

June 2022

## Living, Learning, Serving: Outcomes of Combining a Living-Learning Program with Service-Learning Courses

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### Recommended Citation

Brizee, Allen; Figiel-Miller, Kate; and Carlucci, Marianna (2022) "Living, Learning, Serving: Outcomes of Combining a Living-Learning Program with Service-Learning Courses," *Jesuit Higher Education: A Journal*: Vol. 11: No. 1, Article 5.

Available at: <https://epublications.regis.edu/jhe/vol11/iss1/5>

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### Cover Page Footnote

Acknowledgements The authors would like to thank the students, faculty members, and administrators who contributed to this study. Deep appreciation also goes to the community partners who collaborated with service-learning students and instructors. They are co-instructors and experts in their work, and we still have much to learn from them. Brizee would also like to thank Tudela University for the 2018 Summer Research Grant that helped support this study.

## Living, Learning, Serving: Outcomes of Combining a Living-Learning Program with Service-Learning Courses

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### Abstract

This article discusses a two-year IRB-approved programmatic case study that measured the outcomes of merging a living-learning program (LLP) with service-learning. The study compared student survey data from four different pedagogical models, one of which was the hybrid LLP-service-learning model where service-learning students also participated in the LLP. We also interviewed instructors who used the LLP with their service-learning pedagogy. We used a one-way ANOVA and a non-parametric test to code and analyze the survey data. We used grounded theory to code and analyze interview data. Survey data revealed that the LLP-service-learning hybrid model scored the lowest of the four pedagogical models. Interview findings indicated that instructors had positive responses to the LLP-service-learning hybrid model overall but mixed responses to some aspects of that approach. Interestingly, student impressions differed from, and in some cases contradicted, instructor impressions of the LLP-service-learning hybrid model. We posit that high workload and divergent course goals likely influenced the mixed responses to the LLP-service-learning hybrid model.

### Introduction

“What would the academy look like if we took Ernest Boyer’s vision for the New American College seriously?”<sup>1</sup> Recently, Bringle<sup>2</sup> restated this important question that he, Games, and Malloy originally posed twenty years ago. Bringle recently explored this question by analyzing the merging of service-learning (also called community-based learning) with three other high-impact practices: study away programs, undergraduate research, and internship/pre-professional programs.<sup>3</sup> Based on his findings, Bringle argued that combining service-learning with these other high-impact practices can effectively move institutions closer to Boyer’s model of higher education, which

addresses the most challenging problems facing our society.<sup>4</sup> However, one model Bringle did not study is merging living-learning programs (LLPs) with service-learning, now a popular strategy among secular and Jesuit universities.

Increasingly, American colleges and universities are combining LLPs with service-learning or finding other ways to infuse service and civic engagement into living-learning experiences.<sup>5</sup> Jesuit institutions are no exception to this trend. Guided by their social justice mission, members of the Association of Jesuit Colleges and Universities (AJCU) are combining LLPs and first-year experience programs with service opportunities. For instance, Montserrat at College of the Holy

Cross integrates community-based learning into many of their clusters and seminars.<sup>6</sup> Saint Louis University's Micah: Living the Mission community integrates service on a weekly basis.<sup>7</sup> And Marquette's Dorothy Day Social Justice Living Learning Community operated as a hybrid cross-curricular experience.<sup>8</sup> As noted in Henscheid, Barefoot, Swaner and Brownell, Kuh, and Mayhew and Engberg, merging service-learning or civic engagement with first-year experiences or LLPs consistently improves students' learning outcomes and improves their views toward and participation in community service.<sup>9</sup> In short, combining LLPs and service opportunities, two long-standing high-impact models, can lead to very positive outcomes. But to ensure that institutions are accurately assessing these outcomes, Bringle argued that hybrid models must undergo continued "empirical evaluation."<sup>10</sup>

While many scholars have presented positive results of hybrid high-impact pedagogies, fewer have reported on mixed or negative outcomes. Given the value of studying shortcomings and limitations in general, this article adds to the conversation on hybrid high-impact models by presenting findings from a programmatic-level case study of one hybrid model that had mixed results.<sup>11</sup> The study was conducted at Tudela University (pseudonym), a medium-sized Catholic, Jesuit institution in an East Coast city. Guided by its strong commitment to social justice, Tudela University has a long history of service-learning dating back to the early 1990s. In 2012, Tudela University piloted an LLP, Vitoria (pseudonym), to foster cross-disciplinary pedagogy in a co-curricular context. Because the university incentivized faculty members to teach within the new LLP program, several instructors already using service-learning pedagogy chose to participate in Vitoria.

While the university had over a decade of student survey data on service-learning, it did not have data on the outcomes of combining the new LLP with service-learning—what, in this article, we call the true hybrid model. The true hybrid model consisted of students in the university's LLP who participated in service-learning projects. Brizee and Figiel-Miller, a leader within Tudela University's service-learning program, used ongoing programmatic assessment data and

faculty interviews to measure the outcomes of the true hybrid model. The goal of our IRB-approved mixed-methods case study (HS-3909), therefore, was to measure the impressions of students and faculty members participating in Vitoria while also participating in service-learning. Measuring the results of specific courses' assignments—the quality of student reflections and writing assignments, etc.—was beyond the scope of our study. For the purposes of service-learning administration and co-curricular design, we were interested in overall impressions from students and instructors. Therefore, our research questions were as follows: What were student impressions of their learning from the true hybrid model? And what were instructor impressions of the true hybrid model as a pedagogical approach? Our hypothesis was that students participating in the true hybrid model would have better outcomes, supporting the effectiveness of using the LLP and service-learning together.

To answer our research questions, we analyzed end-of-term service-learning study survey data. We also analyzed interview data from six instructors who participated in Vitoria while using service-learning pedagogy. Findings revealed a mixed response to the true hybrid model among students and faculty members. Findings also showed that student impressions differed—sometimes considerably—from instructor impressions. We posit that the increased workload associated with the true hybrid model and divergent course goals caused by the true hybrid model may have led to the mixed responses. This study is important because a growing number of Jesuit universities are combining high-impact models, specifically LLPs with service-learning, without a robust amount of empirical research guiding institutional decision-making. Our purpose, therefore, is to provide information on the LLP and service-learning program at Tudela University and to present the findings from our programmatic case study to help administrators and faculty members at Jesuit institutions merge community-based learning with LLPs in ways that foster positive teaching and learning experiences.

## Background

This section discusses theories and methods of service-learning that influence Tudela University's

approach to civic engagement. The section also overviews the increase of LLPs in American higher education, focusing on methods that guide Tudela University's LLP. The section concludes by explaining Vitoria, Tudela University's LLP. We present this information to describe the best practices approach to service-learning and LLPs that Tudela University followed. Despite this careful work, adding the LLP to service-learning did not produce expected results.

### ***Guiding Models of Service-Learning at Tudela University***

Service-learning at Tudela University is guided by post-Vatican II and post-General Congregation 32 calls from Jesuit leaders to prioritize the "service of faith and the promotion of justice" in higher education, focusing on forming "men and women for others."<sup>12</sup> To fulfill this charge, the service-learning model at Tudela University is grounded in best practices from civic engagement and is guided by Ignatian pedagogical paradigm, explained below.

