

The Impact of Service-Learning on Voluntary and Community organizations in the West of Ireland

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Abstract

The aim of this study was to investigate the impact of student volunteers on community organizations and to identify deficits in training within service learning modules which, if addressed, could enable community organizations to benefit more from student volunteers. An anonymous survey aimed to measure students' impact, as perceived by host community organizations, relative to non-student volunteers and paid staff, and to investigate if their impact and the types of work they undertook was correlated with organization attributes. The perceived impact of student volunteers on the organization mission was high, but the nature of their work was functional and not academic in nature. Host organizations felt that student preparedness, prior to their engagement, could be enhanced by members of the organizations either addressing the student body within a classroom context, or by playing a role in the design of modules which may have an impact on their area of focus.

Keywords: College students; benefit to organizations; service-learning; Ireland

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1. Introduction

Service learning, a pedagogical approach that connects academic learning with real-world experiences within the community or with a real-world problem, is well established and mainstreamed as part of teaching and learning within many higher education institutions internationally. There are a variety of terms ascribed to this pedagogical approach, including 'community based learning', but for the purpose of this paper 'service-learning' will be used throughout. Within the last ten years, service-learning has begun to take root within the Irish higher education curriculum and is beginning to feature nationally within institutions of higher education (Watson, Hollister, Stroud, Babcock, 2011; Lyons and McIlrath, 2011; McIlrath, 2012). This nascent stage of development has been recently buttressed by Irish government 2011 policy vision that fully endorses the civic mission of higher education so that 'higher education institutions should have open engagement with their community and wider society and this should infuse every aspect of their mission' (HEA, 2011, p. 12).

While 'definitional anarchy' (Sandmann, 2008, p. 91) tends to dominate the service-learning and civic engagement academic literature landscape, Bringle and Clayton (2012, p. 105) stated that there is 'broad consensus that service-learning involves the integration of academic material, relevant community-based service activities, and critical reflection in a reciprocal partnership that engages students, faculty/staff, and community members to achieve academic, civic, and personal learning outcomes as well as to advance public purposes.' Tansey (2012, p. 126) points out that the language of service-learning and volunteering is used interchangeably within the literature. However, service-learning differs from traditional volunteering as Tansey posits: 'Volunteering can be defined as any activity in which time is given freely to benefit another person, group or cause, outside of one's immediate family. Whereas service-learning is stitched into a curricular experience, academic credit is awarded to the student and the activity is assessed.'

The elements governing the institutionalization of service-learning, including relationships between institutional type and nature of engagement, the level and length of time at which service-learning is embedded, and the structures in place to foster continued engagement, are

well covered in existing literature (Furco, 2007; Lyons and McIlrath, 2011). Most research on service-learning focuses on the impact of service-learning on the academic institution (Beckman and Caponigro, 2005; Furco, 2007; Sandman, 2008) or on the students (Bingle and Hatcher, 1996), but relatively little work has examined the impact of service-learning from the perspective of the community organizations (Edwards et al., 2001; Bushouse, 2005; Sandy and Holland, 2006; Stoecker and Tryon, 2009; Lyons and McIlrath, 2011). There has been a recent move to address the perspective of the community (McIlrath, 2012; Byrne and McIlrath, 2011; Stoecker, 2009; Sandy and Holland, 2006). It is crucial that community organizations, as key partners of the pedagogy, are embedded fully and investigated as part of the future trajectory of service-learning research, as omissions of their perspectives is a massive knowledge gap.

College students, defined herein as individuals aged between 16 and 24 in full-time education, are motivated to engage in service-learning mainly for altruistic reasons (Silverberg, Backman, Backman, and Ellis, 1999; Burns, Reid, Toncar, Anderson, and Wells, 2008) or the perception that the activity may be mutually beneficial (Wilson and Musick, 1999), although their continued participation in volunteering may be governed by physiological or psychological reasons (i.e., the desire to achieve a sense of satisfaction) (Mannell and Kleiber, 1997; Ryan, Kaplan, and Grese, 2001; Martinez and McMullin, 2004), or societal reasons via social interaction (Brennan, 2005). In a study of 270 undergraduate students, Gage (2007) indicated that volunteering by college students was governed by altruistic as well as career motivational reasons, although females were more likely for altruistic reasons. The same study found that volunteering amongst college students was constrained by academic pursuits. The issue of gender and motivation was also explored by Burns et al. (2008), who, in a study of 511 people (267 male and 244 female), highlighted that while the strongest motivation across the sexes was altruistic, females were more likely to volunteer for career or social (i.e., conforming to perceived social norms) reasons – a finding that contradicts Gage (2007).

