

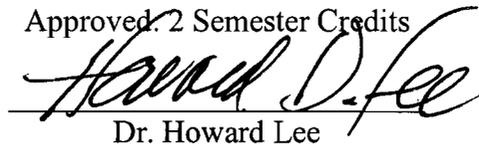
An Analysis of Utilizing Not-For-Profit Organizations
and Service-Learning Activities in the
Administrative Assistant Program
at Western Technical College

by

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A Research Paper
Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
in
Career and Technical Education

Approved: 2 Semester Credits

A handwritten signature in black ink, reading "Howard D. Lee". The signature is written in a cursive style and is positioned above a horizontal line.

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December, 2006

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Title: *An Analysis of Utilizing Not-For-Profit Organizations and Service-Learning Activities in the Administrative Assistant Program at Western Technical College*

Graduate Degree/ Major: MS Environmental Education

Research Adviser: Lee, Howard Ph.D.

Month/Year: December, 2006

Number of Pages: 83

Style Manual Used: American Psychological Association, 5th edition

ABSTRACT

The purpose of this study was to identify and analyze the service-learning needs of the not-for-profit organizations in the La Crosse area. Additionally, the study intended to determine the understanding about service-learning within these organizations and possible application within the administrative assistant program.

Data was collected from 14 not-for-profit organizations, with 71.4% of the respondents reporting having experienced service-learning activity previously. The study sought to determine whether the not-for-profit organizations had an understanding of the components involved with a service-learning activity. The results of the organization's belief of the service-learning component were consistently high with the highest mean ratings for "providing evaluation of activity" (3.43), "meeting community needs" (3.36),

and “teaching civic responsibility” (3.29), and the responses were tightly clustered around the means with a standard deviation of .65, .75, and .83, respectively. Conversely, the results of the organization’s involvement level were also consistently high. The same components as in the organization’s belief received high ratings for “providing evaluation of activity” with a rating of 3.50, “meeting community needs” with a rating of 3.43, and “teaching civic responsibility” with a rating of 3.43; the same tight clustering resulted around the means with standard deviation of .65, .65, and .76, respectively.

A total of 78.6% of the respondents would be interested in a service-learning activity involving the administrative assistant program at Western. The results indicate that 71.5% of the respondents would be able to accommodate one or two students per week up to 25 hours per week.

The Graduate School
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Acknowledgments

In reflecting on my graduate studies, I know my achievement would not have been possible without the support, understanding, encouragement, and love of some very important people. Thank you to all of you for believing in me and never allowing me to give up.

I would like to first thank Dr. Howard Lee, my research and primary program advisor, who directed my graduate degree progression and helped, advised, encouraged, and supported me on this research project.

I would like to extend a very special thank you to Dr. Jerrilyn Brewer for all your continuous support, encouragement, advice, and contributions of time during this project and throughout my educational endeavors. It was because of your belief and encouragement in me that this project and my graduate studies have become a reality. You are a dear and special friend who I will always treasure!

My next acknowledgement goes to a colleague and friend, Mary Ann Herlitzke. You have been an outstanding role model for me in many ways by encouraging me to look at things from different perspectives in my personal, professional, and educational pursuits. Mary Ann you are the best! I hope to return the favor as you complete your dissertation—good luck!

Thank you to the Admission, Counseling, and Registration staff at Western Technical College who helped by allowing me to take time-off during the busy summer months and during peak registration times to complete graduate courses and this project. I

would like to extend special thanks to Sandy Peterson, my office partner, who had to endure my progression throughout my entire graduate studies; Karen Gleason who supported and directed me during this process; Jayne Wells who allowed me the time necessary to complete this project.

My parents, Marian and Joseph Korn, thank you for all your words of encouragement and always being there for my family and me. Your belief in me means to world! Also, thank you to my brothers and sister-in-laws for encouragement and support too.

To my stepdaughter Courtney Fancher, you are full of enthusiasm and energy, which influenced me several times during my graduate studies and especially during the writing of this research project. Thank you for understanding why I just did not have time to attend all of your activities. I have time now and Mexico here we come!

To my husband, Jeff Fancher, thank you for your endless love, understanding, encouragement, support, and especially tolerance that allowed me to pursue this degree. Your patience and most importantly your faith in me during my entire graduate studies was what I needed to sustain me during this intense process. I love you!

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Chapter I: Introduction

Background

Western Technical College (Western) is a two-year college that provides over 60 educational programs leading to credentials in associate of applied science degree, technical diploma, or certificate. The educational programs are divided into six instructional areas: Business, Extended Education and Training, Family and Consumer Sciences, General Studies, Health & Public Safety, and Industrial Technologies. Western is one of 16 technical colleges in Wisconsin providing educational training opportunities to students pursuing higher education. Some of the factors influencing students to pursue technical education are preparing for a first-time job, changing careers, reentering the workforce, or updating current skills to advance a career.

Western delivers educational programs to students using a variety of instructional methodologies including traditional face-to-face lecture, laboratory, online, interactive television, CD/DVD/videotape, and experiential learning. Many of the educational and training opportunities offered at Western are primarily hands-on experiences for a specific career area. One type of hands-on, experiential learning approach that has been researched, implemented, and utilized for more than 40 years is service-learning.

Many early pedagogical principles of experiential learning were pioneered by John Dewey. Dewey believed strongly in the connection of experience and education as he stated "...there is an intimate and necessary relation between the proves of actual experience and education" (1938, p. 20). There are numerous forms of experiential learning including internships, cooperative education, work-based learning, community-

based learning, and service-learning. For the purpose of this research, the focus will be on the pedagogical method of service-learning.

According to the National Service-Learning Clearinghouse historical timeline (n.d.c), the term service-learning was first used in 1966. Using Dewey's principles, David Kolb authored a book on experiential learning providing a comprehensive foundation for the development of service-learning within the technical education curriculum. Kolb (1984, p. 4) stated "the experiential learning model pursues a framework of examining and strengthening the critical linkages among education, work, and personal development." More discussion on the actual events that shaped the development of service-learning programs will be discussed in the literature review chapter.

Service-learning is a unique delivery method which allows many positive learning outcomes for the student, faculty, and community. The National Service-Learning Clearinghouse (n.d.d, n. p.) defined service-learning as a "teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." Thus, service-learning is a unique learning experience because connections are established with classroom learning, transferred to workplace application involving reflection, and meeting a community need.

According to Weigert (1998), many variations of the service-learning definition of can be found in the literature; therefore, for the purpose of this study, the following service-learning definition established by Bringle and Hatcher (1996) will be used:

credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on

the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. ¶ 6)

According to Glenn (2002), service-learning is different from traditional learning as the students are applying the skills learned in the classroom by participating in workplace experiences and different from school-to-work learning as the students do not receive monetary compensation. Service-learning is useful in career and technical education because the coursework is put into context while building student skills and fulfilling a community need (Richardson, 2006).

Service-learning opportunities are a way to meet a need within the community by providing a chance to connect learning in the classroom to the real-world. Connolly (2005) stated that service-learning programs are carefully planned experiences allowing for students to grow and learn while developing a sense of community awareness.

According to Weglarz and Seybert (2004), “most service-learning opportunities are located in public, not-for-profit agencies and organizations. Service-learning participants (both faculty and students) provide tangible services to those organizations” (p. 124). A not-for-profit organization is defined as:

an organization whose primary objective is to support some issue or matter of private interest or public concern for non-commercial purposes. Nonprofits may be involved in an innumerable range of areas relating to the arts, charities, education, politics, religion, research, or some other endeavor. (Wikipedia, 2006f, ¶ 1)

Not-for-profit organizations generally do not generate a profit, have constraints for generating income, and receive funding by donations from private or public organizations; whereas for-profit organizations are in the business to generate income and make a profit.

As service-learning becomes more popular as an alternative learning method a clear distinction between service-learning and volunteerism must be made. The National Service-Learning Clearinghouse (n.d.b, n. p.) defined volunteerism as “the performance of formal service to benefit others or one's community without receiving any external rewards.” Volunteerism differs from service-learning because volunteerism lacks the connection to curriculum and reflective practices are not part of any planned curriculum experience.

Connor-Greene (2000) felt that a teacher's reward comes from seeing the students make connections with the classroom learning to real-world situations in work or personal lives. Educators are intentionally defining these connections with the world of work so students can demonstrate problem-solving and apply prior learning experienced in the classroom, laboratory or mentorship and/or internship settings. Rhoads (1997) added that service-learning extends classroom education into the external world by providing students with an opportunity to further develop and apply the learning. A study of service-learning conducted by Strage (2004) provided evidence which supports student benefit in both the short- and long-term with this method of learning. The benefits discussed in Strage's study indicate that during the service-learning experience and in subsequent courses, grades were 4.8% higher for students who had participated in service-learning courses than students who did not participate.

Astin, Vogelgesang, Ikeda, and Yee (2000) found service-learning courses should be “designed to assist students in making connections between the service experience and the academic material” (p. iv). Connecting the academic and real-world experiences enhances the learning further. Furthermore, Eyler and Giles (1999) support the notion that service-learning occurs through a cycle of action and reflection where students apply learning to community problems.

Additional support for service-learning is provided by examining Kolb’s Experiential Learning Model. At the center of Kolb’s model are the following elements: “concrete experience, reflective observation, abstract conceptualization, and active experimentation” (1984, p. 33). These are all essential components within service-learning experiences. Using Kolb’s model as a foundation, Binard and Leavitt (2000) considered learning to be a continuous process of restructuring experiences. The process of restructuring experiences involves the premise that learning occurs by building on prior learning or experiences and is another reason why service-learning is an outstanding, effective method of teaching and learning.