A strong influence on service-learning at Tudela University is Dewey's idea that education involves experience, and that experience when processed properly can be "educative" rather than "miseducative."<sup>13</sup> Kolb's work also influences service at Tudela University, particularly his concepts of an experiential learning cycle involving practice, reflective observation, abstract conceptualization, and active experimentation.<sup>14</sup> Tudela University's efforts are further guided by long established scholarship indicating that civic engagement and service-learning are high-impact practices for students and community members.<sup>15</sup>

Principles of partnership form another critical foundation of service-learning at Tudela University. To that end, instructors interested in teaching service-learning designated courses must complete the 18-hour Faculty Fellows for Service-Learning seminar, which has long included content on reciprocity and ongoing communication in service-learning pedagogy.<sup>16</sup> In 2016, the service-learning program began encouraging faculty members to consider community outcomes equally with student learning outcomes.<sup>17</sup> Rather than following an approach that encourages short-term charity work,

therefore, current participatory theories guide Tudela University's service-learning model.<sup>18</sup> Some of the faculty members interviewed for this study trained under the previous model. However, all faculty members in this study have adjusted their approaches to follow the long-term, collaborative approach.

The participatory justice model supports the Ignatian pedagogical paradigm used throughout Tudela University. This iterative approach follows a continuing cycle for teaching: establishing the context of the situation; tapping into previous experience; encouraging reflection; taking action; and then observing results.<sup>19</sup> To help meet the requirements for Ignatian pedagogy, Tudela University's service-learning model relies on structured reflection as described by Eyster, Giles, and Schmiede.<sup>20</sup> This structured reflection connects course content and service experience. As such, Tudela University followed the "4 C's" idea that reflection should be: 1) Continuous throughout the course; 2) Connect to topics at hand; 3) Challenge systems and issues of power and privilege; and 4) Contextualize the course and the service.<sup>21</sup> Recently, Tudela University's model added two C's to this 4-C approach: Coaching to help students meet learning outcomes and Communication to help stakeholders share ideas and feedback throughout the project. Instructors and co-curricular leaders also use models of reflection grounded in the *Examen*—the contemplative in action—where participants notice and reflect upon God's positive influence in the world.

### ***Application of Service-Learning at Tudela University***

Service-learning at Tudela University is administered by the Center for Service-Learning and Community Engagement (CSLCE) (pseudonym), which is also responsible for co-curricular service and the immersion program. The center employs a director and associate director, as well as staff focusing on various areas of service. Graduate and undergraduate students work in supporting roles. Over the years, the center has fostered reciprocal relationships with several hundred local, national, and international partners. Since 2006, the university has run over 650 sections of service-learning courses with an

average of 580 students enrolled each semester. On average, about 260 of these students have participated in the service activities in these courses. Each semester, the CSLCE coordinates 25-30 service-learning designated sections, most of which are offered as service optional rather than service mandatory courses where students choose whether they will participate in service. In most semesters, an average of 18 faculty members from 24 departments run service-learning designated courses.<sup>22</sup>

Service-learning designated courses must demonstrate a mutually beneficial partnership model, including a minimum of 20 hours of student service per term. Service-learning designated courses must also contain student preparation, which may include an hour-long session led by CSLCE student interns. Often, these sessions are augmented by instructor-based preparation on the background of community partners and information on local social issues. Syllabi are designated service-learning after review by service-learning staff at the center. Service-learning at Tudela University has been very successful, and the institution perennially ranks as a top community service university in the United States. In 2010, Tudela University was designated a Carnegie Classified Engaged Campus and was re-designated in 2020.<sup>23</sup>

For over a decade, the center has assessed student impressions of their service-learning experiences by conducting an end-of-term survey completed both by students who participated in the service aspects of the course and their classmates who chose a different track within the course. The survey is intended as feedback for instructors as well as for the service-learning program. The survey collects data on 12 learning outcomes drawn from service-learning scholarship:

1. Provide students with first-hand experience of active citizenship
2. Increase student sense of social responsibility
3. Increase student understanding of the Jesuit value of “men and women for and with others”
4. Provide students with skills that they can use in their future careers
5. Help students to reflect on their faith and/or spirituality
6. Help students to think about some ideas or points of view that they had not previously considered
7. Enhance student ability to think reflectively
8. Help students improve communication skills
9. Help students improve problem-solving skills
10. Help students improve critical thinking skills
11. Increase student awareness of society and cultures beyond campus
12. Help students think about their life goals differently

### ***The Rise of Living-Learning Programs in American Higher Education***

Living-learning programs have a long and diverse history in higher education, beginning in 1927 with Alexander Meiklejohn’s Experimental College at the University of Wisconsin.<sup>24</sup> The goal of these LLPs was to “create an academic community addressing interdisciplinary issues.”<sup>25</sup> Brower and Inkelas noted that LLPs today are often “residential housing programs that incorporate academically based themes and build community through common learning.”<sup>26</sup> Some LLP themes include “civic and social leadership [...] fine and creative arts [...] first-year transition communities [...] and women’s communities.”<sup>27</sup> Since the 1960s, LLPs have been adopted at a variety of institutions, though as Brower and Inkelas asserted, “Sometimes ... without much evidence of their effectiveness.”<sup>28</sup> This lack of evidence was another reason we wanted to study the outcomes of merging an LLP with service-learning at our institution.

Based on their work with the National Study of Living Learning Programs (NSLLP), Brower and Inkelas found that learning outcomes from LLPs include critical thinking, transfer of knowledge from one class to another, increased engagement with civic activities (including service-learning), and easier transition to college life.<sup>29</sup> Other positive results from LLPs include increased recruitment and retention.<sup>30</sup> Brower and Inkelas found that LLP approaches that produce positive

outcomes include the following similarities: Grouping students together with their peers; fostering academic, vocational, social, and cultural discussions with their peers; including course-related faculty interaction; and using residence halls that were academically and socially supportive.<sup>31</sup> In a study focusing on the influences on student vocation, Soldner, Rowan-Kenyon, Inkelas, et al., found that

[Some] ...L/L programs appear to offer at least some benefit. Consistent with our initial hypotheses, L/L programs, compared to traditional residence halls (and presumably off-campus residences), have the capacity to enhance the quality of students' peer and faculty interactions and deepen their sense of social support, which in turn influence factors which bear directly upon vocational choice.<sup>32</sup>

And when assessing the outcomes of living-learning communities on first-year engineering students, Flynn, Everett, and Whittinghill found that engineering students felt a stronger sense of community, more robust peer relationships, and more extensive extra-curricular connection when part of an engineering LLP.<sup>33</sup> Research and experience show that LLPs can foster positive outcomes.

