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LEADERSHIP DEVELOPMENT AND SERVICE LEARNING: A CASE STUDY OF THE HUMAN ECOLOGY SOCIAL IMPACT ASSESSMENT

A Thesis
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
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Master of Science
Social Science

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ABSTRACT

Civic engagement, personal growth, and cognitive development are just a few beneficial outcomes that students gain when they participate in service-learning courses. Assessing these outcomes is often challenging; determining an ideal outcome, like leadership development, can be especially so. Leadership development as an outcome for students who participate in a service-learning is an understudied area, especially for how students develop leadership in a service-learning course throughout the semester, which critical incidents are identified as impacting student’s leadership development, and how a service-learning course that utilizes Social Impact Assessment (SIA) influences these outcomes. Designed as a case study, this research describes SIA to pilot a course logic model (e.g., SIA service-learning) related to leadership development outcomes in 16 undergraduate and 3 graduate students. Results suggest a degree of significance when it came to students acknowledging they had a good understanding of the needs and concerns of the community in which they live, and the Human Ecology Social Impact Assessment service-learning course has the ability to strengthen students understanding of local development issues. Factors enhancing or challenging student leadership development were measured. Results suggest that certain student-experiences, such as developing a strong sense of self, identifying community needs, gaining practical life skills, and feeling connected to their community might prompt changes in the level of leadership for students. Leadership development was shown through categorical outcomes of Identification, Connection, and Taking Action. Plans to integrate findings from this case study into future service-learning courses and research are described.

KEYWORDS
Service-Learning • Leadership Development • Social Impact Assessment • Case Study • Mixed-Methods
**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>..........................................................</td>
<td>i</td>
</tr>
<tr>
<td>ABSTRACT AND KEY WORDS</td>
<td>..........................................................</td>
<td>ii</td>
</tr>
<tr>
<td>LIST OF FIGURES AND TABLES</td>
<td>..........................................................</td>
<td>v</td>
</tr>
<tr>
<td>CHAPTER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II.</td>
<td>EXPERIENTIAL AND SERVICE-LEARNING</td>
<td>6</td>
</tr>
<tr>
<td>III.</td>
<td>SOCIAL IMPACT ASSESSMENT (SIA)</td>
<td>11</td>
</tr>
<tr>
<td>IV.</td>
<td>THE MISSION AT CLEMSON UNIVERSITY</td>
<td>14</td>
</tr>
<tr>
<td>V.</td>
<td>HUMAN ECOLOGY SOCIAL IMPACT ASSESSMENT</td>
<td>15</td>
</tr>
<tr>
<td>A.</td>
<td>Course Description</td>
<td>15</td>
</tr>
<tr>
<td>B.</td>
<td>Course Objectives</td>
<td>16</td>
</tr>
<tr>
<td>C.</td>
<td>Social Impact Assessment and Service-Learning Project</td>
<td>18</td>
</tr>
<tr>
<td>VI.</td>
<td>REVIEW OF THE LITERATURE</td>
<td>21</td>
</tr>
<tr>
<td>A.</td>
<td>Student Leadership Development</td>
<td>21</td>
</tr>
<tr>
<td>B.</td>
<td>Experiential/Service-Learning Theory (Theory)</td>
<td>22</td>
</tr>
<tr>
<td>C.</td>
<td>Leadership Identity Development Model (Conceptual Framework)</td>
<td>25</td>
</tr>
<tr>
<td>VII.</td>
<td>CASE STUDY RESEARCH AND THE USE OF MIXED METHODS</td>
<td>29</td>
</tr>
<tr>
<td>VIII.</td>
<td>METHODS, SAMPLING, AND ANALYSIS</td>
<td>31</td>
</tr>
<tr>
<td>IX.</td>
<td>FINDINGS</td>
<td>37</td>
</tr>
<tr>
<td>A.</td>
<td>Quantitative Findings</td>
<td>37</td>
</tr>
<tr>
<td>B.</td>
<td>Qualitative Findings</td>
<td>40</td>
</tr>
<tr>
<td>X.</td>
<td>DISCUSSION</td>
<td>46</td>
</tr>
<tr>
<td>XI.</td>
<td>LIMITATIONS</td>
<td>48</td>
</tr>
</tbody>
</table>
Table of Contents (Continued)

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>XII. CONCLUSION</td>
<td>50</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>52</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>59</td>
</tr>
</tbody>
</table>
### LIST OF FIGURES AND TABLES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1: Experiential/Service-learning integrated with Student Leadership Development and the Human Ecology Social Impact Assessment</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Demographics</td>
<td>37</td>
</tr>
<tr>
<td>2: Comparison of Total means using t-test for Human Ecology SIA</td>
<td>38</td>
</tr>
<tr>
<td>3: Comparison of Significant means using t-test for Human Ecology SIA</td>
<td>39</td>
</tr>
<tr>
<td>4: Means of Posttest Only Questions</td>
<td>40</td>
</tr>
</tbody>
</table>
CHAPTER I: INTRODUCTION

Service-learning educators face significant pedagogical and epistemological challenges. They are expected to balance the creation of new knowledge and integrate disciplinary theory while expanding their students' understanding of complex social issues, engaging them in active learning, and preparing them for future challenges. It is with this understanding that service-learning educators have been tasked with preparing their students to develop in the leadership skills needed to address the world’s economic, social, political, and ecological problems. Du Bois (1903) states, “Education is that whole system of human training within and without the schoolhouse walls, which molds and develops men” (p. 86).

Academic institutions are continually seeking ways to develop innovative curriculum initiatives that will meet the needs of their students and thereby allow them to succeed as well-educated, productive, and engaged members of society. By effectively doing so, service-learning educators can provide their students with the opportunity to develop and apply their skills and knowledge in their communities and, potentially, become future leaders. Higher academic institutions have utilized service-learning as one such method because this approach connects theory to reality and provides students the opportunity to learn by doing, which helps them to increase their understanding, self-confidence, and dedication (Delprino, 2013; Furco, 2003).

Academic institutions have used service-learning, a form of experiential learning, as a learning tool to improve student comprehension, achieve greater community engagement, and develop student leadership skills (Conley, 2002). As opposed to volunteering that has no link to learning and stresses service, service-learning is an instructional approach that highlights both aspects. Additionally, service-learning has specific links to outcomes and
goals; it seeks to reach a real community need and builds legitimate partnerships (Eyler & Giles, 2002; Furco, 2003).

The service-learning pedagogy connects the classroom curriculum with specific community issues and needs by linking academic coursework with community-based services (Gibson, Hauf, Long, & Sampson, 2011). There are many definitions of service-learning; however, one of the earlier and well-cited definitions of service-learning within academic scholarship was developed by Bringle and Hatcher (2002): Service-learning is an educational experience bearing academic credits in which students participate in an organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain a broader understanding of course material, a greater appreciation of the course-discipline, and an enhanced sense of their social responsibility. A more recent definition describes service-learning as a merger of learning, engagement, and reflection through various academic and community partners (Bringle, Clayton, & Hatcher, 2013). Although different institutions and service-learning educators vary on the definition and application of service-learning, many agree that it requires taking students out of the classroom and placing them into the community to learn by interacting with real people and directly impacting their community in ways that produce tangible outcomes. This learning process requires academic institutions to cultivate and nurture partnerships with other institutions, agencies, and community organizers.

Some service-learning educators allow their students to choose service initiatives that are of interest to them or are closely related to their chosen career field (Erickson, 2010). Other educators require their students to participate in group activities in which classroom instructors encourage their students to discuss their experiences, also referred to as critical
reflection (Foster-Fisherman, al., 2005). Whether reflecting in a group environment or an intimate setting, all agree on the necessity of reflection. It is through the reflection process that students gain greater insight into and appreciation for the many benefits they receive from helping others. The reflection component of service-learning is often noted as one of the most crucial parts of the course (Gibson, Hauf, Long, & Sampson, 2011). Eyler and Giles (2002), agree that the most beneficial outcomes of service-learning occur through actively reflecting. When students work through the process of applying what is being taught to local community issues, while simultaneously, actively reflecting on their experience, they achieve realistic outcomes for their community. Students also gain a more in-depth understanding and practical skills for themselves.

Service-learning advocates state that this pedagogical approach to community engagement has tangible, genuine, positive, and significant outcomes (Bringle, Clayton, & Hatcher, 2013), yet some question whether or not these outcomes can be truly quantified (Kaye, 2004). Additionally, beyond the benefits service-learning has on student comprehension, this academic approach is partially utilized to help solve society’s most challenging and pressing problems (Stewart & Webster, 2011). As service-learning becomes increasingly popular, educators are seeking answers beyond how service-learning can improve student comprehension and social consciousness. One area within service-learning research that has not gained much attention is the impacts of service-learning on the development of student-leadership and, specifically, which critical incidents might occur throughout an academic semester. Additionally, Social Impact Assessment (SIA), as a form of service-learning, has yet to be considered in similar student-leadership development research. As such, a better understanding of how student-leadership is developed through
service-learning and, mainly, SIA could be significant for institutions of higher education; however, empirical evidence of this effect is needed. Especially if higher education institutions consistently emphasize the evaluation of student learning outcomes. Those holding leadership positions within the institutions of higher education argue that without leadership, service-learning is not effective; leading is at the core of service-learning pedagogy (CASHE, 2009 & HERI, 1996). Moreover, promoting leadership in the classroom enables instructors to engage students better with sensitive and delicate topics that are often addressed in service-learning courses (Furco, 2003).

The definition of leadership development is contested as a complex concept. It is for this reason that we utilize the Leadership Identity development model, a scale designed to capture multiple components of leadership to measure leadership development of undergraduate and graduate students using a pretest and posttest questionnaire and journal reflection procedure to determine in what ways the Human Ecology SIA service-learning course impacts students’ leadership (Komives et al., 2005). In the context of service-learning, leadership is defined as (a) The learned ability to guide or direct others on a course of action, influence the opinions and behaviors of other people and show the way by example (Conley, 2002).; (b) competently and humbly serving and collaborating with others while inspiring them to accomplish cognitive, behavioral, and process competencies (Hershey, Blanchard, & Johnson, 2008; Robert K. Greenleaf Center for Servant Leadership, 2013) and (c) the ability to analyze one’s strengths and weaknesses, set personal and vocational goals, and have the confidence to carry them out. This includes the ability to identify and use community resources, to live independently, and create support networks while actively participating in
community life and working to create positive social change (Adolescent Employment Readiness Center, n.d.).

Educators are now looking at service-learning as an academic tool to inspire future leaders (Swords, & Kiel, 2010). Some educational institutions have built their leadership development programs around experiential learning models, such as service-learning (Stewart, & Webster, 2011). Service-learning programs can significantly aid students since the majority of college students are rarely able to apply their leadership skills before completing their education.

Designed as an inquiry into student leadership development through participation in service-learning, a constructivist and case study approach was utilized to assert that social and cultural experiences are processed. Thus, meaning-making is in-part constructed through the student’s pretest, posttest questionnaires, and journal reflections. As a way of contributing to the current research on service-learning, and addressing a gap in SIA service-learning research as it relates to student leadership development, this thesis attempts to answer the following research question’s; RQ 1: How did the 16 undergraduate and 3 graduate students total leadership score compare, from before and after completion of the Human Ecology Social Impact Assessment Course? RQ 2: What critical incidents as enhancing or challenging factors, impacted students leadership development as a Human Ecology Social Impact Assessment Course outcome? Overall, if the higher education community is promoting socially responsible leadership among their undergraduate and graduate students and utilizing faculty-led courses as a viable strategy to graduate globally conscious citizens, then this study was a reasonable investigation (Skar, 2015).
CHAPTER II: EXPERIENTIAL AND SERVICE-LEARNING

Experiential and service-learning courses integrate critical theory, research paradigms that incorporate positionality, interactive research methods, and dialogic approaches to community research (Swords & Kiely, 2010). Additionally, experiential and service-learning courses have common elements that provide students first-hand experiences in a situation related to the concepts and issues studied in the classroom. They provide a context for examining questions related to instructional methods, reciprocal learning, information as service, and the nature and practice of experiential and service-learning as reproducing or transforming traditional structures of power and positionality. Pedagogical strategies such as seminars, guided reflection, and journal writing on both the service activities and the skills/knowledge acquired during the course, are common characteristics within the classes (CNCS, 1999).