Irrespective of the motivational reason behind college student involvement or the gender divide, community organizations, both nationally and internationally, are experiencing difficulties in financing their operations. Volunteers represent a particularly lucrative asset for such organizations, as they do not negatively affect the operational budget. However, as the

demand for the services of community organizations grows, the consequent demand for volunteers also has increased. In 2008, the collapse of the Celtic Tiger and with it Ireland's financial and construction industries, led to an agreement with the International Monetary Fund (IMF), the European Central Bank (ECB) and others, in which the government agreed to €85 billion in loans to save the economy. To comply with the terms of the loans, the state was required to make huge spending reductions and this has had a huge impact society as a whole and on the survival of voluntary and community sector. State agencies, several of which were funders of voluntary and community organizations, were either disbanded, merged, or rationalized with staff reductions and substantially reduced budgets. Government funding of the voluntary sector has fallen from €1.89 billion in 2008 by up to 54% in certain areas (Harvey, 2012). Consequently, voluntary organizations have reduced spending. In 2008, there were over 53,000 full time equivalent workers in the voluntary sector in Ireland; however, this is projected to reduce to 37,000 by 2015 (Harvey, 2012).

The relationship between paid staff and volunteers in these organizations necessitates consideration. While there is evidence to suggest that volunteers supplement the work of paid staff, rather than replace them (Brudney and Gazley, 2002; Handy and Srinivasan, 2005), Handy, Mook, and Quarter (2008) in a survey of 661 non-profit organizations in Canada, found that 25.5% of respondents to a survey agreed that volunteers had substituted some work previously performed by paid staff and 14.9% of respondents agreed that there were worker/union concerns about this. This was a function of size, however, with larger organizations relying on the work of paid staff (Handy et al., 2008).

Research has indicated that community partners typically wish to engage with institutions of higher education on long-term rather than short-term projects with sustainable partnership a key aspiration, but the reality can differ (Sandy and Holland, 2006; Stoecker and Tryon, 2009; McIlrath, 2012). The long-term sustainability of a service-learning programme requires a strong approach towards the creation of deep relationships between the higher education institution and community organizations, and some have likened these relationships to romantic ones (Bingle and Hatcher, 2002). Long-term sustainability of relationships can only be achieved through the adoption of a collaborative approach whereby a specific research question or need

is generated within the community, and suitable transfer of knowledge takes place between both community and higher education institution (Stoecker, 2003). In a study of the relationship between 99 community organizations and eight higher education institutions in California, Sandy and Holland (2006) found that community organizations valued the relationship with the higher education institution above a specific service-learning project. Effective communication between the partners, an understanding of partner perspectives, and co-planning and training activities were also found by Sandy and Holland (2006) to be of importance to the community organizations. Sandy and Holland (2006) categorized the benefits to the community organizations into three domains, including: direct impact, which included impact on outcomes and capacity (2) enrichment, which included organizational development and community capacity enhancement; and (3) social justice, including transformational learning. However, weak relations with faculty were found to be a major impediment to sustained, transformational service-learning.

The studies of the impact of service-learning on community organizations, which have been categorized by Sandy and Holland (2006), have not been supplemented by a large number of case studies (McIlrath, 2012). The few studies that have taken place are North American specific and may not be readily transferrable to a European or an Irish context (McIlrath, 2012). As previously mentioned, there is little in the literature regarding the community perspectives on service-learning. Stoecker and Tryon (2009) address the trend of community marginalization with their seminal text 'The Unheard Voices' through a qualitative lens. They report that long-term sustainability of relationships between higher education institutions and community organizations can only be achieved through a collaborative approach whereby a specific service-learning need or research question is generated within the community, and the sharing of knowledge occurs across the boundary of community and higher education institution (HEI); others concur with this finding (McIlrath, 2012). Within the United Kingdom (UK), Hart et al. (2007) wrote with the community about partnerships, thereby placing the perspective of community on an equal footing to that of academic staff in terms of sharing knowledge in the traditional scholarly style. Much of the other literature has focused on single-site studies that addressed issues of motivation and dynamics of partnerships (Ferrari and Worrall, 2000;

