ASSESSING SERVICE-LEARNING OUTCOMES IN A PRINCIPLES OF MARKETING COURSE: A TEAM-BASED VS. INDIVIDUAL-BASED APPROACH

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ABSTRACT

This paper provides a discussion of assessment outcomes of service-learning assignments for students in a marketing course. Specifically, the coverage includes a description of service-learning, the formulation of service-learning objectives, the utilization of service-learning assignments for marketing students, and assessment methods for service-learning objectives. Further, it sets forth the results of an empirical study to measure service-learning outcomes for students in a marketing principles course. The results include data that was collected at a Western U.S. university over an eight-year period. The inquiry indicates that many of these students benefit from a service-learning project with regards to their career, academics, personal development, and civic responsibility. The results also demonstrate that team-based service-learning projects tend to receive more positive assessments than individually-based projects across career, personal development, and civic responsibility outcomes.

INTRODUCTION

Service-learning (SL) has increased in popularity over the past decade as more and more university faculty adopt this form of experiential education. In experiential education, students participate actively, rather than passively, in their education (Bobbitt et al. 2000; Kolb and Kolb 2005; Petkus 2000). Experiential learning allows for the learning to be personalized, thus allowing the student to develop a more substantial understanding of the material (Anselmi and Frankel 2004). Petkus (2007, p. 46) comments that "experiential learning opportunities that expose students to cross-cultural marketing" situations rather than relying solely on textbook descriptions may be successfully achieved through the service-learning project.

Service-learning, which is a key example of experiential learning, is a "teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (Corporation for National and Community Service 2009). More specifically, service-learning allows students the opportunity to reinforce, in a practical manner, what they are learning in the classroom of a specific discipline/course and apply it to meet the needs of a community service organization or non-profit organization (NPO).

However, there is often confusion regarding service-learning vs. "volunteerism." Volunteerism, which is the life-blood of non-profits worldwide, involves individuals willing to commit their time and effort on the behalf of an NPO without any expectation of reward or personal gain. In short, the NPO is the sole beneficiary of a volunteer's contribution. In the case of service-learning, there are dual beneficiaries – the NPO, which benefits from the student's efforts to meet the specific needs of the organization, and the student who is able to enhance the classroom learning experience by actually applying what has been taught to a real-world environment.

According to Kenworthy-U'Ren, Taylor, and Petri (2006), "Service-Learning is all in the hyphen. It is the enrichment of specific learning goals through structured community service opportunities that respond to community-identified needs and opportunities" (p. 121).

SL serves to prepare students to lead a life wherein they are responsible community members, rather than focusing solely on career development (Sherwood and Nordstrom 2000). Recent corporate scandals have created a pressure upon business schools to produce graduates with social responsibility. Service-learning is a format to help produce these desired business individuals (Klink and Athaide 2004). In addition, SL introduces students to "the notion of civic and service responsibility" (Myrah 2009).

According to Spiller and Scovotti (2008, p. 66), AACSB states that its accredited universities have a common goal of "the preparation of students to enter

useful professional, societal and personal lives." Boyer (1994) and Rifkin (1997) have both identified this molding of students into community members as an important issue facing educators. Many opportunities for SL on university campuses now exist, compared to two decades ago (Klink and Athaide 2004). Growth is evidenced by the 60-plus schools that currently belong to California Campus Compact, whose mission is to promote community service on its member campuses. Further, the national Campus Compact network has seen an annual growth rate of 70 schools per annum over the last three years and now totals more than 1,100 schools. CSU, Fresno, has been a member of both the National and California Compacts since 1993 and has fielded 12 major projects funded by Campus Compact via individual and multi-year grants.

High schools were the first educational institutions to begin adding SL to their curriculum, with 50 percent of U.S. high schools participating by 2003 and higher education has been joining in at a high rate (Butin 2003). A survey of those member institutions reveals that the average campus has 30 courses integrating service and academic learning, resulting in one-third of all students being involved in service projects (Campus Compact 2009), even though it has been found that SL has historically faced problems on university campuses. This problems include, but are not limited to, the lack of resources from university sources (Butin 2006), and, according to Campus Compact (2004), less than half of the SL directors on university campuses are full-time and SL courses are commonly offered in the "softest" and most "vocational" disciplines (e.g., education and social work).