As mentioned earlier, experiential learning only provides a framework for the service-learning as an educational method; thus, service-learning differs from other forms of experiential learning by providing the component of meeting a community need. Essential to being a service-learning activity is the inclusion of meeting the community partner needs.

Service-learning provides two benefits to the community partners or not-for-profit organizations. First, the organization receives gratis services with little resources or cost investment. Second, the organization has the opportunity to experience the worker to

determine whether the person would fit within the organization's culture. According to Steffes (2004), most employers eventually hire the person in the service-learning experience if the person displayed competency in job skills. Further benefits for the community partners will be discussed in the following chapter.

Faculty and educational institutions experience benefits of service-learning by keeping curriculum and program content current through the connection to the employers. Faculty members are able to witness the student applying the learning which has occurred within the classroom. Additionally, the faculty member can build a network of industry connections which can lead to resource donations and up-to-date information on industry trends. Educational institutions benefit from service-learning by building strong linkages with area businesses which can lead to additional revenue in the way of customized training and advisory committee involvement.

Current literature describes many positive, beneficial, and supportive reasons to utilizing service-learning as a method of meeting student, community, technical college, and faculty needs. As stated by Prentice and Garcia (2000), service-learning is often associated with not-for-profit organizations and provide a "reciprocal relationship in which the service reinforces and strengthens the learning and the learning reinforces and strengthens the service" (p. 20).

The mission at Western focuses strongly on excellence in learning, employer satisfaction, and community partnerships. Service-learning teaching methods are a natural fit with Western's mission, vision, and core values of "valuing partnerships that are important to the community's economic vitality and quality of life" (Western Technical College, ¶ 3). Currently at Western, service-learning has been mainly

implemented into courses in the Health and Public Safety and General Studies divisions, with very few in the Business Education and Family and Consumer Sciences divisions.

The Business Education division provides educational opportunities in accounting, administrative assistant, computer information technology, finance, human resources-business administration, marketing, paralegal, and supervisory management. The administrative assistant program provides training in office procedures, integrating business software applications, operation of office equipment, and development of oral/written communication skills. The brief literature review conducted supports the use of service-learning experiences. The administrative assistant program curriculum seems to exhibit skills which would be useful to not-for-profit organizations, such as, the administrative assistant outcome summary indicating program outcomes including: “recognize the value of self and others in order to be a productive member of a diverse global society” (Western Technical College, n.d.a, n. p.).

Statement of the Problem

The needs of not-for-profit organizations within the La Crosse area utilizing service-learning opportunities for the administrative assistant program at Western have not been determined. Findings of this study will be communicated with the service-learning coordinator, administrative assistant program faculty, and Business Education administrators at Western Technical College.

Purpose of the Study

The purpose of the study was to identify and analyze the service-learning needs of the not-for-profit organizations in the La Crosse area. In the fall of 2006, a survey assessment will be used to determine whether a need exists for developing service-

learning partnerships between the community partners and the administrative assistant program at Western Technical College. Data collected will be analyzed to determine the breadth and depth of understanding about service-learning within these organizations and possible application within the administrative assistant program.

Research Objectives

The following research objectives will be addressed by this study:

1. Determine whether the La Crosse area has appropriate service-learning opportunities available for consideration of implementation within Western's administrative assistant program.
2. Determine whether the not-for-profit organizations have an understanding of the components involved in service-learning activities.
3. Identify the service-learning opportunities identified by not-for-profit organizations.
4. Determine if there is a difference in service-learning opportunities and components identified by organizations.

Importance of the Study

The following issues of importance for this study are:

1. To identify the type of barriers, if any, Western Technical College faculty members would encounter when implementing the service-learning methods within the administrative assistant program area.
2. To add information and resources to the current literature available on developing service-learning strategies to a specific program area in the technical college system.

3. To provide a foundation for additional studies to build upon or reproduce in any program area investigating the implementation of service-learning methods.
4. To identify the type of barriers, if any, the not-for-profit organizations would encounter when participating in service-learning activities.

Limitations of the Study

Limitations of the study include:

1. The not-for-profit organizations surveyed were located in the La Crosse area. This targeted demographical population did not provide information on the not-for-profit organization outside the La Crosse area.
2. The list of not-for-profit organizations was obtained through the University of Wisconsin-La Crosse's Involvement Center within the 2005-2006 Community Agency Guide. There may be other organizations not on the list that should have been included in the survey.
3. The research utilized a survey developed by the researcher. The instrument may contain errors, misinterpretations, misstatements, or omissions not intended by the researcher. Every effort was made to develop a reliable and valid instrument, though no tests of reliability or validity were conducted on this instrument.
4. The survey results are limited to the opinions and answers revealed by the respondents. Opinions and answers of respondents may be influenced by factors independent of this research and not disclosed to the researcher as part of this study. The survey results also represent the current needs of the

community partners, which may indeed change by the time the study is concluded.

5. The success of this study will be dependent upon the willingness of organizations to respond.

Definition of Terms

These terms are defined as follows for this study:

Administrative Assistant program refers to a two-year associate of applied science degree offered at Western Technical College, through the Business Education division.

Business education refers to:

the study and research of the field of business. It includes secondary education and higher education or university education, with the greatest activity in the latter. It is often or almost always oriented toward preparing students for the practice of an occupation in business or business-related fields. (Wikipedia, 2006a, ¶ 1)

Civic responsibility refers to “the commitment of a citizen to his or her community to take responsibility for the well-being of the community National Service-Learning Clearinghouse” (National Service-Learning Clearinghouse, n.d.a, n. p.).

Community college refers to:

an educational institution providing post-secondary education and lower-level tertiary education, granting certificates, diplomas, and associate's degrees. The name derives from the fact that community colleges primarily accept and attract students from the local community, and are often supported by the local community through property taxes. (Wikipedia, 2006b, ¶ 1)

Community partners are defined as:

the agency that acts as a conduit for bringing resources into the community, e.g., government, nonprofit agency, or faith-based agency, bringing needed services to the community via existing distribution channels while taking responsibility for students work. Often a community partner identifies community needs and utilizes its existing infrastructure for project implementation (National Service-Learning Clearinghouse, n.d.a, n. p.).

Community service refers to “service that a person performs for the benefit of his or her local community” (Wikipedia, 2006c, ¶ 1).

Experiential learning refers to “the process of actively engaging students in an authentic experience that will have benefits and consequences” (Wikipedia, 2006d, ¶ 1).

Higher education refers to “education provided by universities and other collegial institutions that award academic degrees, such as community colleges, liberal arts colleges, career colleges, and technical colleges” (Wikipedia, 2006e, ¶ 1).

Service-learning refers to:

a method of teaching, learning and reflecting that combines academic classroom curriculum with meaningful service, frequently youth service, throughout the community. As a teaching methodology, it falls under the category of experiential education. More specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities. (Wikipedia, 2006g, ¶ 1)

Technical education refers to “preparing learners for careers that are traditionally non-academic and directly related to a specific trade, occupation or vocation” (Wikipedia, 2006h, ¶ 1).

Volunteerism refers to “the willingness of people to work on behalf of others without the expectation of pay or other tangible gain” (Wikipedia, 2006i, ¶ 1).

Chapter II: Literature Review

The purpose of this study was to identify and analyze the service-learning needs of the not-for-profit organizations in the La Crosse area with an emphasis on matching those needs with the administrative assistant program at Western Technical College. This chapter will present a review of literature regarding service-learning activities with a focus on the history of service-learning, an explanation of what service-learning is, and the benefits of service-learning for students, educators, and community partners. In addition, a literature review of current issues in higher education service-learning will be presented.

History of Service-Learning

Service-learning in the United States can be traced back to the days of President Abraham Lincoln and the passing of the Morrill Act of 1862. The Act provided free public land to several states; the states then sold the land and applied the profits to establish 69 colleges, including Cornell University and University of Wisconsin-Madison (Library of Congress, 2006). This Act provided more accessibility to people interested in pursuing higher education; the colleges were focused on education in engineering, agriculture, and military science. The government officials who were involved in the development of this Act introduced the idea that education was for the benefit of the community. With accessible education, the students were able to develop and become more effective members in society. Education that benefits the community seems to have been the beginning of service-learning.

According to the National Service-Learning Clearinghouse (n.d.c) timeline, the service-learning movement continued over the next 40 years, with the focus on religious

instruction, eight-week summer training, and the beginning of agricultural extension programs. Then in 1903, John Dewey, a philosopher, educator, and author, developed an “intellectual foundation for service-learning” (National Service-Learning Clearinghouse, n.d.c, n. p.). Many authors today still reference Dewey’s educational approaches and philosophies; for instance, David Kolb (1984) stated “it is the work of Dewey, without doubt the most influential educational theorist of the twentieth century, that best articulates the guiding principles for programs of experiential learning in higher education” (p. 5). Experiential learning is defined as “a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values” (Association for Experiential Education, 2006, p. 1). Experiential learning is the umbrella under which service-learning is incorporated.

Steady, incremental changes in service-learning continued occurring until the depression years when a significant event happened. In 1933, President Franklin D. Roosevelt created the Civilian Conservation Corps program. According to Bhaerman, Cordell and Gomez (1998), this program allowed many unemployed people to find work, as well as a sense of well-being. The term service-learning was first used in 1966, which means many of the early service-learning programs had other names such as cooperative education, work projects, work study, or military service/education.