***Vitoria: The Living-Learning Program at Tudela University***

Tudela University developed Vitoria under the guidance of the high-impact practices outlined above. Vitoria development was also guided by scholarship on student needs in academic and personal growth.<sup>34</sup> To coordinate the new LLP, Tudela University established the Vitoria office, which is led by a faculty co-director, a student development co-director, an associate director, and a student success specialist. Assisting the office is a large cadre of student leaders, Tudela University staff members, and members of the faculty. The office coordinates activities on and off campus and ensures that the LLP is integrated into Tudela University life. Vitoria's learning outcomes include the following:

- Jesuit mission and values
  - Develop habits of discernment and reflection in the Ignatian tradition
  - Explore and articulate values and principles involved in personal decision-making
- Critical understanding
  - Develop habits of reading, writing, and intellectual conversation that support academic excellence and engagement
  - Demonstrate increased knowledge and use of campus resources that aid critical thinking
- Connections to Tudela University community
  - Establish healthy, mutually beneficial, and respectful relationships with others including faculty, administrators, staff and peers
  - Demonstrate a sense of belonging to the community at Tudela University, both in and out of the classroom
- Integrated learning
  - Integrate multiple sources of knowledge gained through various disciplinary lenses, texts, instruction, out of class experiences, and personal reflection to offer a perspective on the interdisciplinary theme of the community<sup>35</sup>

Vitoria was piloted in 2012 in Tudela University's honors program as part of the university's strategic plan to create a new LLP for first-year students. The program was intended to create a distinctive identity for Tudela University by developing an infrastructure for students to engage with peers, instructors, administrators, and resources of the university, as well as the local community. Vitoria continued to expand over four years, and by fall 2015, all first-year students were participating. In spring 2017, the most recent year a full account of participation was available for our research, a total of 1,018 students had participated.<sup>36</sup>

Vitoria's structure allows students to engage with peers in conversations and activities related to academics, vocations, and society. Course-related faculty interaction takes place in class as well as in one-hour weekly enrichment sessions, which address a broad range of topics supporting the program's outcomes: time management, careers, campus housing, and visits to local communities. Residence halls match the four Vitoria themes: The Dreamer, Belonging, Telling Our Stories, and Local-Global. Students live in the hall aligned with the theme they have chosen to explore. Student groups are organized into cohorts of 16; these cohorts are enrolled in two university core courses, one in the fall term and one in the spring term, that constitute their Vitoria coursework. Courses are taught by two different instructors from different disciplines, encouraging cross-disciplinary learning. Faculty members teaching the linked courses serve as students' core advisors and are encouraged to collaborate to create continuity across the year. The student cohort is also assigned a student leader and a staff mentor.

## Research Methods

To answer our research questions about student and faculty member impressions of the combined LLP-service-learning model, we used a mixed-methods approach. Our approach included analyzing pre-existing end-of-term service-learning student survey data and conducting semi-structured interviews with service-learning instructors participating in Vitoria. The surveys were a largely untapped source of data on student experiences in these courses, and we believed that supplementing survey data with faculty interviews would provide a robust approach to answering our research questions and yield the most actionable data.

### *Service-Learning Student Surveys*

Since all students enrolled in service-learning courses are invited to complete the online service-learning survey, whether they participate in the service activities or not, we did not have to recruit or reimburse student participants. We used service-learning student surveys completed during the semester that our interviewees were teaching their Vitoria courses using service-learning. The

survey asked students to consider their experience in a service-learning class, including the structure and preparation for service-learning offered by the professor, the experience with the community partner, and the student's own learning outcomes. Respondents who were enrolled in the service-learning courses but did not participate in service were also asked to consider their learning outcomes (the 12 learning aims outlined in the Application of Service-Learning at Tudela University section above), but they were not asked about professor preparation for service-learning or experience with the community partner. (See the Appendix for specific survey questions).

Out of 553 students surveyed, 297 (N = 297) responded, a response rate of 53.7%, which is considered excellent within the survey research community. To complete our study, we compared responses among four models, all from first-year students in service-learning courses: 1) No Vitoria/No service participation (n = 92). The survey pool included these students because the service-learning survey is sent to all students in service-learning courses. There were some courses that were designated as service learning but did not participate in Vitoria. We included students from these other models as a control group. 2) No Vitoria/Service participation (n = 95); 3) Vitoria/No service participation (n = 46); 4) Vitoria/Service participation (true hybrid model) (n = 63). We labeled the Vitoria/Service participation category the true hybrid model because the students in this group participated in both Vitoria and service-learning projects. To code and analyze survey data, Carlucci used SPSS and conducted a one-way ANOVA. Carlucci also conducted a non-parametric test given that the data were skewed. The non-parametric test and the one-way ANOVA revealed the same results.

### *Instructor Interviews*

In spring 2016, we recruited six (N = 6) service-learning instructors who were participating in Vitoria to complete the semi-structured interviews. We reviewed the list of faculty members who were using service-learning and participating in Vitoria; we then contacted them via email. All six faculty members who were using service-learning and Vitoria together agreed to participate. All participants were white, between

Question	Number of Participants
Taught in previous first-year experience program	2
Taught using service-learning as primary pedagogical approach	2
Taught eight or more service-learning courses	2
Taught four to eight service-learning courses	1
Had not taught using service-learning before	1

Table 1. Participant Teaching Experience.

the ages of 40 and 60, and taught in the Humanities. Five participants identified as female, and one identified as male. Table 1 contains participants’ teaching experience data that we collected.

The one-hour interviews took place in an office in the CSLCE, and we reimbursed interview participants with thumb drives. To develop our interview questions, we followed many of the student survey questions but modified them to collect data from the instructors’ perspectives. We asked questions about the history and context of the instructors, their courses, pedagogical approaches, and community partners. We also asked questions about instructors’ motivations, their call to teach service-learning, and their desire to combine that approach with the LLP. We asked instructors about their impressions of outcomes based on their course learning aims, the learning aims of service-learning at Tudela University, and the learning aims of Vitoria. Lastly, we asked instructors about the outcomes of combining service-learning with Vitoria. (See the Appendix for specific interview questions).

To code and analyze interview transcripts, we used grounded theory as described by Strauss and Corbin.<sup>37</sup> We chose grounded theory so that participants’ ideas could emerge from the data rather than researchers imposing preconceived concepts onto the data. Therefore, grounded theory provided a model of analyzing participant feedback that aligned with critical research practices.<sup>38</sup> While researchers have used this model of grounded theory for decades, Babcock recently noted the usefulness of this postpositivist approach to coding and analyzing data.<sup>39</sup> Babcock also stated that “while a GT researcher will not include a literature review after the report’s

introduction (where it is expected), the researcher will refer to relevant literature in the discussion, comparing and contrasting findings.”<sup>40</sup> For this article, we provide a literature review of the guiding principles of service-learning at Tudela University and the background and guiding principles of LLPs, but we do not provide a literature review of our grounded theory to avoid biasing our coding and for reasons outlined by Babcock.<sup>41</sup> We compare and contrast our findings with similar scholarship in our discussion section.<sup>42</sup>

We paid a professional transcriptionist to transcribe the audio-recorded interviews. To complete the coding and analyzing of data, Brizee and Figiel-Miller reviewed the interview data by reading the transcripts in multiple passes using open coding. We kept separate memos and then met to compare them and ensure trustworthiness. Once we had developed the codes, we listed them in a code book which we used consistently throughout the coding process. For this process, we used Excel. Next, we completed axial coding where we identified similar tendencies in the codes. Following Driscoll, we used the micro to macro model of analysis and used participant responses to form categories and subcategories.<sup>43</sup> We then used these categories and subcategories to develop participants’ concepts of terms like “pedagogical goals,” “personal goals,” and “learning outcomes.” Based on our analysis of the concepts and categories and subcategories, we developed themes, a core category, and attendant theories that matched the dataset. (See the Appendix for our coding scheme).

