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Outcomes of global service-learning: A content analysis of student reflection essays in Camp Adventure child and youth services

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OUTCOMES OF GLOBAL SERVICE-LEARNING: A CONTENT ANALYSIS OF STUDENT
REFLECTION ESSAYS IN *CAMP ADVENTURE*[™]
CHILD AND YOUTH SERVICES

An Abstract of a Dissertation
Submitted
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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May 2014

ABSTRACT

The purpose of this study was to determine common outcomes of participation in a global service-learning program. More specifically, a content analysis was conducted on the culminating reflection essays of college and university students participating as staff members in *Camp Adventure*[™] Child and Youth Services (CACYS) service-learning program to determine if outcomes identified by the students reflect Derek Bok's Eight Core Competencies in higher education. The study focused on the students' overall comments offered in reflection papers, which provide information regarding student learning outcomes, derived benefits, and ways in which challenges were addressed. Such reflections offer enhancements to personal growth as well as enabling one to gain knowledge and understanding of the program's impact on future educational and professional endeavors. A secondary aim of this study was to determine if factors such as location, length of program, years of participation, gender, race, major, and type of program had an effect on the outcomes.

This study involved 206 undergraduate students participating in CACYS during the summer of 2011. Students were placed in field experiences in Europe, Asia, and North America, participating as day camp counselors, child development interns, aquatics learn-to-swim counselors, teen counselors and sports counselors.

Data was collected from the students' culminating reflection essays in the course LYHS 4265-60 Leisure, Youth and Human Services Field Experience. A content analysis of the essays was conducted utilizing a Computer Assisted

Qualitative Data Analysis Software platform called Dedoose. It was found that students discussed Diversity, Career and Vocational Development and Global Understanding most often in their reflections essays. Significant results were found in all of Bok's Eight Core Competencies, except for Communication and Citizenship when comparing independent variables such as location, length of program, years of participation, gender, race, major, and type of program.

The results of this study have continued to build the body of knowledge of global service-learning. It has allowed CACYS to better comprehend the outcomes of participation in the service-learning program. Furthermore, it has extended the list of empirical studies associated with the outcomes of participation in service-learning programs. Empirical studies are necessary to provide the opportunity for such programs to gain credibility in academia and become a valued pedagogy in higher education.

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Doctor of Education

Approved:

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CHAPTER 1

INTRODUCTION

In recent decades U.S. institutions of higher learning have been under scrutiny when preparing students for the increasingly interconnected and competitive global society. Universities have been accused of lacking purpose in the curriculum, allowing intellectual standards to decrease, focusing more on occupational needs than productive citizenry, and lagging interest in student success (Bok, 2006). Recent critiques of college and universities continue the longstanding debate of how best to prepare students for life after their higher education learning experience. On one side of the spectrum is the belief that vocational training should be the educational focus to prepare students for specific careers upon graduation. On the opposite side is the belief that liberal arts should be the primary educational focus to prepare well-rounded graduates with knowledge in a variety of subjects (Pring, 2002). This dynamic tension has prompted debate among scholars and university administration. The controversy has motivated many institutions of higher learning to reevaluate their curriculum in search of the best methods for preparing students to become lifelong learners with the knowledge, skills and competencies to successfully compete in a global society (Ruan, 2013).

In higher education, there are many who agree that rather than adopting an either/or approach to education, meaning vocational versus liberal arts, it is more appropriate to adopt a holistic approach to learning as the path towards preparing students for lifelong learning and success in the workplace. Regardless of the

debate, the idea of community service as a form of a “scholarship of engagement” has become a part of the nomenclature within institutions of higher learning (Butin, 2010).

In 1996, the UNESCO Delors Report presented Four Pillars of 21st Century Learning upon which educational focus and the curriculum should address (Delors, 1996). These pillars include: (1) learning to know, by combining a broad general knowledge with the opportunity to expand on a small number of subjects in depth. It also means learning to learn, so as to continue obtaining knowledge throughout life; (2) learning to do, to acquire not only an occupational skill but also the competence to deal with a variety of situations and work in teams. It also means learning to do in the context of young peoples’ social and work experiences; (3) learning to be, to develop one’s personality and act with autonomy, judgment, and personal responsibility; and (4) learning to live together, by developing understanding of other people and an appreciation for interdependence (Delors, 1996). This framework for addressing the challenges facing higher education worldwide has focused on the importance of communication skills, citizenship, cooperation, sense of responsibility, diversity, international understanding, problem solving skills, critical thinking, self-directed lifelong learning, moral development, management skills, and career and vocational development as important learning outcomes for students. (Ruan, 2013). The report suggested that it is vital to think of education in a more encompassing fashion rather than just knowledge acquisition.

This idea should inform and guide future educational reforms and policies (Delors, 1996).

Former Harvard University President Derek Bok has authored numerous works discussing the goals of education and the way in which learning environments are constructed. In 2006, Bok, in an effort to point out that institutions of higher learning need to focus on preparing students to become fully engaged members of the global society, suggested that eight core competencies should be attained during the undergraduate experience. These eight competencies include: (1) learning to communicate; (2) learning to think; (3) building character; (4) preparing citizens; (5) living with diversity; (6) preparing for a global society (7) acquiring broader interests; and (8) preparing for a career. Similar to the Delors Report, Bok postulates that students should have an opportunity and be encouraged to develop a variety of purposes beyond a focus of developing professional expertise. Bok concluded that “if professors can do a better job of helping their students communicate with greater precision and style, think more clearly, analyze more rigorously, become more ethically discerning, be more knowledgeable and active in civic affairs, society will be much better for it” (Bok, 2006, p. 36).

Table 1.

Core Competencies in Bok's Framework

Purpose	Operational Definition
Communication	Ability to write with precision and speak clearly and persuasively
Critical Thinking	Ability to think clearly and critically
Character Development	Ability to develop a clear and strong set of ethical principles
Citizenship	Ability to fulfill ones' civic duties in a democratic society
Diversity	Ability to live and work effectively with others and enter into fulfilling personal relationships
Global Understanding	Ability to understand other peoples' culture
Widening of Interests	Ability to develop leisure (avocation) and cultural interests and pursue broader knowledge
Career and Vocational Development	Ability to pursue a professional career or vocational interest

Source: Ruan, B., Edginton, C. R., Chin M. K., & Mok, M. M. C. (2011). A pathway to an integrative/holistic education: Camp Adventure Child and Youth Services (CACYS) – A model service learning programme. *World Leisure Journal*, 53(3), p. 188.

Senior Scholar and member of the Association of American Colleges and Universities, R. Eugene Rice, has offered commentary on Models of Academic Excellence (2011). Rice, providing information on the pedagogical revolution occurring in colleges and universities across the United States and abroad, has suggested that there are three main new thrusts - one of these being the importance of active, experienced based learning which includes service learning, community-

based learning and internship programs (Rice, 2011). He suggests the emergence of this new way to educate students includes engaging students outside the classroom, getting them to learn “beyond the walls and silos.”

Increasingly, colleges and universities are being encouraged to provide meaningful and relevant experiential learning opportunities for their students--experiences that fully engage them in community life. One way of doing so is through the Campus Compact founded in 1985. This is a national coalition of college presidents committed to the civic mission of higher education. Since 1985, the membership to this coalition has grown from its three founding colleges to over 1,100 campuses in 2008 (Butin, 2010). In 2006, 91% of Campus Compact member campuses offered service-learning courses (Butin, 2010). Other organizations, such as American Democracy Project of the American Association of State Colleges and Universities, Campus Community Partnerships for Health, and Imagining America, have formed to support the civic engagement activities of various departments in higher education.

An important step in the service-learning process is that of reflection. Educational theorists, John Dewey, Kurt Lewin, and David Kolb all include reflection as a compulsory step in the learning process. Reflection has been described as “the hyphen in service-learning; it is the link that ties student experience in the community to academic learning” (Eyler & Giles, 1999, p. 171). Reflection allows the participant to learn from their experiences and make connections between the classroom and real-life situations. Bringle and Hatcher (2009) also suggested that

reflection allows students to gain a better sense of awareness. A service-learning experience that does not include a reflective component may not assist students to gain the connections required to develop a deeper understanding of the world around them.

Camp Adventure™ Child and Youth Services (CACYS) is a model, university based, service-learning program that utilizes such reflection for learning. This program, headquartered at the University of Northern Iowa, provides an opportunity for college and university students to integrate classroom based, theoretical knowledge of working with children and youth into concrete, practical experience in child and youth programs around the globe (Edginton, Gassman, & Gorsuch, 2010). The program currently partners with the U.S. and British military, U.S. Embassies, American Schools and city recreation programs in 16 different countries or territories. Students attend a semester long course studying child and youth development, programming, behavior management, professionalism, diversity, cultural competency and risk management in preparation for their field experience. Many options are available for students participating in the program including: summer day camps, child development programs, middle school/teen programs, and aquatics learn to swim programs (Edginton et al., 2010). Throughout the CACYS field experience, the students, both undergraduate and graduate, are expected to complete reflective assignments for the courses in which they are enrolled. Examples of assignments include papers focused on the impact of

the program on children and youth, an analysis of facilities, staff evaluation, goal setting, programming, as well as the overall field experience.

Through the assignments mentioned above, one can evaluate the experiences and outcomes students are receiving through participation in such a program. Knowledge of student outcomes in service-learning is a useful tool. Results can be used to demonstrate the program's effectiveness, which can be used to plan for future academic experiences and attract new student participants (Butin, 2010). Outcomes based research of service-learning programs is somewhat scarce, especially in terms of international experiential-based programs (Crabtree, 1998; Kiely, 2004; Kraft, 2002, as cited in Bringle, Hatcher & Jones, 2011). By focusing empirical research on the outcomes of international service-learning in higher education, such programs can continue to gain credibility in academia.

Purpose of the Study

The purpose of this study was to determine common outcomes of participation in a global service-learning program. More specifically, a content analysis was conducted on the culminating reflection essay of college and university students participating as staff members in *Camp Adventure*[™] Child and Youth Services (CACYS) service-learning program to determine if outcomes identified by the students reflect Derek Bok's Eight Core Competencies in higher education. The study focused on the students' overall comments offered in reflection papers, which provide information regarding student learning outcomes, derived benefits, and ways in which challenges were addressed. Such reflections offer enhancements to

personal growth as well as enabling one to gain knowledge and understanding of the program's impact on future educational and professional endeavors. A secondary aim of this study was to determine if factors such as location, length of program, years of participation, gender, race, major, and type of program had an effect on the outcomes.

The following research questions have been constructed to guide this inquiry. They are:

1. Do the outcomes identified by college and university participants of *Camp Adventure™* Child and Youth Services summer service-learning program reflect Bok's framework for undergraduate evaluation in higher education?
Do students reflect on experiences related to:
 - i. Communication skills
 - ii. Character development
 - iii. Citizenship
 - iv. Critical thinking
 - v. Career development
 - vi. Diversity awareness
 - vii. Global understanding
 - viii. Widening of interests
2. Does participation by college and university students abroad versus in the United States alter the outcomes?
3. Does participation by college and university students in short programs (six

- weeks or less) versus regular programs (8-14 weeks) alter the outcomes?
4. Does multiple year participation by college and university students alter the outcomes?
 5. Does gender of the student participants alter the outcomes?
 6. Does race/ethnicity of the student participants alter the outcomes?
 7. Does category of major alter the outcomes?
 8. Does type of program (Day Camp, Child Development, Aquatics, Sports or Teen) alter the outcomes?
 9. Does continent of participation alter the outcomes?
 10. Does branch of service where the participation takes place alter the outcomes?

Hypotheses for questions 2-10 are as follows:

2. H₀: There will be no significant difference in the outcomes for each category between college and university students abroad versus in the United States.
3. H₀: There will be no significant difference in the outcomes for each category between college and university students in short programs (seven weeks or less) versus regular programs (8-14 weeks).
4. H₀: There will be no significant difference in the outcomes for each category between college and university students participating for the first time versus those who have participated multiple years.
5. H₀: There will be no significant difference in the outcomes for each category between male and female college participants.

6. H₀: There will be no significant difference in the outcomes for each category according to race/ethnicity of student participants.
7. H₀: There will be no significant difference in the outcomes for each category according to category of major (Education versus Non-education).
8. H₀: There will be no significant difference in the outcomes for each category between type of program (Day Camp, Child Development, Aquatics, Sports or Teen).
9. H₀: There will be no significant difference in the outcomes for each category according to continent of participation (Asia, Europe, North America).
10. H₀: There will be no significant difference in the outcomes for each category between branches of service where students are participating.

Significance of the Study

This study determined common outcomes of participation in CACYS global service-learning program, as reflected upon by the program's college and university students participating as staff members. This study also determined if factors such as location, length of program, years of participation, gender, race, major, and type of program have an effect on the outcomes. By studying the outcomes of the CACYS program, opportunities are provided to assess the achievement of its goals and objectives; present ways to improve the program; and to promote greater accountability in terms of service delivery (Cayford, 2012).

The analysis will enable the organization to more effectively comprehend the outcomes of the program in terms of its impact on student participants as a service-

learning program. The study is intended to gain information regarding student learning and development in the following areas: (1) communication; (2) critical thinking; (3) character development; (4) citizenship; (5) diversity awareness; (6) global understanding (7) widening of interests; and (8) career development.

Although service-learning has become an increasingly popular pedagogy in higher education, there are still scholars who believe it lacks the academic rigor to have a significant place in higher education. Part of this belief is based on the fact that while service-learning has been the focus of ample research, publications are often focused on best practices and program implementation rather than empirical studies showing evidence of its outcomes and benefits. This is especially true in international service-learning programs such as CACYS (Crabtree, 1998; Kiely, 2004; Kraft, 2002, as cited in Bringle et al., 2011). This study will assist in expanding the body of knowledge on the topic of international service-learning and provide the opportunity for service-learning programs to gain credibility in academia.

As the first mixed methods study to determine outcomes of participation in CACYS by college and university students participating as staff members, this study will expand the depth of information about CACYS outcomes, following a recent quantitative study conducted by Ruan (2013).

Delimitations

The delimitations of the study are as follows:

1. This study is limited to undergraduate CACYS college and university students participating as camp staff during the summer of 2011.

2. Students must have completed their summer reflection assignments and submitted it online to be graded by the CACYS program.
3. Students will have participated in the program as day camp counselors, day camp directors, child development center interns, child development center site leads, teen camp counselors, sports camp counselors, aquatics counselors, or aquatics directors.
4. Students will be participating in the program as undergraduate students with at least two semesters of college completed.
5. Students included in the study may be first year or multiple year participants in the program.

Limitations

The limitations of the study are as follows:

1. The study relies on self-reporting through the culminating reflection essay. Participants may not complete the reflection paper honestly, knowing they will be graded on the assignment.
2. Differences may exist between the students who are first-year participants in CACYS and the students who have participated for multiple years.
6. Differences may exist depending on the student's role in the program. Students are involved in the program as day camp counselors, day camp directors, child development center interns, child development center site leads, teen camp counselors, sports camp counselors, aquatics counselors, or aquatics directors.

3. Differences may exist in students without previous similar experiences and those who have had similar experiences as leaders in other organizations but they are in the first year of their involvement in CACYS.
4. The uniqueness of the CACYS program makes it difficult to compare to other programs.
5. This study can only account for the outcomes of those students who completed the summer reflection essay. Students who chose not to complete the essay do not have a voice in the study.

Assumptions

The assumptions of this study are:

1. All the participants complete the reflection assignment honestly and completely.
2. The participants understand the reflection assignment.
3. The coding and content analysis is considered reliable and valid.
4. The participants that completed the reflection assignment are representative of the population of student participants in CACYS.

Definition of Terms

In this study, the following terms are defined:

1. *Camp Adventure*[™] Child and Youth Services (CACYS): CACYS is a service learning program focused on the twin tenants of serving as a leadership development program for college and university students and providing high quality, high impact services for children and youth (Edginton et al., 2010). In this study, CACYS is the acronym for *Camp Adventure*[™] Child and Youth Services.

2. **Student Participants:** Student participants in this study are the individuals who participated in the field experience for CACYS. Students are completing the program for undergraduate credit. According to *Camp Adventure*[™] Child and Youth Services (2011), the basic responsibility of individuals assuming this role is to promote the personal growth of each individual in his/her group and to use program activities to provide adventure and enjoyment, develop new skills and interests, and satisfy a need of achievement and recognition.
3. **College and University Students:** College and university students are defined as any student who is currently enrolled in credit hours through the University of Northern Iowa for CACYS.
4. **Bok's Framework:** Bok's framework is defined as an organizing construct used to identify core competencies to be sought within higher education undergraduate programs. Bok's eight core competencies include: (1) communication, (2) critical thinking, (3) character development, (4) citizenship, (5) diversity, (6) global understanding, (7) widening of interests, and (8) career and vocational development.
5. **Experiential Education:** Conscious application of students' experiences by integrating these experiences into the curriculum. Experience is comprised of sensory awareness (e.g. touch, smell, hearing, sight, taste), emotions (e.g., pleasure, excitement, anxiety, fear, hurt, empathy, attachment), physical conditions (e.g., temperature, strength, energy level), and cognition (e.g.,

- constructing knowledge, establishing beliefs, and solving problems; Carver, 1997).
6. 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 personal values and civic responsibility (Bringle & Hatcher, 2009).
 7. International Service-Learning: *A structured academic experience in another country* in which students (a) participate in an organized service activity that addresses identified community needs; (b) *learn from direct interaction and cross-cultural dialogue with others*; and (c) reflect on the *experience* in such a way as to gain further understanding of course content, a deeper understanding of *global and intercultural* issues, a broader appreciation of the *host country* and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and *globally* (Bringle et al., 2011).
 8. Reflective Thinking: *Active, persistent, and careful consideration of any belief or supposed form knowledge in the light of the grounds that support it and the further conclusions to which it tends* (Dewey, Italics original, 1933, p. 9).
 9. Content Analysis: A systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding

(Berelson, 1952; GAO, 1996; Krippendorff, 1980; Weber, 1990, as cited in Stemler, 2001).

10. Coding: The process of categorizing, describing, evaluating, judging, or measuring descriptively undifferentiated units of analysis, thereby rendering them analyzable in well-defined terms (Krippendorff, 2013).
11. Categorizing: The process of grouping ideas, objects and data. In content analysis, categorizing reduces a diversity of recording/coding units into convenient kinds—the values of a nominal variable (Krippendorff, 2013).

CHAPTER 2

REVIEW OF THE LITERATURE

The emerging “global village,” where events in places we have barely heard of quickly disrupt our daily lives, the dizzying rate of change, and the exponential growth of knowledge all generate nearly overwhelming needs to learn just to survive. For individuals and organizations alike, learning to adapt to new “rules of the game” is becoming as critical as performing well under the old rules. In moving toward what some are optimistically heralding as “the future learning society,” some monumental problems and challenges are before us. According to some observers, we are on the brink of a revolution in the education system-sparked by wrenching economic and demographic forces fueled by rapid social and technological changes that render a “frontloaded” educational strategy obsolete (Kolb, 1984, p. 2).

The purpose of this study was to determine common outcomes of participation in a global service-learning program. More specifically, a content analysis was conducted on the culminating reflection essays of college and university students participating as staff members in *Camp Adventure*[™] Child and Youth Services (CACYS) service-learning program to determine if outcomes identified by the students reflect Derek Bok’s Eight Core Competencies in higher education. The study focused on the students’ overall comments offered in reflection papers, which provide information regarding student learning outcomes, derived benefits, and ways in which challenges were addressed. Such reflections offer enhancements to personal growth as well as enabling one to gain knowledge and understanding of the program’s impact on future educational and professional endeavors. A secondary aim of this study was to determine if factors such as location, length of program, years of

participation, gender, race, major, and type of program had an effect on the outcomes.

Chapter 2 will provide a theoretical and conceptual framework that offers a foundation for this study. The literature review begins with the theoretical roots of Experiential Learning, including contributions from notable educational theorists John Dewey, Kurt Lewin, Jean Piaget, and David Kolb. The second section of the literature review presents an overview of service-learning, including the components, the importance of reflection, the history, as well as a discussion of the impacts and outcomes of service-learning. The final section is devoted to CACYS as a model service-learning program. An exploration of the connection between Experiential Learning Theory and CACYS as well as prior research conducted on CACYS will be discussed. Table 2 presents a matrix that categorizes each of these major sections found in the literature review and the citations offered.

Table 2.