Experiential and service-learning involve students in academic skill development while they serve their communities, creating a context that addresses genuine needs. Experiential and service-learning intentionally brings together students to take part in this unique way of learning and prepares them to support each other while developing their own academic problem-solving and leadership skills. Because of the emphasis on ongoing education in real-life settings, experiential and service-learning have the potential to reach all learners due to its explicit academic focus and to the extent to which the philosophy of inclusion is integrated into the program. Surmounting the social barriers that separate marginalized and privileged students and the communities in which they live, requires actively reflecting on power differentials, structurally-rooted resource disparities, and hegemonic structures (Flora, 2013). Socially-significant concepts such as these should be
considered in applied academic settings where projects such as Social Impact Assessment, focus on community-defined social change. When this takes place, students and their community feel empowered to teach and learn collectively (Takacs, 2003).

Instructors in service-learning courses often reflect a critical humanist or an essential positionality of theory, or sometimes both (Foster-Fisherman, Nowell, Deacon, Nievar, & McCann, 2005). The specific type of service-learning that is conducted depends on the course and its outcome. However, traditional service-learning courses have focused on the following works and sites: tutoring and mentoring children in public schools and a daycare setting, in public housing projects, visiting senior citizens in a variety of settings; working and visiting with the homeless and indigent in homeless shelters, soup kitchens, food, and clothing distribution centers, organizing activities for young people in a neighborhood recreation center; welcoming and talking with patients, family and friends in free medical clinics (Nickman, 1998).

Though similar in qualities, the separation between experiential and service-learning is unique (Moore, 2000). Leading experts and researchers who continue to argue their claims as to the definition of each experience have concluded that building the capacity for civic participation is significantly more valued in service-learning than other forms of experiential learning (Kolb, 1984, Furco, 2003, Eyler & Giles, 2002). Both experiential and service-learning expand the use of community service as both a curricular and co-curricular learning opportunity for students. As such, experiential and service-learning can be differentiated from volunteer (community) service (which may lack the reflective activity), clinical training, internships, field study, internships, and other forms of assistance or education. This key instructional strategy that allows this integrative approach is the reflection process
through which students are encouraged to understand their experiences using a variety of activities (Eyler, 2002). Reflection can take the form of discussion, journal writing, debate, letter writing, or making informational videos (Scales & Roehlkepartain, 2004). Applying what is learned in the classroom to solve community problems makes learning more concrete for those students who are not fully engaged in school (Foster-Fishman, Nowell, Deacon, Nievar, & McCann 2005).

Service-learning paradigms and components, such as the Human Ecology course, have become an increasingly popular means of enhancing higher education’s applicability to real-world scenarios (Rosing, Reed, Ferrari, & Bothne, 2010; Gibson, Hauf, Long, & Sampson, 2011). Students in a multitude of university settings are participating in service-learning initiatives designed to make links between formal classroom learning and community involvement. Service-learning enables students to translate classroom concepts into action to help and learn from communities outside of the classroom. Thus, education becomes a process of not only academic growth but also social growth as students engage in the productive citizenry. As service-learning becomes increasingly popular, researchers have begun to evaluate the processes behind service-learning. Inherent in the process of service-learning is an emphasis on reflective practice (Stewart & Webster, 2011).

Service-learning courses give students a rare chance to develop relationships with community-based organizations, whom they might not otherwise meet outside the classroom. Students may then acknowledge what they learn from community partners; thus, engaging in the politics of knowledge in a manner that expands beyond the hegemony of academic expertise and framing those partners and themselves as mutual learners. The concept of diversity in both one’s class and their race is evident in most service placements. Thus,
service-learning courses showing these characteristics are likely to produce positive personal and interpersonal development (leadership skills). Additionally, students come to realize their citizenship values and an understanding of how their self and world-view might be influenced (Eyler & Giles; Stukas et al., 1999). But that expansion is even more notable in the Social Impact Assessment as a less frequently utilized service-learning component.

The Social Impact Assessment explicitly prioritizes community knowledge, social interaction, and the development of meaningful relationships as a critical feature of the service-learning model. This perspective is significantly consistent with how service-learning scholars consider the pedagogy as a means to enhance comprehension and understanding of course material and enhance positive learning outcomes, including leadership development (Kaye, 2004). Service-learning courses offer students several opportunities to engage with a diverse population from those they typically would, providing opportunities for the development of social and problem-solving skills, including communication, role-taking, and conflict resolution. The service experience requires students to show initiative, creativity, and flexibility in dealing with new or unexpected situations. It also ensures that students are responsible for establishing the best way to achieve not only their service goals but also come away with enhanced leadership skills.

Service-learning entails regular evaluations of past experiences to make meaning that can inform future action. Students consider community experiences and integrate them into a more significant service-learning experience. In this sense, service-learning programs such as the Human Ecology Social Impact Assessment course may be particularly apt to students who experience leadership development as reflective processes in the form of journal entries contribute to personal and structural changes within the student and course identity. Also,
these reflective processes are closely tied to constructivist notions of meaning-making (Stewart & Webster, 2011), making the inclusion of mixed methodologies of this thesis a particularly useful means of assessing service-learning experiences.

The issue of student leadership development transcends both experiential and service-learning education. It’s recognized that both fields ought to address student leadership development through an empirical research agenda to ensure a better understanding of the relationship between the two. But similarly, rigorous research is limited in experiential and service-learning education more broadly. Thus, little is known about how leadership is developed throughout the SIA service-learning course that takes shape in the context of real-world economic and community developments, nor do we know much about the critical incidents on the student’s leadership development.
CHAPTER III: SOCIAL IMPACT ASSESSMENT (SIA)

Social impact assessment (SIA) can be defined as the “process of assessing or estimating, in advance, the social consequences that are likely to follow from specific policy actions or project development, particularly in the context of appropriate national, state or provincial environmental policy legislation” (Burdge, 2015, pg. 31). Modern SIA sees the assessment process as a democratic means of development (Bice, 2014) and aims to produce ethical, value-based assessment data (IAIA, 2003), which are both responsive and dynamic to communities and to set out an agenda of community-focused assessments. Over time, such estimates can inform decision-making and may boost community involvement and empowerment. The SIA process is also holistic in nature, and it approaches social problems in a way that considers concepts of cumulative impacts, human rights, age, and gender (Burdge, 2015).

The SIA project that students conduct in a service-learning course has a life cycle that is vital and reactive. Such practices may include the involvement of communities in measuring and defining impacts, extensive and ongoing stakeholder engagement, community-based agreement making, and use of deliberative democratic methods, among others. Secondly, contemporary SIA focuses on the engagement of diverse stakeholders, it both identifies and involves these critical stakeholders in the assessment process, but it also advises suggestions for intervention or avoidance (Burdge, 2015). Such approaches may include the formation of community consultative committees and actively engage community stakeholders in impact identification, action planning, and future visioning. Best practice SIA is principled and value-based. It is moral and explicit, and it holds a respect for communities and localities, most dear. Finally, leading practice, SIA is characterized by progressive
professionalization where students as practitioners apply tested methods of assessment, diverse measurement tools, active reflections, and significant theoretical linkages to the social sciences. The gap between principles or policy and practice, negatively impacts SIA, a phenomenon SIA scholar's term "decoupling" (IAIA, 2003).

In brief, decoupling occurs where an organization’s on-ground practices diverge from its formal policies, values, principles, mission, or ethics, usually as delineated in critical organizational documents. Such documents of both laws and policies provide a crucial benchmark in expected practices and behaviors. At the same time, however, they may establish rational ideals that are either difficult or impossible to achieve, given the complexity and irrationality of on-ground situations. The decoupling concept is uniquely complex because it might function both within and outside of the representing impact. Also, there might be a disconnect between the values, beliefs, and ideas of the SIA practitioner’s opinion of what is considered best-practice SIA. This is significant when applying specific methods given the beneficiaries' scope, timing, resources, and budget. SIA practitioners are consistently facing decisions that include environmental or social trade-offs.

Social tensions may be part of an SIA consultant’s life, affecting both the assessor and the client (Burdge, 2015). Indeed, such pressures require (at least in part) calls for an ethical code for impact assessors. Additionally, the marginalization of SIA as a practice (not service-learning) and its frequent disconnection from public participation is persistent, despite the principle objective of SIA being a significant source of engagement, development and ultimately empowerment. Recently, academic scholars have concerns about whether the spread of SIA approaches may constitute a weakening of the practice as a whole (Holland, 2016). These factors combine in the creation of a situation where on-the-ground SIA practice
may be decoupled from policy or best practice SIA-principles. Thus, the transformative potential of SIA may be limited by perceptions of the regulatory burden and assessment implementation styles and choices that ultimately undermine good practice.

SIA significantly emphasizes the concept of *democratic development* as a means to not only inform stakeholders of findings but to enable them to participate in the decision-making process. That is, SIA is most effective when organized democratically where the values and ideas of both internal and external stakeholders can be mediated, and their valuable first-hand information and perspectives are open for discussion of potential discrepancies and successes. Experienced Social Impact Assessors are aware of the organizational dynamics, which are the foundation of which type of growth and change will occur. Thus, if the context for supportive, empowering, open and transparent dialogue does not exist, if the needs of the Social Impact Assessors are contrasting with those of the community or organization, then the community should seek as democratic an SIA as possible (Daneke, et al., 2019). Seeking such a democratic process early in the project’s lifecycle is essential so that consistent conduct is established. Those involved as both stakeholders and Social Impact Assessors should be vigilant in terms of monitoring the process, in order to ensure a positive atmosphere exists for the SIA.
CHAPTER IV: THE MISSION AT CLEMSON UNIVERSITY

Clemson University founders’ mission defines a primary way in which education from the university is different than other universities where students are given a different community experience (Clemson University [CU], 2012). Fostered by an abiding land grant commitment, Clemson has emerged as a research university with a global vision. Three significant pillars of this mission include ethical leadership, cultural competence, and community engagement. Each component has goals that students, faculty, staff, and the university should be able to understand and embody as a community. Given its long history and commitment to the state and local community, Clemson University has a longstanding relationship with the idea of a place.

As a land-grant institution, Clemson University extends its reach directly into the community of which it is a part, as well as outside those boundaries to the state of South Carolina and beyond. Clemson University was recently “recognized by the Carnegie Foundation for its institutional commitment to community engagement through teaching, research, and public service with the Community Engagement Classification,” making it one of only 157 institutions nationally to hold this distinction (Skar, 2015). While the university has a clear and long-established relationship to its place, that relationship and the university’s efforts to address the needs of its place shift in response to prevailing social and ecological concerns. The primary purpose of Clemson is educating undergraduate and graduate students to think deeply about and engage in the social, scientific, economic, and professional challenges of our times. From this unique mission, students can recognize the importance of contributing their knowledge and experiences to their community and the broader society.
CHAPTER V: HUMAN ECOLOGY SOCIAL IMPACT ASSESSMENT

The College of Behavioral, Social, and Health and Sciences (CBSHS) at Clemson has been driven by both sociology and community. In addition to utilizing the methods and theories of sociology, it has also sought the research-based services of undergraduate and graduate sociology students and faculty, as well as students from other social science disciplines. In the CBSHS, the links between sociology and service-learning are most evident in Rural Sociology courses as a transformative educational strategy. The Rural Sociology concentration utilizes a vision of action research as service-learning in a way that makes sociological theory and methods central. These courses conceptualize that the service-learning process involves a holistic and democratic means of development in a participatory-based inquiry (Eyler, Giles, Stenson, & Gray, 2003). The following is a descriptive illustration of the Human Ecology course that utilizes the Social Impact Assessment as a means of service-learning.