Despite recent severe budget cuts and reductions in faculty, service-learning at the university where this study was conducted has remained a mandatory element of the introductory marketing course, *Marketing Concepts,* which is a core course required of every business student, for over ten years. As a result, every student graduating with a BS degree in Business Administration from this university has participated in a minimum of at least one service-learning project, with a minimum of 15 hours of service. This translates to between 350 and 450 students taking on a service-learning project every semester.

The rising interest in service-learning is also being fueled by studies indicating the favorable impact it has on the cognitive and effective development of college undergraduates. According to a study conducted by Barr and McNeilly (2002), sixty-two percent of recruiters ask interviewees about classroom activities they participated in at the time of the interview. The interviewers stated that they looked for critical skills the students may develop in class projects (i.e., interpersonal and leadership skill development, time management, administrative skills, and communication and presentation skills). Faculty may include many, if not all, of these skills within the service-learning project. Barr and McNeilly (2002, p. 172) also comment that faculty should share assignment requirements with recruiters to provide "strong evidence of business-relevant activities" that occur within the student projects.

One comprehensive study found that service participation resulted in significant positive effects on academic performance, values, self-efficacy, leadership, choice of a service career, and plans to participate in service after college (Astin et al. 2000). SL has also been found to provide numerous skills to participating students including reading, writing, public speaking, critical thinking, self-confidence, self-esteem, self-reflection and sales competencies (Clark 2002; Kunstler 2002; Sediak et al. 2003; Shaw 2007). According to Riley (2006), SL also helps students to "internalize the theories they have learned in courses, begin to think like professionals, and develop practical knowledge."

Adding to the popularity of service-learning is the role it plays in the broader attempts to encourage students to become more civically engaged. These efforts are often aimed at improving skills that contribute to one's commitment to being a proactive citizen. Such skills include teamwork, the ability to identify and solve problems, dealing with difficult decisions where there is no right or wrong answer, solving problems when conflict occurs, and critical thinking (Kirlin 2003).

Another benefit to service-learning is the fact that it allows students to participate in a client-based project (CBP), which is a powerful pedagogical tool (Lopez and Lee 2005) because SL is "a means of integrating real-world learning into curricula" (Govekar and Rishi 2007). CBPs allow students the opportunity to apply their marketing knowledge gleaned in the classroom to the needs of a real world client. Smaller CBPs may work well for service-learning projects because they "offer flexibility" for students and instructors, while still maintaining learning standards (Lopez and Lee 2005, p. 174). Lopez and Lee (2005, p. 182) further comment that CBPs "address the AACSB call for linking classroom theory with real-world business practices." Another positive aspect of SL was stated in Eyler's (2002) study that found SL provides students with the opportunity to bond with their classmates, faculty and those involved with the NPOs.

DESIRED OUTCOMES OF SL

While educators and researchers agree that service-learning has multiple benefits, there is less agreement on the desired outcomes. Some institutions and programs offer programs that are aimed at promoting citizenship, whereas others attempt to improve critical thinking skills. In addition, models, approaches, and evaluation instruments vary widely among schools and disciplines (Driscoll et al. 1998). One particularly comprehensive review of service-learning studies illustrates the broad range of desired outcomes associated with this pedagogy (Rama et al. 2000). Some outcomes reflect broad

objectives, such as course learning, personal development, and civic and life skills. Others reflect specific program or course objectives and include the ability to write strategic plans, attitudes toward seniors and their health, and communication skills. In addition, some of the studies were undertaken in specific disciplines, such as sociology or psychology, but many of them report the positive impacts of service-learning across multiple educational areas (Astin and Sax 1998; Eyler et al. 1997; Gray et al. 2000; Jacoby 2003).