Literature Review Sources

Study Areas	Sources
Trends in Higher Education	Ruan (2013); Ruan et al. (2011); Rice (2011); Butin (2010); European Communities (2007); Bok (2006); Delors (1996); Kolb (1984)
Theoretical Roots of Experiential Learning	Kayes (2005); Carver (1997); Adelman (1993); Kolb (1984); Keeton & Tate (1978); Dewey (1938)
Definitions, Components & History of Service-Learning	Farber (2011); Jacoby (1996); Bringle & Hatcher (2009); Kielsmeier (2000); Eyler & Giles (1999); Bringle & Hatcher (1996); Eyler, Giles, & Schemiede (1996); Batchelder & Root (1994); Carracelas-Juncal, Bossaller, & Yaoyuneyong (2009); Cashman & Seifer (2008); Eyler & Giles (1999); Serow, Calleson, Parker & Morgan (1996); Jacoby and Associates. (1996); Sigmon (1994); Dewey (1933);
International Service-Learning	Bringle, Hatcher, & Jones (2011); Bringle & Hatcher (2009);
<i>Service-Learning Outcomes</i>	Farber (2011); Pless, Maak, & Stahl (2011); Werder & Strand (2011); McLaughlin (2010); Lu & Lambright (2010); Bowen & Kiser (2009); Conway, Amel, & Gerwien (2009); Blouni & Perry (2009); Bernacki & Jeager (2008); Kenworthy-U'Ren (2007); Thomsen (2006); Peters, McHugh, & Sendall (2006); Wang, Ye, Jackson, Rodgers, & Jones (2005); Steffes (2004); Battistoni (2002); Astin, Vogelgesang, Ikeda, & Yee (2000); Holt Otten (2000); Vogelgesang & Astin (2000); Zlotkowski, (2000); Eyler & Giles (1999); Astin, Sax & Avalos (1999); McMahon (1998), Astin & Sax (1998); Boss (1994);
<i>Camp Adventure™ Child and Youth Services</i>	Ruan (2013); Cayford (2012); Farber (2011); Camp Adventure™ Child and Youth Services (2011); Edginton, Gassman, & Gorsuch (2010); Edginton, Kowalski, Randall (2004); Edginton, Edginton, Lau (2003); Jacoby (1996)

Experiential Learning

As a field of practice, experiential learning is quite broad. Some would describe it as a part of all education, while others narrow it down to a specific practice or curriculum model (Saddington, 1994). In the most basic definition, experiential learning can be thought of as “learning from doing.” We all learn from our experiences. Knowledge stems from an experience that we had, either recently or in the past. For example, as children we might learn to be cautious of touching a stove after burning our hand on a burner that had recently been used. If we do so, we learn very quickly that the stove is hot. As time passes that experience stays in our memory. Throughout life, learning experiences become more and more abstract; however, at the heart of learning is an experience of some kind and our reflection on it (Cox, Calder, & Fien, n.d.).

Experiential learning, of which service-learning is a part, makes conscious application of students’ experiences by integrating these experiences into the curriculum (Carver, 1997). Experiential learning is tied very closely to the concept of phenomenological pedagogy. This form of learning suggests that individuals draw from their life experiences to gain new knowledge, insights and skills. In experiential learning the student is directly in touch with the realities being studied. It involves direct interaction with the phenomenon being studied rather than simply thinking about the encounter or considering doing something with it (Keeton & Tate, 1978).

Experiential learning stems from the works of John Dewey, Kurt Lewin and Jean Piaget. This section will focus on the work of each scholar, which prepare the foundation for experiential learning and consequently service-learning.

John Dewey

In his book, *Experience and Education* (1938), Dewey discusses the basics of experience and what it takes for one's involvement in an activity to be educational (Carver, 1997). Dewey has postulated that there are two principles framing the concept of experience. The first is known as the principle of interaction, and the second is the principle of continuity. Dewey's *principle of interaction* suggests that experience results from the interface between the student and the environment. Such factors that affect learning are both internal to the individual and an objective part of the environment. The individual's perception of and reactions to the objective factors are influenced by their attitudes, beliefs, habits, prior knowledge, and emotions (Ross & Nisbett, 1991, as cited in Carver, 1997).

As noted above, the second principle of Dewey's theory is the *principle of continuity*, which states that "every experience both takes something from those which have gone before and modifies in some way the quality of which come after" (Dewey, 1938, p. 35). Dewey believed that people develop habits of response, perception, appreciation, sensitivity, and attitude. These habits, which are developed from one's past, will affect future experiences (Carver, 1997).

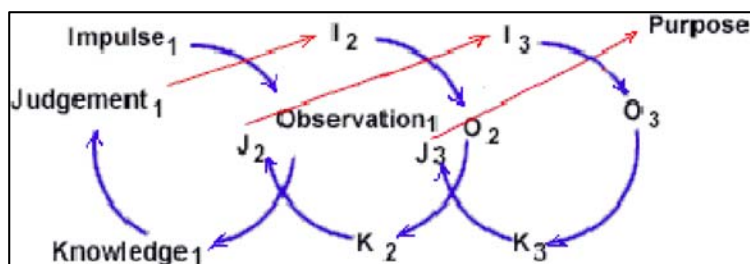


Figure 1. Dewey's Model of Experiential Learning

Dewey's contribution to the conceptual framework for experiential learning is that student experience is both in the process (the process of interacting with a learning environment) and in the outcome (what results from these interactions; Carver, 1997). One can see from viewing Figure 1, Dewey's model of experiential learning involves a series of loops demonstrating how the learner transforms impulses, feelings and desires of concrete experience into higher-order purposeful action (Kolb, 1984).

The formation of purpose is, then, a rather complex intellectual operation. It involves: (1) observation of surrounding conditions; (2) knowledge of what has happened in similar situations in the past a knowledge obtained partly by recollection and partly from the information, advice and warning of those who have had a wider experience; and (3) judgment, which puts together what is observed and what is recalled to see what they signify...(Dewey, 1938, p. 69).

Kurt Lewin

Kurt Lewin first introduced the term "action research" in 1944 as a professor at MIT (Adelman, 1993). Action research is an interactive inquiry process that balances problem solving actions implemented in a collaborative context with research to understand underlying causes enabling future predictions about

personal and organizational change (Bradbury & Reason, 2003). More simply stated, action research involves a group of people identifying a problem, doing something to resolve it, analyzing how successful their efforts were, and if not satisfied, then attempting again to determine a solution. Two aspects of the learning model are of particular interest in relation to experiential learning. First, immediate personal experience is the focal point for learning; giving life, texture, and subjective personal meaning to abstract concepts. Second, action research is based on feedback processes. Action research is a continuous process of goal-directed actions and evaluations of the consequences of that action (Kolb, 1984). Throughout Lewin's career, the integration of theory and practice has been key to learning. Lewin is famous for his quote, "there is nothing so practical as a good theory." This quote shows his commitment to integrating scientific inquiry and social problem solving.

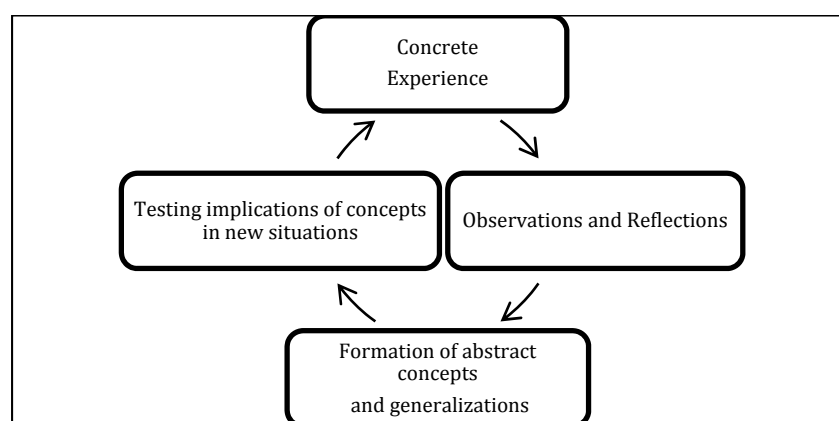


Figure 2. The Lewinian Experiential Learning Model

Jean Piaget

French developmental psychologist and genetic epistemologist, Piaget had interest in the cognitive development of children. While studying child cognitive development, he became less interested in whether or not a child was able to offer a correct answer, but, rather in the process utilized. Piaget set the stage for the beginning of age related process research (Kolb, 1984). For Piaget, dimensions of experience and concept, reflection and action form the groundwork for the development of adult thought. As Dewey (1933) noted, development throughout one's life moves from concrete to abstract thought. The process of learning as offered by Piaget is a cycle of interaction between the individual and the environment, similar to that of both Dewey and Lewin.

Piaget's theory describes how intelligence is shaped by experience. As Kolb (1984) suggests, intelligence/knowledge arises from the interactions of the individual and his/her environment. This process involves the mutual interaction between assimilation and accommodation (Piaget, 1954). Through one's interactions with the environment, ideas and concepts are presented within which one either assimilates (the experience confirms pre-existing knowledge) or accommodates (the experience causes one to adjust pre-existing knowledge). The process of cognitive growth from concrete to abstract and from active to reflective is based on this continual transaction between assimilation and accommodation. This occurs in successive stages, each of which incorporates what has proceeded before into a new, higher level of cognitive functioning (Kolb, 1984).

Piaget identified four stages of development that occur between birth and the approximate ages of 14-16. In Table 3, descriptions are presented of each stage, from sensory-motor, pre-operational, concrete operational, to formal operational. At each stage the individual becomes more of an abstract and reflective thinker.

Table 3.

Piaget's stages of cognitive development

Sensory-motor (Birth-2 yr.)	-Differentiates self from objects. -Recognizes self as agent of action and begins to act intentionally. -Achieves object permanence.
Pre-operational (2-7 yr.)	-Learns to use language and to represent objects by images and words. -Thinking is still egocentric. Has difficulty taking the viewpoint of others. -Classifies objects by a single feature.
Concrete operational (7-11 yr.)	-Can think logically about objects and events. -Achieves conservation of number, mass, and weight. -Classifies objects according to several features and can order them in series along a single dimension such as size.
Formal operational (11 yr. and up)	-Can think logically about abstract propositions and test hypotheses systematically. -Becomes concerned with the hypothetical, the future, and ideological problems.

David Kolb

Kolb is credited for bringing the three above-mentioned theories offered by Dewey, Lewin and Piaget together into a holistic learning model called the "Experiential Learning Theory." He noted, "experiential learning is not to be seen as a third alternative to behavioral or cognitive learning theories but a holistic

integrative learning perspective that combines experience, perception, cognition, and behavior” (Kolb, 1984, p. 21). The Experiential Learning Theory (Kolb, 1984) proposes that learning consists of four interdependent constructs: (1) concrete experience, (2) reflective observation, (3) abstract conceptualization and (4) active experimentation. Concrete experience (CE) involves utilizing direct experiences, feelings and emotions to engage with one’s environment; reflective observation (RO) is the process of reviewing previous experiences, recollecting details of the experiences and gathering new information about the experiences; abstract conceptualization (AC) has a goal of creating meaning out of experiences and creating plans to guide future actions; and active experimentation (AE) implicates testing the plans and placing them into action (Kayes, 2005).

Similar to the Lewinian Experiential Learning model (Figure 2), Kolb developed his experiential learning cycle involving the four constructs mentioned above. The cycle typically begins with an experience; however, one may enter the process at any point.

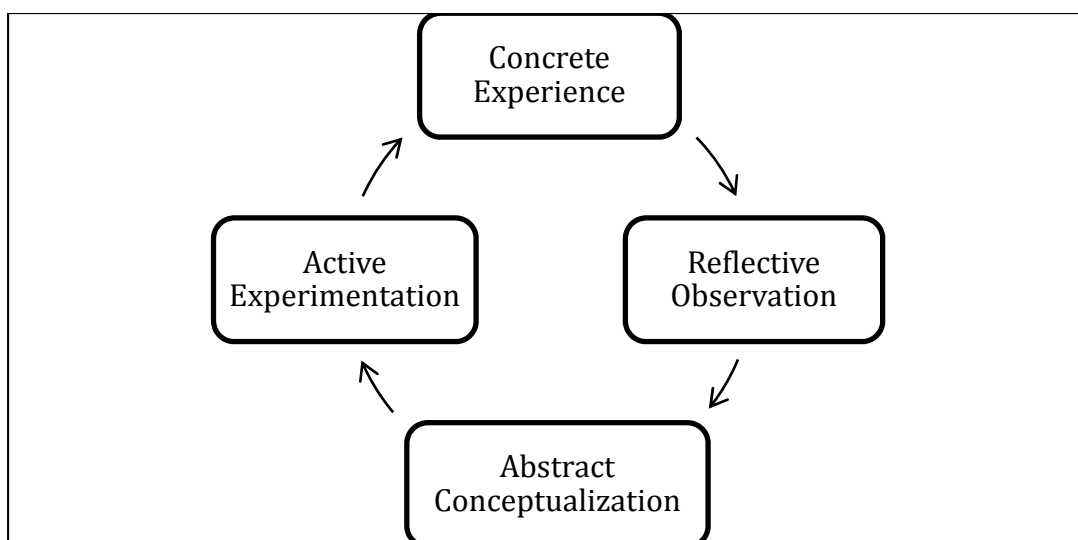


Figure 3. Kolb's (1984) Experiential Learning Cycle

Service-Learning

Service learning is 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. Reflection and reciprocity are key concepts of service learning. (Jacoby, 2003, p. 3).

Used in higher education settings, a similar, yet more precise, definition of service-learning is particularly relevant. According to Bringle and Hatcher (2009, p. 38) service learning is

...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 better understanding of course content, a broader appreciation of the discipline and an enhanced sense of personal values and civic responsibility.

The previous definition by Bringle and Hatcher identifies four qualities that are important to mention when discussing service-learning. First, it should be noted that service learning is an academic activity. This helps differentiate service-learning from a volunteer experience, which is co-curricular and not specifically tied to course work. Second, the community service activities developed for students should be educationally meaningful and be mutually beneficial to the community partners and students. The third quality of service-learning is that it integrates structured reflection activities. Reflection is the bridge between the community service activity and the educational objectives of the course (Bringle et al., 2011). In other words, it is “the hyphen in service-learning; it is the link that ties student experience in the community to academic learning” (Eyler & Giles, 1999, p. 171). Finally, the last element in the definition of service learning is that it will establish civic responsibility as an area of development for students (Bringle et al., 2011).

One may notice two common ways to refer to service-learning; one with a hyphen and one without. Sigmon (1994) constructed a useful typology with four different variations found at colleges and universities: (a) “service-LEARNING,” which implies the learning goals are primary and service outcomes are secondary; (b) “SERVICE-learning,” in which the service outcomes are primary and learning goals are secondary; (c) “service learning,” without a hyphen shows that the two are separate from one another; and (d) “service-learning,” meaning the learning and service goals are of equal importance and the hyphen is important in connecting the

two (Jacoby and Associates, 1996). Service-learning will be utilized throughout this paper.

Reflection in Service-Learning.

“As a form of experiential learning, service-learning is based on the pedagogical principle that learning and development do not necessarily occur as a result of experience itself but as a result of a reflective component explicitly designed to foster learning and development.” (Jacoby and Associates, 1996, p. 6). Educational theorists Dewey, Lewin, and Kolb all include reflection as a compulsory step in the learning process. Dewey defines reflective thinking as “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (1933, p. 9). Reflection begins with what Dewey calls the “forked road” situation in which a student faces a dilemma that challenges him or her on a previously held belief. Reflection allows the student to learn from their experiences and make connections between classroom and real-life situations. A major distinction between service-learning projects and community service is that the former involves incorporating classroom materials (Waddock & Post, 2000). A service-learning experience that does not include a reflective component could be less effective in making connections and gaining a deeper understanding of the world around them.

When planning to utilize reflection, such activities should have the following qualities, (a) intentionally link service experience to course learning objectives, (b) be structured, (c) occur regularly throughout the experience, (d) allow for

feedback/assessment, and (e) include a clarification of values (Bringle & Hatcher, 1996). Eyler et al. (1996) coined the term the “4 C’s of Reflection.” Over the course of hundreds of structured interviews with students participating in a service-learning experience, certain themes continued to arise as critical factors in effective reflective activity. “The best reflection is *continuous* in time frame, *connected* to the big picture information of academic pursuits, *challenging* to assumptions and complacency, and *contextualized* in terms of design and setting.” (p. 21).

Table 4.

The 4 C’s of effective reflection

Continuous	In time frame
Connected	To the big picture of academic pursuits
Challenging	To assumptions and complacency
Contextualized	In terms of design and setting

(Eyler et al.1996)

Eyler and Giles (1999), in a study regarding the impact of service learning on learning, found that integration of meaningful reflection into the educational experience is a predictor of more vigorous learning outcomes for students. The following studies have also found reflection to be a key factor in significant outcomes from service-learning.

In a longitudinal study conducted by Astin et al. (2000), 22,236 college students were assessed on 11 different dependent measures. These included: (a)

academic outcomes (three measures), (b) values (two measures), (c) self-efficacy, (d) leadership (three measures), (e) career plans, and (f) plans to participate in future service. Students were pretested as freshmen in 1994 and followed up with as seniors in 1998. Results indicated that following the student's degree of interest in the subject matter, reflection was the most significant factor in a positive service-learning experience.

In a meta-analysis of service-learning's effects on academic, personal, social and citizenship in 103 sample studies (Conway et al., 2009), results indicated that structured reflection would produce greater changes in outcomes. Differences between programs with and without structured reflection were relatively large for personal, social, and citizenship outcomes.

History of Service-Learning

Serow, Calleson, Parker and Morgan (1996) have connected the roots of service-learning to three distinct educational and/or social traditions. These include: (1) the concept of experiential learning championed by Dewey, (2) the service mission of public and private colleges and universities, and (3) the civilian youth service programs which began in the 1930s; although some believe the roots of service programs date back to the *Thomasites* in 1901 (Witham, 1997).

Dewey's initial essays on the concepts of experiential education were published in the early 1900's. Also, during this time, he founded and directed a laboratory school in Chicago, where he was able to formulate and develop his pedagogical method of experiential learning. In 1916, he went on to publish

Democracy and Education, followed by *How We Think* in 1933 and *Experience and Education* in 1938. Each publication provided new ideas of experience and reflection, democracy and community, and the relationship of the environment to learning. Although he didn't coin the terms experiential or service learning, Dewey is famous for his foundational contributions to both concepts.

The second distinct contribution to the development of service-learning is the service mission of colleges and universities, beginning with the development of Land Grant Colleges and Universities. In 1862, the Morrill Act was passed to provide public lands to several states for the "endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and mechanic arts, to promote practical education of the industrial classes in the several pursuits and professions in life." (Historical Timeline of Service Learning, n.d.). In 1914 the Smith Lever Act established a Cooperative Extension Service nationwide in Land Grant Colleges and Universities. The Cooperative Extension's work consisted of the development of practical applications of research-based knowledge. The focus of practical application of scientific knowledge was the fields of agriculture and home economics. In 2000, the Kellogg Commission of the Future of State and Land-Grant Universities issued the report *Renewing the Covenant: Learning, Discovery and Engagement of a New Age and Different World*. The covenant in part established an agreement that 24 state university presidents and chancellors would provide

“conscious efforts to bring the resources and expertise at our institutions to bear on community, state, national and international problems in a coherent way.”

(Historical Timeline of Service Learning, n.d.)

Other contributions to service in colleges and universities include the development of the Campus Outreach Opportunity League (COOL) in 1984. The mission of the program not only promoted growth in individuals but also in campus infrastructure for civic engagement. The following year, Campus Compact was established. This Compact, developed first by the college presidents of Brown, Georgetown, and Stanford Universities, is now a national coalition of almost 1,200 college and university presidents—representing some 6 million students—who are committed to fulfilling the civic purposes of higher education. The mission of Campus Compact is “to advance the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility.” (Retrieved December 28, 2012 from <http://www.compact.org>). Coinciding with the Campus Compact, in 1999, former California Governor Gray Davis called for a community service requirement for all students enrolled in California’s public institutions of higher education. This call requested that leaders of the public institutions of higher education implement a community service requirement for graduation.

The third group of contributions to the establishment of service-learning includes the development of civilian service movements, including youth service movements. Beginning in 1901, during the tenure of President Theodore Roosevelt,

a small group of young Americans entered Manila Bay in the Philippines on a cattle ship, named the *Thomas*. Those on the ship, named the Thomasites, came to the Philippines to volunteer to teach Filipino children and to train native instructors. Thomasites were recruited from all over the United States; most were college graduates with some teaching experience. This educational effort, which lasted over two decades, is seen as the precursor to President Kennedy's Peace Corps volunteers (Witham, 1997).

"The Moral Equivalent of War," an address issued by William James, a professor at Harvard at the time, is coined as the first major call to national service. In 1906, James delivered the address at Stanford University. In his speech, he proposed a draft of the youthful population of the United States into national service to provide a new sense of "civic discipline" outside the context of war (Witham, 1997).

In 1930, as part of the New Deal, the Civilian Conservation Corps (CCC) was created to bring together young men and the land. The CCC recruited thousands of unemployed young men and sent them to fight the erosion of natural lands as well as develop infrastructure on federal lands in support of crafting recreation opportunities. This experiment involved over three million young men and was one of the most popular experiments of the New Deal. Seeing the success of this program, numerous other programs were developed in following years. In 1935 the Works Projects Administration (WPA) was established. In 1961, President John F. Kennedy established the Peace Corps. In 1964, Volunteers in Service to America

(VISTA) was established. VISTA includes Teacher Corps, Job Corps, and the University Year of Action. In 1969 Retired and Senior Volunteer Program (RSVP) was developed. This program assisted retired and elderly citizens in staying active and involved while assisting communities in need. In the 1970s the Youth Conservation Corps was established, bringing men and women age 15-18 together to work, learn and earn together by doing projects on public land. In 1971, most of these organizations were organized under the umbrella of the Federal agency ACTION. In 1993 the Corporation for National and Community Service was created by merging ACTION and the Commission on National and Community Service. From 1994- 2011 funding was available for Learn and Serve America, a national service program. This program engaged students, educators, youth workers, and community members in service-learning. The program made grants for schools, higher education institutions, Native American tribes, and community-based organizations to assist in the planning and implementation of service-learning programs. (Retrieved January 7, 2013 from <http://www.learnandserve.gov>).