Over the years, many presidents have supported the development of service-learning initiatives by signing legislation and providing financial assistance. The presidents who have supported service-learning include John F. Kennedy, Lyndon B. Johnson, George Bush and Bill Clinton. Some of the service-learning programs that

began with the presidents' support are Peace Corps, Federal Work-Study, Volunteers In Service To America (VISTA), Youth Conservation Corps, and National Center for Service-Learning. In 1990, Congress passed and President Bush signed into legislation the National and Community Service Act of 1990. This Act defined service-learning as a method:

- (A) under which students or participants learn and develop through active participation in thoughtfully organized service that (i) is conducted in and meets the needs of a community; (ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and (iii) helps foster civic responsibility; and
- (B) that (i) is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and (ii) provides structured time for the students or participants to reflect on the service experience. (as amended through December 17, 1999, P.L. 106–170)

Since this definition and legislation were adopted, many states have mandated service-learning policies.

Learn and Serve America is a federal service-learning program that “provide grants to state education agencies, schools, nonprofit groups, and institutions of higher education to engage students in service activities linked to academic achievement and civic responsibility” (Learn and Serve America, 2006a, n. p.). As of June 2006, Learn and Serve America reported 35 states have implemented some type of service-learning initiative (2006a). In Wisconsin, more than 36,000 people have participated in service-

learning activities and received over \$14,000,000 in support (Learn and Serve America in Wisconsin, 2006). Without the legislative and grant support, service-learning would not have developed to where it is today. According to the Learn and Serve America Fact Sheet (2006a), in 2005 over 1.47 million people participated in service-learning programs and over \$42.65 million were spent supporting service-learning activities.

In 1985, Campus Compact was founded by college presidents to foster the development of service-learning activities by providing encouragement and supportive structure. Campus Compact memberships include members in 49 states, the District of Columbia, US territories, and international public and private two- and four-year colleges and universities. The Campus Compact coalition provides a variety of useful benefits to the membership including literature resources, campus models, funding, professional development for administrators and faculty members, student resources, technical support, and much more (2006a). In fact, Campus Compact reported more than \$6 million in grant support has been provided within the last decade (2006c).

Each year Campus Compact surveys the member institutions about community service and service-learning programs on each campus. Based on the 2005 Annual Survey, a total of 12,480 learning courses were offered nationally during the 2004-2005 academic year with an average of 35 courses per campus, an increase from the prior year of 9,897 courses with an average of 31 courses per campus (2006b). The Wisconsin institutions responding to the survey include 13% from public two-year, 35% from public four-year, and 52% from private four-year. Based on the survey responses, the percentage of institutions offering service-learning courses national is 97%, in the Midwest region 97%, and in Wisconsin 96%. Additionally, the survey reported that in Wisconsin

institutions 36% of the students were involved in service-learning during the academic year, in the Midwest region 30%, and national 28%. On average in Wisconsin and nationally students participate in service activities five hours per week during the academic year as compared to the Midwest region where students averaged four hours per week.

The early days of service-learning grounded in the educational philosophies of John Dewey created pathways and introduced the idea that education is for the community. As service-learning transitioned through the years, the supporters saw the benefits of this type of education for students, educators, and community partners.

What is Service-Learning?

Service-learning is a form of experiential learning combining school-based and community-based learning into one initiative. The Alliance for Service-Learning in Education Reform (ASLER) is a national association of organizations and individuals from the field of education, youth development, and service committed to service-learning activities. ASLER (1995) described school-based learning as the formal education piece organized around concrete learning and described community-based learning as the process of teaching a person to be involved in the community. ASLER has also defined service-learning as a method:

by which a person learns and develops through active participation in thoughtfully organized service experiences that meet actual community needs by collaborating with the school and community;

that is integrated into academic curriculum and provides structured time for a person to think, talk, and write about the experiences during the actual service activity;

that provide opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities; and

that expands the learning environment to include the broader community and help to foster the development of a sense of caring for others. (1995, p. 4)

Bhaerman, Cordell, and Gomez (1998) synthesized ASLER's definition into service-learning "provides a holistic, constructivist vision of the learning process based on what we know about how students best learn" (p. 4).

"Service-learning links theory and practice, fosters personal responsibility, and connects students to career pathways and career development" (Glenn, 2002, p. 9). For example, in a case application of service-learning in the area of Psychology, Connor-Greene (2000) summarized service-learning into four major elements: including preparation, action, reflection, and recognition. The preparation step involves the connection to the curriculum and the classroom learning. The action step involves participants in conducting and gathering data from a variety of resources, such as journal articles, books, internet, and community resources. The reflection step is actually applied during each step of the process by providing feedback and suggestions for changes and recommendations on the situation. Finally, the recognition step presents all findings to the class for the benefit of all. Participants then compile and organize the information into a community resource guide. This service-learning example enhances the participant's

growth in a meaningful, hands-on approach and as Glenn (2002) stated, connects the students to career pathways and career development.

“Service-learning is more than just helping out or doing a good deed for others and is not just a high school volunteer activity” (Watkins & Braun, 2005). The term service-learning must not be mistaken for community service or volunteerism.

Richardson (2006) suggested that community service only meets a portion of the definition of service-learning, which is meeting a community need. Events like fundraisers, food drives, and other community events must have a connection to the course content and include the reflection step to be considered an actual service-learning activity. Essentially, community service will engage students in activities to “meet an actual community need as an integrated aspect of the curriculum”; service-learning engages students “in community service activities with intentional academic and learning goals and opportunities for reflection that connect to their academic disciplines” (Cress, 2005, p. 7).

The Benefits of Service-Learning for Students

Service-learning has been “applied to a very wide range of activities with students from kindergarten through higher education” (Waterman, 1997, p. 1). Since service-learning can be applied to a large range of activities, it is critical to discuss the benefits for students, schools, and communities. As stated by Wade (1997), it is important to consider that there are a number of benefits for all the partners involved in service-learning activities. Service-learning activities can combine resources and efforts to make certain that the program designed will provide the best experiences for all involved.

According to Waterman (1997), the benefits to students can be grouped into four categories: “enhancement in the learning of material that is part of the traditional in-school curriculum; promoting personal development; fostering the development of civic responsibility and other values of citizenship; and benefits accruing to the community” (p. 3). Although these may be obvious benefits to students, it’s important to remember the benefits to every student are unique (Watkins & Braun, 2005). Additionally, Watkins and Braun believe service-learning benefits students by “increasing their awareness about their biases, prejudices, and stereotypes about others and providing an excellent resume builder and networking opportunity for career development and job hunting” (p. 4).

Educators agree that learning is more effective and better understood when the material can be put into practice; thus integrating the classroom with experiential learning is an enormous benefit to the student. In promoting personal development, Waterman (1997) precisely stated that the personal development will vary greatly among students, as the students will respond differently to the same service projects. Waterman maintained that service-learning at the college level can help a student determine a career path. Fostering civic responsibility with service-learning activities at an early age can promote caring and concern for others within the community. Additionally, the student can be involved in actual events that benefit the community to “gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1996).

In a recent study conducted by the Learn and Serve America (2006b), findings suggested “effective service-learning programs improve grades, increase attendance in school, and develop students' personal and social responsibility” (¶ 3). Similar to

Waterman's (1997) views on the benefits of student participation in service-learning activities, the Learn and Serve America (2006b) agency recognized the following benefits to students by:

Promoting learning through active participation in service experiences; providing structured time for students to reflect by thinking, discussing and writing about their service experience; providing an opportunity for students to use skills and knowledge in real-life situations; extending learning beyond the classroom and into the community; and fostering a sense of caring for others. (¶ 4)

In the study conducted by Astin et al. (2000), the findings provided powerful evidence that "connecting service with academic course material does indeed enhance the development of cognitive skills" (p. 19).

According to Eyler and Giles, students that are connected socially and academically to their college, "are more likely to do well academically, graduate and show evidence of personal and intellectual development" (1999, p. 48). Service-learning activities are one way to create the connection to the college experience by offering unique opportunities for students and educators to work together. Eyler and Giles also reported the more opportunities a student engages in, "the more likely the student is to develop close ties to faculty" (p. 51).

The Benefits of Service-Learning for Educators

Faculty participation is the single most significant variable for a successful service-learning program (Zlotkowski, 1996). Consequently, it is essential to understand what benefits educators will receive for participating in service-learning initiatives. Learn

and Serve America (2006b) combined the benefits for educators and community partners into one grouping:

Building effective collaborative partnerships between schools or colleges and other institutions and organizations; engaging parents and other adults in supporting student learning; meeting community needs through the service projects conducted; and providing engaging and productive opportunities for young people to work with others in their community. (§ 6)

Watkins and Braun also believe educators benefit in two additional ways from service-learning experiences: “providing opportunities to teach in a real-world manner that connects required educational content with everyday life;” and “encouraging them to creatively address and assess student learning needs in a manner that responds to multiple intelligences and multiple ways of learning” (2005, p. 5). There is a major benefit to educators when they can develop and maintain connections between the academic environment and real-world practice. Technological advancements and industry trends can be experienced, applied, and reflected through service-learning activities.

“Faculty who use service-learning discover that it brings new life to the classroom, enhances performance on traditional measures of learning, increases student interest in the subject, teaches new problem solving skills, and makes teaching more enjoyable (Bringle & Hatcher, 1996). Educators’ justification for utilizing service-learning will vary greatly between individuals and between disciplines. Some disciplines may be able to easily link practices to theory. For example, a technical writing course will educate a student in the preparation of writing technical reports or manuals for an organization. In this example, the theory can be easily linked to practice by having a

student or group of students prepare an actual training manual for a not-for-profit organization. The connection of theory and practice was supported in a faculty survey conducted by Johnson County Community College. Over half of the faculty members surveyed indicated service-learning “allows for practical application of theory/course content” (Weglarz & Seybert, 2004).

