign it if they wished to proceed with the study; they were reminded that they could stop the interview at any time. At the conclusion of the interview, participants received a debriefing statement (Appendix G) and were given a copy of the consent form before departing. Participants were given copies of the written consent and debriefing statement whether they completed the interview or not. Interviews were recorded, and audio files were downloaded to a university-owned computer. Data, including interviews, was stored on a university-owned computer and password protected. Only the P.I. has access to the computer. The adviser

may be granted access to the data and interviews upon request. Interviews will be labeled with the date recorded and the pseudonym used to identify participants. At the completion of this study (March 2016), all audio recordings will be permanently deleted.

<div align="center">Post-Trip Assessment</div>

The post-trip assessment was a 38-item self-report measure that explored the degree to which individuals feel that have experienced personal and social development and will become more engaged in their communities due to the experiences they had on their service trip (Appendix C). The first 35 items were rated on a 5-point Likert rating scale ranging from "Strongly agree" to "Strongly disagree." A sample item was "I will be more likely to serve in my community because of the experiences I gained on my service trip." Items 1 – 15 were meant to capture personal and social development, items 16 – 21 were meant to explore a student's cultural awareness, and items 22 – 35 were meant to capture potential for community engagement. Individuals were given space to elaborate on their answers to the last 3 items on the post-trip assessment. These included: "How did your participation on a service trip effect your decision of being more or less active in your local community in the future?", "What skills and knowledge about yourself did you learn as a result of your service trip?", and "How important are your values and opinions on social problems in our society to you? Were these changed or influenced by the experiences gained on your service trip?" The post-trip assessment has face validity and questions created from learning outcomes for the Center for Community Engagement's (CCE) service trip program from the CCE Assessment Mapping (Appendix I).

<div align="center">Semi-Structured Interview</div>

The semi-structured interview is a 13-item self-report measure that evaluates at greater depth the degree to which individuals feel that they have experienced personal and social development and will become more engaged in their community due to the experiences on their service trip (Appendix F). It allows participants to expand on what they shared in the post-trip assessment by answering open-ended questions and discussion prompts led by the primary investigator (P.I.).

CHAPTER IV

RESULTS

Post-Trip Assessment Results

The post-trip assessment had several items that were meant to capture how participants' service

trips influenced their personal and social development. All the descriptive statistics are reported in Table 2.

Table 2. *Personal and Social Development*.

Answer Options	N	Min.	Max.	$\overline{x}$	Std. Deviation
I have an understanding of the social problems related to the issue my trip addressed.	57	2	5	4.46	.76
I have an understanding of the root or historical issues related to my service trip.	57	2	5	4.09	.87
I had the skills necessary to do the work on my service trip.	57	2	5	4.44	.71
I learned the skills necessary to do the work on my service trip.	57	2	5	4.40	.86
The pre-trip activities helped prepared me to process and learn from the trip experience.	57	1	5	3.79	.96
The reflection activities during the trip helped me to process and learn from the experience.	57	2	5	4.32	.85
I was satisfied with our group dynamic before leaving for my service trip.	57	1	5	4.09	.99
I felt trust with members of my service group before leaving for my service trip.	57	1	5	4.02	.90
I have built trusting relationships with members of my service group.	57	3	5	4.63	.52
Spending time with my group after returning to campus is important to me.	57	1	5	4.14	.95
Volunteer services will help me to develop my leadership skills.	57	3	5	4.70	.50
I have an increased understanding of how to work more collaboratively with other people.	57	4	5	4.60	.50
I learned something new about myself on my service trip.	56	3	5	4.55	.60
My service trip changed the way I think about service.	57	2	5	4.19	.90
My life can make a difference in the lives of others.	56	4	5	4.77	.43

For example, students reported an increase in leadership skill development due to volunteer

services ($\overline{x} = 4.70$, SD = .50) and an increase in social development skills in regards to working

collaboratively with others ($\overline{x} = 4.60$, SD = .50). Participants also expressed that their service trip

influenced the way they think about service ($\bar{x}$ = 4.19, SD = .90) and that it helped them learn something

new about themselves ($\bar{x}$ = 4.55, SD = .6). Further, participants felt the reflection activities during the trip

helped to learn and process through what they experienced on their trip ($\bar{x}$ = 4.32, SD = .85).

There were items in the post-trip assessment that were meant to capture cultural views and

awareness that participants felt might have been changed or influenced from the participant's' service trip

experience. All the descriptive statistics are reported in Table 3.

Table 3. *Cultural Views and Awareness.*

Answer Options	N	Min.	Max.	$\bar{x}$	Std. Deviation
I have my own prejudices and biases.	2	2	5	3.91	.97
I am confident in my knowledge about different cultural perspectives.	1	2	5	3.81	.83
I am more knowledgeable about different cultural perspectives.	0	1	5	4.04	.73
I have empathy for the needs and hardships of others.	0	0	5	4.54	.60
My service trip increased feelings of empathy for the needs and hardships of others.	1	2	5	4.30	.91
I developed a greater sense of personal responsibility.	0	2	5	4.35	.79

Examples of service trip influence on student cultural views and awareness include participants

feeling more knowledgeable about different cultural perspectives ($\bar{x}$ = 4.04, SD = .73). Students also felt a

change in empathy for the needs and hardships of others ($\bar{x}$ = 4.30, SD = .91) and the development of a

greater sense of personal responsibility ($\bar{x}$ = 4.35, SD = .79).

The post-trip assessment had several items that were meant to capture how the participants felt

their potential community engagement was effected due to experiences gained from their service trip. All

the descriptive statistics are reported in Table 4.

Table 4. *Community Engagement.*

Answer Options	N	Min.	Max.	$\overline{x}$	Std. Deviation
I have a responsibility to serve my community.	0	1	5	4.65	.61
I understand how communities work and function.	0	1	5	4.23	.74
I have a good understanding of the needs and problems of my community.	0	1	5	4.04	.76
I have a desire to learn about the needs of my community.	0	1	5	4.28	.70
I will be more likely to serve in my community because of the experiences I gained on my service trip.	0	2	5	4.39	.73
I am currently involved in non-profit organizations.	3	7	5	3.61	1.16
I will be more active in non-profit organizations because of my service trip.	0	1	5	4.26	.77
Students can learn things from participating on a service trip that they cannot learn in the classroom.	0	1	5	4.81	.52
There are things I can do to solve social problems.	0	0	5	4.49	.54
I believe service trips can create social changes.	0	2	5	4.47	.76
I am curious about people who are different from me in such things as ethnicity, income, and social class for which I have had no direct previous experience.	0	0	5	4.60	.52
I feel comfortable working with people who are different from me in such things as ethnicity, income, and social class.	0	1	5	4.47	.54
I can place problems in a social and historical perspective.	0	2	5	4.16	.76
The problems that cause people to need social services are the result of circumstances beyond their control.	0	1	5	3.91	.56

For example, students felt they will be more likely to serve in their community ($\overline{x} = 4.39$, SD = .73) and be more active in non-profit organizations ($\overline{x} = 4.26$, SD = .77) because of the experiences on their trip. Participants also believe service trips can create social change ($\overline{x} = 4.47$, SD = .76) and that students can learn things from service trip participation that they cannot learn in the classroom ($\overline{x} = 4.81$, SD = .52). Participants felt a positive change in their potential to engage in their community in the future due to their service trip.

It was predicted that individuals indicating higher levels of personal and social development resulting from their service trip would help demonstrate the importance service trips have on the development of the participants. Participants short answer responses emphasized moral/value development:

My values and opinions are extremely important to me on social problems in society. Through my experiences on the service trip, my values and opinions were strengthened as I was able to see that poverty is worse than I had imagined. I want to advocate for change and my service trip helped me realize this even more.

Participants also reflected on service trip influences on attitudes about others: "I learned that my actions make a difference. Stay positive. I want to work towards being more of an empathetic person who wants to help people for the rest of my life." Students also shared feeling influences on their beliefs about social justice and becoming more open minded about those different from them: "I realized some of the prejudices I hold and how that can affect my interactions with others"; "I learned that I need to be more open-minded and less judgmental." Finally, participants responded a better understanding of the importance of being empathetic with their interactions with others:

I learned that I am capable of being aware of the needs in my surroundings and coming up with a solution for that need. I also learned that I have a greater ability to socialize with and influence people than I first thought. By learning to put myself in others shoes and be more selfless, it can help me be more empathetic.

This study also explored whether individuals who are high in areas indicating an interest in participating in community activities because of their service trip experiences will be more likely to have a higher level of involvement in community engagement because of their experiences. Participants short answer responses emphasized knowledge growth on the needs of the community because of service trip experience: "Participating on the service trip has allowed me to realize the need to seek out problems in my community and work towards a resolution"; "I may help with future river cleanups in my community. I will pick up any trash I see while walking around my community"; and "I learned just how much poverty there can be in communities. I have been inspired to become more active in my community to fight against injustices." Participants' short answers also expressed civically engagement promoted positive emotional responses leading to more future engagements: "I experienced how serving meals can help the homeless in my community and how much children need love and role models, it helped me want to participate in my community more." This study was a mixed methods with an equal paradigm emphasis; a grounded theory approach was used to find themes and link them together. Results suggest that personal and social development increase and cultural awareness and future levels of engagement in the individual's community were raised due to service trip experience.

<u>Semi-Structured Interview Findings</u>

Six participants agreed to volunteer to complete the semi-structured interview; all six completed and answered all 13 open ended questions and discussion prompts. Three (50%) females and three (50%) males participated; five (83%) identified as "white" and one (17%) identified as "black". In order to protect the identities of the participants, pseudo-names were given: Rick, Morty, Jerry, Summer, Beth, and Jessica.

Rick, age 19, is from a small rural town in Iowa. In high school, he played football and played in the band but was not very active in his local community or school; "other than playing football, there wasn't really anything to do other than hangout with friends. I didn't really think about doing anything in the community 'cuz most of my town lived in the country, not in town." Rick's family's income came in the form of his father's farming while his mother stayed home raising the children and helping with farm chores. Rick has two younger siblings. He has no interest in farming like his parents and chose to come to Wartburg because of the college's biology program: "I'm still not sure what I'm going to do with it, maybe medical school. I don't know, I change my mind all the time but I'm not worried. I'll figure out where I'm heading someday, maybe." This was Rick's second service trip. He had gone on one last year when he was a freshman and said he had a "blast": "once you start helping people it kinda gets addicting. I noticed that after the first trip I took last year, this one [this year's trip] was just the icing on the cake". Last year he went on his first trip because a few of his friends were going and the thought it would be a nice to leave the area for a while:

> I didn't think I'd get much out of it. I was just going for a cheap vacation out of Iowa, honestly. But that changed half way thru my trip. This year, I was way more involved when it came to stuff to do before the trip and tried to give everything I had right from the start.

Morty, age 18, is from a mid-sized town in Iowa. In high school he played football, basketball, soccer, and baseball; while also playing in his school's band, orchestra, and sang in the choir. "I like to stay busy, I think I got it from my mom. She never sits in one place too long. I'm the same way, if I sit on the couch too long I start feeling really anxious." He doesn't play any collegiate sports at Wartburg but stays busy with choir and band while also double majoring in public relations and communications. "I came here [Wartburg] because my parents did. This is where they met. I always thought that was funny until I came here and found out lots of people's parents were the same way." Morty said this was his first service trip

and he decided to go after he heard some of his friends in band talking about it: "I like to stay busy, I'm like a total busy bee and stuff. So, this just gave me something to do on break instead of sitting around at home waiting for school to start."