Course Description

The Human Ecology Social Impact Assessment course focuses on the ecology of human societies and the social impact of development on communities and regions. The course considers the connections between ecological, social, cultural, and organizational processes that make up the ecology of human societies. Students study the sequence of events in a community where a planned developmental change has occurred and extrapolate from that analysis what is likely to happen in another community where a similar action is proposed through the utilization of comparative methods. Human Ecology is a complex subject that intersects with a variety of scientific disciplines. Therefore, it is approached in a broad and general way, with an emphasis on theoretical ideas. Both readings and lectures in
the course provide students with an overview of what human ecology and social impact assessment are about from an interdisciplinary point of view. The Human Ecology Social Impact Assessment course overlaps with and includes civically engaged group activities. The fields of civic and community engagement aim for learning and mutual benefit via intentional relationships among students, academic institutions, civic organizations and community members (Furco, 2003; Holland, 2016; Swords & Kiely, 2010). Civic engagement in higher education has been operationalized through volunteering, community service, and service-learning.

**Course Objectives**

The objectives of the Human Ecology course are to facilitate student learning, to contribute to student’s willingness to explore ideas contrary to one’s own beliefs, to contribute to the knowledge of when information and data are relevant to an issue and contribute to how to find relevant information. The Human Ecology Course helps students to accomplish general education competencies, such as written and oral communication skills, reasoning, critical thinking, and problem-solving, mathematical, scientific, and social and cross-cultural awareness. Specifically, the Human Ecology course enables students to 1) integrate and synthesize Human Ecology in terms of current significant themes of interest; 2) construct and evaluate sound arguments that trace continuities between the human ecological and sociological point of view; 3) to acquire a body of knowledge regarding the findings and methodologies of SIA, 4) to evaluate and critique SIA case studies, 5) to understand how public involvement fits in and can be used as an evaluation component of development projects, and 6) to complete an original SIA while working in a team setting.
The described objectives contribute to overall course goals: (1) Developing critical thinking skills. The class discussions, readings, writing assignments, team projects, and exams are designed to encourage students to develop and use critical thinking skills, including analytical, synthetic, and applied thinking. (2) Understanding the social structures and processes that condition our lives. A fundamental goal of all sociology courses is to help the student understand the nature and workings of these social structures, and how they open opportunities and impose constraints on individuals operating within these structures (Human Ecology Course Syllabus, 2019).

Each assignment within the Human Ecology SIA service-learning course carried specific goals to benefit, contribute, and achieve service-learning outcomes. In particular, assignments asked students to “Review Cooperative extension and other publications designed primarily for a non-academic audience and then discuss their effectiveness of maximizing impact and presenting relevant information” (Human Ecology Course Syllabus, 2019). The purpose of this assignment is to become familiar with Cooperative Extension and publications designed primarily for a non-academic audience. Students were encouraged to take away the best features of these publications so that they might be used as a model for our written products within team projects such as the Social Impact Assessment. The aim of the Social Impact Assessment project required students to “develop a product that could be used by Cooperative Extension and local stakeholders to address a selected Promise Zone issue as identified by our class” (Human Ecology Course Syllabus, 2019). A variety of additional assignments required students to “become familiar with the missing community capitals and how they also interact with the other capitals and might be used to generate social change in rural communities” (Human Ecology Course Syllabus, 2019). The following
section gives a general explanation of the on-going community development initiative that the Human Ecology course is focusing as a service-learning component.

**Social Impact Assessment and Service-Learning Project**

In 2015, Bamberg County, along with Allendale, Barnwell, Colleton, Hampton, and Jasper counties, received a federal Promise Zone designation, increasing their ability to apply for federal funds and a variety of public assistance. The ten-year designation brings trained federal workers to help counties, governmental agencies, and other community partners to apply for existing federal grants. These applications receive extra points and other considerations in the partnership’s efforts to improve education, employment opportunities, increase safety, and develop affordable housing for the area. Additionally, the aim of the collaborating partners is to improve the quality of life in the nine counties listed above by “growing jobs, leveraging private capital for economic prosperity, improving education, reducing crime, expanding health care and creating more affordable housing” (About Our Promise Zone, Southern Carolina Alliance, n.d.). Some of the most significant issues residents living in the Promise Zone face include high rates of poverty, crime, poor public health, and a dwindling economy. Within the county of Allendale specifically, the current issues of education and public health are being addressed in several ways. In particular, a plan known as the Allendale Community Center Project, addresses the existing issues of the Promise Zone’s educational system and poor public health by transforming a closed elementary school into a community center.

The Allendale Community Center Project has sense been directed through the leadership within the Clemson University Emerging Scholars program and several faculty within the College of Behavioral, Health and Social Sciences. The Emerging Scholars
programs mission at Clemson University is to develop a college going culture among students from some of South Carolina’s most disadvantaged areas, including those in the Promise Zone. The program consists of academic enrichment, developing leadership skills, and increasing preparedness for college. Although students attend the summer sessions at Clemson University, they are encouraged to apply to and attend the school of their choice with an emphasis on South Carolina colleges and universities (Clemson Emerging Scholars, n.d.). The community center would allow for growth in various areas by encouraging individuals to seek education, supporting healthy lifestyles and improving their chances of finding employment. With a new and improved labor market within Allendale, industry might be more likely to locate within the region. This growth has the potential to transform the community and is in-part why the Social Impact Assessment is justified. Specific goals of the community center focused on education include academic advising for students, a job development center, and childcare. For the academic advising, students may come to the school after hours to speak with professionals about SAT/ACT preparation, GED information, and career guidance.

Specific goals of the community center focused on public health include services such as social workers, physicians, dentists, vision and hearing specialists, grief counselors or family counselors, a family resource center and hunger/homelessness support to assist families in meeting their basic needs. The community center may provide basic health care needs to help with the rates of obesity, HIV/AIDS, and diabetes in Allendale County. Immunizations and physicals could be performed at the center, creating a healthier community through preventative strategies. A soup kitchen or food hub establishment has
additionally been considered in the long-term goals that would not only benefit those struggling to provide food to their families but bring the community together.

In order to carry out the Social Impact Assessment as a service-learning component, the students used background information about the Promise Zone and issues confronting the region, including community profiles and social impact assessments prepared by previous classes, the South Carolina Promise Zone website, as well as secondary and primary data collection from stakeholder interviews, to help support findings and recommendations presented in their SIA final written report. Grades for the course were based on regular attendance and participation in the lectures, the 2 short reflection papers, 2 exams over lecture and note materials, the journal reflections and pretest and posttest questionnaires, and the team presentation.
CHAPTER VI: REVIEW OF LITERATURE

Chapter 6 includes a review of literature that gives substance to the major concepts of this case study. The chapter first introduces contemporary standards and the proposed outcomes of students attending higher education as they relate to Student Leadership Development. This chapter then identifies the theoretical framework (Experiential/Service-Learning Theory, Kolb, 1984) and conceptual framework (Leadership Identity Development Model, Komives et al., 2005) and illustrates the foundational structure and reveals how these two ideas converge. Also, this review of research literature and methodological literature identifies previous scholarly studies that address the problem statement and focal point of this study. This chapter is meant to address the value of this case-study by offering a thorough review and rationale for the themes that justify the need for this study based on previous research.

Student leadership development

Those researching leadership as a complex discipline have often questioned if institutions of higher education are doing enough to encourage the development of young leaders (Gardner, 1965). This question has been considered by those who think college students needed such an event during their matriculation to become leaders and improve humanity (Astin & Astin, 2000). Additionally, those researching leadership considers the use of critical theory and pedagogy (Freire, 1970) to ask who is served and who decides about these initiatives. Steps toward creating an environment where student leadership development could flourish have gained professional support from associations in higher education. The Council for the Advancement of Standards in Higher Education (CASHE) promotes the use of its professional standards for the development, assessment, and
improvement of quality student learning, programs, and service. Additionally, they list six student learning and developmental fields and dimensions imperative to student success in programs within academe. In one of the six fields, Interpersonal Competence included effective leadership as a significant dimension (CASHE, 2009). Another aspect within the Humanitarianism and Civic Engagement domain addressed the importance and regard for global consciousness, public awareness, social responsibility, and an appreciation for differences among people and culture (CASHE, 2009). The two domains promoted remarkable outcomes that relate to the dynamics of this study. Student leadership development is a significant objective in the mission statements and strategic plans of colleges and universities across the country (Dugan et al., 2011). To properly advance student leadership development, institutions use models geared towards student leadership development to base their activities. The proceeding portion of the literature review addresses the Experiential Learning Theory and the Leadership Identity Development Model. A discussion on the theory and model revealed dynamics in student leadership development.

**Experiential/Service-Learning Theory (Theory)**

Kolb (1984) created in-part a framework for the experiential learning theory based on the educational philosophy of John Dewey (1938) and Lewin’s (1946) work in action research and group dynamics. Dewey (1938) postulated a participant of quality-rich experiential learning experience would remember the events of that experience as they would live on in the individual and resurface in future non-educative and educative experiences. He believed an adult learner advanced knowledge and development through the connection between education and learning through continuous experiences and reflection. Lewin conceptualized a cyclical “spiral of steps” that comprised planning, action, reflection,
improvement regarding the actions taken during the research (Lewin, 1946, p. 38). Kolb’s concept of learning stated, “Learning is the process whereby knowledge is created through the transformation of experiences” (Kolb, 1984, p. 38). Assumptions of the experiential learning theory reflect a holistic learning process based on experiences, perceptions, cognitions, and behaviors (Kolb, 1984). Experiences revise meaning not based simply on results (Kolb, 1984). Outcomes, including personal growth and forms of leadership development, persist through experiences where the learner’s experiences conflict with their current ideas about the world (Kolb, 1984). A learner must concede and resolve dialectically opposing viewpoints allowing new ideas and perspectives to emerge (Kolb, 1984). Forms of leadership development are further characterized as action and activity between a person and the environment, and assumed knowledge acquisition was the result. Kolb believed, “learning is the major process of human adaptation” (Kolb, 1984, p. 32). To succeed in this process, a learner must possess abilities reflected in the four adaptive modes of learning in Kolb’s Experiential Learning Cycle, as seen in Figure 1.
The four-stage, cyclical model includes the first stage known as Concrete Learning Experience where a learner participates in an event openly and honestly. Active Reflection is the second stage and requires the learner to make a conscious decision to reflect on the fact from different perspectives. The third stage, Conceptualizing Abstractions, is where the learner tries to formulate new arguments based on observations during the event. Finally, the fourth stage is active experimentation. The learner plans to apply the newly formed reasoning in future experiences (Kolb, 1984). A learner can enter the learning cycle at any stage, but each stage commences sequentially.

Experiential learning, reflective learning, and transformative learning each have a critical role and are crucial components to a quality service-learning experience and therefore
are appropriate theoretical frameworks. It is fundamental to intellectual growth for academic researchers to draw on a variety of conceptions, that lead to a more integral view of transformative learning (Taylor & Snyder, 2012). The same can be stated for the service-learning theory. The Leadership Identity Development Model laid the foundation for organizing student perspectives in an orderly manner and for describing the phenomenon of leadership development. This necessitates the investigation of whether or not, and in what ways, the Human Ecology SIA service-learning course manifests leadership development.

**Leadership Identity Development Model (Conceptual Framework)**

Komives, Owen, Longerbeam, Mainella, and Osteen (2005) conducted a first of its kind case study questioning how college students created a leadership identity. Unlike other models designed for student leadership development, the leadership identity development model addressed how students learn and develop leadership through stages (Dugan & Komives, 2011). Using grounded theory as the case study’s methodology, the researchers sought to understand how individuals’ leadership identity manifested through the course of their experiences (Creswell, 2013). Students in the case study were selected through purposeful sampling and had exemplified relational leadership (Komives et al., 2005).

Through a series of interviews with students, researchers found leadership identity developed from interaction with five specific categories: (1) essential developmental influences, (2) developing self, (3) group influences, (4) changing view of self with others; and (5) broadening perspective of leadership (Komives et al., 2005). Students’ engagement with the five categories was imperative to progression through six sequential stages: (1) Awareness (2) Exploration/Engagement (3) Leader identified (4) Leadership differentiated (5) Generativity (6) Integration/Synthesis (Komives et al., 2005). The students’ relationships
within group settings elicited a growing idea of the self as the student developed amid the stages (Dugan & Komives, 2011). Ultimately, researchers discovered the leadership identity process emerged through specific interactions of developing self through group influences that changed one’s view of self with others and broadened the perspective of leadership in the context of the supports of the developmental influences (Komives et al., 2005).