This **brief historical timeline** highlights some of the most important dates in the development of service-learning.

- **1903** — Cooperative Education Movement founded at the University of Cincinnati
- **Circa 1905** — William James, John Dewey developing intellectual foundations to service-based learning
- **1910** — American philosopher William James envisions non-military national service in his essay "The Moral Equivalent of War"
- **Circa 1915** — Some Folk Schools in Appalachia become two- and four-year colleges with work, service, and learning connected
- **1933-1942** — Through the Civilian Conservation Corps (CCC), created by Franklin D. Roosevelt, millions of young people serve terms of 6 to 18 months to help restore the nation's parks, revitalize the economy, and support their families and themselves
- **1935** — Work Projects Administration established (needed public work for people who needed jobs)
- **1944** — The GI Bill links service and education, offering Americans educational opportunity in return for service to their country
- **1960s** — The Retired and Senior Volunteer Program (RSVP), the Foster Grandparent Program, and the Senior Companion Program are developed to engage older Americans in the work of improving the nation
- **1961** — President John F. Kennedy establishes the Peace Corps, with authorizing legislation approved by Congress on September 22, 1961
- **1964** — As part of the "War on Poverty," President Lyndon B. Johnson creates VISTA (Volunteers in Service to America), a National Teacher Corps, the Job Corps, and University Year of Action. VISTA provides opportunities for Americans to serve full-time to help thousands of low-income communities. White House Fellows program established
- **1965** — College work-study programs established
- **1966** — Urban Corps emerged, funded with federal work-study dollars
- **1966-1967** — "Service-learning" phrase used to describe a TVA-funded project in East Tennessee with Oak Ridge Associated Universities, linking students and faculty with tributary area development organizations
- **1968** — National Service Secretariat Conference on National Service held in Washington, D.C
- **1969** — Atlanta Service-Learning Conference (sponsors included Southern Regional Education Board, U.S. Dept. HEW, City of Atlanta, Atlanta Urban Corps, Peace Corps, and VISTA)

(figure continues)

- **1970** — The Youth Conservation Corps engages 38,000 people age 14 to 18 in summer environmental programs
- **1971** — White House Conference on Youth report full of calls for linking service and learning. Also, the National Center for Public Service Internships was established, and the Society for Field Experience Education (these two merged in 1978 to become the National Society for Internships and Experiential Education)
- **Circa 1971** — National Student Volunteer Program (became the National Center for Service-Learning in 1979) established. Published Synergist, a journal promoting linking service and learning
- **1976** — California Governor Jerry Brown establishes the California Conservation Corps, the first non-federal youth corps at the state level
- **1978** — The Young Adult Conservation Corps creates small conservation corps in the states with 22,500 participants age 16 to 23
- **1979** — "Three Principles of Service-Learning" published in the Synergist
- **1980s** — National service efforts are launched at the grassroots level, including the Campus Outreach Opportunity League (1984) and Campus Compact (1985), which help mobilize service programs in higher education; the National Association of Service and Conservation Corps (1985), which helps replicate youth corps in states and cities; National Youth Leadership Council (1982), which helps to prepare future leaders; and Youth Service America (1985), through which many young people are given a chance to serve
- **1981** — National Center for Service-Learning for Early Adolescents established
- **1989** — Wingspread Principles of Good Practice in Service-Learning written-more than seventy organizations collaborate to produce the ten principles
- **1989-1990** — President George Bush creates the Office of National Service in the White House and the Points of Light Foundation to foster volunteering
- **1990** — Congress Passes, and President Bush signs, the National and Community Service Act of 1990. The legislation authorizes grants to schools to support service-learning and demonstration grants for national service programs to youth corps, nonprofits, and colleges and universities. Learn and Serve America established (as Serve-America). The legislation also authorizes establishment of the National Service-Learning Clearinghouse
- **Sept. 1993** — President Bill Clinton signs the National and Community Service Trust Act of 1993, creating AmeriCorps and the Corporation for National Service. The legislation unites Senior Corps, AmeriCorps, VISTA and Learn and Serve America into one independent federal agency

(figure continues)

- **1994** — Congress passes the King Holiday and Service Act of 1994, charging the Corporation for National Service with taking the lead in organizing Martin Luther King Day as a day of service. The Stanford Service-Learning Institute created. The Ford Foundation/United Negro College Fund Community Service Partnership Project (a 10-college program linking direct service and learning) begun
- **1995** — Service-Learning network on the internet, via the University of Colorado Peace Studies Center
- **April 1997** — The Presidents' Summit for America's Future, chaired by General Colin Powell, brings together President Clinton, former Presidents Bush, Ford, and Carter, and Mrs. Reagan to recognize and expand the role of AmeriCorps and other service programs in meeting the needs of America's youth
- **1997** — Fourth of July Declaration on the Civic Responsibility of Higher Education published — Wingspread Declaration Renewing the Civic Mission of the American University published
- **2001** — First International Conference on Service-Learning Research held — Wingspread conference on student civic engagement held
- **2002** — The USA Freedom Corps, a coordinating council and White House office, was launched to help Americans answer President George W. Bush's nationwide call to service
- **2003** — President Bush created the President's Council on Service and Civic Participation to find ways to recognize the valuable contributions volunteers are making in our Nation. The council created the President's Volunteer Service Award program as a way to thank and honor Americans who, by their demonstrated commitment and example, inspire others to engage in volunteer service

Figure 4. Timeline of Service Learning

International Service-Learning

International service learning is described by Bringle et al. (2011) as the intersection of service-learning, study abroad and international education. Figure 5 displays the intersection of each of these components of international service-

learning. In order to gain greater understanding of the model and intersecting components, each of the three components will be discussed individually.

Service-learning. Service-learning can be viewed under the umbrella of experiential education. The practice of service-learning has gained status in higher education as a type of high-impact educational program (Kuhn, 2008). Service-learning is defined as

...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 personal values and civic responsibility (Bringle & Hatcher, 2009, p. 38).

First, it is important to understand that service learning is an academic activity. This helps to differentiate service-learning from a volunteer experience, which is co-curricular and not specifically tied to course work. Second, the community service activities chosen for the students should be educationally meaningful and be mutually beneficial to the community partners and students. An important part of service learning includes reflection. The third quality of service-learning is that it integrates structured reflection activities. Reflection is the bridge between the community service activity and the educational objectives of a course (Bringle et al., 2011).

Study abroad. Study abroad is also found under the umbrella of experiential education. Study abroad involves living and studying in another nation for a period of time. The majority of study abroad programs (55%) are short-term experiences

of eight weeks or less. Following in order of popularity are one semester, mid-length programs at (40%) and full academic year programs at (5%) among participants (Bringle et al., 2011). Typical rationale for study abroad programs include growth in appreciation for culture, language proficiency, critical thinking skills, interpersonal skills, communication skills, intercultural empathy and understanding, and marketable job skills (Bringle et al., 2011).

International education. International education has been presented in classrooms at colleges and universities for much longer than its current name that is applied to this academic area of study. International education has also been termed *global awareness, global education, global learning and development, intercultural competence, world studies, cross-cultural competence, cross-cultural empathy, and cross-cultural understanding* (Davies & Pike, 2009, as cited in Bringle et al., 2011). One may think international education goes hand in hand with study abroad; however this does not have to be the case. International education can occur while studying abroad but it can also occur in the classroom. Specialized skills that are connected to action in an international setting can be focused on (a) technical aspects of a major or (b) topical issues within a discipline associated with cultural, political, and social systems in other countries (Toh, 1993, as cited in Bringle et al., 2011).

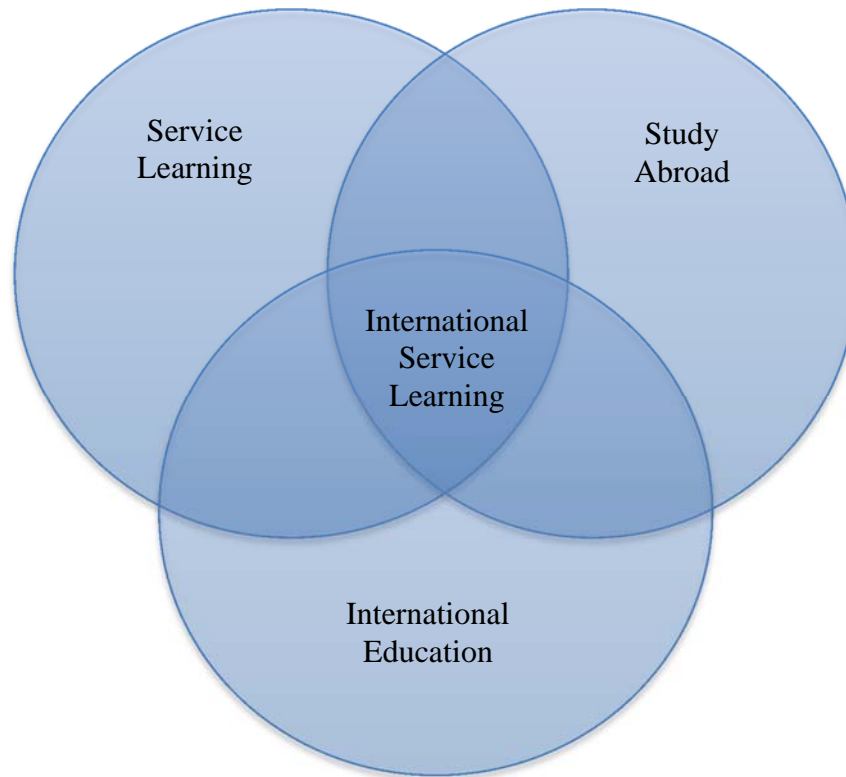


Figure 5. International Service-Learning (Bringle et al., 2011)

The intersection between service-learning, international education, and study abroad is where the definition of international service learning can be found.

International service learning is defined as:

A structured academic experience in another country in which students (a) participate in an organized service activity that addresses identified community needs; (b) learn from direct interaction and cross-cultural dialogue with others; and (c) reflect on the experience in such a way as to gain further understanding of course content, a deeper understanding of global and intercultural issues, a broader appreciation of the host country

and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and *globally* (Bringle et al., 2011).

The words that are italicized denote those that have been added or modified from Bringle and Hatcher's (2009) definition of service learning, based on the added benefits of being integrated with study abroad and international education (Bringle et al., 2011).

Global Service-Learning. As one will note, the title of this dissertation utilizes the term "global service-learning" rather than "international service-learning." There is a small distinction between the word global and international when discussing the two terms in connection with educational programs. The American Council on Education (2005) distinguishes between three types of learning goals: (a) global (denoting the systems and phenomena that transcend national borders), (b) international (focusing on the nations and their relationships), and (c) intercultural (focusing on knowledge and skills to understand and navigate cultural differences). When analyzing the nature and locations of CACYS programs, the term "global" fits the description best.

Outcomes of Service-Learning in Higher Education

Service-learning is a form of experiential education that has gained popularity in higher education as one type of high-impact educational practice (Huh, 2008, as cited in Bringle et al., 2011). "At the University level, in a 2008 survey by Campus Compact, over 1100 campuses showed that 31% of faculty offered service

learning courses and over 24,471 service learning courses were offered” (Hall & Johnson, 2011, p. 68-69, as cited in Butin, 2010).

Not only are there more service-learning courses offered at the university level, but according to Kielsmeier (2000) 85% of college freshman reported participating in a service-learning experience while they were attending high school. The most noticeable sign of growth and popularity of service-learning is the fact that a number of states mandate this type of educational experience. “Some states have adopted an hours-based or project-based service requirement as a way to interest students in service-learning” (Hall & Johnson, 2011, p. 69, as cited in Butin, 2010).

As Rice stated, service-learning is important to be included in the pedagogical revolution occurring on campuses. Outcomes from service-learning programs have been studied in a variety of settings, producing positive results in student personal development, in such areas as personal efficacy, personal identity, spiritual growth, and moral development (Astin et al., 1999; McMahon, 1998; Vogelgesang & Astin, 2000); interpersonal development (Astin & Sax, 1998; Eyler & Giles, 1999; McMahon, 1998; Vogelgesang & Astin, 2000); facilitating cultural understanding and diversity (Astin & Sax, 1998; Astin et al., 1999; Kenworthy-U’Ren, 2007; Pless et al., 2011; Vogelgesang & Astin, 2000); social responsibility and citizenship skills (Farber, 2011; Fenzel & Peyrot, 2005; Werder & Strand, 2011); critical thinking (Bowen & Kiser, 2009; Eyler & Giles, 1999); and career development (Bowen & Kiser, 2009; McLaughlin, 2010; Lu & Lambright, 2010).

It was found that not all service-learning programs include each of Bok's suggested outcomes (communication, critical thinking, character development, diversity, global understanding, career development, and widening of interests) as desired goals; however, these types of outcomes are often mentioned in the literature. The following sections will provide an overview of outcomes-based research conducted on each of Bok's Core Competencies.

Communication. Service-learning programs have produced positive outcomes such as improved higher order thinking skills, including better communication skills (Peters, McHugh, & Sendall, 2006). According to Steffes (2004), some of the most common outcomes of service-learning include improved interpersonal development such as working with others and communication skills. Service-learning experiences require students to provide a needed service in the community; therefore, students improve communication skills, including conflict resolution and offering one's opinion, during the experience and also through reflection and related coursework (Cayford, 2012). In a longitudinal study conducted by Astin et al., (2000), 22,236 college students were assessed on 11 different dependent measures: academic outcomes (three measures), values (two measures), self-efficacy, leadership (three measures), career plans, and plans to participate in future service. Students were given a pretest as freshman in 1994 and followed up with as seniors in 1998. Significant outcomes were found in the category of leadership, which includes ability to interact and communicate with others.

Critical Thinking. According to Bowen and Kiser (2009), service-learning increases student involvement in their own learning experience, reinforcing critical thinking skills. According to Eyler and Giles (1999), service-learning increases cognitive skills leading to improved critical thinking skills. Eyler and Giles found, through a small study of 65 college students, that involvement in high-integration service-learning throughout the semester increased their critical thinking and problem solving scores in a post-test analysis. In a study conducted by Batchelder and Root (1994) students were asked to write two essays analyzing social issues, at the beginning and end of a social science class. For students who participated in service, one of the topics they were asked to write about was related to their service project, the other was not. Students who engaged in the community service activity wrote more complex essays and performed a more complex analysis of the problems related to the community service activity versus the topic that was not. Through reflection, service-learning may improve students' ability to develop critical thinking and problem solving skills. Reflection encourages students to think more deeply about complex problems and link theory to what has been learned in the classroom to real-life situations thereby connecting service experiences with course content (Batchelder & Root, 1994; Carracelas-Juncal et al., 2009; Cashman & Seifer, 2008; Eyler & Giles, 1999). This may be especially true when the service-learning takes place in communities in which the student is not familiar. Getting to and from the activity involves a series of decisions and obstacles to overcome on a daily basis. Gaining comfort and confidence in navigating a new and unfamiliar area

forces the students to trust their decision-making ability and develop critical thinking skills. Other studies, such as research conducted by Astin et al. (2000), demonstrate positive effects of service-learning programs on student's writing and critical thinking skills. Students were given a pretest as freshmen in 1994 and followed up with as seniors in 1998. When students are able to connect concepts with real-life situations, their learning is enhanced and their critical thinking skills are able to improve (Cayford, 2012).

Character Development. Service-learning is a vehicle for character education that actively involves students in addressing real community needs while allowing them to experience direct academic ties with classroom activities (Holt Otten, 2000). The operational definition that is offered by Ruan et al. (2011) describes character development as the "ability to develop a clear and strong set of ethical principles." In many research studies, character development, citizenship, and moral development tend to be viewed interchangeably.

In 2008, Bernacki and Jeager found in a study conducted on 46 students in either a service-learning or non-service-learning course using the Defining Issues Test, the Moral Justification Scale, and the SL Outcome Scale that scores did not change significantly. Bernacki and Jeager state that, "although scores on moral development and orientation did not change significantly, SL students reported becoming more compassionate and more sensitive, having a greater understanding of and ability to solve social problems, and possessing a greater efficacy to make the world better." (p. 5).

Previous studies conducted on moral development and service-learning provide support for the connection of the two. In a study conducted by Boss (1994), comparing students' moral development in two sections of an ethics course, this researcher found that students in the service-learning group vs. the non-service learning group, increased their use of principled moral reasoning. A similar study conducted by Gorman et al., assessed moral reasoning among students in a two-semester philosophy and theology course. Moral reasoning scores increased significantly in the service-learning group but not in the non service-learning group (as cited in Bernacki & Jeager, 2008)

Citizenship. Civic learning, which is associated with citizenship, is composed of civic knowledge, skills and habits (Battistoni, 2002; Eyler & Giles, 1999; Zlotkowski, 2000). In Battistoni's (2002) analysis of the different dimensions of citizenship, this author identified the following approaches to civic education as distinguished: (a) civic professionalism, (b) social responsibility, (c) social justice, (d) connected knowing and the ethic of caring, (e) public leadership, (f) public intellect, and (g) engaged or public scholarship. Through service-learning, or as Battistoni notes, engaged scholarship, colleges and universities may produce more civic-minded graduates (Bringle et al., 2011). Many studies have demonstrated that the main outcome of service-learning is the increase in citizenship and social responsibility (Wang, Ye, Jackson, Rodgers, & Jones, 2005). Research by Fenzel and Peyrot (2005) also suggest student participation in both community service and service-learning is positively related to attitudes toward personal and social

responsibility. A study conducted by Brandes and Randall (2011) sought to expand the existing knowledge of service learning's effectiveness in increasing student civic and socially responsive knowledge and intentions. The study indicated significant inter-individual differences and intra-individual change in the categories of civic action and civic attitudes. Through service-learning experiences in the community, students work to provide a needed service and solve real issues, which often leads to an increased sense of social responsibility.

In another study by Werder and Strand (2011), the authors found that service-learning outcomes can be measured using four dimensions, one being citizenship. Generally, participating in a service-learning program allows participants to gain information about their surrounding environment. Learning more about the community and gaining information can lead students to want to change and improve the communities in which they are involved (Farber, 2011).

Researchers have identified gaining personal connections with one's community as a desirable affective learning outcome of service-learning (Bringle & Hatcher, 1996; Giles & Eyler, 1994). Astin et al. (1999) demonstrated how the extension of college volunteer service may impact an individual up to five years after graduation by promoting positive feelings and attitudes toward social responsibility and promoting a great commitment to serving one's community.

Several studies have reported that service-learning produces positive effects and changes in academic, personal, social, and citizenship outcomes (Blouni & Perry, 2009; Conway et al., 2009; Thomsen, 2006). The findings support previous studies

that indicate that students engaged in service-learning have a stronger commitment to social responsibility and future volunteering (Astin et al., 1999; Gray, Ondaatje, & Zakaras, 1999).

Diversity and Global Understanding. Developing greater global awareness and understanding and embracing diversity is a common goal of service-learning programs, especially ones that are focused on promoting international perspectives. In today's increasingly interconnected society, it is important for students to be prepared to work with individuals of various backgrounds. Service learning seems like a natural way to achieve such goals as interpersonal competence, personal development and increased experience with and tolerance for diversity (Eyler & Giles, 1999). In 2011, Pless, Maak, and Stahl conducted a study known as "Project Ulysses," an integrated service-learning program that involves sending participants in teams to developing countries to work in partnership with NGOs, social entrepreneurs, or international organizations. The study sought to understand how Project Ulysses participants learned from their experiences while abroad. An interview of 70 participants and subsequent content analysis was conducted. Results provided evidence of learning in six areas: (a) responsible mind-set, (b) ethical literacy, (c) cultural intelligence, (d) global mind-set, (e) self-development, and (f) community building. The results of the study suggest that student participants gained an "increased awareness and knowledge related to responsible global leadership" (Pless et al., 2011, p. 245). Kenworthy-U'Ren (2007) suggests service-learning not only can change students' educational experience, but can also

provide students' with the opportunity to work with individuals from diverse backgrounds. Working with and being comfortable with diversity is important in terms of creating responsible global citizens and harmonious work environments.

Career Development. By providing students with real-world experiences, they are able to further prepare for their future careers and decide what is, and sometimes more importantly, is not the vocation for them. A study conducted by McLaughlin (2010) found that service-learning led to career enhancement. Results from the qualitative study conducted with over 75 business graduate students indicated that career enhancement encompasses two elements: (1) students are given the opportunity to build their resumes and (2) students are able to use their experience from service-learning in future interviews. Lu and Lambright (2010) conducted a study showing that students develop important professional skills through participation in service-learning. Their study focused on the factors that influence the effectiveness of service-learning in terms of professional skill development. The researchers found from the surveys distributed to students in eight Masters of Public Administration classrooms "evidence suggesting that more in-class reflection time, greater contact with service beneficiaries may improve the professional skills..." (Lu & Lambright, 2010, p. 122).