Jerry, age 20, is from a mid-sized town in Missouri. In high school he sang in the choir and multiple singing groups. Most of Jerry's family are Wartburg College alums and he felt that made his choice about where to go to college much easier: "Wartburg has a fantastic music program that most of my family has been a part of. I just couldn't see myself anywhere else." He participates and sings in four voice groups while also majoring in music:

> I think music is one of the most important things in the whole world. It brings people together. I love that one person can hear something and the next can hear the same song but enjoy it in a way different way." Jerry has been participating on service trips every year since his freshman year. "I had a friend that used to have a work study job at the CCE [Center for Community Engagement] and he kinda pushed me in to doing it the first time. Had a blast and have been doing it ever since.

Summer, age 20, is from a city in Iowa. In high school she was a part of 4-H, the Drama Club, Art Club, and participated in her school's yearly play and musical all four years. Summer chose Wartburg because "it felt like it was the right place for me. I had a bunch of friends that were going and I fell in love the moment I came to visit campus." At Wartburg, she continues participating in drama by assisting in the set designs of productions the college puts on. Summer is a social work major and very active in her church back home. Since she was 16 years-old Summer has been going on church service trips so when she got to college and found Wartburg offered service trips: "I didn't even think about it really, I just signed up, ya know? Like, this is who I am and it just felt like this made sense." This was her third Wartburg service trip.

Beth, age 20, is from a mid-sized town in Colorado. In high school she played volleyball and softball while also playing in her school's band and participating in the Debate Club and Mock Trial. Beth was also her class president during most of her 4 years in high school. She chose Wartburg because she liked the small close-knit culture of the student body:

> I liked that Wartburg made me feel like I could make a difference on campus the way I could in my high school. That's really important to me. I'm not the sort of person who enjoys getting lost in the crowd so those other big colleges didn't interest me.

Beth doesn't play any sports and she says she gave up playing instruments in high school but she is on the student senate and plans to run for president before she graduates with a BA in journalism. This was her third trip:

> I had plans of running for president at some point and making sure my college resume was good enough to help me get a job after graduation. Service trips are always great to have on your college resume. But after going on one I realized I could make a difference outside of my normal circle. It just makes sense and follows my life plan.

> Jessica, age 19, is from a small rural town in Iowa. In high school she was very active in sports, running cross-country and track while playing basketball during the winter. Jessica chose Wartburg because it was close to home and her family: "Family is the most important thing in my life. I wouldn't want to live somewhere that I couldn't drop everything and come home if I wanted"; it also had that small-town culture and closeness that she has come to know and love. Jessica is an accounting major and got the idea to participate on a service trip from her roommate who had gone on one when they were freshman last year; this was Jessica's first trip:

> I didn't really have many expectations, I thought I was going to go hang out with my roommate for a week somewhere doing good things for people in need. I came back with 5 new really close friends and a desire to do those good things here, closer to home.

> The results of these interviews suggest a positive relationship between one's self-reported personal and social development and service trip experience. All participants noted that they would be more active in their community going forward due to the service trip experience they had.

Community Engagement

To gauge the potential of becoming more engaged in their communities as a result of their service trip experience, participants in the semi-structured interview were asked to respond and elaborate on any events or programs, if any, they had participated in. Being from a small rural community where he lived out in the country on his family's farm, Rick didn't have much experience volunteering and being active in his community; however, his service trip experience allowed him more opportunities to become active in the community around Wartburg:

Here on campus I try to be active on campus and stuff. I guess I never really thought about trying to do things for Waverly [where Wartburg is located] and the area around it. We do a lot of fundraising before we go on trips and I make sure that I help out as much as I can for those things. I always thought that the more I helped for the pre-trip stuff the more my group was able to help on the trip. If Dance Marathon and any other things around campus pop up, I try to support those things too. I never used to do that when I was in high school or when I first came to Wartburg until after my first service trip.

Morty's parents are Wartburg alumni who are active in their community:

Back home I'd volunteer with my family at our church. My mom is always doing something like fundraising for stuff or going to town meetings or volunteering at the food bank, she does that a lot. Sometimes I'd tag along with her and help out.

Morty volunteered for activities and programs during his senior year of high school in order to make his

college applications more robust. This practice has carried over to his studies at Wartburg:

I've got a pretty full plate at Wartburg but I usually stay active on campus. My parents went here and stuff and my mom always talks about how many activities she used to do when she was in college.

Being active in his community is something Jerry feels is very important:

I am as active as I can be on campus. During winter break I like to go Christmas caroling with my church back home which leads to a soup supper for the community. It's really fun and I always like to see people come in and get a hot meal during the cold months. We even sing while they eat. Some of the people that we help with that haven't been doted on before and it's really neat to see their reactions and comments to us. I do a lot of Dance Marathon stuff too. That kinda hits close to home with my family so it's not even like I'm helping really, it feels more like I'm helping my family.

Summer had experience with service trips prior to coming to college:

I go on my church's service trips every summer. I also help with some fundraising stuff for the productions I work with at Wartburg. One of the reasons Wartburg spoke to me was because of the service learning stuff that they do. I live in a dorm where we do service projects and it's really cool to be surrounded by people that think helping people is important too. I'm also a social work major, so if I didn't like to help people, I probably wouldn't last too long once I graduate. The production stuff I help with takes up a lot of my time, but I also volunteer at the food bank and try and help out with anything that pops up. The great thing about Wartburg is that something is always going on and it's small enough where it's easy to hear about stuff.

For Beth, her student senate experience both in high school and at Wartburg afforded her the ability to be

engaged in the community due to activities and volunteer opportunities:

I also was really active before applying to colleges because I wanted it to be hard for colleges to turn me away and having those experiences beefed up my resume for college. I suppose it became a sort of habit and helping people carried over here [Wartburg]. The more active on campus I am, the more it will help my goal of becoming student president here and beef up my college transcripts for a job later on.

Participants of the semi-structured interview were then asked to respond and elaborate on how their service trip experiences affected their decision to be more or less active in their local communities.

Rick viewed his service trip experience as important to his decision to be more active in the community:

It was huge! Like I said, I wasn't really a community person since I didn't grow up with that around me. I'd say Wartburg and these service trips have really made me realize how much I can help and how far my help can go.

Like Rick, Morty's participation on his service trip affected his decision to be more active:

Like I said, a piece of me feels obligated to be active around campus because of my folks and I don't mean to make it sound like I'm not interested in doing stuff because I do. I'm a busy-body like them too. But this trip put some stuff in perspective. I have a lot of privilege compared to others and that gives me a responsibility to help those that don't have the advantages that I do.

Jerry found that his service trip affected his community engagement both at Wartburg and back home:

Ever since I went on my first service trip, I volunteer for Martin Luther King Day of Service on campus too. It's the best way I know of to get a condensed version of a service trip, since all of the volunteer projects involve helping the community. Most of my free time on campus revolves around music and the programs and activities that we put on for that. When I'm at home, I'm active with the activities and outreach through my church. Mostly, going on a service trip influenced me going on more and being aware of stuff I can do around my community, not that I have time for any of it. My hope is that I'll be able to do some of that stuff once I graduate and I'm not glued to college stuff anymore.

Meanwhile, Summer found her high activity level in her community prior to her service trip experience made it difficult to feel as though it had affected her future levels of engagement:

I don't think it really affected much. I always have been active in my community and I have loved service trips since my first one in high school. I suppose if I really think about what I get out of each trip, it reaffirms my belief on how important it is to help those in need. Service trips are awesome, that's the bottom line for me.

Beth found positive influences from her participation:

It definitely had a positive effect on me. Many times I was helping and doing things so that it could help further me. After I went on a service trip I saw that I could do things for others and myself. I like how I can affect people around my own community and others when we travel on the trips but I also like how that makes me feel. Sometimes it kinda feels like a chicken or the egg type thing. I don't know if I like to do service trips and volunteer in the community because it helps people or because it makes me feel good; I just know that both things happen and I think that's pretty cool.

Jessica found that her service trip affected her plans for future community involvement but also how she views her local community:

> It definitely helped in making me more active, for sure. The small circle of friends that I had when I first came to college was my only access to helping others out around the community. If they weren't doing it or going to an event that included service work then I probably wasn't going to do it. After the first trip I had though, stuff changed a lot. I realized that while my family and friends are very important, my community is also just as important. I pride myself on being someone who will do whatever it takes to support my friends and family. I feel like that mindset is starting to trickle in to how I view my community too. Just the other day I got furious because I saw someone litter on campus. I mean, come on, people, how hard is it to take care of the place you live. We should feel pride we are at Wartburg and we should act like it.

Personal Development

Participants in the semi-structured interview were asked what skills and knowledge about themselves they learned as a result of their service trip and how, if at all, the experience helped them make decisions about their majors or careers in terms of personal development. Rick found that his trip experience working with children allowed him to explore skills and options he had not thought of before:

> I was lucky to have had a good, secure childhood and that I could use that to help and work for other children who are not as privileged as I was growing up. It was something that was really rewarding. I mean, when you get there and you see how little these kids have and then the smiles on their faces when you help them, wow.

Rick went on about how this might influence his future plans:

> I did notice that I enjoyed working with kids and it seemed like I was good at that. I'm still not sure what I could do with kids and a biology degree but I did set up a meeting with my adviser right after my trip to talk it out with her. So I guess maybe it did affect my future plans, or not. The verdict is still out, I guess.

Morty responded that he:

> Developed communication skills, empathy skills and just overall leader skills. I learned what it was like to lead a group and how to help people break down the walls that were keeping them from being themselves. It was really challenging because even though we all got along before we left and during the pre-trip activities, things didn't always go smoothly. I didn't always know if I was doing or saying the right things and there was a lot of second guessing about the decisions I was making. After a while I stopped worrying if I was doing the right things and just went with what I thought was the right thing to do. As the trip went on I felt more and more confident with myself. Looking back on it if I had to be in those types of situations again I'd be pretty confident that I could handle it. So I guess I learned I can rely on myself even in situations that are new.

Jerry found his service trip allowed him to:

> Be appreciative of the little things I have in life and I need to realize how blessed I am. It was crazy to realize how much privilege I have. I developed the ability to take positive criticism as well as the ability to understand diverse groups of people. Apparently, I also work really well with many different groups of people and have the ability to keep everyone on task while keeping a happy and positive working environment. It was weird, I know that I always work better in an environment that is happy and positive so I tried to make that type of environment for everyone. It was really cool because on the way home a bunch of the people in my group told me what a great job I did at keeping everyone in a good mood while we worked. It made me feel good and more confident in my ability to lead.

Beth noted that she "gained leadership skills that I didn't expect, specifically related to personal goals." She also found while taking the time to reflect on herself during her trip that she is:

> Very objective in nature, and this trip has helped me realize the importance of building relationships beyond just what is needed to complete a job. When I'm invested in the lives of other people, my disposition grows much healthier and far more positive. It's something that a professor impressed upon me last semester. When you submerse yourself in something, whether it's photography, athletics, or service, sorrows that otherwise consume you tend to fade. Personally, I feel more certain about the things I do and that carries over to how satisfied I am with my life when I focus on things that are important to me.