Agreement on the general benefits of service-learning in specific disciplines such as business also exists, but there is limited evidence of its specific impact on educational outcomes. Since there are a number of different approaches that might be appropriate in various business courses, it is important to determine if specific service-learning assignments are achieving the desired results. The following paper presents the results of student experiences in an eight-year study of a service-learning assignment in a basic marketing course. Course objectives associated with service-learning are provided, as well as a description of the assignment. A survey completed at the end of the semester provides insight into the extent to which these service-learning objectives were achieved. Finally, avenues for further research on the impact of service-learning are identified. Based on this type of empirical research, business and marketing educators can begin to clarify the role service-learning activities can play in meeting one or more educational goals.

SERVICE-LEARNING IN BUSINESS AND MARKETING

Some disciplines and academic departments have been slow to integrate service-learning into their curricula. One of these disciplines is business and, more specifically, departments of marketing. Godfrey, Illes, and Berry (2005) commented that in a business program, the SL pedagogy is a balance of practical and academic rigor, which gives students a broader, richer educational experience. Yet little research has been conducted addressing the use of service-learning in business courses (Hagenbuch 2006). According to Andrews (2007), Business Administration programs have begun to include SL into their curricula, particularly departments of Information Sciences, Management and Marketing. Although many universities are beginning to understand the importance of including SL into their courses, universities still exist wherein inclusion of SL into the curricula is moving slowly. Reasons for this lack of acceptance are numerous and tend to follow similar arguments that have impeded development in other areas. Service-learning, in many cases, has developed outside of the academic disciplines. Many schools have centers for service-learning activities run by staff personnel, rather than faculty. They offer service opportunities for interested students and, in some cases, help coordinate basic community service-type courses. Initially, SL lacked academic legitimacy and acceptance by professional schools was slow (Zlotkowski 1996a). Beliefs have now shifted and today SL is seen as not only a legitimate tool for university learning, but a viable tool as well (Kenworthy-U'Ren 2007). There also tended to be a lack of recognition of service-learning efforts and research for purposes of retention, tenure, and promotion, although this trend appears to be changing (Furco 2007). However, as more schools include community involvement as an important part of their mission, faculty will be able to tie their service-learning efforts to university priorities.

Studies indicate that it makes sense to include a SL component into a business-related curriculum (Gujarathi and McQuade 2002; Madsen 2006; Andrews 2007). They state that although the numerous objectives of SL assignments, including business education and community service, don't initially appear to work together, their review of the literature indicated that they complimented and thrived on one another. They also stated that SL offers a special opportunity to students and the community in that it was a win-win situation; student expertise can be helpful to community organizations while the real-world experience the students glean from the community organizations allows them to expand their career opportunities. Service-learning is beneficial in helping the community to solve problems. This reflects the early attitude of Gordon and Howell (1959, p. 11) who stated:

Business schools do more than merely train technical professionals in management; they also communicate a set of values regarding economic rationality and human worth that become the foundation of the managerial mind-set.

Business and marketing faculty tend to be supportive of the concept of service-learning but often feel that it belongs in liberal arts or social science courses. There is a notion that "this is not what I teach." Contributing to this view is a lack of understanding of the difference between volunteerism, community service, and service-learning. Many faculty members simply don't make the connection between individual course content and service to the community. Madsen (2007) cites that schools of business do not commonly offer SL because "faculty and administrators remain uninformed and uneducated about this pedagogy" (p. 17).

Even when the value of service-learning is accepted, additional resistance takes the form of alleged time constraints. The common view is that designing curricula or a specific course is a zero-sum game (Zlotkowski 1996b). The thinking is that if you want to add something (e.g., service-learning), something else must be eliminated. This becomes more difficult as an increasing amount of seemingly important subject matter must be addressed (Porter and McKibbin 1988). Ironically, the use of service-learning doesn't exacerbate the problem; it provides

a solution. It allows the instructor to develop student behavioral skills and apply course concepts through community-based, value-added activities. By addressing multiple learning objectives, service-learning activities expand the offering without eliminating content.