As noted, empirical research that has evaluated leadership as a student outcome in service-learning courses has been limited. Additionally, this case study adds to the research literature by providing a synthesis of the current literature on the use of various service-learning best-practices with community-based coalitions and partnerships, as well as analyzing the outcomes of social impact assessment techniques in the broader implementation of the service-learning component within the Human Ecology Course. Those faculty who incorporate service-learning want to see evidence that service-learning is making a difference in the learning of course material, student-leader development of social responsibility, or community conditions (Delprino, 2013). Examining this question is necessary to establish the credibility, durability, and potential value of service-learning in the university setting. Internal and more academic purposes for assessment are essential to sustaining institutional commitment or expanding faculty involvement in service-learning courses.

Researchers outside the social science discipline have also emphasized the role that leadership plays in higher education service-learning settings. In one case study, undergraduate and graduate nursing students (n=14) at a university reported significant increases in levels of their critical awareness of how social determinants affect community inclusion and their leadership for their experiences and situations after participating in
community-based interventions (e.g., practicum agency on-line programs; volunteer work at community health centers, nursing home; Nokes, Nickitas, Keida, & Neville, 2005). In another case study that incorporated service-learning into an undergraduate course, students (n=25) completed service at local non-profit organizations. Researchers wished to describe and examine a model that uses independent ratings for assessing student outcomes through the reflection in service-learning courses. Results showed that the student’s depth of engagement and levels of critical thinking and personal growth among participants increased. Through a guided reflection component, students were able to identify, describe, and apply their service-learning outcomes (Molee, Henry, Sessa, McKinney-Prupis, 2010). In a different case study, students (n=306) enrolled in a college-level service-learning course were more likely to challenge their preconceived ideas of service-learning while shifting their new perspective on social justice, the community, and themselves after the service-learning experience (Groh, Stallwood & Daniels, 2011). Finally, in a PLaCE (Partnering Landscape and Community Enhancement) program course (Erickson, 2010), students and clients involved in the service-learning project received benefits in forms of physical improvements to their community, expanded community capacity, increased project legitimacy, and stimulation of local dialogue, activities, and creative ability (Erickson, 2010). Thus, these studies suggest that students who complete a variety of service-learning courses or projects can experience enhanced leadership while benefiting with community-clients. Few service-learning courses, however, focus specifically on student level of leadership and how it changes throughout the semester, as well as critical incidents that may challenge or promote changes in leadership.
Lacking from these previous studies, is an understanding of how coming face-to-face with identified needs of a local community in a Social Impact Assessment service-learning course can evoke changes in student leadership. Since the service component of this course was in its beginning stages, there was some uncertainty as to what its effects would be. The focus of this case study was the effects of the Human Ecology course on the participating students, and the type of data collected and analyzed reflected this focus. The nature of this case study research involved measuring and analyzing student-perception in their natural setting, thereby preventing the investigation from being conducted in an experimental environment that controls for extraneous variables, which was the best way to determine a cause-and-effect relationship (Creswell, 2005). A case study was also useful to provide an evaluation of a unique phenomenon (leadership development), one that doesn’t lend itself well to sophisticated statistical analysis or is too small to be easily generalized to a larger population. The case study here pilots an SIA logic model related to leadership development in a service-learning course for 16 undergraduate and 3 graduate students and ultimately determining the critical components related to leadership development that can be integrated into other service-learning courses across the nation.
CHAPTER VII: CASE STUDY RESEARCH AND THE USE OF MIXED-METHODS

This thesis emphasized the reflection of a holistic and unique phenomenon. Such a case study required rich, thick and descriptive data that reported contemporary, real-life experiences. Creswell (2009) explained the case study research model as one inquiry strategy administered to explore in-depth situations from an individual, group, activity, or process. The focus for using the case study approach is to examine the uniqueness of leadership development as the phenomenon and gain in-depth, descriptive knowledge about leadership development as the phenomenon in its own setting. The mixed-method case study design was appropriate to isolate a particular phenomenon such as leadership development from the Human Ecology SIA service-learning course in a specified time frame, or its bounded system (Creswell, 2013). Revealing the unique nature of a phenomenon requires individuals who have experienced it and have strong knowledge of the subject matter. As researchers, we utilized both qualitative and quantitative methods. Still, the journal reflections (qualitative) were explicitly used to prioritize the meaning of the reality the students might experience in the Human Ecology course (Merriam, 2009).

Qualitative research focuses on the subjective nature of the researcher’s assumptions, experiences, biases, and prejudices and how the results are articulated. Throughout this research on service-learning and college students’ perceptions of their leadership development, researcher biases centered on two assumptions: 1) there is a relationship between service-learning and leadership development, and 2) service-learning experiences are generally positive and contribute to students’ leadership development. Also, the role of a primary and co-investigator as a faculty member and graduate student at a university could have affected those roles as researchers. Yet, an awareness of these biases enabled them to
take steps to undertake a valid study by addressing these biases and understanding and explaining how they affect overall conclusions (Maxwell, 2005). The researchers understood concepts of the epoche or bracketing, in which they set aside their own experiences to ensure an intuitive or fresh perspective. This point is critical, and one that researchers should keep in the forefront of their minds as they establish their trustworthiness for the participants with whom they work, their colleagues within the discipline, and the field of which they are a part.

To ensure the validity of the study, information and data were gathered from various sources. For example, both the journal reflections and pretest and posttest documents were analyzed, and feedback was obtained from additional researchers through peer examination of the data gathered and the analysis of those data (Merriam, 2009). In addition to establishing validity through the methods described, the internal generalizability was expected to be addressed. The descriptive, interpretive, and theoretical validity of the conclusions of a case study all depends on their internal generalizability to the case as a whole (Maxwell, 2005). Contributing is this case study framework; we worked towards internal generalizability by exploring the students’ responses and perceptions of their leadership development concerning one another. While they may not necessarily compare to one another, it is essential to assess responses that may be different, yet not completely distinct.
A team-based SIA project was included as part of the Human Ecology Course (Independent Variable). Students were assigned to work with university faculty, community stakeholders, and key informants in the creation of a sustainable community-center initiative while assessing its potential social impacts. Students applied knowledge, skills, and information gained throughout the course semester to enhance and build on previous student SIA-projects. To determine any changes in leadership development (Dependent Variable) over the semester, we administered a pretest and posttest questionnaire to a significant sample of undergraduate and graduate students. To evaluate which factors of SIA service-learning affect leadership development in students, we collected demographic and educational information from them. We asked about their perceptions of their previous service experience before enrolling in the course and their perceptions of their service-learning experience after completing the course. Additionally, journal reflections were assigned and analyzed to identify critical incidents that we theorize in the promotion and enhancement of leadership in SIA service-learning students.

To a certain extent, a degree of deception was used in this case study, as the undergraduate and graduate students were unaware that leadership was a central focus of the Human Ecology Social Impact Assessment course. As researchers, we used ambiguous language when referring to any of the objectives of the case study, for example, “student outcomes from SIA service-learning courses.” We justified this deception because leadership is a desired trait. As such, prior student-knowledge might result in biased reflections or questionnaire responses, thus, damaging the validity of the data. This minor deception did not result in increased risk for the students. This study involved the use of human subjects, and
the research protocol, including the slight use of deception, was approved by the Clemson University’s institutional review board. A copy of the Institutional Review Boards' application, informed consent documents used in this research and the Certification of Approval are provided in Appendix B.

Specific expectations related to leadership development included that undergraduate and graduate students would complete the Human Ecology Social Impact Assessment course, and achieve increased leadership development. To identify a causal relationship, we used a pre-experimental design that tested student’s perceptions of service and student leadership levels at the beginning and end of a semester. The 29 item pretest and 35 item posttest instruments were arranged according to a Likert Scale where students determined their level of agreement on a scale of 1 to 6, 1 being strongly disagreed, and 6 strongly agree. Between the pretest and posttest, we collected qualitative data from students through the use of journal reflection assignments.

The qualitative data were analyzed to develop additional questions for the posttest questionnaire that compared student’s perceptions of service and leadership levels to the pretest. These new questions gauged aspects of SIA service-learning, community engagement, and leadership as assessment methods. Recruitment for participation in the case study began with instructors teaching the Human Ecology Social Impact Assessment course. The researchers solicited the involvement of the students enrolled in the classes to complete the pretest and posttest and journal reflections as course assignments. After gaining informed consent, data were collected on the student participants with an in-person paper questionnaire, administered in two phases. Students completed the initial questionnaire on the first day of class to avoid exposure to any course material that may impact leadership.
Students completed the final questionnaire on the last scheduled class for the semester. Both
questionnaires contained basic demographics, level of education, attitudes, and personal time
spent serving in the community and general perceptions of leadership and service-learning.

The posttest included additional questions regarding the students’ perceptions of the
effectiveness of the Human Ecology Social Impact Assessment course, promoting leadership
development. A copy of the pretest and posttest questionnaire is provided in Appendix C.

Because the questionnaires lacked the utilization of a tested leadership scale, a
thorough review of the questionnaire instruments was performed by both faculty and
master’s and Ph.D. students from the departments of Sociology, Anthropology, Youth
Development Planning Design and Built Environment, to ensure reliability and validity. This
review determined whether or not the questions were appropriate for the audience, accurately
reflected what may take place in the course, and if they acted as adequate measures of what
the course was trying to accomplish. Quantitative analysis as an analytical framework lends
this thesis a powerful tool for better understanding the impacts of service-learning
components in student leadership development over the course’s semester. When
determining if there is a significant difference in the leadership development (Dependent
Variable) at the beginning and end of the semester for 16 undergraduate and 3 graduate
students enrolled in the Human Ecology SIA service-learning course (Independent Variable),
a t-test was used.

A t-test was used to determine whether there is a significant difference between the
means of two groups (student perceptions pre-course and student perceptions post-course).
We are using a t-test because we wish to compare the average leadership development
(dependent variable) scores of students before enrolling in the Human Ecology SIA service-
learning course (independent variable) with the average leadership development scores calculated after the duration of the Human Ecology SIA service-learning course. A difference in means *t*-test is used to determine whether we can conclude with a degree of certainty that our two groups are different in some respect. The *t*-test is one type of inferential statistics (Frankfort-Nachtmias, Chava, and Anna Leon-Guerrero, 2018). With all inferential statistics, the dependent variable is assumed to fit a normal distribution. When a normal distribution exists, we can identify the probability of a particular outcome. The level of probability is specified (alpha level, level of significance, *p*), and thus, we are willing to accept before we collect data (*p* < .05 is a common and the value that we used). Selecting this value is essential because it will determine precisely how certain we can be about our result. For example, using the standard *p*-value of .05, it could be said that we can be 95% certain. Due to the small number of students (n=19), regression analyses (such as hierarchical linear modeling or least squares regression) could not be performed to account for other differences in variation, including the year of education, frequency of volunteerism, etc.

The qualitative unit of analysis was student journal reflections completed as assignments during the Human Ecology Course (in-between the pretest and posttest). Here we examined critical incidents linked to such changes and factors that enhanced or challenged leadership development. 16 undergraduate and 3 graduate students were required to complete a total of 4 journal reflection assignments that combined SIA-service-learning topics with an emphasis on leadership development. In total, each of the nineteen students completed all of their four assignments for a total of 76 journal reflections. The journal assignments had minimum requirements, but students were encouraged to take the freedom to develop their journaling style. It was suggested that their journals be systematic,
substantive, and introspective. Examples of questions students were asked to answer the following questions: **What were your expectations enrolling in a service-learning course?** **Have you had any previous service-learning experience?** What have you learned from this service-learning experience that you might not have learned in a class that excludes service-learning? **How might this service-learning experience impact how you might relate with community partners in the future?** Did participating in a course that combines service & learning in the form of Social Impact Assessment change the way you view yourself as a leader? Did new questions arise for you after enrolling in this service-learning course? A copy of the journal reflection assignments is provided in Appendix D.