Summer learned that she tends to:

> Bring a very positive attitude to groups. I like to push myself out of my comfort zone and put my whole heart into the service that I do. I have a professor that always says that when you make yourself uncomfortable, that's when all the good stuff happens. I have always been a people person. And that's the reason why I got into social work is because I love helping others. I found that I can do that while serving others through service. Every Time I spend time on service, it just reaffirms my life plan.

Social Development and Cultural Awareness

In regard to potential social development the service trip experiences had on individuals, participants were asked how important their values and opinions on social problems in our society were to them and whether they felt these changed or were influenced by the experience gained on their trips. Rick's relationships made on his service trip have influenced how he views the world; this also impacted the values and opinions on social problems that he recently discovered were very important to him:

> I never knew how important they were until I left home and came to college. I guess when I was in high school I always just worked and planned towards getting into college and figured the rest would just fall into place. It was like my world was really small and I didn't realize it until I got to Wartburg, then my world got really big. The service trip made it even bigger.

Rick was asked to elaborate:

> I didn't pay much attention to things that were happening outside my house and hometown when I was in high school. When I came to Wartburg I realized there were a ton of things that I hadn't even known about suddenly staring me right in the face. That was especially true once I went on a service trip last year and worked with homelessness. I didn't know poverty was such a problem here in our country. I remember being so surprised to see things this bad in my country's own backyard. I met one of my friends on that trip and he's from Uganda. I had to look at a map to even know where that was when he first started talking to me. Now, because we hang out a lot, I know all kinds of stuff about what's going on over there. My whole world got bigger because of college and that trip.

For Morty, his experience helped him find meaning to volunteering in his community:

> My mom helps and volunteers around our community and stuff and my family always talks about helping those in need but I never really felt like any of that was doing much good. On my trip, I could see the good stuff we were doing and how it affected everyone, plus our group did a lot of reflection activities every night with our group and a lot of times people would share what they were feeling or why they went on the trip and it made me think; like, some of the stuff people shared were things I had never really thought of. I really liked my group because of that. Some of that stuff stayed with me even now, it made being busy on campus mean more, if that makes any sense.

Summer found that her trip bolstered her resolve on many of the social issues she finds important:

> This trip helped strengthen my passions and values. Being immersed in a different culture and being able to help from within was something that everyone should experience. I think it's important to help others if you can. This is an easy way to do that but also a very important one. If I can give my time and labor to help a family in need be able to afford their own home then I want to be able to do that. On this past trip, I learned much more about the underlying problems facing poverty and homelessness and I felt more empathy toward those affected. I feel the issues are very complex, but I hope to gain more insight as I continue to push my comfort zone and learn more.

Beth found that her service trip experience made her realize her values and social opinions had not

been a priority of focus and became a catalyst to attempt to change that:

> My values on social problems are greatly important to me when defining my character and I was changed and influenced by it positively as my mindset and actions are different than before. It's sad to say, but with the hustle of my fall and winter semesters, my values and opinions weren't a focus. I still had them, but I didn't give them much time. It's a lame excuse, but I was so rushed. I want to give them more precedence, but to say that it is easy to juggle is a lie. I want to take small moments and donate them to strengthening this area of my person.

Jessica found that her service trip affected not only how she feels about engaging in her local community but also how she viewed her friends:

> It sounds bad but I wasn't too into helping others like this in high school and when I first came to Wartburg. I mean, sure I helped my friends whenever they needed anything. My friends and family are incredibly important to me. I guess I never really paid much attention to anyone not in my little circle. When I first came to Wartburg one of the big challenges I had was accepting and adapting to my social circle getting bigger. So I went to some stuff [fundraising and charity events] that were put on by groups my friends were in but I never really thought of it as helping anyone other than supporting my friends with things they are interested in. What was really cool about the service trip is that I went with my friends and I was able to discover this other world of helping with all of them which brought us closer than we had been. I ended up respecting and liking my friends even more than before because I could see helping others was important to them and it really pushed me to try and help as much as I could too.

<div align="center">General Observations</div>

In general, the participants of the semi-structured interview showed evidence of enhanced personal and social development resulting from service trip participation. Some of the things these students learn about themselves can have lasting impacts on their lives as Rick shares:

> I learned some of my strengths and weaknesses when it comes to working as a team, and working with children. I gained leadership skills that I didn't expect, specifically related to personal goals and how I view and hold myself. It definitely feels like this will stay with me in the things that I do in the future.

Others found that it was the social development of their morals and values that gave them insight to themselves; as Summer shared:

> I feel that my values make who I am. Opinions, on the other hand, I believe are more malleable. I believe my opinions can be and were shaped and influenced by my experiences and I am comfortable shaping those opinions based upon those experiences.

The majority of participants also found their service trip had influenced them to be more engaged in their community in the future.

Many conclusions can be drawn about why this focus on the community is so strongly influenced by service trips. At times it seemed that personal development was the influence where participants discovered new things about themselves that impacted their decisions to be active in their communities. Other times it was the relationships that were cultivated with new social skills developed due to trip participation. A response from Jessica suggested both personal and social development affecting her engagement:

> It is important to know what your community needs. If they need something you can help with, you should do it. I have always been passionate about service and my experiences only strengthened my passion. Seeing the challenges others face, almost all of which are out of their control, gave me a better understanding that helping others is the only way one can ease the burdens placed upon others. I also get great satisfaction from helping others, so selfishly; I would like to continue feeling that. This service trip helped me to see how easy it is to get involved. I've always been less likely to help out because I thought it was too difficult to get in touch with people and get involved. I've learned that this is not the case.

Evidence suggests that the reason students are more likely to be engaged in their community is directly related to the personal and social development that these service trips and other service learning programs provide: "service learning programs which thoroughly integrate service and academic learning through continuous reflection promote development of the knowledge, skills, and cognitive capacities necessary for students to deal effectively with the complex social issues that challenge citizens" (Eyler, 2002).

Development through the self corresponds with the potential to be more civically engaged.

CHAPTER V

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

The key purpose of this study was to evaluate the effects of service trip experience on the

participants. It was expected that participating in a service trip experience would promote and influence

college student development. Further, it was also expected that service trip experience would also lead to

increased potential for engagement in an individual's community. These hypotheses were supported in that

participants indicated an increased feeling of personal growth, an increase in social development and

cultural awareness, and a rise of interest in becoming actively engaged in their communities, as measured

by the post-trip assessment and reinforced by participants' answers in the structured interview.

<u>Personal Development</u>

Students experience positive effects on personal leadership and communication skills and higher

levels of cognitive development when service is part of an undergraduate curriculum. Jerry, an education

major, aspires to become an elementary school teacher once he graduates. Wartburg College has a

Community Builders program in which Jerry and others can take advantage of community partner outreach

opportunities.

> A bunch of us meet with members of the community to assist us in creating lesson plans to then
> take to elementary school classrooms. It's awesome because then you get a real taste of teaching
> and that whole it takes a village mentality when tackling educating children. In my service trip this
> year, a portion of our trip involved working with kids which was a huge positive for me. I was
> able to take some of those things I learned from Community Builders and use them with some of
> the kids I came into contact with. The biggest thing that I didn't realize would happen, though, is
> that I learned some things from working with those kids on my service trip and got some good
> ideas that I want to take back if I do Community Builders next year.

If service trip experience influences or even heightens students' personal development, it is important to

include those experiences in the curriculum in places that make it easy for students to participate. In doing

so, staff and faculty have the potential to positively affect development in the students they work with by

influencing student community engagement. In the end, educational programs are created that aid in the

personal growth of the student, faculty, and staff, the institution fulfills its civic mission by placing students

in service to the local community; and those communities benefit from free labor (D. Kittle, personal communication, March 3, 2015).

For traditionally aged college students, personal and social development are essential to growth, short answer responses to the post-trip assessment reflect this component. Service trip experiences promote growth and enable individuals to reflect and realize abilities and attributes about themselves they may not have known previously: "I now know the satisfying feeling that is achieved by volunteering causing me to want to continue striving for that feeling." At times, not only do individuals learn things about themselves but also about their environment as well as about skills they can take with them in to the future:

> I was a trip leader and learned how to think on my feet; stay grounded when I would feel a little cranky; branch out and talk to people I didn't know. I learned about skills of an effective organization. There needs to be passion to serve, positivity, teamwork, and leadership.

Some participants found hidden aspects of themselves that could influence how they view themselves, their lives and their own future: "I think it just reinforces the desire and passion I have to serve others. I think service is a key part of life. I learned that I can do anything I put my mind to with a little perseverance and dedication." If service trip experience influences or even heightens students' personal development, such experiences should be included in the curriculum so that students can be aware of and can easily become involved in these experiences.

A core objective which universities strive to attain is the attempt to prepare students to be successful once they graduate. With discussions, experiences, and opportunities provided by coursework and the culture of the institution, students are able to receive a well-rounded education, but does this mean that students are receiving skills they can readily apply out of the classroom? In order to fully prepare students, faculty and staff need to establish coursework and lessons that make connections to real-life scenarios students are able to practice within their chosen field of study. Summer's service trip involved working with poverty and homelessness where she was able to use some of the skills she had developed throughout her coursework in social work:

> I sort of tackled my service trip as a small internship. We didn't get a lot of contact with those we were helping since we did a lot of volunteer work with nonprofits behind the scenes. But I was able to talk with a lot of the people that worked for those nonprofits by picking their brains and getting insight into what they do and how they feel about it. It was the first time I felt confidence in my knowledge of social work and things because I was able to hold my own with discussions with those people. It reaffirmed that my chosen profession was the right place for me. I definitely came back with more confidence and I think my professors felt that in class discussions and when I filled them in on my service trip. It's an amazing feeling to be viewed and talk with someone as a colleague like I felt on my service trip. Very cool.

Summer gained newfound enthusiasm for her program by using skills she had learned from coursework under the tutelage of her professors at Wartburg. This emphasizes the importance of transfer as a crucial outcome in higher education: by focusing on lessons and content that students learn in an academic setting that can be used effectively in other contexts, it allows students to develop applicable skills that they can use once they transition into their careers post college.

A central advantage of service learning activities is the ability to link key personal developmental outcomes to academic outcomes. This connection allows for students to be influenced by service learning programs in many aspects of the self. Participants are exposed to influences on their self-knowledge, potential for careers in service, gain insight into the reward of helping others, and the ability to take advantage of changes in personal efficacy. Beth found that perceptions about her self-knowledge were influenced by her service trip.

> I absolutely learned things about myself on this trip. How I hold myself and relate to others has a big effect on how people interact with me and how they work. One of the first days of our trip I had a huge headache and I probably wasn't the most pleasant to be around. Thank goodness it only lasted one day and that next day I noticed that people were having more fun around me and the work we were doing seemed to be a lot more productive than when the day before. It got me thinking and so I tried to be more pleasant and upbeat throughout my trip, even when I wasn't really feeling it. What I noticed the most about that wasn't even how it made others around me act but how it made me act. Towards the end of the trip it's hard to stay upbeat and happy, especially when you have been around the same people for an entire week, everyone just starts to drive you up the wall. But when I tried to stay positive, it started leaking in to my mood and I realized I didn't have to just act like I was in a good mood, I really was.

