INTRODUCTION

Currently, U.S. political climates continue to push citizens through more divided times. With these divisive environments, it is particularly important to teach students to participate in our democracy in meaningful ways. In 2012, the National Task Force on Civic Learning and Democratic Engagement [National Task Force] called for massive investment in higher education’s democratic capacities. The need for postsecondary institutions to prepare students for engagement in democracy and civil discourse was emphasized in the report (National Task Force, 2012). Interpersonal relationship building, leadership, problem-solving, and a value orientation toward social justice and community engagement are all important democratic outcomes of college (Moely, Mercer, Ilustre, Miron, & McFarland, 2002). College students often define their education through majors and career goals but do not always consider their role in civility and citizenship (U.S. Department of Education, 2012), leaving an opportunity to explore their civic roles.

Service-learning is one way to teach civic engagement and responsibility that contributes to a variety of collegiate outcomes, including students’ attitudes and skills (Mayhew, Rockenbach, Bowman, Seifert, & Wolniak, 2016; Stokamer & Clayton, 2017). The likelihood of achieving positive outcomes through well-structured experiential education is enriched by opportunities such as service-learning (Eyler & Giles, 1999; Jacoby, 2015; Mitchell, Gillon, Reason, & Ryder, 2016). This paper utilizes multiple data points, including students’ reflective journals and survey data, to explore how a semester-long leadership course employed service-learning to positively influence first-year students’ civic attitudes and skills.

RESEARCH PURPOSE

This study aims to examine the student learning outcomes associated with the use of service-learning in a first-year leadership course. We hope to shed light on the benefits of students participating in service-learning in their first semester of college.
and provide a purposeful lens into how students narrate their reflections of service and leadership approaches. Moreover, this study adds to the existing literature on student learning as it relates to leadership coursework employing service-learning pedagogy for first-year students. With this purpose in mind, this study will highlight the following research questions:

1. What are student learning outcomes associated with an introductory leadership service-learning course?
2. What civic engagement skills do students develop from enrolling in a leadership service-learning course in their first year of college?

LITERATURE REVIEW

This study examines the role of service-learning in a first-year leadership course. As such, we situate this study in three bodies of literature. First, we review service-learning, a key pedagogical strategy employed in this course. Next, we examine literature related to leadership. Finally, we provide an overview of the importance and success of the first year of college while connecting service and leadership as high-impact practice.

Service-learning

Collegiate service-learning is a credit-bearing educational experience in which students participate and reflect on mutually beneficial service within communities to gain greater understanding of course content (Bringle & Clayton, 2012). Service-learning instructional design incorporates three key domains—service, academic activities, and reflection—in order to achieve desired learning outcomes (e.g. academic learning, civic learning, and personal growth). Service-learning is different from community service because service-learning incorporates academic learning and includes critical reflection (Jacoby, 2015; Jones, Gilbride-Brown, & Gasiorski, 2005). Furthermore, service-learning provides students with an outlet for experience and opportunities to reflect on larger social issues, thus developing civic attitudes toward particular social issues, groups of people, or complex social systems (Erickson & O’Connor, 2000; Dugan & Komives, 2010).

Researchers have examined the benefits of service-learning in multidimensional ways, finding positive results such as higher-order thinking, life skills, and civic attitudes (Bernacki & Jaeger, 2008; Eyler & Giles, 1999; Moely & Illustre, 2013; Moely & Illustre, 2016). Other researchers have found service-learning cultivates academic performance, social values, self-efficacy, knowledge, leadership, interpersonal skills, moral development, and continued commitment to service (Astin, Vogelgesang, Ikeda, & Yee, 2000; Goodell, Cooke, & Ash, 2016; Vogelgesang & Astin, 2000).