A number of exploratory research studies have been conducted on the use of service-learning in business courses. The American Association for Higher Education's series on service-learning across the disciplines contains volumes on applications in accounting and management (Godfrey and Grasso 2000; Rama 1998). Much of the literature on this subject develops a rationale for using service-learning by citing the need for civic education for business students and enumerating its benefits (Kenworthy 1996; Lamb et al. 1998; Leung, Liu, Wang, and Chen 2006; Zlotkowski 1996b). In addition, research has been conducted in several areas of business resulting in an improved understanding of how service-learning can be applied in different disciplines (Easterling and Rudell 1997; Gujarathi and Mcquade 2002; Kohls 1996; Petkus 2000; Rama 1998; Tucker et al. 1998). Finally, the use of service-learning as pedagogy for projects or internships has also been explored (Papamarcos 2002; Rehling 2000; Sherwood 1999). Thus a substantial amount has been written indicating the value of service-learning in business courses, particularly in marketing-based courses including entrepreneurship and sales. What the literature seems to be lacking is data that illustrates the actual success or failure of SL in achieving objectives associated with specific assignments in various business courses, including Marketing Concepts.

SERVICE LEARNING IN A MARKETING CONCEPTS COURSE

This paper has acted on the recommendations of a two-year study conducted by Klink and Athaide (2004) and attempts to offer suggestions that may improve the use of service-learning projects in a Principles of Marketing course. While the authors' paper is a good starting point for the development of a service-learning component within a Principles of Marketing course, the current eight-year study expands on various suggestions put forward in the previous paper. The current study requires a number of additional requirements from the students, which are discussed below and in more detail later.

The Klink and Athaide (2004, p. 147) study stated that their service-learning project required groups of four or five student members "to recommend solutions to marketing-related problems." The program developed in this study requires the students to look beyond marketing-related problems in order to participate at numerous levels, including marketing opportunities, the development of promotional materials, and several other needs of the businesses. In addition, the current program allows

team, as well as individual, projects. This format provides for a more student-based approach as some students do not prefer to work in groups for various reasons. In addition, an outstanding service-learning opportunity may be lost because the Non-Profit Organization (NPO) only requires one student to complete their project.

Klink and Athaide (2004) suggest that their students do not tackle the majority of their project until the sixth week of the semester. This study suggests that it is proper for the students to become immersed in the project immediately, with their choice of NPO due on the third week of the semester and their first written assignment due on the seventh week of the semester. Klink and Athaide (2004) state that their students complete an eight to ten-page single-spaced paper for their service-learning course requirement, as well as requiring the students to devote ten hours to their service-learning assignment. The current study requires a minimum of a fifteen-hour commitment by the students. Any less time involved indicated that the students were not as familiar with the NPA and their needs as was required for the service-learning assignment.

The previous study stated that students' service-learning contacts were primarily faculty-driven (Klink and Athaide 2004). In the current study the contacts are not only faculty-driven, but also NPO-driven and student-driven. Students are allowed to work with a NPO as long as they have had no previous experience with the entity. This flexibility in allowing the student to choose their service-learning agency has been very successful, as the faculty-driven service-learning contacts solely may not be of interest to the student or work into the student's schedule. In addition, students have often wanted to learn more about specific NPOs and this allows them that opportunity. The previous study comments that the faculty dealing with large class sections may have trouble finding a sufficient number of service-learning assignments. The current study's approach to developing service-learning contacts may help in alleviating that problem.

Finally, the previous study used a self-developed questionnaire in allowing the students to give feedback concerning their service-learning experience (Klink and Athaide 2004). The current study employs a well-tested questionnaire that includes numerous variables which address several outcomes within a service-learning project.

SERVICE-LEARNING OUTCOMES

Specific learning outcomes from service-learning are tied directly to the model of service-learning employed. Cone (2001) identifies six models of service-learning, two of which are appropriate for a Principles of Marketing course: the Discipline-Based Service-learning (DBSL) and the Problem-Based Service-learning (PBSL) models. According to Klink and Athaide (2004, p. 145), a "Principles of Marketing course is considered the most

challenging marketing course for implementing service-learning." Utilizing the former model (DBSL), students work at assigned service sites for a given number of hours throughout the semester and reflect on their experiences on a regular basis using course content for their analysis. The PBSL model is more of a project-based activity where individuals or teams of students act as consultants to the community organization by working on a specific problem or issue. Based on existing research and these two models, four general outcomes were established for the service-learning assignment in a basic marketing course. These outcomes related to civic responsibility, career development, academic learning, and personal development.