Although there are many educator benefits for utilizing service-learning activities, colleges and universities must carefully consider the support, encouragement, and resources available to implement the program successfully. Zlotkowski (1996) reported a significant factor which will impact the success of service-learning is the faculty involvement; therefore, the existence of support on campus “may help reduce faculty reluctance to integrating service learning into their course” (Astin et al., 2000, p. 2). Administration must exhibit support and encourage involvement by rewarding faculty efforts and by providing financial support.

The Benefits of Service-Learning for Community Partners

The partnership between the college/student and the community must be a win-win relationship for both sides (Bailey, Carpenter, & Harrington, 2002). Establishing and nurturing the partnerships is a key responsibility of the college, and connecting the right student to the right community partner is very important. Community partner’s benefits have been identified by Watkins and Braun (2005):

giving them regular technical assistance to provide a needed service to the community; allowing them to feel valued and appreciated for their community-based expertise and knowledge; increase their awareness about their biases, prejudices, and stereotypes about students and teachers; creating a network with

local schools, colleges, and universities to seek out additional resources and assistance. (p. 5)

Essentially, the community benefits because the human resources provided by service-learning participants meets educational, human, safety, and environmental needs. The students have the talent, energy and enthusiasm to meet these ever-increasing needs. After a service-learning experience, many students will commit to a lifetime of service to the community thereby creating a spirit of civic responsibility.

An underlying benefit for community partners is the opportunity to educate faculty and students about the agency's mission, philosophy, structure, staffing target populations, resources, services offered and particular needs (Gugerty & Swezey, 1996). Community partners become the educators and role models to the students, make an important contribution to the student's learning, and expand the student's understanding about the needs of the community in which the student lives.

Current Issues in Higher Education Service-Learning

According to Jacoby (1996), the future of service-learning within higher education is dependent upon addressing five issues: "renew higher education's commitment to service, support changes in higher education, demonstrate service-learning effectiveness, strengthen the relationship of elementary and secondary education with higher education, and institutionalize service-learning" (p. 317).

First, higher education was founded in the commitment of service to its community. Higher education is a natural fit to increase student's awareness and commitment to serving the community. For service-learning to survive, administrators

and educators must continuously consider the roots of higher education and the community needs.

Second, everyone is aware the world changes constantly and higher education is very similar. Jacoby indicated the traditional college student is declining as more students are attending college on a part-time basis. Along with the change in the student demographics, the learning styles and environment is changing too. Students are finding alternative learning options to gain the education to make career advancements. Service-learning can provide support to these changes occurring in higher education by allowing the classroom learning to be moved into the electronic age of online learning and into the workplace.

Third, Astin et al. (2000) found participants in service-learning activities achieved a positive effect on writing skills, critical thinking skills, and college GPA. The positive effects are a significant indication of the effectiveness of the service-learning pedagogy.

Fourth, Students are influenced to participate in service-learning activities based on prior volunteering experiences in high school (Astin et al., 2000). Jacoby (1996) indicated another issue for service-learning is the need to strengthen the relationship of elementary and secondary education with higher education. The concepts in service-learning learned in elementary and secondary can provide a positive educational experience which will assist into the post-secondary experience.

Fifth, institutionalizing service-learning involves many sources including organizations such as private, corporate, not-for-profit, and higher education. As mentioned by Jacoby (1996), not-for-profit and higher education are limited by funding restrictions thus making it imperative to consult with private and corporate organizations

for financial assistance. Additionally, the involvement of the faculty is very essential and must be supported by the administrators in the higher education organizations. Whether the faculty support is in the way of resources or recognition, the support and encouragement is critical to institutionalizing service-learning.

Current issues in higher education service-learning will be a challenge to overcome, but as Jacoby (1996) stated “service-learning will survive and thrive because the powerful combination of service and learning will always inspire educators, students, community members and advocates, and public and corporate leaders to come together in the spirit of collaboration and concern for the common good” (333).

Summary

In summary, this chapter reviewed literature regarding service-learning activities with a focus on the history of service-learning, an explanation of what service-learning is, and the benefits of service-learning for students, community partners, and educational institutions. Finally, a literature review of current issues in higher education service-learning was presented.

Chapter III: Methodology

Introduction

The methods and procedures used to analyze the service-learning needs of the not-for-profit organizations in the La Crosse area are explained in this chapter. This chapter will include information regarding the description of the research method, selection of subjects, instrumentation, and data collection and recording procedures. In addition, this chapter will present the data processing and analysis and limitations of the methodology used for this study.

Description of Research Method

The quantitative methodology used to gather data about the service-learning needs of the not-for-profit organizations in the La Crosse area as related to the Administrative Assistant program at Western Technical College was a survey. Quantitative data collection is a common method used for performing a task analysis and identifying the actual needs of potential employers. In addition, quantitative data gathering is one useful strategy used to measure a person's opinions, attitudes or beliefs. For the purpose of this study, the researcher developed a survey to gather input on service-learning needs for the not-for-profit organizations and level of understand about the components of service-learning. Additionally, the survey will identify the service-learning opportunities as identified by not-for-profit organizations.

Selection of Subjects

The population selection of subjects for this study was from the 2005-2006 Community Agency Guide obtained through the University of Wisconsin-La Crosse's Involvement Center. The alphabetical agency guide contained the organization's contact

information, a description of the organization's purpose, a list of special events or training events offered by the organization, and a list positions available at the organization.

The guide included a list of 77 not-for-profit organizations within the La Crosse area and a complete list of the organizations is included as Appendix A. The not-for-profit organizations consisted of public services, special interest, social services, healthcare, and other various community service agencies.

Using the entire guide as the population, the population was then subdivided by applying a cluster sample selection of the organizations. The survey sample was selected based on the known criteria, which originated from the organization's profile information listed in the guide, of seeking clerical or related assistance as referenced in the Community Agency Guide; thus compiling a list of 27 organizations indicating a need for assistance with clerical or related tasks.

Instrumentation

A survey was used as a method to gathering data and constructed based on the research objectives outlined in Table 1.

Table 1

Research Objectives Addressed in Survey

Research Objective	Survey Item
1. Determine whether the La Crosse area has appropriate service-learning opportunities available for consideration of implementation within Western's administrative assistant program.	Items 1, 12 - 15
2. Determine whether the not-for-profit organizations have an understanding of the components involved in service-learning activities.	Items 3-9
3. Identify the service-learning components identified by not-for-profit organizations.	Items 7-10
4. Determine if there is a difference in service-learning opportunities and components identified by organizations.	Items 3-10

The survey was designed to be confidential to solicit honest, authentic responses from the participants and completed on a voluntary basis. Because the study involved individuals working at not-for-profit organizations in La Crosse, the survey included an implied consent statement on the top of the first page of the survey to the participants. The one-page survey was reproduced in color on white paper, double-sided on an 8 ½ by 11 inch sheet of paper and folded booklet style (see Appendix B). A cover letter accompanied the

survey that stated a request for help, described the relevance and usefulness of the study, explained the confidentiality, described the method for returning completed survey, indicated the due date, and included a personal thank you from the investigator (see Appendix C). The cover letter was printed on Western Technical College letterhead and signed personally by the investigator in blue ink.

The 15 survey questions consisted of simple yes/no, closed-ended questions with ordered answer choices, a five-option Likert item scale, and opened-ended questions. The Likert item scale asked the respondent to read a survey question and determine the level of importance for their organization. The Likert scale used the following rating scale “Very Important”, “Important”, “Moderately Important”, “Slightly Important”, and “Not Important”. The survey instrument was designed to be completed within a short period of time such as five to 10 minutes.

Survey items 1 through 5 were designed to gather some information about the primary business of the organization, the position held by the survey respondent, and the organization prior experience with a service-learning activity. In particular, item 3 asked whether the organization had been involved with service-learning in the past. If the response was yes, then the respondent moved to item 4 which asked the organization to indicate the educational institution that the organization had previously worked with and item 5 asked them to explain the activity. If the response to item 3 was no, the survey respondent was asked to move to item 6.

Survey items 6 through 11 were designed to determine whether the organization had an understanding about the components of service-learning. The data collected from these questions could be used to determine whether a difference existed between the

actual service-learning components and the organizations perceptions. If a difference was found, an opportunity to further educate the organization may be necessary to build future partnerships.

Finally, items 12 through 15 asked the respondents to project their organization's needs of service-learning in the future. Item 12 asked the respondent to indicate the ways the organization may benefit from clerical services based on a predefined list of tasks or stating their own specialized job functions or tasks. Item 13 asked for the number of hours the organization would need from the service-learning activity and item 14 inquired to the number of students the organization would be able to accommodate. The final question solicited general comments about the organizations projected service-learning needs for the future.

Because the survey instrument was developed by the researcher for this study, no measures of validity or reliability have been conducted or established. The survey was reviewed by Christine Ness, the Research and Statistical Consultant, for face validity and to make certain the data collection would be a more pleasant experience. Additionally, a draft of the survey was sent to the investigation advisor and several changes were suggested by both reviewer. A Liker rating scale was added to the items in questions 7, 8, 9, 10, and 12 to provide more usable survey results. Also, the survey items were reorganized to a single item per line rather than in multiple items per line to assist the respondents in answering the survey items with ease.

The instrument was reviewed by the Service-Learning Coordinator and two Americorps VISTA volunteers for clarity and obvious errors. A good suggestion was

made to add a definition of service-learning to the cover letter to clarify and assist the respondents in understanding the intent of the study.

Additionally the instrument was submitted and approved by the University of Wisconsin-Stout's Human Subject Institutional Review Board (IRB) after adding an implied consent statement and contact information to the survey. Subject matter experts reviewed the instrument for content validity. A copy of survey instrument can be found in Appendix B.

