Spring 2016

Building Stronger Communities: The Reciprocity between University, Student, and Community through Service-Learning

Jennifer Ellen Goff
Old Dominion University, jgoff003@odu.edu

Recommended Citation

BUILDING STRONGER COMMUNITIES: THE RECIPROCITY BETWEEN UNIVERSITY,

STUDENT, AND COMMUNITY THROUGH SERVICE-LEARNING

by

Jennifer Ellen Goff
Bachelor of Science in Recreation and Tourism Studies, 2009, Old Dominion University
Master of Science in Education, Recreation and Tourism Studies, 2010, Old Dominion
University

A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirement for the Degree of

DOCTOR OF PHILOSOPHY

SPORT AND RECREATION MANAGEMENT

OLD DOMINION UNIVERSITY
May 2016

Approved by:

Edward L. Hill (Director)

Angela Eckhoff (Member)

Emily Eddins (Member)

ABSTRACT

BUILDING STRONGER COMMUNITIES: THE RECIPROCITY BETWEEN UNIVERSITY,
STUDENT, AND COMMUNITY THROUGH SERVICE-LEARNING

Jennifer Ellen Goff
Old Dominion University, 2016
Director: Dr. Edward L. Hill

This three-paper format dissertation explored the impact of service-learning on three key

constituents: the university, university students conducting the service, and the community

receiving the service. Paper one quantitatively explored the impact of service-learning on

university students' perspective through the use of end of year service-learning course

evaluations. Students self-reported their outcomes due to participation as it related to

professional skills, communication skills, academic learning, values clarification, citizenship

skills, and quality indicators of their service-learning program. Paper one also explored if there

was a difference between two types of service, direct (e.g., participate directly with the

community) and indirect (e.g., project or tasks for the community), on the six domains above.

The second paper took a qualitative approach to understand the perceived impact of a direct

service-learning program on the university students that implemented the experience. Final

written reflections from recreation students were used to explore their experiences in the service-

learning after-school program as part of their course requirement. The last paper used mixed

methods approach to measure the impact of the service-learning program from paper two on the

middle school population served. Pre and post-test scores were used to measure 6th grade

students' resiliency and character development. End of year program satisfaction surveys were

analyzed using a content analysis to determine the youths overall impressions of the program.

Findings from all three papers suggest that service-learning was not only beneficial to the

individuals receiving the service, but also to the students implementing the service, and the

university that supported the service efforts.

This dissertation is dedicated to my parents, Eddie and Sandy Goff. I love you both so much and I am incredibly lucky to have such amazing parents. You are my best friends and I value all the hard work and continued sacrifices you have done to help me over my life. Please know that I will do my very best to never put you in a nursing home.

While I was lucky enough to be an only child, I was even luckier to gain the most amazing sisters I never wanted. Thank you to Kayci for dealing with my moods, being the best roommate, adopting the coolest dog with me, and your never wavering support. Lauren, for being my best friend since middle school, having our own special book/movie club and helping me through some of the hardest moments in my life. Chantele (and my Godchild Renee), you mean the world to me. We may be states apart, but you are always so close to my heart. Amanda, for always wanting to organize my closet (and my entire house), being an amazing friend, and having two kids (and one on the way) that I love as my own. Thank you to all my family and friends who are not named, your support and love helped me so very much.

Thank you to Eddie, Laura, and Aiden-- You have been such an amazing support system and have taught me so much over the years. I have learned that smoking is bad, craft beer is better, and recycling is incredibly important—and also some pretty cool academic things. To Ivan, Sarah, and Athena—thank you for all the laughs, the TV marathons, the job preparation/mock interviews, and the backyard BBQs—I do not think I would have stayed sane without you. The Kennedy's, thank you for always having my back and having my best interest at heart. Thank you to Marty—who treated me like family and never stopped believing in me.

Last, but not least-- thank you to my PRTS students and CARE Now kids—without you, I would have never discovered my passion or the value of serving others.

"It is our choices that show us what we truly are far more than our abilities" Albus Dumbledor

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

Page

LIST OF TABLES

Table

LIST OF FIGURES

Figure

CHAPTER I

INTRODUCTION

Service-learning, while not a new concept, is currently gaining national attention. Institutions nationwide are integrating service into their course curriculums. Service-learning is a pedagogical model that intentionally integrates academic learning and relevant community service (Howard, 1997; Robinson & Clemens, 2014). Although other methods of community service, such as volunteering, can have educational benefits, service-learning intentionally integrates community service with educational objectives (Bringle & Hatcher, 1999). Some universities, colleges, and departments, service-learning experiences are becoming requirements for graduation (Butin, 2010; Henrich & Anderson, 2014). Institutions of higher education should build significant cooperative partnerships, improve all methods of scholarship, cultivate the support of stakeholders, and contribute to the common good to help ensure a successful service-learning imitative (Bringle, Games, & Malloy 1999).

There are various definitions of service-learning, but for the purposes of this study, the researcher uses Bringle and Hatcher (1995) definition of service-learning:

A course-based, credit-bearing educational experience in which students: (a) participate in an organized service activity that meets identified community needs; and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (p. 112).

Service-learning activities should be carefully selected and coordinated with the educational objectives of the course, meaning not every community service activity is appropriate for a service-learning course (Bringle & Hatcher, 1999). Service-learning has been explored by institutions as an instructional strategy to improve learning outcomes that foster

deep understanding (Astin, Vogelgasong, Ikeda, & Yee, 2000; Mayes, Hatt, Wideman, 2013).

Through service-learning, class content can be supported and strengthened when students are

given opportunities for direct exposure to real-world problems, issues, and strengths of the

community (Burnett, Long, & Horn, 2005, Goff, Hill, & Bowers, 2014). Through service-

learning, students interact with other cultures and engage in active citizenship in their

surrounding community (Goff et al.,). When students are engaged in service-learning projects or

programs, this can increase the student's awareness of diversity, which may ultimately lead the

individual to become a better and more effective citizen in a democratic society (Colby, Bercaw,

Clark, & Galiadi, 2009, Goff et al.,).

Service-learning instruction is intended to increase the understanding of concepts taught

in the classroom environment by providing students with opportunities for direct experience to

challenges, issues, and assets of communities (Burnett, Long, and Horn, 2005; Goff et al.,).

Service-learning has been found to have various positive impacts on the institution, student, and

community. Positive impacts of service-learning include greater awareness of the links between

theory and practice (Chambers, 2009; Mayes, Hatt, Wideman, 2013) positive impacts on student

retention (Henrich & Anderson, 2014; Kuh, 2008) improve students' education, and boost civic

engagement (Chambers, 2009; Cooper, Cripps & Reisman, 2013; Donahue, 1999; Mayes, Hatt,

Wideman, 2013). Service-learning provides much needed services to communities (Cooper,

Cripps & Reisman, 2013; Donahue, 1999), improves problem-solving skills, builds students'

content skills, develops leadership skills, and fosters social responsibility (Chambers, 2009;

Cooper, Cripps & Reisman, 2013; Mayes, Hatt, Wideman, 2013; McCarthy & Tucker, 1999).

Students have opportunities to think more intensely about the circulation and attainment of

resources, the environment, fairness, justice, and other social issues (Chambers, 2009; Mayes, Hatt, Wideman, 2013).

Well-executed service-learning activities are a coordinated partnership between the university and community, with an instructor intentionally tailoring the experience to the educational outcomes and the community representatives ensuring the service aligns with their goals (Bringle & Hatcher, 1999; Zlotkowski, 1999). Service-learning is seen to be high-quality when reciprocity between the classroom and community is seen, with each giving and receiving (Bringle & Hatcher). Service-learning is a learning process for the service providers (e.g., the students) and the person or group that is being served (e.g., community members). Students, community partners, and community members learn from one another and develop relationships in which everyone is expected to learn as a result of the service-learning experience involved (Battistoni, 1997, Cooper, Cripps & Reisman, 2013; Jacoby, 1996; Karasik, 1993; Kendall, 1990).

According to Mayes, Hatt, & Wideman (2013), literature on service-learning experiences in higher education, including the role, benefits, structures, intentions, and impacts, is in its infancy in comparison to other types of learning-related literature. Service-learning is often highly undervalued with regards to career advancement compared to other academic efforts, and is sometimes seen as a co-curricular activity that is typically funded through soft grant money, and very time consuming to the faculty member (Butin, 2006). The idea of service-learning, however, is often given high support across academia, but is typically not hard wired into the institutional practices and policies that are similar to other career advancement practices. It has been found that the implementations of service-learning projects are overwhelmingly used by the least powerful faculty through vocational fields (e.g., human services, education), and with

minimal reciprocity (Butin; Antonio, Astin, & Cross, 2000; Campus Compact, 2006). More than half of all service-learning directors are part-time and almost half of all service-learning offices have less than a $20,000 annual budget (Butin; Campus Compact 2006).

Various service-learning projects are integrated in the course curriculum at this study's urban southeast Virginia campus. The first paper in this study explored the impact of service-learning on university students across various disciplines, projects, and majors. This study aimed to add to the growing body of research on service-learning with respect to the institutionalization of service-learning practices across universities. Through the use of student end of semester service-learning surveys the following indicators were measured: professional skills, communication skills, academic learning, values clarification, citizenship skills, and quality. This paper also sought to explore the extent to which direct and indirect service-learning activities on the previous stated variables differ.

There are currently mixed reviews relating the impact service-learning has on students (Billing, 2000; Eyler & Giles, 2001; Eyler, 2002), which some have argued is due to the variability of service-learning projects in which students participate (Eyler & Giles, 1999; Eyler), as well as the amount and type of reflection (Molee, Henry, Sessa, & McKinney-Prupis, 2010; Eyler & Giles; Hatcher & Bringle, 1997; Kolb, 1984). Service-learning opportunities can range in intensity, with some requiring student to be extensively involved in the community with strategic assimilation into the academic course to the less comprehensive and a more brief experience which can be unconnected to the classroom experience (Eyler). Similarly, reflection efforts vary across projects, even though the service-learning community widely accepts reflection as a vital part of the learning process (Molee et al., 2010). Reflection, even when time is set aside, is often superficial in nature where students only share their impressions and feelings

and lack structured opportunities to link their experience to subject matter or to have their assumptions challenged (Eyler).

Study two [chapter three] expanded on the limited body of knowledge on service-learning as it relates to students who are participating in a comprehensive 13-week, approximately 30 hours, resiliency and character based after-school service-learning project. This study explored the perceived impacts of service-learning on undergraduate recreation, and tourism majors through analyzing students' fourth and final written reflection during their service-learning experience. The following research focus was addressed: "How are undergraduate's recreation majors impacted through their service-learning experience in CARE Now?"

Students in the Park, Recreation and Tourism studies program participate in a year-long service-learning project called CARE Now (Character And Resilience Education Now). CARE Now serves urban, middle school students who are at high-risk due to low socio-economic status. CARE Now is a comprehensive in-and after-school program, grounded in positive youth development, resiliency, and character development, that used outcome focused program to promote character and resiliency in students, with the overarching goal on increasing academic performance.

In Virginia, families who pay for their child's after-school programming spend approximately $119 per week, compared to the national average of $67. In addition, approximately 31% of all children in Virginia after-school programs qualify for free or reduced lunch programs (Afterschool Alliance, 2014). In 2014, the city of Norfolk where the CARE Now program operates had 66.83% of all students K-12 eligible and receiving free or reduced lunch (VDOE, 2014). In 2013, 19.4% of residents in Norfolk had income levels below the poverty line compared to 9.6% statewide with the current level of children living below poverty level is

34.4% compared 15.4% statewide (City Data, 2016). Nationwide, the main barriers for low-income households, African-American families, and Hispanic families are cost and lack of a safe way to get their children home from the after-school program (After-school Alliance).

The purpose of the third study [chapter 4] was to measure the impact of the CARE Now in- and after-school program on urban students' perceptions of resiliency and character scores and overall impacts of the program. Participants were 6th grade students in an urban middle school in southeast Virginia during the 2014-2015 academic year. Research was guided by three questions. The first two questions quantitatively explored pre and posttest scores of 6th grade urban middle school students who participated in the CARE Now in-and-after-school program, as well as the difference between male and female scores. This study also analyzed the 6th grade students' end of year CARE Now satisfaction surveys using a qualitative content analysis to understand how the program impacted the youth served.

Collectively, this dissertation investigated the impact and implications of service-learning from various key perspectives of those involved. These three studies helped describe the reciprocity of service-learning between the university, students, and community partners. Limitations and future directions for each study are included.

REFERENCES

Afterschool Alliance (2014) *America After 3PM: Afterschool Programs in Demand*. Retrieved March 1, 2015, from http://www.afterschoolalliance.org/documents /AA3PM-2014/AA3PM_National_Report.pdf

Antonio, A., Astin, S., & Cross, C., (2000). Community service in higher education: A look at the faculty. *The Review of Higher Education, 23*(4), 373-398.

Astin, A. W., Vogelgasang, L., Ikeda, E., & Yee, J. (2000). *How service learning affects students* (Executive summary). Los Angeles, CA: University of California, Higher Education Research Institute.

Battistoni, R. M. (1997). Service learning and democratic citizenship. *Theory Into Practice, 36*(3), 150-156.

Billig, S. H. (2000). Research on K-12 school-based service-learning: The evidence builds. Phi Delta Kappan, 81(9), 658-664. Retrieved from http://www.denverzoo.org/downloads/ CLP_Billig_article.pdf Billig

Bringle, R.G., Games, R., & Mallory, E. A. (1999). *Colleges and university as citizens.* Boston, MA: Allyn & Bacon.

Bringle, R., & Hatcher, J. (1995). A service learning curriculum for faculty. *The Michigan Journal of Community Service-Learning, 2*(1), 112–122.

Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service learning: making meaning of experience. *Educational Horizons, 77*(4), 179-185.

Burnett, J.A., Long, L.L., & Horne, H.L. (2005) Service learning for counselors: Integrating education, training, and the community. *Journal of Humanistic Counseling, Education, and Development* 44,158-167.

Butin, D (2010) *Service-Learning in theory and practice: The future of community engagement in higher education.* New York, NY: Palgrave Macmillian.

Butin, D. (2006). The limits of service-learning in higher education. *The Review of Higher Education, 29*(4), 473-498.

Campus Compact, (2006). 2006 Service Statistics: Infrastructure. Retrieved February 15, 2016 http://compact.org/initiatives/membership-survey/2006/infrastructure/

Chambers, T. (2009). A continuum of approaches to service-learning within Canadian post-secondary education. *Canadian Journal of Higher Education, 39*(2), 77-100.

City Data. (2016). *Norfolk, Virginia.* Retrieved January 25, 2016 from http://www.city-data.com/city/Norfolk-Virginia.html

Colby, S., Bercaw, L., Clark, A. M., and Galiardi, S. (2009). From community service to service-learning leadership: a program perspective. *New Horizons in Education, 65*(3), 20-31.

Cooper, S. B., Cripps, J. H., & Reisman, J. I. (2013). Service-learning in deaf studies: Impact on the development of alltrusitic behaviors and social justice concern. *American Annals Of The Deaf, 157*(5), 413-425.

Desmond, K.J., & Stahl, S.A. (2011). Implementing service learning into human service education. *Journal of Human Services, 31*(1), 5-16.

Donahue, D. M. (1999). Service-learning for pre-service teachers: Ethical dilemmas for practice. *Teaching and Teacher Education*, 15,685-695.

Engstrom, C., & Tinto, V. (1997). Working together for service learning. *About Campus (July/August)* 10-15.

Eyler, J. (2002). Reflection: Linking service and learning - linking students and communities. *Journal of Social Issues, 583),* 517-534.

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

    Jossey-Bass.

Goff, J., Bower, J., & Hill, E., (2014) Impacts of service learning on undergraduate teaching

    assistants in an after-school program: A qualitative approach to discovery. *Illuminare,*

    12(1), 28-45.

Gutman, L. M., & Midgley, C. (2000). The role of protective factors in supporting the academic

    achievement of poor African American students during the middle school transition.

    Journal of Youth and Adolescence, 29, 223–248.

Hatcher, J., & Bringle, R. (1997). Reflection: Bridging the gap between service and learning.

    College Teaching, 45(4), 153-158.

Henrich, A., & Anderson, J. (2014). Service Learning in a Quantitative Reasoning Course. *Peer*

    Review, *16*(3), 24-27.

Howard, P.F.J. (1998). Academic service learning: A counternormative pedagogy. *New*

    Directions for Teaching and Learning, 73, 21-29.

Jacoby, B. (1996). Service-learning in today's higher education. In B. Jacoby and Associates

    (Ed.). *Service-learning in higher education: concepts and practices* (pp. 3-25). San

    Francisco, CA: Jossey-Bass Publishers.

Jones, L. (2012). Measuring resiliency and its predictors in recently discharged foster youth.

    Child Adolescents and Social Work Journal, 29, 515-533.

Kalles, S., & Ryan, T. (2015). Service-learning: Promise and possibility in post-secondary

    education. *International Journal of Progressive Education, 11*(1), 132-148.

Kendall, J., C. (1990). Combining service and learning: An introduction. In J. C. Kendall (Ed.),

    Combining service and learning: A resource book for community and public service,

Vols. 1-2 (pp. 1-36). Raleigh, NC National Society for Internships and Experiential Learning.

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

Kuh, G. (2008). *High-Impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: Association of American College and Universities.

Mayes, N., Hatt, B., & Wideman, R., (2013). Service learning as a practicum experience in a pre-service education program. *Canadian Journal of Higher Education, 43*(1), 80-99.

McCarthy, A. M., & Tucker, M. L. (1999). Student attitudes toward service-learning: Implications for implementation. *Journal of Management Education, 23*(5), 554-573.

Molee, L., Henry, M., Sessa, V., & McKinney-Prupis, E. (2010) Assessing learning in service-learning courses through critical reflection. *Journal of Experiential Education, 33*(3), 239-257.

Moore, K., A. (2006). Defining the term "at risk". *Child Trends,* 12, 1-3.

National Service-Learning Clearinghouse (2009). *What is service-learning?* Retrieved March 15, 2015 from: http://www.servicelearning.org/what-is-service-learning

OJJDP Statistical Briefing Book: Juvenile violent crime time-of-day profiles. (May 22, 2014) Retrieved April 13, 2015, from http://www.ojjdp.gov/ojstatbb/offenders /qa03301.asp

Robinson, T., & Clemens, C., (2014). Service-learning and forensics: A systematic literature review. *The Forensic of Pi Kappa Delta, 99*(3), 35-49.

Riggs, N. R., & Greenberg, M. T. (2004). After-school youth development programs: A developmental-ecological model of current research. *Clinical Child and Family Psychology Review,* 7, 177-190.

Taggart, A., & Crisp, G. (2011) Service learning at community colleges: Synthesis, critique, and recommendations for future research. *Journal of College Reading and Learning, 42*(1), 24-44.

Tower, J., & Broadbent, R., (2011). University and community partnerships; Building social capital and community capacity. *Widening Participation and Lifelong Learning, 13*(2), 51-67.

Virginia Department of Education, VDOE, (2014). Office of School Nutrition Programs (SNP) Free and Reduced Price Eligibility Report. Retrieved January 15, 2016 from http://www.doe.virginia.gov/support/nutrition/statistics/free_reduced_eligibility/2014-2015/schools/frpe_sch_report_sy2014-15.pdf

Zlotkowski, E. (1999). "Pedagogy and Engagement," in *Colleges and Universities as Citizens,* ed. Robert Bringle, Rich Games, and Edward Malloy (Boston, MA: Allyn & Bacon, 9-120.

CHAPTER II

TRANSFORMING UNIVERSITY STUDENTS EDUCATIONAL EXPERIENCE:
EXPLORING THE IMPACT OF SERVICE-LEARNING

Target Journal: Journal of Higher Education Outreach and Engagement

Abstract

This quantitative study took a non-experimental, comparative study approach to explore university students participating in service-learning experiences based on self-reported scores on professional skills, communication skills, academic learning, values clarification, and citizenship skills. The purpose of this study is to explore service-learning experiences on university students across various disciplines, types of service-learning projects, and academic majors at an urban university in southeast Virginia. Two research questions were addressed to determine how students perceived the experience impacted them and explored how the type of service (direct/indirect) impacted scores. Findings from this study positively supported service-learning, both direct and indirect. Future research topics as well as limitations are discussed.

Universities and colleges across America are embracing a scholarship of engagement, as it is seen to "link theory and practice, cognitive and affective learning, and colleges with communities" (Butin, 2006, p. 473). The pedagogy of service-learning is not a new concept; documentation of research goes back to the mid-1970s (Hatcher & Bringle, 1997). Service-learning and civic engagement has been gaining traction and becoming increasingly popular within the American higher education system (Robinson & Clemens, 2014). Service-learning integrates classroom instruction with meaningful community service along with a reflective piece to enrich the learning experience, promote civic responsibility, and strengthen communities (National Service-Learning Clearinghouse, 2009).

The two most common goals in a university mission statement is for students to acquire a liberal education and to contribute to their communities (Goff, Bower, & Hill, 2014; Meacham 2008). Research on service-learning allows institutions to demonstrate their role in fulfilling the mission and strategic plans regarding student learning and community outcomes (Campus Compact, 2013; Goff et al., 2014). Course curriculums are steadily infusing service-learning across the United States, which can ultimately help them meet their stated goals (Desmond, Stahl & Graham, 2011). The importance of service-learning is being expressed by the nation's leader when President Obama recently signed the Edward M. Kennedy Service American Act and stated "we must prepare our young Americans to grow into active citizens, this bill makes new investments in service learning" (April, 2009).

Service-learning can be implemented in a variety of ways. For the purpose of this paper, service-learning is being further operationalized into direct service-learning experiences and indirect-service-learning experiences. Direct service-learning experiences are being defined as: working with the community, involves person-to-person contact with those being served, and the

service is directly impacted by the exposure to the community/population being served.

Examples of direct service in the study include: working with youth in an after-school program,

using adaptive sports equipment for children with physical disabilities, helping with the

implementation of a 5k run/walk. Indirect service-learning is being operationalized as:

task/project oriented topics that are for the community but do not elicit direct contact between

members, projects meet a clear and well defined need for the community, students work plays

important role through behind the scenes implementation. Examples of indirect service in the

study include: conservation efforts, environmental stewardship, construction of items for

community, and planting a community garden.

According to Mayes, Hatt, & Wideman (2013) literature on service-learning experiences

in higher education, including the role, benefits, structures, intentions, and impacts, is in its

infancy in comparison to other types of learning-related literature. Service-learning is often

highly undervalued with regards to career advancement compared to other academic efforts, and

is sometimes seen as a co-curricular activity that is typically funded through soft grant money,

and very time consuming to the faculty member (Butin, 2006). The idea of service-learning,

however, is often given high support across the academy, but is typically not hard wired into the

institutional practices and policies that are similar to other career advancement practices. It has

been found that the implementation of service-learning projects are overwhelmingly used by the

least powerful faculty (e.g., women, minorities, untenured faculty) through vocational fields

(e.g., human services, education), and with minimal reciprocity (e.g. promotion, tenure) (Butin,;

Antonio, Astin, & Cross, 2000; Campus Compact, 2006). More than half of all service-learning

directors are part-time and almost half of all service-learning offices have less than a $20,000

annual budget (Butin; Campus Compact 2006).

The purpose of this study was to explore the impact of service-learning on university students across various disciplines, projects, and majors at an urban university in southeast Virginia. This study aimed to add to the growing body of research (Furco, 2003) on service-learning with respect to the institutionalization of service-learning practices across universities. The following research questions guided the present study:

1. What is the impact of service-learning university student's end of semester service-learning survey with respect to scores on professional skills, communication skills, academic learning, values clarification, citizenship skills, and quality indicators/best practices?

2. To what extent does direct and indirect service-learning activities differ on university student's self-reported professional skills, communication skills, academic learning, values clarification, citizenship skills and quality indicators/best practices?

Literature Review

Service-Learning

There are various definitions of service-learning. Service-learning can be defined as "a structured learning experience that facilitates the acquisition of awareness, knowledge, and skills while promoting a commitment to personal, social, civic, and professional responsibility" (Burnett, Long, & Horn, 2005, p. 158). Jacoby (1996) defined service-learning as a "form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development" (p. 5). For the purpose of this paper, service-learning is defined as: a course-based, credit-bearing educational experience in which students: (a) participate in an organized service activity that meets identified community needs; and (b) reflect on the service activity in

such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. (Bringle & Hatcher, 1995, p. 112)

  Service-learning projects are can often be challenging and not all community service activities are appropriate for service-learning projects (Bringle & Hatcher, 1999). Service-learning combines the objectives of the community's service project with the learning outcomes of the academic course in way that both the recipients of the service and the provider of the service are changed in a positive way (Nelson, Eckstein, & Houston, 2008). Institutions of higher education have a duty to become more a vital partner in the search for answers to this country's most pressing social, civic, economic, and moral problems, and must reiterate its historic commitment to the scholarship of engagement (Boyer, 1997). Colleges and universities have many valuable assets, such as students, faculty, staff, classrooms, libraries, technology, and research expertise that become available to the community when partnerships between all constituents address community needs (Bringle & Hatcher, 1996; Dore, 1990; Muse, 1990, Ruch & Trani, 1991). Service-learning is a pedagogical model that intentionally integrates academic learning and relevant community service (Howard, 1997; Robinson & Clemens, 2014). Although other methods of community service, such as volunteering, can have educational benefits, service-learning intentionally assimilates community service activities with educational objectives (Bringle & Hatcher, 1999). Some universities, colleges, and academic departments, service-learning experiences are becoming requirements for graduation (Butin, 2010; Henrich & Anderson, 2014). Because of this, institutions of higher education should build significant cooperative partnerships, improve all methods of scholarships, cultivate the support of stakeholders, and contribute to the common good to help ensure a successful service-learning imitative (Bringle, Games, & Malloy 1999).

Service-learning instruction promotes active citizenship and leadership by aiding students in transforming community service experiences into intercultural and global understanding. (Colby, Beaumont, Ehrlich, & Stephens, 2003; Eyler & Giles, 1999; Goff et al., 2014). Astin and Sax (1998) state that after students have completed a service-learning project they become more strongly committed to helping others, want to continue to serve their communities, promote racial understanding, continue to do volunteer work and may want to work for nonprofit organizations. They may also become empowered to feel that can have power to change society. Service-learning opportunities are as diverse as the communities' needs: from the biology majors cleaning the waterways to the park and recreation majors facilitating an afterschool program for youth.

Service-learning instruction is intended to increase the understanding of concepts taught in the classroom environment by providing students with opportunities for direct experience to challenges, issues, and assets of communities (Burnett, Long, and Horn, 2005; Goff et al., 2014). Service-learning is a high impact practice (AAC&U, 2016) that has been found to have various positive impacts on the institution, student, and community. Positive impacts of service-learning include greater awareness of the links between theory and practice (Chambers, 2009; Mayes, Hatt, & Wideman, 2013) a positive impact on student retention (Henrich & Anderson, 2014; Kuh, 2008) improve students' education and boosts civic engagement (Chambers, 2009; Cooper, Cripps & Reisman, 2013; Donahue, 1999; Mayes, Hatt, Wideman, 2013). Service-learning also provides much needed services to communities, (Cooper, Cripps & Reisman, 2013; Donahue) helps to improve students problem-solving skills, build students' content skills, develops leadership skills, and fosters social responsibility (Chambers, 2009; Cooper, Cripps & Reisman, 2013; Mayes, Hatt, Wideman, 2013; McCarthy, Tucker, 1999). All of this allows for

opportunities to think more intensely about the circulation and attainment of resources, the environment, fairness, justice, and other social issues (Chambers, 2009; Mayes, Hatt, Wideman, 2013).