1. Civic Responsibility: Dimensions of civic responsibility included increased awareness of community needs, involvement in the community and commitment to service. Students are often unaware of the needs of the community in which they live. By exposing the student to their own work site and through the reflections of other students, a greater degree of community awareness is created. In addition, one of the primary goals of service-learning is to instill a desire to serve the community. Even if students are aware of community needs, they are often reluctant to take the first step necessary to participate. However, once participation occurs, many individuals often develop a greater desire to provide service in the long run.

2. Career Development: The social sector provides a wide variety of potential employment opportunities for students studying marketing. An increasing number of nonprofit organizations are adopting common marketing practices and expanding their staffs to include marketing specialists. Most students entering business schools are totally unaware of this trend or these opportunities. In addition, through appropriate readings and discussions, students can be made aware of the role that community service can play in career development and advancement. Many companies today expect participation in community service and often look for service activities on potential employee resumes.

3. Academics: A better understanding of the basic principles of marketing is the learning half of service-learning. By having students work at a nonprofit or on an applied, community-based project, the instructor can draw on those experiences to add relevance to textbook theory.

4. Personal: Personal development can take on several dimensions. The first deals with development of important skills such as leadership, teamwork, and communication. The second re-

lates to attitudes and opinions relating to diversity and individual bias. Many community agencies deal with individuals from different cultures, social and educational backgrounds, and economic circumstances. As a result the service-learning assignment often provides marketing students with the challenge to effectively work with people who have a completely different outlook on life. This is particularly true if the project team is made up of students from diverse backgrounds. Also, depending on the work site, students can also become more aware of their own biases and feelings. Finally, the ability to assist others often results in a boost to the individual's self esteem. Many students simply do not realize just how valuable an asset they can be for a struggling community service agency.

THE SERVICE-LEARNING ASSIGNMENT

Previous studies have indicated fewer projects are involved in the service-learning assignment (Klink and Athaide 2004). Hagenbuch (2006) comments that future studies may need to test for further outcomes, as suggested in this study. The service-learning project developed for the basic marketing course is comprised of six steps.

1. **Introduction to the importance of community service and service-learning.** Several articles are assigned and discussed explaining the concept of service-learning in education, the role community service can play in career development, and how a company benefits by having its employees involved in community service.

2. **Relevance of marketing principles in non-profit organizations is reviewed.** Emphasis is placed on the role of marketing in attracting volunteers, serving constituents, obtaining resources, and building community awareness. Class discussion helps students understand that nonprofit marketing is more than simply fund-raising.

3. **Service assignment.** Students are required to provide a minimum of fifteen hours of service to a local nonprofit agency. Two types of activities, based on the two models previously discussed, are acceptable. For team project assignments, arrangements are made in advance with a number of agencies to insure that they are both willing and able to utilize students on a meaningful marketing project. Individuals wishing to work alone select from a list of agencies that have identified a variety of ongoing tasks, which are acceptable for the length of required service.

4. **On-going discussion.** Whenever possible, marketing topics are punctuated by having students

discuss the application of that topic in the non-profit sector. The variety of agencies and activities assures a number of excellent examples that the students are able to share.

5. **Report and reflection.** Students maintain a journal and write a report outlining what they learned about the agency and its mission, how principles of marketing are being utilized, suggestions for improvement in the marketing effort, and a list of useful Internet resources relating to nonprofit marketing. The report also includes a section in which students reflect upon their experience and any impact it had on their feelings about nonprofit agencies, volunteering, community needs, or the needs of others. According to Easterling and Rudell (1997) and Lopez and Lee (2005), the reflection portion of the service-learning assignment is an extremely important portion of the learning process.

6. **Debriefing.** Finally, one class session at the end of the semester is devoted to the sharing of experiences and feelings about the assignment and its outcomes. As part of that debriefing, a questionnaire is administered to determine the extent to which the desired outcomes were achieved.