Beyond these wide-ranging benefits, service-learning has been identified as having specific value to help students’ awareness and value of social justice (Bickford & Reynolds, 2002; Moely et al., 2002). While these outcomes are not uniform across all service-learning experiences, if well designed, service-learning courses serve as a space for students to work toward reciprocity and activism in the community (Tilley-Lubbs, 2009). Moreover, Mitchell (2014) found service-learning can support social justice sensemaking by developing and valuing relationships. Other scholars have found that after exposure to empowering marginalized communities, students are more likely to commit to engage in community action and activism (Buch & Harden, 2011; Koch, Ross, Wendell, & Aleksandrova-Howell, 2014).

Leadership

Our study occurs in the context of a leadership course focused on educating first-year students; therefore, we consider what the term leadership means. We centralize a post-industrial paradigm of leadership (Rost, 1993) and specifically the social-change model of leadership (Komives, Wagner, & Associates, 2017) as part of this
study’s course pedagogy. Built on the power of relationships, the social-change model consists of seven values organized into three dimensions: (a) individual, (b) group, and (c) community (Komives et al., 2017). Within these domains are seven values—(a) consciousness of self, (b) congruence, (c) commitment, (d) collaboration, (e) common purpose, (f) controversy with civility, and (g) citizenship—with a goal of all interacting and developing multidimensional growth across values (Komives et al., 2017).

Leadership education and service-learning are complementary and share similar learning outcomes. Leadership education is particularly effective when complimented with experiential education techniques, such as service-learning (Guthrie & Bertrand Jones, 2012). Dugan and Komives (2010) also found that community service participation was a significant, positive predictor for group and community domains of the social-change model of leadership. Finally, like service-learning, reflection is a vital component of leadership course design to ensure maximum learning (Guthrie & Bertrand Jones, 2012). White and Guthrie (2016) identified that reflection allowed students to develop greater self-awareness and creates a reflective environment that places a positive impact on leadership learning.

First-Year Experience, Service-learning, and Leadership

Over the past 20 years, there has been a growing body of research that examines student success, persistence, and retention, specifically in the first year of college (Barefoot, 1992; Barefoot, Gardner, Curtight, Morris, Schroeder, Schwartz, Siegel, & Swing, 2005). One method of student engagement is instituting high-impact practices such as first-year seminar courses and experiences for incoming students (AAC&U, 2007; Kuh, 2008). The overarching goals of the first-year experience and seminars are highly documented and highlight some of the following objectives: a) retention to the second year of college (Barefoot et al., 2005), b) high student engagement (Kuh, 2005; NSSE, 2002), c) a sense of belonging and community (Krause & Coates, 2008), and d) academic and social integration (Kuh, 1995; Pascarella & Terenzini, 2005).

A great deal of attention has been focused on strategies for student success in the first year of college. Successfully integrating students to college is important for retention and student success (Mayhew et al., 2016). During students’ first year of college, their classes and programming are unique opportunities to present new messages about the institution and institutional values, and set norms for how students should behave in college (Mayhew & Engberg, 2011). Service-learning and leadership education serve as critical conduits to enhance student learning, increase success, and engage young adults in civility and community-based partnerships (Astin et al., 2000; Madsen & Turnbull, 2006). Employing service-learning with first-year students represents an important opportunity because the educational benefits align well with retention initiatives. Subsequently, when instructors infuse service-learning into first-year coursework, it increases first-year students’ encounters with difference (Reason, Cox, Lutovsky Quaye, & Terenzini, 2010). Further, several leadership skills develop across teaching service-learning in the first year, such as higher order thinking, interpersonal communication, and civic attitudes (Astin & Sax, 1998). Understanding the benefits of leadership education and service-learning with first-year students is of particular importance and helps justify the purpose of our study.

LEADERSHIP COURSE CONTEXT

This study draws upon the reflections and experiences of first-year students in an introductory leadership course at a large, four-year, public university in the Midwest. This study’s course was offered by a leadership studies program as a gate-
way into the leadership studies program and was defined as a large-scale service-learning project partnering with local non-profit agencies while integrating critical reflection and social change pedagogy.