Methods

The purpose of study was to examine the impact of service-learning on urban university students. The section was divided into the following: participants, survey instrument, design and procedures.

Participants

Participants were students enrolled in an urban/metropolitan university located in southeastern Virginia. Participants ages ranged from 17-65, with a mean of 21 years old and consisted of 15.9% of the sample (see Table 1). Females represented the majority of the sample (75.3%). In response to racial/ethnic identification, the two most self-identified races/ethnicities were Caucasian (non-Hispanic) at 41.8% and Black/African-American (31.8%). First year undergraduate students were the majority of the sample at 42% with fourth/fifth year undergraduates at 28.4%. A total of 209 students completed the end of year service-learning assessment. All students participated in service-learning courses in the fall 2015. Participation in the survey was voluntary and no incentives were offered. Students enrolled in courses without a service-learning component were not solicited for their participation. Students reported having taken between zero and eight service-learning courses at the current university prior to this semester ($M= .85$, $SD= 1.56$). Prior to their service-learning at the current university, students reported participating in service-learning courses outside of the university between zero and 10 prior to this semester ($M=.70$, $SD=1.58$). Additionally, 60.3% reported that they were already volunteering within their communities prior to this semester.

Table 1

Demographic Characteristics of Participants

Variable	%
Age	
Mean	15.90
Median	21.70
Mode	33.10
Range	
Gender	
Male	24
Female	75
Prefer not to Answer	1
Race/Ethnicity	
Asian/Pacific Islander	5
Black/African American	32
Hispanic/Latino(a)	5
Multiracial	9
White (non-Hispanic)	42
Prefer not to Answer	8
Class Standing	
First Year Undergraduate	42
Second Year Undergraduate	17
Third Year Undergraduate	12
Fourth or Fifth Year Undergraduate	28
Graduate-Doctoral	1
Other	1

Specific academic programs and departments identified their courses with a service-learning component with the support of the Assistant Director of Service-learning on campus. Students were asked to complete an online, voluntary, end of semester service-learning survey that was distributed through their course instructors at the end of the 2015 fall semester. A total of 38 different courses were identified with service-learning components in that academic year. Of the 38 courses listed, students identified a total of 10 courses that they were enrolled in during the fall 2015 semester by those who completed the survey. These 10 courses were from four academic colleges within the university, with courses in engineering, health sciences, park,

recreation and tourism studies, and biology (see Table 2). A collective total of 268 courses were selected as being participated in during the fall 2015 semester, with 209 students completing the survey, meaning some student may have been enrolled in more than one service-learning course. Of the courses identified, 54% of the 268 courses were 100 level courses, which could be part of student's general education courses.

For this study, service activities were divided into direct service-learning and indirect-service-learning. Students were asked to select the type of activity and provide a brief statement that was used to determine the type of service experience. Direct service experiences (e.g.) that included interaction with community members accounted for 51.5% of the population and the other 48.5% was indirect/project based (e.g.,) where students worked on important needs that helped the community without direct interaction with community members.

Table 2

Descriptive Statistics on Service-learning Courses

Major	Course	n	%
Biology			29.1
	BIO 110N	64	23.9
	BIO 111N	14	5.2
Engineering			8.2
	ENGN 110	22	8.2
Health Sciences			16.8
	HLTH 101	45	16.8
Park, Recreation and Tourism Studies			45.9
	PRTS 201	6	2.2
	PRTS 261	9	3.4
	PRTS 301	43	16.0
	PRTS 302	12	4.5
	PRTS 410	22	8.2
	PRTS 420	31	11.6
Course Level			
	100 Level	145	54.1
	200-400 Level	123	45.9
Projected Grade in Service Learning Courses			
	A	113	66.4
	B	41	24.1
	Course	9	5.3
	D	1	0.6
	F	1	0.6
	I'm not sure	5	2.9

Survey Instrument

The online survey was delivered through Qualtrics, which is the university's online survey tool. The previously tested instrument was developed by the University of Georgia Office of Service-learning used in this study was the *Service-Learning Course Evaluation Survey*. Various service-learning professionals and university faculty examined the survey to ensure face validity. Previous research using the scale had a Cronbach's alpha ranging from .78 - .96, within in the six constructs of the instrument. (Matthews & Pearl, 2014). The questionnaire included 31 items

related to service-learning outcomes (Likert scales), to the specific course, and demographic questions. The questionnaire also included places for students to provide additional commentary related to the course and the service-learning project. Instructors of service-learning courses were sent a link to the online service-learning survey to distribute to their students enrolled in their service-learning course.

Design and Procedures

In the fall of 2015 academic year, the survey was emailed to instructors who implemented service-learning in their courses. Students were asked to reflect on their experiences in their current service-learning course to the best of their ability. Students were told the survey would take 15-20 minutes to read and answer, strictly voluntary in nature, and anonymous. The survey was offered online only and was made available at the end of the fall 2015 academic semester, and were given a minimum, four weeks, to complete the survey. Instructors were encouraged to send follow-up email reminders regarding the service-learning survey. Once the participants completed the survey by clicking the submit button on the final screen, information was automatically sent to the university's Qualtrics data base. Responses were then downloaded into SPSS, version 21, for statistical analysis. A quantitative, non-experimental, comparative design was used to measure the impact of service-learning on university students and how direct versus in-direct service impacted scores. The researchers examined two questions with the dependent variables being the six constructs for each question (i.e., professional skills, communication skills, academic learning, values clarification, citizenship skills, and quality indicator/best practices). The following six constructs were operationalized as the following. Professional skills were defined as leadership, experience, team member, time management, and project management. Communication skills were defined as written, oral, and intercultural

communication, along with social interaction judgement. Academic learning was defined as the student having a stronger understanding of the material, how it related to their everyday life/future profession, increased their problem solving skills, and influenced them to complete their degree. Values clarification was defined as the ability to develop a greater sense of self responsibility, understanding of how their beliefs and values influence their decision, and helped them define their personal strengths and weaknesses. Citizenship skills were defined as their development of community responsibilities, ability and willingness to engage with others. Quality indicators were defined as the students view on how the project impacted the community, how the activity was relevant to their course, and that they felt their voice and resources were valued. For research question one, the independent variable was the students major, this was determined by the course selection. For research question two, the independent variables are type of participation that can be broken into direct service or indirect service.

Results

Descriptive statistics for the outcome variables with respect to majors were explored (see Table 3). The service-learning items within the instrument were used to gain a general understanding of the impact of service-learning projects and its six constructs: professional skills (5 items, α .98), communication skills (4 items, α .97), academic learning (7 items, α .97), values clarification (7 items, α .98), citizenship skills (4 items, α .98) and quality indicators/best practices (4 items, α .98). Students were asked to rate their level of agreement (1=strongly disagree to 5=strongly agree) for questions relating to the service-learning outcome variables. The total scores for all majors were in agreement that service-learning was beneficial to their educational experience (means greater than 3 on the 5-point scale).

Table 3

Descriptive Statistics of Outcome Variables by Major

Outcome Variables	PRTS n=73		Biology n=70		Health Sciences n=44		Engineering n=22		Total n=209	
	M	SD	M	SD	M	SD	M	SD	M	SD
Professional Skills	3.35	1.99	2.76	1.63	3.20	1.51	3.97	1.07	3.19	1.73
Communication Skills	3.13	1.89	2.67	1.61	3.13	1.48	3.90	1.13	3.06	1.67
Academic Learning Outcomes	3.22	1.91	2.85	1.62	3.05	1.43	3.82	1.02	3.12	1.65
Values Clarification	3.32	1.97	2.86	1.64	3.27	1.48	3.81	1.08	3.21	1.70
Citizenship Skills	3.32	1.99	2.99	1.69	3.32	1.51	3.90	1.03	3.27	1.72
Quality Indicators/Best Practices	3.38	2.01	3.09	1.72	3.13	1.47	3.98	1.04	3.29	1.73

Note. PRTS stands for Park, Recreation and Tourism Studies

A Welch's post hoc test was conducted since the assumption of homogeneity of variances was violated, as assessed by Levene's test for equality of variances (p = .002). All outcome variables were statistically significant for the different majors, with professional skills, Welch's $F(3, 87.60) = 5.40$, $p = .002$, Communication Skills, Welch's $F(3, 85.58) = 5.23$, $p = .002$, Academic Learning Outcomes, Welch's $F(3, 88.37) = 3.91$, $p = .01$, Values Clarification, Welch's $F(3, 87.23) = 3.24$, $p = .03$, Citizenship Skills, Welch's $F(3, 89.03) = 3.10$, $p <=.03$, and Quality Indicators/Best Practices, Welch's $F(3, 89.10) = 3.50$, $p = .02$. Games-Howell post hoc test analysis was used due the homogeneity of variances being violated and revealed several mean increases between biology and engineering that were significantly statistically significant (see Table 4): Professional skills (1.21, 95% CI[0.41, 2.00], $p=.001$), Communication skills (1.23, 95%CI[0.41, 2.04], $p=.001$), Academic Learning Outcomes (.97, 95%CI[0.20, 1.74], $p=.01$),Values Clarification (0.095, 95%CI[0.15, 1.75],$p=.01$), Citizenship (0.91, 95%CI [0.12, 1.70],$p=.02$), and Quality Indicators/Best Practices (0.89, CI95%[0.09, 1.69], $p=.02$. Statistical significance was also found in Quality Indicators/Best Practices between Health and Engineering (0.85, 95%CI [0.02, 1.68], $p=.04$).

Table 4

Statistically Significant Multiple Comparisons using Games-Howell Post Hoc test

Outcome Variables	Major	*M*	Major	*M*	*MD*	*SE*	*p*	95% Confidence Interval	
								Lower Bound	Upper Bound
Professional Skills									
	BIO	2.76	ENGN	3.97	1.21	0.30	0.00	0.41	2.01
Communication Skills									
	BIO	2.67	ENGN	3.90	1.23	0.31	0.00	0.41	2.04
Academic Learning Outcomes									
	BIO	2.85	ENGN	3.82	0.97	0.29	0.01	0.20	1.74
Values Clarification									
	BIO	2.86	ENGN	3.81	0.95	0.30	0.01	0.15	1.75
Citizenship									
	BIO	2.99	ENGN	3.90	0.91	0.30	0.02	0.12	1.70
Quality Indicators/Best Practices									
	BIO	3.09	ENGN	3.98	0.89	0.30	0.02	0.09	1.69
	HLTH	3.13	ENGN	3.98	0.85	0.31	0.04	0.02	1.68

An independent *t*-test was conducted to determine if students who participated in direct service-learning experiences felt differently about service-learning than their peers who reported participating in indirect service-learning experiences. This comparison was conducted because students reported two distinct types of service-learning experiences with 52% (n=100) participating in direct service-learning experiences (See Table 5). The scores for both types of services displayed positive scores (means greater than 3 on the 5-point scale), however, those who participated in direct service-learning experiences had statistically significant higher scores in five of the six outcome variables than those who participated in indirect service-learning. Levene's Test for Equality of Variances was not violated, as each outcome variable had a non-significant p-value ($p > .05$).

Table 5

Descriptive Statistics of Outcome Variables by Type of Service

	Direct Service n=100		Indirect Service n=94		Direct & Indirect Service n=194	
Outcome Variables	*M*	*SD*	*M*	*SD*	*M*	*SD*
Professional Skills	3.72	1.51	3.13	1.51	3.43	1.54
Communication Skills	3.55	1.47	3.03	1.49	3.29	1.50
Academic Learning Outcomes	3.57	1.45	3.15	1.45	3.37	1.46
Values Clarification	3.73	1.49	3.16	1.47	3.45	1.50
Citizenship Skills	3.75	1.50	3.28	1.50	3.52	1.52
Quality Indicators/Best Practices	3.72	1.52	3.37	1.52	3.55	1.53

There was a statistically significant difference between direct and indirect service-learning (see table 5) in Professional Skills scores, M=.59, 95% CI [.16, 1.02], $t(192)$= 2.71, p=0.01, Communication skills, M=.52, 95% CI [.10, .93], $t(192)$= 2.44 p=0.02, Academic Learning Outcomes, M=.42, 95% CI [.02, .83], $t(192)$= 2.05 p=0.04, Values Clarification M=.58, 95% CI [.16, 1.00], $t(192)$= 2.71 p=0.01, and Citizenship Skills, M=.46, 95% CI [.03, .89], $t(192)$= 2.13, p=0.04.

Discussion

The outcome variables addressed in the *Service-Learning Course Evaluation Survey* are consistent with previous research on service-learning. Markus, Howard, and King (1993) found students in service-learning sections compared to those who were not, had more positive course evaluations, more positive beliefs, and values towards service and their community, and higher academic achievement in the course. Additional research states that service-learning has positive impacts on student's cognitive outcomes, personal beliefs, attitudes, moral judgment, and social skills (Bringle & Kremer, 1993; Markus, Howard, & King, 1993; Cohen & Kinsey, 1994; Boss, 1994; Giles & Eyler, 1994). Gallini and Moely (2003) assessed community engagement,

academic engagement, and interpersonal engagement students in service-learning and on-service-learning experiences and found that service learners reported greater levels of engagement compared to their non-service-learning peers. Several studies have found that service-learning had a positive effect on students' interpersonal and personal development (Eyler and Giles 1999; Moely, Mercer et al., 2002).

It is important to note that 90.5% students predicted their grades to be above average (B or higher) with only 1.18% predicting unsatisfactory grades of a D or below. Considering that over half of the courses that student took were introductory in nature (54.1% were 100 level courses), student retention rates at the university could be positively impacted through the use of service-learning. Previous research on service-learning found a positive impact on students' overall education, (Chambers, 2009; Cooper, Cripps & Reisman, 2013; Donahue, 1999; Mayes, Hatt, Wideman, 2013). Service-learning can have ripple effects across various aspects of the community, as students who complete a bachelors degree on top of their high school diploma can positively impact their life achievement. The attainment of a bachelor's degree is linked to "long-term cognitive, social and economic benefits to individuals—benefits that are passes onto future generation, enhancing the quality of life of the families of college-educated persons, the communities in which they live and the larger society (Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008, p. 540). In 2013, according to the National Center for Education Statistics, 59% of students who entered a 4-year degree program in 2007 graduated with their bachelors degree by 2013 (6-year graduation rate). Graduation rates for public universities was slightly lower at 58% with respect to a 6-year graduation rate for a bachelors degree, compared to 65% at a private nonprofit institution (NCES, 2013).

The type of service, whether it was categorized as direct (working within the community with face-to-face interactions with community members) or indirect (working on project and tasks that have a specific need in the community without direct interaction) had significant impacts of student's self-assessment scores on five of the six domains. This could help universities and colleges understand the differences in service with respect to potential outcomes. While the 100 level Engineering courses that completed an in-direct service-learning project for the community and also achieved the highest overall scores with regards to the six domains, significant results were established between direct and indirect service, with direct service scores being higher, in all domains except for quality indicators/best practices.

Limitations and Future Direction

Lacking a comparison group limited the researchers to assess students who participated in non-service-learning experiences. It is important to highlight that this research comes from a public institution in an urban/metropolitan setting that may already have impacted students' views of service because of their backgrounds/internal motivation to attend this university. Self-reported information obtained through the end of end service-learning survey may be incomplete (ability to skip questions), and have a potential for self-report bias due to reflecting on their own personal growth. With self-report, closed-ended questions, students may answer what they feel should be correct instead of their actual thoughts due to social desirability to give the correct answer. Additionally, the instrument used in this study needs a more rigorous assessment of its psychometric properties due to its limited use thus far. Previous research on service-learning has found positive impacts helping to improve students' overall education and retention (Chambers, 2009; Cooper, Cripps & Reisman, 2013; Donahue, 1999; Mayes, Hatt, Wideman, 2013). Future research should seek to discover if this finding is similar at this urban university.

This study adds to the research on service-learning as a valuable tool for not only the university, but for the students involved. With less than 60% of students graduating in six years at public universities, and the 90% prediction of a B or better in their courses, future research should explore graduation rates of students who participated in service-learning programs and their ability to graduate within six years. Future research should also explore the how the type of service-learning is done (i.e., directly or indirectly) with respect to majors and best fit. With this, specific majors, such as physical sciences like engineering, may excel best with indirect service, as it best relates to the course objectives and students future work skills, while social sciences may benefit more from directly working within a community setting. Lastly, future research should further explore the impact of service-learning on faculty and university staff as it as it relates to continued service. Service-learning has the ability to impact the university, student, and community in very powerful ways, but little research was found on the individual/s who implement service-learning, especially since it tends to unrewarded within higher education.

Conclusion

Universities and colleges across the U.S. are continuing to incorporate service-learning as a cornerstone for meeting their goals of providing a liberal education and achieving citizenship skills, address complex community needs, establishing creative partnerships that are specifically addressed in their mission and vision statements (Meacham 2008; Bringle & Hatcher, 1996). Service-learning allows students to connect what they have learned in a traditional classroom setting and apply it real world problems and situations, allowing the community to be an active participant in the student's education and valuable resource that cannot be quantified on a course syllabus. While service-learning is not a new concept, supports and guidelines for those involved are still in their infancy compared to other pedagogy strategies, especially considering the time

and commitment the university, students, community and faculty/staff must commit allocate to the program/project/task that is being addressed. Institutions need to continue to research service-learning and its practical application to student retention, scholarship, and community benefits, as all can positively impact the university, students and recipients of the service.

References

Antonio, A., Astin, S., & Cross, C., (2000). Community service in higher education: A look at the faculty. *The Review of Higher Education, 23*(4), 373-398.

Astin, A. W., & Sax, L. J. (1998). How undergraduates are affected by service participation. *Journal of College Student Development, 39*(3), 251-263.

Boss, J. A. (1994). The effect of community service work on the moral development of college ethics students. *Journal of Moral Education, 23*(2), 483-198.

Boyer, E. L. (1997). The scholarship of engagement. *Journal of Public Service and Outreach, 1*(1), 11-20.

Bringle, R.G., Games, R., & Mallory, E. A. (1999). *Colleges and university as citizens.* Boston, MA: Allyn & Bacon.

Bringle, R., & Hatcher, J. (1995). A service learning curriculum for faculty. *The Michigan Journal of Community Service-Learning, 2*(1), 112–122.

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

Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service learning: Making meaning experience. *Educational Horizons, 77*(4), 179-185.

Bringle, R. & Kremer, K., (1994). An evaluation of intergenerational service-learning project for undergraduates. *Educational Gerontologist, 19*(4), 407-416

Burnett, J. A., Long, L. L., & Horne, H. L. (2005) Service learning for counselors: Integrating education, training, and the community. *Journal of Humanistic Counseling, Education, and Development* 44,158-167.

Butin, D. (2006). The limits of service-learning in higher education. *The Review of Higher Education, 29*(4), 473-498.

Butin, D., (2010). *Service-Learning in theory and practice: The future of community engagement in higher education.* New York, NY: Palgrave Macmillian.

Campus Compact, (2006). 2006 Service Statistics: Infrastructure. Retrieved February 15, 2016 http://compact.org/initiatives/membership-survey/2006/infrastructure/

Campus Compact (2013). Creating a Culture of Assessment: 2012 Campus Compact Annual Member Survey. Boston, MA: Campus Compact.

Campus Compact: Who We Are. (2013). Retrieved December 10, 2013, from http://www.compact .org/about/history-mission-vision/

Chambers, T. (2009). A continuum of approaches to service-learning within Canadian post-secondary education. *Canadian Journal of Higher Education, 39*(2), 77-100.

Cohen, J., & Kinsey, D., (1994). 'Doing good' and Scholarship: A service-learning study. Journalism Educator, 4, 4-14.

Colby, A., Beaumont, E., Ehrlich, T., & Stephens, J. (2003). *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility*. San Francisco, CA: Jossey-Bass.

Cooper, S. B., Cripps, J. H., & Reisman, J. I. (2013). Service-learning in deaf studies: Impact on the development of altruistic behaviors and social justice concern. *American Annals of the Deaf, 157*(5), 413-425.

Desmond, K. J., Stahl, S. A., & Graham, M. (2011). Combining service learning and diversity education. *Making Connections: Interdisciplinary Approaches To Cultural Diversity, 13*(1), 24-30.

Donahue, D. M. (1999). Service-learning for pre-service teachers: Ethical dilemmas for practice. *Teaching and Teacher Education*, 15,685-695.

Dore, J., (1990). A city and its universities: A mayor's perspective. *Metropolitan Universities,* 1,

    29-35.

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

    Jossey-Bass.

Furco, A. (2003). Service learning: A balanced approach to experiential education. *In*

    Introduction to service-learning toolkit, 11-14. Providence, RI: Campus Compact.

Gallini, S., & Moely, B. (2003). Service-learning and engagement, academic challenge, and

    retention. *Michigan Journal of Community Service-Learning, 10*(1), 5-14.

Giles, E., & Eyler, J., (1994). The impact of college community service laboratory on students'

    personal, social, and cognitive outcomes. *Journal of Adolescence, 1*(7), 327-339.

Goff, J., Bower, J., & Hill, E., (2014) Impacts of service learning on undergraduate teaching

    assistants in an after-school program: A qualitative approach to discovery. *Illuminare,*

    12(1), 28-45.

Hatcher, J., & Bringle, R. (1997). Reflection: Bridging the gap between service and learning.

    College Teaching, 45(4), 153-158.

Henrich, A., & Anderson, J. (2014). Service learning in a quantitative reasoning course. *Peer*

    Review, *16*(3), 24-27.

Howard, J. (1997). *Praxis 1: A faculty casebook on community service learning*. Ann Arbor, MI

    OCSL Press.

Jacoby, B. (1996). Service-learning in today's higher education. In B. Jacoby and Associates

    (Ed.). *Service-learning in higher education: concepts and practices* (pp. 3-25). San

    Francisco, CA: Jossey-Bass Publishers.

Kuh, G. (2008). *High-Impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: Association of American College and Universities.

Kuh, G., Cruce, T., Shoup, R., Kinzie, J., & Gonyea, R. (2008). Unmasking the effects of student engagement on first-year college grades and persistence. *The Journal of Higher Education,*79(5)540-563.

Markus, G., Howard, P., & King, D. (1993). Integrating community service and classroom instruction enhances learning: Results from an experiment. *Educational Evaluation and Policy Analysis,* 1(5), 410-419

Mayes, N., Hatt, B., & Wideman, R., (2013). Service learning as a practicum experience in a pre-service education program. *Canadian Journal of Higher Education,43*(1), 80-99.

McCarthy, A. M., & Tucker, M. L. (1999). Student attitudes toward service-learning: Implications for implementation. *Journal of Management Education, 23*(5), 554-573.

Meacham, J. (2008). What's the use of a mission statement? *Academe, 94*(1), 21-24.

Moely, B., Mercer, S., Ilustre, D., Miron, D., & McFarland, M. (2002). Psychometric properties and correlates of the civic engagement attitudes and skills questionnaire (CASQ): A measure of student's attitudes related to service learning. *Michigan Journal of Community Service Learning, 8*(2), 15-26.

Muse, W. (1990). A catalyst for economic development. *Metropolitan Universities,* 1, 79-88.

National Center for Education Statistics (2013). Fast facts: Graduation rates. Retrieved on February 15, 2016 from https://nces.ed.gov/fastfacts/display.asp?id=40

Nelson, J., Eckstein, D., & Houston, D. (2008). A service-learning model for at-risk adolescents. *Educaiton and Treatment of Children, 31*(2), 223-237.

Remarks by the President at Signing of the Edward M. Kennedy Serve America Act. (2009, April 9). Retrieved January 6, 2015, from http://www.whitehouse.gov/the_press_office/Remarks-by-the-President-at-Signing-of-the-Edward-M-Kennedy-Serve-America-Act/

RMC Research Corporation. K-12 Service-Learning Project Planning Toolkit. Scotts Valley, CA: National Service-Learning Clearinghouse, 2006/2009. www.servicelearning.org/filemanager/download/K-12_ServiceLearning_Project_Planning_Toolkit.pdf

Robinson, T., & Clemens, C., (2014). Service-learning and forensics: A systematic literature review. *The Forensic of Pi Kappa Delta 99* (3), 35-49.

Ruch, C., & Trani, E., (1991). Scope and limitations of community interactions. *Metropolitan Universities,* 1, 27-39.

CHAPTER III

ASSESSING THE CARE NOW SERVICE-LEARNING PROGRAM: WRITTEN REFLECTIONS OF UNDERGRADUATE RECREATION MAJORS

Target Journal: Schole

Abstract

This traditional qualitative study took a direct content analysis approach to study the final written reflection of recreation undergraduate students who facilitated the after-school component of a service-learning program called Character And Resilience Education Now. The purpose of this study was to identify impacts of the service-learning program on undergraduate students through the examination of structured written reflection. This study expands on a growing research of service-learning by exploring the experiences of students' working within a direct service experience for over 30 hours facilitating a character and resiliency after-school program. Positive findings help to further support the positive impacts of service-learning on undergraduate students.

Introduction

Nationwide, institutions of higher education have mission and vision statement that address goals of providing students with access to a liberal education, opportunities for students to contribute to their communities (Enfield & Collins, 2008; Meacham, 2008), and to provide citizenship education and moral development (Kezar, 2002). While service-learning is not a new phenomenon, it has become a more common approach for learning within higher education as it combines academic study with community service, which is suited to achieve personal, academic, university, and community goals (Campus Compact, 2002; Eyler, 2002). Service-learning aims to connect the theories and concepts learned in the classroom to real-world, hand-on, experiences/practices that address challenges/problems identified by their community (Bringle & Hatcher, 1996). Community service, volunteerism, and service-learning are all forms of experiential learning, but service-learning intentionally aims to benefit both the students and community recipients equally (Sigmon & Peletier, 1996; Simons & Clearly, 2006).

There are currently mixed reviews relating the impact service-learning has on students (Billing, 2000; Eyler & Giles, 2001; Eyler, 2002), which some have argued is due to the variability of service-learning projects in which students participate (Eyler & Giles, 1999; Eyler), as well as the amount and type of reflection (Molee, Henry, Sessa, & McKinney-Prupis, 2010; Eyler & Giles; Hatcher & Bringle, 1997; Kolb, 1984). Service-learning opportunities can range in intensity, with some requiring student to be extensively involved in the community with strategic assimilation into the academic course to the less comprehensive and briefer experience which can be unconnected to the classroom experience (Eyler, 2002). Similarly, reflection efforts, which is the intentional process of critically evaluating an experience vary across projects, even though the service-learning community widely accepts reflection as a vital part of the learning process (Molee et al., Bringle & Hatcher, 2002). Reflection, even when time is set

aside, is often superficial in nature where students only share their impressions and feelings and lack structured opportunities to link their experience to subject matter or to have their assumptions challenged (Eyler).