## Findings

Findings from our study revealed that students' assessments of their learning in all four pedagogical models were positive and similar but that responses from students in the true hybrid model (Vitoria/Service participation) were the lowest. However, student's assessments of the true hybrid model were not substantially lower than the other models. We also found that instructors had a positive response overall, but that some of them had mixed and even negative experiences regarding certain areas of the true hybrid model. The mixed and negative interview results help explain the student survey results, whereas the positive interview responses contradicted student experiences in the true hybrid courses. The core category that emerged, therefore, is that combining service-learning with an LLP in this programmatic case study rendered mixed results where some students' impressions were very different than those of instructors. The following sections detail our findings.

### *Service-Learning Student Surveys*

For each question, respondents had the option to answer using a "not at all," "only a little," "some," and "a great deal" scale. To use the one-way ANOVA, Carlucci converted the response labels numerically on a scale from 0 to 3, with 0 being the lowest score and 3 being the highest. As noted above, respondents participated in one of four types of models: students who were not enrolled in the LLP and did not participate in service aspects of the course (No LLP/No service); students who were not in the LLP and did participate in service aspects of the course (No LLP/Service); students who were in the LLP and did not participate in service aspects of the course (LLP/No service); and students who were in the LLP and participated in service aspects of the course (LLP/Service "true hybrid model"). See table 2 for means and standard deviations for the 12 outcome questions for each pedagogical model. A total sum score was calculated for each respondent using their responses to the 12 outcome questions. The current study weighed each of the outcome questions equally, though a case could be made for weighing certain outcome

questions more heavily depending on institutional mission. Because weighing outcome questions differently is a subjective decision, we opted to keep them equal here. However, future analyses could look at different weighing schemes, depending on inter- and intra-institutional goals. This composite score, on a scale of 0 to 36 with 0 being the lowest and 36 being the highest, was used as the dependent variable in subsequent analyses. The means among the four models ranged from 22.30 to 26.39, indicating that all four models performed similarly in terms of service-learning outcomes. See table 1 for descriptive statistics.

A one-way ANOVA was chosen to test whether there were any differences among the four models to the 12 questions respondents answered. Also, the one-way ANOVA was chosen because we had more than two comparison groups and a continuous dependent variable. The one-way ANOVA is also robust in models where data are skewed (as they were here). A non-parametric test was conducted and revealed the same results as the one-way ANOVA. Thus, we present the results of the one-way ANOVA for clarity. The one-way ANOVA revealed differences between groups,  $F = 3.380$ ,  $p < .05$ ,  $\eta^2 = .03$ . Post hoc comparisons using the Tukey HSD test indicated differences between the living-learning program/service participation (LLP/Service) ( $M = 22.30$ ,  $SD = 8.78$ ) and the no living-learning program/no service participation (No LLP/No service) ( $M = 26.10$ ,  $SD = 8.87$ ), as well as the no living-learning program/service participation (No LLP/Service) ( $M = 26.39$ ,  $SD = 7.68$ ) but not the living-learning program/no service participation (LLP/No service) ( $M = 24.89$ ,  $SD = 9.30$ ). See figure 1 and table 3.

As seen in figure 1 and table 3, the true hybrid model scored the lowest of all models in helping students achieve the 12 service-learning outcomes. Importantly, the effect size measure indicated a small difference between models (.03).

Means and Standard Deviations for 12 Outcome Variables by Pedagogical Condition

Question	No LLP/No service	No LLP/Service	LLP/No service	LLP/Service true hybrid
Active citizenship	2.13 (.99)	1.91 (1.14)	1.68 (1.14)	1.43 (1.10)
Social responsibility	2.32 (.85)	2.33 (.84)	2.30 (.89)	1.92 (.99)
For and with others	2.25 (.95)	2.25 (.91)	2.02 (.93)	1.90 (1.03)
Future career	2.27 (.91)	2.34 (.83)	1.96 (.99)	1.90 (.93)
Faith/spirituality	1.60 (1.13)	1.66 (1.14)	1.80 (1.09)	1.59 (1.08)
Points of view	2.43 (.80)	2.48 (.70)	2.43 (.81)	2.27 (.81)
Reflectively	2.31 (.79)	2.36 (.76)	2.33 (.82)	2.13 (.81)
Communication	2.22 (.86)	2.24 (.90)	2.09 (.98)	1.90 (.95)
Problem-solving	2.06 (.99)	1.99 (.91)	1.85 (1.03)	1.62 (.97)
Critical thinking	2.17 (.93)	2.14 (.90)	2.15 (.92)	1.83 (.91)
Awareness	2.41 (.98)	2.59 (.69)	2.24 (.95)	2.19 (.88)
Life goals	1.91 (1.11)	2.11 (1.01)	2.04 (.97)	1.62 (1.08)

Table 2. Means and Standard Deviations for 12 Outcomes Variables by Pedagogical Condition.

**Instructor Interviews**

All instructors we interviewed stated that combining Vitoria with service-learning was a positive experience overall. However, some interviewees noted that combining Vitoria with service-learning was time- and labor-intensive and that it hindered students’ ability to learn course material. The instructors who liked using the true hybrid model *really* liked using it. The instructors

who had mixed or negative impressions were less enthusiastic about the true hybrid model, though all instructors said they would try to keep using the model to improve it. The most common categories that emerged from the interviews are presented below in descending order from more to less prevalent and explained with representative examples. (Please note that we provide representative examples in the interest of article length. Contact Brizee for more examples from

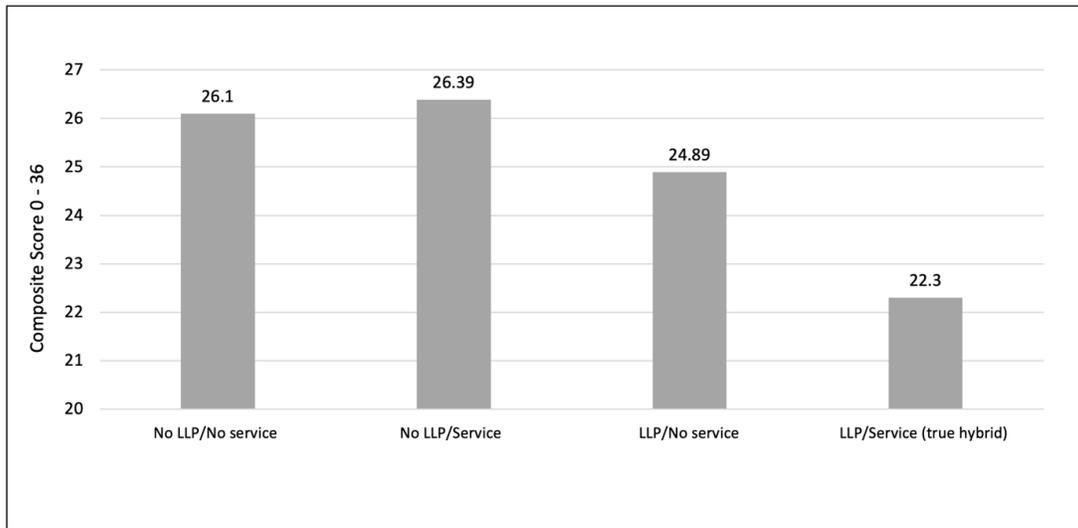


Figure 1. Means on Composite Score for Each Condition Type.