Further, service trips provided an opportunity for Summer to explore potential for careers in service. "I thought I just wanted to be a social worker. Honestly, I thought that was kind of the only option for me when I graduated." Summer was able to have numerous meaningful discussions with individuals working for the nonprofits and organizations with whom her group interacted during her service trip.

I wouldn't mind working with nonprofit organizations that focused on causes I feel are important. It was a huge eye opener because I realized instead of taking my degree and doing a cookie cutter type career path, I could personalize it and do work that I think is most important.

These outcomes are important in a college student's developmental process. It also provides opportunities for faculty and staff to influence their students in impactful ways through service learning.

Service participation creates opportunities for students to practice leadership qualities that are instrumental in an individual's personal and social development. Many dimensions of development are influenced that reflect competence in a student's leadership ability. These dimensions include the ability to make judgements and decisions and to reflect on those actions. Morty lacked experience in this area but found his service trip gave him new chances to learn and grow:

This was my first time leading a service trip. It was a new experience for me since I was the one making most of the main decisions. It was tough but I had a really good trip adviser chaperoning us. Whenever a decision had to be made, at first I'd try and defer to them but they always pushed me to make the choice, like, oh yeah I'm the leader. As the trip went on I got more comfortable making those decisions and realizing sometimes I didn't make the right call. My adviser helped me to understand that sometimes you won't always be right but it's important to try and understand why it wasn't the right call and what I could have done differently so I'm prepared for it next time.

Some participants are able to develop further leadership qualities by gaining experience collaborating with others, as Jerry found.

 I don't think anyone would describe me as a social butterfly. I hate working on group projects in class and try and avoid them at all cost. In my experience, usually one or two people do their fair share and the rest just slack off. With my trip, it was different because we all wanted to be there, we all believed in what we were doing, and we all were in it together. Our trip leaders were really good about making sure they got our feedback before they made any decisions and sometimes those discussions were the best because we were able to work together to come to a solution. Sometimes that included disagreeing. But there was a lot of respect in our group and we knew even when we were disagreeing, we were trying to do what we all thought was the best.

Promotion of leadership skill development assists students in personal and social interactions for the future within their academic, professional, and personal lives.

<div align="center">Social Development</div>

Much as Eyler and Giles (1999) noted, observations about service trip participation yielded positively in the development of not only leadership skills but also in an individual's ability to work with others and growth in interpersonal skill development. This can manifest in many ways. Jerry discovered new-found confidence in his communication skills, became more comfortable being around people, and

gained new experiences working through problems that arise from being around the same people for an

entire week. Jessica found new friends through her service trip:

> I hang out with the people I went on my service trip with all the time now. You'd think we would have gotten tired of seeing each other all the time for a week straight and then needing a break from each other but apparently not. We had a couple months left of classes before summer break hit and we spent most of the summer traveling back and forth to each other's houses and hanging out still. I love those people.

These social skills that have been learned or reinforced due to service trip involvement will become

instrumental as students graduate and integrate into today's society. Whether professionally or in their

personal lives, these students will be better prepared and able to navigate the social landscape in which they

may find themselves.

One of the many advantages service trips have over other service learning activities and other

programs focused on student engagement is the ability to allow participants to become fully immersed in

their service experiences. Summer's service trip involved homelessness and those suffering in poverty.

While on this trip she and her fellow students slept on floors of churches and lived as simply as they could

due to the restrictive monetary resources given for the trip:

> After a week of living like that and taking part in activities where you're helping those less fortunate I started feeling a bit homeless and impoverished. I understand that I still had it much better but it made me realize just how hard it must be for them to live every day not knowing how they were going to eat or where they were going to sleep. I have so much at home, it takes an entire truck for me to move my stuff on to campus every Fall, yet here are people who couldn't even fill a bag with all of their possessions. I'm so incredibly lucky and had no idea until this trip.

This service immersion enables the participant to have long-term and/or high-intensity experiences in order

to promote positive results. Strait and Lima (2009) found that quick or superficial interactions with others

generally promote entrenched attitudes, negating any positive effects one might normally have participating

in service learning activities. Like most service learning programs, service trip experience relies heavily on

careful planning and implementation in order for best results. In order for participants to feel fully

engrossed, all of Wartburg's trip leaders work closely with the Center for Community Engagement (CCE)

and spend an entire semester reaching out to nonprofits and organizations to assist in planning prior to their

trip departure. Morty led his first service trip:

> It was a lot of pressure. I got to choose the cause with my partner but that was the easy part. I wanted to make sure people who signed up for my trip were satisfied and didn't feel like they just wasted their time so I reached out to a lot of different organizations around my trip's location who could help in planning and figuring out where we were staying and all of that. [The CCE] was great in helping with all of that too but they were cool in letting us plan the majority of the stuff. I'm going to try and lead another trip now that I know the ins and outs of everything and maybe the next one will be even better.

If all goes well, students' hard work is rewarded with a trip that allows students to be immersed in cultures and experiences they might not have ordinarily had, while allowing those experiences to influence their own social development by the end of the trip.

Reflection is a crucial aspect of both service learning programming and self-exploration. By reflecting on feelings, thoughts, and behaviors in relation to others, students are able to learn about themselves and how to value others. Service trip participants engage in group reflection and discussion activities throughout their trip. All of the participants of the interview shared how group reflection activities brought their group closer while on their service trip. Reflection can be an uncomfortable process but through sharing and a nurturing environment, individuals who are sharing intense and immersive experiences together can grow together and assist each other as they attempt to make sense of their feelings and emotions. Growth is encouraged by exploring through reflection and searching for cultural information about those who are different from the individual. At times, reflecting on one's self in relation to others can be an uncomfortable process. Jessica never thought she held prejudices and stereotypes until a group member shared embarrassment in admitting of their own views on those different from them:

> They were so embarrassed and I remember our trip adviser telling us there was no need to feel embarrassment for something we never realized was in ourselves. We all kind of sat in silence after that for a bit and then she [another group member] started crying and said she never expected to feel, let alone share, her views on black people. One of our group members was black, and she was looking right at him when she apologized and thanked him for opening her eyes to something she was now ashamed for. I remember worrying that he was going to take offense to that but he just smiled and walked over to her and gave her a hug. It was really powerful and it made me start thinking how I view others and whether or not I held any stereotypes.

Jessica paused, and after probing further and allowing herself time to think, she continued: "I think we all do. Our job isn't to feel bad about them but to seek out [opportunities] to reflect and prove them wrong." Assuring participants create a safe environment where all feel comfortable is important when engaging in group reflection activities so that participants are able to fully explore themselves and others.

For traditionally aged college students, social development is just as important as personal development. In many of the post-trip assessment short answer responses, some of the dimensions of the diversity development model established by Chavez et al (2003) can be observed, primarily self-exploration and the exploration of others:

> I learned that not everyone is in the same situation. There are tons of situations that lead people to be homeless and not all of them look the same. I found out that I stereotyped what homeless people would look like, or people in need.

Another participant responded:

> At first I was really uncomfortable being around the homeless, I felt like they were going to steal from me but then I realized they are even nicer than some of the people I call friends and really enjoyed being around them which made me feel safer.

Service trip experience also created an outlet for participants to explore social issues that were important to them:

> Social problems are important to me – particularly hunger relief and education. This trip increased my interest in these areas and helped me to realize how many social problems tie together and that there is not a one root cause for these problems.

Further, service trips helped students appreciate social issues about which they were unfamiliar: "The trip has made me aware of the magnitude of some social issues. The largeness of the issues is overwhelming, but it also motivates me to keep working toward a solution"; "I wasn't previously aware of certain problems but now that I have seen them first-hand, I realize how important they are." Cultural awareness and social growth also refers to understanding and being able to work with those around you. Some participants were able to experience this based on their responses:

> I learned that am fully capable of being successful with people in a group setting by being myself. I learned this through the group effort it took to be successful in everything we did. Also by looking at the different leadership styles of everyone and the equal successes they were able to attain through it.

Another participant responded: "I realized that attitude determine work output from those around you and often times people need a positive voice even when you feel like you don't need one yourself." Such findings demonstrate the claims made by Giles and Eyler (1994) about how service learning increases personal leadership and communication skills.

<u>Cultural Awareness</u>

Service trip participants have an opportunity to have an in-depth experience with cultures, lifestyles, and communities they might not ordinarily have had within the classroom by working within close proximity to those they are assisting. These unique experiences allow students to challenge prejudices and stereotypes they might have had regarding those that differ from them. Service trip participation presents an opportunity for students to acknowledge differences but also to observe cultural and lifestyle similarities they had not previously anticipated. Summer found she was more like the homeless she was there to help than she anticipated:

> They were just like me. I mean, one catastrophic event and I could be where they are if not for my family and those I love. It's a scary thing to realize but I'm glad I did. It humanizes a group of people that I think are tossed to the side and viewed negatively for no good reason.

By observing and understanding both the differences and similarities between oneself and one's out-group, a student is able to acknowledge any prejudice or stereotypes s/he once had and move forward in his/her social development. The byproduct of this development that students' experience can positively affect community engagement. For example, Summer felt more motivated to help those suffering from homelessness:

> I would say that homelessness and those in poverty have become one of my new passions. I'm privileged to have a good support structure and my family has a steady income coming in where I hopefully won't ever have to worry about finding myself like them but that doesn't mean I can't use my privilege to lift others not as fortunate up if I can.

Working alongside individuals who differ from participants, service learning activities give students an opportunity to increase contact with diverse groups. Eyler and Giles (1999) concluded that even with limited exposure, students found people they worked with were different from their expectations. All of the participants of the semi-structured interview shared moments and experiences where working alongside 'others' were different than they had anticipated, whether these 'others' were different from them culturally, economically, spiritually, or otherwise. This contact increases tolerance for diversity and influences the reduction of negative stereotypes. Service trip influence on diversity is not limited to the interactions between two or more groups but also affects the attitudes and values of the participants towards their outgroups. Evidence from Pascarella and Terenzini (2005) support even casual interactions with

members of a racial ethnic group different from one's own results in a significant positive effect on students' attitudes and values.

The positive shift in attitudes, values, beliefs, and social interactions due to service learning activities can influence relationships the participant might not have had. Rick, who came from a small rural town in the Midwest where interactions with minorities were minimal, found his view of the world expanded due to college and, more specifically, because of his service trip. "I'll be honest, all of my friends back home were white. I could have probably counted on one hand how many times I had seen a black person that wasn't on T.V. or a car ride away from home." Rick continued:

> Even though Wartburg is mostly white, it was the first time that I actually interacted with people of another race or from different places other than the U.S. I remember feeling really uncomfortable at first and thinking how wild it was to see so many people that weren't like me. Which is really embarrassing to say now.

