

Chapter XIV: STUDENT INTERVIEW PROJECT

Who takes it?

Volunteers from a random sample of students complete the Interview Project. The University Assessment Committee selects one or two class levels (e.g., first-year students, seniors) from which the sample is drawn.

When is it administered?

The Interview Project is administered during roughly the first half of the spring semester.

How long does it take for the student to complete the interview?

The interview plus accompanying questionnaires require about 30 minutes.

What office administers it?

The Interview Project is administered by the University Assessment Committee and the Chair of the Student Interview Project, plus additional volunteers, including students, faculty, and University administrators. Interviews are conducted by a faculty member or administrator plus a student co-interviewer.

Who originates the questions?

The University Assessment Committee and the Chair of the Student Interview Project write and assemble the project materials.

When are results typically available?

Results are usually available at the end of the summer following data collection.

What type of information is sought?

The University Assessment Committee selects questions based on current curricular or co-curricular topics of interest to the University. In 2005, participants reported about their experiences with leadership and service learning.

From whom are the results available?

Results of the Interview Project are available from the Vice President for Academic Affairs Office and the Chair of the Interview Project.

To whom are the results typically available?

Results are available to the Assessment Committee and the University community through University-wide conferences and this *Almanac*.

Are the results available by division or discipline?

Results are not broken down by division or discipline.

Are the results comparable to data of other universities?

The results are not directly comparable with other institutions.

Executive Summary

The 2005 Student Interview Project (1) described students' experiences with leadership and service learning, and (2) tested a value-added model of leadership and service learning experience in college. Participants ($N = 121$) were Truman State University undergraduates volunteering from a randomly selected pool of seniors (students who had earned at least 90 semester hours of college credit). Participants completed semi-structured interviews and a battery of questionnaires. The Truman State University registrar provided academic ability and achievement data.

Most participants reported engaging in at least one leadership (90%) and one service learning (85%) activity during college, although the number of activities was variable (range 0-7+). During interviews, participants reported that prior membership in a student group (e.g., club, fraternity or sorority, honor organization), social learning/modeling (e.g., having a friend already involved who encourages participation), and independently seeking a position were common pathways to service learning and leadership. Participants not involved in college leadership and service learning often said they had little time for and interest in these activities. Nearly all participants who had college leadership and service learning experience identified personal benefits from their activities, including improvement in administrative and time management skills (leadership), personal satisfaction and learning about different cultures (service learning), and improvement in interpersonal skills and career preparation (both leadership and service learning). Most participants involved in leadership and service learning also identified personal costs of these activities, including having less time for other activities and increased personal stress. Participants identified a number of ways that the Truman State University community supports students' leadership and service learning. Supports included having many opportunities and organizations for leadership and service learning, as well as information and encouragement from faculty members. At the same time, most participants offered suggestions for improving supports for leadership and service learning, such as better advertising of opportunities to students, receiving more support from faculty members, and devoting more institutional resources to student leadership and service learning.

Tests of a value-added model using questionnaire and archival data revealed that college participation in leadership and service learning predicts positive outcomes beyond expectations from students' pre-college academic ability, achievement, and participation in leadership and service learning. College leadership experience predicted higher satisfaction with Truman State University, and greater perceived growth in behaviors and attitudes related to critical thinking, social justice, and time management in college; whereas college service learning predicted a higher college grade point average and greater perceived growth and social justice. These results are largely consistent with participants' reports during interview and support (but do not directly establish) the benefits of leadership and service learning for Truman State University's undergraduates.

Background and Rationale

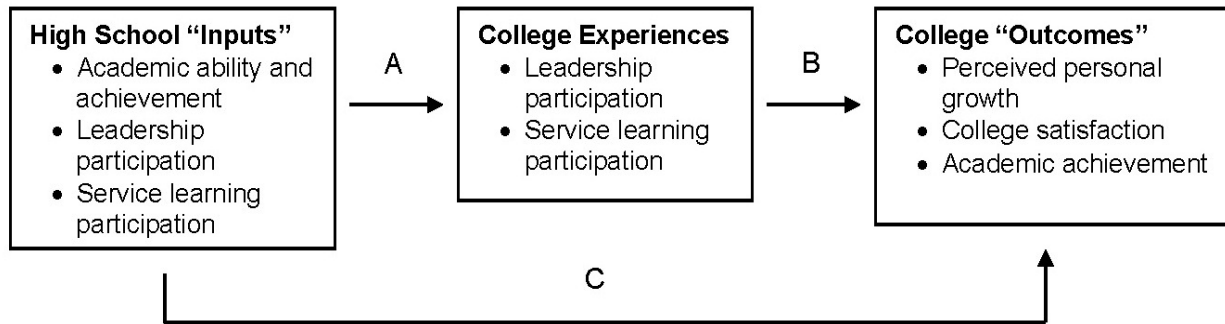
Truman State University's annual Student Interview Project addresses issues relevant to students' experiences and the University's functioning. For example, the project focused on student recruitment and retention in 2001 and 2002, and on student engagement in a liberal arts environment in 2003 and 2004. The 2005 Student Interview Project focused on undergraduates' leadership and service learning. Research at other institutions suggests that leadership and service learning may have benefits for students engaging in these activities. For example, benefits of leadership may include increases in multicultural awareness, leadership skills, and a sense of civic responsibility (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001); increases self-management and cultural participation (Cooper, Healy, & Simpson, 1994); and improvement in collaborative work and interpersonal communication skills (Bialek & Lloyd, 1998). Similarly, benefits of service learning may include improvement in civic responsibility and academic achievement (Astin & Sax, 1998; Vogelgesang & Astin, 2000), as well as in critical thinking and use of knowledge (Eyler, Giles, & Braxton, 1997; Eyler & Giles, 1999).

The goals of the 2005 Student Interview Project were (1) to describe students' experiences with leadership and service learning, and (2) to test a value-added model of leadership and service learning experience in college. For this project, leadership was defined conceptually as systematically and intentionally motivating, guiding, directing, enabling, or organizing the behaviors of other people; service learning was defined as providing help or support to individuals, organizations, and/or communities (service) accompanied by significant and identifiable educational growth (learning) for the student providing the service. To describe students' experiences, the interview included questions about how participants became involved in leadership and service learning (or why they did not become involved), perceived benefits and costs of participation in leadership and service learning (for participants with experience in these domains), identified supports for leadership and service learning in the University community (for all participants), and suggestions for better supporting leadership and service learning (for all participants).