The journal reflections were used to examine critical incidents linked to leadership development and then used to describe the commonalities and disparities found among students exhibiting the same perceptions of leadership when reflecting on a service-rich-learning experience. The qualitative journal data were divided into groups based on predetermined typology from the Experiential Learning Theory and the Leadership Identity Development Model (Creswell, 2005). The qualitative data were analyzed by two coders to lower the amount of observer bias (Creswell, 2009). One of the coders did not have any contact with the Human Ecology Course planners or the students. This coder was unfamiliar with the course content, had no interaction with the students, and was not informed of the students’ exposure to instructional techniques before data analysis. The second coder was a part of the course planning team, had contact with the students throughout the course, and was familiar with the instructional techniques applied throughout the service-learning course. Before reviewing journal assignments, the coders reviewed generalities about critical leadership incidents together to gain consensus on emergent themes (Kolb, 2014).
Through open-coding, patterns, emergent-themes, and relationships within the data were then identified (Creswell, 2005). Concluding each journal reflection, the coders identified each pattern, emergent themes, and relationship found within the text with a one-sentence generalization. These findings were further analyzed through selective-coding to recapitulate the conceptual results and determine patterns to the student-outcomes. As recommended by Creswell, (2005), the two coders performed member checks and discussed the journals and their generalizations, identifying consistent patterns, emergent themes, and relationships. After reviewing each of the four journal reflection assignments, the coders discussed the meanings of clusters or the commonalities and disparities in the patterns, themes, and relationships among students that demonstrated the same critical leadership incidents and came to a consensus.
CHAPTER IX: FINDINGS

Quantitative Results

Response rates were calculated at 95% for the pretest. Response rates were calculated at 100% as each student completed the entirety of the post-test. Once the student-data was cleaned and entered, the demographics of the Human Ecology Social Impact Assessment represented 58% percent women, 42% percent men. Our sample consisted of predominantly white students with 16% percent of students of color, with 74% percent white students, 16% percent African American students, 5% percent Hispanic students, and 5% percent Asian American students. These results showed no statistical difference between the two questionnaires, and the results can be seen here in Table 1.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Students</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>57.9</td>
</tr>
<tr>
<td>Male</td>
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<td>42.1</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>Junior</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>Senior</td>
<td>13</td>
<td>68.4</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>3</td>
<td>15.8</td>
</tr>
<tr>
<td>Asian American</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>White</td>
<td>14</td>
<td>73.7</td>
</tr>
<tr>
<td>Total</td>
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<tr>
<td>Volunteer Experience</td>
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<td></td>
</tr>
<tr>
<td>No</td>
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<td>10.5</td>
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<tr>
<td>Yes</td>
<td>17</td>
<td>89.5</td>
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<tr>
<td>Total</td>
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<td>100</td>
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<tr>
<td>Monthly Volunteer Hours</td>
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<td></td>
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<tr>
<td>&lt;1hour</td>
<td>9</td>
<td>47.4</td>
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<tr>
<td>1-3</td>
<td>7</td>
<td>36.8</td>
</tr>
<tr>
<td>4-6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7-9</td>
<td>1</td>
<td>5.3</td>
</tr>
<tr>
<td>&gt;10</td>
<td>2</td>
<td>10.5</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
<tr>
<td>Do your parents volunteer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>73.7</td>
</tr>
<tr>
<td>Yes</td>
<td>5</td>
<td>26.3</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

Each student’s responses to the pretest and posttest were used to calculate a total pretest score, total posttest score, and a total change score. The test for a total change in means was a unique test for the research because pairs of questions were matchable from the original data cleaning session. (EX. Student Questions 7-29...
matched for both pretest and posttest). Utilizing SPSS database®, total change scores were calculated between the two tests by subtracting the pretest score from the posttest score. The total mean results were 4.17 for the pretest and 4.14 for the posttest, suggesting a -.03 insignificant total mean change. These scores can be observed in Table 2 below. This insignificant score was also the case after testing at both the .05 and .1 significance level. This additional step was taken to take into consideration the small sample size in this research (n=19) (Frankfort-Nachmias, Chava, and Anna Leon-Guerrero, 2018). The possible explanation for the insignificance and minor change in the students’ scores could be a result of the short time duration of the SIA service-learning project, which lasted only 13 weeks.

Additionally, this analysis of quantitative data not substantiating significant change as a total score for the majority of the questions might be the results of an average to low average range for reliability questionnaire. This was interpreted to mean the students responded inconsistently to questions of a particular service-learning or leadership development concept. There were some questions about the service-learning dimensions that were not measuring the same concept of leadership development. For Example, one question stated; *To be effective in the community, all you need is a caring heart,* and another asked; *Service Learning should not be a part of the curriculum at Clemson.*

<table>
<thead>
<tr>
<th>Table 2 Comparison of Total means using t-test for Human Ecology SIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Mean (Std. Deviation)</strong></td>
</tr>
<tr>
<td>4.17 (1.1)</td>
</tr>
</tbody>
</table>
Utilizing SPSS database®, a means value analysis and \textit{t-test} with a .05 level of significance was conducted for questions 7-29 on both pretest and posttest. Results suggest statistical significance where students indeed think they had a \textit{good understanding of the needs and concerns of the community in which they live} (Question 13, pretest, and posttest). Additionally, results from the same means value analysis and \textit{t-test} suggest, statistical significance where students indeed think the Human Ecology Social Impact Assessment service-learning course \textit{has the ability to strengthen my understanding of local development issues} (Question 19, pretest and posttest). Results from the two primarily significant questions can be seen here in Table 3.

<table>
<thead>
<tr>
<th>Questions of Significance</th>
<th>Pre-Test Means</th>
<th>Post-Test Means</th>
<th>Significance (p-value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q13. I have a good understanding of the need and concerns of the community in which I live.</td>
<td>3.12</td>
<td>4.11</td>
<td>0.13*</td>
</tr>
<tr>
<td>Q19. Human Ecology SIA has the ability to strengthen my understanding of local development issues.</td>
<td>5.22</td>
<td>4.47</td>
<td>0.05*</td>
</tr>
</tbody>
</table>

The means value analysis and \textit{t-tests} were only used for the twenty-nine (29) questions for the pre/posttest, however, six (6) additional questions were only asked on the posttest. Additional questions for the posttest questionnaire sought to better understand student’s perceptions of service and leadership levels after completion of the Human Ecology Social Impact Assessment Course. These new questions gauged aspects of SIA service-learning, community engagement, and leadership as an assessment method, these questions can be seen here in Table 4.
Table 4: Means of Posttest Only Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>postQ30. The engagement we had with stakeholders, key-informants and speakers in this course increased my understanding of social responsibility.</td>
<td>4.63</td>
</tr>
<tr>
<td>postQ31. Through the groupwork with my classmates in this course, I came to better understand the people we worked with.</td>
<td>4.32</td>
</tr>
<tr>
<td>postQ32. Our discussions in this course helped me reflect on the articles I read and my service-learning work.</td>
<td>4.05</td>
</tr>
<tr>
<td>postQ33. I came to better understand my service work and learned from it with the journal reflection assignments.</td>
<td>3.32</td>
</tr>
<tr>
<td>postQ34. I plan to do further community service work after this Quarter ends.</td>
<td>4.42</td>
</tr>
<tr>
<td>postQ35. I would be interested in doing service learning work as a part of future courses.</td>
<td>3.95</td>
</tr>
</tbody>
</table>

Qualitative Results

Qualitative research methods were utilized to address and interpret the categorical thematic expressions or meaning clusters of the student’s journal reflections. Three categorical student-outcomes emerged, including: Identification, Connection, and Taking-Action. Within these categorical clusters of meaning, several themes emerged.

The first theme for Identification included 1) Students develop a strong sense of self. This theme focused on how students came to understand themselves, their values, and to use knowledge and skills gained to increase their understanding of autonomy and become more self-reliant. While participating in the SIA service-learning course, students gained confidence in their abilities to recognize and address personal and social barriers to reaching personal goals. When asked, “Given your experience and observations within the Social Impact Assessment service-learning course, how would you explain the nature of your
overall outcome as a student, compared to when you first began the course?” One student stated:

“I feel that this course has helped me to grow as a servant to others. This course has helped me to learn valuable traits to be a better leader to the community and a better advocate for those in need. Overall, I feel like I have grown as both a student and a member of the community”.

The second theme for Identification included 2) Students develop positive values. This theme focused on how students formed their own beliefs and learned to consider ethical aspects of situations and are committed to social justice and community service and action. When asked, “How might this Social Impact Assessment service-learning experience impact how you might relate with community partners in the future?” One student stated:

“Something that stands out to me about SIA is the democratic involvement. It values the input of the community and outside organizations. I am currently applying for the Peace Corps and if I get in, I could see myself applying SIA to learn what the community’s needs are and collaborate with locals”.

The third theme for Identification included 3) Students gain practical life skills. This theme focused on how students felt better prepared for a positive future, by showing cultural sensitivity and by reporting an increase in knowledge of needs in diverse communities. When asked, “How does your definition of service-learning impact your behavior and motivation in this community partnership that socially assesses the impact of a community center?” One student stated:

“My understanding of service-learning impacts my motivation in this partnership because it helps me to see that there is more than just doing. The best way to help people, specifically with this community center and its potential impacts, is not to just act. It is to learn first about the needs of the community and how a community center will affect them, and then proceed with building a community center or not. I want to serve others, but first, I have to learn about their situations and the ins and outs associated with implementing a specific project before I can effectively serve.”
The fourth theme for identification included 4) Students seek challenges in the world. This theme focused on the positive attitude’s students have toward challenging themselves as students and members of the community, and the expansion of knowledge that students developed. When asked, “In your opinion, how has this service-learning course impacted your overall character? Please explain.” One student stated:

“This semester I started working in Student Government as a leader in our community relationships, and this class has undoubtedly changed how I see our local environment. I understand now better that there are things that go into projects, into volunteering, that we must start to scope out well before we actually go through with a project.”

The first theme for Connection included 1) Students develop critical thinking. This theme focused on students considering a variety of viewpoints when gathering and evaluating information in order to address societal issues. When asked, “If you were going to give a friend advice about the basic principles that make for effective service learning, what would you say?” One student stated:

“Throughout the service-learning experiences that I have had, the greatest personal impact that the work has had on me comes in the form of new perspectives. For example, this work was my first experience working in and with communities of color. Through my work with a community that was different from my own, I unraveled those stereotypes and changed my perspective of why the work we are doing was needed. In helping a community that is different than my own I can help add my voice to a collective group of people who are looking to make change. I am continually re-inspired by the work that is being done by communities who are trying to do more and be better.”

The second theme for Connection included 2) Students value cooperation and team building. This theme focused on students recognizing the value of working together and team building for effective leadership in community work. When asked, “Have you gained new
insights into leadership types by participating in a course that combines service & learning in the form of Social Impact Assessment? Please explain.” One student stated:

“Yes. Some leaders are relation-builder types and seek to forge partnerships that support their mission. Some leaders are participants of the activities of those that they lead. The participant leaders I have witnessed don’t just delegate and oversee, but are involved in background of projects, often fueled by their passion for the mission. Leadership involves a great deal of teamwork and teamwork is often unbalanced. Being able to keep a mission at the forefront while including all members of the group is challenging at best. I think I could do well to learn more about leadership and how it pertains to the practical application of Human Ecology and SIA. Listening to real-life leaders and participating in team exercises have impacted my perceptions in this regard.”

The third theme for Connection included 3) Students feel connected to their communities. This theme focused on how students recognize the importance of making diverse connections while participating in community events, activities, and social networks. When asked to “Please write about an experience related to your service learning that was particularly meaningful, an experience that mattered to you and that you will remember.” One student stated:

“I got to know the LittleJohn Community center, which has helped me see the community of Clemson different. From this, I know that I want to get involved more locally, instead of just in my hometown and through community service. I see the impact the center has made on Clemson!”

The first theme for Taking-Action included 1) Students can identify community needs. This theme focused on how students came up with realistic possibilities to use strategies to determine issues that deserve action. When asked to “What have you learned from this Social Impact Assessment service-learning experience that you might not have learned in a class that excludes service learning?” One student stated:

“I have learned how to assess community issues through surveys. I have learned to be more attentive to the needs of the people I serve. This class has shown me how to address the
needs of others in a way that those people are actively included in all of the decisions, so they aren’t being made to feel like they’re being ‘rescued’.”