On his first service trip last year, Rick met and befriended a man from Uganda who, today, has turned into one of Rick's best friends and greatest influences:

> I remember getting to know him. He was in his first year at Wartburg too. I didn't even know where Uganda was, honestly, until I had to go look it up on a world map after meeting him. I hit him up with like a hundred different questions about where he came from, what it was like there, and tried really hard not to show my surprise at everything he told me. I thought I was going to annoy him with all of my questions and embarrass myself because it was obvious I had no idea what life was like for him where he came from.

Rick almost let his feelings of discomfort get the best of him and allowed himself to retreat away but he kept seeing his new friend on campus and continued their conversations:

> Wartburg is a small campus and he seemed to really like talk to me. It was a couple weeks of bumping in to him randomly and hanging out before I realized that he was asking me just as many questions about where I came from that I was of him. It was almost like I intrigued him as much as he did to me. Once that happened it was like a giant weight was off my shoulders and I started looking for him at places and times I knew he'd be around and before I knew it, we were hanging out everywhere. He's one of my best friends now, my girlfriend says we're inseparable but I just think she's jealous. Over the summer break, before he went back home I had him come visit my family and home for the weekend, they loved him. We're trying to figure out a way for me to come visit his place in Uganda before we graduate in a couple years. He's been there for me through some hard stuff this past year and I honestly can't imagine my life without him.

A meeting during a service trip between two very different people led to dialogue that both individuals found mutually beneficial in understanding the other, which in turn transitioned in to a friendship that both value immensely.

Student Community Engagement

Service trips have the potential to inspire students to create social change and promote life-long learning and service. The influence of the causes they choose to surround themselves and participate in can motivate searches for new challenges and opportunities that follow their interests and passions. Morty has been active in his community due to his parent's encouragement; the term "obligation" was used numerous times during his interview when he discussed these opportunities he participated in prior to his first service trip. However, this changed as he discussed how his service trip made him feel:

> This [trip] helped put a lot of things in perspective. I guess it was mostly my group. We'd sit down every night and talk about ourselves, our trip, how it made us feel, how it made us feel when other people in our group were saying how they felt, and how we felt about people feeling how they did about what they felt. I think it was the most sharing I have ever done. We were living our cause every single day in our service, where we were staying, and living it through each other every night. I thought it was kind of lame that first night when our leader sat us all down and we started talking about how we were feeling about everything. I guess, I even felt that way that second night too. But, like, I'm not sure when it happened but all of the sudden I'm sitting there listening to someone tell us how they were feeling and something just clicked. Like, oh man, we aren't just helping because that's what we are supposed to do, we're helping because we can. Once that happened, it stayed with me the entire rest of that next day and I started noticing how incredibly lucky I was. We all were. We were making a difference.

Morty continued:

> That last night we were there, I was sitting with my group and we were just sitting in silence for a bit, which was crazy in itself. We had shared so much over the last week and we had lived our cause, man. We lived it. So when we are sitting there in this quiet, there is this, like, heaviness to the air and our leader breaks the silence and she tells us how proud we all make her. I didn't know what to say to that, I don't think anyone did. Finally, someone else said the same thing and I knew. I knew deep down that I was proud of my group members and that made me feel special because if I had such a high regard for everyone in that room and they had for me, we must be doing something really special. I'll never forget that. Never.

Morty believes it was that moment in that room with his group and how he felt that drives him to be active in his community now. Evidence suggests that those who take the time to reflect on the service they participate in are more likely to be more engaged in their communities in the future. By reflecting on the experiences of an individual during and immediately after service, it allows that person to internalize and process thoughts and feelings they had during participation. This allows the student to seek out future engagement opportunities that duplicate the internal rewards they felt in the initial service activity.

Bringle and Hatcher (1996) and Lesser et al. (2014) found that service learning can lead to an increase in civic responsibility and can strengthen the community. Some of the participants' responses to the short answer questions in the post-trip assessment reflected students feeling that service learning—and more specifically service trip experience—can influence community involvement: "I discovered that no matter the starting point, you can start the momentum of change that grows steadily into something that can really positively impact the community"; "it gave me the desire to be more active in my community because of the need for help", and "the experiences on the service trip made me realize how important community life is." Engagement through community by way of service learning enriches the lives and environments of all those in the community.

College students are among the most involved of young people, yet they desire to be more engaged. Many community engagement opportunities are available on college campuses nationwide, but these are often superficial, lack experiential depth and opportunities for students to feel as if they made a difference in the cause they are aiding in. Many also lack reflection activities to boost development and feelings of "mattering." What students seek are opportunities that will allow them to learn in the process of high-quality engagement activities. These quality civic engagement activities are often difficult for students to find, especially if service learning programming is absent from their institution's campus. Rick was relatively new to service and community engagement activities prior to college. After his first service trip last year he wanted to make sure that he remained active. Therefore, this year Rick attempted to get involved in many engagement programs and activities that presented themselves on campus:

> I just thought after my first service trip that it was the right thing to do. I like how it feels to help others. I did all kinds of stuff but I noticed that not everything made me feel the way I felt after my service trip. I really liked helping with Dance Marathon because the cause hits close to home and it's just a lot of fun. But other than that, some of the stuff I volunteered for left me kinda empty. A lot of times we spent the majority of our time fooling around or talking about what needed to be done and then did very little actually work. It was disappointing. If I hadn't had my service trip, I might have just stopped helping all together. Instead I just made a mental note of the things I didn't like to volunteer for and made sure to not help with those things again. I know that sounds really bad but I don't want to waste my time volunteering for something that barely actually does anything or for things that make me wonder how much I'm actually even making a difference for. This year has really made me see that if I want to make the most out of the things I do, I need to be choosey about the things I sign up for.

A point of emphasis is placed on "mattering" because once this occurs, the student is more apt to engage in their environment and increase their levels of involvement.

Often in order for students to be competitive during college admission processes they are already engaged in their local communities in order to bolster their résumés. This "habit" of civic engagement can follow the student in to collegiate life and continue to influence the student to be active in the community. The ability to interact with many individuals who are already civically engaged can encourage others to follow. Jerry and Beth were very civically active prior to college and remained that way at Wartburg. They both noticed and enjoyed being around others who were similarly civically minded. "I think being around others who put an importance on helping those in need helped me feel like I fit in here," Jerry said, "I was able to keep doing the things I was used to doing back home here while meeting new friends and feeling like I belonged." Beth found that it was easier to remain engaged at Wartburg:

> Back home I didn't have a lot of friends that would do the things that I did. I volunteered a lot by myself but when I got to Wartburg I realized that the more I volunteered, the more I noticed some of the same people volunteering too. We became friends and suddenly my friends were telling me about stuff we could help out with that I didn't even know about. It was really trippy at first since back home it sometimes felt like I was always the one trying to talk people into doing stuff with me. Now, suddenly my friends here are more in the know than I am and trying to talk me into volunteering. And I'm like, no wait, you don't have to talk me into anything, I'm already all about it.

Influencing others civic engagement and broadening students' social circles to include like-minded, service oriented individuals can impact social dynamics and development. Further, it can affect the potential for future community engagement for those that might not have searched for those types of activities without the aid of their friends.

For some, a service trip experience allows for individuals to understand the basics of becoming engaged in their community. Jessica's civic involvement was minimal because opportunities for her to serve were difficult to find prior to coming to Wartburg. Even once she had come to college, she still had reservations about becoming involved:

> I saw posters and people trying to get others to sign up for this cause or that but I always tried to steer clear of them. I always just assumed they would either take up my entire weekend or something and I needed that time to study and live my life.

It wasn't until her roommate encouraged her to go on a service trip with her that she realized how much

easier it is to become involved than she had anticipated:

> There were fundraising activities and stuff my whole service group had to do so that we can raise money to even go on our service trip. We spent an entire semester working at Pizza Ranch and doing other things. I actually wasn't really looking forward to doing any of that stuff. My roommate didn't mention that being in the cards when she originally got me to agree to go with her. I just thought it was going to be a great week long get away to help some people and enjoy being out of Iowa. I think the first fundraising activity we did was going through the dorms and asking room by room for people to donate. It was so much fun! I remember thinking that this wasn't so bad at all.

Once all of the fundraising was over and the trip came, Jessica's thoughts about being involved and helping

others had been changed:

> Oh for sure, once we actually left for the trip, I had already bonded with my group and had done all of these really cool things to get us all ready. When we finally got out there and started doing our service, it was like a light bulb moment. Like, oh! This is why we were doing all of this fundraising stuff, not so that we could go on a vacation but so that we could come and help and serve. Now when I walk around on campus I have a tendency to hover around a poster or two that I think sounds interesting or slow down and talk to the person trying to recruit people to their cause. I don't always join and help but it's a lot easier to serve and help than I ever thought and I can see the importance of people like me helping others. I'm a lot more open to helping than I ever was before.

<u>Limitations</u>

Possible limitations to this study include the sample's range of age that was used. With only 67

participants, all between the ages of 18 and 22; age may not translate to all college populations. Limitations

of the sample size resulted in fifty-one (76%) participants indicating their race as "white," with five (7%)

indicating 'black', one (2%) noting "Chinese," and one (2%) reporting "other" for their race. This is not

reflective of the general public. In addition, nine participants (13%) did not respond. Use of a larger and

more diverse sample size may have yielded varying results. The assessment used was a self-report measure

which carries the usual threats to validity as well as misrepresentation and misreporting that is represented

by perceived question threat. This study had no internal consistency or validity estimates but was face

valid. Subjects of this study were already participating on a service trip and perhaps had personal and social

values reflecting this service aspect; further, service learning is engrained in the curriculum at Wartburg

College, and the culture of the institution may influence the values and levels of engagement in their

community of the students. As a couple of participants noted, "My values and opinions on social problems in society are very important to me, however they were not influenced or changed due to this service trip";

> Staying active in the community is something that has always been important to me". Another participant indicated that his or her "commitment to serving in the future has been influenced by service trips but it has already been strongly developed before going on this trip.

This suggests that the service trip experience may have reinforced naturally occurring and well developed values. Other participants noted: "I've always had values that have revolved around societal involvement and helping where I can without expecting things in return. Those values were only enhanced through this trip" and "On this trip I feel that the values I hold dear were reinforced and I feel I have a greater understanding of where to go from here." For those participants who already had strong social and personal values that caused them to remain actively engage in their community there is evidence to suggest that service trip experience strengthened their resolve for service. Results suggest that personal and social development increase and cultural awareness and future levels of engagement in the individual's community were raised due to service trip experience, regardless of prior social and personal values and history of community engagement.

Implications

The most interesting implication of this research is that service trip experience heavily influences an individual's personal and social growth while increasing that individual's potential for community engagement in the future. This study shows that in terms of a college student's personal and social development, service learning is a highly effective curricular component. Evans et al. (2010) emphasized that "understanding and enhancing students' personal growth and learning, student development has always existed in some form as a goal for educators" (p. 5). More research should be developed to determine the positive effects of service learning and service trip experience with student development and the developmental influences that service learning, and more specifically service trips, can have on a student should not be overlooked by those in charge of college curricula.