Vernon and Foster, 2002; Birdsall, 2005; Bushouse, 2005; Miron and Moely, 2005). McIlrath (2012) highlights a number of thematic areas emanating from a single-site qualitative study in the west of Ireland working with twelve community partners. There, she reports that while the community partnership indicated that they have a strong interest in and understanding of service-learning, they very often viewed the partnership with the HEI as burdensome with students often ill-prepared for the experience. However, she does note a major positive that also resonates with the work of Holland and Sandy (2006) in that the community partners take on an educator role within service-learning, although neither asked or paid to do so (McIlrath, 2012) and are motivated to engage and develop sustainable relationships with the HEI.

The aims of this paper were to examine the impact of community engagement from the perspective of the community organizations in the west of Ireland, which considers: (1) perspectives on the college students; (2) nature of the volunteer activity undertaken by college students; (3) correlations between the level of engagement of college students, agency mission and size. The outputs from this study were mapped onto existing international studies in this area to determine significant trends and to identify existing deficits in training within service-learning modules which, if addressed, could enable community organizations to gain greater benefits.

2. Methods

The catchment area of this survey was in the west of the Republic of Ireland. This area is known as the Border, Midlands and Western (BMW) region of Ireland, and is characterized by a sparse population and poor economic output (www.bmwassemply.ie). 76% of respondents were in locations less than 5 miles from higher education institutions in Galway city. One of the HEIs, the National University of Ireland, Galway (NUI Galway), has made a significant investment in service-learning and other civic engagement activities through the establishment of the Community Knowledge Initiative (CKI) in 2001 (www.nuigalway.ie/cki) following a significant award from a major philanthropic donor, namely the Atlantic

Philanthropies.

An anonymous on-line survey was distributed to 210 community organizations (Survey Monkey, CA) in April 2012. All of these organizations came from a database housed by the CKI at NUI Galway. Approval was sought from the CKI Board to administer the survey and permission was granted. No data were shared in the process and the community organizations were assured of their anonymity. In addition, the CKI sent out the invitation to the organizations to voluntarily participate in the survey. After careful debate, it was deemed unnecessary to seek ethical permission from the 'NUI Galway Ethics Committee' to undertake this survey, as the community organizations and nature of the research were neither vulnerable, sensitive, nor contentious. The questionnaire was developed following a review of the literature that focuses on community impact and perception of higher education. There are few tools in existence that capture community perspectives on higher education and to bridge this gap, the authors created and designed a bespoke tool that was localised to the West of Ireland context. This tool was subsequently piloted with a number of participants, including community partners. After this process, the tool was refined, based on feedback obtained. By September 2013, 63 surveys were completed, representing a 30% response rate. The survey was divided into three sections. The rationale behind the survey was to first obtain an organizational profile (including focus, funding sources and staff profile) and then investigate the type of work in which college student volunteers engaged and how they were perceived within the organization. This information would allow correlations, if any, to be drawn between organizational attributes and college student volunteer activities. In the first section, demographic information was collected on the organizations. This included: position of respondents, the nature (voluntary, governmental, etc.) and focus (social services, environment, children and youth, etc.) of the organization, location (distance from the nearest higher education institution), age of organization, main source of funding and local operational budget per year. In total, eight questions were included in this section and most answers were quantitative in nature. In the second section, also comprising eight questions most of the answers to which were quantitative in nature, staffing information was obtained. This included: numbers of paid staff, non-college and college students, number of hours per week volunteered by college students

and activities undertaken, and perceptions of impact. Finally, information was gathered on college student training, perceived training deficits, and future training needs. This section comprised 14 questions. A number of questions invited respondents to use a Likert scale, over five divisions ranging from 'strongly disagree' to 'strongly agree', to measure the intensity of their response to statements.

As the nature of the volunteer activity undertaken by college students, as well as potential impact, depends on the organizational attributes (budget, number of paid staff, number of non-college students), correlations were made using Pearson correlations at $p \leq 0.05$ using statistical software (SAS Institute, 2004). This type of quantitative approach has been used in similar studies (e.g. Edwards et al., 2001), wherein measurable variables (number of paid staff, budget, etc.) can be correlated with qualitative measures (e.g. perspectives of the community organization, nature of volunteer work undertaken by the college students). Numerical scales were created to measure the qualitative measures, thereby facilitating correlation with quantitative measures. Most of the questions asked respondents to give a quantitative response (e.g. numbers of paid staff and student volunteers, etc.) The qualitative questions, such as those requiring a Likert response, were quantitatively encoded on an integer scale ranging from *one* upwards, with *one* representing, for example, a response to which the respondent strongly disagreed.