The selected course actively recruited undecided first-year students through campus advisors. At the start of the semester, the course enrolled over 110 students across three university learning communities focused on leadership and service. This number was capped in order to accommodate the community partners’ space limitations. The course was designed similar to a first-year seminar course—one that is intentionally designed to aid in the social and academic development and integration of first-year college students (Barefoot, 1992).

Additionally, the course met for 16-weeks (one day a week as a lecture and in smaller groups of 12-15 students on the second course meeting day). The smaller groups were facilitated by peer mentors, who also transported the students to and from the service-learning sites, every other week. Finally, the course used the Komives et al. (2017) text, *Leadership for a Better World: Understanding the Social Change Model of Leadership Development*, and centered the following objectives: 1) understand and apply the social change model of leadership, 2) engage and reflect on a semester-long service-learning project with a community organization, and 3) understand personal, team, and societal values and how they relate.

The study’s course integrated service-learning in partnership with four local nonprofit organizations. Community partners were selected by the faculty member based on their mission, values, and ability to accommodate the number of students and scheduled course times for the semester. These partners included 1) an after-school academic support program for underprivileged children, 2) an organization that coordinates and mobilizes volunteer opportunities across a rural county, 3) a retirement facility, and 4) a county historical society.

**METHODOLOGY**

This study is a mixed research design using both qualitative and quantitative forms of data in analyses. Mixed methods designs are designed to provide a richer evidence base. This base increases the potential for generating new insights about effective educational practice (Nilsen & Brannen, 2010). More specifically, this study is classified as a “QUAL + quan” design, in which the qualitative and quantitative methods were collected concurrently and greater emphasis in analysis was placed on qualitative data (Creswell, 2010). By centering qualitative methods, we focus on coding student assignments to ensure deeper understandings of descriptive data sets such as student learning achievement. In particular, we instituted a directed content analysis approach to analyzing student coursework in order to identify specific patterns from narrative data for descriptive evidence (Hsieh & Shannon, 2005; Potter & Levine-Donnerstein, 1999). This study’s quantitative data supports and validates the findings from identified themes of the student data sets. In the preceding sections, we will outline the mixed methods approach to collecting and analyzing the student data.

**Data Collection**

The researchers used purposeful random sampling to recruit students that were previously and recently enrolled in the leadership service-learning course (Merriam, 2009). Purposeful random sampling creates opportunities for more credibility in data collection and analysis due to existing purpose in participants’ experiences (Merriam, 2009; Patton, 1990). After approval from the institutional review board, researchers maintained access to student class lists and solicited participation from the 110 students that enrolled in the course through email and verbal announcements. To avoid coercion, course teaching assistants communicated with students to inquire about their participation in the study.
The researchers successfully recruited 95 students enrolled in an introductory service-learning leadership course at a large Midwestern research university. As another measure of minimizing coercion, a teaching assistant administered the informed consent forms. Students consented to have their course assignments coded and to take the Civic Attitudes and Skills Questionnaire (CASQ) pre- and post-assessment. Upon culmination of the course, student reflection assignments and final papers (appendix A) were downloaded and collected for analysis from the university learning management system by a research assistant. The researchers selected student reflection journals and papers in order to capture more in-depth analysis of student learning outcomes across the course and service-learning project.

**Data Analysis**

**Qualitative inquiry.** Through qualitative inquiry, we analyzed students’ descriptive reflections from service-learning reflection journals and final reflection papers. The researchers used NVivo, a qualitative coding system, to analyze and code data sets. The two areas of thematic coding executed were an initial coding phase and focused phased coding (Charmaz, 2006). Using NVivo coding software, initial coding involved executing the word frequency function, which led to better narrowing and conceptualization of themes. This method allowed us to view which predominant words students used in their reflections. Subsequently, the next step of coding was the focused phase, in which we finalized themes and supportive claims through NVivo software. Charmaz (2006) describes the focused phase of coding as contributing to the advancement and involvement of the data analysis. In NVivo, the focused phase included using themes in initial coding to design strategies to find illustrative quotes from student descriptive data sets and aligning claims to support the main areas of learning growth. Due to space limitations, we centered our coding strategies around the three most predominant themes across the data.