Dovidio, Glick, and Rudman (2005) suggest that in order to affect attitude change, the following must exist: cognitive and affective components that promote personal identity reflection, anxiety reduction, and new affiliation and attitude development that addresses a need for learner engagement. A curriculum

featuring service learning with the benefit of offering service trip experience could become an outlet for personal and social growth as well as for the evolution of attitudes and beliefs. With reflection being a crucial component to both the service learning curriculum and personal and social development, Strait and Lima (2009) add that reflection combined with the reintegration of personal identity and beliefs, and the acquisition of new knowledge and skills lead to a "change in attitude and belief, whether [students] are pro-social (i.e., attitudes such as the reduction of prejudice or the enhancement of empathy for disadvantaged) or civil (i.e., enhancing civic engagement and commitment to democratic and community values)" (p. 109). Even with the similarity of cognitive and affective change processes to both pursuits, Strait and Lima (2009) warn of the difficulty of achieving either one even if the necessary conditions are met.

<div align="center">Recommendations for Further Research</div>

Service trips are a crucial component of service learning; therefore, the future of one directly affects the other. Service learning has become an integral part of some small and private institutional curricula, as at Wartburg College. Unfortunately, it is difficult to centralize service learning at larger institutions; consequently, the majority of student bodies in the United States do not receive this tool to assist in their development. For example, many colleges and universities have no centralized service learning program; if students wish to participate in service learning while attending these institutions they must seek out professors who have incorporated aspects of service learning in to their classroom. This can result in a high degree of difficulty for the student finding these professors, especially within their own program's major. While centralization on campus is not a necessity, centralizing service learning would ensure that opportunities are easily identifiable by students that all three elements of service learning are followed in each: community service, reflection, and curriculum connection. Reflection is the most critical yet often overlooked aspect of service learning.

Strait and Lima (2009) have observed a change in the focus of research practice in service learning stemming from "research for community improvement, research evaluation for social action and social justice, and newfound respect for community members as equal partners in the research enterprise" (p. 202). With this research shift the future directions of research will have "broad influences on community-based research, empowerment evaluation, and youth participatory research and evaluation" (Strait & Lima,

2009, p. 202). More research should also be focused on outcomes of service learning in order to "improve instructional design, enhance abilities, and increase confidence among teachers and learners alike, model scholarly practices for others, and contribute to a campus culture of inquiry related to teaching learning" (Clayton, 2013, p. 4).

The Lilly Foundation awarded a grant to Wartburg College, a private institution, in 2000 to help fund and centralize their service learning. The grant funded the CCE. This research and study was focused on students participating in programs run and sponsored by the CCE. The long term effects on Wartburg's culture due to this centralization can be observed on its student body, faculty, and staff. Dr. Daniel Kittle (personal communication, March 3, 2015), director for the CCE notes that, "every member of the faculty or staff, and any student engaging in service learning on campus in some way, either goes through the CCE directly or indirectly." The institution has embraced service learning across its curriculum and there is evidence to suggest that this has helped attract students and faculty who value service in their lives. In Cedar Falls, Iowa, the Three House has recently been awarded a Lilly Grant to attempt to open a Center for Vocation and Reflection (CVR) at a mid-major institution, the University of Northern Iowa (UNI). Mike Redington (personal communication, February 25, 2015), the previous director for the Center for Vocation and Reflection, adds:

> The CVR is unique in that while Wartburg College's CCE is part of the college itself, UNI and the CVR will be viewed as a partnership to which the institution will not have control of the decisions that govern the center; they are viewed more as an adviser or ally.

There are currently very few outside institutional partnerships that the Lilly Foundation has helped fund, and although the Center is in its infancy, much optimism surrounds this new enterprise (M. Redington, personal communication, February 25, 2015). With every new institution emphasizing service learning in some way, more students may have the opportunity to experience participating in a service trips.

Centralized Service Learning Program Recommendations

Service learning programs are a valuable commodity for universities; however, due to the amount of faculty and staff support needed for programs to be successful not all colleges have access to or are able to sustain such programs. Unfortunately, not all staff, faculty, and college campuses acknowledge or support service learning as a viable developmental learning tool. Consequently, this results in small groups

of faculty and staff spread throughout a college all working independently from each other and at times creating their own "brand" of service learning which may differ from and have crucial missing parts. Centralizing service learning can both bring faculty together and assure that all facets of service learning programs are made available so that students get the most out of their experiences. Naturally, more research in this area is needed, combined with more vocal support of the advantages of a service learning pedagogy. Based on this study, some recommendations can be provided to assist in this endeavor. These recommendations will further the experience of service learning programs and continue to support the learning objectives set by the college institution.

<u>Necessity of Reflection</u>

Service learning has been shown to have many positive outcomes on student development, a college campus's culture, and the college's surrounding community. One of the most important components of this learning paradigm is that of reflection by the participant. Reflection allows students to critically assess and understand what they are seeing and doing. Service learning experiences that provide structured opportunities for learners to critically reflect upon their service experiences have been shown to be the most effective (Eyler, 2002). Reflection allows students to evaluate experiences, analyze concepts, and form opinions. Critical reflection involves observation, asking questions, and putting facts, ideas, and experiences together to formulate new meaning and new knowledge; it also provides the opportunity for students to examine and question their beliefs, opinions, and values (Eyler, Giles, & Schmiede, 1996). This process is designed to promote cognitive learning and the examination and interpretation of service learning-related experiences. By looking back on the implication of actions taken - good and bad - students are able to determine what has been gained, lost, or achieved, and the can connect these conclusions to future actions and larger societal contexts (Eyler et al., 1996). Eyler (2002) believes reflective thinking "is not only an organic component in the learning cycle, it is simultaneously the very ground from which knowledge and belief spring. Reflective thinking, in short, is both process and product." Reflective thinking is key in experiential learning thus is one of the theory and the most crucial aspects of the service learning pedagogy.

Evidence supports the importance of reflection in service learning and there are many reasons that reflection can be a healthy and positive process for all people. Kolb's (1984) definition of learning hinges on the process whereby knowledge is created through the transformation of experience. Eyler (2002) adds that the essential process for transforming experiences into genuine learning is reflection. Integrating the service experience with course material enhances students' understanding of course topics and increases their ability to assess their own values, goals, and progress (Eyler et al., 1996). Further, Eyler et al. (1996) found that through reflection students improve basic academic skills as well as skills in higher-level thinking and problem solving; service learning increases students' ability to learn from experience and promotes an understanding of how to apply course subject matter to the non-academic world: "Reflection promotes personal development by enhancing students' self-awareness, their sense of community, and their sense of their own capacities" (p. 6). By emphasizing reflection in academia and facilitating this practice in the classroom, not just in service learning programs, perhaps more support for service learning programs could be obtained from faculty and staff at institutions of higher learning.

In order to facilitate this practice in the classroom, the culture of the classroom community must be one in which students feel included, respected, and safe. This is cultivated by positive dialogue between an instructor and students. Reflection does not serve its intended purpose if these discussions are mandated without understanding and appreciation of the larger perspectives or if topics discussed have no interest to the students participating; discussions must be positive in that they must be meaningful to the students (Eyler, 2002). Eyler et al. (1996) emphasized the following principles of good practice for effective reflection. Service learning should link service and course objectives by integrating the service experience with course learning; be guided and purposeful; occur regularly throughout a course; include components that can be evaluated according to well-defined criteria; provides opportunities for both private and public reflection; and foster civic responsibility. The benefits of integrating these concepts into the classroom will enhance the learning students receive while promoting positive social and personal development.

Community Service and Volunteer Focus

Another important ally crucial to the success of service learning programs is cooperation from the local community. In order to gain the support of the local community, institutions need to emphasize community service among their student populations and develop a campus-wide focus on volunteerism. Well-developed community outreach projects have the potential to bring staff, faculty, students, and the surrounding community together in ways that are beneficial to all. By promoting community engagement to their students, institutions are able to offer experiences working with diverse populations. An institution's surrounding community might exemplify cultural differences and a wide range of personality types that students may not experience on campus. As reported by the Kellogg Commission (Spanier, Spikes, & Byrne, 2001), an engaged academic institution should have seven characteristics, three of which involve an institution's local community: responsiveness to communities, respect for partners, and well-developed resource partnerships with government, business, and nonprofit organizations. This would suggest that it would be in an institution's best interest to promote engagement in the local community to its students, staff, and faculty.

Some institutions and high schools have mandatory community service as part of their curricula which requires them to complete a number of service hours in order to graduate. The debate of mandating community engagement to students is ongoing; however, the benefits that students receive during reflective activities when service work is voluntary seems to magnify when compared to those who are mandated to serve (Bringle, Struder, Wilson, Clayton, & Steinberg, 2011). This could be due to participants having legitimate interest in the service activities they chose to volunteer for; if they feel they have made a difference volunteering for a cause that is important or personal to them then they will feel as though they might feel increased levels of satisfaction and the potential to volunteer again rises. Reflection activities will only compound these feelings and increase the potential to engage in their communities again. Many voluntary community engagement activities and programs that are available to college students have an absence of reflection activities. This absence not only affects the developmental benefits of community engagement but also hinders the chances that the student will be engaged in their communities in the future.

College institutions should provide more volunteer focused community service activities with an emphasis on reflection throughout such experiences.

While there is a lack of existing research about the positive and negative impacts that student community service and service learning programs have on the local community, there is evidence to suggest that the community does benefit and numerous ways in which the community can be directly impacted. Heness (2001) noted community impacts of service learning were related to achieving goals of community development. Sandy and Holland (2006) found service learning promoted progression of knowledge by creating partnerships between colleges and communities. These partnerships provide opportunities to further new theory that can change both knowledge and practice. Pickeral and Peters (1998) found students brought new levels of enthusiasm and energy to community organizations and projects. Driscoll, Holland, Gelmon, and Kerrigan (1996) found community agencies perceived an effect on their capacity to serve clients during successful service learning activities and received economic and social benefits in their relations with students the access to resources they bring with them. Sanoff (2003) also noted that without student assistance confronting community problems in areas of poverty, many communities will remain powerless in responding to issues that negatively affect them. Erickson (2010) also listed some potential indirect effects local communities derive from in their relations with students during service learning programs: access to new networks and relationships, enhanced legitimacy, and fresh eyes to examine issues.

Conclusion

In summary, this study demonstrates the positive effects that service trips have on personal and social development as well as the influence such experiences exert on students' future commitments to and engagements with their communities. This study provides insight into the importance service learning, and more specifically service trips, to both individuals and institutions of higher learning. Further, this study encourages improvements in developing curricula that promote personal, social, and community growth. Further research in service learning outcomes will lead to improvements in instructional design and will increase positive outcomes for teachers and learners alike. Service trips take students to communities

outside their own, giving them opportunities to experience a diversity of cultures, backgrounds and community needs, positively impacting the student as well as the institution and the community in which the activity takes place.

REFERENCES

Allport, G. (1954). *The nature of prejudice*. Cambridge, MA: Addison-Wesley.

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, *25*, 297-308.

Astin, A. W., Sax, L. J., & Avalos, J. (1999). The long-term effects of volunteerism during the undergraduate years. *The Review of Higher Education*, *21*, 187-202.

Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). *How service-learning affects students*. Los Angeles, CA: University of California, Higher Education Research Institute. Retrieved from http://www.heri.ucla.edu/pdfs/hslas.hslas.pdf.

Billig, S. H., & Eyler, J. (2002). *Deconstructing service learning: Research exploring context, participation, and impacts*. Charlotte, NC: Information Age Publishing Inc.