The second theme for Taking-Action included 2) Students advocate for themselves and others. This theme focused on the student’s ability to speak out on each other’s behalf and to seek out opportunities to act. When asked “Given your experience and observations within the Social Impact Assessment service-learning course, how would you explain the nature of your overall outcome as a student, compared to when you first began the course?” one student stated:

“This SIA project has made me more inclined to communicate personally with community partners and take the initiative to teammates for asking advice. The outcome I’m most aware of it the lesson about how to engage with a community. The lesson that you need to be democratic and open with people when communicating a plan. That getting the feedback of a community is critical to a successful project. Also, this service-learning course benefits students’ leadership development by stressing the importance of the value of the information collected.”

The third theme for Taking-Action included 3) Students inspire others to act. This theme focused on how students learned to effectively explain their ideas to others and motivate them to get involved in community service and action. When asked “Is there anything else we should know to help us understand the impact of SIA service-learning on your leadership development?” one student stated:

“One of the more important things that I learned, is that we are dependent on community members, they are not so on us. I mean this in the sense that my work required that at least one of the community members had to answer me. But they wouldn’t necessarily care that my writing assignment for a class in Clemson was due on Tuesday, so I had to hope that someone would be willing. I got fortunate that someone did answer me, and I am extremely grateful for that. But it taught me that you always have to keep working, even if you aren’t getting responses.”
The fourth theme for Taking-Action included 4) Students feel empowered to make a difference in the world. This theme focused on students’ increased confidence to address challenging issues in their lives and their local and global communities. When asked, “Did participate in a course that combines service & learning in the form of Social Impact Assessment change the way you view yourself as a leader? Please explain.” One student stated:

“In this SIA course, my group and service experience has helped me the most with how I view myself as a leader. They have taught me a bit about myself and teamwork, but it has also opened my eyes to the challenges of putting theory into practice. It is not easy getting communities involved in a social impact assessment. It is also difficult to get accurate information for a well-produced SIA. Nonetheless, this experience shows the importance of community involvement.”
CHAPTER X: DISCUSSION

This thesis answered each research question. RQ 1: How did the students total leadership score compare, from before and after completion of the Human Ecology Social Impact Assessment Course? RQ 2: What critical incidents as enhancing or challenging factors, impacted students leadership development as a Human Ecology Social Impact Assessment Course outcome? The study determined the Human Ecology Social Impact Assessment service-learning component benefits to higher learning institutions in developing and, in some cases enhancing the student’s leadership. This thesis explored, interpreted, and revealed the perceptions of students who participated in the Human Ecology Social Impact Assessment service-learning component. Any leadership acquired and/or enhanced from participation is useful information to leaders and administrators at higher education institutions.

Students recorded their levels of leadership before and after the service-learning course. The majority of results gathered from the pre and posttest lacked total change significance; possibilities for these results include the overall reliability of the questionnaire and the length of the service-learning course. The pretest/posttest results suggested minor degrees of significance when it came to students acknowledging they had a good understanding of the needs and concerns of the community in which they live, and when students suggested the Human Ecology Social Impact Assessment service-learning course has the ability to strengthen my understanding of local development issues.

Students reflected on their service experiences. The identification of which critical factors challenged or enhanced a student’s leadership development, assist in adjusting current service-learning programming and/or for creating new courses with embedded service-
learning. Results suggest that certain student-experiences, such as developing a strong sense of self, identifying community needs, gaining practical life skills, and feeling connected to their community might prompt changes in the level of leadership for service-learning students. Students expressed their leadership development through categorical outcomes of Identification, Connection, and Taking Action. Any flaw in the research design or limitations of this research study did not contribute to unanticipated findings.

Whether or not today’s students engage with or understand leadership, significantly influences what the next generation is capable of doing when it comes to development, several social issues, and their overall quality of life. The idea of the problem being student’s not indeed gaining enhanced leadership as an outcome in SIA service-learning courses isn’t really true. Institutions of higher education not understanding that the tools for leadership development are here and not being able to recognize them, and therefore, not being able to actively care about them and say we should have more of them is more of a problem. If people don’t understand something, they can’t care for it, and if they can’t identify it, they don’t know if it’s going to go or if it’s gone.
CHAPTER XI: LIMITATIONS

Because the service component of this course was in its beginning stages, there was some uncertainty as to what its effects would be. The focus of this case study was the effects of the Human Ecology course on the participating students, and the type of data collected and analyzed reflected this focus; however, data collected from participants comprised memories that could have blurred over time. Additionally, everyone involved in the study was human and therefore carried bias, which was also the limitations of this study. Bias could have prompted prior knowledge and personal experiences to lead participant-thinking during the research process. To limit researcher bias, a characteristic of phenomenological research known as bracketing was an integral method of reducing bias by suspending prejudices associated with the research inquiry (Creswell, 2009). The process allowed full immersion into the research. Acknowledging prejudices from the consistency in student journal reflections limited biases. The nature of this case study research involved measuring and analyzing student-perception in their natural setting, thereby preventing the investigation from being conducted in an experimental environment that controls for extraneous variables, which was the best way to determine a cause-and-effect relationship. A case study was also useful to provide an evaluation of a unique phenomenon (leadership development), one that doesn’t lend itself well to sophisticated statistical analysis or is too small to be easily generalized to a larger population. Sampling procedures also limited the case study. The students, as participants in this research project, were assigned participation in service-learning as part of their course requirements. Thus, findings from this case study would not apply to situations involving volunteers. Although the questionnaires lacked the utilization of a tested leadership scale, to provide reliability and validity to the research, a review of the
questionnaire-instruments by graduate students and faculty from interdisciplinary department’s determined the questions were appropriate for the audience. The pretest and posttest test questions accurately reflected what might be taking place within the course, and the questions measured what the course is trying to accomplish.
CHAPTER XII: CONCLUSION

In summary, experiential and service-learning courses have historically enabled students to learn significant life skills. Leadership development is one central focus for structured service-learning courses. Collectively working alongside classmates enhances student-experiences but a purposeful service project such as Social Impact Assessment can develop leadership traits in particular. Through the SIA service-learning component, course projects, and journal reflections, students now have ideas of how their service to the community can be improved in terms of long-term impacts. The students now have theories of personal growth, observation and experience. Students' application of these theories facilitates the transfer of leadership, and following their involvement in policy action projects, the students may continue to be active participants in their communities.

Developing positive attitudes towards these localities and establishing relationships both with classmates and the community is the initial progress towards promoting holistic leadership. The Human Ecology SIA course provides tools to address needs and concerns of diverse communities and strengthen students understanding of local development. The results from the case study of the Human Ecology SIA course suggest several conclusions based on the results of the case study. Students walked away from the course with a strong sense of self, identification of community needs, students gained practical life skills, and felt connected to their community. Students expressed leadership development growths through categorical outcomes of Identification, Connection, and Taking Action. The case-study adds to existing experiential and service-learning literature on leadership development by recording ways students perceive their outcomes, and illustrating this service-learning in a course logic model found in Appendix A. These findings support the implementation of a strategically
designed service-learning project such as the Social Impact Assessment (SIA) as an effective design to gain empirical and practical evidence, as it relates to student leadership development.
REFERENCES

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53


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APPENDICES
Appendix A.

## The Human Ecology Social Impact Assessment (SIA) Logic Model

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs</th>
<th>Short</th>
<th>Medium</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Development Research</td>
<td>Service-Activities</td>
<td>Increased understanding of the needs and concerns of the local community</td>
<td>Students apply teamwork, problem solving and practical life skills</td>
<td>Communities improve through student leadership</td>
</tr>
<tr>
<td></td>
<td>Leadership-Elements</td>
<td>Increased understanding of local development issues</td>
<td>Students lead in diverse experiences</td>
<td>Students apply skills in other settings</td>
</tr>
<tr>
<td>Community Stakeholder Involvement</td>
<td>Key Informant Interviews</td>
<td>Positive Relationship Building</td>
<td>Students are engaged in local service projects</td>
<td>Students are leaders</td>
</tr>
<tr>
<td>Undergraduate &amp; Graduate Student Enrollment</td>
<td>Primary and Secondary Data Collection</td>
<td>Teamwork &amp; Valuable Service</td>
<td>SIA service-learning fosters student-leadership</td>
<td></td>
</tr>
<tr>
<td>Class Time</td>
<td>Lectures, Group Projects, and Reflection</td>
<td>Service-Learning, Planning and Community Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Ecology SIA Project and Curriculum</td>
<td>Promise Zone Coordination</td>
<td>Student Advocacy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B.

IRB Exempt Review Application

<table>
<thead>
<tr>
<th>Office use only</th>
<th>Protocol Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval Date:</td>
<td></td>
</tr>
<tr>
<td>Exempt Category:</td>
<td></td>
</tr>
</tbody>
</table>

1. **Principal Investigator (PI):** The PI must be a Clemson faculty or staff, per the PI assignment policy. Graduate students may not be the PI if they are conducting the research for their thesis or dissertation. The PI must have valid human research protections training.

<table>
<thead>
<tr>
<th>Name: Dr. Kenneth Robinson</th>
<th>E-mail: <a href="mailto:kbrasn@clemson.edu">kbrasn@clemson.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Sociology, Anthropology, and Criminal Justice</td>
<td>Phone: (864) 656-1449</td>
</tr>
<tr>
<td>Campus address: 132 Brackett Hall</td>
<td></td>
</tr>
</tbody>
</table>

☒ Faculty ☐ Staff ☐ Other: ☐ CITT expiration date: 07/11/19

2. **Enter Project Title:** Evaluating Leadership Development of Human Ecology Students Conducting Social Impact Assessment through Service Learning

3. **Research Personnel:** Will other individuals assist with recruiting, obtaining informed consent, data collection or data analysis? ☐ No ☒ Yes If YES, complete and attach the Additional Research Team Members Form

4. **Study Purpose:** Describe the purpose and goals of the research using plain language (avoid technical terms, acronyms or jargon, unless explained).

   **Description:** The purpose of this study is to (a) identify the practices perceived as contributing to effective development of the students' leadership abilities from a Social Impact Assessment service learning component conducted by Clemson Human Ecology Students (b) assess the overall effectiveness of the Human Ecology course Social Impact Assessment service learning component in supporting the leadership development of participating students. This thesis adds to the research literature by providing a synthesis of the current literature on the use of service learning with community-based coalitions and partnerships, as well as analyzing the impact of social impact assessment techniques in the broader implementation of the service learning component within the Clemson Human Ecology Course.

5. **Sharing of Results:** Describe how research results will be shared (e.g., academic publication, evaluation report to funder, conference presentation)?

   **Description:** The results of this thesis project will be submitted for publication in several sociological journals. This research finds value in a number of ways. One is its capacity to enable service learning faculty to effectively conduct their course components. Overall, if the higher education community is promoting socially responsible leadership among their undergraduate and graduate students and utilizing short-term, faculty-led programs as a viable strategy to graduate globally conscious citizens then this study is a reasonable investigation. Empirical research based on theory is necessary to reveal to leaders and practitioners what participants think about their experiences.

6. **Funding:** Is the research funded? ☒ No ☐ Yes If YES, answer 6a-d.
a. Enter funding source (Do not use acronyms): 

b. Enter name of PI on award: 

c. Was the award processed through InfoEd? [ ] No [ ] Yes, enter ten-digit InfoEd proposal number (PPN): 

d. Did the IRB office issue a developmental (temporary) approval for this research? [ ] No [ ] Yes, enter the IRB protocol number: 

7. **Research Sites:** Will research activities occur at a non-Clemson site or outside of the United States? [ ] No [ ] Yes **IF YES,** enter site location(s): 

**Non-Clemson site(s):** Site permission may be required. Contact appropriate office/department and keep documentation on file. If collecting data at another institution that has an IRB, you may need permission from each participating institution’s IRB office.

**International projects:** Additional approval may be required. See [FAQs](#) and [OHRP International Compilation of Human Research Standards](#).

8. **Exempt Review Categories:** Select one or more of the categories below that appear to be applicable to your research **AND** provide the information requested for each category selected.