With service-learnings significant growth in higher education practices since the 1990's, there is only a moderate base of knowledge from which to advocate its implementation in higher education (Enfield & Collins, 2008; Eyles & Giles, 1999). "Few studies distinguish among the types of service-learning experience or measure the impact of amount and forms of reflective practice" (Eyler, 2002, p. 518). Mayes, Hatt, & Wideman (2013) stated that compared to other types of learning-related literature, service-learning experiences in higher education, including the role, benefits, structures, intentions, and impacts, is in its infancy.

The purpose of this research was expand the body of knowledge on service-learning as it relates to students who are participating in a comprehensive 13-week, 30 hours, resiliency and character based after-school service-learning project. This study explores the perceived impacts of service-learning on undergraduate recreation students through analyzing student's fourth and final written reflection during their service-learning experience. The following research focus was addressed: "How are undergraduate recreation students impacted through their service-learning experience in CARE Now after-school program?"

Literature Review

Experiential Learning Theory

Experiential Learning Theory (ELT) emphasizes the central role that experience plays in the learning process, which distinguishes it from other learning theories (Kolb, Boyatzis, & Mainemelis, 2002). Learning, defined through experiential learning theory is "the process whereby knowledge is created through the transformation of experience. Knowledge results from

the combination of grasping and transforming experience" (Kolb 1984, p. 41). Experiential

learning has ties to the work of many prominent 20th century scholars, notably John Dewey, Kurt

Lewin, Jean Piaget, Carl Jung, and many others (Kolb; Kolb & Kolb, 2005). The experiential

learning model shows that individuals grasp experiences through two related modes, Concrete

Experiences (experience) and Abstract Conceptualization (reflecting) and transform these

experiences through two related modes, Reflection observation (thinking) and Active

Experimentation (acting) (Kolb, & Kolb 2005) (see Figure 1). The Experiential Learning Cycle

allows for the learner to navigate experiencing, reflection, thinking, and acting, in a repetitive

and continuous process that responds to the learning situation and what is being learned (Kolb;

Kolb & Kolb). Experiential learning supports formal instruction efforts as it allows faculty to

better prepare their students for the work force (Rosebaum, 1992) and addresses a variety of

learning styles (Kerka, 1989).
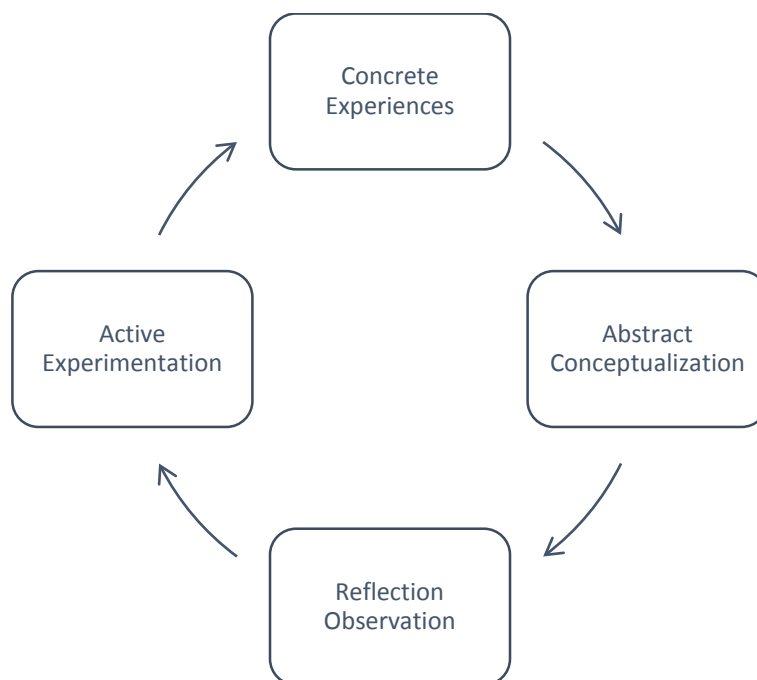
Figure 1. Experiential Learning Model by Kolb

Service-Learning

Service-learning, defined by Donahue (1999) is "The integration of academic learning with meeting the community's needs to the benefits of both students and community" (p. 685). Service-learning, defined by Jacoby (1996) is "a form of experiential education in which students engage in activities that address human and community needs tougher with structured opportunities intentionally designed to promote student learning and development" (p. 5). Service-learning can also be defined as "a structured learning experience that facilitates the acquisition of awareness, knowledge, and skills while promoting a commitment to personal, social, civic, and professional responsibility" (Burnett, Long, & Horn, 2005, p. 158). For the purposes of this article, Bringle and Hatchers (1995) definition of service-learning is used

A course-based, credit-bearing educational experience in which students: (a) participate in an organized service activity that meets identified community needs; and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (p. 112).

While other forms of community service can have educational value, service-learning deliberately integrates the community service activities with the educational objectives (Bringle & Hatcher, 1999, Eyler & Giles, 1999; Furco 2003). Students in these courses apply what they have learned in the classroom to community issues while also being able to connect the service experience to the course content, creating a reciprocal learning environment through goals and objectives, activities, assignments, and reflections and discussions (Ramaley, 2000; Vogelgesang & Astin, 2000; Simons & Clearly, 2006).

Service-learning activities should be carefully selected and coordinated with the educational objectives of the course, meaning not every community service activity is

appropriate for a service-learning course (Bringle & Hatcher, 1999). Service-learning has been

explored by institutions as an instructional strategy to improve learning outcomes that foster

deep understanding (Astin, Vogelgasong, Ikeda, & Yee, 2000; Mayes, Hatt, Wideman, 2013).

Through service-learning, class content can be supported and strengthened when students are

given opportunities for direct exposure to problems, issues, and strengths of the community

(Burnett, Long, & Horn, 2005). Through service-learning, students interact with other cultures

and engage in active citizenship in their surrounding community (Goff et al, 2014). When

students are engaged in service-learning projects or programs, this can increase the student's

awareness of diversity, which may ultimately lead the individual to become a better and more

effective citizen in a democratic society (Colby, Bercaw, Clark, & Galiadi, 2009).

Service-learning allows students to apply theories learned in class, utilize the community

to be a partner in their education, and reflect on their experience in a classroom setting (Finely &

McNair, 2013; Goff et al., 2014). Service-learning is different from other forms of community

service because it contains key concepts of reflection and reciprocity (Battristoni, 1997; Claus &

Ogden,. 1999; Cooper, Cripps & Reisman, 2013; Jacoby, 1996; Kalles & Ryan, 2015, Ogden &

Claus, 1997).

Reflection

Reflection is essential in the learning process as it can help to link the concrete

experience to the abstract (Hatcher & Bringle, 1997). Reflection is an active process that

facilitates a deeper understanding as the student synthesizes knowledge through the deliberate

consideration of an experience as it connects to the course content (Bringle & Hatcher, 2002;

Kalles & Ryan, 2015; Ryan, 2013). "When students contemplate their service activities, there is

potential to reformulate assumptions, create new frameworks, and build perceptions that

influence future action" (Hatcher & Bringle, 1997, p. 153). Mertler (2009) views reflection as "critically exploring what you are doing, why you decided to do it and what its effects have been" (p. 247).

In traditional classroom settings, students have the predictability of their textbooks while service-learning courses can have perplexing and unpredictable experiences. Classes should be designed so students can reflect on their experience through the lens of the course curriculum (Hatcher & Bringle, 1997). Hatcher and Bringle define reflection as "the intentional consideration of an experience in light of particular learning objectives" (p. 153). Various activities can be used to give students a conceptual framework for learning from their service experience (Hatcher & Bringle). "Reflection is the hyphen in service-learning; it is the process that helps students connect what they observe and experience in the community with their academic study" (Eyler, 2002, p. 517). Effective reflection activities should connect the students experience to the course learning objects, occur throughout the course at regular intervals, be guided by the instructor, allow for feedback and further discussion, and encourage students to challenge themselves with respect to values clarification (Eyler). Students in service-learning courses should be actively engaged in a meaningful experience in their community that has connection to their classroom, navigate and make sense of their experiences and observation, ask questions, connect what there are learning in the community to the content in the classroom, form ideas and theories to address their experience and have the ability to apply their ideas (Eyler).

Reciprocity

Reciprocity is the exchange of services with others that is mutually beneficial to all involved (Merriam-Webster, 2016). Well-executed service-learning activities are a coordinated

partnership between the university and community, with the professor intentionally tailoring the experience to the educational outcomes and the community representatives ensuring the service aligns with their goals (Bringle & Hatcher, 1999; Zlotkowski, 1999). Service-learning is seen to be high-quality when reciprocity between the classroom and community is seen, with each giving and receiving (Bringle and Hatcher, 1999). Service-learning is a learning process for the service providers (e.g. the students) and the person or group that is being served (e.g. community members). Students, community partners, and community members learn from one another and develop relationships in which everyone is expected to learn as a result of the service-learning experience involved (Battistoni, 1997, Cooper, Cripps & Reisman, 2013; Jacoby, 1996; Karasik, 1993; Kendall, 1990). This study examined the impact of the service-learning experience on those who facilitate the community program to determine the reciprocity of the services.

Methods

The Service-Learning Course and Program

Students in the Park, Recreation, and Tourism Studies (PRTS) program at an urban university is southeastern Virginia were enrolled in a junior level course called "Facilitating the Recreation Experience" during the spring 2015 semester. Typical courses in the major are three credits, however, due to the 30 to 35-hour service-learning component, a one credit lab was added to the course. The service-learning aspect of the course relates to the PRTS programs mission that states that it should create "…a learning environment of quality instruction, applied research, and community service that stimulates the pursuit of knowledge and truth through opportunity and scholarship (PRTS mission Statement, 2016)). The CARE Now service-learning experience also supports the programs mission to achieve accreditation through The Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). The CARE

Now program aims to provide PRTS majors opportunities to use the theories and concepts taught in the classroom related to recreation and youth development and apply them in a real-world setting (Goff, Hill, & Bower 2014). Two classes in the PRTS core curriculum lay the foundation for CARE Now through its service-learning component. The CARE Now after-school component relies solely on undergraduate PRTS majors to facilitate the program (Hill, et al., 2015; Goff et al., 2014).

CARE Now was and currently is a service-learning initiative at the university and was implemented by two programs in the College of Education in 2008. During the in-school portion of the program, Human Services program interns provided in-school support in math classes three days a week, guidance lessons relating to resiliency and character once a week, and assisted with the after-school program. After-school programming was held Monday through Friday and led by undergraduate level Park, Recreation and Tourism Studies students. After-school programming was open to 6th 7th and 8th grade students, with 6th grade programming taking place on Tuesday's and Thursdays, 7th and 8th grade programming taking place on Monday and Wednesday, and all grade levels on Friday for a STEM-based club day. Throughout the week, prescribed weekly resiliency and character traits were reinforced, both in-and after-school, when working with students for continuity of programming with the goal of socio-emotional success. The after-school program required PRTS students to facilitate intentionally programmed activities that promoted the traits of the week, apply positive youth development techniques learned in class, required students to listen to one another, participate in a democratic group, use appropriate discipline and required students to handle conflict mediation.

The middle school selected for this project is typical of many urban school that are in high need. The city that CARE Now takes place in has high poverty rate (19.4%) with some part

as high as 44% (U.S. Census). In Virginia, 7.63% of all crime that is committed in the state is facilitated by this city's juvenile's population. This middle school had a high percentage of students that qualify for government assistance (e.g. government subsidized housing, receiving free and reduced meals), significant number of recorded disciplinary infractions (806 reported in most recent data [2012-13]), high truancy rates (8.3%), and failure to meet accreditation benchmarks on the school's Virginia Standards of Learning (SOL) scores in math, which resulted in accreditation warnings (Hill et al., 2015; VDOE, 2014). During the 2012-2013 school year, 371 disciplinary infractions were reported with 72 being law violations, which is almost double that of the other middle schools in the district. Finally, there were 3,214 (5.7%) sixth grade absences, more than any other middle school in the district (VDOE, 2012).

Participants

During the spring 2015 semester, 55 students were enrolled in the course at a university located in southeastern Virginia. The students were recruited using purposive sampling based on their role as a student in the course and advocate (i.e., student leader who promotes positive youth development and facilitates the programming) in the CARE Now service-learning after-school program. Students were required to submit their reflections to earn course credit (reflections part of course grade), but participation in the study was completely voluntary. Of the 55 students in the class, 42 students consented to have their final reflections used, leading to a 76.3% responses rate. Ages ranged from 20-46 years old, with the average age by 23 (see Table 1). Females represent 79% of the population. The race/ethnicity of the students was 64% Caucasian, 29% Black/African-American, 5% Hispanic/Latino (a), and 2% multiracial. English was the primary language for 98% of the sample with 2% stating German and Afrikaans as the primary language.

Table 1

Demographic Characteristics of CARE Now Advocates

Variable	*n*	%
Age	*n*	%
20	5	12
21	12	29
22	12	29
23	5	12
24	2	5
25+	6	14
Range	20-46	
Gender		%
Male	9	21
Female	33	79
Race/Ethnicity		
Black/African-American	12	29
Hispanic/Latino(a)	2	5
Multiracial	1	2
White (non-Hispanic)	27	64
Class Standing		
Junior	18	43
Senior	24	57
Advocates Group		
6th grade students	17	40
7th and 8th grade students	25	60

Research Design

For the purposes of this study, the researchers used a traditional qualitative approach with directed content analysis to study the final written reflection the undergraduate students completed. Krippendorff (2012) defined content analysis as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (p.24). Directed content analysis was so that the researchers can either validate or extend the conceptual framework of service-learning (Hsieh & Shannon, 2005). Using the existing research on service-learning, the researchers began by identify initial coding categories by

identifying key concepts or variables. Next, using the theory as guide, operational definitions were made for each category. The goal of the research was to identify all instances of this particular phenomenon, also all reflections were read and all test were highlighted on first impressions, appeared to represent the guiding theory of service-learning. After that, all highlighted passages would be analyzed using the predetermined codes. Any text that was highlighted and not categorized with the initial coding scheme will be given a new code (Hsieh & Shannon, 2005). Directed content analysis was chosen as it can offer supporting and non-supporting evidence for the theory used.

Procedures

Participants were asked to participate in the study on a voluntary basis. It was made clear that participation in the written reflection would not impact them during or after their service experience. No remuneration or other incentives were given for participation. Individual written reflections were required assignments in the course and were available online for students to complete. The final reflection was part of a variety of reflection techniques used in the course and was the fourth written reflections that was required throughout the semester (one reflection prior to service, two reflections during service, and one after the service was completed). In-class guided discussions, on-site daily reflections after the service, and a final presentation to the course which encompassed student's experiences, items learned, suggestions for the future, and application to course material, along with the written reflection were completed prior to the collection of the last reflection. Reflection questionnaires included several questions surrounding personal experiences and feelings relating to the research topic. Reflections were completed after a brief researcher designed demographic questionnaire. The demographic questionnaire assisted the researchers in gathering information such as age, gender,

race/ethnicity, academic year in college, and section of community students with which they worked. Sample questions for the final reflection included: "What has resulted from your service through CARE Now (focus on the impact your role has had on you—personally and/or professionally)?", "In what ways, if any, do you feel that you relate to the children you serve?", and "What were some of the most challenging experiences, if any, you faced? How did you overcome those challenges?".

Strategies for Promoting Validity and Reliability

To ensure confidentiality, participants have been given pseudonyms. Investigator triangulation was used, known as triangulating analysts, where two or more people independently analyzed the data and compared the findings (Patton, 2002). An audit trail was used to help ensure consistent and dependable data. Peer review/examination that involved discussions with colleagues and field experts regarding the process of the study, emerging of the findings regarding data, and the tentative interpretations (Merriam, 2009). Lastly, thick, rich descriptions were used to so that readers can determine the extent to which the situations match the research context, allowing the reader to determine transferability of findings (Merriam, 2009; Hayes & Singh, 2012).

<div align="center">

Results

</div>

Categories

There were several categories that were salient across the undergraduate recreation student's final reflection. Twelve main categories were especially important to understanding the impact of the service-learning experience—influences to join major, PRTS student seek career specific characteristics, PRTS major meeting student's needs, service creates a learning lab for personal development, service create a learning lab for professional development, challenges faced

through service, applying knowledge to real world problem, youth served face many challenges, advocates connected to youth served, service creates memorable moments, advocacy/transformational experiences, and overall impressions. Detailed examples for each theme are provided below (Table 2).

Table 2

Categories, subcategories & occurrences in PRTS final service reflection

Categories	Subcategories	Occurrences
1. Influences to Join Major		71
1.1	Current Lifestyle	16
1.2	People	24
1.3	Lack of Connection to Previous Major	14
1.4	Previous Experiences in the Field	17
2.1	Active Career	7
2.2	Work with people	18
2.3	Help Others/Make a Difference	27
3. PRTS Major Meets Students Needs		38
3.1	Personal Connection	5
3.2	Professional Connection	17
3.3	Overall Connection to Major	16
4. Service Creates a Learning Lab for Personal Development		173
4.1	Compassion/Empathy	20
4.2	Confidence	15
4.3	Cultural Competence	25
4.4	Leadership/Professionalism/Mentoring	42
4.5	Patience	23
4.6	Personal Growth	17
4.7	Character & Resiliency	15
4.8	Verbal Communication	16
5. Service Creates a Learning Lab for Professional Development		117
5.1	Real world situations/Challenges	24
5.2	Facilitation skills and Techniques	27
5.3	Experience with Youth/Youth Development	21
5.4	Narrowing of Career Path	19
5.5	Application/Transferability of Skills	26

Table 2 Continued

6. Students Face Challenges Through Service			98
	6.1	Conflict	10
	6.2	Engaging and Keeping Youth Engaged	18
	6.3	Facilitating Activities	8
	6.4	Low Student Attendance	4
	6.5	Behaviors in Group	20
	6.6	Personal Growth	5
	6.7	Leadership of Community Staff Partners	1
	6.8	Specific Child Behaviors	17
	6.9	Advocate Child Relationships	8
7. Apply Knowledge Learned to Real World Problems			91
	7.1	Applying Behavior Techniques Learned	23
	7.2	Applying Facilitation Techniques Learned	28
	7.3	Importance of Building Relationships	26
	7.4	Prepare Self for Personal Growth	14
8. Youth Served Face Many Challenges			162
	8.1	Abuse & Neglect	4
	8.2	Bullying	14
	8.3	Community	20
	8.4	Growing up too fast	14
	8.5	Poor home life	48
	8.6	Poverty	10
	8.7	Media/Social Media	24
	8.8	Peers	19
	8.9	School	9
9. Advocates Connected to Youth Served			84
	9.1	Similar struggle/challenges growing up	28
	9.2	Remembering Self at that Age	21
	9.3	Current Trends and Pop Culture	9
	9.4	Personality	6
	9.5	Similar personal characteristics	11
	9.6	Race/ethnicity	1
	9.7	Challenges Making Connections	8
10. Service Creates Memorable Moments			106
	10.1	Being an Effective Leader	10
	10.2	Unique Programming Day	10
	10.3	Kids and Advocates having Fun	18
	10.4	Support from TA's/Director/Professor	4
	10.5	Breakthrough Moments with Child	19

Table 2 Continued

10.6	Relationships Made	27
10.7	Felt Appreciated/Cared for by Youth	18
10.8	Negatively Impacted by Moment	1
11. Advocacy/Transformation Experiences		89
11.1	Youth Need Positive Supports	14
11.2	Social Injustice/Privilege	6
11.3	One Person Can Make a Difference	4
11.4	Involvement in Community	2
11.5	CARE Now has a Positive Impact on Youth	12
11.6	CARE Now Should Expand/Continue	6
11.7	Kids Need Access to Better Food	1
11.8	Kids are Already Resilient	4
11.9	Challenging Students Need Support the Most	1
11.1	Culture shock	1
11.1	Society Values Material Items	2
11.1	Eye Opening/Humbling Experience	3
11.1	Youth Face New World/New Challenges	10
11.1	More Service	3
11.2	Improvements for Course	20
12. Advocates Overall Impression of the CARE Now Experience		52
12.1	Positive Experience for Advocates	16
12.2	Valuable to Advocates	34
12.3	Previous Experience was Better	1
12.4	Traditional Classroom More Valuable	1

Influences to join major. Each student expressed unique influences for their decisions to become recreation major. Four sub-categories developed through the analysis: current lifestyle, people in their life, lack of connection to previous major, previous experience in the field. In support of current lifestyle, Tammy, a 21-year-old Caucasian female states "I have always loved the outdoors and recreation…but never knew you could make a career out of it." Lack of connection to previous major was a strong influence for their decision to become a PRTS Major. Sandy, a 23-year-old African-American female stated "When I first come to ODU I was a

nursing major, but while taking my courses I really felt that I wasn't getting anywhere I was just taking a bunch of classes…" Each student expressed an influence that drove them to select recreation as their major in college, from their current lifestyle to precious experience in the field.

PRTS student seek career specific characteristics. Students in the major expressed specific characteristics that they felt were important in their current or future career. Three sub-categories that students noted were seeking an active career, the ability to work with people, and to help others/make a difference. Gloria, a 23-year-old Latina female describes her ambitions of having an active career "Honestly, I didn't know what I wanted to major in when I decided to come to [the university]. I knew I wanted to have an active career and not stay behind a desk all day." Helping others was another common characteristic that students felt PRTS could provide. Amy, a 21-year-old Caucasian female states "Definitely my desire to help others and to give back to the world. My desire is to work primarily with Veterans [through therapeutic recreation], so I can then be helping those who have helped us." Christie, a 26-year-old Caucasian female states "I switched into the Tourism Management concentration because I enjoying making a difference in peoples' lives and I want to create a positive impact on the people I come into contact with on a daily basis." Students felt PRTS major was the best match to meet their requests they view recreation as a vehicle to have an active career, to work with people, and to help make a difference in someone's life.

PRTS major meeting student's needs. Students described three sub-categories of personal, professional, or overall needs that the major meets. Craig, a 21-year-old Caucasian male describes how he feel PRTS meets his professional aspirations "The recreation management major seemed to be a good fit for a direction I would like to take with my future. I can be

involved in an area I enjoy and work with people that have the same interests and want to participate too." With respect to personal fit, Chris, a 30-year-old African-American male states "I have been a disabled veteran for about nine years. When I found out that [therapeutic recreation] was a major emphasis, I jumped at the chance to possibly work with other veterans." Students articulated important aspects that the recreation meets in their respected career path as it relates to their personal and professional connection, and their overall connection to the major itself.

Service creates a learning lab for personal development. Students described numerous accounts of how they felt the service project impacted their professional development. Personal development had eight sub-categories of compassion/empathy, confidence, cultural competence, leadership/professionalism/mentoring, patience, personal growth, character and resiliency, and verbal communication. Eddie, a 23-year-old African-American male describes how he learned compassion/empathy for other "Personally, it has shown me that everyone comes from a different upbringing, with that being said, we don't hold the same values, morals, ethics…. It's ok if someone doesn't know…. Everything can be a learning experience." Personal development of becoming a better leader was prevalent through many reflections. Betty, a 22-year-old African-American female states "This being my first semester in CARE Now, I feel as though I have gained a lot more leadership skills." Lindsey, a 21-year-old African-American female describes how her experience positively impacted her verbal communication skills "I have always been more shy when it comes to public speaking, but CARE Now has built up my courage to speak in front of groups of people." Through their service, students stated various skills that they were able to develop or gain due to their participation in the CARE Now

program. Students gained leadership skills, compassion, confidence, and other soft skills that can help them become more successful in their future careers and life.

 Service creates a learning lab for professional development. Students described many skills they felt they learn in CARE Now that benefited their professional development. Exposure to real world/challenges, facilitation skill and techniques, experience working with youth/youth development, narrowing of career path, and application/transferability of skills learned. Christie, a 22-year-old Caucasian female describes how it provided exposure to real world situations "I understand why this is a required course … it helps you understand how to facilitate for different demographic groups… how to deal with different personalities and different situations that you may not have been exposed to before." Becca, a 20-year-old Caucasian females explains the importance of gaining experience working with youth.

> It is essential as a TR major, who wants to work with children, to know how to be in a leadership role and role model when it comes to working with children. It is not easy to just walk in to a job when dealing with children having no prior experience to working with children. It is a trying job and is not always fun and games! It is important in your future career to have this experience with them.

Jess, a 25-year-old Caucasian female explains how she feels her experience will be applicable to her future career.

> While I am not going into TR, I still feel that CARE Now was relevant to my major. In the hospitality industry, I run into people of all walks of life, and being a part of CARE Now has helped me to gain a better understanding of why people may be different than myself or act a certain way. This program has taught me to be more patient and understanding with the

public, and how to direct their attention to things or just make them feel better about their

"bad" day.

The importance of professional development for students is crucial. Students were able to gain

hands on technical skills that will allow them to build on their past experiences in their new

future careers.

Challenges faced through service. While every student felt the program benefited them in

one way or another, students also described various challenges that they faced that they felt were

specific to the service experience. Conflict, engaging and keeping youth engaged, facilitating

activities, low youth attendance at the program, behaviors in their group, personal growth

challenges, leadership of community staff partners, specific child behaviors, and advocate child

relationship were all sub-categories that arose. Gaining respect from the youth was a challenge

many students faced. Meghan, a 21-year-old Latina female describes her challenge with respect

during her service "the most challenging experience of CARE Now was getting respect from the

kids. When you first participate in the program, the kids look to you as a friends instead of a

leader." Conflict also created unique challenges for advocates. Tiffany states "Having to group

up [with other groups] this last semester [due to low attendance] made me realize how many

students in our class sit back and let others lead." Mark, a 34-year-old African-American male

explains how facilitating activities sometimes was also a challenges "…[a] challenge was not

knowing how to do games that we didn't practice in the lab." Students were able to face unique

challenges in a safe, faculty guided, after-school program. Students in the class were able to

understand the unique challenges and unpredictability of working with youth, programming

needs, and importance of managing behaviors.

Applying knowledge to real world problem. Service-learning allowed students to take the lessons they learned in the classroom and at their service program and apply them to current or continuing challenges. Students noted they applied behavior techniques, facilitation techniques, found the importance of building relationships with the youth, and the need to mentally prepare themselves for growth. With respect to behaviors, students found using the strike system helpful as described by Angel, a 22-year-old Caucasian female "The strike system really helped with our groups' behavior. They were scared of getting that call home." A helpful facilitation technique to get a child engaged in the group who sometimes displays challenges behaviors was mentioned by Mark, a 34-year-old African-American male "I put him in charge of helping me setup and pack up the equipment for the activities. This made him feel more part of the team as opposed to just a bystander being bored." Students were able to apply concepts learned in there course, formulate ideas on how to address challenges and issues they are facing in the programming, and apply them in a real world setting that will produce positive or negative outcomes.