*Descriptive Statistics for Composite Scores Across Each Condition Type*

Condition Type	<i>N</i>	<i>M</i>	<i>SD</i>
No LLP/No service	92	26.1	8.9
No LLP/Service	95	26.4	7.7
LLP/No service	46	24.9	9.3
LLP/Service hybrid	63	22.3	8.8
Total	297	25.2	8.7

Table 3. Descriptive Statistics for Composite Scores Across Each Condition Type.

our raw data). Categories fall into three areas: Positive responses in practice and pedagogy, increased relationship building, and mixed and negative responses. Each category contains subcategories.

**Positive responses in practice and pedagogy**

The first and most common category that emerged from interview data was that combining Vitoria with service-learning was a positive experience in both practice and pedagogy for students and instructors. Overwhelmingly, interviewees felt that this combination generated practical experiences for students, which in turn, helped them grow personally. Alex (all names are pseudonyms), who teaches African history, noted that “[Vitoria] works well with my service-learning, where my students work with African and Middle Eastern and South Asian refugees [...] they observe a lot about American inequalities in education.” Alex went on to state:

Vitoria also wants to get people engaged in the community and see East Coast City, so I thought, what better way to do it on a regular basis than service-learning? So it was more starting with the service-learning and thinking, huh, how can that enhance what Vitoria is doing? As opposed to I’m doing Vitoria, let me add in service-learning.

The first subcategory that emerged was that all interviewees believed students’ “transformational experiences” seemed more impactful than students’ “educational experiences.” This subcategory aligns with scholarship in service-

learning where students and community members who collaborate report having two types of impressions: transformational and educational. Transformational experiences include the following: personal, emotional, and psychological. Educational experiences include an increase in information, which includes course content and community awareness.<sup>44</sup> Participants revealed that they value their transformational experience more than the educational experiences. For instance, Alex said, “The students get so excited about [the project] and become much more interested in the course material because they’re meeting people from these parts of the world [that they are studying].” Another instructor, Sarah, who teaches sociology and partners with a local comprehensive care center for immigrants, stated:

[The project] definitely got [students] out of their bubble, helped them to really interact with populations they never interacted with ... I think some of them who worked at the Grace Resettlement Center were struck by the fact that they were working with people their own age.

Some instructors even noted the long-term impact of the Vitoria-service-learning pairing had on their students. Alex explained:

I think almost all of them are still doing service-learning, and some, I’ve learned, who weren’t doing it in the fall are now doing it in the spring ... and they pulled in some people who hadn’t been doing it in the fall.

One instructor who teaches philosophy, Dana, noticed how students matured into more compassionate adults when working with at-risk children at the Whitechapel Public Charter Elementary School:

Students can learn so much by being around children. They can learn a lot about themselves, a lot about their capabilities, their own talents, what is important, they can also look to children and think, “Well you’re the next generation, what can I impart upon you?”

The second subcategory that arose from the data was that the majority of instructors believed combining Vitoria with service-learning helped students achieve learning aims. For instance, Alex said, “I do find that having service-learning as a tool will elicit discussion far more than any of the readings.” Another instructor, Pat, who teaches writing and works with the Sunrise Learning Center, noticed positive results in students studying education:

I think that obviously for the education majors, it’s wonderful; they’re in a classroom [...] and they can learn about what it’s like to be in a classroom [...] understanding how to be flexible, which they have to learn how to do [...] switching your writing from genre to genre is important on the job.

Pat continued by stating that Vitoria and service-learning “go perfectly together [...] critical thinking and discernment [...] it all fits [...] so the results are that I’m teaching students how to write well, and that the Vitoria and the service-learning just give me a lens through which to do that.”

The third subcategory that emerged from the data was the positive impact on instructors’ transformational and educational experiences. Alex noted that “It’s just been a dream and really what’s kept me at Tudela University. I mean, CSLCE, service-learning really rejuvenated me and my courses.” Dana stated,

[Vitoria and service-learning] really crosses over, a lot, and that’s why I am forever indebted to the Vitoria program

for letting me be a part of it, quite honestly. I’m the beneficiary of being in this, because I get so much face time with my students, it’s incredible.

### **Increased relationship building**

The second category that emerged from our data was that the program increased relationship building which positively influenced outcomes when using the hybrid model. Instructors noted the following reasons for wanting to combine Vitoria with their service-learning courses: small class size, increased facetime with students, monetary support for course activities, common missions between Vitoria and service-learning, and course releases for service-learning. For example, instructors teaching non-Vitoria courses in philosophy, theology, and history usually had 20-25 students in each section. By teaching in Vitoria, instructors’ per-section enrollment dropped to 16, which many of them said fostered closer bonding. Pat thought that learning outcomes improved due to Vitoria’s design:

What Vitoria can do which is really cool is that it connects the students, for the most part. Like, in most of the Vitoria classes I’ve had, the students have a really tight connection, which makes them more willing to discuss in class and makes them more willing to be honest and to maybe go out on a limb.

Reasons for positive outcomes also included increased time with students in the enrichment hours to complete service projects, monetary support for class outings and activities, overlapping goals of Vitoria and service-learning, and logistical support from Vitoria student leaders and staff members. Ray, who worked with Smith Street Recreation Center and Redbrook Elementary School, stated,

I think [students] also developed very strong, respectful always, good relationships with my staff [member Vitoria] pairing [...] who has saved my life—I want that on tape—more times than I care to admit in public. And also the Tudela Nextgen [student leader] [...] it was really a nice collection of folks.

The subcategory that emerged here was a strong motivating factor for participating in Vitoria and service-learning: the smaller course cap and the teaching reduction policy. Until 2018, instructors earned a course release once they recorded 48 students had completed service-learning. Instructors teaching the true hybrid courses were able to double-dip into these incentives; they had fewer students and a course release. Ray said, “Vitoria helped a little, but 80 students, I had all these different dates in my mind, and different programs, approaches.” The instructors made it clear that without the course releases and fewer students, combining the LLP and service-learning would not have been possible.

### **Mixed and negative categories**

While most interview responses were positive, some answers were mixed and even negative; this was the third category that emerged. The first subcategory here was logistics. Some instructors, especially those new to Vitoria and service-learning optional courses, were overwhelmed with the time and labor it took to combine these high-impact models, as Ray noted:

I think the most challenging part for me was simply balancing the fact that it was service-learning optional. I think if it was service-learning mandatory [...] I wouldn't be balancing all these different [assignment due] dates in my head and all these different logistics [for two sets of activities and projects] that I somehow have to keep straight.

The second subcategory here was pedagogy. Some participants believed that several students' learning outcomes were negatively impacted because course material was cut to make room for Vitoria and service-learning. Alex saw students struggling but did not want to remove assignments: “Omitting one of the two formal papers is going to hinder their ability to become more eloquent, succinct, articulate, thoughtful writers [...] writing reflections is not the same as writing formal essays.” Suzanne, who teaches philosophy, also found it challenging to fit everything in the term: “It's cramming a lot into a short period of time [...] and there's a lot of just teaching about what philosophy is that has to go in there [...] so adding

all of this stuff in makes for a very cramped semester.” However, some instructors had the impression that the Vitoria/service-learning model coddled students. Suzanne stated: “[Vitoria/service-learning is] leading them too much by the hand [...] showing them more than letting them discover for themselves.” Two other interviewees echoed this position.