Widening of Interests. Being exposed to many different activities, expanding horizons and leaving one's comfort zone is essential for growth. Widening of interests, for the purpose of this study focuses activities such as leisure and travel, but when searching the literature, it was found that widening of interests occurs in a

variety of forms. Exposing students to diverse populations, new locations, new careers, new relationships, and new volunteer or job activities provides a glimpse into a world to which students may have never been exposed. All such experiences lead students towards and may result in the aforementioned outcomes, such as citizenship, career development, communication, diversity, global understanding and character development.

McLaughlin (2010) found that students often reflected upon their experience outside of the classroom as a significant learning experience. Quotes such as, “This experience has truly changed my way of life. I will forever seek community volunteer activities because I have seen first hand how it can change lives,” speak to the importance of encouraging students to move outside the classroom and expand their experience base.

Another study conducted by Werder and Strand (2011) found that among 210 students in a public relations capstone course, benefits of service learning included applying knowledge to the “real world,” interacting with the community, and building social self-confidence; all scored a mean of 5 or higher utilizing the 7-point service learning benefits scale replicated from Toncar (2006, as cited in Werder & Strand, 2011).

Camp Adventure™ Child and Youth Services: A Model Service-Learning Program

Founded in 1985 at the University of Oregon by Dr. Christopher Edginton, CACYS is a nationally award-winning service-learning program. Today, CACYS is headquartered at the University of Northern Iowa. The program is framed as an

experiential education program for college and university students, providing opportunities for students to gain experience working with children and youth while promoting global awareness (Edginton et al., 2010). CACYS has positioned itself as a development program offering opportunities for learning in leadership, team building, diversity, curriculum development and youth development (Edginton et al., 2010). CACYS offers programs that include day camp for school age children, integrated staff internships in child development centers, middle school/teen, and aquatics “learn-to-swim” programs. Programs are found on U.S. military installations, British military installations, U.S. Embassies, American Schools abroad, and city recreation centers. Throughout CACYS’ existence, students have participated in the following countries and U.S. territories: Argentina, Bahrain, Belgium, Bermuda, Cuba, Denmark, Germany, Greece, Hong Kong, Iceland, Japan, Korea, Kuwait, Macau, Mexico, the Netherlands, Norway, Panama, The Peoples’ Republic of China, Russia, Singapore, Spain, Taiwan, Turkey, the United Kingdom, and the United States including Guam and Puerto Rico (Edginton et al., 2010). In 1985, approximately 150 children and youth were served on a daily basis. Today, the figure exceeds 10,000 children and youth served (Edginton et al., 2010).

The CACYS summer field experience typically begins in early June and continues for 6 to 12 weeks throughout the summer months. Specific dates and duration of program offerings are dependent on the needs of contract partners. Students participating in the summer program must complete a 60-hour staff development program titled *Camp Adventure™ College*. *Camp Adventure™ College* is

offered during the spring semester of the academic calendar at 10 different colleges and universities in the U.S. Locations include: University of Northern Iowa; University of Iowa; Iowa State University; University of Toledo; Florida A&M University; University of San Diego; University of California – Davis and California State University, Sacramento; California State University, Chico; University of Oregon, and Washington State University.

During the summer field experience, students are placed at locations around the world. Students are responsible for planning and implementing activities for children and youth, with the majority participating as day camp counselors, child development program assistants or aquatic counselors (Edginton et al., 2010).

One of the unique aspects of this service-learning program is that students live outside of their state or country for the summer. Once their work duties are fulfilled for the day, students are encouraged to partake in cultural activities and travel on the weekends. These cultural experiences are tied into the coursework assignments where students are asked to reflect on their experiences (Cayford, 2012). As participants in the program, college and university students are given a living stipend, a plane ticket to and from their program site, and housing during the duration of their program.

Throughout the history of the program, CACYS has provided college and university students the opportunity to serve children and youth throughout the world (Edginton et al., 2010). The program has enabled students to develop quality programs, integrate theory with practice by allowing students to apply what they

learn in training toward their summer program activities, as well as experience other cultures they might have not had the opportunity to engage in otherwise. This program is a win-win-win situation since not only do the students benefit from the program, but children and youth, and their contact partners also (Edginton et al., 2010).

Camp Adventure™ as a Service-Learning Program

CACYS has been crafted as a model service-learning program. The program aims to create learning experiences for the college and university students participating as staff members. CACYS influences students by providing them with an opportunity to apply theoretical knowledge in a practical setting (Edginton et al., 2010). The following section will discuss the components of CACYS in relationship to service-learning. As the CACYS program is discussed, it is important to remember service-learning falls under the umbrella of experiential learning, therefore Kolb's experiential learning theory will be discussed in relation to the CACYS program model.

Staff Development. The *Camp Adventure™* staff development program, known as *Camp Adventure™ College*, is a course that is graded on a credit/no credit basis at Staff Development sites throughout the United States. *Camp Adventure™ College* is intentionally designed as a leadership development program for college and university students to prepare them to create and deliver high-quality, high-impact programs for children and youth (Edginton et al., 2010). During the 60 contact-hour course, students are provided the information needed to conduct their

summer field experience leading child, youth, teen and aquatics programs. Students acquire both hard and soft skills at *Camp Adventure™ College*. Soft skills assist staff members in emotionally connecting to the vision and mission of the organization. Hard skills relate to program leadership and implementation (Edginton et al., 2010). Topics include: values and traditions of the program, guidance/conflict resolution, program environment, diversity awareness, professionalism, child and youth development, aquatics safety, health, risk management, program management, playground safety, special needs awareness, program partners and families, and organizational culture (Edginton et al., 2010).

The core training components of *Camp Adventure™ College* are illustrated in the pyramid found in Figure 6. The pyramid has four levels. The base includes information and learning experience focused on the Values and Traditions of CACYS, Council on Accreditation Standards, the Four Core Service Areas, and School-Age Learning Modules. The next level includes specific training topics mentioned in the previous paragraph. The third level displays certificate programs required by CACYS. At the top of the pyramid are experiential opportunities such as programming, 10x10 competencies, interest areas and theme night presentations. In the top portion of the pyramid, students are required to lead a portion of the staff development program as if it were a day in the field experience. Each session of *Camp Adventure™ College* a small group of students prepares a theme night presentation, which involves themed decorations, costumes, Blitz, review of expectation, and a theme-based skit (Edginton et al., 2010).

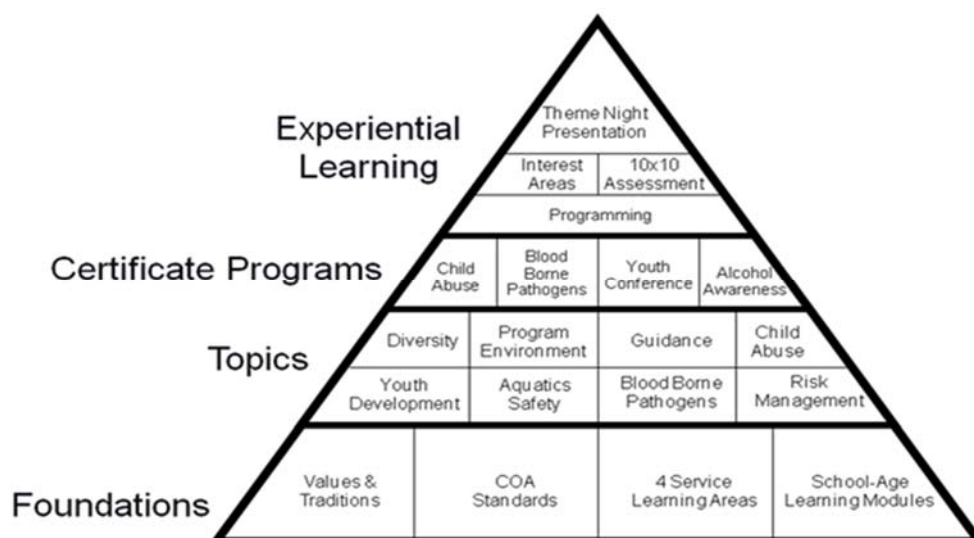


Figure 6. Camp Adventure™ College Pyramid

Source: Edginton, C. R., & Noll, A. (2009). Camp Adventure™ College core training elements. In Koch et al. (Eds.), *2010 staff development handbook* (p. 269). Cedar Falls: University of Northern Iowa.

Field Experience. Upon completion of *Camp Adventure™ College* students proceed to their field experience location. Students are placed in locations based on their preferences and prior experience working with children or youth as well as the needs of the program. Students from the 10 staff development locations come together to form one staff at each site. Students implement programs including day camp for school age children, integrated staff internships in child development centers, middle school/teen, and aquatics “learn-to-swim” programs as noted at U.S. military installations, British military installations, U.S. Embassies, American Schools abroad, and city recreation programs.

When implementing programs, students are required to include all components of a high-quality, high-impact youth program. Components of day camp include: Interest Areas, Blitz, Expectations, Continuous Activities, Small Group Activities, Building a Sense of Community, Clubs, Large Group Games, Choice Activity Centers, Rotating Activities, Spirit Celebrations, Closing, Special Events, and Field Trips (Edginton et al., 2010). Components of aquatics learn to swim programs include planning and conducting American Red Cross Learn to Swim Lessons, ensuring the safety of patrons in and around the pool, and implementing games and songs in the curriculum for the enjoyment and learning of the children (Edginton et al., 2010). Components of child development center programs include integrating with regular staff members within an early childhood classroom and a working knowledge of National Association for the Education of Young Children (NAEYC) standards in the areas of safety, health, learning environment, and guidance and programming (Edginton et al., 2010).

Reflection. Throughout the field experience, students are asked to reflect upon the experience in various ways. Students are required to complete reflective assignments as a part of their coursework in the program. Reflective assignments are an important aspect of all service-learning programs. Farber (2011) has stressed that “reflection is an integral part of service learning...for students engrossed in service learning, reflection opportunities provide a chance to think about this new on-the-ground, real-life learning. And the results are powerful” (p. 57). Learning occurs through reflection (Edginton, Kowalski, & Randall, 2004).

CACYS creates experiences, which through assessment, evaluation, and reflection serves to transform lives. A service-learning experience that is lacking a reflective component is essentially a volunteer activity and will not assist students in making connections and gaining a deeper understanding of the world around them (Bringle & Hatcher, 1996).

The CACYS summer coursework provides students with the reflective component of a service-learning program. The college and university students in the summer program are required to enroll in 12 hours of undergraduate credit or graduate credit through the University of Northern Iowa. For undergraduate credits the courses include: (a) Field Experience in Camp Counseling LYHS 4623-60 (5 credits), (b) Camp Management Systems LYHS 4625-60 (2 credits), and (c) Leisure, Youth and Human Services Field Experience LYHS 4265-60 (5 credits). For graduate credits the courses include: (a) Field Experience in Camp Counseling LYHS 5623-60 (5 credits), (b) Camp Management Systems LYHS 5625-60 (2 credits), and (c) Leisure, Youth and Human Services Field Experience LYHS 5265-60 (5 credits). Students are asked to complete essays reflecting upon topics such as child impact, facilities analysis, staff evaluation, goal setting, programming, and overall summer experience. Portfolios are created displaying the cultural and travel experiences throughout the summer. Students are expected to attend regular meetings to discuss progress, plans and evaluations with the supervisor and fellow CACYS college and university student participants. At the conclusion of the summer, assignments are submitted for credit to the CACYS Headquarters. As noted,

assignments are graded on a credit/no credit scale based on criteria presented to the students in the syllabi.

Camp Adventure and Kolb's Experiential Learning Theory

When examining CACYS utilizing Kolb's Experiential Learning Theory model (1984), one can see the congruence between the program components of CACYS and Kolb's model. CACYS begins the program at the Abstract Conceptualization (AC) stage. At this stage students attend a staff development course called *Camp Adventure™ College*. Students are provided the knowledge, skills and competencies required to conduct their summer field experience leading child, youth, teen and aquatics programs. Topics include behavior management, risk management, child abuse, conflict resolution, diversity, team building, leadership and followership, group dynamics, communication, youth development and technical skills related to programs for children and youth (Edginton, Edginton, & Lau, 2003). The delivery of these topics relies heavily on presentations provided by subject matter experts (SME). During this portion of *Camp Adventure™ College* students are expected to actively listen to the presentations lasting 30-60 minutes. Table 5 illustrates the topics included in *Camp Adventure™ College*.

Table 5.

Camp Adventure™ Child and Youth Services Staff Development Matrix

Philosophical, Historical, and Organizational Cultural Components	Leadership and Program Development Skills and Competencies	Child/Youth Development Theoretical Knowledge
<ul style="list-style-type: none"> • What is <i>Camp Adventure</i> • Vision statement • Vision and relationship to quality and excellence • Vision and relationship to TQP • Mission statement • Values and traditions • Motto • History • The <i>Camp Adventure Way</i> • The essence of <i>Camp Adventure</i> • <i>Camp Adventure: A Sense of Purpose</i> • A winning viewpoint • <i>Camp Adventure</i> image guidelines 	<ul style="list-style-type: none"> • Leading songs the <i>Camp Adventure Way</i> • Leading games the <i>Camp Adventure Way</i> • Generic day camp program design • 10 x 10 leadership competencies • Special interest areas TQP • Creating the vision, environment, and connection • Use of checklists • Contractor, partner, perspective • Conflict resolution • Evaluation strategies • Risk management • Behavior management • Blitz and closing 	<ul style="list-style-type: none"> • NAA Standards • Program modules • Safe module • Guidance module • Healthy module • Program environment module • Professionalism • 4-H curriculum guidelines • Special needs children • Safety on the playground • Facility hazards • Program hazards

Source: Edginton et al. (2010). *Managing for excellence: Programs of distinction for children and youth* (p. 125). Champaign: Sagamore.

In the next phase of CACYS staff development model, students are required to lead a portion of the staff development program as if it were a day in the field experience. Each session of *Camp Adventure™ College* a small group of students prepares a theme night presentation, which includes themed decorations, costumes,

Blitz, review of expectation, and a theme-based skit (Edginton et al., 2010). This experience is intended to simulate a day of camp in the field. Implementing these activities is the active experimentation (AE) phase of Kolb's Experiential Learning Cycle. Students are testing the information they have recently learned from the SME by presenting the information to fellow students in *Camp Adventure™ College*.

Upon completion of *Camp Adventure™ College*, students enter the field to implement CACYS programs. This phase of the CACYS program is known as the concrete experience (CE) of Kolb's Experiential Learning Cycle. Students are utilizing the knowledge they attained in their *Camp Adventure™ College* class to provide services to the community in which they were placed, also referred to as "integrating theory with practice" (Edginton et al., 2010).

The reflective observation (RO) stage of Kolb's Experiential Learning Cycle occurs throughout and at the culmination of the CACYS field experience. Throughout the field experience, students are asked to reflect upon the experience in various ways. Students are required to complete reflective assignments as a part of their coursework in the program. These assignments include essays and portfolios. Students are also expected to attend regular meetings to discuss progress, plans and evaluations with the supervisor and fellow CACYS college participants. Figure 7 displays the connection between CACYS program components and Kolb's Experiential Learning Cycle.

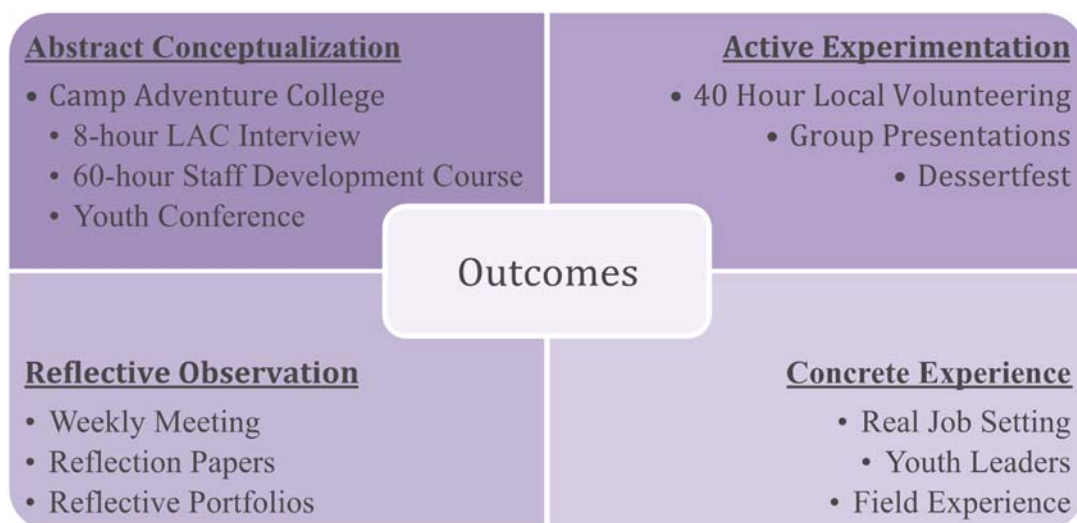


Figure 7. CACYS program model as it relates to Kolb's Experiential Learning Cycle

Camp Adventure™ College and University Participants

CACYS student participants must have completed two semesters of college prior to participating in the field, receiving a cumulative grade point average (gpa) of 2.5 or above. Participants have a wide range of majors; however, education and recreation majors are the most common. Participants must be at least 18 years of age. Students participating in the summer program must successfully complete the 60 contact-hour staff development program titled *Camp Adventure™ College* and become certified in American Red Cross First Aid, CPR, Lifeguarding, and Water Safety Instructor (if applicable).

Prior Research on Camp Adventure™ Child and Youth Services

Recently, two former participants in CACYS conducted research on the program as it relates to service learning and Bok's eight competencies. Ruan

(2013) conducted the most recent and related research on CACYS. In Ruan's study titled *Integrative and Holistic Global Higher Education: An Investigation of Camp Adventure™ Child and Youth Services as a Model Service Learning Program*, she investigates the changes of college and/or university students in core competencies from entry to exit in the CACYS service learning experience using the framework offered by Bok (2006). A quantitative approach was used to track change patterns demonstrated by students in core competencies at critical points in the program, namely, Phase I: entry into the program; Phase II: after completion of the semester-long class preparing the students for the field experience; and Phase III: immediately after the CACYS field experience. The study found significant changes in perceived competencies between Phases I and II; however, found no significant changes in perceived competencies between phases II and III. Ruan concludes that further research should be done to determine why there was not a significant change in perceived competencies of students from Phases II and III, which is their time in the field experience.

Cayford (2012) conducted the other related study on CACYS. In the study, Cayford analyzed the outcomes and perceptions experienced by student participants in the CACYS program. She assessed six of Bok's eight competencies in her study. Results showed that communication skills, such as communicating ideas, writing effectively, and discussing problems, were improved in the field experience. In terms of character development, nearly all respondents reported growth.

Approximately 25% of respondents felt they achieved above average growth in critical thinking skills. Nearly half of all respondents experienced above average growth in diversity skills. Fifty percent of respondents reported experiencing above average growth when asked if they respected the views of people who see differently than they do. The majority of respondents agreed the program assisted in implementing programs for diverse populations, appreciate cultural diversity, and work as members of a diverse team.

In the area of citizenship, the majority of respondents agreed or strongly agreed when asked about how CACYS contributed to their feelings of citizenship. Nearly all respondents felt CACYS assisted them in realizing it is very important to help others. Over 75% of respondents felt the program helped them gain a clearer idea of their professional goals while nearly all respondents felt the program provided them with the skills/knowledge useful in their career. Results yield high remarks in terms of global understanding. In terms of seeing the relationships among local, national, and global issues, all respondents experienced some growth. Ninety-five percent (95%) of all respondents agreed or strongly agreed because of this program they are more aware of cultural differences.

Summary

The idea of promoting a scholarship of engagement through service-learning at colleges and universities has become commonplace over the last decade. Studies focusing on service-learning indicate gains by participants in areas such as student personal development, interpersonal development; cultural understanding and

diversity; social responsibility and citizenship skills; critical thinking; and career development (Eyler, Giles, Stenson & Gray, 2001). Such outcomes resemble the outcomes suggested by Bok (2006). Bok suggests that the multiple goals of higher education should concentrate on students in a number of important areas, including communication, critical thinking, moral reasoning, civic education, diversity education, global understanding, the widening of interests, and career preparation.

The CACYS staff development program and the field experience, which reflect strategies employed in the pedagogy of service-learning, offer opportunities to college and/or university students' in order to develop the aforementioned core competencies (Ruan, 2013). The primary purpose of this study was to determine common outcomes of participation in a global service-learning program, utilizing Derek Bok's Eight Core Competencies in higher education. The secondary aim was to determine if factors such as location, length of program, years of participation, gender, race, major, and type of program have an effect on the outcomes.

CHAPTER 3

METHODOLOGY

The purpose of this study was to determine common outcomes of participation in a global service-learning program. More specifically, a content analysis was conducted on the culminating reflection essay of college and university students participating as staff members in *Camp Adventure*™ Child and Youth Services (CACYS) service-learning program to determine if outcomes identified by the students reflect Derek Bok's Eight Core Competencies in higher education. The study focused on the students' overall comments offered in reflection papers, which provide information regarding student learning outcomes, derived benefits, and ways in which challenges were addressed. Such reflections offer enhancements to personal growth as well as enabling one to gain knowledge and understanding of the program's impact on future educational and professional endeavors. A secondary aim of this study was to determine if factors such as location, length of program, years of participation, gender, race, major, and type of program had an effect on the outcomes.