<table>
<thead>
<tr>
<th>Category 1: Research, conducted in established or commonly accepted educational settings, that specifically involves normal educational practices that are not likely to adversely impact students’ opportunity to learn required educational content or the assessment of educators who provide instruction. This includes most research on regular and special education instructional strategies, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.</th>
</tr>
</thead>
</table>
| a. Are the research activities a part of the normal class activities? [ ] No [ ] Yes **IF NO,** describe how the activities will not adversely impact students’ opportunity to learn required educational content: 

b. Does the project involve a team member who is responsible for evaluating the performance of the instructor(s)? [ ] No [ ] Yes **IF YES,** describe how the activities will not adversely impact the assessment of the instructor(s) providing instruction: 

c. Will the class instructor(s) be evaluated on the performance of the research activities? [ ] No [ ] Yes **IF YES,** describe how the activities will not adversely impact the assessment of the instructor(s) providing instruction: 

**Category 1 may be applied to research involving minors.**
9. Study Population
   a. Enter projected number of participants that will be enrolled in the study: 25-30
   b. Identify the group(s) specifically targeted for the study (check all that may apply).
      - [x] Clemson students
      - [ ] Adults not affiliated with Clemson
      - [ ] Non-English speaking individuals
      - [ ] Individuals with impaired decision-making capacity
      - [ ] DoD personnel
      - [ ] Prisoners (requires Full Board Review Application)
      - [ ] Clemson faculty/staff
      - [ ] Minors, including wards of the state, or any other agency, institution, or entity
      - [ ] Individuals with intellectual disabilities
      - [ ] Individuals economically or educationally disadvantaged
      - [ ] Pregnant women
      - [ ] Human Fetuses and/or Neonates
      - [ ] Other—describe: 

10. Recruitment Procedures
    a. Describe how potential participants will be identified and contacted: I will contact student-participant personnel via electronic or oral communications. A follow-up reminder will be sent 1 week after initial contact.
    b. Are there any inclusion or exclusion criteria for participation? [x] No  [ ] Yes If YES, describe criteria and screening process to determine eligibility (provide copy of screening tool) and briefly explain why the inclusion or exclusion criteria is necessary for your research: 
    c. Check all recruitment methods below AND attach copy of recruitment documents for review. See Guidance for Recruitment Materials for more information on what is required on the documents. Participants may not be contacted prior to IRB review.
       - [ ] Flyers/Advertisements
       - [x] In-person—describe: Communication with student-participant personnel during scheduled class meeting
       - [ ] Dept. subject pool—describe: 
       - [ ] E-mail notice
       - [ ] Internet—describe: 
       - [ ] Letter mailed to individuals
       - [ ] Other—describe: 

11. Participant Incentives

a. Will participants receive any incentive or compensation for participating in the study? ☒ No ☐ Yes If YES, answer 11b-c.

b. Are there any conditions for receiving incentives (i.e., have to complete all research activities, answer attention check questions correctly)? ☒ No ☐ Yes If YES, describe: ________

c. Check all that apply and provide requested information for each incentive checked (all incentives must be listed on informed consent document):

☒ Course/extra credit for students (an equivalent alternative to research participation must be provided and described on informed consent document). Indicate number of credits that will be offered and if partial credits will be offered: ________

☒ Gift(s) - describe gift(s) [include value and when gift(s) will be given]: ________

☒ Monetary incentive(s): Indicate value of incentive, when incentive will be given and if partial payment will be offered: ________

12. Research Methods and Procedures

a. What data will you collect? Check all that may apply AND attach copy of data collection instruments/tools for review (i.e., surveys, interview questions).

☒ Surveys/Questionnaires ☐ Individual interview

☐ Focus group ☒ Observation

☒ Student educational records (FERPA may apply) ☒ Protected Health Information (HIPAA may apply)

☐ Digital data (i.e., computer, cell phone, other equipment/devices)- describe: ________

☐ Other-describe: Qualitative Journal Reflection

b. Will you audio/video record or photograph participants? ☑ No ☐ Yes If YES, check all that may apply: ☒ Audio ☐ Video ☐ Photographs

If YES, will you use audio, video, or photographs in presentations, publications, and/or training materials? ☒ No ☐ Yes - a media release form is required

See Guidance on the Use of Audio/Video Recording and Photographs for more information on what is required on the informed consent document.

c. Will you use concealment (incomplete disclosure) or deception in this study? (If you are requesting Exempt review under Category 3 AND your research only involves deception of the nature or purposes of the research, then check “N/A.”) ☒ N/A ☐ No ☐ Yes If YES, describe concealment or deception and provide rationale: ________

See guidance on Research Involving Deception or Concealment AND attach the debriefing form for review.

d. Describe the informed consent process, include who will obtain consent from all participants, when, and how this will be done. If participants are not competent to consent for themselves, then describe procedures for obtaining consent from legally authorized representative. Attach all informed consent document(s) for review: information letter, online script, and/or oral script.

Description: For the informed consent process, both the primary and co-investigator will obtain consent from all student-participants before the questionnaire and journal reflections takes place. This will be done by distributing the IRB provided informed consent documents and the participants agreement in part-taking before the survey and journal reflection process. Before the participant is allowed to part-take
it is required they demonstrate their competency for consent, otherwise they would be excluded from all involvement.

c. Describe, in detail, your data collection methods and procedures. Describe how data will be collected, what information will be collected from participants and what sessions will be audio/video recorded and/or photographed. Provide a timeline or schedule of events, if applicable.

**Description:** The mixed-method case study design utilizes an administered Pre-Post-test questionnaire distributed at the beginning and end of the 2019 semester. This is included to determine changes in students' perceptions of the leadership development and outcomes from the social impact assessment service learning, when comparing early semester data to end of the semester data. Finally, a content analysis of Journal Records from service learning components will be analyzed. The journal reflections will be included as course assignments for participation and credit. The content analysis assesses how the student-participants illustrate their experience and understanding of the research process. Additionally, the content analysis will allow for a better understanding of the perceived effects or potential effects related to leadership development having on the service learning participants.

f. What is the total time (hours, minutes, days) that each participant will spend in the entire study, include follow-up sessions?

**Description:** For the Pre/Post-test questionnaire student-participants will spend no more than 90 minutes. Student-participants will spend approximately 1 hr per week on journal reflections.

13. Data Management Plan

a. Will you collect information (i.e., names, ID numbers, audio/video recordings and photographs, demographic data) during the study that could identify the participants directly or through identifiers linked to the participants? [ ] No [x] Yes

If NO, go to question 14.

If YES, answer 13b-d.

b. Describe your management plan for storing and securing the data, protecting the privacy of participants and maintaining confidentiality of data.

**Description:** The management plan for storing and securing data included is that data will only be accessible to the primary and co-investigators. The protecting and maintaining of participant privacy and confidentiality is done through the use of aliases throughout the research process.

c. How long will you retain identifiable data?

**Description:** The identifiable data will be retained no longer than one year.

d. Will you share identifiable data with other institutions, agencies, or companies? [x] No [ ] Yes

Describe data management plan on informed consent document(s) and notify participants if data will be shared with other institutions, agencies, companies and/or used to support future studies.

14. Conflict of Interest Statement/Financial Disclosure:

Could the results of the study provide an actual or potential financial gain to you, a member of your family, or any of the co-investigators, or give the appearance of a potential conflict of interest (COI)? Refer to [Conflict of Interest policy](#) for more information.

[ ] No

[ ] Yes; indicate the status of the COI and/or financial disclosure:

- [ ] On file with COI office
- [ ] Will be submitted to COI office

65
15. PI Confirmation:

☐ Confirmation from the PI certifies that the information in the IRB packet is accurate and complete, PI is familiar with the Federalwide Assurance for the Protection of Human Subjects held by Clemson University and institutional guidelines regarding human subjects research, and agrees to abide by the provisions of the Assurance and the determination of the IRB. The PI is responsible for assuring that all team members listed on the protocol are properly trained and adverse events, research-related injuries, or unexpected problems affecting the rights or safety of research participants are reported promptly to the Office of Research Compliance.

The PI has to submit the complete packet to IRB@clemson.edu. Initial submissions will not be accepted by other researchers.

Submission Instructions and IRB Review Process: There is no deadline for submitting exempt applications for review. Complete IRB packets are processed as received. It is recommended that you submit your IRB application at least a month before your anticipated start date.

International research – Review of international research may require additional time due to requirements in other countries, negotiation of Individual Investigator Agreements, arranging appropriate local context reviews, and geographical and communication constraints. Submit IRB application at least three to six months before your anticipated start date. More information on local context reviews is available on our FAQ webpage, http://www.clemson.edu/research/compliance/irb/faq.html. The International Compilation of Human Research Standards is available on the Office of Human Research Protections (OHRP) webpage.

Current versions of the applications and templates are available on the IRB forms webpage.
Exempt Determination for IRB2019-214: Evaluating Leadership Development of Human Ecology Students...

1 message

Sharon Daley Rines <srines@clemson.edu>  Fri, Aug 23, 2019 at 12:53 PM
To: Kenneth Robinson <krbnsn@clemson.edu>
Cc: Joseph Tonjuk <jtonjuk@g.clemson.edu>, Nalinee Patin <npatin@clemson.edu>

Dear Dr. Robinson,

I have attached a clean copy of the consent document that will be used for this study. Please use the attached approved consent document.

The Clemson University Office of Research Compliance reviewed the protocol “Evaluating Leadership Development of Human Ecology Students Conducting Social Impact Assessment through Service Learning” using exempt review procedures and a determination was made on August 23, 2019 that the proposed activities involving human participants qualify as Exempt under category 1 in accordance with federal regulations 45 CFR 46.104(d).

No further action, amendments, or IRB oversight of the protocol is required except in the following situations:

1. Substantial changes made to the protocol that could potentially change the review level. Researchers who modify the study purpose, study sample, or research methods and instruments in ways not covered by the exempt categories will need to submit an expedited or full board review application.
2. Occurrence of unanticipated problem or adverse event; any unanticipated problems involving risk to subjects, complications, and/or adverse events must be reported to the Office of Research Compliance immediately.
3. Change in Principal Investigator (PI).

All research involving human participants must maintain an ethically appropriate standard, which serves to protect the rights and welfare of the participants. This involves obtaining informed consent and maintaining confidentiality of data. Research related records should be retained for a minimum of three (3) years after the completion of the study.

The Clemson University IRB is committed to facilitating ethical research and protecting the rights of human subjects. Please contact us if you have any questions and use the IRB number and title when referencing the study in future correspondence.

Sincerely,

Daley Rines
IRB Coordinator

OFFICE OF RESEARCH COMPLIANCE
Clemson University, Division of Research
391 College Avenue, Suite 406, Clemson, SC 29631, USA
www.clemson.edu/research

This message and any attachments contain information which may be confidential and privileged. Unless you are the addressee (or authorized to receive for the addressee), you may not use, copy or disclose to anyone the message or any information contained in the message. If you have received the message in error, please advise the sender by reply e-mail and delete the message.
Information about Being in a Research Study
Clemson University

Evaluating Leadership Development of Human Ecology Students Conducting Social Impact Assessment through Service Learning

KEY INFORMATION ABOUT THE RESEARCH STUDY

Consent to Participate: Kenneth Robinson is inviting you to volunteer for a research study. Kenneth Robinson is an Associate Professor Community Development Specialist at Clemson University conducting the study with the MS Applied Sociology candidate Joseph Tonjuk.

Alternative to Participation: Participation is voluntary and the only alternative is not to participate. You may choose not to take part and you may choose to stop taking part at any time. You will not be punished in any way if you decide not to be in the study or to stop taking part in the study. If you decide not to take part or to stop taking part in this study, it will not affect your grade in any way.

Study Purpose: The purpose of this study was to (a) identify the practices perceived as contributing to effective development of the students' leadership abilities by Human Ecology Students conducting the Social Impact Assessment (SIA) service learning component (b) assess the overall effectiveness of the Human Ecology SIA service-learning component in supporting the leadership development of participating students.

Activities and Procedures: These classroom activities are required for the Human Ecology course and the research team is requesting permission to use the activities for this research study.