The third subcategory involved class dynamics. Some participants stated that the smaller class size of the LLP influenced the dynamics of a class: in a 16-person class, even one student can impact the learning dynamic. Two interviewees noted that their classes were negatively influenced by a small group of disengaged students. Despite these shortcomings, participants who noticed limitations said they would continue the hybrid model, albeit with revisions, because of the positive outcomes. Ray concluded the interview by stating “I still think that, on balance, it was worth doing.”

### **Discussion**

We return to our research questions for this discussion section: What were student impressions of their learning from the true hybrid model? What were instructor impressions of the true hybrid model as a pedagogical strategy? Our hypothesis was that students and faculty members participating in the LLP and service-learning would lead to better outcomes. Our findings did not validate our hypothesis.

#### ***Survey: Students Impressions***

The student survey revealed similar results in self-assessment of learning outcomes across the four pedagogical models with means between 22.3 and 26.4 (from a 0 to 36 scale). However, we did find differences when combining Vitoria with service-learning. This true hybrid model generated relatively lower responses in all 12 service-learning outcome areas. It is important to note that the differences between the true hybrid model and the other three pedagogical models were small and should be interpreted with caution. Also, the survey responses were fairly positive; the lower score from the true hybrid model was the surprising result.

When looking at student responses to specific questions and considering the feedback from instructors, it seems as if the workload of the true hybrid model may have been too much for most students. Moreover, students in the true hybrid model had lower response rates than their non-true hybrid course peers in all of the other measured skills and experiences. Scholarship shows that these skills and experiences are normally improved by LLPs and service-learning.<sup>45</sup> So why would students' responses be lower in these categories in our study? We posit that combining the two high-impact practices may have required too much from first-year students who may have already been at their limit with other courses and adjusting to college life.

### ***Interviews: Instructor Impressions***

From the instructors' perspective, combining Vitoria with service-learning generated positive impressions in both transformational and educational experiences, though the true hybrid model was not without logistical and workload challenges. Most instructors responded positively overall, but some provided mixed and even negative responses to certain aspects of the true hybrid model. Most instructors' impressions indicated that adding Tudela University's LLP to service-learning courses led to deeper personal connections among students, instructors, and community partners, as well as gains in personal growth for students. Many instructors also believed that adding Vitoria to service-learning fostered a deeper understanding of course material and achievement of learning aims. Important factors in these outcomes include experiential learning in a small class and institutional support through funding, student leaders, and staff partners.

Another contributing factor to instructors' perceived success of the Vitoria-service-learning classes was their high level of enthusiasm. With support from both CSLCE and Vitoria programs, instructors accomplished many of their personal goals and believed that they had achieved their pedagogical goals. Instructors' perceived success on projects they valued increased their enthusiasm, which from their perspective positively impacted students. Interviewees were generally positive about the combination, whereas

students' impressions of the true hybrid experience contradicted instructors' impressions. Based on our findings, therefore, we conclude that instructors' impressions of success were likely influenced by the institutional support, smaller classes, and students' cohort relationships, as well as instructors' own enthusiasm for the true hybrid model.

These mixed findings underscore the importance of responses from interviewees who struggled with the extra work required for the true hybrid model. They stated that multiple schedules had to be coordinated, assignments cut, and out-of-classroom work had to be completed, sometimes to the detriment of student learning outcomes and instructor work-life balance. Brower and Inkelas, Jacoby, and Bringle noted similar negative outcomes and challenges.<sup>46</sup>

One aspect of program design that seems to have been overlooked at Tudela University is workload for students struggling in subjects other than the hybrid course. Instructors who had mixed or negative responses said that their students might have been able to handle the true hybrid model were it not for other classes. Another detail that seems to have been overlooked is workload for instructors teaching four classes per term and the workload of instructors who had not previously participated in Vitoria or service-learning. Two interviewees who responded negatively had not used either model or a combination of the two. Based on these outcomes, we agree with Brower and Inkelas when they argue for establishing "comprehensive LLPs for which every program detail has been thought through."<sup>47</sup>

### ***Comparison to Existent Scholarship***

Comparing the outcomes of our study to other scholarship on hybrid models yields interesting results. Most scholarship reported positive outcomes; however, some research findings show mixed results when analyzed closely. Jessup-Anger, Dowdy, and Janz found that the LLP at Marquette University, the Dorothy Day Social Justice Community, "was doing what it intended to do, namely providing students the opportunity to connect and make a difference in the Milwaukee community while developing a deeper understanding of social justice."<sup>48</sup> Mayhew and

Engberg concluded that “UNI [name of their program] success courses with service-learning emphases were effective in helping students make developmental gains in charitable responsibility.”<sup>49</sup>

In addition, based on findings from their research, Finley and Staub asserted that “Although service learning alone showed positive results, service learning within learning communities demonstrated additional value...[they] tended to engage more frequently in civically oriented activities...[and] indicated higher degrees of civic mindedness and moral development than other first-year students.”<sup>50</sup> Using the University of California-Berkeley Service-Learning Research and Development Center Survey (SLRDCS), H. E. Petracchi et al. also found that overall their service-learning “living-learning residents achieved a better understanding and appreciation for the broader urban community in which the University is located.”<sup>51</sup> (The SLRDCS measures pretest/posttest domains of academics, career, self-efficacy, civic engagement, perceptions of city, and perceptions of service-learning.)<sup>52</sup> And Rowan-Kenyon, Soldner, and Inkelas concluded that,

By offering meaningful service-learning opportunities to ever wider segments of the campus community, faculty and staff may be able to achieve greater aggregate gains in sense of civic engagement than could be achieved through the use of L/L programs alone.<sup>53</sup>

Inkelas and Weisman suggested that hybrid service-learning and LLP programs may provide students with the best possible opportunities to participate in community service, and in turn “derive positive intellectual outcomes from their involvement.”<sup>54</sup>

However, not all hybrid models resulted in clear positive outcomes. H. E. Petracchi et al. also found that involvement in the hybrid model “did not change students’ average scores on the SLRDCS self-efficacy subscale [...] nor did living [with their service peers] change residents’ scores on the SLRDCS career subscale.”<sup>55</sup> And in their study researching the effects of living-learning programs on students’ sense of civic engagement, Rowan-Kenyon, Soldner, and Inkelas found that

while students who participated in the hybrid model “had a significantly higher mean score than students who participated in general L/L programs,”<sup>56</sup> students’ precollege attitudes toward involvement in curricular activities was a strong determining factor. They write “Precollege pretest measures accounted for the large portion of the total variance in sense of civic engagement scores—nearly 20%—with the importance of cocurricular involvement.”<sup>57</sup> While the methods, measures, and contexts of these comparison studies differ from ours, it seems that many hybrid approaches are generating positive results, but others exhibit mixed results that prevent asserting clear causal relationships between the combination of LLPs and service-learning. Therefore, given the results of our study, it is reasonable to conclude that combining these two types of high-impact practices does not necessarily produce higher-impact results.

### ***Recommendations***

The overall response to combining an LLP with service-learning in our study was mixed. These results suggest that there is room for improvement and room for more research. As Bringle notes, “The combination of two or more poorly designed high-impact practices could result in a low-quality educational experience. However, through good design and intentional integration, the positive attributes of each component high-impact pedagogy can contribute to the hybrid course.”<sup>58</sup> From our study we learned that service-learning and the LLP at Tudela University were designed to work well individually, but they were not intentionally co-designed or designed to merge as effectively as they might have been. Based on our findings, we recommend the following:

**Consider instructors’ and students’ overall workloads.** Workload planning should include the LLP and the service-learning but should also include other responsibilities, such as teaching other courses and taking other courses, commuting, family care, etc. Faculty development should be tailored to address instructors’ experience with service-learning and LLPs.