To test a value-added model, questionnaire measures and University records were used to gather information about participants' level of involvement with leadership and service learning in high school and college, pre-college academic ability and achievement, and college academic achievement, college satisfaction, and perceived personal growth during college in several areas (critical thinking, time management, cultural sensitivity, and social justice). Value-added experiences were operationalized as college service learning leadership predicting positive outcomes (college satisfaction, academic achievement, and perceived personal growth), beyond their association with high school experiences, ability, and achievement (Pascarella & Terenzini, 1991). As depicted in Figure 1, service learning and leadership add value to the college

experience if they produce positive outcomes (path *B*) beyond expectations from students' pre-college inputs (paths *A* and *C*).

Figure 1: Value-Added Model of College Leadership and Service Learning



Method

Participants

Participants ($N = 121$) were undergraduates at Truman State University who had earned at least 90 (median = 113, range 90-152) semester hours of college credit (seniors). Most participants (70%) were women and 30% were men; 5% were African-American or black; 5% Asian-American, Asian, or Pacific Islanders; 88% Caucasian or white non-Hispanic; 1% Native American or American Indian; 1% reported multiple or mixed ethnicities. Participants were of traditional college age (median = 21 years, range 18-23).

Participants were recruited from a random sample of 300 seniors with introductory letters from the University President's Office, and telephone (primary) and email (secondary) contacts by student co-coordinators of the Interview Project. Letters and follow-up contacts emphasized the value of all students' participation, regardless of experience with leadership and service learning. Students were informed that their participation was voluntary and that their responses would be identified with arbitrary participant numbers, rather than with names or student identification numbers. The participation rate was 40% (121/300).

Procedure

Participants completed a 30-minute assessment session. Participants first read the project definitions of leadership and service learning with example activities (see Appendix A). They next completed a short battery of questionnaires (roughly 10-15 minutes). Participants then completed an interview (roughly 10-20 minutes) conducted jointly by a volunteer faculty or administrative staff member ($N = 32$) paired with a volunteer student co-interviewer ($N = 33$).

Measures

Interview. The semi-structured interview contained 10 questions assessing experiences with leadership and service learning in college (see Appendix B). Interviewers were instructed to ask the questions as written and to avoid follow-up questions and prompts unless an interviewee clearly misunderstood a question. Co-interviewers recorded responses independently as key words and phrases. At the conclusion of the interview, the co-interviewers compared their notes and made corrections to a designated master copy, as needed. The master copies were transcribed verbatim into a computer spreadsheet for coding. Project co-coordinators together rationally developed and coded dichotomous (present = 1; absent = 0) response categories for each question with a subsample of 40 participants' responses. A total of 10-16 response categories were developed for each question (see Appendix C for category definitions and example responses). Using these categories, the co-coordinators independently coded a second subsample of 40-41 participants for each question to check the reliability of their category ratings. Inter-rater reliability of the pooled ratings (participant-category used as the unit of analysis) was high for each of the 10 questions, raw proportion of agreement median = .97 (range .94-.97), chance-corrected proportion of agreement (kappa) median = .87 (range .79-.94; Landis & Koch, 1977). Discrepancies in the co-coordinators' codes were discussed and resolved before further response coding and analysis.

College Satisfaction. Satisfaction with Truman State University was measured with a 6-item, rationally constructed questionnaire. Participants rated items such as, "I feel like I belong at Truman State University," and "I would recommend Truman State University to a friend or relative," on a 6-point scale of agreement. A total score was derived by averaging the item ratings. Higher scores indicate greater satisfaction. Alpha internal consistency reliability for the satisfaction scale was high (.88) in this sample.

Quantity of Participation. Working from project definitions of leadership and service learning, participants listed separately their leadership and service learning activities in high school and in college (i.e., they made a total of four lists of activities). Participants were instructed to list each activity in its single best-fitting category, not as both leadership and service learning. Space was provided for 7 activities in each list. Finally, participants estimated their average total time spent per week in leadership and service learning activities in high school and in college by circling a range (0, 1-5, 6-10, 11-15, 16-20, 21-25, or 26+ hours/week).

Personal Growth. Participants rated their subjective improvement during college in a number of skills and attitudes relevant to leadership and service learning. Participants rated their growth on a 5-point scale, from 0 = *no improvement* to 4 = *very large improvement*, for 25 items. Most (21) of the items were selected from the Student Leadership Outcomes Inventory (Crowder, 2000) on the basis of their divergent loadings in a factor analysis of the instrument (Romero-Aldaz, 2001). These items reflected improvement in three areas with high internal

consistency reliability in the current sample: critical thinking (e.g., “creative problem solving,” “negotiating for a desired outcome;” 12 items; $\alpha = .89$), time management (e.g., “managing multiple tasks,” “establishing priorities;” 5 items; $\alpha = .90$), and cultural sensitivity (e.g., “understanding different cultures,” “respect for the rights of others;” 4 items; $\alpha = .87$). To assess another common goal of student leadership and service learning, four new items were written to reflect improvement in attitudes and behaviors related to civic responsibility and social justice (e.g., “dedication to helping others,” “effectiveness in improving my community”) and formed a reliable scale ($\alpha = .85$).

Academic Aptitude and Achievement. Academic records obtained from the University provided information about participants’ aptitude and achievement. Aptitude was measured by the ACT Assessment composite score (ACT, 1997), and pre-college achievement was operationalized as high school grade point average (4-point scale) and class percentile rank (i.e., higher scores mark better performance). College academic achievement was operationalized as the cumulative grade point average (4-point scale).

Results

Prevalence of Participation in Leadership and Service Learning

The number of leadership and service learning activities that participants listed is summarized in Table 1. Most participants engaged in at least one leadership activity in high school (90%) and in college (90%), and at least one service learning activity in high school (88%) and in college (85%). The median number of activities was 2 in each of these four categories, but ranged from 0 to the scale maximum of 7 among participants. Time devoted to leadership and service learning also was variable, but often modest (median = 1-5 hours in a typical week for college service learning and leadership and for high school service learning; median = 6-10 hours for high school leadership; ranges 0-26+ hours per week).

Table1: Number of Leadership and Service Learning Activities

Activities	Median	Number of Activities							
		0	1	2	3	4	5	6	7+
High School									
Leadership	2	10%	20%	22%	17%	13%	12%	4%	2%
Service Learning	2	12%	30%	31%	15%	6%	5%	0%	1%
College									
Leadership	2	10%	25%	19%	25%	10%	6%	5%	1%
Service Learning	2	15%	26%	20%	19%	7%	7%	2%	4%

Note. $N = 121$. Percentages reflect the proportion of participants listing each number of activities.

How Do Students Get Involved in College Leadership and Service Learning Activities?

Table 2 summarizes participants' interview reports of their pathways to leadership and service learning. The pathways that participants mentioned most often were similar for leadership and service learning. Common pathways included prior membership in an organization (e.g., honor organization, fraternity or sorority, club), social learning and modeling (e.g., having friends already involved in the activity), and seeking out a leadership or service learning activity independently. Scholarship jobs were also mentioned as a relatively common pathway to service learning. Faculty members' information and encouragement and coursework were reported as pathways to leadership and service learning somewhat less frequently.