RESEARCH METHODOLOGY

A questionnaire was developed utilizing items from a survey instrument designed for assessing the impact of service-learning by the Center for Academic Excellence at Portland State University (Driscoll et al. 1998). Some adjustments were made to incorporate questions relevant to the desired outcomes for this assignment. A copy of the questionnaire is provided in Appendix A. Each item matches one of the original four objectives to insure that all learning outcomes were assessed to some degree. Students were asked to identify the extent to which they agreed or disagreed with twenty-one statements on a five-point Likert scale with five being "strongly agree." In addition, five demographic questions assessing gender, age, ethnicity, academic major, and whether the assignment was completed in a group or individually were included. Table 1 presents these demographic characteristics in the form of frequencies and percentages.

To minimize the impact of using multiple instructors with varying experience using service-learning, data was gathered from thirty-eight sections of the Marketing Concepts course over a period of eight years, representing 2,310 student participants. Table 2 presents the abbreviated item topic along with its associated outcome objective, the mean and standard deviation for each item as well as the percentage of students who agreed or strongly agreed with the statement. The results are sorted, with the statements reflecting the greatest degree of agreement listed first.

FINDINGS

All objectives or student learning outcomes were achieved to some extent, with the greatest impact on student awareness of and commitment to community needs and other civic responsibilities. Survey results, as well as student reflections, reveal that the primary benefit of the exercise was their current commitment to volunteering and their intention to continue volunteering at the same agency. This relates to where they could volunteer as well as how they could assist the nonprofit organizations. Whereas they may have originally thought volunteer work was comprised primarily of mundane tasks, the assignment allowed them to engage in and become aware of more useful marketing-related activities. Particularly encouraging was the propensity to continue volunteering as indicated by the small difference between the answers to item 17 (was already volunteering) and item 19 (intend to continue volunteering at same agency).

The second objective, career development, seems to have been achieved to some degree. It appears that students were made aware of how community service can benefit their career and the possibilities of a career in the social sector (item 1). Although the results are mixed, it seems that some students believe the service-learning assignment will make them more marketable upon graduation (item 3) while others have become more aware of the benefits of volunteering (item 2).

Results show more success in using the assignment to enhance academic outcomes and, specifically, an understanding of the principles of marketing (item 4). As the results indicate, students also believe that the service-learning project should be used in more business classes (item 5). In addition, students believe the service-learning assignment enhanced their leadership skills (item 6) and ability to communicate (item 7). However, it is a well-known fact that the extent to which the professor integrates the project into the course and discussion has a major impact on learning. Since twelve different instructors were used over the eight-year period of the study, variations in level of interest and teaching styles probably account for the lack of higher scores on this outcome. It should be noted that the standard deviation on the item dealing with enhanced learning (item 9) is relatively large, indicating that the method was more effective for some students than for others.

The assignment's impact on student personal feelings, biases, and appreciation for diversity had mixed results. Written student feedback revealed that the nature of the specific assignment had a major impact on these outcomes. Students who were more directly involved with an agency's clients tended to be more personally affected by the experience. On the other hand, when a team worked more directly with an organization's management staff, there was less impact on personal factors. For example, students whose assignment required them to

TABLE 1
STUDENT SAMPLE CHARACTERISTICS

Demographics	Frequency	Percentage
Gender:		
Male	1,131	50.1
Female	1,128	49.9
Age Group:		
Under 21	733	32.2
21–25	1,256	55.2
26–30	161	7.1
31–35	53	2.3
Over 35	72	3.2
Ethnic Group:		
Caucasian/White	1,002	44.5
African American	436	19.4
Asian/Asian American	264	11.7
Hispanic	386	17.1
Other	165	7.3
Academic Major:		
Management	592	29.2
Marketing	773	38.1
Information Systems	134	6.6
Accounting	284	14.0
Finance	245	12.1
Completed Assignment w/:		
Team	1,423	63.2
Individual	830	36.8

Note: Ov erall n = 2,310; some respondents failed to answer all questions.

interact with the children at the Boys and Girls Club were more personally affected than those who designed a promotional program to attract more donors for the same club. The results indicate that the service-learning assignment helped students become more aware of their own personal biases (item 14) and helped them define their major strengths and weaknesses (item 12). In addition, students felt somewhat comfortable working with other cultures (item 13) and they learned something about diversity (item 11). Survey results as well as student reflections also emphasized the positive impact the assignment had on self esteem (item 15). Students, in general, felt they had made a contribution to the organization and reported that this made them feel better about themselves. A common reaction was that they now realized that they really did have something to offer and could make a difference.