Participation Time: All activities will be completed during regular class time, no additional time outside the classroom is required for this study.
**Risks and Discomforts:** We do not know of any risks or discomforts to you in this research study.

**Possible Benefits:** This may help to identify strengths and weaknesses that directly influence decisions made by faculty-researchers involved in the service learning research process. Administrators at these institutions could benefit from information regarding the challenges and breakthroughs their students acquire while participating in service learning courses especially if the experiences have outcomes emphasizing social change and socially responsible leadership development.

**MANDATORY REPORTING**

As responsible employees under Clemson University Title IX policies, we are required to report incidents of discrimination based on sex, sexual harassment, or sexual violence involving a member of the Clemson University community.

**PROTECTION OF PRIVACY AND CONFIDENTIALITY**

The results of this study may be published in scientific journals, professional publications, or educational presentations. Identifiable information collected during the study will be retained but will not be used or distributed for future research studies. No identifiable information will be shared in publication.
CONTACT INFORMATION

If you have any questions or concerns about your rights in this research study, please contact the Clemson University Office of Research Compliance (ORC) at 864-656-0636 or irb@clemson.edu. If you are outside of the Upstate South Carolina area, please use the ORC’s toll-free number, 866-297-3071. The Clemson IRB will not be able to answer some study-specific questions. However, you may contact the Clemson IRB if the research staff cannot be reached or if you wish to speak with someone other than the research staff.

If you have any study related questions or if any problems arise, please contact Joseph Tonjuk, at Clemson University at Brackett Hall, 321 Calhoun Dr, Clemson, SC 29631 Cell Phone: 417-522-9850 Email: jtonjuk@g.clemson.edu

CONSENT

By participating in the study, you indicate that you have read the information written above, been allowed to ask any questions, and you are voluntarily choosing to take part in this research. You do not give up any legal rights by taking part in this research study.

If you choose to consent, the prompt below will serve as your digital signature and your confirmation of consent.

Full name: _____________________________
Today’s date: ___________________________

_____ I consent to being a participant in this study and the use of my educational records for research purposes.
_____ I DO NOT consent to being a participant in this study.

You may print a copy of this document for your records.
Appendix C.

Leadership Skills and Attitude Questionnaire (LSAQ)

Pretest

Please select on that best describes you.

1. Gender
   A. Male
   B. Female

2. Class
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Graduate

3. Which is your primary Ethnicity
   a. African American
   b. Asian America
   c. Hispanic
   d. Native American
   e. White

4. Have you volunteered in your community before?
   a. Yes
   b. No

5. Please indicate the number of hours you volunteer per month.
   a. <1 hour
   b. 1-3
   c. 4-6
   d. 7-9
   e. >10

6. Do your parents regularly volunteer in the community?
   a. Yes
   b. No

Please circle the number that best indicates how strongly you agree or disagree with each statement. Circle the number that best describes your response from 1 = strongly disagree, to 6 = strongly agree

Importance of Social Impact Assessment as service-learning component

7. I am motivated by courses that contain hands on applications of theories to real life situations. 1 2 3 4 5 6

8. I learn course content best when connections to real life situations are made. 1 2 3 4 5 6

9. It is important to take a course that can directly benefit others. 1 2 3 4 5 6
10. I am an active member of my community.  

11. It is important to explain how a development may impact a community.  

12. I think that people should find time to contribute to their community.  

13. I have a good understanding of the needs and concerns of the community in which I live.  

14. I have a good understanding of the strengths and resources of the community in which I live.  

15. To be effective in the community, all you need is a caring heart.  

16. Being involved in a program to improve my community is important to me.  

17. I have very little impact on the community in which I live.  

18. I learn more when a course curriculum is relevant to my life.  

Please circle the number that best indicates how strongly you agree or disagree with each statement. Circle the number that best describes your response from 1 = strongly disagree, to 6 = strongly agree.  

Perceptions of the Human Ecology Course in relation to Leadership Development  

19. RS/SOC 401/601 has the ability to strengthen my understanding of local development issues.  

20. The Human Ecology Course has the ability to strengthen my ability to effectively communicate with team members and stakeholders.  

21. The Human Ecology Course can effectively develops students leadership skills.  

22. Overall the Human Ecology Course increases professional development.
23. Service Learning should not be a part of the curriculum at Clemson.

24. I look forward to providing community service through Service Learning.

25. There is no relation between my real life experience and what I learn in school.

26. The things I learn in school are not applicable to my life outside of school.

27. I do not feel well prepared to embark on my post-graduate plans (e.g. graduate school, employment, etc.)

28. I feel that I can make a difference in the world.

29. I am certain of what’s required to succeed in the career that I want to pursue.

Thank You
Leadership Skills and Attitude Questionnaire (LSAQ)
Posttest

Please select on that best describes you.
1. Gender
   A. Male
   B. Female
2. Class
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Graduate
3. Which is your primary Ethnicity
   a. African American
   b. Asian American
   c. Hispanic
   d. Native American
   e. White
4. Have you volunteered in your community before?
   a. Yes
   b. No
5. Please indicate the number of hours you volunteer per month.
   a. <1 hour
   b. 1-3
   c. 4-6
   d. 7-9
   e. >10
6. Do your parents regularly volunteer in the community?
   a. Yes
   b. No

Please circle the number that best indicates how strongly you agree or disagree with each statement. Circle the number that best describes your response from 1 = strongly disagree, to 6 = strongly agree

**Importance of Social Impact Assessment as service-learning component**

7. I am motivated by courses that contain hands on applications of theories to real life situations. 1 2 3 4 5 6
8. I learn course content best when connections to real life situations are made. 1 2 3 4 5 6
9. It is important to take a course that can directly benefit others. 1 2 3 4 5 6
10. I am an active member of my community. 1 2 3 4 5 6
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<td>It is important to explain how a development may impact a community.</td>
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<td>I think that people should find time to contribute to their community.</td>
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<td>I have a good understanding of the needs and concerns of the community in which I live.</td>
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Please circle the number that best indicates how strongly you agree or disagree with each statement. Circle the number that best describes your response from 1 = strongly disagree, to 6 = strongly agree

**Perceptions of the Human Ecology Course in relation to Leadership Development**

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<td>The Human Ecology Course can effectively develops students leadership skills.</td>
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<td>22.</td>
<td>Overall the Human Ecology Course increases professional development.</td>
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<td>Service Learning should not be a part</td>
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25. There is no relation between my real life experience and what I learn in school.

26. The things I learn in school are not applicable to my life outside of school.

27. I do not feel well prepared to embark on my post-graduate plans (e.g. graduate school, employment, etc.)

28. I feel that I can make a difference in the world.

29. I am certain of what’s required to succeed in the career that I want to pursue.

Questions only on post-course survey:
30. The engagement we had with stakeholders, key-informants and speakers in this course increased my understanding of social responsibility.

31. Through the groupwork with my classmates in this course, I came to better understand the people we worked with.

32. Our discussions in this course helped me reflect on the articles I read and my service-learning work.

33. I came to better understand my service work and learned from it with the journal reflection assignments.

34. I plan to do further community service work after this Quarter ends.

35. I would be interested in doing service learning work as a part of future courses.

Thank You
Appendix D.

Journal Reflection Assignments for Human Ecology/Social Impact Analysis RS/SOC 401/601 – Section 1 (3 Hours), Fall 2019

Week 3: “What is Social Impact Assessment?”
Student ID Number: _______________ Date: ____________

The purpose of these journal reflections are to (a) identify the practices perceived as contributing to effective development of the students’ leadership abilities by Human Ecology Students conducting the SIA service learning component (b) assess the overall effectiveness of the Human Ecology SIA service learning component in supporting the leadership development of participating students.

We are interested in your experiences with community service and your views on how this service learning has contributed to your understanding of social problems and issues. We are also interested in the specific kinds of learning experiences that may have influenced your leadership abilities. We hope to be able to have a better understanding of student outcomes participating in service learning, as they relate to leadership development, in order to establish criteria for improved courses and student experiences.

For the following questions please provide at least 3-4 sentences for each response unless instructed otherwise, you may add more if you’d like.

1. Is the RS/SOC 401/601 Human Ecology Course your first class that includes a service learning component? If yes, please briefly explain why you chose to enroll. If no, please briefly explain your motivations in your previous service learning course or courses.

2. How do you think community service contributes to the process of becoming an effective leader?

3. In your opinion, how can a service learning course improve your overall character? Do you have any basic assumptions regarding service learning that shaped your choice to enroll in the Human Ecology Social Impact Assessment course? Please explain.

4. Did the notion of completing community service for academic credit change the way you think about yourself as a student? Please explain.

Thank you.

Week 6-9: “Obtaining Information to Measurable SIA Variables.”

Week 7: “Population Impacts Community/Institutional Arrangements.”
Student ID Number: _______________ Date: ____________

77
The purpose of these journal reflections are to (a) identify the practices perceived as contributing to effective development of the students’ leadership abilities by Human Ecology Students conducting the SIA service learning component (b) assess the overall effectiveness of the Human Ecology SIA service-learning component in supporting the leadership development of participating students.

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For the following questions please provide at least 3-4 sentences for each response unless instructed otherwise, you may add more if you’d like.

1. Have you gained new insights into leadership types by a participating in a course that combines service & learning in the form of Social Impact Assessment? Please explain.

2. Since participating in the Social Impact Assessment service learning course, how have you seen the environment differ than when you volunteer?

3. How does your definition of service learning impact your behavior and motivation in this community partnership that socially assesses the impact of a community center?

4. Is there anything else we should know to help us understand the impact of Social Impact Assessment service learning on student’s leadership development?

Thank you.
Week 9: “Communities in transition/Individual and family level impact.”
Student ID Number: _______________ Date: ____________

The purpose of these journal reflections are to (a) identify the practices perceived as contributing to effective development of the students’ leadership abilities by Human Ecology Students conducting the SIA service learning component (b) assess the overall effectiveness of the Human Ecology SIA service-learning component in supporting the leadership development of participating students.

We are interested in your experiences with community service and your views on how this service learning has contributed to your understanding of social problems and issues. We are also interested in the specific kinds of learning experiences that may have influenced your leadership abilities. We hope to be able to have a better understanding of student outcomes participating in service learning, as they relate to leadership development, in order to establish criteria for improved courses and student experiences.

For the following questions please provide at least 3-4 sentences for each response unless instructed otherwise, you may add more if you’d like.

1. If you were going to give a friend advice about the basic principles that make for effective service learning, what would you say?

2. Please describe a situation in your Social Impact Assessment service learning experience where you have seen what is being taught improve you leadership.

3. How might this Social Impact Assessment service learning experience impact the way in which you might relate with community partners in the future?

4. Please write about an experience related to your community service in the last year that was particularly meaningful, an experience that mattered to you and that you will remember.

5. Is there anything else we should know to help us understand the impact of Social Impact Assessment service learning on student’s leadership development?

Thank you.
Week 12: “Assessment of Impacts.”
Student ID Number: _______________ Date: ____________

The purpose of these journal reflections are to (a) identify the practices perceived as contributing to effective development of the students’ leadership abilities by Human Ecology Students conducting the SIA service learning component (b) assess the overall effectiveness of the Human Ecology SIA service-learning component in supporting the leadership development of participating students.

We are interested in your experiences with community service and your views on how this service learning has contributed to your understanding of social problems and issues. We are also interested in the specific kinds of learning experiences that may have influenced your leadership abilities. We hope to be able to have a better understanding of student outcomes participating in service learning, as they relate to leadership development, in order to establish criteria for improved courses and student experiences.

For the following questions please provide at least 3-4 sentences for each response unless instructed otherwise, you may add more if you’d like.

1. How might this Social Impact Assessment service learning experience relate to other situations you might encounter in the future?

2. Given your experience and observations within the Social Impact Assessment service learning course, how would you explain the nature of your overall outcome as a student, compared to when you first began the course?

3. What have you learned from this Social Impact Assessment service learning experience that you might not have learned in a class that excludes service learning?

4. Did participating in a course that combines service & learning in the form of Social Impact Assessment change the way you view yourself as a leader? Please explain.

5. Is there anything else we should know to help us understand the impact of SIA service learning on your leadership development?

Thank you.
## T-Test

### Group Statistics

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