Chapter 3 will provide an overview of the methodology employed in the study. The first section of the chapter discusses mixed method research design. The second section of the chapter provides the definition and description of content analysis, including a discussion of coding techniques. The third section describes the data collection methods and the subjects in the study. The fourth and final section

details data analysis procedures as well as providing a description of analytical techniques utilized to answer each of the ten research questions in the study. Measures used to establish reliability and validity are also discussed in this section of Chapter 3.

Research Design

This study utilized a mixed methods research framework. Mixed methods is defined broadly as:

The type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration. (Johnson, Onwuegbuzie, & Turner, 2007, p. 123).

Another definition of mixed methods, which supports the goals of this project, is to view mixed methods as a way to understand and analyze the social world and attempt to make sense of some phenomena through multiple prisms.. Greene (2007) provided the following definition of mixed methods:

...that actively invites us to participate in dialogue about multiple ways of seeing and hearing, multiple ways of making sense of the social world, and multiple standpoints on what is important and to be valued and cherished. (p.20).

The decision to employ mixed methods was chosen based on the research questions and the content being analyzed in the study. A three-step process to examine the data was utilized to comprehend the nature of the content and

associated meanings of the non-numerical material found in the reflection essays of the subjects in the study. The three steps are illustrated in Figure 8 and listed below.

Step 1. *Initial qualitative content analysis*. This step involves analysis of themes, concepts, and components relevant to the research focus or question.

Step 2. *A quantitative dimensional analysis*. This step involves the development of a joint frequency matrix drawn from a subsample of the elements identified in the initial qualitative content analysis. The selection of the subsample of elements to be analyzed quantitatively will depend (a) on a substantive justification, such as hypothesis testing; and (b) the suitability of the elements for statistical analysis.

This second research step clearly decontextualizes the elements identified in the previous step to examine the latent structure and patterns between them. Patterns identified in this way cannot usually be observed with qualitative methods, so this set of results is likely to add additional insights into the content and meaning structure embedded in the non-numerical data.

3. *Recontextualizing qualitative analysis*. The final step assists in the interpretation of the results from the dimensional analysis by (a) associating findings and the context as identified in the first research step and (b) employing post hoc exploratory analyses in the original non-textual material (Tashakkori & Teddlie, 2010).

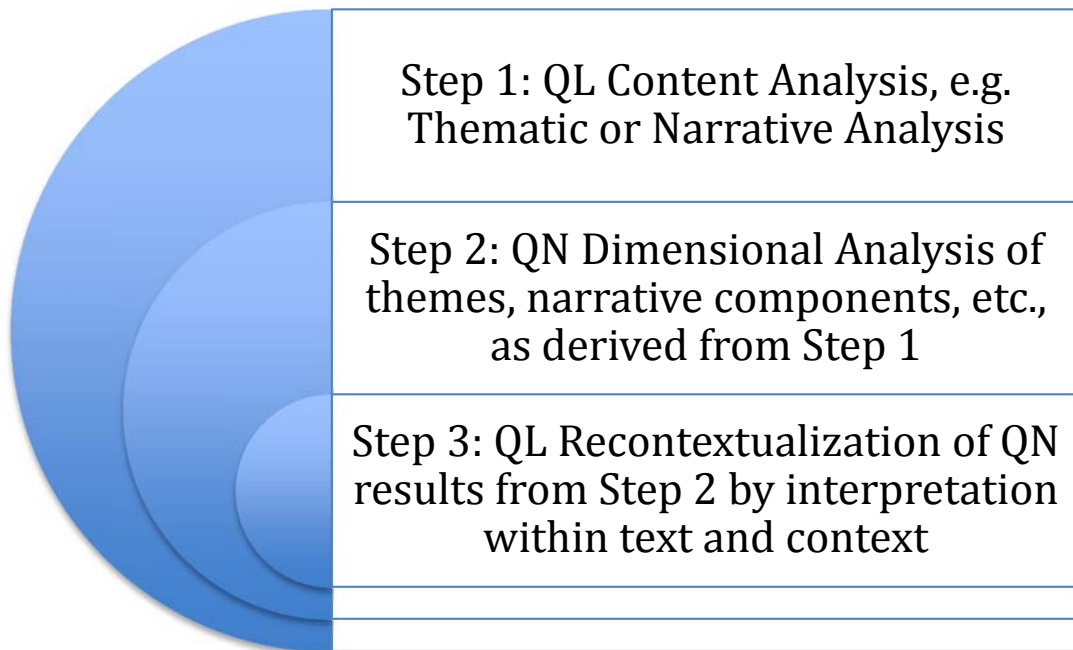


Figure 8. Simplified Three-Step Analysis in Hermeneutic Content Analysis

Following the three steps identified above, the data analysis starts with a qualitative analysis of the content within each of the subjects' essays of reflection. This analysis was used to recognize themes within the data. The next step was to quantify the data, making note of frequency of mentions in each category for each reflective essay. The last step was to re-examine the data looking at both the qualitative and quantitative content analyses to answer each of the ten research questions.

Content Analysis

Content analysis is a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Berelson, 1952; GAO, 1996; Krippendorff, 1980; Weber, 1990, as cited in Stemler, 2001). Content analysis allows researchers to analyze large amounts of data in a simple, systematic fashion (GAO, 1996, as cited in Stemler, 2001). This is done through coding and categorization of the data. Coding is a process of categorizing, describing or measuring descriptively indistinguishable units of data, thereby rendering them in a fashion, which allows them to be analyzed in well-defined terms (Krippendorff, 2013). Content analysis becomes very relevant and meaningful in its coding and categorizing of data. Categorizing is the process of grouping ideas, objects and data. In content analysis, categorizing reduces the diversity of recording/coding units into convenient categories—the values of a nominal variable (Krippendorff, 2013). Content analysis within a mixed method framework includes frequency coding (Strauss & Corbin, 1998 as cited in Tashakkori & Teddlie, 2010). This type of transformation of codes into variables takes into consideration the frequency or the number of occurrences of a particular code within a given hermeneutic unit (Tashakkori & Teddlie, 2010). One example of this is to analyze the number of times a certain topic is mentioned in a document or multiple documents (Krippendorff, 2013). In this research study, categories are organized using Bok's (2006) Eight Core Competencies framework.

Coding Techniques

When emergent coding is used, categories are established after analyzing the data. The steps for this method are outlined by Haney, Russell, Gulek, and Fierros (1998, as cited in Stemler, 2001). First, it is suggested that two researchers do an individual, preliminary review of the data to create a checklist for categorizing the document. Second, researchers should compare their checklists and combine to create one agreed upon checklist. Third, the researchers use the combined checklist to apply coding. When finished, the researchers check for the reliability of the coding (95% agreement is suggested; .8 for Cohen's kappa). If reliability level is not acceptable, coders should repeat the above steps. Once the coding is agreed upon, it can be applied on a large-scale basis. The final stage is a periodic quality control check.

Different from emergent coding, a second technique called *a priori* coding can be utilized. In this study, *a priori* coding will be utilized. *A priori* coding establishes categories prior to analyzing the data. Categories are typically based on a pre-existing theory (Weber, 1990, as cited in Stemler, 2001).

The established categories in this study will be based on Bok's framework for undergraduate education. Bok (2006) established eight core competencies that college and university students should possess upon graduation. These eight categories include: (1) communication; (2) critical thinking; (3) character development; (4) citizenship, (5) diversity; (6) global understanding; (7) widening

of interests; and (8) career and vocational development. A framework for charting the eight categories was utilized to assist in recording and analyzing the data. This framework was based on work offered by Bok and applied by Ruan et al. (2011) in an article focused on CACYS. Ruan's research created a framework based on the operational definitions of Bok's eight core competencies. Ruan also established typical outcomes of each competency in relation to participation in CACYS. The framework was later published in the *Journal of Applied Measurement* (Ruan, Mok, Edginton, & Chin 2012).

Table 6.

Core Competencies in Bok's Framework in CACYS

Purpose	Operational Definition	Indicators of Outcomes
Communication	Ability to write with precision and speak clearly and persuasively	Preparation of technical reports; reflection papers; effective oral presentations to children, staff, supervisors, parents, contract partners; media, especially the ability to engage in direct face-to-face leadership.
Critical Thinking	Ability to think clearly and critically	Framing of pertinent questions, recognition and definition of problems, use of relevant data, identification of alternatives, reason judgments.
Character Development	Ability to develop a clear and strong set of ethical principles	Action and reflection on ethical guidelines; response to moral dilemmas, exercise of personal integrity, will to act morally.

(table continues)

Purpose	Operational Definition	Indicators of Outcomes
Citizenship	Ability to fulfill ones' civic duties in a democratic society	Obeying laws and guidelines; constructively criticizing; participating to improve the quality of camp life; respecting the rights of others.
Diversity	Ability to live and work effectively with others and enter into fulfilling personal relationships	Including people of diverse cultural and religious backgrounds; encouraging tolerance for people of different backgrounds encouraging diversity to better serve a heterogeneous participant base; educating individuals to function in a diverse environment.
Global Understanding	Ability to understand other peoples' culture	Sensitivity and participation in other cultures, including the use of language required to function effectively in a global environment; awareness of cultural similarities and differences.
Widening of Interests	Ability to develop leisure (avocation) and cultural interests and pursue broader knowledge	Exploration of leisure and cultural opportunities; participation in extracurricular pursuits outside the work environment.
Career and Vocational Development	Ability to pursue a professional career or vocational interest	Knowledge and awareness of opportunities for professional career development in child and school-age care and youth development; finding one's vocation (calling) in life.

Source: Ruan et al. (2011). A pathway to an integrative/holistic education: Camp Adventure Child and Youth Services (CACYS) – A model service learning programme. *World Leisure Journal*, 53(3), p. 188.

Utilizing the above framework for a priori coding, two researchers independently analyzed a portion of the data. After an initial screening of the data from summer 2011, researchers compared results for consistency and agreement. Researchers continued these steps on the sample set of data from 2011 until categorization of data was agreed upon. Once this occurred, the primary researcher continued to categorize the data from 2011. In 2011 approximately 321 undergraduate subjects submitted reflective essays to the program. Of those 321 essays, 206 of them were located in an email account to be analyzed.

Content analysis will be conducted with assistance from Computer Assisted Qualitative Data Analysis Software (CAQDAS). The CAQDAS program utilized for this study is known as Dedoose. Dedoose is a cross-platform, web based application for analyzing text, video and spreadsheet data. The Dedoose software allows researchers to analyze qualitative and mixed methods research data from a variety of research approaches when conducting surveys and interviews (Retrieved March 9, 2013 from www.dedoose.com)

In the Dedoose program, each of the following categories are listed as a parent category: (1) communication; (2) critical thinking; (3) character development; (4) citizenship, (5) diversity; (6) global understanding; (7) widening of interests; and (8) career and vocational development. Under each section, there are child categories, or sub-categories, used to describe data that may be found in each parent category. The child categories' purpose is to detail each of the eight core competencies by breaking them down into descriptive categories. The researcher

created the child categories using Ruan et al. (2011) adaptation of Bok's framework and a preliminary reading of a portion of the data.

List of Parent and Child Categories:

1. Communication
 - a. Speaking clearly/effectively in work settings
 - b. Group leader
 - c. Conflict Resolution
 - d. Speaking opinion
2. Critical thinking
 - a. Problem solving- general
 - b. Making decisions
 - c. Identifying problems
 - d. Problem solving- travel
 - e. Reflecting on experience
3. Character development
 - a. Appreciation of others
 - b. Behavior management
 - c. Patience with others
4. Citizenship
 - a. Desire/willingness to improve camp program
 - b. Defending self
 - c. Defending others

- d. Following policies
 - e. Helping others
5. Diversity
- a. Appreciation/knowledge of military culture
 - b. Appreciation/knowledge of local culture
 - c. Relationships with staff, students and children from all different backgrounds
6. Global understanding
- a. Comfort in local culture
 - b. Interest in local culture
 - c. Knowledge of local culture
7. Widening of interests
- a. Interest in new activities
 - b. Interest in travel
8. Career and vocational development
- a. Assist with career interests
 - b. Professionalism
 - c. Organizing programs

Subjects

Subjects in this study included undergraduate students who submitted the reflection papers during the summer CACYS program in 2011 electronically. All placement locations are included in the study, both U.S. based and abroad. All types

of programs were included in the study. Types of programs include traditional day camp for school age children, integrated staff internships in child development centers, middle school/teen, sports, and aquatics “learn-to-swim” programs.

Data Collection

Participation as an undergraduate in CACYS included enrollment in LYHS 4265-60 Leisure, Youth And Human Services Field Experience. As described in the CACYS Undergraduate Summer Coursework Handbook, this course is a supervised observation and leadership experience in a designated program. In the course, the students were expected to:

1. Demonstrate knowledge and understanding of leisure and cultural activities, environments and of people in their host country;
2. Articulate the value and importance of cross cultural opportunities and experiences;
3. Actively participate and reflect upon 15-20 leisure and cultural milieu activities of the host country;
4. Demonstrate an understanding of the various elements and facets of the sponsoring organization program site;
5. Actively participate and reflect upon 15-20 activities of the sponsoring organization program site;
6. Establish personal and professional goals and objectives that will result in growth throughout the course of the learning experience;

7. Reflect upon and analyze the achievement of personal and professional goals and objectives, with an eye towards future life decisions, including career and personal choices;
8. Understand the importance of building positive relationships with others including an understanding of diversity, personal choice, responsibility, and accountability;
9. Actively participate and reflect upon how you have built positive relationships with others in the context of shared residency, including an understanding of diversity, personal choice, responsibility, and accountability; and
10. Adhere to and demonstrate CACYS vision, mission, and philosophy, including policies, procedures related to staff performance, professional appearance and demeanor, and program expectations (*Camp Adventure*[™] Child and Youth Services, 2011).

One assignment in the class is to complete a 2-3 page summer reflection paper.

Students are instructed to answer the following questions:

1. What did you learn?
2. What benefits did you receive?
3. What challenges did you overcome?
4. How have you grown or changed as a person?
5. How will you be able to use experiences in future education/professional endeavors (*Camp Adventure*[™] Child and Youth Services, 2011).

Data will be collected from the 2-3 page summer reflection paper.

Data Analysis

Data analysis will rely on coded content, frequency counts, and mean rankings of data. Different data analysis techniques will be utilized to answer the research questions. In this section, each research question was presented along with the data analysis technique and contingency table that corresponds.

To begin, frequency of mentions was found in each individual reflective essay (not shown in table). Frequency of mentions was then found in all reflective essays in total. Table 7 displays this initial data analysis.

Table 7.

Frequency of mentions for each of Bok's Core Competencies

	Frequency
Communication	
Critical Thinking	
Character Development	
Citizenship	
Diversity	
Global Understanding	
Widening of Interests	
Career and Vocational Development	

The information in Table 7 was utilized to address research question Number 1. Analyzing the frequency of mentions that each category receives in the student reflective essay papers will assist in determining which, if any, of Bok's eight

core competencies, CACYS college and university subjects in the study mentioned in their reflection essay. In addition to frequency of mentions, a number of excerpts from the student reflective essays will be displayed to provide additional information about the content and how it relates to each of Bok's eight core competencies.

Research Question 1

Do the outcomes identified by college and university participants of *Camp Adventure™* Child and Youth Services summer service-learning program reflect Bok's framework for undergraduate evaluation in higher education? Do students reflect on experiences related to:

- i. Communication skills
- ii. Character development
- iii. Citizenship
- iv. Critical thinking
- v. Career development
- vi. Diversity awareness
- vii. Global understanding
- viii. Widening of interests

To answer the remaining research questions non-parametric data analysis was conducted to compare the mean rankings of each of the eight categories. Non-parametric data analysis was chosen to be the most appropriate testing procedure

after a Kolmogorov-Smirnov test indicated the data is not normally distributed. In questions 2-7 a Mann-Whitney U test was utilized to compare mean rankings of each of the eight categories. Mann-Whitney U is the non-parametric version of the t-test that tests for differences between two independent samples (Field, 2005). To answer research questions 8, 9 and 10, a Kruskal-Wallis test was utilized to compare mean rankings in each of the eight categories. This test allows for a comparison of three or more groups, with uneven sample sizes, which are not normally distributed with equal variance (Argyrous, 2011; Huck, Cormier & Bounds 1974). If a significant difference was found, a post hoc Mann-Whitney U test would be conducted. The Mann-Whitney U test is the most favored and most frequently used follow up analysis to the Kruskal-Wallis test (Argyrous, 2011; Huck, 2012; Huck et al., 1974). In addition to the quantitative analysis, a number of excerpts from the student reflective essays will be displayed to provide additional information regarding the content and how it relates to each of Bok's Eight Core Competencies. In this study, the difference between the subjects' reflections abroad versus in the United States, participation in short programs versus regular length programs, new students versus multi-year vets, education versus non-education majors, Caucasian versus non-Caucasian, continent, type of program, and branch of service was compared. Each research question and hypothesis is listed below along with the contingency table that corresponds.

Research Question 2

Does participation by college and university students abroad versus in the United States alter the outcomes?

2. H₀: There will be no significant difference in the outcomes for each category between college and university students abroad versus in the United States.

Table 8.

Comparison of the frequency of mentions between U.S. placements and overseas placements in CACYS

	U.S. locations	Locations Abroad
Communication		
Critical Thinking		
Character Development		
Citizenship		
Diversity		
Global Understanding		
Widening of Interests		
Career and Vocational Development		

Research Question 3

Does participation by college and university students in short programs (7 weeks or less) versus regular programs (8-14 weeks) alter the outcomes?

3. H₀: There will be no significant difference in the outcomes for each category between college and university students in short programs (7 weeks or less) versus regular programs (8-14 weeks).

Table 9.

Comparison of the frequency of mentions between short programs and regular length programs in CACYS

	≤ 7 weeks	> 7 weeks
Communication		
Critical Thinking		
Character Development		
Citizenship		
Diversity		
Global Understanding		
Widening of Interests		
Career and Vocational Development		

Research Question 4

Does multiple year participation by college and university students in *Camp Adventure*[™] Child and Youth Services alter the outcomes?

4. H₀: There will be no significant difference in the outcomes for each category between college and university students participating for the first time versus those who have participated multiple years.

Table 10.

Comparison of frequency of mentions between first year participants and multi-year participants in CACYS

	First year	Multi-year
Communication		
Critical Thinking		
Character Development		
Citizenship		
Diversity		
Global Understanding		
Widening of Interests		
Career and Vocational Development		

Research Question 5

Does gender of the student participants alter the outcomes?

5. H₀: There will be no significant difference in the outcomes for each category between male and female college participants.

Table 11.

Comparison of frequency of mentions between male and female participants in CACYS

	Male	Female
Communication		
Critical Thinking		
Character Development		
Citizenship		
Diversity		
Global Understanding		
Widening of Interests		
Career and Vocational Development		

Research Question 6

Does race/ethnicity of the student participants alter the outcomes?

6. H₀: There will be no significant difference in the outcomes for each category according to race/ethnicity of student participants.

Table 12.

Comparison of frequency of mentions between Caucasian and non-Caucasian participants in CACYS

	Caucasian	Non-Caucasian
Communication		
Critical Thinking		
Character Development		
Citizenship		
Diversity		
Global Understanding		
Widening of Interests		
Career and Vocational Development		

Research Question 7

Does type of major alter the outcomes?

7. H₀: There will be no significant difference in the outcomes for each category according to type of major (Education versus Non-education).

Table 13.

Comparison of frequency of mentions between Education and Non-education majors in CACYS

	Education	Non-education
Communication		
Critical Thinking		
Character Development		
Citizenship		
Diversity		
Global Understanding		
Widening of Interests		
Career and Vocational Development		

Research Question 8

Does type of program (Day Camp, Child Development, or Aquatics) alter the outcomes?

8. H₀: There will be no significant difference in the outcomes for each category between type of program (Day Camp, Child Development, or Aquatics).

Table 14.

Comparison of frequency of mentions between Day Camp, CDC, and Aquatics Programs in CACYS

	Day Camp	CDC	Aquatics
Communication			
Critical Thinking			
Character Development			
Citizenship			
Diversity			
Global Understanding			
Widening of Interests			
Career and Vocational Development			

Research Question 9

Does continent of participation alter the outcomes?

9. H₀: There will be no significant difference in the outcomes for each category by continent of participation (Asia, Europe, North America).

Table 15.

Comparison of frequency of mentions between students placed in Asia, Europe and North America in CACYS

	Asia	Europe	North America
Communication			
Critical Thinking			
Character Development			
Citizenship			
Diversity			
Global Understanding			
Widening of Interests			
Career and Vocational Development			

Research Question 10

Does branch of service where the participation takes place alter the outcomes?

10. H₀: There will be no significant difference in the outcomes for each category between branches of service where students are participating.

Table 16.

Comparison of frequency of mentions between branch of service in CACYS

	NMP	USAF	USAR	USMC	USN
Communication					
Critical Thinking					
Character Development					
Citizenship					
Diversity					
Global Understanding					
Widening of Interests					
Career and Vocational Development					

Reliability

Intra and inter-rater reliability are important issues in content analysis.

Intra-rater reliability refers to the stability of the analysis, meaning the same coder will produce the same results try after try (Stemler, 2001). Inter-rater reliability refers to the reproducibility of the results, meaning the coding schemes lead to the same text being coded in the same category by different people (Stemler, 2001).