Table 2: How Students Get Involved in College Leadership and Service Learning

Leadership		Service Learning	
Group Membership	47%	Group Membership	58%
Modeling / Social Learning	27%	Modeling / Social Learning	25%
Self-Motivated	24%	Self-Motivated	20%
Fit Prior Experience	10%	Scholarship Job	19%
Elected	10%	Faculty Informed / Encouraged	12%
Faculty Informed / Encouraged	7%	Part of Coursework	12%
Respond to Advertisement	7%	Advertisement	10%
Encouraged by Others (not faculty)	6%	Fit Prior Experience	7%
Organization Needed Leader	5%	Prepare for Career	7%
Scholarship Job	5%	Encouraged by Others (not faculty)	6%
Part of Coursework	4%		

Note. Percentages reflect the proportion of participating students (leadership $N = 111$; service learning $N = 106$). Categories not mutually exclusive.

Why Are Some Students Not Involved in College Leadership and Service Learning Activities?

Because the number of participants without college leadership ($N = 10$) and service learning ($N = 15$) experience was small, responses were not categorized formally. Individual interview responses for these students are paraphrased in Table 3. Common reasons for not getting involved appear to include perceived lack of time and low interest in leadership and service learning.

Table 3: Why Students Are Not Involved in College Leadership and Service Learning

Leadership	Service Learning
"Focused on academics."	"Too many other things to do."
"No time."	"Too much other stuff to do."
"Didn't want to, busy."	"No time."
"Hasn't had chance yet."	"Too busy with classes."
"Didn't want to."	"Conflicts with current activities."
"Feels apathetic, lazy, shy."	"If not forced to do something, doesn't."
"Lazy, not interested."	"Never really thought about it."
"Afraid of trying new things."	"Not part of my organization."
"Leadership just 'résumé padding'."	"No gumption, afraid of new things."
"Feels Greeks dominate."	"Just didn't get involved."
	"Didn't try to get involved."
	"Not interested."
	"Wasn't aware of opportunities."
	"Never both service and learning."
	"No answer."

Note. Ns = 10 and 15 students not participating in leadership and service learning, respectively.

How Do College Leadership and Service Learning Benefit Students?

Personal benefits identified by students during interview are summarized in Table 4. All students involved in leadership (100%) and nearly all involved in service learning (98%) identified one or more benefits. Common benefits included improvement in administrative and time management skills (leadership), personal satisfaction and learning about different cultures (service learning), and improvement in interpersonal skills and career preparation (both leadership and service learning).

Table 4: Personal Benefits of College Leadership and Service Learning

Leadership		Service Learning	
Administrative Skills Improved	49%	Cultural Experience	32%
Interpersonal Skills Improved	41%	Learned New Skill	29%
Time Management Improved	22%	Prepare for Future (e.g., career)	28%
Self Confidence Improved	19%	Personal Satisfaction	24%
Other Personal Growth	19%	Social Integration	17%
Preparation for Career	18%	Interpersonal Skills Improved	15%
Socializing	17%	Other Personal Growth	14%
Personal Satisfaction	13%	Self Confidence Improved	11%
Cultural Experience	13%	Time Management Improved	6%
Learned Specific Skill (e.g., shorthand)	10%	Other	4%
Organizational Skill Improved	10%	None	2%
Responsibility Improved	8%		
Kept Busy / Not Bored	5%		
Networking	4%		
Other	3%		

Note. Percentages reflect the proportion of participating students (leadership N = 111; service learning N = 106). Categories not mutually exclusive.

What Personal Costs Do Students Attribute to Their Leadership and Service Learning?

Personal costs and drawbacks of leadership and service learning that participants identified during interview are summarized in Table 5. Nearly all participants involved in leadership (95%), and most involved in service learning (75%), identified one or more personal costs or drawbacks. Reduced time for other activities and personal stress were mentioned often. Academic costs (e.g., poorer academic performance) were also mentioned relatively frequently, especially for leadership. However, arguably more objective data analyzed below do not support concerns about academic performance, as reflected in students' cumulative grade point average.

Table 5: Personal Costs of College Leadership and Service Learning

Leadership		Service Learning	
Broad/Nonspecific Time Costs	45%	Broad/Nonspecific Time Costs	46%
Personal Stress	36%	None	25%
Academic Costs	30%	Personal Stress	15%
Reduce Personal Time	20%	Academic Costs	8%
Leadership Conflicts	19%	Reduce Personal Time	8%
Less Social Time	9%	Financial Costs	7%
Narrow Extracurricular	6%	Narrow Extracurricular	6%
Unwanted Responsibility	6%	Other	4%
None	5%	Less Social Time	2%
Financial (e.g., dues)	3%		
Other	2%		

Note. Percentages reflect the proportion of participating students (leadership $N = 111$; service learning $N = 106$). Categories not mutually exclusive.

How Does the Truman State University Community Support Leadership and Service Learning?

Most participants identified one or more supports for student leadership (98%) and service learning (94%) during the interview, as summarized in Table 6. Frequently named supports included having many opportunities and organizations available involving leadership and service learning, as well as support from faculty members and advertisement of opportunities. In addition, the idea that engaging in leadership is part of the student culture at Truman State University was mentioned relatively frequently. Support in the classroom context was somewhat less common.

Table 6: How Truman State University Supports Leadership and Service Learning

Leadership		Service Learning	
Many Organizations Available	45%	Faculty Encouragement	29%
Faculty Encouragement	38%	Organizations Encourage	29%
Socially Normative	31%	Many Opportunities	22%
Structural Support (e.g., small school)	25%	SERVE Center	20%
Advertisements	18%	Advertisements	17%
In-Class Support	14%	Scholarship Jobs	16%
Campus Events Promote	9%	In-Class Support	14%
May Start Organization	7%	Socially Normative	9%
Other	5%	Structural Support (e.g., program requires)	8%
No Support Evident	2%	Campus Events	8%
		No Support Evident	6%
		Other	4%

Note. $N = 121$. Categories not mutually exclusive.

How Could the Truman State University Community Better Support Leadership and Service Learning?

Participants' suggestions during interview for increasing support for leadership and service learning are summarized in Table 7. Most participants gave one or more suggestions for better supporting leadership (77%) and service learning (87%), whereas 5% of participants suggested that no improvements were needed in these areas. Common suggestions for both leadership and service learning included better advertising opportunities and increasing support from faculty members. In addition, providing more opportunities was a frequent suggestion for better supporting service learning, and devoting more resources (e.g., more money, more courses) was a relatively frequent suggestion for better supporting leadership.