Youth served face many challenges. Advocates in the program identified many challenges they feel their youth faces on a regular basis. Abuse and neglect, bullying, community, having to grow up too fast, poor home life, poverty, media/social media, peer groups, and school all were noted as potential challenging situations their community youth face. Jess, a 25-year-old Caucasian female describes challenges she feels a student in her group faces "From what I could gather, it seems as if he doesn't live in the safest of places, and when I asked about his family, he never had much to say... I think his parents work a lot and may not be there for him as much as he needs." John, a 32-year-old Caucasian male describes how kids having to be so adult creates challenges for them "I believe the kids feel that they need to take things into their own hands, which in return leads to more crimes and higher dropout rates." Casey, a 22-year-old Caucasian

female describes what she feels her children in her group face "These students unfortunately have to grow up in R rated homes sometimes and R rated neighborhoods where they don't even have the luxury to play outside." Students felt their youth faced a variety of challenges. Only one student stated they felt their kids did not face any challenging behavior at home, school, or in their community. Students in the program mentioned a variety of aspects that today's urban youth face, many of which take place at home or in their community.

Advocates connected to youth served. Advocates mentioned ways in which they connected, or tried to connect/understand the youth they were working with. Many references of reflective thought, such as remembering how it was when they were their age or having gone through the same contextual challenges when they were growing up. For example, Gabby a 23-year-old Latina female stated she connected to her youth by relating back to her similar challenging experience. Gabby state "… I can relate to the children because I can remember being in middle school and not having parents at home when I got home from school. My mother was a single mother and worked two jobs. … I often found myself feeling alone and lost sometimes." Advocates also related through current or more prominent manners, such as pop culture, race, personality, and other similar characteristics. Deb, a 22-year-old African-American Female related to her youth by also being a student. Deb states "I feel like I relate to the student by being a student as well. I understand the stress that comes with school. All the different projects, homework and tests can be overwhelming at times." Almost 30% of the advocates identified as Black/African-American and close to 75% of the youth served are Black/African -American, race/ethnicity was only mentioned once as a way of relating/connecting to the youth

Service creates memorable moments. Students were asked to share a memorable moment with the program that was either positive or negative. Many students gave multiple statements of

positive memorable moments. Memorable moments included being an effective leader, unique

programming days, kids and advocates having fun, support from leadership, having a

breakthrough moment with a child, relationships made through the program, and feeling

appreciated and cared for by the youth. Amanda, a 20-year-old African-American female

expressed that her most memorable moment as building a relationship with a student and was

"when Ladonna told me I was like a big sister to her." Having a breakthrough moment with a

child was also a common memorable moment. Tiffany, a 22-year-old Caucasian female shared a

situation between her and a more challenging young man in her group

> The second to last day he confided in me why he was always joking… he does not get along
>
> with his father … I started to understand why he was such a jokester. I wondered why he
>
> came back so much when it seemed he did not enjoy it; it was that he really needed it.

All advocate feedback was positive with the exception of one negative, memorable moment.

Students found memorable moments during the program as it related to their professional

development, personal connection to a child/children, and when they felt supported and valued

by their supervisors.

Advocacy/transformational experiences. Students in the program mentioned feelings

relating to future advocacy along with statements relating to powerful/transformational

experiences. Twelve sub-categories were identified (Table 2). Lauren, a 21-year-old Caucasian

female describes the inequity that kids face "…how can one compare children from a school who

need to borrow pencils from their peers each day, to children who attend a school whose students

use iPads on a daily basis?" Elizabeth a 21-year-old Caucasian female shares a transformational

experience regarding privilege

One of our girls was telling a story about giving a kitten milk. She said the kitten pawed at [the bowl] and dumped the bowl of milk all over the ground. The student then added 'the kitten must not know how much milk costs these days.'" This was memorable for me because it served as a wake call for me that these kids really do struggle at home. It also reminded me to be thankful that I do not struggle with the price of necessities.

Students also shared information relating on how to make the course more effective for future students. Students were able to challenge stereotypes, undertake steps relating to their values clarification, and were able to see how one person can make a difference in a child's life.

Overall impressions. Overall impressions of the program were very positive. Two students did mention either their previous experience within the program was more beneficial than this semester or they felt traditional classroom lectures that focused more on their emphasis engaged them more. Multiple responses related to students have a positive experience in the program as well as seeing the service experience valuable to themselves. Ella, a 21-year-old Caucasian female felt the program was beneficial for everyone involved by stating "I think that CARE Now is an extremely important program. In the year I spent at the school I have grown so much and have learned so much. The program has a large effect on everyone involved." Kelly, a 46-year-old Caucasian female states "I can see every day I was at CARE Now how much this program is very important and wish other schools could benefit from a program like this." Students tended to have very positive engagements within the program and saw the value of the service experience.

Discussion

Positive experiences in the program can be related to the influences and motivations to why these students enrolled in the major. Many students expressed interest in active careers that

allowed them to help others. CARE Now service-learning experience was a unique platform that allowed to students to meet those stated characteristics. Students also stated wanting to continue their service in the program and more service-learning options with other populations. This finding supports previous research that found students who participate in service-learning courses are more likely to continue taking an active role in helping to address societal problems (Gray, Ondaatje, & Zakaras, 1999). One student did state gaining more from a traditional classroom setting, Traditional settings do have the advantage of providing predictability which could be attractive to some students while service-learning can sometime create confusing and unpredictable situations (Hatcher & Bringle, 1997). Most students seemed to thrive under new and unique pressures that the service-learning created and allowed them to test skills learned in a safe and supportive environment. One student even praised the teaching assistants and teachers for all the hard work, support, and behind the scenes effort. Student may also have had high positive feelings due to the amount of required service time. Students in this one year sequenced course will commit over 60 hours of service in the program. Students in this course should have been in their first semester of the program; however, some students do take these courses out of sequence.

Limitation and Future Direction

The researchers noted several limitations throughout the study. The first was the use of final written reflections instead of interviews or focus groups. While the data allowed for thick, rich descriptions, member checking, additional prompting, and follow-up questioning of participants were available. Sample size is another limitation to this study and complete saturation of data may not have been met with 42 reflections. This research only explores the undergraduate recreation students in the CARE Now program at a specific university during one semester of

yearlong service-project initiative. A mixed-methods approach was not used to allow for pre and posttest score comparisons or quantitative support of findings. Lastly, a complete capture of the impacts may not be possible with only exploring the last written reflection of the course and not the other reflection techniques and occurrences.

The current study made it apparent to the researchers that further research is required in the following areas: 1) measuring the impacts of service-learning on students participating in service-learning opportunities over multiple semesters; 2) measuring the impact between direct intensive service-learning and direct less-intensive experiences and how they impact students. This study stated the impact service-learning experience had on park, recreation and tourism undergraduate students. It is important to continue to explore impacts relating to service-learning as this method of teaching and learning is being implemented by colleges and universities across the country.

Conclusion

Reflective activities, similar to the final reflection PRTS students in the CARE Now program completed help students link the experience to what they are learning in their classroom and allow for clarification of values (Hatcher & Bringle, 1997). Community service does not produce the same learning outcomes as service-learning due to the fact that community service does not include course instruction and critical reflection (Bringle & Hatcher, 1999). Through guided reflections, students may appreciate their experience more and find them more rewarding, which can ultimately lead to more civically engaged students (Hatcher & Bringle, 1997). Burnett, Long, and Horn (2005), state that service-learning instruction is aimed to increase the understanding of concepts studied in a classroom environment by providing students with opportunities for direct exposure to problems, issues, and strengths of communities. With the

continued increase of service-learning in higher education, continued research on reflective

practices is needed. Experiential learning supports formal instruction efforts as it allows faculty

to better prepare their students for the work force (Rosebaum, 1992) and addresses a variety of

learning styles (Kerka, 1989).

References

Astin, A. W., Vogelgasang, L., Ikeda, E., & Yee, J. (2000). *How service learning affects students* (Executive summary). Los Angeles, CA: University of California, Higher Education Research Institute.

Battistoni, R. M. (1997). Service learning and democratic citizenship. *Theory Into Practice, 36*(3), 150-156.

Billig, S. H. (2000). Research on K-12 school-based service-learning: The evidence builds. Phi Delta Kappan, 81(9), 658-664. Retrieved from http://www.denverzoo.org/downloads/ CLP_Billig_article.pdf Billig

Bringle, R., & Hatcher, J. (1995). A service learning curriculum for faculty. *The Michigan Journal of Community Service-Learning, 2*(1), 112–122.

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

Bringle, R., & Hatcher, J. (1999). Reflection in service learning: making meaning of experience. *Educational Horizons, 77*(4), 179-185.

Bringle, R., & Hatcher, J. (2002). Campus-community partnerships: The terms of engagement. *Journal of Social Issues, 58*(3), 503-516.

Burnett, J.A., Long, L.L., & Horne, H.L. (2005). Service learning for counselors: Integrating education, training, and the community. *Journal of Humanistic Counseling, Education, and Development* 44,158-167.

Campus Compact. (2002). *The new student politics: The Wingspread statement on student civic engagement*. Providence, RI: Chambers, T.

Claus, J., & Ogden, C. (1999). An empowering, transformative approach to service. In J. Claus & C. Ogden (Eds.), Service learning for youth empowerment and social change (pp. 69-94). New York, NY Peter Lang.

Colby, S., Bercaw, L., Clark, A. M., and Galiardi, S. (2009). From community service to service-learning leadership: a program perspective. *New Horizons in Education, 65*(3), 20-31.

Cooper, S. B., Cripps, J. H., & Reisman, J. I. (2013). Service-learning in deaf studies: Impact on the development of alltrusitic behaviors and social justice concern. *American Annals Of The Deaf, 157*(5), 413-425.

Council on accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT). (2013). *Learning outcomes standards and assessment.* Retrieved from http://www.nrpa.org/uploadedFiles/nrpa.org/Professional_Development/Accreditation/COAPRT/2013%20COAPRT%20Standards_04-30-13.pdf

Donahue, D. M. (1999). Service-learning for pre-service teachers: Ethical dilemmas for practice. *Teaching and Teacher Education*, 15,685-695.

Eyler, J., & Giles, D. (2001). *At a glance: What we know about the effects of service-learning on college students, faculty, institutions, and communities, 1993-2000 (3rd Ed.)*. Washington, D.C.: Corporation for National and Community Service.

Eyler, J. (2002). Reflection: Linking service and learning - linking students and communities. *Journal of Social Issues, 583,* 517-534.

Enfield, A., & Collins, D., (2008). The relationships between service-learning, social justice, multicultural competence, and civic engagement. *Journal of College Student Development, 49*(2), 95-109.

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

Finley, A. & McNair, T. (2013). *Assessing underserved students' engagement in high-impact practices*. Washington, DC: Association of American Colleges and Universities.

Furco, A. (2003). Service learning: A balanced approach to experiential education. *In Introduction to service-learning toolkit*, 11-14. Providence, RI: Campus Compact.

Goff, J., Bower, J., & Hill, E., (2014) Impacts of service learning on undergraduate teaching assistants in an after-school program: A qualitative approach to discovery. *Illuminare, 12*(1), 28-45.

Gray, M., Ondaatje, E., & Zakaras (1999). *Combining service and learning in higher education: Learn and Serve America, higher* education. Summary report. The RAND Corporation, Santa Monica, CA. (ERIC: ISBN-0-8330-2757-3, Accession Number ED443380).

Hatcher, J., & Bringle, R. (1997). Reflection: Bridging the gap between service and learning. *College Teaching, 45*(4), 153-158.

Hays, D.G. & Singh, A.A. (2012). *Qualitative inquiry in clinical and educational settings*. New York, NY: Guilford Press.

Hill. E., Milliken, T., Goff, J., Clark, D., & Gagnon, R., (2015). A university, municipal recreation department, and public school collaborative model: Development and implementation of CARE Now. *Journal of Park and Recreation Administration, 33*(3), 62-75.

Hsieh, H., & Shannon, S. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research, 15*(9), 1277-1288.

Jacoby, B. (1996). Service-learning in today's higher education. In B. Jacoby & Associates

    (Eds.), *Service-learning in higher education: Concepts and practice*s (pp. 3-25). San

    Francisco, CA: Jossey-Bass.

Kalles, S., & Ryan, T. (2015). Service-learning: Promise and possibility in post-secondary

    education. *International Journal of Progressive Education, 11*(1), 132-148.

Kendall, J., C. (1990). Combining service and learning: An introduction. In J. C. Kendall (Ed.),

    Combining service and learning: A resource book for community and public service,

    Vols. 1-2 (pp. 1-36). Raleigh, NC National Society for Internships and Experiential

    Learning.

Kezar, A., (2002). Assessing community service learning: Are we identifying the right

    outcomes? *About Campus, 7*(2), 14-20.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development.

    Englewood Cliffs, NJ: Prentice-Hall.

Kolb, D., Boyatzis, R., & Mainemelis, C. (2002). Experiential learning theory: Previous research

    and new directions. In Sternberg R. J., and Zhang L. F., (Eds.). *Perspectives on cognitive,*

    learning, and thinking styles. Mahwah, NJ: Lawrence Erlbaum.

Kolb, A. Y., and Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential

    learning in higher education. *Academy of Management Learning and Education. 4*(2),

    193-212.

Krippendorff, K. (2012). *Content analysis: An introduction to its methodology* (3rd ed.).

    Thousand Oaks, CA: Sage.

Mayes, N., Hatt, B., & Wideman, R., (2013). Service learning as a practicum experience in a pre-

    service education program. *Canadian Journal of Higher Education,43*(1), 80-99.

Meacham, J. (2008). What's the use of a mission statement? *Academe, 94*(1), 21-24.

Merriam, S. (2009). *Qualitative research: A guide to design and implementation, 3rd edition.*
    Jossey-Bass, San Francisco, CA

Mertler, C. (2009) *Action research teachers as researchers in the classroom* (2nd Edition).
    Thousand Oaks, CA: Sage Publications, Inc.

Molee, L., Henry, M., Sessa, V., & McKinney-Prupis, E. (2010) Assessing learning in service-
    learning courses through critical reflection. *Journal of Experiential Education, 33*(3),
    239-257.

Ogden, C, & Claus, J. (1997). Reflection as a natural element of service: Service learning for
    youth empowerment. *Equity and Excellence in Education, 30*(1), 72-81.

Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage

Park, Recreation and Tourism Studies. (n.d.). Retrieved April 12, 2016, from
    https://www.odu.edu/hms/academics/prt

Ramaley, J. A. (2000). Strategic directions for service learning research: A presidential
    perspective. *Michigan Journal of Community Service Learning*, 91-97.

Reciprocity [Def. 2]. (n.d.). In *Reciprocity*. Retrieved April 12, 2016, from http://www.merriam-
    webster.com/dictionary/reciprocity

Ryan, T. G. (2013). The scholarship of teaching and learning within action research: Promise and
    possibilities. *i.e.: inquiry in education, 4*(2), 1–17.

Sigmon, R. & Peletier, S. eds. (1996). *Journey to service-learning: Experiences from
    independent liberal arts colleges and universities.* Washington, DC: Council of
    Independent Colleges. Stanton.

Simons, L., & Clearly, B. (2006). The influence of service learning on students' personal and social development. *College Teaching, 54*(4), 307-319.

U.S. Census (2015). Retrieved on March 1, 2014 from http://www.census.gov/quickfacts/table/PST045215/51710

Virginia Department of Education (2012). Annual report discipline, crime, and violence. School year 2010-2011. Richmond, VA.

Virginia Department of Education (2014). *School Report Card.* Retrieved April, 14, 2015 from https://p1pe.doe.virginia.gov/reportcard/report.do?division=118&schoolName=324.

Vogelgesang, L. & Astin, A. (2000). Comparing the effects of community service and service learning. *Michigan Journal of Community Service Learning,* 7, 25-34.

Zlotkowski, E. (1999). "Pedagogy and Engagement," in Colleges and Universities as Citizens, ed. Robert Bringle, Rich Games, and Edward Malloy (Boston: Allyn & Bacon, 9-120.

CHAPTER IV

Building Stronger Urban Youth through Positive Youth Development and Character and Resilience Education: The CARE Now In-and After-School Program

Target Journal: Children and Youth Services Review

Abstract

Urban youth are finding themselves in various situations that do not promote their best interest (Riggs & Greenburg, 2004), especially during the hours immediately following the dismissal from school (OJJDP, 2014). The Office of Juvenile Justice and Delinquency Prevention note that nearly one-third of all violent crime committed by juvenile offenders occurs between 3:00pm and 7:00pm with the highest peak being between 3:00pm and 4:00pm (OJJDP, 2014). The need for programs, especially after-school programs that promote Positive Youth Development with effective, outcome-focused programming is on the rise. The CARE Now (Character And Resiliency Education Now) program is a comprehensive in-and after-school program that is designed to promote academic achievement, particularly in math/STEM, through the use of outcome-focused programming of character and resiliency. To evaluate the impact of the CARE Now program at local middle school in Southeastern Virginia, a mix-method approach was used This study adds to previous literature on resiliency and character, building upon past findings of differences between males and females resiliency scores due to exposure and internalization of risks (Capaldi, 1992; Twenge & Nolen-Hoeksema, 2002; Ugnar, Lienberg, Dudding, Armstrong, Van de Vijer, 2013). Aligned with current political climate of building and supporting our youth, especially young African-American/Black males through Presidents Obama's "My Brother's Keeper" initiative, it further supports evidence-based practice for recreation professionals.

KEYWORDS: Resiliency, Character, Positive Youth Development, After-school

Introduction

The Office of Juvenile Justice and Delinquency Prevention noted that nearly one-third of all violent crime committed by juvenile offenders occurs between 3:00pm and 7:00pm with the highest peak being between 3:00pm and 4:00pm (OJJDP, 2014), which is the first hour after school dismisses out in most areas. These are the hours that many youth lack adult supervision or out of school activities. How adolescents navigate during this period of their life can have life-long penalties (Gutman & Midgley, 2000). Various initiatives, including after-school programs, have been found to alleviate these negative circumstances and improve academic performance, promote positive development, and prevent criminal behavior, substance use, and other problem behaviors (Gottfredon et al., 2004; Bender et al., 2011). While participation in after-school programs nationwide has increased from 6.5 million to 10.2 million children between 2004 and 2014, the unmet demand for after-school programming has also increased, with 19.4 million children whose parents say they would enroll their child in after-school programming if it was available to them (Afterschool Alliance, 2014). African-American, Latino, and low-income families have some of the highest rates of participation in after-school programming, but also have the highest unmet demands of available programming (Afterschool Alliance). Nationally, 1 in 5 (11.3 million) children are unsupervised in the afternoons following the release from school and the current supply of after-school programming, as of 2014, is only meeting one-third of the demand (Afterschool Alliance).

In Virginia, families who pay for their child's after-school programming spend approximately $119 per week, compared to the national average of $67. In addition, approximately 31% of all children in Virginia after-school programs qualify for free or reduced lunch programs (Afterschool Alliance, 2014). In 2014, the city of Norfolk where the CARE Now program operates had 66.83% of all students K-12 eligible and receiving free or reduced lunch

(VDOE, 2014). In 2013, 19.4% of residents in Norfolk had income levels below the poverty line compared to 9.6% statewide with the current level of children living below poverty level is 34.4% compared 15.4% statewide (City Data, 2016). Nationwide, the main barriers for low-income households, African-American families, and Latino families are cost and lack of a safe way to get their children home from the after-school program (After-school Alliance).

The purpose of the current study was to measure the impact of the CARE Now in- and after-school program on urban students' perceptions of resiliency and character scores and overall impacts of the program. Participants were 6th grade students in an urban middle school in southeast Virginia during the 2014-2015 academic year. The research is guided by the following research questions:

1. How does resiliency and character scores prior to the participation in the outcome-focused CARE Now in-and after-school program compare to those scores after participation among urban 6th grade middle school students?

2. How do CARE Now males and female participant's resiliency scores differ among program participants?

3. How are middle school students who participate in the CARE Now program impacted overall?

Literature Review

Positive Youth Development

Prior to the early 1990s, many models of programming for youth, especially in community setting, focused on the youth's risks and vulnerabilities. Programming for youth was seen as an intervention or prevention measure focused on reducing risk exposure or making the child less vulnerable (Lerner, 2005; Lerner, Napolitano, Boyd, Mueller, & Callina, 2013;

Saunders, Munford, Thimasarn-Answar, Liebenbert, Ungar, 2015). Prior to the positive youth

development (PYD) movement, adolescent youth were seen to be broken, dangerous, and

individuals that needed to be fixed, rather than resources to be developed (Lerner; Lerner et al.,

Roth, Brookes-Gunn, Murray and Foster, 1998; Sander at el., 2015). During this time, the

absence of negative or undesirable behaviors was the benchmark for youth development (Benson

& Saito, 2006). Moving away from the deficit models that were common prior to the 1990's

years ago, PYD focuses on youths' assets and protective factors, as youth are seen as having the

ability to thrive and contribute positively to one's community (Scales et al., 2005; Schwartz et

al., 2007; Lerner et al., 2005; Theokas et al., 2005; Edberg 2008; Damon, 2004; Lerner, 2005).

PYD encourages society to view youth as resources, not liabilities (Roth & Brooks-Gunn, 2000)

Positive Youth Development (PYD) programs seek to improve the health, happiness, and

competence of youth in a way that assistances them develop into productive and satisfied adults

(Linver, Roth, & Brooks-Gunn, 2009). Interventions and programs that are theoretically

grounded in PYD seek to develop assets in the youth they serve that emphasize a positive

connection to their community and the youth's ability to be effective members of society

(OJJDP, 2014). Programs grounded in PYD seek to build on assets, skills, and competencies

that youth currently have in one domain of their life, and encourage them to transfer those skills

to other (Wiess, 2008). For example, youth face many risk factors, but also have protective

factors that can help them avoid the influence of these risks. Research has demonstrated that

youth in high-risk situations who avoid risk behaviors tend to have common protective

influences of healthy relationships with caring adults, groups, and institutions in their social

world which help those youth feel a sense of belonging and acceptance (Ahrens et al., 2008;

Barnet et al., 2007; Black & Ford–Gilboe, 2004; Farineau & McWey, 2011; Kelsey, Johnson, &

Maynard, 2001; Nurius et al., 2009; OJJDP, 2014; Owen et al., 2009; Tajima et al., 2011).

Positive and supportive relationships cannot necessarily compensate for the lack of material

needs, but they do have the potential to open up new networks and opportunities for emotional

connection and attachment that can have powerful outcomes in adulthood (Sanders & Munford,

2014; Schofield & Beek, 2009). When opportunities are accessible to youth in meaningful ways

and when healthy relationships support youth to promote their own unique capacities and

abilities, PYD can take place (Sanders & Munford, 2014). While literature on PYD has been well

established, interventions that contribute to positive youth development are just being to

transpire (Ergüner-Tekinalp & Crabtree-Groff, 2014). However, evidence-based practice among

recreation programs is gaining significant traction.

Outcome Focused Programming

Outcome Focused Programming (OFP), originally known as Benefits Based

Programming (BBP), requires providers to move beyond just providing opportunities, to

intentionally programming, measuring, evaluating, and promoting outcomes. Based off the

Benefits Approach to Leisure (BAL) created by Bev Driver in the early 1990's who advocated

for more attention to be paid to benefits and impacts of recreation (Driver, 1994, Driver, Brown,

& Peterson 1991, Allen & Cooper, 2003), OFP relates to the design and delivery programs and

their need to create goals and objectives to address specific outcomes that can be measured,

evaluated, and promoted, with respect to individual, social, economic, and/or environmental

characteristics (Allen & Cooper, 2003). The OFP model, similar to evidence-based practices,

contains four steps which include: (1) development of outcome oriented goals, (2) design the

program to address/meet the goals in step one, (3) measure the outcomes, (4) communicating

impacts/success to the maximum number of relevant parties (Allen, Stevens, Hurtes, & Harwell,

1998; Hurtes & Cooper, 2003). Collectively, these four steps assist the viability of recreation programs as they theoretically grounded (e.g., character development and resiliency), and provide evidence of impact. The CARE Now program was directly developed based on this theoretical foundation.

Character

Abraham Lincoln stated "Character is like a tree and reputation like its shadow. The shadow is what we think of it; the tree is the thing" (PBS, n.d.). Merriam-Webster defines character (2016) as "the way someone thinks, feels, and behaves" (para. 1). Character is an individual's pattern of behavior, thoughts, and feeling, that defines their moral strength and integrity coupled with the ability to stand and live by those self-driven principles (CITRS, 2016). Past research has suggested that character education can promote good character, as well as aid in the prevention of a wide range of challenges that face today's youth which include, but are not necessarily limited to: aggressive and antisocial behaviors, drug use, precocious sexual activity, criminal activities, academic under-achievement, and school failure (Battistich, Schaps, Watson, Soloman, & Lewis, 2000; Battistich, 2005).

Character education teaches the practices of thought and action that help people live and work together as families, friends, neighbors, communities, and nations (DOE, 2012). Character Education is a nation-wide movement empowering schools to foster ethical, responsible, and caring young citizens by modeling and teaching good character by highlighting universal values that society shares (VDOE, 2012). In a memo from The Board of Education Criteria for Character Education, "Section 22.1-208.01 A. of the Code of Virginia requires each local school board to establish a character education program and Section 22.1-208.01 B. requires the Board of Education to establish criteria for character education programs consistent with the Code"

(para 1., 2012). Each state throughout the U.S. has incorporated character education into their

school improvement plans, either through state official policies or through their plans for Safe

and Drug- Free Schools and Communities (DOE, 2005). Two common characteristics that are

found in character education initiatives across the US is the involvement of the entire community

in the design and execution of character education in the schools, as well as the pledge of making

character education a fundamental part of the education process (DOE, 2005).

James Rest (1983; Narvaez & Rest, 1995) developed the Four-Component Model of

Morality that addresses how moral behavior occurs. This model allows for research to

conceptualize successful moral functions and the needed capacitates to reach it (Rest 1983,

Narvaez & Rest, 1995). The Four-Component Model includes ethical sensitivity (reading moral

situations), ethical judgment (solving complex moral problems/developing course of action),

ethical focus (ethical identity that allows them to prioritize their goals), and ethical action (ability

to stay on task to get the job done) (Narvaez, Bock, Endicott, & Lies, 2004; Navaez, 2008). The

CARE Now program has used the 12-item, student self-report, Citizenship Scale that addresses

honesty, trustworthiness, rule following and conscientiousness (Hill, Milliken, Goff, Clark,

2015). The Citizenship Scales, first implemented by Narvaez, Bock, Endicott, and Lies (2004)

falls into Rest's third component of ethical focus/motivation. Arguably, building character

among marginalized youth could also add to their resilience.

Resiliency

Resiliency is seen as the capability to make positive changes to life's situations despite

exposure to severe adversity, and a multitude of risks (Jones, 2012; Luthar, Cicchetti, & Becker,

2000). More basically described, resiliency is the ability to bounce back from adverse situations

(Benard, 1993; Hill et al., 2015a; Hill, Gómez, & Jeppesen, 2008; Hurtes & Allen, 2001). Being

resilient means you are capable of overcoming challenges and when resiliency is used as a personality trait, you have the power to overcome the challenge (Arastaman & Balci, 2013; Westfall & Pisapia, 1994). Resiliency theory suggests that to benefit the child's overall well-being, increasing the child's ability to use beneficial coping methods to respond to adversity is needed. (Hill et al., 2015). Developing youth's resiliency characteristics are beneficial in various, but are most successful when it is achieved as a building tool to make a well-rounded and capable individual (Hill et al., 2015). Hurtes et al., (2000) and Green et al., (2000) suggest that resiliency can be developed through outcome-focused programming that have been specifically designed to educate youth and prepare them for their future. The OFP CARE Now program used the seven resiliencies identified by Wolin and Wolin (1993). These seven strengths are relationships, insight, initiative, independence, creativity, humor, and morality (Wolin & Wolin, 1993). These seven traits are argued to assist in combating risk factors.