**Quantitative inquiry.** Although qualitative inquiry was given greater priority in analyses, quantitative methods were employed to examine broad trends across all students in the class and to support the findings of the qualitative methods. Scholars have noted a lack of civic measures employed in assessment of civic outcomes of coursework (Keen, 2009). To address this limitation, this study employed the CASQ in assessing student change from the beginning of the course to the end. The CASQ was “designed to measure attitudes, skills, and behavioral intentions that might be affected by service-learning participation” (Moely et al., 2002, p. 15) and has been a common tool in the assessment of civic learning (Reason & Hemer, 2015). The CASQ consists of six subscales: (a) civic action, (b) interpersonal and problem-solving skills, (c) political awareness, (d) leadership skills, (e) social justice attitudes, and (f) diversity attitudes (Moely et al., 2002). These subscales were designed to assess components of self-enhancement, understanding of self and world, and value expression (Moely et al., 2002), three concepts common to service-learning and consistent with the outcomes of this course.

Students were asked to complete a paper version of the CASQ during class time at the beginning and end of the semester-long course. Ninety-five students were asked to complete the pre- and post-version of the survey, with 75 students completing both the pre- and post-test assessments (response rate of 79%). Forty-seven of the respondents were female (63%) and 28 were male (37%). Sixty-four (85%) of the respondents were White; six (8%) were Asian/Asian-American; three (4%) were Latino/a; and two did not indicate their race. To compare students’ scores on the CASQ at the beginning and end of the semester, paired t-tests were conducted (Howell, 2013). Our hypotheses were that student scores on respective constructs
would increase between the pre-test and the post-test.

RESULTS

Qualitative Findings

Cultivating interpersonal skills. First-year students enter postsecondary education, working to solidify identities and find their voice. During the course and service-learning project, students critically reflected on their work within their small groups and how that intersected with the community organization. The most common skill set students achieved was interpersonal learning. We found key areas of interpersonal skills represented in the descriptive data sets including communication, cognition, and relationships, which align with many previous studies (Astin et al., 2000; Goodell et al., 2016; Sessa et al., 2010). Over 75% of students used words associated with interpersonal skills—such as “relationships,” “communication,” and “personality”—in their work. For example, “Meredith” discussed the ongoing development of relationships with her community organization participants and classmates as an ongoing process of civic engagement and leadership. She notes:

You may make your assumptions about how people look or what they wear when most of the time that has nothing to do with their personality and how they identify themselves. If you assume wrong than [sic] you might say something that is offensive to them even though you didn’t mean to be rude at all. Once a situation like this happens it ruins any kind of trust and relationship that was there which makes it very hard to get people to listen to you or to talk to you.

Meredith works to cultivate an understanding of how relationships with others center on a civic mind and attitude to build trust.

Building leadership capacity. An obvious objective of the course is for students to foster leadership skills and capacities. Over 96% of the first-year students in this study cited words associated with leadership capacity that the service-learning project supported their development. The participants’ leadership reflections varied from strong self-reflection, identifying values to lead, and building trust among their group members. “Brenden” noted part of his leadership journey through collaboration and teamwork:

Another aspect of leadership I practiced with the service-learning project was teamwork. This is a skill in which I have always tried to give my all. I know that great work is not done alone, and I have worked on fostering collaboration among my cluster. In order to be a strong team member, I have also learned the importance of being “grounded in self-knowledge,” so that I may be clear in what I communicate to group members and act more authentically. I achieve this self-awareness through personal reflection of what I stand for and what I deem as valuable and act accordingly.

Brenden helps communicate his reflection of taking on a leadership role in the group in order to achieve positive outcomes of their service-learning project. He is reflecting on how he managed to navigate service-learning with his group members and create self-knowledge as a leader.