3. Results and Discussion

3.1 Demographics of the community organizations

Most of the respondents to the survey described themselves as either a co-ordinator (40.5% of respondents) or a director (23.8%). Voluntary / community groups comprised 50.7% of respondents (Table 1), followed by non-governmental (18.8%) and local or regional affiliates of national or international organizations (13.0%). Similar to the findings of Handy et al. (2008), the mean local budget of the organization was correlated with the number of paid staff ($r = 0.68, p \leq 0.05$; Table 2).

The average number of hours worked per week by college students was 5.2 (range, 2.5 – 17.5 hours), and was correlated to the operational budget ($r = 0.34$, $p \leq 0.05$; Table 2). 27% of the organizations surveyed lost paid staff through budget cutbacks within the last 1 to 3 years. The number of losses was correlated to the number of paid staff ($r = 0.32$, $p \leq 0.05$; Table 2) and, to a lesser extent, the operational budget ($r = 0.22$; Table 2). In Canada, Handy et al. (2008) found that of 661 community organizations surveyed, 25.5% agreed that college students had replaced the work of paid staff. However, Handy et al. (2008) did not measure how extensive the level of replacement was, nor could they find any correlation between organizational characteristics and the level of replacement.

Table 1. Types of organizations surveyed.

Type of organization	Frequency ¹	Average age (y) ²			Funding source as % of respondents ³			Local budget (in 1000s) per year (€) ⁴			Mean Staffing numbers ⁵								
					Gov't agencies	Private	Fund raising				Paid students			Non-college College students					
		1-5	5-10	>10				<50	50-500	>500	<10	10-20	>20	<10	10-20	>20	<10	10-20	>20
Voluntary/community group	36	21	12	67	29.4	8.8	44.1	50	30	20	82	10	8	61	14	25	92	3	3
Non-governmental	14	25	17	58	15.4	30.8	53.8	27	46	27	72	0	28	27	36	37	100	0	0
Local or regional affiliate of a nat'l / internat'l organization	9	0	100	0	44.4	0	44.4	62	13	25	71	14	15	38	38	24	100	0	0
Regional	2	50	0	50	50	0	50	100			0	100	0	0	50	50	100	0	0
Governmental	1	0	100	0	100	0	100	100			0	100	0	100	0	0	100	0	0
Higher Education Institution-based	1	0	100	0	33.3	33.3	33.3	100			0	0	100	0	100	0	100	0	0
Other	8	50		50	33.3	33.3	33.3	100			100	0	0	0	0	100	100	0	0
Total	63																		

¹ Some organizations identified themselves under one, or more, of the organizational types

² Age ranges are expressed as percentages of respondents.

³ Respondents could select more than one source of funding.

⁴ Annual budget ranges are expressed as percentages of respondents.

⁵ Mean staffing numbers are expressed as percentages.

Table 2. organizational attributes and types of work undertaken by college students accessed using Pearson correlation.

	<u>organizational attributes</u>					
	Operational budget per year	Number of paid staff	Number of non-college students	Number of college students	Number of hours worked/wk by college students	Number of staff the organization has lost
<u>organization attributes</u>						
Operational budget per year	-					
Number of paid staff	0.68*	-				
Number of non-college students	-0.02	0.13	-			
Number of college students	0.13	0.34*	0.56*	-		
Number of hours/wk worked by college students	0.34*	0.23	0.30*	-0.22	-	
Number of staff the organization has lost	0.22	0.32*	0.10	0.09	-0.15	-
<u>Type of work</u>						

<u>undertaken by</u> <u>college students</u>						
General office duties	0.10	0.21	-0.03	0.11	0.03	0.22
Fundraising	0.26*	0.21	0.04	0.05	0.11	0.11
Supporting children / teens	-0.04	0.01	-0.06	0.10	-0.05	0.31*
Shadow professionals	-0.01	0.19	-0.25	-0.15	0.16	-0.01

* $p \leq 0.05$

3.2 Impact of college students on community organizations

Fundraising comprised the main focus of volunteering activities, but its level was dependent on the budget ($r = 0.26$, $p \leq 0.05$; Table 2), with higher financed organizations apparently relying more on fundraising activities than other lower financed organizations. General office duties also ranked highly amongst the activities undertaken.