Protective and Risk Factors

Resiliency is inhibited by risk factors and nurtured by protective factors (Benzies & Mychasiuk, 2009). Factors both risk and protective, are not static units and may change in relation to context (Benzies, & Mychasiuk, 2009). Risk factors are situations that can potentially increase the probability of poor consequences. For example, McCord (1979) conducted a study among 250 ten-year old males, to determine the strongest predictors for violent offenses later in life. McCord found that family structure played a large role, with poor parental supervision, parental conflict, and parental aggression have strong correlations for later in life violent convictions (1979). Protective factors can help transform an individual's response to a challenging situation or event into one that avoids possible negative consequences (see Table 1) (Benzies, & Mychasiuk, 2009, Walsh 2003). It is important to note that resilient individuals do

not develop in a closed environment (Allen & Cooper, 2003). From a social ecological theory

perspective, such as Brofenbrenners, individuals are shaped and interact with the structures and

systems around them (Childwelfare, 2014). These socio-ecological models have been used to

help organize influential factors across the domains of individual, family and community levels

(Benzies & Mychasiuk, 2009).

Table 1

Examples of Protective and Risk factors by Domain

Domain	Protective Factors	Risk Factors
Individual	High intelligence	Low-perceived life chances
	High self-esteem	Low self-esteem
	Emotional self-regulation	Difficult temperament
	Good coping and problem solving skills	Poor social skills: communication and problem solving
		Poor parental monitoring or
Family	Cohesive family	inconsistent parents
	Close relationship with at least on parent	Parent-child conflict
	Supportive relationships with family members	Child abuse/maltreatment
	Clear expectations for behavior and values	Family history of drug/alcohol use/abuse
Community	Positive norms	Peer rejection
	Presence of mentors/adults outside the family	Poverty
	Knowledge of community/school resources	Community/school violence
	A close, positive relationship with a friend	Poor academic achievement

Gender, for the most part, is a non-modifiable factor and under certain circumstances,

being born a female is seen as a protective factor (Benzies, & Mychasiuk, 2009). Through a

study with kindergarten students, females were more socially preferred by their peers, while

males tended to associate with and make friends with more aggressive individuals (Criss et al.,

2002). Additionally, females are found to have significantly lower levels of juvenile court petitions than males from the same population (Smokowski et al., 2004). In a speech by General Colin Powell at the 2000 Republican Convention, Powell stated:

> I've seen kids destroying themselves with drugs, kids who see violence and crime as the answer to their hopelessness, kids who no longer believe in themselves … I've seen kids in utter despair. I've visited kids in jail doing adult time for crimes they've committed…The problem is as simple and direct as this: We either get back to the task of building our children the way we know how, or we're going to keep building jails in America. And it's time to stop building jails in American and bet back to the task of building our children.

The term at-risk has been used across various disciplines and backgrounds and does not imply certainty, but reflects a chance or probability. Protective and risk factors play a major role in the probability of success or challenges (Moore, 2006). Resiliency research suggests that risk factors are predictive of negative consequences for only about 20 to 49 percent of a given high-risk population, while in contrast, protective factors appear to predict positive consequences in anywhere from 50 to 80 percent of any high risk (Bernard, 2004; Rutter, 1987, 2000; Werner & Smith, 2001). The best way to prevent difficulties is not to narrowly decrease risks, but to broadly strengthen the individual, family, and community assets that youth have in their lives (Pittman & Kirby, 1998, p. 162). The CARE Now program aimed to promote positive youth development through OFP with the goals of building student's character and resiliency strengths and promoting protective factors in the children's life.

Methods

The CARE Now Program

In the 2006-2007 academic year, Norfolk Public Schools reached out to the Darden College of Education at Old Dominion University (ODU) to develop a collaborative program that would address the academic and socio-emotional struggles of urban middle-school students (Hill et al. 2015b,). To tackle these challenges, the Darden College of Education created a service-learning initiative between two programs; Human Services and Counseling program, and the Park, Recreation, and Tourism Studies program that would intentionally target these challenges and address the issue of social equity in their community. The CARE Now in-and after-school program was then developed and implemented in 2007-2008 academic year and is still actively working within the current community (see Figure 1.).
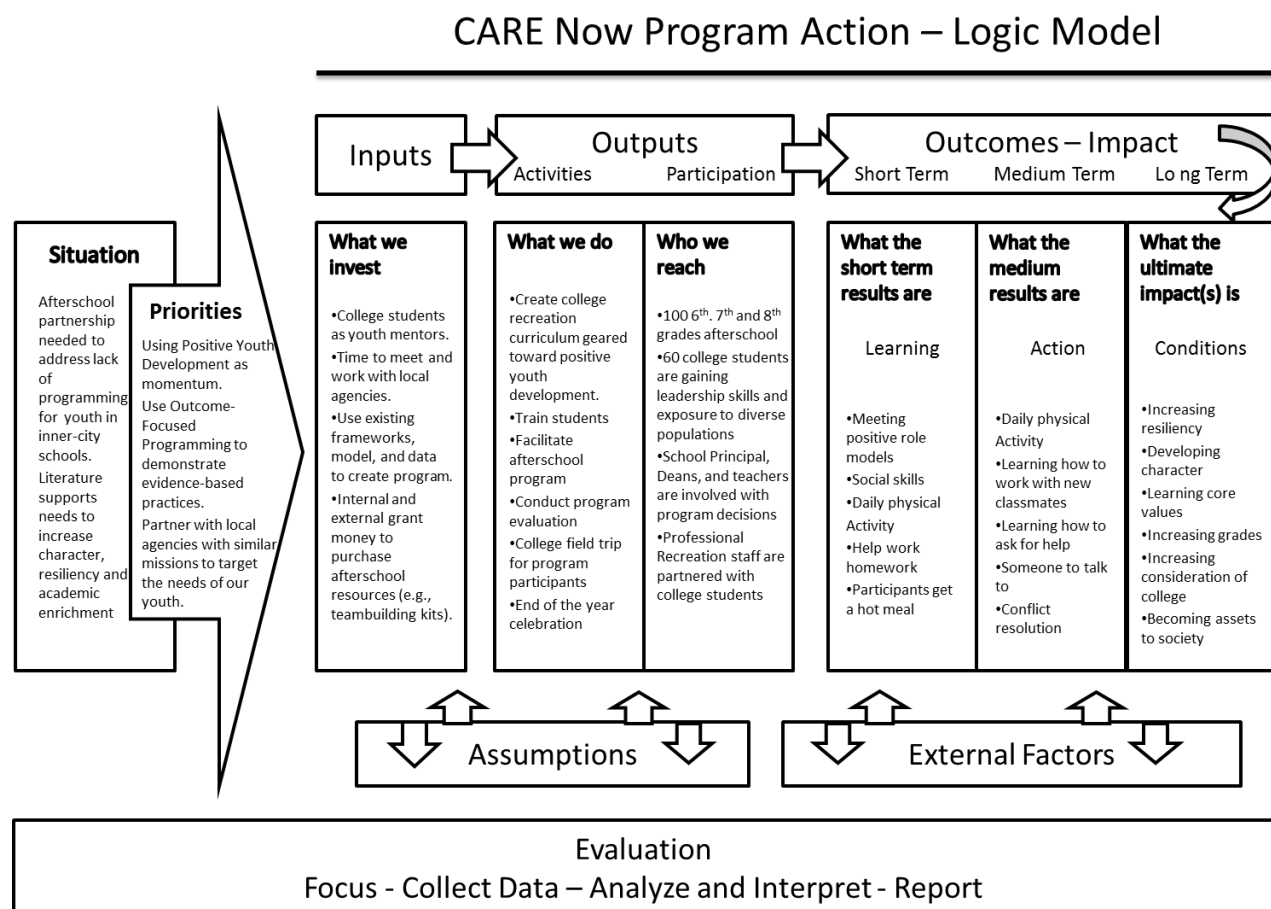
CARE Now Program Action – Logic Model

Inputs	Outputs		Outcomes – Impact		
	Activities	Participation	Short Term	Medium Term	Long Term

Situation

Afterschool partnership needed to address lack of programming for youth in inner-city schools. Literature supports needs to increase character, resiliency and academic enrichment

Priorities

Using Positive Youth Development as momentum. Use Outcome-Focused Programming to demonstrate evidence-based practices. Partner with local agencies with similar missions to target the needs of our youth.

What we invest

- College students as youth mentors.
- Time to meet and work with local agencies.
- Use existing frameworks, model, and data to create program.
- Internal and external grant money to purchase afterschool resources (e.g., teambuilding kits).

What we do

- Create college recreation curriculum geared toward positive youth development.
- Train students
- Facilitate afterschool program
- Conduct program evaluation
- College field trip for program participants
- End of the year celebration

Who we reach

- 100 6th, 7th and 8th grades afterschool
- 60 college students are gaining leadership skills and exposure to diverse populations
- School Principal, Deans, and teachers are involved with program decisions
- Professional Recreation staff are partnered with college students

What the short term results are

Learning

- Meeting positive role models
- Social skills
- Daily physical Activity
- Help work homework
- Participants get a hot meal

What the medium results are

Action

- Daily physical Activity
- Learning how to work with new classmates
- Learning how to ask for help
- Someone to talk to
- Conflict resolution

What the ultimate impact(s) is

Conditions

- Increasing resiliency
- Developing character
- Learning core values
- Increasing grades
- Increasing consideration of college
- Becoming assets to society

Assumptions

External Factors

Evaluation
Focus - Collect Data – Analyze and Interpret - Report

Figure 1. CARE Now Logic Model used for with permiossn from JPRA

The CARE Now Was a comprehensive program was rooted in positive youth development and outcome-focused programming, designed to promote resiliency, character, math/STEM achievement, and overall academic readiness (Hill et al., 2015a&b). This collaborative program began as a unique partnership between various agencies and has continued to maintain and grow unique partnerships within the Southeast area of the state. These partnerships not only help address issues relating to social equity, but also helps build upon environmental, and health and wellness as it relates to each community partner. These partnerships between and within the local community help to ensure students not only have a

variety of education options, opportunities, and experiences, but address the barriers of safe passage home and keeping the cost of participation free to all students.

In the current middle school, CARE Now served all 472 6th grade students during the school day/in-school. Those with permission from their parents, along with 7th and 8th grade students, participated in the after-school component three days a week. Data were collected in 2014-2015 academic year, CARE Now was implemented as an in- and after-school program that spanned 21 weeks. CARE Now served 6th, 7th, and 8th, grade students at a local middle school through its after-school programming and 6th grade students during its in-school programming. CARE Now is a service-learning initiative at the university and was implemented by two programs in the College of Education. During the in-school and after-school program held Monday through Friday, undergraduate level Park, Recreation and Tourism Studies students facilitate after-school programming to 6th 7th and 8th grade students. After-school programming was split between grades, with 6th grade programming taking place on Tuesday's and Thursdays, 7th and 8th grade programming taking place on Monday and Wednesday, and all grade levels on Friday for a STEM-based club day. The Human Services program provided in-school support on Monday, Tuesday, and Thursdays with guidance lessons once a week and assisted with the after-school component. In-school advocates led guidance lessons once a week that promoted the character and resilience traits if the week.

Throughout the week those traits were reinforced, both in-and after-school, when working with students to solve problems, communicate appropriately, and express their feelings, all with the goal of socio-emotion success. These traits are also mirrored in the after-school portion of the program for continuity of programming. After-school advocates work within six small groups to encourage team building and problem solving skills. The after-school

intentionally programmed activities included cooperative teambuilding exercises that promote the traits of the week, required students to listen to one another and participate in a democratic group, and requires students to follow through with handling conflicts. Over the course of a year, students were able to develop friendships and support through advocate led experiential education, challenge initiatives, and academic support (Hill et al. 2015).

Research Design

A mix methods approach was used for the purposes of this study. Quantitative data was used as it has several strengths. These strengths include: allowing researchers to test and validate already constructed theories, generalization of the findings when it has been replicated among different populations, and results are relatively independent of the researcher (Johnson & Onwuegbuzie, 2004; Jeanty & Hible, 2011). The Resiliency at Attitudes Skill Profile (RASP)-Modified and the Citizenship Scale were used to collect quantitative data. Qualitative research methods were used to generate rich descriptions of this complex phenomenon (Chenail & Maione, 1997; Crabtree & Miller, 1992; Golander, 1992; Kaufman, 1994). Qualitative data was gathered through the end of year satisfaction surveys distributed during the post-test data collection. The mixed methods approach was used because the qualitative approach "seek answers to questions that stress how social experiences is created and given meaning. In contrast, the quantitative approach emphasizes the measurement and analysis of causal relationships between variables, not processes" (Denzin & Lincoln, 1994, p. 4). To help minimize the inherent limitations of both quantitative and qualitative design, the mixed methods approach allows the unique strength of both to be effectively combined (Jeanty & Hible, 2011).

To measure resiliency, the modified 24-item Resiliency and Attitudes Skill (RASP)-M profile by Hill, Milliken and Gomez, (2014) was used. The original 40-item RASP has been used

in several studies and was seen as an effective measure with regards to outcome-focused

programming (Brown, Hill, Shellman, & Gómez, 2012; Hill, Brown, & Cosnett, 2011; Hill,

Gomez, & Jeppesen, 2007). Hurtes and Allen (2001) reported that the RASP is also positively

correlated with the Psychological Well-Being scale ($r = .47$) and negatively correlated with the

Psychological Distress scale ($r = -0.22$). Other studies that have used the RASP have continued

to test the scales robustness, with some suggesting a 19-item version (Collins, Gómez, Hill,

Milliken, Goff, & Gregory, 2013). The seven traits were operationalized through the Resiliency

Attitudes and Skills Profile (RASP), which consisted of a series of 24 "I – statements" with

multiple questions about each of the seven resiliency traits. Items were measured on a 6-point,

Likert-type scale, with 1= Strongly Disagree and 6 = Strongly Agree. The 24-item RASP in the

current study had a Cronbach's Alpha of .88.

The 12-item Citizenship Scale was used to measure four dimensions of character and

used a self-report pre and post-test design to measure honesty, trustworthiness, rule following,

and conscientiousness. The measurement falls into James Rest's (1986) third component of

moral behavior, ethical focus or motivation (other components are ethical sensitivity, ethical

judgment and ethical action). Initially tested as part of a battery of items examining ethical

identity, duty, and citizenship in elementary school students, twelve items loaded together as one

factor termed "citizenship" (Hill et al., 2015a). The scale allows for scores to range from 12 to 60

using a 5-point Likert scale. This study compared means between pre and post-test scores with

self-report data on a using the 5-point Likert-type scale (never agree to always agree) (Hill,

Milliken, Clark, Goff, 2015). Items from the questionnaire include: "You should be on time to

school or appointment" and "It is important to support those who are following the rules."

Previous research using the scale has found a Cronbach's alpha of .93 with high-school and

college students (Narvaez, Gardner, & Mitchell, 2001), a Cronbach alpha of .89 through a pilot study with middle school students (Narvaez, Bock, Endicott, & Lies, 2004), and an alpha of .83 in a study conducted by Mullen et al., 2005 and this study has an alpha of .87, which was comparable to previous research.

Qualitative data analysis was approached using directed content analysis to study the end of year satisfaction survey given to all CARE Now 6th grade students. Content analysis is a research technique that allows the research to make replicable and valid inferences from the text or other meaning matter (Krippendorff, 2012). Direct content analysis was used so the researchers could either validate or extend the conceptual framework (Hsieh & Shannon, 2005) on which the CARE Now program was developed. Direct content analysis was chosen as it can offer supporting and non-supporting evidence for the theory of resiliency and character education that is used throughout the program. A total of seven open ended questions were asked at the conclusion of the satisfaction survey. Questions were split based on student participation in either in-school only or in-school and after-school. Participants were asked questions such as "What are two things you liked best about your in-school CARE Now advocates?", "What are two things you like best about your after-school CARE Now Advocates", "What are two things you have learned from your in-school CARE Now advocates?", What two things have you learned from your after-school CARE Now advocates?", and "What are two things you would like to change about the in-school CARE now program?", "What are two things you would like to change about the after-school CARE Now program?". The seventh question allowed students to add any additional comments they wanted.

Setting

The CARE (Character and Resiliency Education) Now program took place in an urban setting in Norfolk, Virginia. The CARE Now demonstration site took place in typical urban schools with a high number of underrepresented students who lack the basic resources and skills essential to academic success. The CARE Now program is particularly relevant because of this city's high rate of poverty, 19.4% and in some parts of the city as high as 44%, (U.S. Census) and crime statistics (7.63% of crime in Virginia is committed by this city's juveniles). This middle school had a high percentage of students: from government subsidized housing, receiving free and reduced meals, and of African-American race. Students also had a significant number of recorded disciplinary infractions (806 reported in most recent data [2012-13]), high truancy rates (8.3%), and failure to meet accreditation benchmarks on the school's Virginia Standards of Learning (SOL) scores in math, which resulted in accreditation warnings (Hill et al., 2015; VDOE, 2014). Additionally, 371 disciplinary infractions were reported during the 2012-2013 school year, with 72 being law violations which is almost double that of the other middle schools in the district. Finally, there were 3,214 (5.7%) sixth grade absences, more than any other middle school in the district (VDOE, 2012).

The CARE Now program aimed to provide outcome-focused character and resilience programming to all 6th grade student in-school and all 6th, 7th, and 8th grade students' after-school. The focus of the program was to help build their character and resiliency to further prepare them for the increasing academic demands school and society. To measure resiliency, seven resiliency traits identified and described by Wolin and Wolin (1993) and four citizenship/character traits (see Table 2.) identified and described by Narvaez & Rest (1995) served as the theoretical framework upon which the CARE Now program was developed (Hill et

al., 2015a&b). Using the resilience and character traits as a means to promote positive youth development through the Outcome-Focused Programming (OFP) model, the CARE Now program, was created (Tucker & Allen, 2008; Allen & Cooper, 2003).

Table 2

Resiliency and Character Traits used in the CARE Now Program

Resiliency & Character Traits	Definition of Traits
Relationships & Trustworthiness	Relationships is the ability to form and maintain healthy connections; ability to understand how to interact with different individuals and groups. Trustworthiness is following through with commitments made to others and being reliable to others.
Insight & Rule Following	Insight is the ability to understand verbal, body, and situational cues and modify behavior accordingly. Rule following is being aware of how our actions (what we do and don't do) impact ourselves and others.
Independence & Trustworthiness	Independence is the ability to separate one's self from risk factors or negative consequences; ability to focus on reflection; ability to avoid making decisions based off peer pressure. Trustworthiness is following through with commitments made to others and being reliable to others.
Initiative & Honesty	Initiative is the ability to take charge; ability to be self-determined; ability to overcome challenges and meet obstacles head-on; ability to lead. Honesty is being truthful, even in times of hardship.
Creativity & Conscientiousness	Creativity is the ability to generate healthy options and/or alternatives which will help to cope with hardships; Conscientiousness is being able to find ways to modify what we do to best assure that everyone involved benefits.
Humor & Rule Following	Humor is the ability to play and stay light-hearted; ability to focus on and recognize positives; ability to not focus on harsh realities. Rule following is being aware of how our actions (what we do and don't do) impact ourselves and others.
Values & Conscientiousness	Values is the ability to recognize one's own values; ability to recognize outcomes; ability to see long-term; ability to make decisions that support a healthy life. Conscientiousness is being able to find ways to modify what we do to best assure that everyone involved benefits.

Participants

The 21-week program, offered over the course of the full academic year was available and accessible to all 6th grade students at the middle school for in-school programming, and open to all 6th, 7th, and 8th grade students in the after-school program. Of the 472 6th grade students who attend the middle school and participated in the 2014-2015 school year, 70 students were granted permission from their parents/guardians and assented to complete the questionnaires (Resiliency and Skills Profile [RASP]-Modified and Citizenship Scale), 46 students had matched pre- and post-test data. This resulted in a 10% response rate. Of the 46 participants who had matching pre and post-test data, 44% were males and ages ranged from 10 to 12 with 87% of students being 11 years of age. Sixty-four percent of students self-reported as being Black/African-American, 13% as other, 11% as Caucasian, 6% as Latino, and 2% as Indian. Forty-eight percent of students reported living with both of their biological parents, 27% reported living with just their mother, and 16% reported living with a parent and stepparent, with 9% as other forms of family living situations (see Table 3).

Table 3

Demographic Characteristics of the CARE Now Student Participants

Characteristics		*n*	*%*
Gender			
	Male	20	43.50
	Female	26	56.50
Age			
	10	1	2.20
	11	39	86.70
	12	5	11.10
Ethnicity			
	African-American/Black	31	67.40
	Caucasian/White	5	10.9
	Other	6	13
	Hispanic/Latino	3	6.50
	Indian	1	2.20
Primary Living situation			
	Two Parent Household	22	48.90
	Parent and Stepparent	7	15.50
	Mother only	12	26.70
	50/50 Custody	3	6.70
	Other relatives	1	2.20

With respect to end of year satisfaction survey collection, out of the 472 6th grade students who were recruited using purposive sampling (based on their role as a student in 6th grade at the local middle school program during the 2014-2015 school year), 52 participants completed the survey and had consent from a parent/guardian and gave assent to the study. Data for the satisfaction survey did not need to be matched to original demographic or pre-test data which allowed for the slight increase in participation numbers and resulted in an 11% response rate. To ensure confidentiality, participants were given pseudonyms. Middle school student's ages ranged from 11 to 13, with a mean age of 11.64. Of the 52 students who completed the

satisfaction survey, with 63% reported as female and 69% participated in both the in- and after-school program and 31% only participated in the in-school programming.

Data Collection

Consents were sent home over the course of the academic year for voluntary participation in the data collection for CARE Now. Children in the study were also asked to give assent to participation in both the pre and post-test collection. It was made clear to all constituents that participation in the pre, post-test, and satisfaction survey would not impact them during or after their experience with CARE Now. No remuneration or other incentives were given to parents/guardians or child. Pre-tests were given to all 6th grade students during the University's first week of programming in the middle school. Post-test and satisfaction surveys were given after the last week of programming in the middle school.

Results

Quantitative

Paired samples *t*-tests were used to compare participants from pre-test to post-test scores. Results indicated no significant difference (see table 4) between participants' pre-test of the RASP ($M = 5.07$, $SD = .60$) and post-test scores ($M = 4.92$, $SD = .57$, with $t(45) = 1.33$, $p=.191$) Additionally, a statistically significant decrease of scores in the Citizenship Scale was also found between pre-test ($M = 4.62$, $SD = 0.42$) and post-test ($M = 4.50$, $SD= 0.49$), with $t(45) = 2.011$, $p = .05$. A one-way between subjects ANOVA was conducted to compare the effect of gender on resiliency and character scores. The effect of gender on resiliency at post-test scores approached significance with the $p <. 06$ level for resiliency [$F(1,44)= 3.499$]. Post hoc comparisons using the Tukey HSD test indicated that the resiliency post-test mean score for males ($M=5.10$, $SD=.59$) was higher than females ($M=4.79$, $SD=.53$), approaching statistical significance.

Table 4

Results of pre and post-test scores

	Pre-test		Post-test	
Outcome Variables	*M*	*SD*	*M*	*SD*
RASP	]5.07	0.60	4.92	0.57
Citizenship	4.62	0.42	4.50	0.49

Qualitative

Qualitative data obtained through end of year satisfaction surveys were completed by 52 students who had both consents and assents for participation. Students were asked a total of seven open ended questions regarding their experiences with the CARE program. A content analysis was conducted through the coding of each satisfaction survey, which resulted in five categories with various subthemes (see Table 5). To enhance reliability, the analysis was audited by the research team. The five main categories demonstrated the impact of the CARE Now program on its participants—supports given, life skill development, character development, resiliency development, and students need more for the current programming. Examples of each category are provided below.

Table 5

Categories	Sub Categories	Occurrences
1. Supports Given		
	1.1 General Support	72
	1.2 Emotional Support	12
	1.3 Social Support	3
	1.4 Academic Support	12
	1.5 Fun and Safe Environment	52
2. Life Skill Development		
	2.1 Specific Activities	10
	2.2 Respect and Responsibility	23
	2.3 Self-Esteem/Coping Skills	13
3. Character Development		
	3.1 Overall Character	15
	3.2 Honesty	10
	3.3 Trustworthiness	8
	3.4 Conscientiousness	8
	3.5 Rule Following	2
4. Resiliency Development		
	4.1 Relationships	36
	4.2 Insight	3
	4.3 Initiative	11
	4.4 Independence	4
	4.5 Creativity	7
	4.6 Humor	3
	4.7 Values	11
5. Students Need More from the Program		
	5.1 Programming Time	24
	5.2 Programming Opportunities	14
	5.3 Advocates	4
	5.4 Opportunities for kid's autonomy	6
	5.5 Food Options	8
	5.6 Kinder middle school students	2
	5.7 Opportunities for Individual Attention	3
	5.8 Nothing-- Keep it as-is	29

Supports Given

Student expressed various ways the CARE Now program provided supports, either individually or collectively. Five sub-categories were made apparent through data analysis: general support, emotional support, social support, academic support, and fun and safe environment. For example, in demonstrating emotional support, Jordan, a 12-year-old stated that one of the best things he enjoyed about his advocates was that "they take the time to sit down and talk to you." With respect to academic support, Maria, a 12-year-old female stated that the advocates "helped keep my classroom calmer." Randy, a 12 year old male stated that his particular advocate, Mr. X "…helps me with our homework…" Students also indicated that the program created a fun and safe place, this was made evident through Anna, an 11 year old females statement regarding what she likes about the after-school program she states ""…[I] don't have to go home… don't have to fuss with [my] uncle." The CARE Now program, especially the advocates, provide various supports that students recognize and appreciate.

Life Skill Development

Through participation in CARE Now, participants expressed specific life skill development that they learned. These included specific activities, respect and responsibility, and self-esteem/coping skills. Of the 10 responses regarding specific activities, nine referenced learning about the "Five Finger contract." The five finger contract are guidelines used at CARE Now program to assist in behavior management. Each finger stands for a principle group rules/norms and allows for non-verbal redirection. The pinkie finger stands for sensitivity (to others and situations), the ring finger stands for commitment (to themselves, their group, and community), the center finger is respect (to themselves, their peers, and advocates/leaders), the pointer finger is responsibility (for themselves, their groups, their actions, as well as the

responsibility to share their ideas and thoughts), and the thumb stands for encouragement

(Cummings, 2012). Some participants also expressed that CARE Now provided them with

resources to promote self-esteem/coping skills. One students, Johanna, a 12-year-old female said

that CARE Now taught her "emotional control… how to calm myself down." Another student,

Tonya, an 11-year-old female shared that CARE Now taught her to "just be yourself."

Citizenship Development

Character was one of the core principles of the CARE Now program, and many students

shared the character traits they learned through the program. Character development contained

five sub-categories that included: character, honesty, trustworthiness, conscientiousness, and rule

following. Kristi, an 11-year female stated that CARE Now taught her overall character, by

needing "to be respectful to students and teachers." Another student, Mark, a 12-year-old male

stated "if you are good than you will get great back." Kent, a male demonstrated that he learned

about conscientiousness when he responded that he learned "fairness."