Data Collection and Recording Procedures

The survey was administered to 27 not-for-profit organizations in the La Crosse area. The survey was mailed to the organizations with a cover letter explaining the reason for the survey and personally signed by the researcher. In the letter, the researcher explained the survey was sent to the organization based on their indicated need for clerical services within UW-La Crosse's Community Agency Guide. A copy of the community partner survey letter can be found in Appendix C. A self-addressed, stamped envelope with return service requested was provided with the survey and letter to make the process as easy as possible for the survey respondents. The surveys were mailed on November 8, 2006 and respondents were asked to complete and return the survey within 10 days, thus the deadline for returning the survey was November 22, 2006. A reminder telephone call was made to all participating community partners five days after the mailing to verify receipt of survey, to encourage them to return the completed survey, and to personally thank them for their involvement to the study. During the reminder calls, three organizations indicated not receiving the mailing, thus the researcher was asked to send via facsimile to the organization.

Data Processing and Analysis

After tallying the returned surveys in a Microsoft Office Excel 2003 spreadsheet, data analysis was conducted through the utilization of the Statistical Package for Social Sciences (SPSS) version 11 software program by the researcher. Data was nominal and ordinal in nature, therefore all appropriate descriptive statistics and the frequency distribution were conducted on the data gathered from the survey instrument. Responses to survey questions were analyzed in the following ways:

1. Frequency of responses and percentages were tabulated for those questions where it was appropriate.
2. Comments were read and analyzed by identifying themes and major issues or concerns.
3. Summary lists of data relating to each research objective were compiled for reporting purposes.

Limitations of the Methodology

The limitations of the methodology for this study were:

1. The not-for-profit organizations surveyed were located in the La Crosse area. This targeted demographical population did not provide information on the not-for-profit organization outside the La Crosse area.
2. The list of not-for-profit organizations was provided by University of Wisconsin-La Crosse's Involvement Center within the 2005-2006 Community Agency Guide. There may be other organizations not on the list that should have been included in the survey.

3. The research utilized a survey developed by the researcher. The instrument may contain errors, misinterpretations, misstatements, or omissions not intended by the researcher. Every effort was made to develop a reliable and valid instrument, though no test for reliability or validity was conducted on this instrument.
4. The survey results were limited to the opinions and answers revealed by the respondents. Opinions and answers of respondents may be influenced by factors independent of this research and not disclosed to the researcher as part of this study. The survey results also represent the current needs of the community partners, which may indeed change by the time the study is concluded.

Summary

In conclusion, this chapter included information regarding the description of the research method and selection of subjects, instrumentation, and data collection and recording procedures. To finish, this chapter presented the data processing and analysis and limitation of the methodology used for this study.

Chapter IV: Results

Introduction

The purpose of this study was to identify and analyze the service-learning needs of the not-for-profit organizations in the La Crosse area. The study intended to determine the breadth and depth of understanding about service-learning within these organizations and possible application within the administrative assistant program. The findings of this study will be communicated with the service-learning coordinator, administrative assistant program faculty, and Business Education administrators at Western Technical College to evaluate the viability of implementing a service-learning activity.

In order to analyze the service-learning needs of the not-for-profit organizations in the La Crosse area, a survey was conducted. Twenty-seven not-for-profit organizations were identified to participate in the study based on the organization's profile outlined in the 2005-2006 Community Agency Guide obtained through the University of Wisconsin-La Crosse's Involvement Center. A mailed survey was used to gather feedback from this population. The survey consisted of three sections with a total of 15 questions. The sections were labeled as: 1) Organization Information; 2) Organization's Perception of Service-Learning Activities; and 3) Organization's Projection of Service-Learning Activities. The surveys were mailed on November 8, 2006 and recipients were asked to respond by November 22, 2006. Data collection was completed by November 27, 2006. Descriptive statistics were used for data analysis using SPSS software. Frequencies of responses and percentages were calculated, written comments were read and analyzed for

themes, and summary lists of data relating to each research objective were compiled for reporting purposes.

This chapter will describe and summarize the results of the survey. The demographic information was derived based on the response from the first section of the survey “Organization Information”. The item analysis will report responses from the second and third sections of the survey, “Organization’s Perception of Service-Learning Activity” and “Organization’s Projection for Service-Learning Activities”, respectively. A summary of the findings will conclude this chapter.

Demographic Information

Of the 27 surveys mailed to the not-for-profit organizations, 14 organizations completed the survey for a response rate of 51.9%. No surveys were returned undeliverable indicating that the addresses were correct, but 48.1% of the respondents failed to respond.

The first survey question addressed the primary business of the respondents. Table 2 shows the primary business of the organizations participating in the study and the percentage. Two responses each were from education and health categories and one response indicated public service. Nine respondents or 64.3% indicated the organization’s primary business was best described by the “other” category. If the respondent indicated their business was best described by the “other” category, the respondent was asked to specify their primary business. One respondent who indicated the primary business as “other” did not specifically identify their business; however eight organizations were specified and Table 3 shows the written responses from the respondents on other primary business.

Table 2

Primary Business of the Organization

	Responses	Percent
Other	9	64.3
Education	2	14.3
Health	2	14.3
Public Services	1	7.1
Total	14	100

Table 3

Other Specified Primary Business

Other Primary Business Responses
Domestic Violence
Youth Development
Non-Profit Agency
Support Disabled Population
Social Service Initiatives—Housing, Child Advocacy, and Youth Empowerment
Social Services/Faith Based Non-Profit
Battered Women Organization with Sexual Assault Services, Abused Children and Homeless Families
Fitness and Community Services

Even though the respondents were asked to specify their primary business, the public service category seems to be a logical response based on the type of business listed in Table 3.

The second survey question asked respondents to indicate the title that described their current position with the not-for-profit organization. Respondents were provided a list of four choices including Coordinator, Support Staff, Director, or Other. Director was selected by six respondents or 42.9%, three or 21.4% selected Coordinator, and five or

35.7% selected “other”. Titles specified by those indicating the “other” category were: 1) Office Manager; 2) Staff Trainer/Volunteer Coordinator; 3) Assistant Director, 4) Memberships and Programs, and 5) Human Resources Specialist. Table 4 displays a summary of all the responses and percentages of respondent’s current position.

Table 4

Current Position of Respondent

	Responses	Percent
Director	6	42.9
Other	5	35.7
Coordinator	3	21.4
Total	14	100

The surveys were intended to be completed by a person in a leadership or decision-making role for the organization and based on the positions listed in Table 4 the appropriate person completed the survey.

Survey question three asked whether respondents had previous experience working with a service-learning activity. Over 70% of the respondents indicated having previously worked with a service-learning activity and nearly 30% had no prior experience with service-learning. Table 5 shows a summary of the actual responses and percentages of the respondent’s previous experience with a service-learning activity.

Table 5

Previous Experience with a Service-Learning Activity

	Responses	Percent
Yes	10	71.4
No	7	28.6
Total	14	100.0

Survey question four was only addressed if question #3, “Has your organization worked with Service-Learning activities in the past?” response was yes. This question asked the organization to specify the educational institution with which they had previously experienced a service-learning activity. As shown in Table 5, 10 organizations had indicated prior experience with service-learning.

Table 6 displays the responses and percentages of the educational institutions that have worked with not-for-profit organizations in the La Crosse area. Eight or 57.1% of the respondents reported having experienced service-learning with Western Technical College, followed by seven or 50% who reported having experienced service-learning with UW-La Crosse. Additionally, six or 42.9% reported having experiences with Viterbo. The one respondent selecting the “other” response specified having previously experienced service-learning with Winona State University. Respondents were able to select more than one response; therefore the total percent exceeds 100.

Table 6

Educational Institution Previously Experienced

	Responses	Percent
Western Technical College	8	57.1
University of Wisconsin-La Crosse	7	50
Viterbo University	6	42.9
Other	1	7.1

With many respondents having previously experienced service-learning with one of the three educational institutions in La Crosse, this may allow the respondents to relate their knowledge and experiences appropriately for this study.

Survey question five asked the respondents to explain the prior service-learning activity. This question had only two responses. The responses were “Someone filled in for me while on maternity leave” and “Intern, practicum, and work study opportunities”. The lack of responses to this item may be due to the respondents misinterpreting the question or simply an oversight by the respondents because of insufficient space for the respondents to complete this survey item.

Item Analysis

The remaining two sections were designed to gather feedback on the organization’s perception of service-learning activities and the organization’s projected need for a service-learning activity. The first item in this section was survey question six that asked if the respondents believe there was a difference between the following

activities: Internship, Community Service, Volunteerism and Service-Learning. All 14 or 100% of the respondents believe there was a difference among these activities. Table 7 shows the responses and percentages of the respondents who believe there is a difference between the activities listed above.

Table 7

Difference in Various Activities (Internship, Community Service, Volunteerism and Service-Learning)

	Responses	Percent
Yes	14	100
No	0	0

Generally, because the respondents unanimously agree there is a difference among the activities, there is a good probability that the not-for-profit organizations have a good understanding about the different types of exponential learning methods used in education today and the possible impact on their organizations. This was an excellent, relevant finding in support of this study as it relates to the respondent's understanding of various types of pedagogy applied in education today.

Survey question seven asked the respondents to indicate how important a list of service-learning components were; survey question eight asked the respondents to indicate the importance of their involvement with the same list of components. The rating scale of importance was used as follows: 0 = Not Important, 1 = Slightly Important, 2 = Moderately Important, 3 = Important, and 4 = Very Important. The calculation of mean is the average of the responses in the five importance frequency categories for the

individual survey items. The calculation of standard deviation describes the distance away from the mean, thus a smaller number is more desirable as a sign of validity. The mean and standard deviation were used to analyze the data from all Liker survey items.

Table 8 compares the organization's belief of the service-learning components against the organization's involvement perception using the mean and standard deviation.