Table 7: How Truman State University Might Better Support Leadership and Service Learning

Leadership		Service Learning	
More Advertisement	28%	More Advertisement	28%
Faculty Support	27%	More Opportunities	22%
More Resources (e.g., money)	18%	Faculty Support	18%
No Suggestions	17%	Promote Needs and Benefits	14%
Inter-organizational Communication	9%	Kirksville Connections	12%
Other	9%	No Suggestions	8%
Kirksville Connections	7%	Recognition for Service Learning	8%
Recognition for Leadership	6%	More Resources (e.g., money)	6%
No Improvement Needed	5%	Other	6%
Improve Attitudes (e.g., toward Greeks)	5%	No Improvement Needed	5%
More Encouragement (nonspecific)	4%	Inter-organizational Communication	4%
		Require Service Learning	4%

Note. $N = 121$. Categories not mutually exclusive.

Testing a Value-Added Model of College Leadership and Service Learning

Descriptive statistics for variables used in testing the value-added model are shown in Table 8. High school data (ACT, class percentile rank, and/or grade point average) were unavailable for four students, reducing the sample size to 117 for these analyses. As shown in Table 8, the distributions of leadership and service learning in high school and in college were very similar to the full sample described above. Consistent with the larger student population at Truman State University, the participants had, on average, high academic ability (e.g., sample mean ACT composite more than 1 *SD* above the national average of about 20) and high academic achievement in high school (roughly an A- grade point average and in the top 12% of the class, on average) and in college (roughly a B+ grade point average). Participants' satisfaction with Truman State University was high, on average, with a mean score between 5-6 on a 1-6 scale. Their perceived personal growth in critical thinking, time management, cultural sensitivity, and social justice during college was moderate to large, on average, with means between 2-3 on a 0-4 scale.

Table 8: Descriptive Statistics for Variables Used in Value-Added Analyses

Variable	Mean	SD	Median	Minimum	Maximum
High School Leadership Activities	2.68	1.77	2.00	0.00	7.00
High School Service Activities	1.92	1.36	2.00	0.00	7.00
College Leadership Activities	2.40	1.65	2.00	0.00	7.00
College Service Activities	2.30	1.83	2.00	0.00	7.00
High School Grade Point Average	3.83	0.25	3.96	2.91	4.00
High School Class Percentile Rank	88.73	10.54	91.78	48.04	99.78
ACT Composite	27.78	3.34	28.00	19.00	34.00
College Grade Point Average	3.40	0.41	3.45	2.14	4.00
College Satisfaction	5.15	0.81	5.33	1.17	6.00
Growth in Critical Thinking	2.54	0.67	2.50	0.50	3.92
Growth in Time Management	2.62	0.95	2.60	0.00	4.00
Growth in Cultural Sensitivity	2.60	0.96	2.75	0.00	4.00
Growth in Social Justice	2.24	0.93	2.25	0.00	4.00

Note. $N = 117$. For satisfaction, 1 = *strongly disagree*...6 = *strongly agree* (high scores reflect satisfaction). For growth variables, 0 = *no*, 1 = *small*, 2 = *moderate*, 3 = *large*, 4 = *extremely large improvement during college*.

Correlations between high school inputs (academic ability and achievement, and leadership and service learning activities) and college variables (leadership and service learning activities, satisfaction, perceived growth) are shown in Table 9 (consistent with paths A and C in Figure 1). High school leadership activity predicted all of the college variables, including significantly greater involvement in leadership, service learning, grade point average, satisfaction, and perceived growth in critical thinking, cultural sensitivity, social justice, as well as improvement in time management at the trend level ($p = .07$). In contrast, high school service learning significantly predicted only greater involvement in college service learning. Not surprisingly, high school grade point average, class percentile rank, and ACT composite scores predicted higher college grade point average. High school achievement (grade point average and

class percentile rank) also predicted greater college satisfaction. None of these high school ability and achievement variables predicted greater involvement in college leadership and service learning, however. Instead, there was a trend ($p = .09$) for students with higher incoming ACT composite scores to participate in fewer service learning activities in college. High school ability and achievement also were not significantly related to perceived growth during college in critical thinking, time management, cultural sensitivity, and social justice.

Table 9: Correlation of College Variables with High School Variables

College	High School				
	Leadership	Service Learning	GPA	Class PR	ACT
Leadership	.35	-.02	-.07	-.07	-.04
Service Learning	.38	.34	.00	.01	-.16
GPA	.18	.12	.51	.58	.47
Satisfaction	.22	.04	.30	.21	.12
Critical Thinking	.29	.00	-.11	-.12	-.14
Time Management	.17	.05	-.13	-.10	-.12
Cultural Sensitivity	.23	.11	-.01	-.03	-.08
Social Justice	.25	.08	-.14	-.13	-.15

Note. $N = 117$. Leadership and service learning are counts of activities. GPA = grade point average. PR = percentile rank. ACT = ACT composite score. Table contains Spearman correlations. Correlations in bold, $p < .05$, 2-tailed.

Correlations between college leadership and service learning participation and college outcomes (grade point average, satisfaction, perceived growth; see Figure 1) are shown in Table 10. The zero-order correlations represent relations between college leadership and service learning and the outcome variables, without taking into account high school inputs. College leadership and service learning both significantly predicted greater perceived growth in critical thinking, time management, cultural sensitivity, and social justice. Only college leadership significantly predicted greater college satisfaction, whereas service learning predicted college grade point average at the trend level ($p = .07$). Because high school inputs predicted a number of these college variables (see Table 9), potential value added by participation in college leadership and service learning is unclear from these zero-order correlations alone.

The value-added model, represented by partial correlations between college leadership and service learning participation and college outcomes in Table 10, controls for high school inputs (see path B in Figure 1). These partial correlations are consistent with, but do not directly establish, added benefits of college leadership and service learning to students. Involvement in more college leadership activities predicted higher satisfaction with Truman State University and greater perceived growth in critical thinking, time management, and social justice. In addition, there was a trend ($p = .06$) for college leadership to predict greater growth in cultural sensitivity. College leadership did not, however, significantly predict college grade point average. In contrast, college service learning significantly predicted a higher grade point average and greater growth in social justice, when controlling high school inputs. There was a trend ($p = .06$) for

college service learning to predict growth in critical thinking, as well. However, college service learning did not significantly predict college satisfaction or perceived growth in time management or cultural sensitivity.

Table 10: Correlation of College Outcomes with College Leadership and Service Learning

College Outcome	College Leadership		College Service Learning	
	Zero-Order r_s	Partial r_s	Zero-Order r_s	Partial r_s
Grade Point Average	.03	.07	.17	.22
College Satisfaction	.24	.23	.14	.09
Critical Thinking	.49	.41	.26	.18
Time Management	.28	.22	.20	.13
Cultural Sensitivity	.24	.18	.23	.13
Social Justice	.42	.36	.28	.19

Note. $N = 117$. College leadership and service learning are counts of activities. Table contains Spearman correlations. Zero-Order r_s reflect simple bivariate relations between activities and outcomes. Partial r_s reflect relations between activities and outcomes, controlling high school inputs (leadership and service learning activities, ACT composite, class percentile rank, grade point average). Correlations in bold, $p < .05$, 2-tailed.