Resiliency Development

Many participants related their experiences to resiliency, which is part of the fundamental

principles of the CARE Now program. The sub-categories included each of the seven traits that

are programed: relationships, insight, initiative, independence, creativity, humor, and values.

While each resiliency trait was mentioned or described, relationships, by far, had the highest

occurrence/impact on CARE Now participants. Students, like Tamara, a 12-year-old female

expressed learning important skills sets to healthy relationships "[I learned… how to share things

with other peers." With respect to initiative, Brianna, a 12-year-old female state she learned "to

always try your best." Elizabeth, a 12-year-old female, stated she learned "how to talk [it] out

with someone" with respect to relationships. Brian, a 12-year-old male, stated he learned "how to be good", which touches on the resiliency trait of values.

Students Need More from the Program

While students in the program positively supported the program through their written responses, some students did share various opinions on what could be improved on during the CARE Now program. There were eight sub-categories that emerged: programming time, programming opportunities, advocates, opportunities for kids' autonomy, food options, kinder students, opportunities for individual attention, and nothing—keeping it as it. With respect to programming times, there were numerous responses that asked for more CARE Now. Students, such a Danica, a 12-year-old female stated "… that there would be more lessons… that they are here the whole week." In-school Lessons were provided once a week during the 21-week program, and students in the after-school program received lessons two out of the three weekly after-school days per age-group. Students also requested more autonomy in the program. Jayla. A 12-year-old female, requested "to pick our own games" and Jessica, an 11-year-old female, requested more choice by stating "… don't have to do homework during homework time."

Discussion

Youth, specifically urban youth, are increasingly finding themselves in a changed setting where social and economic circumstances are working against their success in life pursuits (Riggs & Greenberg, 2014). Due to this, there is an increased need for programs to address higher than average rates of school failure, truancy, dropout, disciplinary infractions, and poor relationships with school personnel and staff. These aforementioned issues can cause various barriers to success and are typically faced by students in under-privileged urban school districts,

particularly those who are Black/African-American (Blanchett, Mumford, & Beachum, 2005; Leland & Harste, 2005; Talbert-Johnson, 2004).

Literature on resiliency mirrors the findings of the current study, with differences between males and females and the different combination of risks and protective factors (Twenge & Nolen-Hoeksema, 2002). Males report more risks that females (Capaldi, 1992), and being female can act as a protective factor that typically leads to higher scores in resiliency (Ugnar, Lienberg, Dudding, Armstrong, Van de Vijer, 2013). Previous research and current political climate with Presidents Obamas "My Brother's Keeper" support efforts to address male's well-being. Community-based programs and organizations can make significant contributions to youths' learning and development (Miller, 2001). The cost of quality after-school programs for middle and high school students can range from $2,000 to $6,900 per year per slot (Grossman, Lind, Hayes, McMaken, Gersick, 2009). The partnership between the university, CARE Now and the school it serves allows for various costs to be avoided or absorbed to best benefit the youth being served. Partnerships with local agencies with similar mission and vision statements also provide programming that are unique as well as free or significantly reduced costs to the participant. These partnerships can be created through the local YMCA, hospitals, 4-H club, and other nonprofits on or around the campus community. Qualitative findings support previous research on the importance of healthy relationships with positive, caring adults with respect as serving as a proactive factor for students in high-risk situations (Ahrens et al., 2008; Barnet et al., 2007; Black & Ford–Gilboe, 2004; Farineau & McWey, 2011; Kelsey, Johnson, & Maynard, 2001; Nurius et al., 2009; OJJDP, 2014; Owen et al., 2009; Tajima et al., 2011). Students who have a positive connection with adults, groups, and institutions help them feel a sense of belonging and acceptance. Positive relationships with

advocates, directors, and outside partners will not necessarily (Positive and supportive relationships cannot necessarily recompense the lack of material needs in youth's life, but they do have the potential to open up new networks and opportunities for emotional connection and attachment which can have powerful outcomes in adulthood (Sanders & Munford, 2014; Schofield & Beek, 2009). Due to the structured nature of the program, it is important to give opportunities for choice and autonomy so students feel in control and part of the decision making process. With the student's suggestions, CARE Now is now provided in-school four days a week and five days a week after-school. The program still focuses mainly on 6th grade students, but does allow for some 7th and 8th grade former CARE Now participants to join the after-school programming as a peer mentor, known as an advocate in training.

Limitations and Future Direction

Working with groups who are in high-risk situations can create challenges with data collection. To have meaningful pre-test post-test comparisons, participants have to be present at the start and end of the program. Consistent attendance can be difficult to achieve with high-risk groups (Pratt et al., 2000), especially when you consider the students served in this study had an alarmingly high absence rate. Without completed sets of pre and post-test data, comparisons cannot be made and the available data are reduced, which supports the current 10% response rate, which could have been increased to 15% if paired responses could have been made for the other participants with completed assents and consents. Sample size was a limitation to this study. The findings that were made through this study approached significance and having a larger sample size would have given a more representative distribution of the population being served. The current sample was also drawn from a middle school in Norfolk, Virginia, which limits is generalization to other urban areas with middle schools. This study used a self-report

method of data collection through the use of pre and post-test questionnaire and due to this, scores may not reflect the participants' true measure of character and resiliency.

Limitations with capturing participant's true comparison between pre and post-test is a potential limitation of the design of the study. With respect to pre-test post-test models, to make a substantial comparison between the two requires the participant to use the same frame of reference to measure themselves against (Goulthorpe & Israel, 2013). When the same frame of reference is missing, comparisons between pre and post-test can be invalid (Goulthorpe & Israel, 2013). When participants have limited knowledge to affectively judge their baseline functioning (i.e. their resilience), comparisons between pre and post-test may not capture true change. (Allen & Nimon, 2007).

The current study made it apparent that future research is required in the following areas: 1) measuring the impacts of CARE Now program longitudinally; 2) measuring the impact of the CARE Now program in relation to students self-report of risks, such as income, education, living situation, and other social services the child or family is enrolled in; 3) measuring the impact of the CARE Now program through the use multiple stakeholders, such as parent and teacher perspective; 4) measuring the impact of the after-school component, specifically the STEM based Friday club days on participants. It is important to continue to explore the impacts of the CARE Now program and its participants, as the CARE Now program aimed to be a program that can be implemented and replicated across the country.

Conclusion

With the continued increase in demand for quality after-school programs, service providers should strive to provide OFP to help build our youth into effective citizens. While the findings in this study do not necessarily show the quantitative tangible impacts of the program,

agencies can use the framework as a strong framework for working with urban youth. Additionally, the qualitative results provide rich data that support the direction and need of programs like CARE Now. Positive youth development practices, as well as intentional and OFP can help continue to demonstrate the importance of out-of-school time programs that promote positive outcomes through these evidence-based practices.

     Positive Youth Development is a strengths-based approach to enhance the development of youth (Mohamad, Mohammad, & Ali, 2014). The PYD movement requires agencies and other youth serving organization to also look at what youth can do, and not focus on what they feel needs to be fixed (Hill et al.,2015b). Helping to increases students who face tremendous risk, either through lack of supports or materials, or other generalized risk factors, providing opportunities for students to engage in healthy relationships with their peers, adults, and programs can help youth battle and overcome risks. Promoting social equity within urban at-risk youth helps to not only support the youth themselves, but also the community of the children. When social equity is increased, communities tend to see decreases in spending relating to prisons, security enforcement, welfare and social services (Shippensburg University's Office of Social Equity, n.d.; Ecotrust, n.d.). Frederick Douglass said it best "it is easier to build strong children than to repair broken men."

References

Afterschool Alliance (2014) *America After 3PM: Afterschool Programs in Demand*. Retrieved

March 1, 2015, from http://www.afterschoolalliance.org/documents /AA3PM-

2014/AA3PM_National_Report.pdf.

Allen, L. R., & Cooper, N. L. (2003). Benefits based programming curriculum manual. Ashburn,

VA: National Recreation and Park Association.

Allen, J. M., & Nimon, K., (2007). Retrospective pretest: A practical technique for professional

development evaluation. *Journal of Industrial Teacher Education, 44*(3), 27.42.

Allen, L., Stevens, B., Hurtes, K., & Harwell, R. (1998). *Benefits-based programming of*

recreation services training manual. Ashburn, VA: The National Recreation and Park

Association.

Anderson, C., Narvaez, D., Bock, T., Endicott, L., & Lies, J. (2004). *Minnesota Community*

Voices and Character Education: Final Report and Evaluation. Roseville, MN:

Minnesota Department of Children, Families and Learning.

Arastaman, G., & Balci, A., (2013). Investigation of high school students' resiliency perception

in terms of some variables. *Educational Sciences: Theory & Practice, 13*(2) 922-928.

Barnet, B., Liu, J., DeVoe, M., Alperovitz-Bichell, K., Duggan, A. (2007). Home visitation for

adolescent mothers: Effects of parenting, maternal life course, and primary care linkage.

Annals of Family Medicine, 5(3), 244-232.

Battistich, V. (2005). *Character Education, Prevention, and Positive Youth Development*.

Washington, D.C.: Character Education Partnership

Battistich, V., Schaps, E., Watson, M., Solomon, D., & Lewis, C. (2000). Effects of the child development project on students' drug use and other problem behaviors. *Journal of Primary Prevention*, 21, 75-99.

Bender, K., Brisson, D., Jenson, J., Forrest-Bank, S. S., Lopez, A., & Yoder, J. (2011). Challenges and strategies for conducting program-based research in after-school settings. *Child and Adolescent Social Work Journal, 28*(4), 319–334.

Benson, P. L., & Saito, R.N. (2006). *The scientific foundations of youth development*. Minneapolis: Search Institute. Retrieved from www.ppv.org/ppv/publication/assets/74_sup/ydv_4.pdf

Benzies, K., & Mychasiuk, R. (2009). Fostering family resiliency: a review of the key protective factors. *Child & Family Social Work, 14*(1), 103-114.

Bernard, B. (2004). *Resiliency: What we have learned.* San Francisco, CA: WestEd.

Black, C., & Ford-Gilbee, M. (2004). Adolescent mothers: Resilience, family health work and health-promoting practices. *Journal of Advanced Nursing, 48*(4), 351-360.

Blanchett, W. J., Mumford, V., & Beachum, F. (2005). Urban school failure and disproportionality in a post-brown era: Benign neglect of the constitutional rights of students of color. *Remedial and Special Education, 26*(2), 70-82.

Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service learning: making meaning of experience. *Educational Horizons, 77*(4), 179-185.

Brown, L., Shellman, A., Hill, E., & Gomez, E. (2012). Positive youth development: A resiliency-based afterschool program case study. *Journal of Youth Development, 7*(4), 50-62.

Capaldi, D. (1992). Co-occurrence of conduct problems and depressive symptoms in early

adolescent boys: II. A 2-year follow-up at Grade 8. *Development and Psychopathology*,

4, 125–144.

Character [Def. 1]. (n.d.). In *Merriam Webster Online,* Retrieved February 3, 2016, from

http://www.merriam-webster.com/dictionary/character

Chenail, R. J., & Maione, P. (1997). Sense making in clinical qualitative research. *The*

Qualitative Report, 3(2), 1-9.

Child Welfare Information Gateway. (2014, February). Protective factors approaches in child

welfare. Retrieved February 4, 2016, from

https://www.childwelfare.gov/pubPDFs/protective_factors.pdf

CITRS (2016). *What is character?* Retrieved February 3, 2016, from http://www.citrs.org/what-

is-character/

City Data. (2016). *Norfolk, Virginia.* Retrieved January 25, 2016 from http://www.city-

data.com/city/Norfolk-Virginia.html

Collins, T., Gomez, E., Hill, E., Milliken, T., Goff, J., & Gregory, N. (2013). The resiliency and

attitudes skill profile: An assessment of factor structure. *Illuminare, 11*(1), 16-30.

Crabtree, B. F., & Miller, W. L. (Eds.). (1992). *Doing qualitative research*. Newbury Park, CA:

Sage.

Criss, M. M., Pettit, G. S., Bates, J. E., Dodge, K. A., & Lapp, A. L. (2002). Family adversity,

positive peer relationships, and children's externalizing behavior: A longitudinal

perspective on risk and resilience. *Child Development, 73*, 1220-1237.

Cummings, M. (2012). *Training Wheels: Pinnacle Kit Field Guide*. Littleton, CO: Training

Wheels Inc.

Damon, W. (2004). What is positive youth development? *The Annals of the American Academy of Political and Social Science*, 591, 13-24.DoED, 2012

Denzin, N. K., & Lincoln, Y. S. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (p. 17). Thousand Oaks, CA: Sage.

Driver, B. 1994. *The benefits-based approach to amenity resource policy analysis and management*. In: Kim, S. (compiler), Proceedings, IUFRO subject group 6.01, forest recreation landscape planning and nature conservation. 126-144.

Ecotrust (n.d.). Social Equity. Retrieved February 15, 2016, from http://www.reliableprosperity.net/social_equity.html

Edberg, M. (2008, December). *Development of UNICEF Latin America-Caribbean (LAC) adolescent well-being indicators: Background and proposed indicators.* Panama City, Panama: UNICEF LAC.

Ergüner-Tekinalp, B., & Crabtree-Groff, K. (2014). Young leaders of character programs: A model of character education program for improving life effectiveness skills and civic responsibility of adolescents. *Journal of Youth Development, 9* (4), 32-46.

Farineau, H., McWey, L. (2011). The relationships between extracurricular activities and delinquency in foster care. *Child and Youth Services, 33*(6), 963-968.

Green, G. T., Kleiber, D. A., & Tarrant, M., A. (2000). The effect of an adventure-based recreation program on development of resiliency in low income minority youth. *Journal of Park and Recreation Administration, 18*(3), 76-97.

Golander, H. (1992). Under the guise of passivity: We can communicate warmth, caring, and respect. In J. M. Morse (Ed.), *Quantitative health research* (pp. 192-201). Newbury Park, CA: Sage.

Gouldthorpe, J., & Israel, G (2013). Capturing change: Comparing pretest-posttest and retrospective evaluation methods. WC135. Gainesville: University of Florida Institute of Food and Agricultural Sciences. Retrieved from https://edis.ifas.ufl.edu/pdffiles/WC/WC13500.pdf

Gottfredson, D. C., Gerstenblith, S. A., Soule´, D. A., Womer, S. C., & Lu, S. (2004). Do after school programs reduce delinquency? *Prevention Science, 5*(4), 253–266.

Grossman, J. B., Lind, C., Hayes, C., McMaken, J., & Gersick, A. (2009). The cost of quality out-of-school time programs: Executive summary. Commissions by the Wallace Foundation. Retrieved on February 1, 2016 from http://www.wallacefoundation.org/knowledge-center/after-school/key-research/Pages/The-Cost-of-Quality-of-Out-of-School-Time-Programs.aspx

Gutman, L. M., & Midgley, C. (2000). The role of protective factors in supporting the academic achievement of poor African American students during the middle school transition. *Journal of Youth and Adolescence*, 29, 223–248.

Hill, E., Brown, L., & Cosnett, E. (2011). Creating a benefits-based afterschool program. *The Voice,* Winter, 16-18.

Hill, E., E., Gómez, E., & Jeppesen, G. (2007). Adolescent resiliency: A multidisciplinary approach. *Therapeutic Recreation*, 15, 60-74.

Hill, E., Milliken T., Goff, J., & Clark, D. (2015a). Promoting character and resiliency among elementary school students: An assessment of the CARE Now program. *Journal of Youth Development: Bridging Research and Practice 10*(1), 95-105.

Hill. E., Milliken, T., Goff, J., Clark, D., & Gagnon, R., (2015b). A university, municipal recreation department, and public school collaborative model: Development and implementation of CARE Now. *Journal of Park and Recreation Administration, 33*(3), 62-75.

Howard, P.F.J. (1998). Academic service learning: A counternormative pedagogy. *New Directions for Teaching and Learning,* 73, 21-29.

Howard, G. S. (1980). Response-shift bias: A problem in evaluating interventions with pre/post self-reports. *Evaluation Review, 4*(1), 93–106. doi: 10.1177/0193841X8000400105.

Howard, G. S., Ralph, K. M., Gulanick, N. A., Maxwell, S. E., Nance, D., & Gerber, S. L. (1979). Internal invalidity in pretest-posttest self-report evaluations and the reevaluation of retrospective pretests. *Applied Psychological Measurement, 3*(1), 1–23.

Hurtes, K., & Allen, L. (2001). Measuring resiliency in youth: The resiliency and attitudes skills profile. *Therapeutic Recreation Journal, 35*(4), 333-347.

Israel, G., Diehl, D., & Galindo-Gonzalez, S. (2009). *Evaluation situations, stakeholders & strategies.* WC090. Gainesville: University of Florida Institute of Food and Agricultural Sciences. Retrieved from http://edis.ifas.ufl.edu/wc090

Jeanty, G., & Hible, J. (2011). Mixed methods research of adult family care home residents and informal caregivers. *The Qualitative Report, 6*(3), 635-656.

Johnson R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher, 33*(3), 14-26.

Jones, L. (2012). Measuring resiliency and its predictors in recently discharged foster youth. *Child Adolescents and Social Work Journal*, 29, 515-533.

Kelsey, M., Johnson, A., & Maynard, R. (2001, July 30). The potential of home visitor services to strengthen welfare-to-work programs for teenage parents on cash assistance. Retrieved February 3, 2016, from http://www.mathematica-mpr.com/~/media/publications/pdfs/potential.pdf

Kaufman, S. (1994). In-depth interviewing. In J. F. Gubrium & A. Sankar (Eds.), *Qualitative methods in aging research* (pp. 123-136). Thousand Oaks, CA: Sage.

Leland, C. H. & Harste, J.C. (2005). Doing What We Want To Become: Preparing New Urban Teachers. *Urban Education, 40*(1), 60-77.

Lerner, Richard M. (2005). *Promoting positive youth development: Theoretical and empirical bases.* Paper prepared for the Workshop on the Science of Adolescent Health and Development, National Research Council, Washington, DC. Washington, D.C.: National Academy of Sciences.

Lerner, R., Lerner, J., Almerigi, J., Theokas, C., Phelps, E., Gestsdottir, SZ., Naudeau, S., Jelicic, H., Alberts, A., Ma, L., Smith, L. M., Bobek, D. L., Richman-Raphael, D., Simpson, I., Christiansen, E., Eye, A. (2005). Positive youth development, participation in community youth development programs, and community contribution of fifth grade adolescents: Findings from the first wave of the 4-H student on positive youth development. *Journal of Early Adolescence,* 25, 17-71.

Lerner, R., Napolitano, C., Boyd, M., Mueller, M., & Callina, K., (2013). Mentoring and positive youth development. In D. L. Dubois & M. J. Karcher (Eds.), *Handbook of youth mentoring* (17-27). Sage Publications.

Linver, M. R., Roth, J. L., & Brooks-Gunn, J. (2009). Patterns of adolescents' participation in organized activities: Are sports best when combined with other activities? *Developmental Psychology*, 45, 354–367.

Luthar, S., Cicchetti, D., & Becker, B. (2000). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, 71, 543–562.

Maynes, N., Hatt, B., & Wideman, R., (2013). Service learning as a practicum experience in a pre-service education program. *Canadian Journal of Higher Education (43)* 1, 80-99.

McCord, J. 1979. Some child-rearing antecedents of criminal behavior in adult men. *Journal of Personality and Social Psychology 37*(9):1477–1486.

Miller, J. 2001. *One of the Guys: Girls, Gangs and Gender*. New York, NY: Oxford University Press.

Mohamad, M., Mohammad, M., & Ali, N. M. (2014). Positive Youth Development and Life Satisfaction among Youths. *Journal Of Applied Sciences, 14*(21), 2782-2492.

Moore, K., A. (2006). Defining the term "at risk". *Child Trends,* 12, 1-3.

Narvaez, D., Bock, T., Endicott, L., & Lies, J. (2004). Minnesota's Community Voices and Character Education Project. J*ournal of Research in Character Education, 2,* 89-112.

Narvaez, D., Gardner, J., & Mitchell, C. (August, 2001). *Community bonding: A protective factor for at-risk behaviors and attitudes.* American Psychological Association, San Francisco.

Narvaez, D. & Rest, J. (1995). The four components of acting morally. In W. Kurtines & J. Gewirtz (Eds.), *Moral behavior and moral development: An introduction* (pp. 385-400). New York: McGraw-Hill.

Nurius, P., Russell, P., Herting, J., Hooven, C., Thompson, & Thompson, E. (2009). Risk and
protective profiles among never-exposed, single-form, and multiple form violence-
exposed youth. *Journal of Child and Adolescent Trauma, 2*(2), 106-123

Owen, A, Thompson, M., Shaffer, A., Jackson, E., & Kaslow, N. (2009). Family variables that
mediate the relation between intimate partner violence (IPV) and child adjustment.
Journal of family violence. 24(7), 433-445.

Office of Juvenile Justice and Delinquency Prevention (2014, May). OJJDP Statistical Briefing
Book. Retrieved January 28, 2016, from http://www.ojjdp.gov/ojstatbb/offenders/
qa03401.asp?qaDate=2010

Office of Social Equity. (n.d.). Shippensburg University – Social Equity – What is Social
Equity? Retrieved February 15, 2016, from
http://www.ship.edu/Social_Equity/What_is_Social_Equity_/

PBS (n.d.). *Character above all quotes*. Retrieved on February 1, 2016 from
http://www.pbs.org/newshour/spc/character/quotes/

Pittman, K., & Irby, M. (1996). *Preventing problems or promoting development: Competing
priorities or inseparable goals?* Baltimore, MD: International Youth Foundation.

Pratt, C. C., McGuigan, W. M., & Katzev, A. R. (2000). Measuring program outcomes: Using
retrospective pretest methodology. *American Journal of Evaluation*, *21*(3), 341–349.

Rest, J. R. (1986). *Moral development: Advances in research and theory*. New York, NY:
Praeger.

Rest, J. (1983). Morality. In P. H. Mussen (Series Ed.) & J. Flavell & E. Markman (Vol. Eds.),
Handbook of Child Psychology (Vol. 3, Cognitive Development) (4th ed.) (pp. 556-629).
New York, Wiley.

Riggs, N. R., & Greenberg, M. T. (2004). After-school youth development programs: A developmental-ecological model of current research. *Clinical Child and Family Psychology Review, 7*, 177-190.

Roth, J., & Brooks-Gunn, J. (2000). What do adolescents need for healthy development? Implication for youth policy. *Social Policy Report,14*(1), 3-19.

Roth, J., & Brooks-Gunn, J., Murray, L., & Foster, W. (1998). Promoting healthy adolescents: Synthesis of youth development program evaluations. *Journal of Research on Adolescence*, 8, 423-459

Rutter, M. (1987). Psychosocial resiliency and protective mechanisms. *American Journal of Orthopsychiatry*, 57, 316-331.

Rutter M. (2000). *Resilience reconsidered: Conceptual considerations, empirical findings, and policy implications.* In: Shonkoff, J.P., Meisels, S. J., editors. Handbook of early childhood intervention. 2. New York, NY: Cambridge University Press; p. 651–682.

Sanders, J., & Munfrod, R. (2014) Youth-centered practice: Positive youth development practices and pathways to better outcomes for vulnerable youth. *Children and Youth Services Review,* 46, 160-167.

Sanders, J., Munford, R., Thimasarn-Anwar, T., Liebenberg, L., & Ungar, M. (2015). The role of positive youth development practices in building resilience and enhancing wellbeing for at-risk youth. *Child Abuse and Neglect*, 42, 40-53.

Scales, P., Foster, K., Mannes, M., Horst, M., Pinto, K., & Rutherford, A. (2005). School–business partnerships, developmental assets, and positive outcomes among urban high school students: A mixed-methods study. *Urban Education*, 40,144–89.

Schofield, G. & Beek, M., (2009). Growing up in foster care: Providing a secure base through

    adolescence. *Child and Family Social Work,* 14, 255-266.

Schwartz, S. J., Pantin, J., Coatsworth, D., & Szapocznik, J., (2007). Addressing the challenges

    and opportunities for today's youth: Toward an integrative model and its implications for

    research and intervention. *Journal of Primary Prevention, 28*(2), 117–44.

Smokowski P. R., Mann E. A., Reynolds A. J., & Fraser M. W. (2004). Childhood risk and

    protective factors and late adolescent adjustment in inner city minority youth. *Children*

    and Youth Services Review, 26, 63–91.

Tajima, E., Herrenkohl, T., Moylan, C., Derr, A. (2011). Moderating the effects of childhood

    exposure to intimate-partner violence: The roles of parenting characteristics and

    adolescent peer support. *Journal of Research on Adolescence, 24*(2), 376-394.

Talbert-Johnson, C. (2004). Structural Inequities and the Achievement Gap in Urban Schools.

    Education and Urban Society, 37(1), 22-36.

Theokas, C., Almerigi, B., Lerner, R., Dowling, E., Benson, P., Scales, P., & et al. (2005).

    Conceptualizing and modeling individual and ecological asset components of thriving in

    early adolescence. *Journal of Early Adolescence,* 25,113–43.

Transcript of Colin Powell's Speech. (2015, July 31). Retrieved April 14, 2015, from

    http://abcnews.go.com/Politics/story?id=123273

Tucker, T. W., & Allen, L. R., (2008). Implementing OFM in municipal parks and recreation

    departments. In B. L. Driver (Ed.), *Managing to optimize the beneficial outcomes of*

    recreation (pp. 75-94). State College, PA: Venture Publishing.

Twenge, J., & Nolen-Hoeksema, S. (2002). Age, gender, race, socioeconomic status, and birth

cohort difference on the Children's Depressive Inventory: Ameta-analysis. *Journal of

Abnormal Psychology*, 111(4), 578–588.

Ungar, M., Liebenberg, L., Dudding, P., Armstrong, M., & Van de Vijver, F. (2013). Patterns of

service use, individual and contextual risk factors, and resilience among adolescents

using multiple psychosocial services. *Child Abuse and Neglect*, 37, 150–159

United States Census Bureau (December, 2015). Norfolk city, Virginia. Retrieved on January 19,

2016 from: http://quickfacts.census.gov/qfd/states/51/51710.html

U.S. Department of Education (DoED). (2012). Character Education...Our Shared

Responsibility. Retrieved February 04, 2016, from

http://www2.ed.gov/admins/lead/character/brochure.html

Virginia Department of Education. *School Report Card.* Retrieved April, 14, 2015 from

https://p1pe.doe.virginia.gov/reportcard/report.do?division=118&schoolName=324.

Virginia Department of Education (2012). Annual report discipline, crime, and violence. School

year 2010-2011. Richmond, VA: Author.

Virginia Department of Education (2012). *Character Education*. Retrieved January 31, 2016

from http://www.doe.virginia.gov/instruction/character_ed/index.shtml

Virginia Department of Education, VDOE, (2014). Office of School Nutrition Programs (SNP)

Free and Reduced Price Eligibility Report. Retrieved January 15, 2016 from

http://www.doe.virginia.gov/support/nutrition/statistics/free_reduced_eligibility/2014-

2015/schools/frpe_sch_report_sy2014-15.pdf

Walsh, F. (2003) Family resilience: a framework for clinical practice. *Family Process,* 42, 1–18.