**Plan models for LLP and service-learning that have clear overlapping goals.** In a hybrid model,

focus on overlapping structures and aims that support success in both programs.

**Ensure robust and sustainable institutional support.** Universities must commit to sustaining hybrid high-impact approaches to ensure success.

**Plan small and then grow.** Plan the fewest possible class and extracurricular activities to meet programmatic and pedagogical goals and learning outcomes. Once these are achieved, expand.

**Develop an empirical method of assessment that collects data from students, instructors, and community members.** Assessment should include mixed-methods and multiple measures, collecting data from students, instructors, and community members. We recommend that this assessment should take place at least yearly, though semester-based assessment would allow for more rapid adjustments if required. Assessment should continue throughout the program lifecycle, and the model should be designed so that feedback from stakeholders gets to decision makers quickly. We recommend a participatory, iterative approach used by Brizee and the approach used by Petracchi et al.<sup>59</sup>

**Develop class discussion activities and writing prompts that directly connect the learning aims of the LLP and service-learning to coursework and student/instructor experiences.** Research indicates that explicit practices of instruction help students achieve learning aims.<sup>60</sup>

### ***Possible Shortcomings and Limitations***

Despite our attempt to follow best practices in research design, we cannot claim that this pilot programmatic study is without possible shortcomings and limitations. The survey instrument we used was somewhat limited for the purposes of this study; we used a previously designed service-learning survey, so the questions were originally designed to assess service-learning separately from the LLP. Further, a larger survey sample size and a pre-course service-learning survey would have yielded more data. Also, had we been able to interview more instructors, especially those outside the humanities, we would have had a more diverse range of data. Our

participant pool also reflects bias from self-selection. Students and instructors self-select to come to Tudela University, a college known for its community engagement, and choose to participate in service-learning. Lastly, the study's timeframe was limited to two years, and we only conducted one set of interviews. Due to these shortcomings and limitations, we are reluctant to overgeneralize our findings.

### **Conclusion**

American colleges and universities, including Jesuit institutions, are increasingly integrating LLPs and service-learning to improve student recruitment, retention, and learning while also responding to community needs. Some universities combine high-impact practices for added value. But what are students' and instructors' impressions when LLPs are combined with service-learning in a true hybrid model? From our study, we learned that student responses to the four pedagogical models were similar but that responses for the LLP-service-learning model were lower than the other models, though not markedly so. This finding contradicted our hypothesis: we believed that the true hybrid model would render the highest survey scores and positive impressions from instructors. This finding also contradicts responses from instructors who thought that the true hybrid model produced higher-impact results. We believe that it is likely that instructors favored approaches that they enjoyed and found fulfilling while their students found the approaches less enjoyable and less fulfilling.

All the instructors interviewed thought that the true hybrid model was positive overall, but some instructors responded with mixed or negative feedback to certain aspects of combining the LLP with service-learning. These mixed impressions aligned with responses from the student responses to the true hybrid model. Instructors with mixed or negative responses stated that the true hybrid model workload was too high. They found that combining the two approaches was challenging and that cutting course material to balance workload was a negative outcome that led to student confusion about course goals. Instructors with mixed or negative responses also thought that the LLP helped some students in some cases

but coddled others, causing students to disengage. These instructors said that smaller class sizes for the true hybrid model were positive, but that small class sizes also jeopardized the class dynamic—two or three disengaged students negatively impact some classes. Nevertheless, all the instructors said that they would use the true hybrid model again but revise their material.

Four conclusions may be inferred from these findings: First, while high-impact models can generate positive outcomes when applied individually, combining these models in hybrid approaches can also produce negative outcomes when not developed together or with participants' workloads in mind. Second, institutions considering similar models should design hybrid high-impact approaches together rather than retrofitting approaches to pre-existing programs. If retrofitting must be done, then the likelihood of increased workload on students and instructors must be considered. Third, students' impressions of using hybrid models could differ—sometimes considerably—from instructors' impressions. This discrepancy should be considered when developing assessment measures for hybrid approaches. Fourth, to assess outcomes of hybrid models, we recommend using mixed-methods data collection from students, instructors, and community members.

At the conclusion of this study, some questions call for further research: What are the outcomes of

this model according to community members, student leaders, and university staff members? Also, what are the long-term impacts on participants? Living-learning programs and service-learning can produce high-impact results when planned well, used carefully, and assessed effectively. When merged, they may even build on each other's strengths, moving us closer to Boyer's vision of the New American College and the call to embrace the service of faith and the promotion of justice forwarded by Rev. Kolvenbach, S.J.<sup>65</sup> But if administrators and faculty members do not plan carefully, and if participants are overwhelmed by the workload, programs may enjoy short-term gains while suffering long-term losses. In turn, these losses may hinder the transformative change in higher education and in society that we are seeking through our hybrid high-impact approaches. HJE

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*Acknowledgements: The authors would like to thank the students, faculty members, and administrators who contributed to this study. Deep appreciation also goes to the community partners who collaborated with service-learning students and instructors. They are co-instructors and experts in their work, and we still have much to learn from them. We would also like to thank the anonymous reviewers for their insightful and valuable feedback. Brizee would like to thank Stephanie Brizee for her help on this article and Tudela University for the 2018 Summer Research Grant that helped support this study.*

## Appendix

### *Service-Learning Student Survey Questions*

To what extent, if any, did your experience in this course affect you in the following ways? This course...

- ... gave me first-hand experience with active citizenship.
- ... increased my sense of social responsibility.
- ... increased my understanding of the values of the university.
- ... gave me skills that I can use in my future career.
- ... caused me to reflect on my faith and/or spirituality.
- ... caused me to think about some ideas or points of view that I had never considered.
- ... enhanced my ability to think reflectively.
- ... helped me improve my communication skills.
- ... helped me improve my problem-solving skills.
- ... helped me improve my critical thinking skills.
- ... increased my awareness of society and culture beyond campus.
- ... caused me to think about my life goals differently.

### *Faculty Member Interview Questions*

#### **Background and general information**

##### Vitoria Background

Why did you decide to get involved with the Vitoria first-year experience program?

Did you run Vitoria classes before your service-learning class?

What theme did you choose for your Vitoria class, and why did you choose that one?

How did you integrate that theme into your class? Put another way, what did you do in class that aligned with your Vitoria theme?

##### Service-learning Background

What is your history with teaching service-learning in other classes?

Why did you begin using the service-learning pedagogy?

How have you used service-learning to strengthen your teaching?

Why did you decide to teach service-learning in your Vitoria class?

Was service-learning service-optional or mandatory for students?

Who were your community partners?

Do you have a history with your community partners, or was this the first time you worked with them?

Can you explain the service-learning, its objectives, process, deliverables (if any)?