Summary and Conclusions

Based on data provided by participants in the 2005 Student Interview Project, many students at Truman State University engage in leadership and service learning and can identify both personal benefits and costs of these activities. Moreover, the current data are consistent with participation in leadership and service learning “adding value” to students’ experiences at Truman State University. In particular, college leadership and service learning predict positive outcomes beyond expectations from students’ pre-college academic ability, achievement, and leadership and service learning. Value-added outcomes included higher college satisfaction and greater perceived growth in critical thinking, time management, and social justice for leadership; and a higher cumulative grade point average and greater perceived growth in social justice for service learning.

Most project participants reported engaging in at least one leadership and service learning activity during college. Consequently, potential increases in Truman State University’s students’ service learning and leadership primarily would involve increasing the number of activities or the time devoted to activities, rather than increasing the nominal proportion of students engaging in these activities. Interviewees with leadership and service learning experience reported that prior membership in a student group (e.g., club, fraternity or sorority, honor organization), social learning/modeling (e.g., having a friend already involved who encourages participation), and independently seeking a position were common ways to get involved, whereas coursework was mentioned less often. In addition, project participants without college leadership and service learning experience often said they had little time for such activities and were instead focused on academics. These findings together suggest that integrating leadership and service learning into more courses might be an effective method to increase engagement, if that is a goal. Increasing

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leadership and service learning through college courses would be consistent with participants' suggestions to provide more opportunities, resources, and faculty support.

Participants also suggested better advertising as a means to support leadership and service learning. Based on the results of this study, the content of advertisements might include existing opportunities for leadership and service learning, as well as benefits identified by participants during interview (e.g., improved skills) and in the value-added model (e.g., growth in time management, critical thinking, social justice). Advertising might also address perceived costs identified by students, such as poorer academic performance. Instead, based on college grade point average data, leadership and service learning bear little relation to absolute academic performance, and college service learning predicts higher grade point average than expected from high school ability and achievement. Of course, any resulting changes to students' involvement in leadership and service learning have the potential to alter costs and benefits to participation. Reevaluation of student outcomes would help clarify the impact of program modifications.

Limitations of the 2005 Student Interview Project temper these conclusions. First, the representativeness of the sample of participants is uncertain. Participants volunteered from a randomly selected pool of seniors, and efforts were made to recruit all selected students. Nevertheless, participants completing the study may differ from the broader student population in important ways (e.g., more or less leadership and service learning engagement, more positive or negative experiences). Second, the project design allowed observing correlations among variables but not rigorously testing a causal model. Although the current data are consistent with leadership and service learning adding value to the college experience, a formal experiment (e.g., randomly assigning incoming students to high vs. low service learning educational programs) would be needed to conclude firmly that leadership and service learning produce positive outcomes. Finally, the observed relations of leadership and service learning with positive outcomes were small (correlations .1-.3; Cohen, 1988; e.g., between service learning and grade point average) to moderate (correlations .3-.5; e.g., between leadership and perceived growth in critical thinking). Consequently, the benefits of service learning and leadership to students often may be subtle rather than striking. Small effects multiplied over thousands of students, however, may have substantial benefits for a community (e.g., Truman State University community; Kirksville, Missouri community). Because the 2005 Interview Project focused on personal benefits to students, additional research would be needed to identify benefits to a target community.

References

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Appendix A

Leadership and Service Learning Definitions

Leadership involves systematically and intentionally motivating, guiding, directing, enabling, or organizing the behaviors of other people. Examples of student leadership include working as an officer in a club or in a Greek organization, tutoring, participating in student government, assisting in the direction of a play, and working as a student advisor.

Service learning involves (A) providing help or support to individuals, organizations, and/or communities (*service*); and (B) significant and identifiable educational growth (*learning*) for the student providing the service. Service learning may, but does not necessarily, result in academic credit. Although activities involving only learning or only service are important, in this project, we are interested in activities involving both *service* and *learning*. Students' service learning might originate in class assignments, paid and volunteer internships, scholarship and work-study jobs, and community service and philanthropic projects, if they involve both service and learning.

Appendix B

Interview Questions

- (1) Have you participated in leadership activities during college? NO / YES
(circle one)

If NO, ask “why not?” Record answer, then skip ahead to question 4.

If YES, ask “how did you become involved in leadership activities?”
Record answer, then continue with question 2.

- (2) How have your leadership activities benefited you?
- (3) What personal costs or drawbacks of your leadership activities have you experienced?
- (4) How does Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) encourage and support students’ leadership activity?
- (5) How could Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) better encourage and support students’ leadership activity?

- (6) Have you participated in service learning activities during college? NO / YES
(circle one)

If NO, ask “why not?” Record answer, then skip ahead to question 9.

If YES, ask “how did you become involved in service learning activities?”
Record answer, then continue with question 7.

- (7) How have your service learning activities benefited you?
- (8) What personal costs or drawbacks of your service learning activities have you experienced?
- (9) How does Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) encourage and support students’ service learning activity?
- (10) How could Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) better encourage and support students’ service learning activity?

Appendix C

Interview Question Coding Categories and Examples

Question 1

“Have you been involved in leadership activities in college?”

If yes, “how did you become involved?”

1. Group Membership
 - The default category for students listing organizations without any more specific indication of *how* they became involved.
 - If a list of organizations is given, but then an explanation of *how* is later specified, it is not categorized as membership.
 - Membership could be indicated along with another category if student specifically mentioned they became involved in leadership by first becoming involved in the organization.
 - It will not be this category unless the subsequent explanation logically explains how involved in the listed organizations.
 - “joined organization”
 - “moved up through ranks”
 - “one led to another”
2. Social Learning / Modeling (Association)
 - Accepted leadership position or joined organization because students knew members.
 - “observed others”
 - “word of mouth”
 - “had friends in the organization”
 - “recruited by previous members”
3. Faculty Informed/Encouraged
 - Accepted leadership position or joined organization because a faculty member informed students of opportunities.
 - “mentioned in class”
 - “professor encouraged me”
 - “through classes”
4. Encouraged by Others
 - General encouragement from others (non-faculty) to accept leadership roles or join organization.
 - “encouraged by peers”
 - “was asked to help”
 - “support from others”
5. Self-Motivated

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- Students indicate internal motivation or specific reason for becoming involved.
 - “wanted to meet others”
 - “most appealing part of major”
 - “something to do”
 - “work towards presidency”