Table 8

Organization's Perception of Service-Learning Components

Components	Belief		Involvement	
	Mean	Standard Deviation	Mean	Standard Deviation
Providing evaluation of activity	3.43	.65	3.50	.65
Connection to curriculum	3.21	.58	3.00	.96
Monetary reward to the student	1.57	1.34	.79	1.3
Reflection by the students	3.21	.80	3.07	.83
Meeting community needs	3.36	.75	3.43	.65
Teaching civic responsibility	3.29	.83	3.43	.76

The results of the organization's belief of the service-learning components are consistently high with the highest mean ratings for "providing evaluation of activity" (3.43), "meeting community needs" (3.36), and "teaching civic responsibility" (3.29), and

the responses were tightly clustered around the means with standard deviations of .65, .75, and .83, respectively. Conversely, the results of the organization's involvement level are also consistently high. The same components as in the organization's belief received high ratings for "providing evaluation of activity" with a rating of 3.50, "meeting community needs" with a rating of 3.43, and "teaching civic responsibility" with a rating of 3.43, respectively, and the same tight clustering resulted around the means with standard deviation of .65, .65, and .76. Pertaining to the organization's belief, there was an irregularity with one of the components listed for "monetary reward to the student" with a mean of 1.57 and the standard deviation of 1.34, but these results were not surprising. The respondents believe this component has relatively low importance and perceive their involvement has low importance as well, with a mean of .79 and standard deviation of 1.31. This particular component is nonessential to a service-learning activity which matches the not-for-profit organizations' perceptions about this component; therefore, this analysis indicates that overall there is a level of understanding of the component involved with a service-learning activity by the not-for-profit organizations. Survey questions six through eight were designed to verify whether the respondents could correctly identify the appropriate component involved in a service-learning activity.

Survey question nine asked the respondents how important a list of items would be to influencing the achievement of the organization's mission. The results of the respondent's importance rating based on these influences to their organization's mission are summarized in Table 9.

Table 9

Factors Influencing Achievement of Organization's Mission

Factors	Mean	Standard Deviation
Provide new insights about organization	2.85	.80
Increase the number of clients served	2.62	1.12
Enhance service offerings	3.15	1.28
Increase the number of services offered	2.31	1.18

The organization responded that the most significant factor in influencing the achievement of their mission was “enhancing service offerings” with mean of 3.15; however the factors for this item overall have a standard deviation ranging from .80 to 1.28, which means there were sizeable discrepancies in the response frequencies. Essentially, the results indicate the respondents may not observe a direct benefit to participating in a service-learning activity as it relates to the achievement of the organizational mission.

Tables 10 through 13 display the results of each question item separately. One respondent did not respond to this question at all and indicated not understanding the question. In Table 10, 71.4% or 10 of the respondents felt that a service-learning activity would “provide new insights about their operation” by responding either important (35.7%) or moderately important (35.7%).

Table 10

Providing New Insights about Operation

	Responses	Percent
Very Important	3	21.4
Important	5	35.7
Moderately Important	5	35.7
No Response	1	7.1
Total	14	100

Fifty percent of the organizations felt involvement in a service-learning activity would help increase the number of clients served was very important or important. Table 11 shows all the responses and percentages regarding this item.

Table 11

Increasing Number of Clients Served

	Responses	Percent
Very Important	3	21.4
Important	4	28.6
Moderately Important	5	35.7
Not Important	1	7.1
No Response	1	7.1
Total	14	100

By responding either very important or important, over 75% of the respondents indicated that participation in a service-learning activity would enhance the services offered by the organization. All the responses and percentages regarding this item are shown in Table 12.

Table 12

Enhancing Services Offered

	Responses	Percent
Very Important	7	50.0
Important	4	28.6
Slightly Important	1	7.1
Not Important	1	7.1
No Response	1	7.1
Total	14	100

Table 13 illustrates 10 or 71.5% of the respondents felt that a service-learning activity would increase the number of services offered by answering either important or moderately important. Additionally, one respondent commented that the service-learning activity would not directly influence services but instead would influence fundraising or marketing for the not-for-profit organization.

Table 13

Increasing the Number of Services Offered

	Responses	Percent
Very Important	1	7.1
Important	6	42.9
Moderately Important	4	28.6
Not Important	2	14.3
No Response	1	7.1
Total	14	100

A majority of the respondents (71.4%) did not respond to whether the service-learning activity would have no influence on the organization and the remaining four respondents answered either very important or not important. With such inconsistency in responses, it may be deduced that this item was ambiguously written and confused the survey participants. Two respondents did, however, add written comments to this item when asked to specify any other influences perceived by the organization. The comments were “Creating interest in the battered women, sexual assault, abused children and homeless prevention movements.” and “Helping a terribly understaffed non-profit organization.” Table 14 shows all the responses and percentages to whether the organization felt the service-learning activity would have no influence on achieving the organization’s mission.

Table 14

No Influence on the Organization

	Responses	Percent
Very Important	2	14.3
Not Important	2	14.3
No Response	10	71.4
Total	14	100

Survey question 10 asked the respondents whether the organization felt a list of possible challenges would be foreseen if a service-learning activity were implemented. Table 15 shows the mean and standard deviations scores based on the perception of the challenges to the organization if service-learning were implemented based on a list of items.

Table 15

Perception of the Challenges to Implementing a Service-Learning Activity

Possible Challenges	Mean	Standard Deviation
Demand on staff time	3.14	1.17
Project time period insufficient	3.00	.78
Student not prepared	3.43	.76
Number of students inappropriate	3.14	.77
Mismatch between program and organization goals	3.5	.52
Little contact or interaction with faculty	2.71	.91
Student will not perform as expected	3.43	.76

The three major challenges perceived by the respondents were “mismatch between program and organization goal”, “student not prepared”, and “student will not perform as expected” with means of 3.5, 3.43, and 3.43, respectively and with standard deviations of .52, .76, and .76, respectively. The high mean and low standard deviation for these challenges imply consistency that the respondent’s anticipate facing some challenges if a service-learning activity were implemented.

Survey question 11 asked respondents if there were any other concerns about participating in a service-learning activity. Over 75% of the respondents did not have any further concerns about implementing service-learning with one response (7.1%) as “don’t know” and two respondents (14.3%) did not address this item. Table 16 shows the

responses and percentages for any other concerns indicated by the respondents for participating in a service-learning activity.

Table 16

Other Concerns about Participating in Service-Learning Activity

	Response	Percent
Yes	0	0
No	11	78.6
Don't Know	1	7.1
No Responses	2	14.3
Total	14	100

It is apparent that the respondents do not anticipate any particular concern when participating in a service-learning activity. This could mean the respondents have only experienced positive activities in the past or the concerns were covered with the previous question. Additionally, the survey question asked the respondents to explain the concern and one response was recorded as "I'd like to see a repeat of the service-learning activity or project each semester, if possible."

The last section on the survey examined the organization's projected needs for service-learning activities. Survey question 12 asked respondents to examine a list of job functions connected specifically with the administrative assistant program and determine the level of importance for the organization's need. The job functions with a mean of 3.0

or higher would include the following items: ‘research information’ (3.0), “develop and create organization documents” (3.29), and “function as a team member” (3.64) and standard deviations of .68, .73, and .50, respectively. Overall, all the job functions are projected as needed by the not-for-profit organizations. Table 17 shows all the results of the projected needs of administrative assistant job functions by displaying the mean and standard deviation for each job function.

Table 17

The Organization’s Projected Need of Administrative Assistant Functions

Job Functions	Mean	Standard Deviation
Develop and create documents	3.29	.73
Research information	3.00	.68
Coordinate meetings	2.07	1.39
Process traditional and electronic mail	2.21	1.37
Assist with financial tasks	1.93	1.64
Function as a team member	3.64	.50
Order and maintain supplies	1.79	1.31
Records management	2.93	1.07
Handle phone communication	2.93	1.14

The respondents were asked to specify any other job functions that were necessary and there were two written comments, “ability to follow instructions/make

deadlines” and “it would depend on their area of interest”. Additionally, the survey questions asked the respondents to indicate the importance of level of no benefit to participation in a service-learning activity involving administrative assistant job function. The 78.6% did not respond to this question as the wording may have been perceived unclear and confusing. The “other” responses to this item included not important (14.3%) and important (7.1%). Survey question 13 asked the respondents to project the weekly amount of time the organization would require for a service-learning activity. Combining the 1 to 5 hours and 6 to 10 hours responses, 50% of the respondents would require the students for a minimum of ten hours per week. One respondent, who did not respond to this item, added a written comment as “Any”. Three “other” written comments were as follows: 1) “Depending on what it was” 2) “Depends on project, program and participant” and 3) “Depends on what, who is available”. Table 18 shows the complete responses and percentages to the number of hours per week the respondents would require for a service-learning activity.

Table 18

Weekly Amount of Time for a Service-Learning Activity

Time	Responses	Percent
1-5 Hours	1	7.1
6-10 Hours	6	42.9
16-20 Hours	2	14.3
21-25 Hours	1	7.1
26 Hours or More	1	7.1
No Response	3	21.4
Total	14	100

Survey question 14 asked the respondent to assume each student worked the total number of hours listed in survey question 13 and indicate the number of students the organization would be able to accommodate. Ten respondents or 71.5% would be able to accommodate one or two students. Table 19 displays a summary of all the responses and percentages regarding the number of students the organizations would accommodate for a service-learning activity.

Table 19

Number of Studets the Organization Would Accommodate

Students	Responses	Percent
1	4	28.6
2	6	42.9
3	1	7.1
No Response	3	21.4
Total	14	100

Survey question 15 asked the respondents to share any other comments about service-learning. Table 20 shows the three written comments.