Weber (1990, as cited in Stemler, 2001) says, "To make valid inferences from the text, it is important that the classification procedure be reliable in the sense of being consistent: Different people should code the same text in the same way" (p. 12).

Weber continues to say, "reliability problems usually grow out of the ambiguity of word meanings, category definitions, or other coding rules" (p. 15). To avoid this, a critical step in content analysis involves developing a set of explicit recording instructions. These instructions allow outside coders to be trained until reliability

requirements are met. In this phase of the study, utilization of Ruan et al. (2011) *Core Competencies in Bok's Framework* operational definitions is essential. The explicit definitions and examples of Bok's framework in relation to CACYS participation are useful in providing a framework for the coding and instructions for any researcher that attempts to categorize the data. The utilization of a second coder, whom is familiar with CACYS program both as a former participant and as a current employee in the Headquarters Office in the initial coding process, will help to ensure the inter-rater reliability is acceptable for the study.

The instructions given to the second coder included the following:

1. Become familiar with the eight parent categories and the child categories.
Read through multiple times and ask questions about the meanings of each.
2. Statements can and will often fit into multiple categories. It is permissible to code the statements multiple times.
3. Utilize the child codes as more specific descriptions of the parent codes. Mark both the child code and parent code for each statement.
4. If a statement does not fit in any category, don't place a code on that statement.
5. If in doubt of which category a statement belongs, do not code.
6. If a statement fits into a category but is discussed from a negative perspective, code the data and create a note in that statement.

Validity

Validation of the inferences made on the basis of data from one methodological approach calls for the use of multiple sources of information. It is suggested the researcher try to have a validation study built into the design. In qualitative and mixed methods research, validation is sought through triangulation. Triangulation lends credibility to the findings by incorporating multiple sources of data, methods, investigators, or theories (Erlandson, Harris, Skipper, & Allen, 1993, as cited in Stemler 2001). In this study, triangulation was utilized in a couple of ways. First, triangulation was utilized by employing a second coder to categorize the data. And, second, triangulation was employed by relating the outcomes to Bok's framework of Eight Core Competencies.

CHAPTER 4

RESULTS

The purpose of this study was to determine common outcomes of participation in a global service-learning program. More specifically, a content analysis was conducted on the culminating reflection essay of college and university students participating as staff members in *Camp Adventure*™ Child and Youth Services (CACYS) service-learning program to determine if outcomes identified by the students reflect Derek Bok's Eight Core Competencies in higher education. The study focused on the students' overall comments offered in reflection papers, which provide information regarding student learning outcomes, derived benefits, and ways in which challenges were addressed. Such reflections offer enhancements to personal growth as well as enabling one to gain knowledge and understanding of the program's impact on future educational and professional endeavors. A secondary aim of this study was to determine if factors such as location, length of program, years of participation, gender, race, major, and type of program had an effect on the outcomes.

Chapter 4 presents the major results of this study as follows: (1) demographic characteristics of the students; (2) analysis of research questions; and (3) summary of the findings.

Descriptive Statistics

Of the 566 subjects participating in the field during the summer of 2011, 206 individuals were undergraduates who completed a final reflection essay and

submitted it via email to CACYS for grading. Of the 206 subjects, one hundred and 182 or 88% were female and 24 or 12% were male. One hundred and twenty-two or 59% were veterans of the program and 84 or 41% were first year participants. Thirty-seven or 18% were placed in the U.S. and 169 or 82 % were placed abroad. When viewing subjects by race or ethnicity, 10 or 5 % were Latin-American, 167 or 83% were Caucasian, 11 or 5% were African-American, 11 or 5% were Asian-American, 0 were Native-American, and 3 or 2% classified themselves as "other." Six or 3% of subjects participated in a short program and 200 or 97% participated in a regular length program. Ninety-four or 46% held an education related major and 98 or 48% held a non-education related major. The largest number of individuals was placed in programs in Asia where 89 subjects or 43% were located, 80 or 39% were placed in a program in Europe, and 37 or 18% were placed in a program in North America. The greatest number of subjects were placed in Day Camp programs where 128 or 62% were located 46 or 22% were placed in an Aquatics program, 24 or 11% were placed in a CDC program, 5 or 2% were placed in a Teen program and 3 or 2% were placed in a sports program. Seven or 3% of the subjects were placed in a non-U.S. military program, 21 or 10% were placed on a U.S. Air Force base, 86 or 42% were placed on a U.S. Army base, 36 or 18% were placed on a U.S. Marine Corps base, and 56 or 27% were placed on a U.S. Navy base. Table 17 illustrates the descriptive statistics.

Table 17.

Descriptive statistics of participants

Variable		n	%
Gender	Male	24	12
	Female	182	88
Veteran status	Veteran	122	59
	New	84	41
Location of participants	U.S.	37	18
	Abroad	169	82
Race	African American	11	5
	Asian American	11	5
	Caucasian	167	83
	Latin American	10	5
	Other	3	2
Length of program	Regular length	200	97
	Short (≤ 7 weeks)	6	3
Major	Education	94	46
	Non-Education	98	48
	No answer	14	7
Continent	Asia	89	43
	Europe	80	39
	North America	37	18
Type of Program	Day Camp	128	62
	Aquatics	46	22
	CDC	24	11
	Teen	5	2
	Sports	3	2
Service Branch	Non US military	7	3
	US Air Force	21	10
	US Army	86	42
	US Marine Corps	36	18
	US Navy	56	27

Analysis of Research Questions

In the summary of findings, each research question will be presented along with the contingency table and results of the data analysis.

Research Question 1

Do the outcomes identified by college and university participants of *Camp Adventure™* Child and Youth Services summer service-learning program reflect Bok's framework for undergraduate evaluation in higher education? Do students reflect on experiences related to:

- a. Communication skills
- b. Character development
- c. Citizenship
- d. Critical thinking
- e. Career development
- f. Diversity awareness
- g. Global understanding
- h. Widening of interests

The rank orders of frequencies are presented in Table 18. Frequencies were recorded while conducting the content analysis of the essays. Overall, the rank order frequencies from high to low of core competencies was Diversity, Career and Vocational Development, Global Understanding, Character Development, Critical Thinking, Widening of Interests, Communication and Citizenship.

Table 18.

Frequency of mentions for each of Bok's Core Competencies

<i>Competencies</i>	<i>Frequency</i>	<i>Percent of Total Mentions</i>
Diversity	387	27
Career and Vocational Development	276	19
Global Understanding	208	15
Character Development	200	14
Critical Thinking	100	7
Widening of Interests	93	7
Communication	86	6
Citizenship	75	5

The paragraphs below offer excerpts from the subjects' reflective essays.

These excerpts will provide a qualitative view of the study, showing the subjects' reflections regarding each of the eight outcomes. The excerpts are organized by the frequency of mentions of each outcome, similar to Table 18, beginning with diversity, followed by career and vocational development, global understanding, character development, critical thinking, widening of interests, communication and ending with citizenship.

Diversity. This subject related diversity to the experiences that he/she had with the children in the CACYS program. He/she had not been exposed to children with different lifestyles than his/hers prior to coming to CACYS.

I must say with all that experience, I have never had a more diverse and challenging group of children...I expected this, but just seeing it and experiencing them was totally different. I had no idea that I would have had my eyes opened up so much.

This subject reflected on the diversity of camp counselors at his/her site.

Subjects in CACYS are selected from ten different locations across the U.S. For many students, this experience is the first time they are interacting with people from outside their state.

This summer I learned to be open to new things and to be willing to listen to other people's viewpoints. I have never been immersed in such a diverse community as I was in Brussels. My fellow counselors came from all over the US and provided me insight into what their childhood was like.

This student reflected on the diverse local staff at his/her site. He/she appreciated their care and enjoyed learning about another culture from those who know it best. Many subjects work side by side with local national employees in addition to the military civilian staff.

I loved being able to work with the Japanese guards and other high school guards on base. Whether they were just telling us about a cool place to go or actually taking us there, I was able to learn so much from them. They also loved to teach us Japanese, which was awesome.

This subject reflected upon the military culture and the respect that these families deserve. Many subjects are exposed to the military lifestyle for the first time during this experience.

Something I have heard a lot about being an American but never have imagined what it truly is like is being a part of a Military family. It really is a completely different way of life, and those who are brave enough to be a part of it deserve so much respect...This experience really opened my eyes to a way of life I had never even really thought about.

Career and Vocational Development. This subject reflected upon the impact this experience will have on his/her future career. Most subjects in this program

plan to enter a child or youth related field. The experience working with children 40 hours a week can be beneficial to prepare them for direct interaction with children, coworkers, administrators and the demands of a full time job.

All of the experiences I have had this summer will prepare me for my future in teaching. I will use the cultural knowledge gained to help teach my students about the United Kingdom through using my life experiences. I also feel that I am more equipped to handle children of a wide variety of backgrounds and emotional levels. I feel that I have learned how to better gather the attention of children and gain their respect. I have become a stronger leader and feel that my creativity has greatly increased. I also feel that I am much better at thinking on the spot and creating new games and crafts instantly with the materials available on hand.

This subject reflected upon his/her experience programming and organizing activities for children. As a future teacher, this experience can translate to the subject's future classroom.

One more thing that I felt I really learned this summer was how to program. Since I am planning on becoming a teacher, programming is an essential skill to master. This summer has really shown me that I can program and that it isn't as hard as I had previously thought. Since I have been working so hard on programming, I have gotten it down to an art. I feel that soon when I start to make lesson plans and work in classrooms, this experience I had this summer will greatly benefit me.

This subject reflected upon his/her experience as a professional and acted in a positive manner each day at work. For many subjects, this experience was the first time they had worked full time with other professional staff.

Not only did I learn a lot about myself through cultural and traveling experiences, but through working each and every day as a counselor. I learned how to truly be a professional. Sometimes it was tough to go to work every day with a smile, but I learned to push through it and to bring my best self to work every day.

Global Understanding. This subject reflected upon the knowledge he/she gained while living in Italy. He/she was unaware of everyday customs and the difference in schedules in Italy. Once he/she learned about the differences, they quickly adapted.

I did not know much in regards to the Italian lifestyle, but we soon picked up on it. Whether it was the little things like that restaurants did not open for dinner until 8, or that pretty much the entire island closes down for “siesta” each day – I feel as though I learned so much, so quickly. In fact, I feel like I was still learning things, right up until I got off the plane in Detroit.

This subject reflected upon his/her acquired comfort in their new location.

Many subjects reflected upon their fear of living in a foreign country which quickly changed to comfort and confidence upon living abroad for a short period of time.

Another topic I learned about was the use of railway systems. This was entirely new to me since railways are not as common in the U.S. With this learning experience I was pleasantly surprised at the simplicity of their system. By week seven I felt comfortable enough to help a woman from Brazil get on a connecting train to Salzburg.

This subject reflected upon his/her interest in the culture of Europe. He/she was able to experience many different locations in Europe and feels it changed his/her life. Many subjects reflect upon their experience in CACYS as life changing.

I have been to so many different places and learned so much about different cultures, I feel as though I will never be the same. I’ve been to the top of a mountain in Switzerland, been in hundred year old castles and cathedrals in France, I’ve been to festivals in Germany, walked the paths of holocaust victims, stood on the very patch of land that Hitler

delivered some of his speeches, rode on a gondola in the waters of Venice, Italy, touched the Berlin Wall, and all this in one summer and so much more. Each weekend was filled with excitement and bewilderment. Europe is so clean and carefree. It has changed my life forever.

Character Development. This subject reflected on the patience and compromise that it takes to make a relationship work in CACYS. He/she discusses his/her appreciation to be with a great fellow counselor. Many subjects in the program make lifelong friends; however, it often does not come without a struggle. The subjects typically work, live, eat, travel, and shop together for the entire program. This constant togetherness takes effective communication, patience, and compromise to thrive.

In addition, Sam and I knew each other before we came to Buechel; however, this whole experience brought us even closer as friends. It takes a lot of patience and consideration to work with someone, live with them, and travel with them but we had a wonderful summer together. We learned what works for each other and also how to always work as a team to accomplish goals. I was really lucky to be with such a great camp counselor.

This subject reflected upon his/her appreciation for the children and his/her chance to provide them with positive experiences.

I learned to appreciate the little things a lot more. Even though their home life may not have been the greatest, they found joy in the experiences they had at camp. I feel so blessed to of had the chance to provide those kids with the happiness that camp brought them.

This subject reflected upon the character building experiences for the children and how that helped with positive behavior management for one child in particular.

We also set up a center-wide character-building program based off the book, "Have You Filled A Bucket Today?" by Carol McCloud. This program I believe helped unite the children by making discipline more consistent. Staff members simply had to remind the child what it meant to be bucket filler and the children would become motivated to help others feel better. There was one child at the center who would be easily upset over the tiniest details, and she would through a tantrum screaming, yelling, and crying several times a day. As the summer went on, we learned how to communicate best with the child, and the bucket filling reminder seemed to work very well for her.

Critical Thinking. This subject reflected on the ability to make decision as his/her confidence grew in the program. Many subjects take on a leadership role for the first time in this program. Students are put into situations where they must make decisions that affect not only themselves but also the group.

As the weeks went on, I became more prepared for the unexpected situations, and when random things would come up I felt more confident in making decisions for the group. At the beginning of the summer I would have been very hesitant in some situations, but by the end I began to gain confidence and make decisions and to follow through with it.

This subject reflected upon his/her ability to problem solve and think on the spot when working with children. In training, the subjects learn the saying "if you fail to plan, you plan to fail," which is a concept the subjects are continually reminded of in the field with the children.

Most of the children loved this crazy adventure, but those who didn't got stuck out in the rain. Luckily we had our bag of tricks to occupy the other children. We played cards, learned new games, and had a good time too. The field trip experiences have taught me to always be prepared and have a second or third plan for everything.

This subject reflected on their experience travelling and the problem solving that went along with being in a foreign country without knowledge of the local

language. A sense of accomplishment and feeling of independence came to him/her when needs were met while travelling.

The overall camp experience has allowed me to develop more independence because it was my first time being away from home for over two months. There were times while we were traveling when I had to find ways to communicate with people in order to find our destination, to get recommendations for restaurants, or to buy bus tickets. Since I'm not fluent in Spanish, there was a major language barrier, but by using hand motions and short notes we were always able to find our way.

Widening of Interests. This subject reflected upon the changes that occurred within while participating in this experience. He/she was placed in an uncomfortable environment but quickly learned to adapt and now craves new experiences that will help him/her grow. Many subjects in the program become multiple year participants to continue their exploration of new programs and new locations.

These challenges have made me grow as a person. I feel like I have changed so much after this experience. I am very comfortable in my own environment back at home, and this experience forced me to leave that. I was forced to be in an environment I knew absolutely nothing about, with a bunch of girls I had never met before. I can't say I've ever felt more uncomfortable in my entire life. After that experience, I crave that feeling of being uncomfortable because I know that is what changed me this summer. I was forced to adapt to a whole different culture, language, and way of life. It completely changed the person I am. I feel so much more confident in who I am and what I'm capable of.

This subject reflected on his/her newly acquired confidence when it comes to trying new activities. The experience helped him/her to be interested and open to new adventures.

During my travels I became more adventurous and willing to try new things. I craved for new places to go and new things to see. Before I was always hesitant about doing things because I didn't know what I would get out of it, but now I look forward to new experiences even if I don't know the outcome.

This subject reflected upon the experience of becoming SCUBA certified. Many subjects who travel to Okinawa for the summer have the opportunity to become SCUBA certified by a local instructor. This tends to be an incredibly impactful experience that enhances the summer for many subjects.

One of the most memorable experiences that I had in Okinawa was getting scuba certified. I am not by any means a good swimmer and was delighted to find out that this was not a requirement to scuba! I was really nervous about being 40-60 feet underwater but was so proud of myself for conquering my fears and just going for it.

This subject reflects on his/her desire to travel; this is a common theme. Once the subjects become comfortable in their new culture, they have the desire to gain greater experiences.

I believe I am a bit consumed by wanderlust. I want to travel the globe and learn about the cultures and the language. I also want to travel within America and experience more of what our country has to offer.

Communication. This subject reflected upon his/her experience with conflict management. The subjects learn a 2x4 conflict resolution model in their staff development course. It is useful not only in work settings with children but often assists the subjects in overcoming conflicts with one another.

Finally, I got a lot of practice this summer using my conflict management skills. During training we were given tips and techniques to use during conflict management sessions. Practically every day at camp I had the chance to use these skills whether it was something small, like in the case of a stolen Lego, or something bigger, like in a

physical skirmish between two campers. I am grateful to have had all of this practice implementing these techniques because conflict management is another skill that everyone needs to perfect no matter what career path they plan on taking.

This subject reflected upon their experience travelling and the need to communicate his/her needs, even if it was something that made him/her uncomfortable. Travelling with another person is a fast way to get to know a person. Many subjects reflect on the necessity of open communication to thrive in a travelling situation with someone they recently met.

I normally do not like any form of confrontation. I do not like getting taken advantage of, but I am not confident enough to confront someone about it. Travelling with my partner forced me to speak up and tell her that I was not comfortable walking around without any plans. To be proactive, I made sure to have some sort of itinerary for the following travel weekends. Because of that, I realized how important it is to express yourself if you do not feel right about a situation.

This subject reflected on his/her experience in a leadership role during the summer. For many subjects, it is the first time they have taken on a leadership role where there are real responsibilities and consequences for the decisions they make. This is a challenge for many subjects but also a spectacular opportunity for growth in leadership skills.

I got to be in more of a leadership position this year and this made me grow to my fullest. Normally I am someone who likes to be given instruction and enjoys having people tell me what to do. However it was great to step out of that position and give directions to others and be a leader. I think this will help me in my future to be able to not only take direction well but give direction too.

Citizenship. This subject reflected on his/her experience with homesickness and their realization that there is something bigger that he/she needed to

accomplish each day. He/she had children that were depending on them at CACYS.

This helped him/her get through the rough days.

When I was feeling frustrated and homesick, I knew that there were kids at work waiting for me to brighten their day which is what got me through even the hardest days. I knew I made a commitment to this program and I knew that I had to give it my all each and every day.

This subject reflected upon his/her impact on children by providing them a lifelong skill. He/she feels they were able to make a difference, which made their job worthwhile.

The lifelong skill of swimming that I helped each child learn and the relationship I created with them made my job extremely worthwhile and rewarding.

This subject reflected upon the realization that it is important to be a good role model for children. He/she realized they had a great impact on children and would like his/her impact to be a positive one.

I was also drastically changed as a person. I matured a lot not just during this summer but even before I left the states, during training. I realized the importance of being more mature, especially when around children, because they view you as a role model and you can greatly impact a child. I want my impact to be a positive one and to make that child into a better person.

Research Question 2

Does participation by college and university students abroad versus in the United States alter the outcomes?

A Mann-Whitney U test was calculated examining the outcomes of subjects placed abroad and in the U.S. The outcomes of the abroad group were significantly higher in character development (m rank = 109.32) and global understanding (m

rank = 107.11) than the U.S. group in character development (m rank = 76.92; $U = 2673.0$, $p < .05$) and global understanding (m rank = 87.03; $U = 2517.0$, $p < .05$).

No significant difference was found in the other categories of outcomes: communication ($U = 2673.0$, $p > .05$), critical thinking ($U = 2682.0$, $p > .05$), citizenship ($U = 3107.0$, $p > .05$), diversity ($U = 2582.5$, $p > .05$), widening of interests ($U = 2689.5$, $p > .05$), or career development ($U = 3091.5$, $p > .05$). The mean rank of the abroad group in each of these categories was not significantly different from the mean rank of the U.S. group in each of these categories.

Table 19.

Mann-Whitney U Test- Location of Program

	US Abroad	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>Sig.</i>
Communication	Abroad	169	100.82	17038.0	2673.0	.09
	US	37	115.76	4283.0		
Critical Thinking	Abroad	169	106.13	17936.0	2682.0	.11
	US	37	91.49	3385.0		
Character Development	Abroad	169	109.32	18475.0	2143.0	.001
	US	37	76.92	2846.0		
Citizenship	Abroad	169	103.38	17472.0	3107.0	.94
	US	37	104.03	3849.0		
Diversity	Abroad	169	106.72	18035.5	2582.5	.09
	US	37	88.80	3285.5		
Global Understand	Abroad	169	107.11	18101.0	2517.0	.047
	US	37	87.03	3220.0		
Widening of Interests	Abroad	169	106.09	17928.5	2689.5	.11
	US	37	91.69	3392.5		
Career Development	Abroad	169	103.71	17526.5	3091.5	.91
	US	37	102.55	3794.5		

Research Question 3

Does participation by college and university students in short programs (6 weeks or less) versus regular programs (8-14 weeks) alter the outcomes?

A Mann-Whitney U test was calculated examining the outcomes of subjects placed in short programs and regular length programs. The outcomes of the regular length program were significantly higher in diversity (m rank = 105.08) than the short programs in diversity (m rank = 50.92; $U = 284.5$, $p < .05$).

No significant difference was found in the other categories of outcomes: communication ($U = 387.5$, $p > .05$), character development ($U = 376.0$, $p > .05$), critical thinking ($U = 570.0$, $p > .05$), citizenship ($U = 560.5$, $p > .05$), global understanding ($U = 472.5$, $p > .05$), widening of interests ($U = 491.5$, $p > .05$), or career development ($U = 446.0$, $p > .05$). The mean rank of the abroad group in each of these categories was not significantly different from the mean rank of the U.S. group in each of these categories.