Weiss, M. R. (2008). 'Field of dreams': Sport as a context for youth development. *Research Quarterly for Exercise and Sport*, 79, 434–449.

Werner, E & Smith, R. (2001). *Journeys from childhood to midlife: Risks, resilience, and recovery.* New York, NY: Cornell University Press.

Westfall, A., & Pisapia, J. (1994). At-risk students: Who are they and what helps them succeed? *Research Brief* #17. ED411341.

Wolin, S., & Wolin, S. J. (1993). *The resilient self: How survivors of troubled families rise above adversity.* New York, NY: Villard Books.

CHAPTER V

CONCLUSION

This dissertation sought to explore three central themes relating service-learning by explore the impacts of service-learning across various service-learning courses from a university perspective, the impact of service-learning on recreation majors through their final written reflection, and the impact of the service-learning project the recreation majors implemented on the community that received the service. To achieve this aim, this dissertation followed a three-paper format where three separate yet connected research projects were undertaken. A brief description of each chapter and its findings are listed below.

Chapter II, sought to answer the research questions: "What is the impact of service-learning university student's end of semester service-learning survey with respect to scores on: professional skills, communication skills, academic learning, values clarification, citizenship skills, and quality indicators/best practices?", "To what extent does direct and indirect service-learning activities differ on university student's self-reported professional skills, communication skills, academic learning, values clarification, citizenship skills and quality indicators/best practices?". The purpose of this study was to explore the impact of service-learning on university students across various disciplines, projects, and majors at an urban university in southeast Virginia. This study aimed to add to the growing body of research on service-learning with respect to the institutionalization of service-learning practices across universities. The previously tested instrument developed by the University of Georgia Office of Service learning used in this study was the *Service-Learning Course Survey*. An end of semester survey was used to measure scores of: professional skills, communication skills, academic learning, values clarification, citizenship skills, and quality indicators/best practices. A total of 209 students

completed the end of year service-learning assessment. All participants participated in service-learning courses in the fall 2015. The results of this study indicated that students positively agreed that the experience impacted their professional, communication, academic, values, citizenship, and quality. Students who participated in direct service-learning experiences compared those who participated in indirect service-learning had significantly higher scores.

Chapter III, focused on how undergraduate recreation majors were impacted through their service-learning experience in CARE Now. The purpose of this research was expand on the limited body of knowledge on service-learning as it relates to students who are participating in a comprehensive 13-week, approximately 30 hours, resiliency and character based after-school service-learning project. This study explores the perceived impacts of service-learning on undergraduate recreation majors through analyzing student's fourth and final written reflection during their service-learning experience. A total of 42 students turned consented to have their final written reflections used. Twelve main categories were especially important to understanding the impact of the service-learning experience—influences to join major, PRTS student seek career specific characteristics, PRTS major meeting student's needs, service creates a learning lab for personal development, service create a learning lab for professional development, challenges faced through service, applying knowledge to real world problem, youth served face many challenges, advocates connected to youth served, service creates memorable moments, advocacy/transformational experiences, and overall impressions.

Chapter IV, focused on the community receiving the service-learning and sought to answer the research questions: "How does resiliency and character scores prior to the participation in the outcome-focused CARE Now in-and after-school program compare to those scores after participation among urban 6th grade middle school students?", "How do CARE Now

males and female participant's resiliency scores differ among program participants?", and "How are middle school students who participate in the CARE Now program impacted overall?". The purpose of this paper was to measure the impact of the CARE Now in-and after-school program on urban students' perceptions of resiliency and character scores and overall impacts of the program. Participants were 6th grade students in an urban middle school in southeast Virginia during the 2014-2015 academic year. Outcomes were measured through the use of the 24-item Resiliency and Attitudes skill (RASP)-M (Hill, Milliken, & Gomez, 2014) and the 12-item Citizenship Scale (Narvaez, Gardner, & Mitchell, 2001). Qualitative data analysis was also approached using directed content analysis to study the end of year satisfaction survey given to all CARE Now 6th grade students. A total of 46 participants who assented and consented to the study had pre and posttest were able to be matched and 52 participants who assented and consented completed the end of semester satisfaction survey. The results of this study indicated that males had higher posttest scores that females relating to resiliency, approaching significance. Qualitative results revealed that 6th grade students valued the supports given, learned life skills, developed resiliency and character skills, but also needed more from the program, such as more time with the program, more choice regarding programming, and more opportunities for individual attention.

Limitations

Several limitations were presented throughout the separate chapters. Chapter II, noted that lacking a comparison group limited the researchers to assess students who participated in non-service-learning experiences. It is important to highlight that this research comes from a public institution in an urban/metropolitan setting that may already have impacted students' views of service because of their backgrounds/internal motivation to attend this university. Self-

reported information obtained through the end of end service-learning survey may be incomplete (ability to skip questions), and have a potential for self-report bias due to reflecting on their own personal growth. With self-report, closed-ended questions, students may answer what they feel should be correct instead of their actual thoughts due to social desirability to give the correct answer. Additionally, the instrument used in this study needs a more rigorous assessment of its psychometric properties due to its limited use thus far.

Chapter III noted several limitations in the study. The first was the use of final written reflections instead of interviews or focus groups. While the data allowed for thick, rich descriptions, member checking, additional prompting, and follow-up questioning of participants were unavailable due to the nature of the reflection. Sample size is another limitation to this study and complete saturation of data may not have been met with 42 reflections. This research only explores the undergraduate recreation majors in the CARE Now program at a specific university during one semester of yearlong service-project initiative. A mixed-methods approach was not used to allow for pre and posttest score comparisons or quantitative support of findings. Lastly, a complete capture of the impacts may not be possible with only exploring the last written reflection of the course and not the other reflection techniques and occurrences.

Chapter IV had several limitations. Working with groups who are in high-risk situations can create challenges with data collection. To have meaningful pre-test post-test comparisons, participants have to be present at the start and end of the program. Consistent attendance can be difficult to achieve with high-risk groups (Pratt, McGuigan, & Katzey 2000), especially considering the students served in this study had an alarmingly high absence rate. Without completed sets of pre and post-test data, comparisons cannot be made and the available data were reduced, which supports the current 10% response rate yet could have been increased to 15% if

paired responses could have been made for the other participants with completed assents and consents. Sample size was a limitation to this study. The findings that were made through this study approached significance and having a larger sample size would have given a more representative distribution of the population being served. The current sample was also drawn from a middle school in Norfolk, Virginia, which limits is generalization to other urban areas with middle schools. This study used a self-report method of data collection through the use of pre and post-test questionnaire and due to this, scores may not reflect the participants' true measure of character and resiliency.

Limitations with capturing participant's true comparison between pre and post-test is a potential limitation of the design of the study. With respect to pre-test post-test models, to make a substantial comparison between the two requires the participant to use the same frame of reference to measure themselves against (Goulthorpe & Israel, 2013). When the same frame of reference is missing, comparisons between pre and post-test can be invalid (Goulthorpe & Israel, 2013). When participants have limited knowledge to affectively judge their baseline functioning (i.e., their resilience), comparisons between pre and post-test may not capture true change (Allen & Nimon, 2007).

Implications for Future Research

Future research should be conducted to gather evidence that support and extends the findings of this dissertation. Chapter II explored the impact of service-learning through end of semester surveys using a self-report method to determine the perceived impact of their experience. Students who participated in the survey were from various disciplines across the university and participated in various service projects. Findings from this study suggest that more evidence should be collected that shows any difference in the type of service (i.e., direct service

and indirect service). Future research should retest the robustness of the scale used to determine its psychometric properties again.

In Chapter III, fourth and final reflections of recreation majors who participated in a 13 week, 30 hours, service-learning project were analyzed through a content analysis. Future research should continue to explore students end of semester reflections on their service-learning experience, as well as exploring differences in the type of service (i.e., direct or indirect), the amount of service (throughout semester or accumulating single experience), and the amount (how often and when it is conducted) and type (e.g., written reflections, class discussions, presentations).

In Chapter IV, pre and posttest scores were used to determine the impact of the resiliency and character program, CARE Now, had on urban youth who participated in the program. Future research should explore longitudinal results (e.g., into 7th and 8th grades) of students who have participated in the CARE Now program, measure the impact of CARE Now in relation to student's self-report of risks, such as income, parents level of education, living situations, and other social services the child or family is enrolled in. Future research should also explore the impact of CARE Now through the lenses of other stakeholders, such as the students' parents and teachers. Lastly, measuring the impact of the after-school component, specifically the STEM based Friday club days on participants. It is important to continue to explore the impacts of the CARE Now program and its participants, as the CARE Now program aimed to be a program that can be implemented and replicated across the country.

Conclusion

The purpose of this dissertation was to examine how service-learning impacts university, students, and community members. This dissertation advances the notion that well-structured

and implemented service-learning project can be mutually beneficial to all those involved. Furthermore, this dissertation promotes that service-learning can be uniquely suited to meet various goals of all constituents involved. This dissertation and the relevant literature support the idea that service-learning can create unique learning experience for students and various benefits for the university, students, and community. Service-learning efforts should continue to be explored and implemented within higher education to meet university, student, and community goals.

References

Allen, J. M., & Nimon, K., (2007). Retrospective pretest: A practical technique for professional development evaluation. *Journal of Industrial Teacher Education, 44*(3), 27.42.

Gouldthorpe, J., & Israel, G (2013). Capturing change: Comparing pretest-posttest and retrospective evaluation methods. WC135. Gainesville: University of Florida Institute of Food and Agricultural Sciences. Retrieved from https://edis.ifas.ufl.edu/pdffiles/WC/WC13500.pdf

Narvaez, D., Gardner, J., & Mitchell, C. (August, 2001). *Community bonding: A protective factor for at-risk behaviors and attitudes.* American Psychological Association, San Francisco.

Pratt, C. C., McGuigan, W. M., & Katzev, A. R. (2000). Measuring program outcomes: Using retrospective pretest methodology. *American Journal of Evaluation*, *21*(3), 341–349.

APPENDIX A

END OF SEMESTER SERVICE-LEARNING COURSE SURVEY

OLD DOMINION
UNIVERSITY
IDEA FUSION

Academic Service-Learning
Semester Evaluation

Thank you for agreeing to participate in this survey regarding your service-learning experience at ODU. This survey will take approximately 10 to 15 minutes to complete. This survey is anonymous and completely voluntary and you may withdraw at any time by closing the browser window. We are very grateful for your willingness to participate.

Service-learning is the application of academic skills and knowledge to address a community need, issue, or problem, and to enhance student learning. Before this course, had you previously been involved in service-learning, or taken courses with a service-learning component?

☐ Yes
☐ No

Please select the service-learning course or courses in which you were enrolled THIS semester.

☐ ARTS 305 Elementary Art Education Methods and Classroom Management
☐ ARTS 406 Secondary Art Education Methods and Classroom Management
☐ BIOL 110N Environmental Sciences
☐ BIO 113N Environment and Man
☐ COMM 795/HUM 795/ PADM 695 Entrepreneurship and Gaming
☐ CRJS/SOC 444 Community Justice
☐ ENGN 110 Explore Engineering and Technology
☐ ENGL 231C Honors Crisis Communication and Climate Change
☐ HLTH 101 Introduction to Health Sciences
☐ HMSV 341, Intro to Human Services

☐ HMSV 343W Human Service Methods (Study Abroad - Jamaica)
☐ HMSV 346 Diversity & Issues in Human Service
☐ HMSV 368 Field Observation in Human Services
☐ HMSV 440W Program Development, Implementation, and Funding (Distance Learning)
☐ HMSV 441 Non-Profit Fund-Raising in Human Services.
☐ HMSV 444 Psycho-educational Groups
☐ HMSV 447 Addictions: Theory and Intervention
☐ HMSV 491 Family Guidance
☐ HMSV 495 Topics in Human Services (Study Abroad - Jamaica)

☐ HON 387 Honors Civic Learning Project
☐ IDT 739 Needs Assessment (Distance Learning)
☐ ITS 847 Needs Assessment
☐ NURS 471 Community Health Nursing
☐ PAS 300 Foundations in Public Service
☐ PAS 395 Special Topics – Public Service Practice (Distance Learning)
☐ PAS 395, Special Topics – Public Service Entrepreneurship
☐ PRTS 201 Recreation Programming and Leadership
☐ PRTS 261 Introduction to Therapeutic Recreation

☐ PRTS 301 Youth Development through Recreation
☐ PRTS 302 Facilitating the Recreation Experience
☐ PRTS 405 Outdoor Recreation
☐ PRTS 410 Clinical Aspects of Therapeutic Recreation
☐ PRTS 450 Disabilities and Aging in Therapeutic Recreation
☐ PRTS 420 Intervention Techniques in Therapeutic Recreation
☐ WMST 401W/501 Women: A Global Perspective
☐ World Languages 295: Language in Motion
☐ Other

If you selected other, what is the course prefix, number and instructor's name? (e.g. BIOL 111N Environmental Science, Dr. Tatyana Lobova)
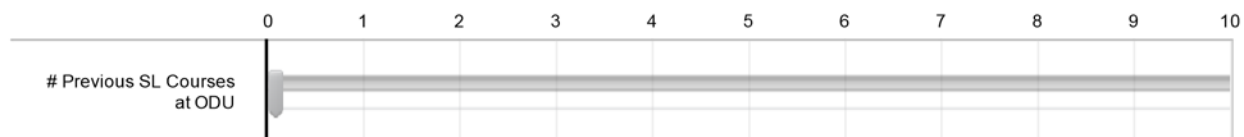
[_____]

Was the service-learning component of this course required?

☐ Yes
☐ No

When you registered for this course, did you know that it included a service-learning component?

☐ Yes
☐ No

Prior to taking this course, I have previously taken ___ other courses with a service-learning component at ODU

	0	1	2	3	4	5	6	7	8	9	10
# Previous SL Courses at ODU											

Outside of ODU, I have previously taken ___ courses with a service-learning component (i.e., high school, other college or university. (Drag slider to create response)

	0	1	2	3	4	5	6	7	8	9	10
# non-ODU SL courses											

I was already volunteering in my community before taking the service-learning course this semester

○ Yes

○ No

Please tell us about the service components of this course

In what type of service project did you participate this semester? (select all that apply)

☐ Educational programs for children (i.e., tutor, mentoring, or teaching in a school or non-school setting)

☐ Education Programs for adults (i.e., training, adult literacy, financial planning)

☐ Child welfare issues

☐ Project to benefit a specific agency or cause (i.e., grant-writing)

☐ Consultation (to an organization, or government agency)

☐ Environmental Restoration or Rehabilitation

☐ Research and report on a topic of interest to the community or organization

☐ Building/Construction (e.g. Habitat for Humanity)

☐ Political/Policy Change/ advocacy

☐ Food security/ anti-hunger

☐ Health and wellness issues

☐ Language translation or interpretation

☐ Working with animals

☐ Social Justice Project or Campaign

☐ Logistical or office support for an agency or organization

☐ Other (please explain)

Please give a short description of what you did for the service component of this course

Who had the primary responsibility for selecting the community partner or making the service placement?

○ Students

○ Instructor

☐ An individual

☐ A member of a small group

☐ A member of the entire class

In my service activity, I worked with community members who were different from me in terms of (select all that apply)

☐ Age

☐ Ability/Disability

☐ Culture

☐ Race

☐ Gender

☐ Economic background

☐ Not applicable

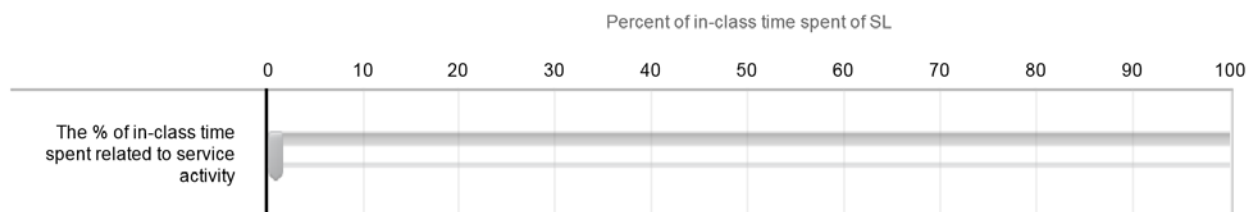**Did the service-learning component of this course include any off-campus activities?**

◯ Yes
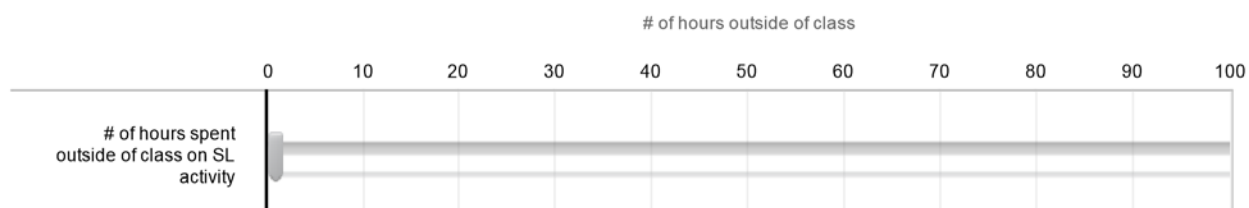
◯ No

Where did the service for this class take place?

☐ Norfolk

☐ Elsewhere in Virginia

☐ Different state (please specify)

☐ Internationally (i.e., study abroad) (please specify)

☐ On-line or at a distance

☐ Comments?

Estimate the _percentage_ of your _in-class_ time over the course of the entire semester that was spent on the service-learning project or activity for this course. This includes taking part in, preparing for, discussing, and/or reflecting on the service learning project or activity _in class_.

(Use the slider to indicate the % of time spent in class relating to the service activity.)

Percent of in-class time spent of SL

	0	10	20	30	40	50	60	70	80	90	100
The % of in-class time spent related to service activity											

Estimate the total amount of time _(in hours)_ you spent during the entire semester _outside_ of regular class meetings on your service activity. (Note: there are 15 weeks during the Fall and Spring semester, and 3-11 weeks during the Summer Sessions)

# of hours outside of class

	0	10	20	30	40	50	60	70	80	90	100
# of hours spent outside of class on SL activity											

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Encouraged me to consider perspectives other than my own.	○	○	○	○	○
Helped me to develop my problem-solving and critical thinking skills.	○	○	○	○	○
Required me to make judgments about how to behave in new social situations	○	○	○	○	○
Helped me to develop my citizenship skills.	○	○	○	○	○
Made me more aware of my responsibilities as a member of the community	○	○	○	○	○

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Helped me to gain more knowledge about the community with which I worked and the issues that the community faced	○	○	○	○	○
Provided real benefit to come segment of the community	○	○	○	○	○
Enhanced my project management skills	○	○	○	○	○
Helped me to develop my intercultural communication skills	○	○	○	○	○
Positively influences my intention to complete my degree	○	○	○	○	○

Service-Learning Activities

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The service activity was relevant to the academic content of this class	○	○	○	○	○
I learned more in this course than in other courses I have taken in this discipline that DID NOT include a service-learning component.	○	○	○	○	○
My relationship with the course instructor or teaching assistant was more positive as a result of the service-learning component.	○	○	○	○	○
I would have learned more if I spent more time in the classroom instead of doing service work.	○	○	○	○	○
Ideas or concepts from other courses were useful to the service-learning component of this course	○	○	○	○	○
It will be important for me to apply academic knowledge to community problems in the future.	○	○	○	○	○
The community partner's perspective and voice were critical elements of this service-learning course.	○	○	○	○	○
I felt that I had the necessary access and resources to appropriately serve the community in the service-learning component of this course.	○	○	○	○	○

Please describe the amount of time spent on the service-learning component of this course

☐ Just right

☐ Too much time

☐ Not enough time

☐ Other/Please comment

_____

Service Learning Activities

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
After this course is over, I will probably					

with the community of individuals
served by this course.

I would be interested in participating in other courses with a service-learning component	○	○	○	○	○
ODU should offer service-learning courses for all students who are interested.	○	○	○	○	○

Reflective Strategies

	How often during the semester did you utilize these reflection strategies?					I felt that this reflection activity was good for me to connect my service activity to the class					
	Never	Once or Twice during the Semester	A couple times per month	At least weekly throughout the semester	Enter Text here	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable
Written journaling	○	○	○	○	○	○	○	○	○	○	○
Blogging or on-line discussions	○	○	○	○	○	○	○	○	○	○	○
Small group classroom discussions	○	○	○	○	○	○	○	○	○	○	○
Guided whole class discussions	○	○	○	○	○	○	○	○	○	○	○
Arts-based reflection	○	○	○	○	○	○	○	○	○	○	○
Case Studies	○	○	○	○	○	○	○	○	○	○	○
Final project presentation or showcase	○	○	○	○	○	○	○	○	○	○	○
Other (Specify)	○	○	○	○	○	○	○	○	○	○	○

Estimate how often you used *on-line learning tools* for the following elements of this course:

	Never	Less than Once a Month	Once a Month	2-3 Times a Month	At least weekly throughout the semester	Daily	Not Applicable?
Classroom instruction (distance learning)	○	○	○	○	○	○	○
The service component of this class	○	○	○	○	○	○	○
Preparation and planning for the service activity	○	○	○	○	○	○	○
Learning about the community partner	○	○	○	○	○	○	○
Class discussions	○	○	○	○	○	○	○
Reflection activities	○	○	○	○	○	○	○
Class assignments or readings	○	○	○	○	○	○	○
Other (please specify)	○	○	○	○	○	○	○

Questions About You

What is your age, in years? (e.g., 21)

What is your gender?

○ Male

○ Female

○ Other

○ Prefer not to answer

American Indian/Native American

☐ Asian/Pacific Islander

☐ Black/African-American

☐ Hispanic/Latino(a)

☐ Multiracial

☐ White (non-Hispanic)

☐ Prefer not to aswer

What is your current class standing?

◯ First year undergraduate

◯ Second year undergraduate

◯ Third year undergraduate

◯ Fourth or Fifth year undergraduate

◯ Graduate-Master's level

◯ Professional program (i.e., law, pharmacy, veterinary medicine, medicine)

◯ Graduate- Doctoral Level

◯ Other (please specify)

During this semester, I also worked___ hours per week for pay.

	0	10	20	30	40	50	60	70	80	90	100
Hours worked per week for pay											
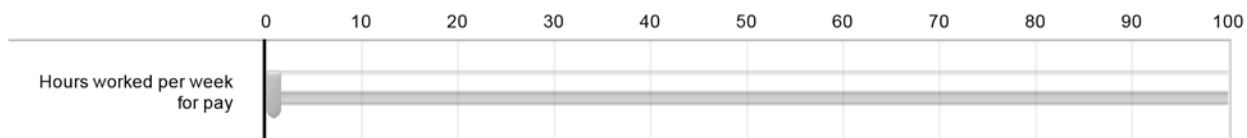
Outside of this service-learning course, I volunteered in the community about ___ hours per _month_ this semester.

	0	10	20	30	40	50	60	70	80	90	100
# of hours volunteered in community											
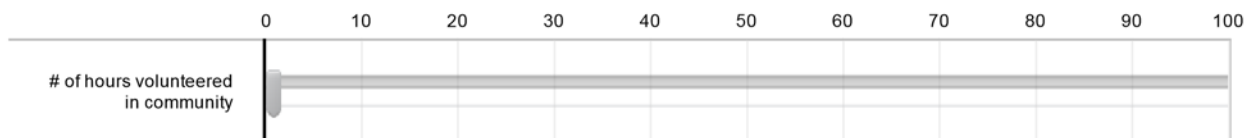
Are you willing to be contacted in the future for follow-up research related to your service-learning experience?

◯ Yes (if so, please enter your preferred email address)

◯ No

Would you like to receive more information about other service-learning courses you can take? Your information will not be added to an email list and you will be able to decline additional information at any time. This information is to help your academic advisors, professors, and administrators provide information for you and your experience at ODU.

◯ Yes (if so, please enter your UIN)

◯ No

What is your projected grade in this course?

☐ A ☐ C+ ☐ D

☐ A ☐ C ☐ D

☐ B+   ☐ C-   ☐ F

☐ B   ☐ D+   ☐ I do not know

☐ B-

Please select all of the following statements that best describe you as a college student

☐ Hometown is more than 150 miles away   ☐ Undecided major

☐ First generation (First in family on track to graduate with a 4-year degree)   ☐ Receiving financial aid

☐ First year student (Freshman)   ☐ High School GPA was less than 3.0

Final thoughts or suggestions about service-learning of ODU. Remember, since this survey is anonymous, we will not be able to directly respond to questions.

To find more opportunities to get involved in our community, visit GivePulse by clicking here.

You can also click here to join the Center for Service & Civic Engagement's newsletter.

Thank you very much for your feedback!

This concludes the survey. Please hit the next button to submit your survey.

APPENDIX B

RECREATION STUDENTS FINAL WRITTEN REFLECTION ASSIGNMENT

STUDENT DEMOGRAPHIC DATA SHEET

UIN: _____

Age: _____

Gender: ___Male   ___Female   ___Other

Grade/Year: ___Freshman   ___Sophomore   ___ Junior   ___Senior

Please check one answer for each question:

What is your Race/Ethnicity:
_____African American or Black
_____American Indian
_____Asian
_____Caucasian or White (non-Hispanic)
_____Latino/a or Hispanic
_____Other (please describe) _____

Is English the language you speak most at home? _____ Yes   _____ No
If not, what language do you speak most at home? _____

What previous experience have you had with CARE Now? __ PRTS 301 __PRTS 302

What was your group color?

What day did you facilitate the CARE Now program this semester?

        ___Monday   ___Tuesday   ___Wednesday   ___Thursday

Completing this reflection is a required part of your course work, however, the use of your reflection in the present research study is not. Participation in this research project is completely voluntary. If you do not want to participate, please indicate below:

____ Please do not use my reflection

Please read each statement and write your response below. Please be as thorough as possible. **There are no right or wrong answers, so please be as honest as possible!**

1. What influenced your decision to be a Park, Recreation and Tourism Major?

2. What has resulted from your service through CARE Now (focus on the impact your role has had on you—personally and/or professionally)?

3. What were some of the most challenging experiences, if any, you faced? How did you overcome those challenges?

4. In what ways, if any, do you feel that you relate to the children you serve?

5. What adverse situations do you think your students face on a daily basis? (Does community play a role in these factors?)

6. How has your experience at CARE Now, if at all, shaped your professional development/future career plans? If so, in what capacity or ways?