Table 20

Other Comments about Service-Learning

Responses
It sounds like a great program but we probably wouldn't use the services right now, possible for "projects" we do, but not daily job duties.
If there is an obvious benefit and positive outcome possibly more students needed.
Not sure but we have several different departments so it would depend on the area of interest.

Based on the three responses or 21%, a service-learning activity would be favorably supported by the not-for-profit organization with no concerns or challenges expressed by the respondents.

Summary of Findings

The purpose of the study data was to identify and analyze the service-learning needs of the not-for-profit organizations in the La Crosse area. In this study, data was collected from 14 not-for-profit organizations, with 71.4% of the respondents reporting having experienced service-learning activity previously.

The study sought to determine whether the not-for-profit organizations had an understanding of the components involved with a service-learning activity. An average of 85.7% of the respondents rated the service-learning components appropriately by responding either very important or important; an average of 82.8% of the respondents rated their involvement in a service-learning activity as very important or important.

A total of 78.6% of the respondents would be interested in a service-learning activity involving the administrative assistant program at Western. The results indicate that 71.5% of the respondents would be able to accommodate one or two students per week up to 25 hours per week.

Chapter V: Summary Conclusions, and Recommendations

Introduction

This chapter will include three distinct sections: 1) a summary of the study; 2) conclusions based upon the results of the study; and 3) recommendations related to the study.

Summary

This section will provide a brief restatement of the problem under investigation, discuss the methods and procedures use in the study, and present an overview of the major findings of the study.

Restatement of the Problem

Due to the increased interest and implementation of service-learning at Western Technical College since 2003, the researcher, Business Education administrators, and service-learning personnel wanted to determine the needs of not-for-profit organizations within the La Crosse area and the possibility of utilizing service-learning opportunities within the administrative assistant program at Western. Resembling other two-year learning institutions, Western is focused on excellence in learning, employer satisfaction, and community partnerships. All these considerations are a natural fit for the service-learning methodology and a primary reason for the investigation of the requirements of the partners who would be beneficiaries of this endeavor.

Methods and Procedures

This study was designed was to identify and analyze the service-learning needs of the not-for-profit organizations in the La Crosse area. In the fall of 2006, a survey assessment was used to determine whether a need exists for developing service-learning

partnerships between the community partners and the administrative assistant program at Western. The survey population included not-for-profit organizations listed in the 2005-2006 Community Agency Guide obtained from the University of Wisconsin-La Crosse's Involvement Center. The survey sample was selected by using only the not-for-profit organizations that indicated a need for secretarial job functions in the Agency Guide. This resulted in a total sample size of 27.

The survey instrument consisted of a one-page, double-sided 8 ½ by 11 inch sheet of paper. On the top of the survey, an implied consent statement indicating that by completing the survey the respondent was agreeing to participate in the study. A cover letter, the survey and a return postage paid envelope were sent to survey participants via the US Postal Service with return service requested. Surveys were mailed on November 8, 2006 and participants were asked to respond by November 22, 2006. After seven days, reminder telephone calls were made to survey recipients.

Of the 27 surveys mailed, no surveys were undeliverable; there were 14 surveys returned by November 27, 2006 for response rate of 51%. Survey data was coded and entered into spreadsheets and analyzed using Statistical Package for the Social Sciences (SPSS) version 11 computerized statistics software. Frequency of responses and percentages were used to analyze the survey data; written comments were read and analyzed to identify themes; and summary list of data relating to each research objective were compiled for reporting purposes.

Major Findings

The survey respondents represented not-for-profit organizations located in the La Crosse area whose primary business was identified as Education (14.3%), Health

(14.3%), Public Service (7.1%), and Other (64.3%). The respondents who indicated other for their primary business individually specified their business to be Domestic Violence, Youth Development, Non-Profit Agency, Support Disabled Population, Social Service Initiatives, Social Services/Faith Based Non-Profit, Batter Women Organization, and Fitness and Community Service.

Ten of the 14 respondents reported that they previously experienced a service-learning activity with one of the educational institutions in La Crosse. Of the not-for-profit organizations having prior experience with a service-learning activity, 57.1% had worked with Western Technical College, 50% with University of Wisconsin-La Crosse, 42.9% with Viterbo University, and 7.1% with Winona State University. Because respondents were able to select more than one response, the total percent exceeded 100%. When survey respondents were asked whether a difference existed among Internships, Community Service, Volunteerism, and Service-Learning, 100% of the respondent stated the activities were different.

A five-option Liker item scale of importance was used in several survey questions. The rating scale included the following items: very important, important, moderately important, slightly important, and not important. An average of 85.7% of the respondents rated service-learning components appropriately as very important or important; an average of 82.8% of the respondents rated their involvement in a service-learning activity as very important or important.

Using the same Liker rating scale, the respondents were asked to indicate the importance a list of items would be to achieving the organization's mission. The most frequent responses/rating and the list of influences to the organization's mission included:

1) Providing new insights about your organization (five responses for both important and moderately important); 2) Increasing the number of clients served (five responses for moderately important); 3) Enhancing service offerings (seven responses for very important); and 4) Increasing the number of services offered (six responses for important).

An average of 11 respondents or 78.5% responded either very important or important to the possible challenges the organization may encounter if a service-learning activity were implemented. In particular, 100% of organizations were concerned that there would be a mismatch between the program and the organization's goals. "Student not prepared" and "student will not perform as expected" were also rated as very important or important by 85.7% of the respondents.

The major job functions respondents felt to be either very important or important are as follows with the number of responses: 14 responses or 100% for functioning as a team member; 12 responses or 85.7% developing and creating organization documents; 11 responses or 78.5% for researching information for projects; and 11 responses or 78.5% for assisting with records management.

A critical factor necessary to determine whether service-learning could be implemented within Western's administrative assistant program in the La Crosse area would be whether there is support from the not-for-profit organizations. Accordingly, the respondents were asked to indicate the number of hours per week that would be necessary to accommodate a service-learning activity and the number of students the organization could accommodate. A total of 78.6% of the respondents would be interested in

implementing service-learning with the administrative assistant program at Western. Ten respondents or 71.4% would be able to accommodate one or two students per week.

Conclusions

There were four research objectives addressed by this study. Each objective will be restated and conclusions made for each.

Research Objective #1. Determine whether the La Crosse area has appropriate service-learning opportunities available for consideration of implementation within Western's administrative assistant program. Survey questions one and 12 through 15 addressed this objective. Based on the results, 11 not-for-profit organizations would be interested in a service-learning activity involving the administrative assistant program and the job functions performed by these students. The organizations could accommodate as many as 19 students for about ten hours per student/week. Based on the number of administrative assistant graduates in 2005, a total of 15 not-for-profit organization placements would be necessary.

Research Objective #2. Determine whether the not-for-profit organizations have an understanding of the components involved in service-learning activities. Survey questions three through nine addressed this objective. Ten or 70% of the 14 organization had previous experience working with a service-learning activity through a postsecondary institution in the La Crosse area. The organizations had a good understanding of the components of service-learning, as the level of importance ranged from very important to important on the need for "Providing evaluation of the activity", "Connecting to the curriculum", "Reflecting by the students", "Meeting a community needs", and "Teaching civic responsibility".

Research Objective #3. Identify the service-learning opportunities identified by not-for-profit organizations. Survey questions seven through ten addressed this objective. Based on the organization's ranking of the job function for administrative assistant needs, six of the nine tasks were ranked as very important or important. Additionally, the respondents were asked to identify additional job functions that would be necessary for the participants to perform, but no specific job functions were identified.

Research Objective #4. Determine if there is a difference in service-learning opportunities and components identified by organizations. Survey questions three through ten addressed this objective. There appears to be no difference in the service-learning opportunities and the components identified by the organization. The not-for-profit organizations would support the job functions connected with the administrative assistant program and provide an adequate number of placement sites for a service-learning activity. Additionally, the organizations perceive their involvement in a service-learning activity to match the intent of an appropriate service-learning experience.

As the review of literature discussed, service-learning is a teaching method linking classroom learning and applied learning for our student and our community. Service-learning differs from other exponential learning methods as it is directly linked to the curriculum and includes reflection to reinforce the connection between theory, practice and the importance of involvement in the community. Western Technical College has a strong focus on excellence in learning, employer satisfaction, and community partnerships. Service-learning teaching methods are a natural fit for Western and the needs of the not-for-profit organizations in the La Crosse area.

Recommendations

This section will discuss recommendations related to the study and further research based on the findings of the study and review of literature.

Recommendations Related to This Study

1. As the research indicates most service-learning opportunities are located in not-for-profit organizations because the participants (both faculty and students) provide important services to the organizations. The findings of this study indicate that there is a need for administrative assistant services within the not-for-profit organizations in the La Crosse area; therefore, Western faculty members, service-learning coordinators, and administrators should review the results of this study to determine the feasibility of implementing service-learning program. Respondents in this study reiterated the need for assistance by stating “Helping a terribly understaffed non-profit organization.” Subsequently, the results of this study should be disseminated to help raise awareness of the community need and a possible solution with the implementation.
2. The study could be replicated for any of the administrative assistant degree programs within Wisconsin. The not-for-profit needs may vary based on the location within the state of Wisconsin. Replicating this study statewide will help other colleges determine the needs within the regional areas throughout the state.
3. If the study were replicated again, survey question one should be examined to determine the appropriate types of primary businesses to list for the

respondents. Survey question two could be rewritten to include the proper titles in use by survey participants.

4. The survey used for this study should have omitted items 9E and 12J because these items were ambiguously written and caused some confusion among the respondents. For these questions, a simple yes or no question could have been developed asking the respondents 1) if involvement in a service-learning activity would influence the achievement of the organization mission; and 2) if involvement in a service-learning activity would provide any benefit to participating.
5. Survey question 10 may be more effectively written asking a yes or no question if the organization anticipated any challenges to participating in a service-learning activity and then allowing the respondents to individually specify the concerns of the organization.