Table 20.

Mann-Whitney U Test- Length of Program

	<i>Length</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>Sig.</i>
Communication	Short	6	138.92	833.50	387.50	.073
	Reg	200	102.44	20487.50		
Critical Thinking	Short	6	108.50	651.00	570.00	.807
	Reg	200	103.35	20670.00		
Character Development	Short	6	140.83	845.00	376.00	.097
	Reg	200	102.38	20476.00		
Citizenship	Short	6	110.08	660.50	560.50	.732
	Reg	200	103.30	20660.50		
Diversity	Short	6	50.92	305.50	284.50	.023
	Reg	200	105.08	21015.50		
Global Understand	Short	6	82.25	493.50	472.50	.343
	Reg	200	104.14	20827.50		
Widening of Interests	Short	6	85.42	512.50	491.50	.361
	Reg	200	104.04	20808.50		
Career Development	Short	6	129.17	775.00	446.00	.264
	Reg	200	102.73	20546.00		

Research Question 4

Does multiple year participation by college and university students in *Camp Adventure*[™] Child and Youth Services alter the outcomes?

A Mann-Whitney U test was calculated examining the outcomes of subjects with multiple year participation (veteran) and those with first year participation (new). The outcomes of the new participants were significantly higher in critical thinking (m rank = 112.27) than the veteran participants in critical thinking (m rank = 97.46; $U = 4387.5$, $p < .05$).

No significant difference was found in the other categories of outcomes: communication ($U = 5053.5$, $p > .05$), character development ($U = 4460.0$, $p > .05$),

citizenship ($U = 4370.5$, $p > .05$), diversity ($U = 5089.5$, $p > .05$), global understanding ($U = 4936.0$, $p > .05$), widening of interests ($U = 4832.0$, $p > .05$), or career development ($U = 4751.0$, $p > .05$). The mean rank of the veteran group in each of these categories was not significantly different from the mean rank of the new group in each of these categories.

Table 21.

Mann-Whitney U Test- Veteran Status

	<i>Length</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>Sig.</i>
Communication	New	84	102.66	8623.50	5053.5	.838
	Vet	122	104.08	12697.50		
Critical Thinking	New	84	112.27	9430.50	4387.5	.040
	Vet	122	97.46	11890.50		
Character Development	New	84	111.40	9358.00	4460.0	.092
	Vet	122	98.06	11963.00		
Citizenship	New	84	98.82	8300.50	4730.5	.243
	Vet	122	106.73	13020.50		
Diversity	New	84	103.09	8659.50	5089.5	.932
	Vet	122	103.78	12661.50		
Global Understand	New	84	105.74	8882.00	4936.0	.633
	Vet	122	101.96	12439.00		
Widening of Interests	New	84	106.98	8986.00	4832.0	.400
	Vet	122	101.11	12335.00		
Career Development	New	84	107.94	9067.00	4751.0	.355
	Vet	122	100.44	12254.00		

Research Question 5

Does gender of the student participants alter the outcomes?

A Mann-Whitney U test was calculated examining the outcomes of male and female subjects. The outcomes of the females were significantly higher in career and

vocational development (m rank = 107.18) than the male subjects in career and vocational development (m rank = 75.63; $U = 1515.0$, $p < .05$).

No significant difference was found in the other categories of outcomes: communication ($U = 1793.5$, $p > .05$), critical thinking ($U = 1956.0$, $p > .05$), character development ($U = 1908.0$, $p > .05$), citizenship ($U = 2028.0$, $p > .05$), diversity ($U = 2076.5$, $p > .05$), global understanding ($U = 2142.0$, $p > .05$), or widening of interests ($U = 2155.0$, $p > .05$) The mean rank of the females in each of these categories was not significantly different from the mean rank of the males in each of these categories.

Table 22.

Mann-Whitney U Test- Gender

	<i>Length</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>Sig.</i>
Communication	Male	24	87.23	2093.50	1793.5	.084
	Female	182	105.65	19227.50		
Critical Thinking	Male	24	94.00	2256.00	1956.0	.331
	Female	182	104.75	19065.00		
Character Development	Male	24	92.00	2208.00	1908.0	.284
	Female	182	105.02	19113.00		
Citizenship	Male	24	97.00	2328.00	2028.0	.478
	Female	182	104.36	18993.00		
Diversity	Male	24	107.98	2591.50	2076.5	.685
	Female	182	102.91	18729.50		
Global Understand	Male	24	101.75	2442.00	2142.0	.870
	Female	182	103.73	18879.00		
Widening of Interests	Male	24	104.71	2513.00	2155.0	.898
	Female	182	103.34	18808.00		
Career Development	Male	24	75.63	1815.00	1515.0	.011
	Female	182	107.18	19506.00		

Research Question 6

Does race/ethnicity of the student participants alter the outcomes?

A Mann-Whitney U test was calculated examining the outcomes of Caucasian and non-Caucasian subjects. The outcomes of the Caucasians were significantly higher in character development (m rank = 107.64) and career and vocational development (m rank = 109.41) than the non-Caucasian participants in character development (m rank = 83.94; $U = 2356.0$, $p < .05$) and career and vocational development (m rank = 75.61; $U = 2056.0$, $p < .05$).

No significant difference was found in the other categories of outcomes: communication ($U = 2784.0$, $p > .05$), critical thinking ($U = 2838.5$, $p > .05$), citizenship ($U = 2936.0$, $p > .05$), diversity ($U = 2746.5$, $p > .05$), global understanding ($U = 2751.0$, $p > .05$), or widening of interests ($U = 2970.0$, $p > .05$). The mean rank of the Caucasians in each of these categories was not significantly different from the mean rank of the non-Caucasians in each of these categories.

Table 23.

Mann-Whitney U Test- Race

	<i>Length</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>Sig.</i>
Communication	Non-Cau	36	95.83	3450.00	2784.0	.302
	Caucasian	170	105.12	17871.00		
Critical Thinking	Non-Cau	36	97.35	3504.50	2838.5	.425
	Caucasian	170	104.80	17816.50		
Character Development	Non-Cau	36	83.94	3022.00	2356.0	.021
	Caucasian	170	107.64	18299.00		
Citizenship	Non-Cau	36	106.94	3850.00	2936.0	.634
	Caucasian	170	102.77	17471.00		
Diversity	Non-Cau	36	94.79	3412.50	2746.5	.317
	Caucasian	170	105.34	17908.50		
Global Understand	Non-Cau	36	112.08	4035.00	2751.0	.309
	Caucasian	170	101.68	17286.00		
Widening of Interests	Non-Cau	36	106.00	3816.00	2970.0	.737
	Caucasian	170	102.97	17505.00		
Career Development	Non-Cau	36	75.61	2722.00	2056.0	.001
	Caucasian	170	109.41	18599.00		

Research Question 7

Does category of major alter the outcomes?

A Mann-Whitney U test was calculated examining the outcomes of subjects majoring in education and non-education fields. The outcomes of the education majors were significantly higher in critical thinking (m rank = 104.64) and career and vocational development (m rank = 106.59) than the non-education majors in critical thinking (m rank = 88.69; $U = 3840.5$) and career and vocational development (m rank = 86.83; $U = 3658.0$); yet education majors scored lower in diversity (m rank = 87.90) than the non-education majors (m rank = 104.75; $U = 3797.5$, $p < .05$).

No significant difference was found in the other categories of outcomes: communication ($U = 4226.0$, $p > .05$), character development ($U = 4546.5$, $p > .05$), citizenship ($U = 4203.5$, $p > .05$), global understanding ($U = 4409.0$, $p > .05$), or widening of interests ($U = 4450.5$, $p > .05$) The mean rank of the education majors in each of these categories was not significantly different from the mean rank of the non-education majors in each of these categories.

Table 24.

Mann-Whitney U Test- Major

	<i>Length</i>	<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>Sig.</i>
Communication	Non-Ed	98	92.62	9077.00	4226.0	.232
	Ed	94	100.54	9451.00		
Critical Thinking	Non-Ed	98	88.69	8691.50	3840.5	.017
	Ed	94	104.64	9836.50		
Character Development	Non-Ed	98	95.89	9397.50	4546.5	.869
	Ed	94	97.13	9130.50		
Citizenship	Non-Ed	98	100.61	9859.50	4203.5	.197
	Ed	94	92.22	8668.50		
Diversity	Non-Ed	98	104.75	10265.50	3797.5	.030
	Ed	94	87.90	8262.50		
Global Understand	Non-Ed	98	98.51	9654.00	4409.0	.585
	Ed	94	94.40	8874.00		
Widening of Interests	Non-Ed	98	98.09	9612.50	4450.5	.628
	Ed	94	94.85	8915.50		
Career Development	Non-Ed	98	86.83	8509.00	3658.0	.010
	Ed	94	106.59	10019.00		

Research Question 8

Does type of program (Day Camp, Child Development, Aquatics, Sports or Teen) alter the outcomes?

A Kruskal-Wallis test was conducted comparing the outcomes of subjects participating in Aquatics, CDC, and Day Camp programs. A significant result was found in diversity ($H(2) = 20.62, p < .05$), indicating that the groups differed from each other. The Kruskal-Wallis test does not make specific comparisons between groups; it instead solely provided the overall results. It is recommended that a separate test suitable for two sample comparison (i.e. Mann-Whitney U or the t-test) be used when the Kruskal-Wallis test reveals significant differences in the groups (Argyrous, 2011; Huck, 2012; Huck et al., 1974), it was performed between the three groups (two-group design) to determine which groups differed in diversity. The outcome of those participating in aquatics ($m \text{ rank} = 130.84$) was significantly higher than those participating in day camp ($m \text{ rank} = 87.73$) but not CDC ($m \text{ rank} = 102.23$).

No significant difference was found in the other categories of outcomes: communication ($H(2) = 4.959, p > .05$), critical thinking ($H(2) = 2.688, p > .05$), character development ($H(2) = .466, p > .05$), citizenship ($H(2) = .896, p > .05$), global understanding ($H(2) = .850, p > .05$), widening of interests ($H(2) = 3.555, p > .05$) or career and vocational development ($H(2) = 1.304, p > .05$). The mean rank of the aquatics, day camp and CDC groups in each of these categories was not significantly different.

Table 25.

Kruskal-Wallis- Type of Program

		N	Mean	H	Sig.
Communication	Aquatics	46	94.00		
	CDC	24	83.33		
	Day Camp	128	104.51		
	Total	198		4.959	.084
Critical Thinking	Aquatics	46	89.57		
	CDC	24	106.33		
	Day Camp	128	101.79		
	Total	198		2.688	.261
Character Development	Aquatics	46	94.84		
	CDC	24	102.17		
	Day Camp	128	100.68		
	Total	198		.466	.792
Citizenship	Aquatics	46	99.41		
	CDC	24	91.46		
	Day Camp	128	101.04		
	Total	198		.896	.639
Diversity	Aquatics	46	130.84		
	CDC	24	102.23		
	Day Camp	128	87.73		
	Total	198		20.621	.00
Global Understanding	Aquatics	46	105.87		
	CDC	24	97.46		
	Day Camp	128	97.59		
	Total	198		.850	.654
Widening of Interests	Aquatics	46	105.96		
	CDC	24	111.52		
	Day Camp	128	94.93		
	Total	198		3.555	.169
Career and Vocational Development	Aquatics	46	97.45		
	CDC	24	88.75		
	Day Camp	128	102.25		
	Total	198		1.304	.521

Research Question 9

Does continent of participation alter the outcomes?

A Kruskal-Wallis test was conducted comparing the outcomes of subjects placed in Asia, Europe and North America. Significant results were found in

diversity ($H(2) = 18.97, p < .05$) and character development ($H(2) = 10.30, p < .05$), indicating that the groups differed from each other. The Kruskal-Wallis test does not make specific comparisons between groups; it instead solely provided the overall results. It is recommended that a separate test suitable for two sample comparison (i.e. Mann-Whitney U or the t-test) be used when the Kruskal-Wallis test reveals significant differences in the groups (Argyrous, 2011; Huck, 2012; Huck et al., 1974). Mann-Whitney U was performed between the three groups (two-group design) to determine which groups differed in diversity and character development. The outcome of those participating in Asia in diversity ($m\ rank = 123.50$) was significantly higher than the diversity outcome of those participating in Europe ($m\ rank = 88.05$) and North America ($m\ rank = 88.80$). The outcome of those participating in North America in character development ($m\ rank = 76.92$) was significantly lower than the character development outcome of those participating in Europe ($m\ rank = 110.83$) and Asia ($m\ rank = 107.96$).

No significant difference was found in the other categories of outcomes: communication ($H(2) = 4.701, p > .05$), critical thinking ($H(2) = 5.341, p > .05$), citizenship ($H(2) = .048, p > .05$), global understanding ($H(2) = 5.244, p > .05$), widening of interests ($H(2) = 2.964, p > .05$) or career and vocational development ($H(2) = 3.672, p > .05$). The mean rank of the Asia, Europe, and North America groups in each of these categories was not significantly different.

Table 26.

Kruskal-Wallis- Continent

		N	Mean	H	Sig.
Communication	Asia	89	95.91		
	Europe	80	106.28		
	North America	37	115.76		
	Total	206		4.701	.095
Critical Thinking	Asia	89	99.89		
	Europe	80	113.08		
	North America	37	91.49		
	Total	206		5.341	.069
Character Development	Asia	89	107.96		
	Europe	80	110.83		
	North America	37	76.92		
	Total	206		10.303	.006
Citizenship	Asia	89	104.11		
	Europe	80	102.58		
	North America	37	104.03		
	Total	206		.048	.976
Diversity	Asia	89	123.50		
	Europe	80	88.05		
	North America	37	88.80		
	Total	206		18.974	.000
Global Understanding	Asia	89	111.76		
	Europe	80	101.93		
	North America	37	87.03		
	Total	206		5.244	.073
Widening of Interests	Asia	89	108.25		
	Europe	80	103.68		
	North America	37	91.69		
	Total	206		2.964	.227
Career and Vocational Development	Asia	89	95.74		
	Europe	80	112.58		
	North America	37	102.55		
	Total	206		3.672	.159

Research Question 10

Does branch of service where the participation takes place alter the outcomes?

A Kruskal-Wallis test was conducted comparing the outcomes of subjects placed in programs with different branches of the military (Non-military programs (NMP), U.S. Air Force (USAF), U.S. Army (USAR), U.S. Marine Corps (USMC) and U.S. Navy (USN)). Significant results were found in diversity ($H(4) = 23.87, p < .05$), global understanding ($H(4) = 9.78, p < .05$) and widening of interests ($H(4) = 16.24, p < .05$), indicating that the groups differed from each other. The Kruskal-Wallis test does not make specific comparisons between groups; it instead solely provided the overall results. It is recommended that a separate test suitable for two sample comparison (i.e. Mann-Whitney U or the t-test) be used when the Kruskal-Wallis test reveals significant differences in the groups (Argyrous, 2011; Huck, 2012; Huck et al., 1974); it was performed between the groups to determine which groups differed in diversity, global understanding and widening of interests. USMC participants ranked higher in diversity than all other branches. The outcome of those participating in the USMC in diversity ($m \text{ rank} = 136.92$) was significantly higher than the diversity outcome of those participating in NMP ($m \text{ rank} = 54.64$), USAF ($m \text{ rank} = 77.76$), USAR ($m \text{ rank} = 95.45$), and USN ($m \text{ rank} = 110.13$).

USMC participants also ranked higher in global understanding than all other branches except non-military programs. The outcome of those participating in the USMC in global understanding ($m \text{ rank} = 128.57$) was significantly higher than the

global understanding outcome of those participating in USAF (*m rank* = 91.12), USAR (*m rank* = 98.99), and USN (*m rank* = 101.35).

USMC participants also ranked higher in widening of interests than all other branches. The outcome of those participating in the USMC in widening of interests (*m rank* = 132.88) was significantly higher than the widening of interests outcome of those participating in NMP (*m rank* = 83.21), USAF (*m rank* = 94.98), USAR (*m rank* = 98.10), and USN (*m rank* = 98.64).

No significant difference was found in the other categories of outcomes: communication ($H(4) = 9.135, p > .05$), critical thinking ($H(4) = 6.860, p > .05$), character development ($H(4) = 3.899, p > .05$), citizenship ($H(4) = 1.100, p > .05$), or career and vocational development ($H(4) = 2.755, p > .05$). The mean rank of the NMP, USAF, USAR, USMC, and USN groups in each of these categories was not significantly different.

Table 27.

Kruskal-Wallis- Branch of Service

		N	Mean	H	Sig.
Communication	NMP	7	147.21		
	USAF	21	104.83		
	USAR	86	102.08		
	USMC	36	89.65		
	USN	56	108.63		
	Total	206		9.135	.058
Critical Thinking	NMP	7	97.14		
	USAF	21	97.14		
	USAR	86	112.36		
	USMC	36	107.38		
	USN	56	90.58		
	Total	206		6.860	.143
Character Development	NMP	7	131.79		
	USAF	21	104.50		
	USAR	86	102.34		
	USMC	36	112.53		
	USN	56	95.57		
	Total	206		3.899	.420
Citizenship	NMP	7	108.93		
	USAF	21	98.88		
	USAR	86	104.35		
	USMC	36	108.85		
	USN	56	99.80		
	Total	206		1.100	.894
Diversity	NMP	7	54.64		
	USAF	21	77.76		
	USAR	86	95.45		
	USMC	36	136.92		
	USN	56	110.13		
	Total	206		23.865	.000
Global Understanding	NMP	7	84.36		
	USAF	21	91.12		
	USAR	86	98.99		
	USMC	36	128.57		
	USN	56	101.35		
	Total	206		9.783	.044
Widening of Interests	NMP	7	83.21		
	USAF	21	94.98		
	USAR	86	98.10		
	USMC	36	132.88		
	USN	56	98.64		
	Total	206		16.236	.003

(Table Continues)

		N	Mean	H	Sig
Career and Vocational Development	NMP	7	104.86		
	USAF	21	109.86		
	USAR	86	99.59		
	USMC	36	95.19		
	USN	56	112.29		
	Total	206			2.755

Hypotheses for questions 2-10 are as follows:

2. H₀: There will be no significant difference in the outcomes for each category between college and university students abroad versus in the United States.
3. H₀: There will be no significant difference in the outcomes for each category between college and university students in short programs (7 weeks or less) versus regular programs (8-14 weeks).
4. H₀: There will be no significant difference in the outcomes for each category between college and university students participating for the first time versus those who have participated multiple years.
5. H₀: There will be no significant difference in the outcomes for each category between male and female college participants.
6. H₀: There will be no significant difference in the outcomes for each category according to race/ethnicity of student participants.
7. H₀: There will be no significant difference in the outcomes for each category according to category of major (Education versus Non-education).

8. H₀: There will be no significant difference in the outcomes for each category between type of program (Day Camp, Child Development, Aquatics, Sports or Teen).
9. H₀: There will be no significant difference in the outcomes for each category according to continent of participation (Asia, Europe, North America).
10. H₀: There will be no significant difference in the outcomes for each category between branches of service where students are participating.

Summary of the Findings

The purpose of this chapter was to present the results of this study. Descriptive statistics were employed first to analyze demographic and background information of the subjects. The majority of the subjects in this program were multi-year, Caucasian, female participants who were placed abroad in a regular length day camp program. Significant results were found in 8 of the 10 independent variable categories meaning 8 of the 10 null hypotheses were rejected. The null hypothesis was accepted in communication and citizenship, since there was no significant difference found in these categories. Table 28 explains the portions of the data where a significant difference was found.

Table 28.

Summary of significant results by dependent and independent variable

	Vet	Location	Length	Gender	Major	Race	Continent	Prog. Type	Service Branch
Communication									
Critical Thinking	0.04				0.017				
Character Dev.		0.001				0.021	0.006		
Citizenship									
Diversity			0.023		0.03		0.00	0.00	0.00
Global Understanding		0.047							0.047
Widening of Interests									0.003
Career Development				0.011	0.01	0.001			

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to determine common outcomes of participation in a global service-learning program. More specifically, a content analysis was conducted on the culminating reflection essay of college and university students participating as staff members in *Camp Adventure*[™] Child and Youth Services (CACYS) service-learning program to determine if outcomes identified by the students reflect Derek Bok's Eight Core Competencies in higher education. The study focused on the students' overall comments offered in reflection papers, which provide information regarding student learning outcomes, derived benefits, and ways in which challenges were addressed. Such reflections offer enhancements to personal growth as well as enabling one to gain knowledge and understanding of the program's impact on future educational and professional endeavors. A secondary aim of this study was to determine if factors such as location, length of program, years of participation, gender, race, major, and type of program had an effect on the outcomes.

Chapter 5 offers a comprehensive discussion regarding the findings of research questions in this study and a presentation of the investigator's recommendations for future CACYS program development and studies. As such there are two major sections; the first section offers the author's interpretation of the findings and the second section offers recommendations for future study and practice.

Discussion of the Findings

According to the findings of Chapter 4, a discussion of the research questions is presented in this section.