6. Advertisement

- Any form of visual or auditory advertisement that encouraged students to take a leadership role or become involved in the organization.
 - “saw ad in Truman today”
 - “recruitment”
 - “flier”
 - “online”

7. Fit Prior Experience

- Students became involved due to a previous involvement in high school or prior knowledge in a particular area.
 - “was involved in the group in high school”
 - “already knew how to build potato cannons”

8. Elected

- Though many positions are obtained through election, this category is exclusively for students who directly mention gaining a leadership position due to an election or voting process.
 - “voted into position”
 - “elected”

9. Organization Needed Leader

- Student involvement due to an organization’s need for leadership; in these instances, students did not take self-initiative in finding the opportunity.
 - “someone *needed* to step up”
 - “someone had to do it”

10. Part of Coursework

- This category is distinguished from “faculty” because it involves unofficial roles of leadership in class projects, not hearing about out-of-class opportunities from professors.
 - “leadership for class projects”
 - “work groups for classes”

11. Not Involved

- The default category for any participants who indicated they had not participated in leadership during college.
 - “no time”
 - “it’s just resume padding”
 - “feels lazy, apathetic, shy”

12. Scholarship / Money

- Student mentions working for scholarship hours.
 - “scholarship”
 - “scholarship hours”

Question 2

“How have your leadership activities benefited you?”

1. Time Management

- Students become more skilled at managing their time.
 - “time management”
 - “prioritizing”

2. Interpersonal / People Skills

- Experiences from working with others.
 - “better communication skills”
 - “compromising”
 - “interpersonal relationship skills”

3. Self-Confidence

- Gained more confidence in self, skills and in the ability to think and act independently.
 - “independence”
 - “more confident”
 - “confident in . . .”

4. Responsibility

- Learned how to accept the responsibilities that come with leadership.
 - “following through”
 - “being a role model”
 - “learning how to take the blame”

5. Career Preparation

- Experiences pertaining to preparation for future career.
 - “promotable”
 - “real world skills”

6. Personal Satisfaction

- Enjoyment in both leading others and involvement in the organization.
 - “found activities that are important to me”
 - “self-fulfilling”

7. Other Personal Growth

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- Change of personality traits to adapt to leadership role and recognition of personal strengths and weaknesses.
 - “became more extroverted”
 - “more flexible”
 - “know self better”

8. Networking

- Meeting others for personal gain rather than friendship.
 - “familiarize with career people”
 - “networked with other Missouri students”

9. Socializing

- Interacting with others for enjoyment or satisfaction.
 - “having friends”
 - “interacting with others”
 - “build relationships”

10. Keep Busy

- Provides involvement to keep busy.
 - “gives something to do”
 - “prevents boredom”

11. Administration / Leadership Skills

- General skills needed to manage and motivate other people.
 - “delegation”
 - “decision making”
 - “inspiring others”
 - “public speaking”

12. Cultural Experience

- Discovered more about the outside world and people different from self.
 - “learned about community”
 - “learned that he is privileged than others”
 - “work with a *variety* of people”

13. Gained Specific Skills or Knowledge

- *Specific* skill or knowledge attainment mentioned as a result of experience.
 - “learned about residence hall system”
 - “learned short hand”

14. Organizational Skills

- Organizational skills strengthened due to leadership; typically mentions the word “organizational”
 - “organizational skills”
 - “better at organizing”

15. Other

- Does not fit into any previously mentioned categories.
 - “challenging”

16. Not involved in leadership in college

Question 3

“What personal costs of your leadership activities have you experienced?”

1. Nonspecific Time Costs

- Students facing non-specific issues regarding time conflicts and time management.
- In some instances, “time conflict” may precede concrete examples (academic, extracurricular, etc. that may fall into other categories).
 - “time management”
 - “time commitment”
 - “time consuming”

2. Academic

- Students dealing with lack of time for homework, projects, test preparation, and overall time for studying.
 - “grades suffer”
 - “took away from studying”
 - “projects are put off”

3. Social

- Involving a lack of time for friendships and relationships.
 - “social life suffered”
 - “hard to keep relationship”
 - “less time to go out”

4. Stress

- The mention of stressors, including internal (personal) conflicts, stress, and frustration.
 - “balance fun with authority”
 - “worrisome”
 - “stressful”

5. Personal Time

- Lack of time for self-rewarding activities.
 - “lack of sleep”
 - “no time for recreation center”
 - “no personal time”

6. Financial

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- Reference to financial hardships.
 - “dues cost a lot of money”
 - “less time for work”
- 7. Extracurricular
 - Organizations compete for one student’s time; being a leader in one may reduce the commitment to others.
 - “could not study abroad”
 - “choosing among competing activities is tough”
 - “not as available for other activities”
- 8. Leadership Conflicts
 - Issues in dealing with members that evolve due to assuming a leadership position. Also includes general people skills.
 - “making compromises”
 - “making unpopular decisions (or enemies)”
 - “dealing with others’ lack of organization/ skill”
- 9. Responsibility
 - The idea that the student must assume responsibility not only within, but for, the group.
 - “coming up with ideas”
 - “following through with a task”
 - “picking up the slack of someone else”
- 10. Other
 - Notable responses that do not naturally fall into another category.
 - “juggling skills”
- 11. None
 - Exclusive for the specific mention of “none” when **no** other drawbacks or reasons are given.
 - “there aren’t any.”
 - Example of when not included in this category: “none, but maybe school.” This would be placed in *academic* and not in none.
- 12. Not involved in leadership in college

Question 4

“How does Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) encourage and support students’ leadership activity?”

1. Faculty Encouragement

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- Faculty encouraging student participation through *out of classroom* organizations and experiences.
 - “help with projects”
 - “promotes organization they are advisors to”
- 2. Advertisements
 - Promotion of events, activities, clubs, etc. through non-interactive forms of advertisement.
 - “posters”
 - “fliers”
 - “website”
- 3. Opportunity
 - Student mentions the large number or wide variety of activities in which to become involved.
 - “lots of organizations”
 - “many opportunities”
- 4. Structural Supports
 - Particular characteristic of school or community including administrative requirements.
 - “size of school”
 - “scholarship hours required”
 - “application processes”
 - “organizations are required to have advisors”
- 5. Social Norm
 - The idea that it is socially common to become involved in activities, manifested through the atmosphere and supported by peer encouragement.
 - “many people are active”
 - “we have a fostering community”
 - “students are well rounded”
- 6. Events Promote
 - A planned gathering of people for a specific purpose to promote involvement and leadership.
 - “Activities Fair”
 - “Big Event”
 - “speakers”
- 7. Other
 - Responses that do not fit in another category.
 - “support blue key phone directory”
 - “community and organizations bring it together”
- 8. In-Class Support

- Faculty support in the classroom setting.
 - “encouraging speaking up in class”
 - “classes emphasize group work that promotes leadership”
 - “announcing opportunities in class”
9. No Support / Encouragement Evident
- Responses indicating that student feels TSU and community do not support and encourage leadership. There is no mention of how leadership is encouraged.
 - “people have to want to do it”
10. Start Organization
- Mention of the ability to form a student organization even if students do not take advantage of the opportunity.
 - “easy to start organization and become leader in it”
 - “learn how to make clubs”

Question 5

“How could Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) better encourage and support students’ leadership activity?”