Developing social justice perspectives. Through engagement in the service-learning project, students interacted with several community agencies that serve underprivileged populations. The project served as a method to expose the misrepresentations of these populations that the participants upheld through limited perspectives. For example, students engaged in work with residential support programs for persons who identify as homeless noted the shift in understanding of larger systemic issues around homelessness. This conscious-raising created an opportunity to complicate first-year student assumptions of specific underprivileged populations. Over
70% of the participants in the course cited awareness of social justice perspectives surrounding social identities awareness, deconstructing stereotypes, and overall movement toward an equitable society. “Marcus” reflects on his new perspectives from the service-learning project:

Stereotypes are a norm, and trying to break a norm requires endless dedication, courage, and commitment. You can enable others to act by showing them ways they can help you make a difference, one thing that could be effective is making an organization devoted to stereotype awareness.

Marcus centers the problematic and normative behaviors that stereotypes reinforce across communities of people. He works to reflect and deconstruct the ways stereotypes are embedded in society and begins to place this as a solution-focused perspective. To enhance these socially just perspectives, the participants engaged further thought around politically charged action as well. This outcome is not a surprise as it aligns with the work of Koch et al. (2014) and the increased social activism work as a result of service-learning with counseling students.

Quantitative Findings

The CASQ was administered to students at the beginning and end of the course. Encouragingly, students’ mean post-test score was higher than the pre-test on all six scales. However, the results can only suggest meaningful improvement on four of the six scales. Construct reliabilities were assessed on pre- and post-test scores using Cronbach’s alpha. One subscale, social justice attitudes, was removed from analyses due to low reliability. Reliabilities on the other five constructs were acceptable. Based on our findings, as well as previous validation of the CASQ (Moely et al., 2002), we proceeded with five pair-wise comparisons. We found statistically significant improvements on four scales. There was a significant difference in the scores for interpersonal problem-solving skills ($t(74) = 5.31, p < .001$), political awareness ($t(74) = 5.50, p < 0.01$), leadership skills ($t(74) = 2.63, p < .01$), and diversity attitudes ($t(74) = 3.10, p < 0.01$). There was not a significant difference in the scores for civic action ($t(74) = -1.30, p = 0.20$).

Integrating Qualitative and Quantitative Findings

A key to mixed methods is integrating findings between multiple methods for greater understanding (Creswell, 2010). We employed a concurrent “QUAL + quan” design, in which the primary emphasis of our findings were associated with qualitative data and analysis. Qualitative findings indicated that service-learning in this leadership course resulted in greater interpersonal skills, building leadership capacity, and developing social justice perspectives. These major findings are reflected in the quantitative portion of the study. While so-

<table>
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<tr>
<th>Table 1: Pre- and Post-Test CSAQ Scores</th>
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<td>Scale</td>
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</tr>
<tr>
<td>Civic Action</td>
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<tr>
<td>Interpersonal and Problem Solving Skills</td>
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<td>Political Awareness</td>
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<td>Leadership Skills</td>
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<td>Social Justice Attitudes</td>
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<td>Diversity Attitudes</td>
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t-test results: * p < .05; ** p < .01; *** p < .001

n=75
cial justice attitudes were not statistically significantly greater at the end of the course, diversity attitudes were—lending support to the qualitative findings in this area as well. The use of multiple forms of data increases the robustness of findings and allows us to consider the implications of findings with greater confidence.

DISCUSSION AND IMPLICATIONS

When drawing from the literature on the impact of service-learning and first-year students, our results validate the positive influence on many learning outcomes among college students enrolled in the course. It is apparent that students involved in high-impact practice courses develop several skills that their counterparts may not experience or become conscious of in the first year of college. While service-learning has a large impact on student learning outcomes, we center those of first-year students in an introductory leadership course.