### Vitoria Outcomes

Do you think your students achieved the Vitoria learning outcomes?:

Develop habits of discernment and reflection in the Ignatian tradition

Develop habits of reading, writing and intellectual conversation that support academic excellence and engagement

Establish healthy, mutually beneficial and respectful relationships with others including faculty, administration, staff and peers

Integrate multiple sources of knowledge gained through various disciplinary lenses, texts, instruction, out of class experiences and personal reflection to offer a perspective on the interdisciplinary theme of the community

What do you see as the overall value and impact of the Vitoria approach in your class?

In what ways do you think the Vitoria approach helped or hindered your students' ability to meet the specific learning outcomes for your class?

### Service-learning Outcomes

Do you think your students achieved the 12 service-learning outcomes established by the CSLCE?:

To what extent, if any, do you think the service-learning affected your students in the following ways?

Gave them first-hand experience with active citizenship.

Increased their sense of social responsibility.

Increased their understanding of the Jesuit value of "men and women for and with others."

Gave them skills that they can use in their future careers.

Caused them to reflect on their faith and/or spirituality.

Caused them to think about some ideas or points of view that they had not previously considered.

Enhanced their ability to think reflectively.

Helped them improve communication skills.

Helped them improve problem-solving skills.

Helped them improve critical thinking skills.

Increased their awareness of society and cultures beyond campus.

Caused them to think about their life goals differently.

What did you think of the overall impact of the service-learning approach in your class?

In what ways do you think service-learning helped or hindered your students' ability to meet the specific outcomes for your class?

### Combining Vitoria and Service-Learning for Your Class

Why did you decide to combine the Vitoria approach with service-learning?

What were you hoping to achieve?

Can you explain how combining these two actually worked in your class during the semester?

What were the results of combining the Vitoria and service-learning in your class?

How did combining these two approaches impact the learning outcomes of your class?

In what ways do you think that combining these approaches helped or hindered your students' ability to meet specific learning outcomes for your class?

***Coding Scheme for Instructor Interviews***

Categories and Subcategories	Definition	Codes	Examples of Coded Text
1. <i>Positive response to true hybrid model for...</i>			
practice	Students had positive practical experiences that helped them grow personally	Engaged/worked with community, active in civic issues, collaborating with partners	“It [Vitoria] works well with my service-learning, where my students work with African and Middle Eastern and South Asian refugees.”
pedagogy	Students had positive pedagogical experiences that helped them grow as students	Greater awareness of issues, better understanding of inequities, connecting SL with course concepts	“[Students] they observe a lot about American inequalities in education.”
a. Subcategory 1: Students’ “transformational” experiences seemed more impactful than their “educational” experiences	Students grew more emotionally than intellectually	Showing more excitement and/or interest in projects/coursework, feeling more accomplishment/contribution related to society, long-term commitment to service	<p>“It [the project] definitely got them [students] out of their bubble, helped them to really interact with populations they never interacted with...I think some of them who worked at the Grace Resettlement Center were struck by the fact that they were working with people their own age.”</p> <p>“I think almost all of them are still doing service-learning, and some, I’ve learned, who weren’t doing it in the fall are now doing it in the spring...and they pulled in some people who hadn’t been doing it in the fall.”</p>

<p>b. Subcategory 2: Combining Vitoria with SL helped students achieve course learning aims</p>	<p>The true hybrid model helped students achieve course learning outcomes</p>	<p>Fostering greater engagement with and discussion of course material, increased awareness of audience for writing, increased awareness of course material, critical thinking, discernment</p>	<p>“I think that obviously for the education majors, it’s wonderful; they’re in a classroom...and they can learn about what it’s like to be in a classroom... understanding how to be flexible, which they have to learn how to do...switching your writing from genre to genre is important on the job.”</p>
<p>c. Subcategory 3: Positive impact on instructors’...</p>			
<p>transformational experiences</p>	<p>Instructors grew emotionally</p>	<p>Fulfilling experience, rewarding, increased excitement for teaching</p>	<p>“It [Vitoria and service-learning] really crosses over, a lot, and that’s why I am forever indebted to the Vitoria program for letting me be a part of it, quite honestly.”</p>
<p>educational experiences</p>	<p>Instructors grew intellectually</p>	<p>Refined pedagogy, increased interaction with students</p>	<p>“I’m the beneficiary of being in this, because I get so much face time with my students, it’s incredible.”</p>
<p>2. <i>Increased relationship building positively influenced outcomes when using true hybrid model</i></p>	<p>Small class size, increased facetime with students, monetary compensation, common missions between LLP and SL, course releases contributed to positive outcomes for instructors</p>	<p>Connection, relationship, bonding, respect, interaction, support, training</p>	<p>“I think they [students] also developed very strong, respectful always, good relationships with my staff [Vitoria] pairing...who has saved my life—I want that on tape—more times than I care to admit in public. And also the Tudela Nextgen</p>

			[student leader]...it was really a nice collection of folks.”
a. Subcategory: Course release was strong motivating factor for participating in Vitoria and SL	A major reason instructors participated was the course releases for the LLP and SL	Assistance, help	“Vitoria helped a little, but 80 students, I had all these different dates in my mind, and different programs, approaches.”
3. <i>Mixed responses to true hybrid model</i>			
a. Subcategory 1: Logistics	The time and labor involved in the true hybrid model was challenging	Balance, schedule, calendar, work	“I think the most challenging part for me was simply balancing the fact that it was service-learning optional.”
b. Subcategory 2: Pedagogy	Combining teaching content for LLP and SL was complex and challenging	Balance, assignments	“I think if it was service-learning mandatory...I wouldn’t be balancing all these different [assignment due] dates in my head and all these different logistics [for two sets of activities and projects] that I somehow have to keep straight.”
3. <i>Continued: Negative responses to true hybrid model related to...</i>			
a. Subcategory 1: Logistics	The time and labor involved in the true hybrid model was too much	Add, overwhelm	“...so adding all of this stuff in makes for a very cramped semester.”
b. Subcategory 2: Pedagogy	Combining teaching content for LLP and SL was detrimental to learning outcomes	Omit, hinder, hand holding rather than discovery, class dynamic	“Omitting one of the two formal papers is going to hinder their ability to become more eloquent, succinct, articulate, thoughtful writers...writing

			<p>reflections is not the same as writing formal essays.”</p> <p>“It’s [Vitoria/service-learning] leading them too much by the hand...showing them more than letting them discover for themselves.”</p>
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**Notes**

<sup>1</sup> Barbara A. Holland, “From Murky to Meaningful: The Role of Mission in Institutional Change,” in *Colleges and Universities as Citizens*, eds. Robert G. Bringle, Richard Games, and Edward A. Malloy (Boston: Allyn and Bacon, 1999), 49. DOI:10.1080/00221546.2001.11778880

<sup>2</sup> Robert G. Bringle, “Hybrid High-Impact Pedagogies: Integrating Service-Learning with Three Other High-Impact Pedagogies,” *Michigan Journal of Community Service Learning* 24, no. 1 (Fall 2017): 49-63. DOI: <https://doi.org/10.3998/mjcsloa.3239521.0024.105>

<sup>3</sup> Bringle, “Hybrid High-Impact Pedagogies,” 49-63.

<sup>4</sup> Bringle, 60.

<sup>5</sup> Bringle, 52.

<sup>6</sup> “Divine Cluster,” College of the Holy Cross, accessed November 19, 2021, <https://www.holycross.edu/holy-cross-approach/montserrat/clusters-and-seminars/divine-cluster>.

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