1. No Suggestions
- Responses indicating that the student has no suggestions for improvement and is *not* followed by any ideas.
 - “don’t know”
 - “no idea, students have to want to do it”
2. No Improvement Needed (good job)
- Students responding that they feel Truman State University is currently doing well encouraging and supporting students without giving *any* suggestion for improvement.
 - “good job - getting word out”
 - “none, there is already much support and acceptance”
3. Advertisement
- Student indicates organizations should promote events, meetings, etc. more.
 - “recruit participants”
 - “residence halls need to promote more”
 - “posting list of all organizations to join”
4. Resources
- Institutional support through programming, funding or other need.
 - “funding could help”
 - “people could make better use of calendar”
 - “offer courses on becoming leader”

- “create more organizations”
- 5. Recognition
 - Students indicating public acknowledgement for leadership would encourage and support involvement.
 - “an award for leadership”
 - “feature ‘leader of the week’ in the paper”
 - “feature current students in Alumni Magazine”
- 6. Faculty Support
 - Faculty should have more active role in organizations, not only by being advisors but by encouraging and supporting students.
 - The notion that faculty should recognize students’ schedules and out of class activities.
 - “more faculty involvement”
 - “require each professor be involved with campus organization”
 - “understand student commitment”
 - “less homework”
- 7. Kirksville Community Connections
 - Students mentioning the community beyond Truman and the importance of serving within it.
 - “show connections to other campuses and businesses”
 - “encourage off campus participation”
 - “work more with community to bridge service learning efforts”
- 8. Communication Among Organizations
 - Build connections between groups such as organizations, offices and departments.
 - “one group did seminar, other didn’t know”
 - “lack of communication between departments and extracurricular groups”
 - “closely work with organizations on campus”
- 9. Improve Attitudes
 - The attitude of faculty and students should be improved and more positive towards all organizations.
 - “faculty told him his Greek organization wasn’t a real organization”
 - “Truman needs to say good things about its organizations”
 - “if they don’t agree with organization – don’t say it”
- 10. Other
 - Student’s response does not fit in another category.
 - “talk about how leadership skills can benefit you now and later”
 - “don’t support involvement in so many organizations”
 - “trying to take care of you too much”

11. Encouragement (nonspecific)

- Student gives a general statement about needing more encouragement without *any* further explanation of how Truman could do more.
 - “would like to see encouragement to get involved”
 - “encourage more students to work as tutors”

Question 6

“Have you been involved in service learning activities in college?”

If yes, “how did you become involved?”

1. Group Membership

- The default category for students listing activities without any indication of *how* they became involved.
- Separate activities will be considered on an individual basis.
- Membership could be indicated along with another category if student specifically mentioned they became involved in service learning by first becoming involved in the organization.
- It will not be this category unless the subsequent explanation logically explains how involved in the listed organizations.
 - “the ASG breast cancer awareness and eating disorders”
 - “became involved through fraternity”
 - “other organizations on campus”

2. Social Learning / Modeling (Association)

- Became involved in service learning or joined organization because students knew members.
 - “word of mouth”
 - “through friends”
 - “asked by friends to help”

3. Faculty Informed / Encouraged

- Became involved in service learning or joined organization because a faculty member informed students of opportunities.
 - “teachers encouraged shadowing”
 - “professor posted sign”
 - “professor mentioned in class”

4. Encouraged by Others

- General encouragement from others (non-faculty) to become involved in service learning activities or join organization.
- If student indicates that the person who does the encouraging is involved in the activity or organization then it would fall under *association*.
 - “SA family and Truman encouraged”
 - “roommate encouraged”

5. Self-Motivated

- Students indicate internal motivation or specific reason for becoming involved.
 - “set out on own”
 - “went to study abroad office”
 - “contacted them”

6. Advertisement

- Any form of visual or auditory advertisement that encouraged students to become involved in the service learning activity.
 - “email”
 - “mailings”
 - “fliers”

7. Fit Prior Experience

- Students became involved due to a previous involvement in high school or prior knowledge in a particular area.
 - “experience with theater”
 - “organizations in high school”

8. Part of Coursework

- This category is distinguished from “faculty” because it involves class projects and requirements, not hearing about out-of-class opportunities from professors.
 - “class assignment”
 - “study abroad- classes on other cultures”
 - “classes seem to be emphasizing it”

9. Not Involved

- The default category for any participants who indicated they had not participated in leadership during college.
 - “never put in the situation”
 - “wasn’t really aware of service learning”
 - “not enough time to”

10. Scholarship Job

- Student mentions working for scholarship hours.
 - “scholarship”
 - “scholarship hours”
 - “needed scholarship job”

11. Prepare for Career

- Student states that they became involved in service learning in preparation for their future.
 - “future career led her to search out activity”
 - “going into education, various activities help”

“How have your service learning activities benefited you?”

1. Time Management
 - Students become more organized and are better at managing their time.
 - “time management”
 - “organizational skills”
2. Interpersonal / People Skills
 - Student mentions actual skills gained from working with others.
 - “mediation skills”
 - “working with people I didn’t know”
3. Self-Confidence
 - Gained more confidence in self, skills and abilities.
 - “self-worth”
 - “a sense of success”
4. Career Preparation
 - Experiences pertaining to preparation for future career or activities.
 - “résumé building”
 - “networking with others for post graduation”
5. Personal Satisfaction
 - Student indicated they received pleasure from participating in the activity.
 - “enjoyed it”
 - “a rewarding experience”
6. Other Personal Growth
 - Change in student due to their experience and possibly introspection about the experience.
 - “independence”
 - “overcame fears”
 - “developed proactive approach to activities”
 - “taking risks builds life experience”
7. Socializing
 - Knowing and building relationships with others due to involvement in service learning activities.
 - “feeling of belonging”
 - “introduced her to friends that share interests”
 - “network of support”
8. Cultural Experience
 - Student mentions the importance of serving in community and learning about others different from themselves

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- Student realized their position within the context of the larger world.
 - “don’t take things for granted”
 - “help understand others and their situations”
 - “became more accepting of others”
 - “give back to community”
- 9. Gained Specific Skills or Knowledge
 - Student learned something.
 - “gained experience in something new”
 - “extra learning opportunities”
- 10. Other
 - Does not fit into any previously mentioned categories.
 - “given opportunities to travel”
- 11. Not involved in service learning in college
- 12. None
 - Student did not benefit from their service learning activities.
 - “no personal benefits”

Question 8

“What personal costs or drawbacks of your service learning activities have you experienced?”