7. Please describe the most memorable experience you had at CARE Now (positive or negative).

8. Is there anything else you would like to add regarding you experience with CARE Now?

APPENDIX C

DEMOGRAPHICS, RASP, AND CITIZENSHIP SURVEY

The following items relate to your opinions of yourself. Please read each statement and indicate the extent to which you agree or disagree with each one. **There are no right or wrong answers, so please be as honest as possible!**

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
1. When my work is criticized, I try harder the next time.	1	2	3	4	5	6
2. I can deal with whatever comes in the future.	1	2	3	4	5	6
3. Once I set a goal for myself, I don't let anything stop me from reaching it.	1	2	3	4	5	6
4. I'm prepared to deal with the consequences of my actions.	1	2	3	4	5	6
5. My friends know they can count on me.	1	2	3	4	5	6
6. I can change my surroundings.	1	2	3	4	5	6
7. I am comfortable making my own decisions.	1	2	3	4	5	6
8. I can sense when someone is not telling the truth.	1	2	3	4	5	6
9. When I'm faced with a tough situation, I come up with new ways to handle it.	1	2	3	4	5	6
10. I can come up with different ways to let out my feelings.	1	2	3	4	5	6
11. I look for the "lighter side" of tough situations.	1	2	3	4	5	6
12. I control my own life.	1	2	3	4	5	6
13. I can tell what mood someone is in just by looking at him/her.	1	2	3	4	5	6
14. I try to help others.	1	2	3	4	5	6
15. I stand up for what I believe is right.	1	2	3	4	5	6
16. I try to figure out things that I don't understand.	1	2	3	4	5	6
17. I'm good at keeping friendships going.	1	2	3	4	5	6
18. I have friends who will back me up.	1	2	3	4	5	6
19. Laughter helps me deal with stress.	1	2	3	4	5	6
20. I can be myself around my friends.	1	2	3	4	5	6
21. When I'm in a bad mood, I can	1	2	3	4	5	6

cheer myself up.						
22. When something bad happens to me, I don't give up.	1	2	3	4	5	6
23. I share my ideas and opinions even if they are different from other people's.	1	2	3	4	5	6
24. I make friends easily.	1	2	3	4	5	6

We are going to ask you questions about what you think. For each item, please circle the number that shows what you think. There are no right or wrong answers, so please be as honest as possible!

	Never Agree	Rarely Agree	Not Sure	Usually Agree	Always Agree
1. You should be on time to school or appointments.	1	2	3	4	5
2. It is important to support those who are following the rules.	1	2	3	4	5
3. You should think of the consequences of your actions before you do something.	1	2	3	4	5
4. It is important for you to warn people when things are broken.	1	2	3	4	5
5. It is important for you to be honest with teachers.	1	2	3	4	5
6. It is important for you to return things you borrow.	1	2	3	4	5
7. You should work hard to reach your goals.	1	2	3	4	5
8. It is important to do what your teachers expect of you.	1	2	3	4	5
9. You should participate in your class activities.	1	2	3	4	5
10. It is important for you to help the homeless.	1	2	3	4	5
11. It is important to encourage others to do their share of work.	1	2	3	4	5
12. You should report crime to an adult.	1	2	3	4	5

Name: _____

Gender: Male or Female
Age: _____

Lunch Number: _____
Math Teacher's Name: _____

What is your Race (please check one):
_____African American or Black   _____American Indian   _____Asian
_____Latino/a or Hispanic   _____Caucasian or White (non-Hispanic
_____Other (please describe) _____

Outside of school, who do you live with most of the time? Please select the one that best describes you:
_____ I live with my two parents (natural/biological or adopted)
_____ I live with my mother and a stepparent
_____ I live with my father and a stepparent
_____ I live with my mother in a one-parent family
_____ I live with my father in a one-parent family
_____ I live with my grandparent/s
_____ I live with other relatives (not my parents or grandparents)
_____ I live with foster parents
_____ I live with my mother half of the time and my father the other half of the time
_____ I live with another adult (guardian)

Is English the language you speak most at home?   _____ Yes   _____ No
If not, what language do you speak most at home? _____

VITA

<div align="right">

Jennifer Goff, PhD., CPRP
Norfolk, VA

</div>

Curriculum Vitae

EDUCATION:

Ph.D., (Spring 2016)   **Old Dominion University. Norfolk, VA**
Program: Sport and Recreation Management   Advisor: Dr. Eddie Hill, CPRP
Emphasis: Positive Youth Development and Service-Learning through Recreation
Dissertation topic: Building Stronger Communities: The Reciprocity between University, Student and Community through Service-Learning

MSEd., (2010)   **Old Dominion University. Norfolk, VA**
Program: Recreation and Tourism Management   Advisor: Dr. Edwin Gomez, CPRP

B.S., (2009)   **Old Dominion University. Norfolk, VA**
Program: Recreation and Tourism Studies   Advisor: Mrs. Betsy Kennedy, CTRS
Emphasis: Therapeutic Recreation

EXPERIENCE:

2015-Present **Old Dominion University, Recreation and Wellness, Big Blue Summer Camp**
Position: Assistant Director

2013-Present **Old Dominion University, Human Movement Sciences, Park, Recreation and Tourism Program**
Position: Graduate Teaching Assistant: Undergraduate Instructor

2013-Present **Old Dominion University, Human Movement Sciences, Park, Recreation and Tourism Studies CARE Now Program**
Position: Graduate Teaching Assistant: CARE Now After-School Director
        P. B. Young Elementary (2013-2014),
        Lafayette-Winona Middle School (2013-2014)
        Blair Middle School (2013-Present)

2013- 2014 **Old Dominion University, Norfolk Tourism and Research Foundation**
Position: Research Assistant

2013 **Old Dominion University, CARE Now, Summer Enrichment Program at P. B. Young Elementary**
Position: Director

2013   **Old Dominion University, Office of Institutional Research and Assessment**
Position: Archival Specialist

2011-2013   **Old Dominion University, Human Movement Science, Park, Recreation and Tourism Studies**
Position: Adjunct Instructional Faculty for undergraduate courses

2011-2012   **Old Dominion University, Office of Institutional Research and Assessment**
Position: Lab and Research Specialist I

2010-2013   **Old Dominion University Research Foundation, CARE Now**
Position: After-School Director
       Lafayette-Winona Middle School (2011-2013)
       Blair Middle School (2010-2013)

2010-2011   **Old Dominion University, Human Movement Science, Park, Recreation and Tourism Studies**
Position: One Year Appointment, Lecturer for undergraduate courses

2007-2010   **Busch Gardens Europe, Williamsburg VA, Culinary Operations**
Position: Assistant Buyer

2005-2007   **Busch Gardens Europe, Williamsburg, VA, Culinary Operations**
Position: Senior Area Supervisor/Area Supervisor

TEACHING:

PRTS 201*, Recreation Programming and Leadership [3 credit]
PRTS 211, Foundation-Recreation/Leisure, [3 credit]
RTS 271, Intro to Recreation and Tourism Studies, [3 credit]
RTS 301*, Youth Development through Recreation, [3 credit]
RTS 302*, Facilitating the Recreation Experience, [3 credit]
PRTS 303*, Youth Development through Recreation- Lab [1 credit]
PRTS 368, Internship, [12 credit]
PRTS 425, Finance and Risk Management in Recreation, [3 credit]
PRTS 441, Marketing of Hospitality Services, [3 credit]
PRTS 461, Tourism & Hospitality Industry, [3 credit]
PRTS 475, Tourism & Cultural Heritage Management, [3 credit]
* Denotes a service-learning component

SERVICE/EXPERIENTIAL LEARNING COURSES

CARE Now After-School Program, (2010-present).
- CARE Now promotes positive youth development by using an asset based, outcome-focused approach to support middle school youth who face risk factors due to low socioeconomic status.
- Responsible for the creation and maintenance of unique partnerships within the immediate community that not only help address issues relating to social equity, but also provides students with a variety of educational options, opportunities, and experiences, and addresses barriers of safe passage home and minimizing the cost of participation (free to all students).
- Supervise undergraduate students enrolled in PRTS 301 *Youth Development through Recreation,* PRTS 302 *Facilitating the Recreation Experience*, & PRTS 303 *Youth Development through Recreation-Lab* which facilitates the CARE Now after-school program.
- Responsible for all coordination of outcome focused recreation programming, parent communication, and evaluation for the after-school program, under the supervision of Dr. Eddie Hill for Lafayette-Winona Middle School (2011-2014), Blair Middle School (2010-present), and P. B. Young Elementary School (2013-2014).
- Successfully kick started new, maintain, and evaluate programming at Lafayette-Winona (2011-2014), P. B. Young Summer program (2013) and P. B. Young Elementary (2013-2014).
- Responsible for the active publicizing of the benefits of the program in and around the community to create strong social ties.

Family Diabetes Camp (2011-present).
- Supervise undergraduate students through various course platforms and PRTS major club involvement in the implementation of the Family Diabetes Camp, sponsored by the Lions, at Triple R Ranch.
- Responsible for the coordination of activities for campers, ages 6-17 with type I diabetes and their families who attend camp to learn more about diabetes self-care and management.
- Supervise up to 60 PRTS students in the planning, implementation, and evaluation for approximately 100 campers.
- Actively promote and publicize the outcomes of participation in the unique specialty camp platform.

Norfolk Tourism Research Foundation (2013-2014).
- Students in the Tourism and Cultural Heritage Management as well as other courses, helped to facilitate a study on the visitors of the city of Norfolk.
- Supervise students throughout the year at 13 unique tourist sites where students intercepted interviews and email collection.
- Sample included accommodations, festivals and special events, attractions and museums, and other sites as designated by, and in consultation with, Visit Norfolk and the Norfolk Tourism Research Foundation.

- Oversaw all data collection and provided site supervision.
- Coordinated with various faculty and students in regards to schedules, times, and events.

Retro Series Triathlon (2014-Present).
- Students in the Recreation Leadership and Programming course help plan, assist, implement, and evaluate the Retro Triathlon Series which included a Superhero Splash and Dash for youth competitors.
- Students, working in groups, learn event management skills directly relating to registration, marketing, hospitality/food service, sponsorship, adaptive programming, and evaluation.
- Volunteer coordinator and support staff during the event.
- Supervise students during their planning, implementation, evaluation, and reflection.

Saint Patrick's Field Day (Spring 2014, Spring 2015, Spring 2016).
- Students in the Recreation Leadership and Programming course help plan, assist, implement, evaluate, and reflect on the Saint Patrick Field Day for pre-K students.
- Students, working in groups, learn the various aspects of putting on an event through planning, programming, execution, and evaluation.
- Students planned various stations for the pre-K youth, as well as executed the event, and later evaluated the experience through professional presentations to the class.
- Responsible for the supervision, guidance, and overall implementation for the field day.

PUBLICATIONS:

REFEREED JOURNAL PUBLICATIONS

1. Hill, E., **Goff, J.,** Ramsing, R., Kennedy, B., Posey, T., Collins, and T., Turnage, M. Family diabetes camp: Fostering resiliency among campers and parents. *Journal of Park and Recreation Administration* (under review).

2. **Goff, J**., Hill, E., Milliken, T., Eckhoff, A., & Eddins, E. Building character and resiliency in urban youth: The CARE Now in- and after-school program. *Urban Education* (under review).

3. Hill, E., Holt, J., & Ramsing, R, & **Goff, J**. (2016). Best practices for evaluating day camps: Using the ACA youth outcomes battery. *Parks and Recreation Research Update*, *51*(1), 14-17.

4. Hill, E., Gagnon, R., Ramsing, R., **Goff, J.,** Kennedy, B, & Hooker, T., (2015). Measuring the impact of family diabetes camp: Using Self-Determination theory. *Therapeutic Recreation Journal, 49,* (4) 310.

5. Hill. E., Milliken, T., **Goff, J**., Clark, D., & Gagnon, R., (2015). Development and implementation of CARE Now: A university, municipal recreation department, and public school collaborative model. *Journal of Park and Recreation Administration, 33*(3) 62-75.

6. Usher. L., **Goff, J.,** & Gomez, E. (2015). Exploring surfers' perceptions of municipal regulations using grounded theory. *Annals of Leisure Research,* DOI: 10.1080/11745398.2015.1066260

7. Hill, E., Milliken, T., **Goff, J.**, & Clark, D. (2015). Promoting Character and Resiliency among Elementary School Students: An Assessment of the CARE Now Program. *Journal of Youth Development: Bridging Research and Practice 10*(1), 95-105.

8. **Goff, J.,** Bower, J., & Hill. E., (2014). Impacts of service learning on undergraduate teaching assistants in an after-school program: A qualitative approach to discovery. *Illuminare: A Student Journal in Recreation, Parks, and Leisure Studies 12*(1) 28-45.

9. Williams, T., Gómez, E., Hill, E., Milliken, T., **Goff, J**., & Gregory, N. (2013). The resiliency and attitudes skills profile: An assessment of factor structure. *Illuminare: A Student Journal in Recreation, Parks, & Leisure Studies, 11*(1), 16-30.

NON-REFEREED PUBLICATIONS

1. Hill, E., Milliken, T., **Goff, J.**, Gregory, N., Gomez, E. (2013). Promoting Character and Resiliency through Programming (pp. 38-39). *Parks & Recreation.* www.nrpa.org

2. Hill, E. L., & **Goff, J**. (2012). *College students and environmental stewardship: Civic engagement through adopting a park* (vol. 57, pp. 20-21). Virginia Parks and Recreation.

3. **Goff, J.** (2012). *Resiliency Based School Planners.* Lafayette-Winona Middle, Norfolk VA. School Planners.

MANUSCRIPTS IN PROGRESS

1. **Goff, J**., Hill, E., Eddins, E., & Eckhoff, A. (In progress). Transforming university students into agents of change: Exploring the impact of service-learning.

2. **Goff, J.,** Hill, E., Eckhoff, A., & Eddins, E. (In progress). Assessing the CARE Now service-learning program: Written reflections of undergraduate park, recreation and tourism studies majors.

3. **Goff, J.,** Hill, E., Milliken, T., Eckhoff, A., & Eddins, E. (In progress). Programming for urban middle school youth: The CARE Now service-learning program.

TECHNICAL REPORTS:

1. Shapiro, S., Gomez, E., Hill, E., Ridinger, L., & **Goff, J.,** (March 2014). *Profile and pacts of Visitors to Norfolk, VA*. Norfolk, VA. VisitNorfolk, Norfolk Tourism Research Foundation.

2. Byrd-King, J., **Goff, J**., Kemp, K, Shirey, F., Pribesh, S., (December 2013). *Impact of interprofessional education and practice.* Norfolk, VA. Old Dominion University.

PUBLISHED ABSTRACTS:

1. **Goff, J.**, Hill, E., Holt, J., Ramsing, R., & Collins, T. (2015, September). *Campus recreation day camps: Predicting camper outcomes.* Paper presented at the NRPA Leisure Research Symposium (pp. 65-67). Ashburn, VA: National Recreation & Park Association. http://www.academyofleisuresciences.com/publications/nrpa-leisure-research-symposium-book-abstracts

2. Hill, E., **Goff, J**., Milliken, T., Bower, J., & Turnage, M. (2015, September). *Programming for urban youth: The CARE Now in and afterschool program.* Paper presented at the NRPA Leisure Research Symposium (pp. 81-83). Ashburn, VA: National Recreation & Park Association. http://www.academyofleisuresciences.com/publications/nrpa-leisure-research-symposium-book-abstracts

3. Gagnon, R.J., Hill, E., & **Goff, J**. (October, 2014). Enhancing diabetes management through experiential education. *Proceedings of the 34th Annual Symposium on Experiential Education Research, pp. 40-43*. Chattanooga, TN.

4. **Goff, J.,** Bower, J., & Hill, E. (2014, October). *Impacts of service learning on undergraduate teaching assistants*. Paper presented at the NRPA Leisure Research Symposium (pp. 90-93). Ashburn, VA: National Recreation & Park Association. http://www.academyofleisuresciences.com/publications/nrpa-leisure-research-symposium-book-abstracts

PRESENTATIONS AT PROFESSIONAL MEETINGS:
*notes referred presentation
** notes National Conference

1. Hill, E., & **Goff, J.,** (2015, November), *Grant writing for a purpose.* Oral presentation at the Virginia Recreation and Park Society 61th Annual Conference, Virginia Recreation and Park Society, Virginia Beach, VA.

2. Kennedy, B., & **Goff, J.,** (2015, November), *Creating tomorrow's leaders: Generation Y and Z.* Oral presentation at the Virginia Recreation and Park Society 61th Annual Conference, Virginia Recreation and Park Society, Virginia Beach, VA.

3. Hill, E., **Goff, J**., Kennedy, B., & Ramsing, R., & Posey, T. (2015, November). *Family diabetes camp: Creating resiliency among campers and parents?* Association of Outdoor Recreation and Education: Research Symposium. Atlanta, GA.***

4. Hill, E., **Goff, J**., Holt, J., & Ramsing (2015, November). *Comparing the benefits of a university day camp: What do campers learn?* Association of Outdoor Recreation and Education: Research Symposium. Atlanta, GA.***

5. **Goff, J.,** Hill, E., Holt, J., Ramsing, R., & Collins, T. (2015, September). *Campus recreation day camps: Predicting camper outcomes.* National Recreation and Park Association Congress and Exposition: Leisure Research Symposium, Las Vegas, NV.***

6. Hill, E., **Goff, J.,** Milliken, T., Bower, J., & Turnage, M. (2015, September). *Programming for urban youth: The CARE Now in and afterschool program.* National Recreation and Park Association Congress and Exposition: Leisure Research Symposium, Las Vegas, NV.***

7. **Goff, J.,** & Hill, E. (2015, May). *Programming for urban at-risk youth: The CARE Now in- and after-school program.* Oral Presentation at the 2015 Faculty Summer Institute on Teaching and Learning, Center for Learning and Teaching, Norfolk, VA.

8. Hill, E., & **Goff, J.,** (2015, February). *Grant writing for a purpose!* Oral Presentation at the 2015 Virginia Recreation and Park Society Management Conference, Virginia Recreation and Park Society, Suffolk, VA.

9. Gagnon, R.J., Hill, E., & **Goff, J**. (2014, October). *Enhancing diabetes management through experiential education.* Paper presented at the Annual Symposium on Experiential Education Research, Chattanooga, TN.*

10**. Goff**, **J.,** Bower, J., Hill, E., & Collins, T. (2014, October). *Impacts of service learning on undergraduate teaching assistants in an after-school program: A qualitative approach to discovery.* Oral Presentation at the Leisure Symposium, NRPA, Charlotte, NC. ***

11. Hill, E., **Goff. J.**, & Maronn, K., (2014, April). *Resiliency and character building: Integrating therapeutic recreation into an afterschool program.* Oral Presentation at the 38th Annual Mid-Eastern Symposium on Therapeutic Recreation, Ocean City, Maryland.

12. **Goff**, **J.** & Bower, J. (2014, March). *Impacts of service learning on undergraduate teaching assistants in an after-school program: A qualitative approach to discovery.* Poster presentation at the Graduate Research Achievement Day, Old Dominion University, Norfolk, VA. *

13. **Goff**, **J.,** & Hill, E. (2013, September). *Professional certification: An exploration of the CPRP exam.* Oral presentation at the 59th Virginia Recreation and Park Society Annual Conference, Virginia Recreation and Park Society, Williamsburg, VA.

14. Hill, E., Milliken, T., Gomez, E., & **Goff, J**. (2011, September). *In and Afterschool Programming: A Benefits-based Model.* Oral presentation at the 57th Virginia Recreation and Park Society Annual Conference, Virginia Recreation and Park Society, Norfolk, VA

GRANTS:

AWARDED GRANTS

1. **Goff, J.,** & Hill, E., (2015). CARE Now (Character And Resilience Education Now). Sponsored by Old Dominion University, Leadership & Student Service-Learning Instructional Mini-Grant, Private, $1,500.00.

2. **Goff, J.,** & Hill, E., (2014). CARE Now (Character And Resilience Education Now). Sponsored by Old Dominion University, Leadership & Student Involvement, Service-Learning Instructional Mini-Grant, Private, $1,000.00.

UNFUNDED GRANTS

1. Hill, E., Milliken, T., & **Goff. J.**, (2014). CARE Now: Promoting Math, Science, Character, and Resiliency through Positive Youth Development. Sponsored by the Honda Foundation, Private, $69,000.

2. Hill, E., Milliken, T., & **Goff, J.** (2014). CARE Now: Promoting Math, Science, Character, and Resiliency through Positive Youth Development. Sponsored by Old Dominion University, Private, $55,000.

3. Hill, E., Milliken, T., Gomez, E., & **Goff, J**. (Co-Principal Investigator)(2013). Bringing Theory to Practice: Association of American Colleges and Universities. "From the Classroom to the Community: Enhancing College Students' Well-being through Service Learning." $10,000.00.

4. Hill, E., **Goff, J.,** Gagnon, R., (2013). Increasing Civic Engagement through Service Learning: A Student Led Initiative. Sponsored by Bringing theory to Practice: Association of American Colleges and Universities, Private, $1,000.00.

5. Hill, E**.** (Co-Principal Investigator), Milliken, T., (Co-Principal Investigator), Gomez, E., (Co-Principal Investigator) & **Goff, J**., (2012). Bringing Theory to Practice: Association of American Colleges and Universities. "Advance Old Dominion University's commitment to student civic engagement through the evaluation of CARE Now." $10,000.00.

6. Hill, E., Milliken, T., **Goff, J.**, H. Runyan, K. Chancey, N. Gregory (2012). From the Classroom to the Community: Enhancing College Students' Well-being through Service Learning. Sponsored by Bringing Theory to Practice: Association of American Colleges and Universities, Private, $75,000.00.

LICENSES, CERTIFICATES AND WORKSHOPS:

Adult CPR/AED, Pediatric CPR and First Aid, American Red Cross, (Current).

MAT Certified, Medication Administration Training, Virginia Department of Social Service, (Current).

Certified Parks and Recreation Professional, National Recreation and Park Association, (January, 2013- Current).

Certificate of Appreciation for Service as Instructor: Marketing of Hospitality Sales, American Hotel and Lodging Educational Institute, (December, 2012).

Certificate of Appreciation for Service as Instructor: Hospitality Today- An Introduction, American Hotel and Lodging Educational Institute, (June, 2012).

Child Abuse and Neglect: Recognizing, Reporting, and Responding for Educators VCU (VISSTA) Virginia Institute for Social Services Training Activities, (June 21, 2007).

HONORS AND AWARDS:

Awarded, Shining Star Award, Old Dominion University, Student Engagement & Enrollment Service, (Spring 2015).

Awarded, Doctoral Dissertation Fellowship, Old Dominion University, Darden College of Education, (Spring 2015).

Awarded, Professional Development Award, Darden College of Education, Old Dominion University, $125.00 (Fall 2014).

Awarded, Reputation Enhancement Funds for Graduate Student Travel Support, Human Movement Science, Old Dominion University, $200.00 (Fall 2014).

Awarded, Community Service Award, Old Dominion University, Presented to the Park, Recreation and Tourism Studies Department, (Fall 2014).

Nominated, Outstanding Graduate Teaching Assistant Award, Eighteenth Annual Outstanding Laboratory and Classroom Instructors Graduate Teaching Assistant Awards, Old Dominion University, (Spring 2014).

Awarded, Mentoring with a Purpose, Lafayette-Winona Middle School, ODU CARE Now Program, (Spring 2014).

Nominated, Community Service Award, Champions of Hospitality, Norfolk Tourism Research Foundation, (Spring 2013).

Awarded, Hospitality Sales and Marketing, American Hotel and Lodging Educational Institute. Association, (June 30, 2010).

Awarded, Marketing of Hospitality Sales-With Honors, American Hotel and Lodging Educational Institute, (June 03, 2010).

Awarded, Tourism and the Hospitality Industry, American Hotel and Lodging Educational Institute, (April 26, 2010).

Awarded, Undergraduate Dean's List, Old Dominion University, (Spring 2006, Spring 2008, Spring 2009).

MEMBERSHIP IN PROFESSIONAL SOCIETIES:

Virginia Recreation and Park Society (VRPS)

National Recreation and Park Association (NRPA)

American Camp Association (ACA)

SERVICE:

UNIVERSITY

Faculty/Staff Advisor, Alternative Spring Breaks, (Spring 2016).

Coordinator, 4rd Annual Retro Series Triathlon and 2nd Annual Splash and Dash, Old Dominion University, (Fall 2015).

Volunteer Coordinator, 3rd Annual Retro Series Triathlon and 1st Annual Splash and Dash, Old Dominion University, (Fall 2014).

Member, Service-Learning Task Force, Old Dominion University, (Spring 2014).

Student Organization Advisor (Non-professional Organization), Old Dominion University Surf Club, (September 2011- May 2014).

Student Organization Advisor (Non-professional Organization), International Justice Mission, (September 2010-May 2013).

Committee Member, Safe Space, Old Dominion University, (Fall 2011-Present).

COLLEGE

Faculty Support, Little Feet Meet: Special Olympics, (Spring 2011, Spring, 2013, Spring 2014, Spring 2015, Spring 2016).

Facilitator, Graduate Assistant Panel, College Graduate Teaching Assistant Institute. Old Dominion University, (January 9, 2014).

DEPARTMENT

Facilitator, Lions Diabetes Family Camp (Faculty Support), (Spring 2011, Spring 2012, Spring 2013, Spring 2014, Spring 2015, Spring 2016).

Organizer, Old Dominion University Students in *The Student Mentorship Program: Courage, Confidence, Careers & Character*, Lafayette-Winona Middle School, (April 11, 2014).

Faculty Support, Virginia Recreation and Park Society: Training Wheels Workshop, Old Dominion University, (Spring 2012).

Facilitator and Organizer, Certified Park and Recreation Professional Exam Prep Course. Old Dominion University, (Spring 2012).

PROFESSIONAL SERVICE:

Reviewer, Journal of the Scholarship of Teaching and Learning (JoSoTL), (2015-Present).

Reviewer, Journal of Unconventional Parks, Tourism & Recreation Research (JUPTRR), (2013-Present).

Reviewer, Illuminare: A Student Journal in Recreation, Parks, and Tourism Studies, (2013-Present).

Facilitator, Certification Boot Camp, Eastern Service Area of the Virginia Parks and Recreation Society and Old Dominion University (VRPS), (April 17, 2015).

Facilitator, Certification Boot Camp, Eastern Service Area of the Virginia Parks and Recreation Society and Old Dominion University (VRPS), (April 8, 2016).

Training, Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT), National Recreation and Park Association (NRPA), (October 15, 2014).

Facilitator, Certification Boot Camp, Eastern Service Area of the Virginia Parks and Recreation Society and Old Dominion University (VRPS), (May 16, 2014).

COMMUNITY SERVICE:

Faculty Support, Park, Recreation, and Tourism Studies Bi-Semester Adopt-A-Spot, Keep Norfolk Beautiful Program: Northside Park, (2007-present)**.**

Co-coordinator**,** Children's Hospital of Kings Daughter Family Diabetes Camp Cabin Challenges (2011-present).

Coach, Coed Softball Team with PRTS students through the City of Norfolk, (Spring 2013, Spring 2014).

Judge, Science Fair, Bina High School in Ghent, Norfolk, (April 20, 2012).

Facilitator, Teen Zone: Support Group for Teen with Diabetes, CHKD and Old Dominion University, (Fall 2007).

Facilitator, Therapeutic Recreation Clinic, Norfolk Public Schools and Old Dominion University, (Fall 2008).

Prevention Practitioner, R.A.L.L.Y (Responsive Advocacy for the Life and Learning in Youth) Norfolk Public Schools and Old Dominion University, (September 2007-April 2008).

Facilitator, Adapted Sports Day, Norfolk Public Schools and Old Dominion University, (Spring 2006 and Spring 2007).

REFERENCES:

Available upon request.