Reflecting on the course outcomes and findings, it is evident that designing course curriculum, projects, and reflection around strong course objectives helps to draw stronger learning outcomes. The results of our quantitative findings validate the qualitative work we initially set out to study. Further, considering the critical narrative reflections helps to expand upon learning outcomes such as critical thinking skills, self-efficacy, and civic responsibly. Our findings help to provide more context for how students learn these outcomes.

First, overall, students in the course were persuaded to reflect individually and embrace learning about themselves through peer interactions, community engagement, and personal values. Students learned to hone their self-efficacy through individual tasks and working with others toward a greater goal. They were challenged with working in a marginalized community and navigating the societal issues that they may not have been familiar with prior to the course and service-learning project. Our findings validate much of the literature across skill development with an emphasis on interpersonal skills (Astin et al., 2000; Goodell et al., 2016; Keen & Hall, 2009).

Secondly, the course pushed students to process leadership capacities and define what leadership might look like in contexts such as local communities and how these apply to global engagement. With this, students were able to reflect and operationalize how they define leadership for themselves and within social responsibility. Furthermore, students noted the importance and critical nature of self-awareness in leadership and in communities in which they reside, complicating their relationships and shared influence on others. There have been several works on leadership education and social responsibly (Dugan & Komives, 2010; Komives, 2011; Komives et al., 2017), our study supports the resounding alignment of leadership outcomes and engaging civic action.

Additionally, students engaging in service-learning find greater awareness around social issues (Erickson & O’Connor, 2000; Koch et al., 2014). Our study’s findings were no different; both qualitative and quantitative results helped support this observation within the literature. In our study, students were able to deconstruct previously held misconceptions of vulnerable populations, identify systemic social issues in our society, and see their work as a conduit for change. Students were able to consider solution-focused plans of civic engagement and how they might influence a system of change. This included their work in socially just practice and with political awareness. They were able to connect larger social issues with legislation and political leaders’ decision-making, both critical for understanding how they may engage in social change and activism.

Implications for Practice

Finally, based on the study’s findings, we hope to offer implications for practice including future curriculum considerations and the importance of scaffolding student reflection in service-learning. This
study focuses on student learning outcomes which stem from building a solid curriculum that integrates service-learning throughout coursework versus adding in the project to an already established course (Jacoby, 2015). Developing strong course objectives and aligning these with the goals of the community organizations in the service-learning project help facilitate intentional learning and the content students work on mastering throughout the course. Additionally, considering the cognitive level of students is critical to developing higher order thinking skills and meaningful engagement throughout the course. For example, our study centered first-year students entering college in the first semester, thus requiring their cognitive and developmental levels to be considered in constructing curriculum and reflection questions.

Furthermore, designing frequent critical reflection at key points in the semester is of foundational importance in fostering positive student learning outcomes. Our reflection prompts (appendix A)—which can be aligned with first-year student cognitive development and with the targeted outcomes of the course—are something we consider to be of paramount importance in assignment construction. It is also important to connect course readings and materials to course discussions and experiences in prompting reflection. Students will learn to synthesize content and apply it for higher-order thinking skills. Moreover, leadership education requires a deeper level of self-awareness that requires students to have structured self-reflection (Guthrie & Bertrand Jones, 2012). In tandem, these strategies offer opportunity for greater student learning outcomes with service-learning and leadership education.

Considering first-year experiences in our implications is an important piece moving forward. First-year experience programs should consider integration of intentional service-learning courses or programs that instill critical reflection and connections to skills development. Students are able to provide language around the types of skills they are developing when they have an understanding of course content. Incorporating leadership education and service into the first year helps guide these skills and builds stronger levels of relationships to the community and campus (Bringle & Clayton, 2012; Mitchell, 2014), thus improving retention initiatives.

CONCLUSION

This study illuminates the power of teaching and aligning leadership education and civic engagement in the first year of college. Provided the existing research on high-impact practice courses such as those that incorporate service-learning and the positive influence on retention (Mayhew & Engberg, 2011; Mayhew et al., 2016), it is evident that our study builds upon this research and adds to the importance of framing leadership education as another method of high-impact practice. Our work serves as evidence to continue research and work on high-impact practices for first-year students in order to increase their likelihood of success in the future.