The nature of the work undertaken by the college students, combined with the areas where their impact was perceived to be high (Table 3), suggested that their role in community organizations was not critical. This may have been a function of the mean amount of hours they worked (5.2 hours per week), which may not be adequate to make an impact on the organization. When asked about their ability to bridge the gap between theory and practice, for example, only 61.5% of respondents agreed or strongly agreed that they had an impact in that area; however, their impact was rated highly in more functional or procedural areas, such as their ability to sustain and enhance capacity, reliability, and their respect for service users. Very similar results were obtained by Edwards et al. (2001), who indicated that community organizations were more likely to use paid staff for more specialized work directly involving end-users (grade-school students, teens, seniors, and people with disabilities). These trends are worrying, particularly in the context of one of the core missions of education institutions:

that they “ensure that the emergence of new ideas can better inform community and regional development” (HEA, 2011, p. 77). It even conflicts with the definition of ‘service-learning’: that community work is connected with learning outcomes (Hall, Hall, Cameron, and Green, 2004); that students participate in ‘thoughtfully organized service experiences that meet actual community needs’ (Corporation for National and Community Service, 1990, p. 72); and that they engage ‘in formal intellectual discourse around the various issues relevant to the cause’ (Furco, 2011, p. 74). The quality, effectiveness and impacts of the learning activities on the students, as well as its ability to provide tangible benefits to communities, have also been questioned by Gray, Heneghan Ondaatje, Fricker Jr., and Geschwind (2000), who in a survey of over 1,300 students in the U.S.A., found no clear evidence to support the hypothesis that service-learning promoted academic skills. Gray et al. (2000), however, did acknowledge that service-learning courses are of varying quality, which may have impacted on their findings. Generally, college students and faculty report that service-learning has a positive impact on students’ academic learning (Astin and Sax, 1998; Gelmon, Holland, Seifer, Shinnamon, and Connors, 1998; Eyler and Giles, 1999; Vogelgesang and Astin, 2000).

Table 3. Impact of college students on organizations.

	% of respondents who agree/strongly agree
They impact positively on the organization	97.3
They are an essential resource to the organization	94.6
They have energy	91.9
The bridge the gap between theory and practice	61.5
They are punctual and the organization has good access to their time	75.0
They are a useful resource	97.8
Service users react positively to them	90.9
They show a high level of respect to service users	100.0
They are reliable	85.7
They sustain and enhance the organization capacity	90.9
They make an important contribution to an organizations ability to provide services	100.0
They are essential for fund raising	62.8
They will be future advocates	83.7

3.3 Future outlook and study implications

At the time of the survey, 89.3% of the respondents were equipped to provide training to college students (Table 4), which mainly focused on organizational structure (44.2%), communication skills (32.5%), and child protection (18.6%). Although the length of training was not surveyed, studies elsewhere have found that there is a positive correlation between the training time and the nature of the work, with human interactive services requiring more training time than office work, for example (Edwards et al., 2001). When asked about whether additional training or knowledge should be provided by third level institutions, 18.2, 7.6 and 28.8% of all respondents requested additional training in these respective areas namely organizational structure, communication skills, and child protection. In addition, another 19.7% indicated that training in fundraising would be helpful. While the content focus of service-learning within the curriculum tends to focus on academic content, there seems to be an opportunity to widen the scope to include more pragmatic and practical issues related to the actual volunteer activity. Amongst the respondents to the survey, 22% agreed that college students should be better prepared prior to their engagement with the organizations, but this could be helped by the organizations either addressing the classes or even playing a role in the design of modules which may have an impact on their area of focus. 60% of respondents would like the opportunity to address college students in lectures and 47% would like to be involved in designing module content to reflect their specific interests. This may have a great impact on the roles that college students undertake in community organizations and, in turn, the perception of their efficacy by the community organizations.

Table 4. Present and future needs for training opportunities for all organizations surveyed.