Bransford, J. D., Brown, A. L., Cocking, R. R., Donovan, M. S., & Pellegrino, J. W. (Eds.). (2000). *How people learn: Brain, mind, experience, and school* (Expanded ed.). Washington, DC: National Academy Press.

Bringle, R. G., & Hatcher, J. A. (1996). Implementing service learning in higher education. *Journal of Higher Education*, *67*(2)*, 221-239.

Bringle, R. G., & Hatcher, J. A. (2000). Institutionalization of service learning in higher education. *The Journal of Higher Education, 71*(3), 273-290.

Bringle, R. G., Struder, M., Wilson, J., Clayton, P. H., & Steinberg, K. (2011). Designing programs with a purpose: To promote civic engagement for life. *Academic Ethics*, 149-164.

Caruso, R., Bowen, G., Adams-Dunford, J. (2006). Student affairs and service learning: Promoting student engagement. *The College Student Affairs Journal*, *25*, 186-198.

Chang, M. (1999). *The impact of an undergraduate diversity course requirement on students' level of racial prejudice*. Paper presented at the meeting of the Association for the Student of Higher Education, San Antonio, TX.

Chavez, A. F., Guido-DiBrito, F., & Mallory, S. (2003). Learning to value the "other": An individual framework for diversity development. *Journal of College Student Development*, *44*, 453-469.

Clayton, P. H. (2013). *Research on service learning: Conceptual frameworks and assessment* (Vol. 2A). Sterling, VA: Styllus Publishing, LLC.

Dewey, J. (1938). *Experience and Education*. New York, NY: Macmillan.

Dovidio, J., Glick, P., & Rudman, L. (2005). *On the nature of prejudice: Fifty years after Allport.* Malden, MA: Blackwell.

Driscoll, A., Holland, B., Gelmon, S., & Kerrigan, S. (1996). An assessment model for service-learning: Comprehensive case studies of impact on faculty, students, community, and institutions. *Michigan Journal of Community Service Learning*, *3*, 66-71.

Erickson, J., & Santmire, T. (2001). Psychological bases of effective service-learning. In J. Anderson, K. Swick & J. Yff (Eds.), *Transforming education, transforming the world: The integration of service-learning and multicultural education into higher education*. Mahwah, NJ: Erlbaum.

Erickson, M. S. (2010). *Investigating community impacts of a university outreach program through the lens of service learning and community engagement* (Unpublished master's thesis). Iowa State University, Ames, IA.

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice*. San Francisco, CA: Jossey-Bass.

Eyler, J. S. (2002). Reflection: Linking service learning – linking students and communities. *Journal of Social Issues*, *58*, 517-534.

Eyler, J. S., & Giles, D. E. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass, Inc.

Eyler, J. S., Giles, D. E., & Schmiede, A. (1996). *A Practitioner's Guide to Reflection in Service-learning: Student Voices and Reflections.* A Technical Assistance Project funded by the Corporation for National Service. Nashville, TN: Vanderbilt University.

Fascione, P. A. (1990). Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction, Executive Summary. *The Delphi Report*. Millbrae, CA: California Academic Press. Retrieved from http://www.insightassessment.com/CT-Resourses/Expert-Consesus-on-Critical-Thinking/Delphi-Consesus-Report-Executive-Summary-PDF(language)/eng-US

Furco, A. (2002). *Self-assessment rubric for the institutionalization of service learning in higher education* (Rev. ed.). Berkeley: Service-Learning Research and Development Center, University of California.

Giles, D. E., & Eyler, J. S. (1994). The impact of college community service laboratory on students' personal, social and cognitive outcomes. *Journal of Adolescence*, *17*(4), 327-339.

Gurin, P, Dey, E, Hurtado, S., & Gurin G. (2002). Diversity and higher education: Theory and impact on student outcomes. *Harvard Education Review, 72*, 330-366.

Hopkins, S. M. (2000). *Effects of short-term service ministry trips on the development of social responsibility in college students*. Newberg, OR: George Fox University.

Jacoby, B. (2009). *Civic engagement in higher education: Concepts and practices*. San Francisco, CA: John Wiley & Sons.

Kaye, C. B. (2010). *The complete guide to service learning: Proven, practical ways to engage students in civic responsibility, academic curriculum, and social action*. Minneapolis, MN: Free Spirit Publishing Inc.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.

Lesser, L. C., Dunne, M., & Faszewski, E. E. (2014). Invading the curriculum: Incorporating service learning in the local community to enhance student engagement. *Science Scope*, 36-42.

Levine, P. L. (2007). *The future of democracy: Developing the next generation of American citizens*. Medford, MA: Tufts University Press.

Lewin, K. (1936). *Principles of topological psychology*. New York, NY: McGraw-Hill.

Lopez, M. H., & Elrod, B. (2006). College attendance and civic engagement among 18 to 25 year olds. *Center for Information & Research on Civic Learning & Engagement.* College Park, MD.

Markus, G. B., Howard, J., & King, D. (1993). Integrating Community Service and Classroom Instruction Enhances Learning: Results from an Experiment. *Educational Evaluation and Policy Analysis*, *15*(4), 410-419.

McDonald, J., & Dominguez, L. A. (2015). Developing university and community partnerships: A critical piece of successful service learning. *Journal of College Science Teaching, 44*(3), 52-56.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco, CA: John Wiley & Sons, Inc.

Perry, W. G., Jr. (1970). *Forms of intellectual and ethical developmental in the college years: A scheme.* New York, NY: Holt, Rinehart, and Winston.

Pettigrew, T. (1988). The intergroup contact hypothesis reconsidered. In M. Hewstone & R. Brown (Eds.), *Contact and conflict in intergroup encounters* (p. 169-195). Oxford, United Kingdom: Basil Blackwell.

Pickeral, T., & Peters, K. (1998). Assessing internal and external outcomes of service-learning collaborations. *Campus Compact National Center for Community Colleges.* Boston, MA: Campus Compact.

Sandy, M., & Holland, B. A. (2006). Different worlds and common ground: Community partner perspectives on campus-community partnerships. *Michigan Journal of Community Service Learning*,*13*, 30-43.

Sanoff, H. (2003). *Three decades of design and community*. Raleigh, NC: North Carolina State University.

Schlossberg, N. K. (1989). Marginality and mattering: Key issues in building community. *New Directions for Student Services*.

Schuh, J. H., Jones, S. R., & Harper, S. R. (2011). *Student services: A handbook for the profession*. San Francisco, CA: John Wiley & Sons.

Spanier, G., Spikes, D. R., & Byrne, J. V. (2001). *Returning to our roots: Executive summaries of the reports of the Kellogg commission on the future of state and land-grant universities*. Retrieved from http://www.aplu.org/projects-and-initiatives/economic-development-and-community-engagement/Kellogg%20Commission%20on%20the%20Future%20of%20State%20and%20Land-Grant%20Universities/

Stanton, T. K., Giles, D. E., & Cruz, N. I. (1999). *Service learning: A movement's pioneers reflect on its origins, practice, and future*. San Francisco, CA: Jossey-Bass.

Strait, J., & Lima, M. (2009). *The future of service-learning: New solutions for sustaining and improving practice.* Sterling, VA: Stylus Publishing, LLC.

Talcott, W. (2005). Modern universities, absent citizenship? Historical perspectives. *CIRCLE Working Paper, 39*, 2-20.

Veenman, M. V. J., Van Hout-Wolters, B. H. A. M., & Afflerbach, P. (2006). Metacognition and learning: Conceptual and methodological consideration. *Metacognition and Learning*, *1*(1), 3-14.

APPENDIX A
INFORMED CONSENT FOR SURVEY

UNIVERSITY OF NORTHERN IOWA
HUMAN PARTICIPANTS REVIEW
INFORMED CONSENT

Project Title: The Effect of Service Trip Experience on Community Engagement and Student Development
Name of Investigator: Kristofer Czerwiec

Invitation to Participate: You are invited to participate in a study conducted by Kristofer Czerwiec, a graduate student in the Department of Educational Leadership and Postsecondary Education at the University of Northern Iowa (UNI). UNI requires that you give signed agreement to participate in this project. The following information is provided to help you make an informed decision about participating in this project.

Nature and Purpose: The purpose of this research is to investigate how the participation of a service trip affects an individual's level of community engagement and personal development. There is some evidence to suggest that service learning directly affects levels of community engagement and personal development. This study is being conducted to refine our understanding of this relationship.

Explanation of Procedures: You just completed a questionnaire that asked you about your thoughts and feelings regarding the service trip you are participating in. This questionnaire included asking you questions about your personal feelings and life experiences. Your participation in this questionnaire was a request for Center for Community Engagement's assessment data and records. Signing this form will allow me to access, analyze, and disseminate your individual data.

Discomfort and Risks: If you consent to the use of your data, there are no foreseeable risks. Your data will remain confidential and will never be reported at the individual level; that is, only group or aggregate data will be presented. If you experience discomfort please contact the primary investigator, Kris Czerwiec, at 319-273-6395 or email czerwiek@uni.edu. You can also contact Dr. Jamie Workman at (319) 273-2605.

Benefits and Compensation: We cannot guarantee that research participants will receive any benefits from participating in this study, although you will have the opportunity to reflect on personal responses to various emotions and experiences. Everyone who helps with this work will be contributing directly to our knowledge of service learning.

Confidentiality: Any information that is obtained in connection with this study and that can be identified with you will remain confidential. Your name will not be associated with your responses to the questionnaire, and the statement of informed consent that you agree to will be secured and remain on file and only the principle investigator Kristofer Czerwiec, faculty advisor Dr. Jamie Workman or Kristin Teig Torres will have access to both consent and survey data which will be protected by password. Only aggregate data may be published in an academic journal or presented at a scholarly conference. Your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties.

Questions: The investigator will answer any questions that you have about the study after you return home from your service trip. If you have additional questions or desire information about the study at a later time, you can contact Dr. Jamie Workman at (319) 273-2605 at the Department of Educational Leadership and

Postsecondary Education, University of Northern Iowa. If you want a hardcopy of this consent form, please print screen prior to clicking 'yes'. You can also contact the office of Human Participants Coordinator, University of Northern Iowa, at 319-273-6148, for answers to questions about the right of research participants and the participant review process or Wartburg College's Human Participants Review Board chair, Andrea Eslick (irb@wartburg.edu).

Agreement:
I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

Agree   Disagree

Declining to participate in this study will not hinder your ability to continue to complete the post-trip survey for the Center for Community Engagement's assessment data and records. If you have any questions regarding this aspect of the survey you can contact Kristin Teig Torres at 319-352-8709.

If you would be willing to participate in the second phase of the study, which will be an informal interview lasting no longer than 30 minutes, please include your email in the space provided. The primary investigator will be in touch with you if you have been chosen.

APPENDIX B
INFORMED CONSENT FOR SEMI-STRUCTURED INTERVIEW

UNIVERSITY OF NORTHERN IOWA
HUMAN PARTICIPANTS REVIEW
INFORMED CONSENT

Project Title: The Effect of Service Trip Experience on Community Engagement and Student Development
Name of Investigator: Kristofer Czerwiec

Invitation to Participate: You are invited to participate in a study conducted by Kristofer Czerwiec, a graduate student in the Department of Educational Leadership and Postsecondary Education at the University of Northern Iowa (UNI). UNI requires that you give signed agreement to participate in this project. The following information is provided to help you make an informed decision about participating in this project.