Recommendations for Further Study

This study should be repeated to continually understand if the respondents needs have changed, the study results are consistent, and if it can be improved upon.

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Appendix A: Community Agency Guide (List of Organizations)

AIDS Resource Center	Houston County Women's Resources
Alterra - Clare Bridge Cottage	Hunger Task Force of LaCrosse
Alterra Sterling House	La Crescent - Hokah Community
Alzheimer's Association	La Crosse Area Family YMCA
American Cancer Society	La Crosse Area Hmong Mutual
American Heart Association	La Crosse County 4H
American Red Cross-Scenic Bluffs	La Crosse County Historical Society
Bethany Riverside/ Bethany Lutheran	La Crosse County Housing Authority
Bethany St. Joseph Care Center	La Crosse Park and Recreation Dept.
Big Brothers/ Big Sisters of the Coulee	La Crosse Public School District
Boy Scouts of America, Gateway Area	La Crosse SHARE
Boys & Girls Club of Greater La Crosse	La Crosse Symphony
Boys & Girls Club of Sparta	Lakeview Health Center
C to C Foundation for World Peace	Meadow Wood Assisted Living
Causeway Interfaith Volunteer Caregivers	Merit Centres Adult Day Care
Center for Effective Living	Mobile Meals of La Crosse, Inc.
Children's Museum of La Crosse, Inc.	New Horizons Shelter and Women's
Chileda Habilitation Institute	Norskedalen Nature and Heritage Center
Circle K	Onalaska Care Center
Citizen Advocacy	Pump House Regional Arts Center
Coulee Children's Center	Riverfront, Inc.
Coulee Council on Addictions	Rotary Lights, Inc.
Coulee Region Community Action	S.O.S. - Safety on our Sidewalks
Coulee Region Humane Society	Safepath at Franciscan Skemp
Coulee Region Literacy Council	The Salvation Army
Coulee Region Mediation	Special Olympics- Wisconsin
Coulee Region YWCA	St. Joseph's Rehabilitation Center
Couleecap Inc.	United Way of the La Crosse Area, Inc.
Domestic Violence Intervention Project	WAFER
Family and Children's Center	West Salem School District
Family Resources	Wisconsin Nutrition Education Program
Franciscan Skemp Healthcare	WTC, Goal Oriented Adult Learning
Franciscan Skemp Healthcare - Elder	YES AmeriCorps
Franciscan Skemp Healthcare - Gerard	
Franciscan Skemp Hospice	
GALAXY-Gay Alliance of La Crosse Area	
Girl Scouts of Riverland Council	
Gundersen Lutheran Medical Center	
Habitat for Humanity - La Crosse Area	
Hearten House I & II / Bethany Lutheran	
Hillview Health Care Center	
Hixon Forest Nature Center	
Horse Sense for Special Riders; Inc.	
Housing Authority of the City of La Crosse	

COMMUNITY PARTNER SERVICE -LEARNING SURVEY

This research has been approved by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46.

This study has been reviewed and approved by The University of Wisconsin -Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact Gail Fancher, Investigator, 608 -785 -9884, fancherg@westerntc.edu or Dr. Howard Lee, Advisor, 715 -232 -1251, leeh@uwstout.edu. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact Sue Foxwell, IRB Administrator, 715 -232 -2477, foxwells@uwstout.edu. By completing the following survey you agree to participate in the project entitled, An Analysis of Utilizing Not -For -Profit Organizations and Service -learning Activities in the Administrative Assistant Program at Western Technical College.

Organization Information

1. What is the **primary business** of your organization?
 - A. Education
 - B. Environment
 - C. Health
 - D. Housing
 - E. Public Services
 - F. Safety
 - G. Other (please specify): _____
2. Which of the following best describes your **current position** ?
 - A. Coordinator
 - B. Support Staff
 - C. Director
 - D. Other (please specify): _____
3. Has your organization **worked with S ervice -Learning** activities in the past?
 - A. Yes
 - B. No (Go to item 6)
4. If yes, please specify **which educational institution** the students attended?
 - A. UW -La Crosse
 - B. Western Technical College
 - C. Viterbo University
 - D. Other (please specify): _____
5. Please explain activity: _____

Organization's Perception of Service -Learning Activities

6. Do you believe there is a **difference** among the following activities: Internship, Community Service, Volunteerism, and S ervice -Learning?
 - A. Yes
 - B. No
 - C. Don't know
7. Considering the following list of **possible** components of Service -Learning ,how important do you believe the **activities** are?

	Very Important	Important	Moderately Important	Slightly Important	Not Important
A. Providing valuation of activity	VI	I	MI	SI	NI
B. Connection to curriculum	VI	I	MI	SI	NI
C. Monetary reward to the students	VI	I	MI	SI	NI
D. Reflection by the students	VI	I	MI	SI	NI
E. Meeting community needs	VI	I	MI	SI	NI
F. Teaching civic responsibility	VI	I	MI	SI	NI
8. Of the Service -Learning component s listed in Item 6, how important do you perceive your organization's **involvement** should be in the following activities ?

	Very Important	Important	Moderately Important	Slightly Important	Not Important
A. Providing valuation of activity	VI	I	MI	SI	NI
B. Connection to curriculum	VI	I	MI	SI	NI
C. Monetary reward to the students	VI	I	MI	SI	NI
D. Reflection by the students	VI	I	MI	SI	NI
E. To meeting a community need	VI	I	MI	SI	NI
F. Teaching civic responsibility	VI	I	MI	SI	NI

9. If your organization were to implement Service -Learning, how important are the following items to influencing the achievement of your organization's mission ?

	Very Important	Important	Moderately Important	Slightly Important	Not Important
A. Providing new insights about your operation	VI	I	MI	SI	NI
B. Increasing the number of clients served	VI	I	MI	SI	NI
C. Enhancing services offerings	VI	I	MI	SI	NI
D. Increasing the number of services offered	VI	I	MI	SI	NI
E. No influence	VI	I	MI	SI	NI

F. Other influences: _____

10. If a Service -Learning activity were implemented, how important would the following possible challenges be to your organization ?

	Very Important	Important	Moderately Important	Slightly Important	Not Important
A. Demand on staff time	VI	I	MI	SI	NI
B. Project time period insufficient	VI	I	MI	SI	NI
C. Student not prepared	VI	I	MI	SI	NI
D. Number of students inappropriate	VI	I	MI	SI	NI
E. Mismatch between program and organization goals	VI	I	MI	SI	NI
F. Little contact or interaction with faculty	VI	I	MI	SI	NI
G. Student will not perform as expected	VI	I	MI	SI	NI

H. Other challenges: _____

11. Do you have any other concerns about participating in a Service -Learning activity?

- A. Yes
 B. No
 C. Don't know

Please explain concern : _____

Organization's Projection for Service -Learning Activities

12. How important are the following job functions to your organization as connected specifically with a Service -Learning activity with Western's Administrative Assistant program?

	Very Important	Important	Moderately Important	Slightly Important	Not Important
A. Develop and create organization documents	VI	I	MI	SI	NI
B. Research information for projects	VI	I	MI	SI	NI
C. Coordinate meetings	VI	I	MI	SI	NI
D. Process traditional and electronic mail	VI	I	MI	SI	NI
E. Assist with financial tasks	VI	I	MI	SI	NI
F. Function as a team member	VI	I	MI	SI	NI
G. Order and maintain office supplies	VI	I	MI	SI	NI
H. Assist with records management	VI	I	MI	SI	NI
I. Handle incoming phone communication	VI	I	MI	SI	NI
J. No benefit to participation	VI	I	MI	SI	NI

K. Other job functions: _____

13. What amount of time commitment would you require each week for the Service -Learning activity?

- L. 1-5 hours
 M. 6-10 hours
 N. 11-15 hours
 O. 16-20 hours
 P. 21-25 hours
 Q. 26 hours or more

14. Assuming each student will work the total number of hours listed in item 13, how many Service -Learning students would your organization be able to accommodate?

- A. 1
 B. 2
 C. 3
 D. 4 or more

15. Please add any other comments about your projected Service -Learning needs: _____

Appendix C: Community Partner Letter

December 15, 2006

«First_Name» «Last_Name»
«Organization»
«Address»
«City_State_Zip»

Dear «Title» «Last_Name»:

It is with a great deal of excitement and enthusiasm that I am writing to you about a study I am conducting and seeking your valuable input! I am an adjunct faculty member for the **Business Technology Department** at *Western Technical College* in La Crosse, Wisconsin, and in an effort to improve the Administrative Assistant program and possibly satisfy an unmet need for your organization, I am seeking your help in an exciting endeavor.

As I am sure you are aware, Western works to continually meet the needs of our community partners! Western Technical College's mission "is committed to excellence in learning, continuous improvement, student success, employer satisfaction, and community partnerships." In renewing that commitment, I am investigating whether a need exists for developing service-learning partnerships between the community partners and the Administrative Assistant program at Western. For the purpose of this study, service-learning will be defined as "a method of instruction that combines service to the community and classroom content, with a focus on critical, reflective thinking, as well as personal and civic responsibility."

Your answers will be completely confidential and will be reported only as summaries. Please return the survey to me in the enclosed self-addressed, stamped envelope by November 22, 2006. The results of the survey will help us make positive, progressive, and relevant program changes at Western Technical College.

Thank you very much for helping with this important study. If you would like to be notified about the results of this research, send an email to fancherg@westerntc.edu.

Sincerely,

Gail Fancher
Business Technology Adjunct Faculty

Enclosures—survey and envelope