Percentage of organizations that are equipped to provide training to college students			89.3			
			Child protection	Structure of voluntary organization and organizations in Ireland	Communication skills (written / oral)	Fund raising
Type of training given by organizations (%)			18.6	44.2	32.5	
Suggested additional training that should be provided by Higher Education Institution (%)			28.8	18.2	7.6	19.7

3.4 Limitations of the study and areas for future research

This study was exploratory in nature and represented the first quantitative attempt to address the impact of college students in the west of Ireland from the perspective of community partners. This was also a single-site study based on service-learning within Ireland, but the geographical and contextual situation is vastly different to the international examples cited earlier, as there is little practice and understanding of this particular approach from a community perspective in Ireland. While the number of respondents to this survey was relatively small, the cross-section of organizational types, funding sources, profiles and areas of focus was quite broad. Therefore, it gives a relatively good overview of the current situation in Ireland. However, a mixed method approach, combining quantitative methods and in-depth interviews, may have been useful to more accurately identify the implications of the study.

Although the institution of origin of the college students was not surveyed, it is likely that a significant number would have originated from NUI Galway, which may have biased the results. In addition, only 42% of respondents were aware that they worked with college students, who were participating in a service-learning module. This may have an impact on the substantive value of this study. As service-learning initiatives are increasingly becoming embedded into most higher education institutions in Ireland, the mode of delivery of training to students prior to their deployment and, indeed, the integration of feedback from community organizations back into curricula is continuously evolving. While this small study presents perspectives from the community on students as volunteers within the community, we recognise that this presents us with an opportunity to find more about student learning from volunteering from the perspective of the student. Little is currently known in an Irish context about the impact this may have on a student experience, learning and teaching dimension. While the results of the present study provide a broad assessment of the current impact of service-learning on community organizations, the responses should be treated with a certain degree of caution, as there is a possibility that the responses elicited could have been socially desirable responses and may not reflect the true situation. Future developments such as increased interaction between community organizations and higher education institutions in module design and delivery, which will be heavily influenced by feedback, will have an impact on the correlations and perceptions obtained in this study. Future research, ideally with a larger number of respondents and carefully designed to avoid procedural bias (Podsakoff et al., 2003),

addressing similar questions to those posed in the current study, could be used to assess the development of service-learning modules.

4. Conclusion

Service-learning in higher education institutions as a pedagogical approach is emerging, evolving and deepening; and following future program reviews and student feedback, the potential impact will, in time, reap greater benefits for community partners and society as a whole. While this study was conducted within a very specific context (i.e. the west of Ireland), the knowledge gap and fundamental question it posited is universal: what is the perceived impact of college students on community and what core knowledge is necessary to impart to improve the experience of service-learning for all?

Based on the findings of this study, college students' involvement with the organizations surveyed suggest that they were mainly involved in supplementing existing services, and were not involved in more diagnostic or academic activities. This study indicated that college students worked an average of 5.2 hours per week and while their impact was generally positive, the time wasn't adequate for the organizations to benefit from their expertise. The short contact time may also have impacted on the nature and extent of the work they undertook. If service-learning is to be successful as a pedagogy, the issues of time and impact needs to be addressed.

Most community organizations requested that college students preparedness in areas such as knowledge of organizational structure, communication skills and child protection needs to be enhanced prior to engagement. This, according to the respondents, can only be achieved by increased interaction between community organizations and higher education institutions. Research elsewhere (Beckman and Caponigro, 2005) has shown that this can be successful. Most respondents suggested that this can be best achieved by either addressing students directly in courses and modules or by having a role in the design of service-learning modules.

The effects of service learning on the community and from the perspective of the community merits a larger and perhaps a national focus, as firstly, it is a knowledge gap and, secondly, the Irish government through the Higher Education Authority (HEA) in its recent visionary document (2011), 'National Review of Higher Education to 2030', places a strong emphasis on HEI-community engagement through many activities, including service-learning. During the roll out of service-learning across the Irish higher education system, it will be of prime importance to ascertain the perspective of the community partner in terms of the impact of and perception, both positive and negative, of service learning. In addition, the creation and standardization of procedures, such as mode and content of delivery, student and community feedback and partnership agreements, co-design and co-delivery of content, should be encouraged within community-HEI engagement through service-learning. Future research, combining multiple methods, a larger data set, a variety of sites to include a large variation in geographical and contextual situations, in-depth interviews with community organizations and college students to identify the elements of service-learning which work and which do not, and the significance of age of college students, should be undertaken.

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