1. Nonspecific Time Costs
 - Students facing non-specific issues regarding time conflicts and time management.
 - In some instances, “time conflict” may precede concrete examples (academic, extracurricular, etc. that may fall into other categories).
 - “time management”
 - “couldn’t do other things”
2. Academic
 - Students dealing with lack of time for homework, projects, test preparation, and overall time for studying.
 - “balance all the activities with school is hard”
 - “more emphasis on activities than grades”
3. Social
 - Involving a lack of time for friendships and relationships.
 - “wasn’t available for roommate during time of need”
4. Stress
 - Mental strain is experienced from involvement in the activity.
 - “emotional difficulties- realizing that you can’t reach some people”

2005 Interview Project

- “emotionally hurts because you can’t do anything”
 - “people aren’t appreciative”
5. Personal Time
- Lack of time for self-rewarding activities.
 - “lack of sleep”
 - “no personal time”
6. Financial
- Reference to financial costs or hardships.
 - “\$ for plane only cost”
 - “not getting paid”
7. Extracurricular
- Service learning may reduce the time commitment to other activities.
 - “choosing among competing activities is tough”
 - “had to quit campus pals due to schedule”
8. Other
- Notable responses that do not naturally fall into another category.
9. None
- Exclusive for the specific mention of “none” when **no** other drawbacks or reasons are given.
 - “there aren’t any.”
 - Example of when not included in this category: “none, but maybe school.” This would be placed in *academic* and not in none.
10. Not involved in service learning in college

Question 9

“How does Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) encourage and support students’ service learning activities?”

1. Faculty Encouragement
- Faculty encouraging student participation through *out of classroom* organizations and experiences.
 - “encourage student research”
 - “faculty go to our events”
 - “advisors going to meetings- presence is encouraging to show importance”
2. Advertisements
- Promotion of events, activities, clubs, etc. through advertisement.

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- “information for internships is readily available”
 - “incentive to volunteer is posted in dorms”
 - “fliers & website”
3. Opportunity
- Student mentions the large number of activities in which to become involved without mentioning service learning.
 - “once you get involved you get more invitations and opportunities”
 - “you have many active organizations to join”
 - “many activities”
 - “always opportunities available on campus”
4. Structural Supports
- Particular characteristic of school or community including administrative requirements and programs.
 - “Multicultural Affairs seeks students to get involved in projects”
 - “program requirements are positive motivators”
 - “Truman’s reputation”
 - “res halls”
5. Social Norm
- The idea that it is socially common to become involved in activities; it is manifested through the atmosphere and supported by peer encouragement.
 - “seems like everyone is in service”
 - “always healthy competition in seeing who can do what to help others”
 - “everyone encourages study abroad”
6. Events Promote
- A planned gathering of people for a specific purpose to promote service learning.
 - “Special Olympics”
 - “blood drive”
 - “other events”
7. Other
- Responses that do not fit in another category.
 - “my best friend encouraged me to join”
 - “make definition more clear”
8. In-Class Support
- Faculty support in the classroom setting.
 - “professor makes announcements”
 - “classes require it”
9. No Support / Encouragement Evident

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- Responses indicating that student feels Truman and community do not support and encourage service learning. There is no mention of how service learning is encouraged.
- Student indicates they do not know how service learning is encouraged but does not necessarily say it isn't encouraged.
 - “no encouragement”
 - “don't know”

10. SERVE Center

- Mention of SERVE Center or specific activity held by it such as Big Event.
 - “SERVE Center”
 - “Big Event”

11. Scholarship Job / Hours

- Student mentions service learning through scholarship hours.
 - “scholarship”
 - “scholarship hours”

12. Organizations Encourage

- Student lists an organization that supports service
- Student mentions there are many service-oriented organizations to join.
 - “Campus Pals gives little incentives”
 - “there's lots of opportunities through organizations”
 - “a lot of organizations incorporate service in their missions”

Question 10

“How could Truman State University (including not only faculty and classes, but also the larger community of students, staff, and organizations) better encourage and support students' service learning activity?”

1. No Suggestions

- Responses indicating that the student has no suggestions for improvement and is *not* followed by any ideas.
- Student does not actually answer the question. They may have restated it without giving suggestions.
 - “it shouldn't be left up to the students”
 - “don't know”

2. No Improvement Needed (good job)

- Students responding that they feel Truman State University is currently doing well encouraging and supporting students without giving *any* suggestion for improvement.
 - “not unsatisfied”
 - “none, I am satisfied already”

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3. Advertisement
 - Student indicates organizations should promote events, meetings, etc. more.
 - “advertise grants and availability for student research”
 - “make knowledge widespread of groups”
4. Resources
 - Institutional support through programming, funding or other need.
 - “offer service class”
 - “more projects and events”
5. Recognition
 - Students indicating acknowledgement for service learning would encourage and support involvement.
 - “compensation for tutoring/volunteer efforts”
 - “receive credit for community service”
 - “personal recognition card saying, ‘good job you’re doing great’”
6. Faculty Support
 - Faculty should have more active role in organizations, not only by being advisors but by encouraging and supporting students.
 - The notion that faculty should recognize students’ schedules and out-of-class activities.
 - “less homework”
 - “incorporate service learning into classes”
 - “professors should mention events and update students especially in large classes”
7. Kirksville Community Connections
 - Students mentioning the community beyond Truman and the importance of serving within it.
 - “improve open channels between Truman and Kirksville”
 - “encourage people to explore their possibilities outside the campus world”
 - “would be nice to see program by TSU w/in community”
8. Communication Among Organizations
 - Build connections between groups such as organizations, offices and departments.
 - “more of a unity among other groups on campus”
 - “organizations better understand each other”
9. Other
 - Student’s response does not fit in another category.
 - “organizations need to be more proactive”
 - “engage freshmen early in constructive involvement”
10. Encouragement (nonspecific)

- Student gives a general statement about encouraging service learning through its benefits, importance or need.
 - “continue talking about benefits”
 - “demonstrate the need for service”
 - “promote it better to incoming students through admissions”
 - “encourage it more”

11. Requirement

- Student states that Truman State University should make service learning an institutional prerequisite.
 - “require groups to do service for FAC funds”
 - “make it a requirement for graduation”

12. More Opportunities

- Truman State University should create more opportunities and/or make them more easily accessible to students.
 - “The Big Event is helpful but only once a year, need more”
 - “making it easier to connect with professionals in the field of study outside of the university”
 - “more activities are needed”