Nature and Purpose: The purpose of this research is to investigate how the participation of a service trip affects an individual's level of community engagement and personal development. There is some evidence to suggest that service learning directly affects levels of community engagement and personal development. This study is being conducted to refine our understanding of this relationship.

Explanation of Procedures: This study includes an approximately 30 minute semi-structured interview. This interview will be somewhat informal in nature and will discuss your experience with your service trip and how, if at all, the service trip helped you develop personally and socially. This interview will be recorded, and the audio files downloaded to a university-owned computer. They will be label with the date recorded and the pseudonym used to identify you. After the completion of this study (May, 2016), all audio recordings will be permanently deleted.

Discomfort and Risks: While you will be reflecting on personal experiences you had during your service trip, there are no foreseeable risks attributed to this study. If you experience discomfort please contact the primary investigator, Kris Czerwiec, at 319-273-6395 or email czerwiek@uni.edu. You can also contact Dr. Jamie Workman at (319) 273-2605.

Benefits and Compensation: We cannot guarantee that research participants will receive any benefits from participating in this study, although you will have the opportunity to reflect on personal responses to various emotions and experiences. Everyone who helps with this work will be contributing directly to our knowledge of service learning.

Confidentiality: Your confidentiality will be maintained throughout this study. The summarized findings with no identifying information may be published in an academic journal, or presented at a scholarly conference. Pseudonyms will be used in any published documents.

Right to Refuse or Withdraw: Your participation is completely voluntary. You are free to withdraw from participation at any time or to choose not to participate at all, and by doing so, you will not be penalized or lose benefits to which you are otherwise entitled. The Institutional Review Board at UNI and Wartburg College has reviewed and approved the present research.

Questions: If you have additional questions or desire information about the study at a later time, you can contact Dr. Jamie Workman at (319) 273-2605 at the Department of Educational Leadership and

Postsecondary Education, University of Northern Iowa. You can also contact the office of Human Participants Coordinator, University of Northern Iowa, at 319-273-6148, for answers to questions about the right of research participants and the participant review process or Wartburg College's Human Participants Review Board chair, Andrea Eslick at (irb@wartburg.edu).

Agreement:

I am fully aware of the nature and extent of my participation in this project as stated above and the possible risks arising from it. I hereby agree to participate in this project. I acknowledge that I have received a copy of this consent statement. I am 18 years of age or older.

_____   _____
(Signature of participant)   (Date)

_____
(Printed name of participant)

_____
(Signature of primary investigator)

_____
(Date)

APPENDIX C
POST-TRIP ASSESSMENT

Please indicate your level of agreement with each of the following statements
Strongly agree - Agree - Neutral - Disagree - Strongly disagree

1. I have an understanding of the social problems related to the issue my trip addressed.
2. I have an understanding of the root or historical issues related to my service trip.
3. I had the skills necessary to do the work on my service trip.
4. I learned the skills necessary to do the work on my service trip.
5. The pre-trip activities helped prepare me to process and learn from the trip experience.
6. The reflection activities during the trip helped me to process and learn from the experience.
7. I was satisfied with our group dynamic before leaving for my service trip.
8. I felt trust with members of my service group before leaving for my service trip.
9. I have built trusting relationships with members of my service group.
10. Spending time with my group after returning to campus is important to me.
11. Volunteer services will help me to develop my leadership skills.
12. I have an increased understanding of how to work more collaboratively with other people.
13. I learned something new about myself on my service trip.
14. My service trip changed the way I think about service.
15. My life can make a difference in the lives of others.
16. I have my own prejudices and biases.
17. I am confident in my knowledge about different cultural perspectives.
18. I am more knowledgeable about different cultural perspectives.
19. I have empathy for the needs and hardships of others.
20. My service trip increased feelings of empathy for the needs and hardships of others.
21. I developed a greater sense of personal responsibility after my service trip.
22. I have a responsibility to serve my community.
23. I understand how communities work and function.
24. I have a good understanding of the needs and problems of my community.
25. I have a desire to learn about the needs of my community.
26. I will be more likely to serve in my community because of the experiences I gained on my service trip.
27. I am currently involved in non-profit organizations.
28. I will be more active in non-profit organizations because of my service trip.
29. Students can learn things from participating on a service trip that they cannot learn in the classroom.
30. There are things I can do to solve social problems.
31. I believe service trips can create social changes.
32. I am curious about people who are different from me in such things as ethnicity, income, and social class for which I have had no direct previous experience.
33. I feel comfortable working with people who are different from me in such things as ethnicity, income, and social class.
34. I can place problems in a social and historical perspective.
35. The problems that cause people to need social services are the result of circumstances beyond their control.
36. I understand how decisions are made and how institutional decisions affect people's lives.
37. The government should not be responsible for solving social problems.
38. I am active in politics.

39. It is important to me to influence the government.
40. I will be more politically active because of the experiences I had on my service trip.
41. I have a strong desire to serve others.
42. I can connect my faith or spirituality to my service trip experience   .
43. I believe faith and service go together.
45. My personal beliefs and convictions were challenged on my trip.
46. My faith was an important component to my reflection experience.
47. I recognize a connection between my service trip and my vocation.
48. I can connect my service trip to my major and/or related coursework.
49. Skills and experiences from volunteering and service will be valuable in my career.
50. It is important to me that I have a career that involves helping people.
51. I will participate in a Wartburg service trip in the future.

APPENDIX D
SHORT ANSWER RESPONSE

1.   How did your participation on a service trip effect your decision of being more or less active in your local community in the future? Please explain.

2.   What skills and knowledge about yourself did you learn as a result of your service trip? Please explain.

3.   How important are your values and opinions on social problems in our society to you? Were these changed or influenced by the experiences gained on your service trip?

APPENDIX E

DEMOGRAPHIC INFORMATION

1.   In which Wartburg College service trip did you participate?

2.   Before going on this trip, how many total Wartburg College service trips have you participated in?

3.   What year in school are you?

4.   What is your sex?

5.   What is your race?

APPENDIX F
SEMI-STRUCTURED INTERVIEW GUIDE

Note – the following will serve as discussion prompts for the interviewers. As is the nature of the semi-structured format, interviewers are encouraged to let conversation flow naturally and diverge from the guide as appropriate.

Before you begin the interview, please have the student read and sign the Human Participants Review Informed Consent form. Inform the student she/he can receive a copy of the form upon request. Begin recording the conversation. Ask for verbal consent to continue the interview with it being recorded. If the student agrees, proceed. If the student does not agree, stop the recording and interview, and thank the student for his/her time.

Questions/Discussion Prompts:
Tell me a little bit about your background – where are you from? What types of activities were you involved in growing up? (i.e. – sports, scouts, clubs, etc…)

Tell me a little about your family – what careers do they have? Are you interested in anything similar?

Why did you decide to attend Wartburg College?

Why did you participate in a Wartburg College service trip?

What kinds of events or programs, if any, have you participated in around your community?
If participant has attended events or programs, ask them to elaborate if necessary.
If not, ask student to elaborate on why?

How did your participation on a service trip effect your decision of being more or less active in your local community in the future?
Ask participant to elaborate if necessary.

What skills and knowledge about yourself did you learn as a result of your service trip?

How important are your values and opinions on social problems in our society to you?
Were these changed or influenced by the experiences gained on your service trip?

Have you decided on a major(s)?
If so, why are you interested in this major(s)?
What are some of your career goals and how do you see the major helping you meet those goals?
If not, do you have any areas you are interested in?
Do you have any ideas about a career path?

How, if at all, has the experience on your service trip helped you make decisions about your major or career?

Do you feel there are resources, information, and knowledge provided by Wartburg College's Center for Community Engagement (CCE) that would help you to become more engaged within your community?
If so, what have you connected with and how have you enjoyed those experiences?
If student brings up a professional organization, have them elaborate.
If not, ask the participant to elaborate on interactions with themselves and the CCE.

Does the participant have any suggestions on how to better meet their needs?

If you could change anything about the service trip program what would it be?

Is there anything you'd like to share about your service trip experience that I didn't ask you about?
Thank the student for his/her time and stop the recording.

APPENDIX G
DEBRIEFING FORM

This debriefing statement will provide you with additional information about the nature and purpose of the study you just participated in. If you have additional questions or concerns about the study after having read this statement, you are welcome to talk with the experimenter directly.

The general aim of this research is to better understand what the experience of participating on a service trip has on the individual's personal development and levels of community engagement afterwards. During this study, you were asked to reflect on some of your experiences during the trip and apply those experiences to yourself in the future. If needed, Wartburg College has counseling services located in Pathways Center on the 3rd floor of the Vogel Library and can be contacted at 319-352-8596.

The contact information for the primary investigator is located on the copy of the informed consent statement, in case you need to contact Kris Czerwiec (319-273-6395, or czerwiek@uni.edu) or Dr. Jamie Workman (319-273-2605, or jamie.workman@uni.edu) in the future regarding this study. If you want a hardcopy of this debriefing form for your own personal records, please print screen prior to clicking 'yes'.

We appreciate your willingness to participate in this research project, as much of the research in service trips is dependent on participation by individuals such as yourself. Please do not discuss your participation or the details of this research with other participants, as this might influence the actual results of the research. Thank you.

APPENDIX H
EMAIL INVITATION

Thank you for your participation in a University of Northern Iowa thesis project on the effects of service trip participation on personal and social development. We are working to understand the importance of service trip participation on the student and service learning curriculum. This is a two-phase assessment. First, was an online survey. This is the second phase of the study, an informal interview with a member of the assessment team. Participation in this study will help in understanding the importance of service trips in the service learning curriculum.

We invite you to participate in this informal interview by meeting with the primary investigator, Kristofer Czerwiec. Participation is voluntary and should take no longer than 30 minutes.

If you have any questions, please contact Kris Czerwiec by replying to this email (czerwiek@uni.edu) or contacting Dr. Jamie L. Workman at (jamie.workman@uni.edu) or by calling 319-273-6519.

Thank you for your participation and feedback. We hope that you had a great experience with your Wartburg College service trip!

APPENDIX I
CENTER FOR COMMUNITY ENGAGEMENT ASSESSMENT MAPPING

Project: **Service Trip Participants**

Wartburg College Learning Outcomes (CLO)
1. Broad & Integrative Knowledge 2. Deep & Distinctive Knowledge 3. Collaboration
4. Ethics & Engagement   5. Communication   6. Cultural Competence

Service Trip Learning Outcomes (STLO)
1. Cultural Competency   2. Social Change 3. Vocation Discernment 4. Servant Leadership

Assessment: Service Trip participants will complete a Survey immediately following the planned trip.

Learning: Through reflection, discussion, and evaluation, students gain knowledge and skills
          outlined in the College Learning Outcomes. This growth is documented through our Service Trip
          Surveys.

Actions: Assistant Director/Service Learning Coordinator will continue to work with the Service
          Trips Student Executive Board to ensure proper data is collected to highlight the work
          accomplished regarding the Wartburg College Learning outcomes.

Implement 2015/16 Academic Year