Research Question 1

Do the outcomes identified by college and university participants of *Camp Adventure™* Child and Youth Services summer service-learning program reflect Bok's framework for undergraduate evaluation in higher education? Do students reflect on experiences related to:

- a. Communication skills
- b. Character development
- c. Citizenship
- d. Critical thinking
- e. Career development
- f. Diversity awareness
- g. Global understanding
- h. Widening of interests

The subjects mentioned each of the eight competencies in their essays. The most frequently mentioned topic was diversity, followed by career and vocational development, global understanding, character development, critical thinking, widening of interests, communication and citizenship. In the top three were diversity and global understanding, which follows the literature suggesting that service learning programs, especially in cross-cultural settings encourages a great

appreciation for different cultural traditions, and makes students more aware of problems faced in other parts of the world (Meyers-Lipton, 1996). Subjects in the study often reflected on their exposure to diversity within the military, the local community and the population of the students with whom they were working. Bok (2006) discussed the importance of diversity in promoting understanding among different ethnic and racial groups as well as gender. As noted by one of the subjects included in the study,

Finally, there is no way that I could live for 10 weeks in Germany and travel throughout Europe without growing as a person. I hope now that I am more culturally diverse and experienced after seeing many different people and places and I know that I have a greater appreciation for other cultures and countries.

Students also reflected frequently on career and vocational development. This was to be expected since CACYS has an award-winning model of combining theory with the best possible professional practices (Edginton et al., 2003). Students are placed in child or youth centers and provided an opportunity to become part of the full time staff- programming and leading classroom activities, implementing behavior management strategies, establishing relationships with the children, communicating with fellow staff members and parents, documenting incidents and providing routine updates to the parents. As one student reflected,

Going into a teaching profession, I was able to broaden my abilities with children of different backgrounds. I was able to learn how to handle and discipline children in ways that are more beneficial for them, more understanding for them. Additionally, they taught me that it really is the littlest moments that matter the most.

The latter outcomes may not have been mentioned as often since they are not as apparent to subjects in the study. It may take time for an individual to recognize changes in character development, critical thinking, widening of interests, communication and citizenship. To compare the outcomes of this study to a purely quantitative study would be helpful in understanding the differences between subject-led reflections and a research-led survey. Ruan (2013) found significant outcomes in all Eight Core Competencies comparing subjects' responses prior to their staff development program and after their summer field experience. The most significant outcomes found were in career and vocational development, followed by communication, critical thinking, diversity, global understanding, character development, widening of interest and citizenship. The high scores in communication and critical thinking may indicate that subjects do have strong outcomes in these categories; however, they are not prepared to express them in their reflection essays without some prompting by a researcher.

Overall, the subjects were extremely positive in their reflective essays, discussing life-changing events and the desire to continue with the program. Travel, new friends, career preparation and impact on children were the most common themes of the reflective essays. As one subject offers,

I feel that this experience has made me more confident in myself and what I can achieve. Before this summer I was quiet and hesitant to put myself out there and try new things. I really wanted to change that and this experience has helped me do that....I am really glad that I chose to do Camp Adventure and I am definitely looking forward to next summer's adventure!

In summary, research question number one suggests that subjects do reflect upon Bok's Eight Core Competencies recommended for students in higher education, in particular, diversity. This result is encouraging since researchers have found that students exposed to greater diversity tend to be more civically active, more inclined to help others and more committed to improving their communities than their classmates (Gurman, Lehman, & Lewis, 2004 as cited in Bok, 2006).

Research Question 2

Does participation by college and university students abroad versus in the United States alter the outcomes?

There was a significant difference between subjects placed abroad and those placed in the U.S. in the area of character development. Those placed abroad had a higher mean rank in character development than those placed in the U.S. Character development is closely associated with moral development in its operational definition. According to Ruan (2013), character development can be seen in one's action and reflection to ethical guidelines, response to moral dilemmas, exercise of personal integrity, and will to act morally. According to Kohlberg (1975), one moves through the stages of moral development when cognitive disequilibrium is created and one's cognitive outlook is not adequate to cope with a given moral dilemma. This is quite common in locations abroad, where students are faced daily with new cultural beliefs, language barriers, and local customs that can cause them to question pre-existing assumptions and moral beliefs. Subjects in this study located

abroad also spoke often about the need to be patient with others during their traveling weekends. Subjects abroad may reflect upon this more than those in the U.S. since roommate arrangements are different and weekend overnight travel is not as common in the U.S. sites.

There was a significant difference between subjects placed abroad and those placed in the U.S. in the core competency of global understanding. Those placed abroad had a higher mean rank in this competency than those placed in the U.S., which is to be expected. Subjects abroad reflected upon their increased interest, comfort and knowledge of the local culture as compared to their home in the United States. Many subjects reflected upon the language barriers, travel difficulties and cultural differences, which they overcame and learned to enjoy during their time abroad. Subjects in the U.S. did not reflect upon these topics as often, most likely because the differences within the United States are not as great.

Research Question 3

Does participation by college and university students in short programs (6 weeks or less) versus regular programs (8-14 weeks) alter the outcomes?

There was a significant difference between subjects placed in regular length programs and those placed in short programs in the core competency of diversity. The subjects placed in regular length programs had a higher mean rank in diversity than those participating in short programs. From a purely outcome based perspective, multiple studies have shown the positive effects of participating in longer programs abroad than short programs (Akande & Slawson, 2000; Biligmeier

& Forman, 1975; Dwyer & Peters, 2004; Nash, 1976; Ruhter, McMillan & Opem, 2004; Steinberg, 2002, as cited in Dwyer, 2004). These studies show that participation in longer programs provides more positive outcomes than shorter programs provide. A reason why diversity could be significant for those in longer programs is due to the subjects in regular length programs having more exposure to diverse employees and students than those in short programs. The large majority of subjects responding in short programs were located in British Garrisons. Subjects positioned in the British Garrisons are not regularly exposed to the military nor are they regularly exposed to the local national workforce. In addition, those placed in British Garrisons are almost exclusively from Northern California and Oregon due to the school schedules and the needs of the British Garrisons as a contract partner. The chances of a diverse subject population are less than those placed in programs with subjects from all 10 of our training sites.

Research Question 4

Does multiple year participation by college and university students in *Camp Adventure*™ Child and Youth Services alter the outcomes?

There was a significant difference between multiple year participants and new participants in the core competency of critical thinking. The first year subjects had a higher mean rank in critical thinking than multiple year student participants of the program. This outcome could be attributed to several factors; one could be the age of the subjects and the second could be the amount of experience each of them has living abroad. Studies show that seniors, as compared to freshman, are

more effective at abstract reasoning or acting as critical thinkers (Pascarella & Terenzini, 1991). New students participating in CACYS most often reflect upon their feeling of accomplishment and achievement after overcoming problems regarding living abroad, traveling abroad, meeting new students, and behavior management with children in their program environment. Multiple year student participants, while able to solve problems and use critical thinking skills, tend to discuss different topics in the reflective essays. This is most likely due to the critical thinking that is required while participating in CACYS and living abroad has become second nature.

Research Question 5

Does gender of the student participants alter the outcomes?

There was a significant difference between males and females in the core competency of career and vocational development. The females had a higher mean rank than males of the program. Females tended to reflect upon their experience as an opportunity to prepare for their future in child or youth related fields. Males did not comment on this as often due to the likelihood they plan to choose a career outside of the child or youth realm (Jones & Evans, 2009). According to Bureau of Labor Statistics (2014), only 2% of pre-K and kindergarten teachers and 18% percent of elementary and middle-school teachers are men. Although the skills learned in CACYS are transferable to all careers, students tend not to reflect on this since they do not have other career experiences which are related to this vocational area.

Research Question 6

Does race/ethnicity of the student participants alter the outcomes?

There was a significant difference between Caucasians and non-Caucasians in the core competencies of character development and career and vocational development. The Caucasian subjects had a higher mean rank in both the core competencies of character development and career and vocational development than the non-Caucasian participants in the program. Character can also be seen as one's moral will and the inclination to do what's right (Bok, 2006). A person's moral will is influenced by one's level of empathy, desire to avoid the disapproval of people whose good opinions matter, and one's desire to follow normally accepted standards of behavior (Bok, 2006). This statement causes the investigator to reflect and evaluate the socialization process of non-Caucasian students into the program. Perhaps greater attention needs to be focused on competencies that promote character development and/or provide a greater understanding of the career and vocational development opportunities that are provided as a result of participation in CACYS program. On the other hand, there may be significant differences in strategies that are employed in character development when comparing Caucasian and non-Caucasian populations. One strategy applied to one grouping may not apply to another group and unique approaches should be taken to promote this end. The end goal would be the same, that is to create a moral framework within which both Caucasian and non-Caucasian students can be socialized to similar values yet

accomplished in different ways. CACYS is a very value driven program and prides itself in promoting a level of consistency in terms of the understanding of its vision, mission, and values structure. These documents provide the underlying moral framework for the work of the organization (Edginton et al., 2010; Edginton et al., 2003).

When viewing the majors of the non-Caucasian subjects, it is worthy to note that their subjects of study are less related to careers with children and youth. The basic definition of an internship is as follows,

An internship is a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths; and give employers the opportunity to guide and evaluate talent (National Association of College Employers, 2011).

To achieve positive outcomes, it is important to match the internship experience with the future career goals of students in the field. The non-Caucasian participants in CACYS tend to come from UC Davis, where science fields are most common and FAMU, where business majors are the most common. It is the investigator's prediction that the difference in outcomes for career and vocational development is not a racial difference but has occurred as a result of the differences in an individual's study major.

Research Question 7

Does category of major alter the outcomes?

There was a significant difference between Education and Non-Education majors in the core competencies of critical thinking, career and vocational development and diversity. Education majors had a higher mean rank in critical thinking and career and vocational development than the Non-Education majors. Education majors often reflected upon their problem solving skills as well as overcoming obstacles within the workplace by utilizing the skills and knowledge they learned in their education classes. This typically was in conjunction with a statement about how much the program is preparing them for their future career in a child or youth related field. This may help explain the high mean rank in both critical thinking and career and vocational development. This outcome confirms the statement above noting that internships in which students can apply their academic knowledge in work settings are a vital component of a college education (National Association of College Employers, 2011).

The Non-Education majors had a higher mean rank in diversity than the education majors. This could be that students in education related fields tend to have many classes related to diversity, whereas non-education majors may not have the opportunity to take such classes. Often students majoring in education have greater coursework taught on diversity as a part of their educational plan. According to Edginton and Watson (2013), the CACYS program “promotes greater global sensitivity, diversity and self-awareness, especially as a result of the opportunity for reflection.” As such, they note that “the CACYS model, is one that supports learning strategies and the skills required by teachers to perform

effectively in a 21st century learning environments.” (p.44). The CACYS program can be a transformational experience for those who have not been exposed to diversity through classroom or experiential learning. Many non-education majors discussed their appreciation and learning experience with the staff, students and children of different backgrounds.

Research Question 8

Does type of program (Day Camp, Child Development or Aquatics) alter the outcomes?

There was a significant difference between subjects participating in aquatics, child development centers (CDC), and day camp programs in the core competency of diversity. The aquatics program participants had a higher mean rank in diversity than CDC and day camp participants. Aquatics learn-to-swim programs have the responsibility of instructing children in American Red Cross swimming lessons, lifeguarding, and implementing songs and games into the curriculum. The higher mean rank in diversity could be due to a high number of connections to local employees and patrons of the pool who are willing to expose and introduce the students to new opportunities in the local culture. Literature suggests that service-learning programs, especially in cross-cultural settings, encourages a great appreciation for different cultural traditions, and makes students more aware of problems faced in other parts of the world (Meyers-Lipton, 1996). Subjects serving as aquatics counselors work side by side with local national employees. A number of subjects reflected on their appreciation of these employees for exposing them to a

variety of different local customs and activities. In addition, subjects in the role of aquatics counselors see different children at swim lessons on a weekly basis. During the aquatics program, subjects can typically get to know parents in a pleasant, essentially stress-free environment. This provides a positive experience for the subjects, allowing them to learn more about the local families, which reflects upon their opinion of the military culture, local opportunities, and community engagement.

Research Question 9

Does continent of participation alter the outcomes?

There was a significant difference between subjects participating in Asia, Europe, and North America in the core competencies of character development and diversity. Subjects participating in Asia had a higher mean rank in diversity than those participating in Europe and North America. The definition of diversity, according to Ruan (2013) based on Bok's (2006) definitions, is "the ability to live and work effectively with others and enter into fulfilling personal relationships." Subjects in Asia have an opportunity to connect with local staff, families, and other students that students in Europe and North America may not have due to the logistics of pick up and drop off at CDC and day camp programs in these locations. In addition, the majority of CACYS aquatics programs are in Asia. As mentioned earlier, aquatics programs allow the subjects to work hand in hand with local national employees. A number of subjects reflected on their appreciation of these employees for exposing them to a variety of different local customs and activities. As previously

noted, subjects serving as aquatics counselors see different children at swim lessons on a weekly basis. During the aquatics program, students can typically get to know parents in a pleasant, essentially stress-free environment. Also, as previously noted, this provides a positive experience for the student, allowing them to learn more about the local families, which reflects upon their opinion of the military culture, local opportunities, and community engagement.

Subjects participating in North America had a significantly lower mean rank in character development than those participating in Europe and Asia. Agreeing with the argument made earlier in the summary of Research Question II about Kohlberg's (1975) Stages of Moral Development, one moves through the stages of moral development when cognitive disequilibrium is created and when one's cognitive outlook is not adequate to cope with a given moral dilemma. This is quite common in locations abroad, where subjects are faced daily with new cultural beliefs, language barriers, and local customs that can cause the subject to question pre-existing assumptions and moral beliefs. It is possible that subjects participating in North America did not reflect upon aspects of character development as often because the surroundings were not that different, making it unnecessary to question moral beliefs as often. Another factor may be the supervision in North America compared to the other continents. In CACYS, project coordinators fulfill the role of supervisor and mentor while in the field (Edginton et al., 2010). Project Coordinators are typically available at a ratio of 1:20 students. In North America, the Project Coordinator rarely visits the students and supervises from the Headquarters

office in Iowa. This sort of arrangement makes it difficult for students to develop the mentor relationship with the supervisor, making it difficult to work through the cognitive disequilibrium together and difficult to provide guidance when difficult decisions arise.

Research Question 10

Does branch of service where the participation takes place alter the outcomes?

There was a significant difference between subjects participating in different branches of the military (Nonmilitary programs [NMP], U.S. Air Force [USAF], U.S. Army [USAR], U.S. Marine Corps [USMC] and U.S. Navy [USN]) in the core competencies of diversity, global understanding and widening of interests. Subjects participating in USMC programs had a higher mean rank than all other programs in diversity. In order to analyze this question, one must first gain an understanding of the characteristics of each branch of the military. According to USMilitary.com, a recruiting website for the Department of Defense, each branch of the military has distinct characteristics as follows:

Marine Corps. The Marine Corps is known as the U.S.' rapid-reaction force. Marines are trained to fight by sea and land, and take great pride in being elite warriors. Since there is a need to make quick decisions, a firm set of values instilled in each Marine is necessary to guide their mission.

Army. The largest of the military services, the Army is the land force that moves in to an area, secures it, and instills order and values before it leaves. The

Army has 10 job categories with a total of almost 200 individual enlisted Military Occupational Specialties (jobs). Being the largest branch of the military, an expansive set of regulations guide the diverse population serving in the Army.

Air Force. The primary mission of the USAF is to protect and defend the nation's interests in air, space, and cyberspace. The Air Force is also identified with high technology, electronic warfare, and space. The Air Force tends to have highly skilled, highly technical and well-educated population in their service.

Navy. The Navy is recognized as the sea-going service as it protects the oceans around the world to create peace and stability, making the seas safe for travel and trade. You will get to travel if you join the Navy.

Students placed in USCM locations often reflect on the profound impact living on a military base had on their summer. They speak of the respect and appreciation they have for the Marines and their families for the sacrifices they make on an ongoing basis. They also speak of the large differences between living on a college campus and living on a USMC base. In the investigator's opinion, the reflections on military culture had the largest impact on the diversity score between branches. The other possibilities have been discussed in previous paragraphs, including the fact that most subjects participating as aquatics staff are placed on USMC bases in Asia. Both aquatics students and Asia as a continent scored significantly higher in diversity than the subjects in other job focus and continents.

Subjects participating in USMC programs had a higher mean rank than all other programs except Non-Military Programs (NMP) in global understanding.

Global understanding, according to Ruan (2013) based on Bok (2006) involves, “sensitivity and participation in other cultures, including the use of language required to function effectively in a global environment; awareness of cultural similarities and differences.” (p. 9). Codes the investigator was searching for included comfort in local culture, interest in local culture, and knowledge of local culture. Subjects on USMC bases were placed in Asia, which provides a number of opportunities to explore a new local culture, both inside and outside the installation walls. Subjects often reflected upon their interest in the military culture in addition to their interest in the local Okinawan and Japanese culture within which they were immersed.

Subjects participating in USMC programs had a higher mean rank than all other programs in widening of interests. Many subjects placed in Okinawa, where USMC programs are held, reflected upon their experience becoming SCUBA certified while on island. Subjects were very proud of their new interest and experiences.

In summary, service learning, which includes reflection, is an important pedagogical tool that can be employed to promote the goals and intention of higher education. In a highly competitive, global economy, service-learning programs provide an important link between classroom and community. Real world experiences expose students to not only the work world but also to important civic, social, and increasingly global responsibilities. The results of the content analysis indicated that the subjects participating in the study have positive attitudes and perceptions of their CACYS service learning experience. The results suggest that

there are significant outcomes and differences when comparing location, length of program, years of participation, gender, race, major, and type of program.

The findings are supportive and inspiring for this model program to continue providing high quality programs and services worldwide.

Recommendations

According to the findings of the study, the following recommendations may be considered for future CACYS program development and studies:

1. The CACYS program should endeavor to increase student's awareness of the benefits of reflection. The number of coursework assignments submitted in relation to the number of subjects participating as undergraduates in this program was quite different. It is important for CACYS leaders to place an emphasis on the coursework. By completing the coursework, students are reflecting upon their experience, which is an integral part of the experiential learning cycle.
2. The CACYS program should continue to focus on contracting traditional day camp and aquatics programs where students are placed in a position of leadership versus programs where students have an assistant or apprenticeship role. There were a number of significant outcomes in locations where traditional day camp and aquatics programs were offered. Providing students with the opportunity to lead a camp program for which they have been trained, with supportive guidance from contract partners is an important factor in the program.
3. The CACYS program should work to insure adequate supervision/mentorship is available for the students in all locations. Significant outcomes took place in

locations where there were Project Coordinators at a ratio of at most 1:20 students. In an ideal situation, the Project Coordinator should live on site with the students, if this is not possible, the Project Coordinator should strive to visit the locations on a regular basis, allowing students to have an open dialogue with each Project Coordinator. Leadership and mentorship is an important factor in the CACYS program, with the guidance of an experienced supervisor, students can gain skill, knowledge and insight that they may not gain in the absence of a regular contact with a supervisor.

4. The CACYS program should continue to strive to develop overseas program locations. Significant outcomes occur when students are abroad. The differences in local culture and the opportunity for exploration provide positive results in global understanding, character development and diversity.

5. The CACYS program should continue to recruit from diverse colleges and universities. The most discussed topic reflected upon in the student essays was diversity. Students often commented on the unique opportunity they had to live, work, and travel with diverse students from schools across the country. Continuing to recruit from diverse schools is beneficial to the students in developing their appreciation and comfort with diversity.

6. The CACYS program should continue to focus on training for diversity. Students are exposed to many diverse populations in the CACYS program. There is a need for effective training on diversity, communication and conflict resolution in order for the diverse populations to address differences in a positive manner. Although

CACYS does currently train students on these concepts, a continued effort to update and ensure relevance of this training is crucial.

7. Results of this study should be provided by the investigator to students, supervisors and contract partners, as well as the CACYS professional staff. Knowing the impact that one has on the students learning outcomes in this program is a powerful tool for continuous improvement of outcomes.

8. Efforts should be undertaken to replicate the research regarding this service-learning program in other fields and settings. CACYS is an award winning, highly effective program, which utilizes the experiential learning model for significant outcomes. Contracting the program to be implemented with other fields of study would allow for more students with different career interests to engage in a service-learning program and experience the positive impacts.

9. The study should be conducted over multiple years on a longitudinal basis. This study focuses on 2011, the coursework has been collected electronically since 2005. This provides the opportunity for comparison of data over an 8-year period of time.

10. A similar study should be conducted on programs offered during the semester, rather than exclusively in the summer months. Students not only participate in the program during the summer months. CACYS has programs year round in Child Development Centers. This study could be replicated to determine differences in outcomes between summer programs and semester long internships.

11. Provide an analysis of all reflection papers including ones focused on child impact, facility analysis, standards analysis, etc. A similar content analysis could be conducted on reflection essays in other assignments.

12. In addition to studying other years, it would be interesting to conduct a comparison of years. For example, how did the students respond in 2005 compared to 2010?

13. This study has been conducted quantitatively and using mixed methods. It would be interesting to conduct a purely qualitative study on the reflective essays of the students. This would achieve further depth into the meanings and thoughts of the students.

14. Due to the low numbers of Asian American, Latin American, African American, and "other" students in the study, it was necessary to combine the data into two groups labeled Caucasian and non-Caucasian. Therefore, it would be of value to enhance the diversity of students participating in the study. Different recruitment approaches may be necessary to attract a more diverse student background.

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