Furthermore, the findings of this study assist in developing more interdisciplinary approaches during postsecondary education. Manning-Ouellette (2018) notes, “as society continues to face challenges that require cross-disciplinary approaches, leadership education and democratic learning offer innovative approaches to addressing larger systemic problems” (p. 76). In other words, the marriage of leadership education and civic engagement projects aides in developing leaders who work on positive social change in our world. Instilling commitments to social justice and communities in the first year of college can help students approach issues with interdisciplinary perspectives and leadership capacities, thus strengthening the goals of higher education.

Limitations and Future Research

This section will include specific limitations to the study and the potential for future research. One initial limitation of the
study is that the student population studied were students enrolled in an introductory leadership course, recruited from leadership-interest learning communities. It can be assumed that students who opt into the course already have a predisposed interest in leadership and service or already identify as a “leader.” This effect could influence their understandings and reflections on civic engagement due to pre-exposure of concepts and community engagement opportunities prior to college.

Additionally, the sample size is from one course at a predominantly White, large, public, four-year institution. The course participants and institution lack diversity in gender, race, and other social identity indicators. This study’s results are not generalizable to larger first-year student populations; however, the study can serve as an indicator of how leadership education can enhance the first-year experience through positive learning outcomes. In addition, learning does not occur in silos and is often cocurricular, which limits the ability to understand which part of the course had the greatest impact on learning outcomes for this study. Future studies would benefit from examining the experiences of marginalized identities in first-year and service-learning courses to explore how meaning-making of leadership education and service-learning can serve as a contributor to first-year learning outcomes, persistence, and retention.

Finally, this data was collected during the fall of 2016, during the semester of a highly publicized and controversial presidential election. Therefore, findings related to political awareness might be confounded by national events beyond the scope of the course and we suggest caution in associating greater political awareness with enrollment in this course. Future research may consider heightened and increased awareness in politically charged times and how this might impact undergraduates, leadership, and civic engagement.

REFERENCES


AUTHOR NOTE

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APPENDIX A

Final paper prompt

The final service-learning paper is a critical reflection of what you have learned through work with the community organization, how you have grown as a person, and how your position as a leader in our society has shifted during the course of the semester.

Here are some prompting questions to help guide your reflection. Your paper should not list or just answer the following, however use them as a way to begin thinking about your reflection.

- What have you learned about work with a community organization?
- How do you view the importance of community work/service-learning?
- How has it helped you grow?
- Do you view society or issues differently?
- What sticks out to you the most from your experience?
- How do you define service?
- How has your position as a leader shifted during the semester?
- What did you learn about yourself?
- How does awareness change our perspectives on society and life?

Journal Reflection Prompts

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<tr>
<th>Journal</th>
<th>Journal Reflection Prompt</th>
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<tbody>
<tr>
<td>1</td>
<td>Think about someone in your life that you consider to be a leader. What makes this person a leader? Discuss your experiences with this person. How does this person make you feel when you are involved with this person? What leadership attributes does this person exhibit? Which of the 5 Exemplary Practices of Leadership do they most exhibit? How? Be as detailed and specific as possible.</td>
</tr>
<tr>
<td>2</td>
<td>1) What was your first site visit experience like? 2) How does the experience connect with a chapter you’ve read in the text or a discussion we’ve had in class? 3) What are your expectations for the next visit?</td>
</tr>
<tr>
<td>3</td>
<td>Reflect on the service-learning project site visits so far this semester: How has your role as a leader shifted? Does the work influence your own leadership philosophies? How have you connected the theories discussed in the class to your experiences?</td>
</tr>
<tr>
<td>4</td>
<td>What are the big takeaways from your service-learning experience this semester? How has it influenced your college experience? How does it relate to your identity as a leader?</td>
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