An examination of scores reveals that those involved in team projects rated several items higher than those who completed their project on an individual basis. Table 3 presents the analysis of a series of independent-samples t-tests between students who performed the service-learning assignment individually versus with a team across the twenty-one items developed to assess service-learning outcomes.

Those students involved with team projects tended to report higher outcomes than those individuals who completed the project individually. For all twenty-one items, assessment outcomes are more positive for team projects than for individual projects. The mean differences are significant for every item except for four academic outcomes (items 4–7), two civic responsibility outcomes (items 17 and 19) and one personal development outcome (item 14). According to Table 2, these seven items also happen to be the statements reflecting the greatest degree of agreement. Consequently, it seems that the items that students agreed with most overall exhibited no significant mean difference when examined between team and individual projects.

TABLE 2
MEAN RESULTS OF STUDENT SURVEY

Q#	Question Topic[a]	Objective[b]	μ	σ	%[c]
17	Was already volunteering.	R	3.03	1.43	44.3%
14	Helped me become aware of personal biases.	P	2.97	1.07	28.9%
19	Intend to continue volunteering at same agency.	R	2.96	1.24	33.8%
6	Enhanced my leadership skills.	A	2.95	1.13	31.0%
5	Should be used in more business classes.	A	2.94	1.21	32.2%
4	Better understanding of course content.	A	2.93	1.26	35.9%
7	Enhanced my ability to communicate my ideas.	A	2.89	1.19	32.3%
1	Made me more aware of possible career opportunities.	C	2.88	1.28	34.1%
12	Helped me define my strengths and weaknesses.	P	2.88	1.14	30.8%
8	Showed me how marketing is used in every day life.	A	2.85	1.27	32.6%
13	Was comfortable working with other cultures.	P	2.85	1.15	29.0%
15	Had a positive effect on my self-esteem.	P	2.82	1.17	27.8%
11	Enabled me to learn more about diversity.	P	2.82	1.14	27.8%
3	Made me more marketable upon graduation.	C	2.81	1.28	29.9%
20	Felt I made a contribution to the organization.	R	2.77	1.41	34.2%
9	Learned more than using a traditional project.	A	2.77	1.38	33.1%
21	Will probably continue to volunteer.	R	2.76	1.29	29.3%
10	Expanded my understanding of people in general.	P	2.76	1.18	28.0%
2	Made me more aware of benefits of volunteering.	C	2.75	1.30	31.0%
18	Made me more aware of needs in my community.	R	2.75	1.25	30.3%
16	Showed me how I can become more involved.	R	2.65	1.39	31.4%

[a] Five-point Likert scale, where 1 = strongly disagree, 5 = strongly agree.
[b] C = Career related outcomes, A = Academic outcomes, P = Personal development outcomes, R = Civic responsibility outcomes.
[c] Percentage of students who agreed or strongly agreed with the statement.

IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Overall, the survey instrument designed by Driscoll et al. (1998) and presented in this study proved to be a good measurement instrument to assess outcomes for a service-learning assignment. Students were able to provide feedback on the service-learning experience across several important factors. Furthermore, results from this survey allow instructors to identify strengths and weaknesses in their SL projects and to focus on those factors that they consider most important.

The SL project developed for this study also provided students with an opportunity to become involved in several levels of an NPO over an extended period of time, thus allowing them to become very familiar with the NPO and their specific needs. Providing faculty-, NPO-, and student-driven SL contracts allowed both students and NPOs to fully benefit by increasing the interest and involvement of students throughout the project.

The results showed that the use of team projects culminate in more positive outcomes for students. This is one the few variables that instructors have control over, and suggests that instructors wanting to assess student-learning outcomes should consider the impact that this variable could have on assessment outcomes. Specifically, students working on team service-learning projects would likely receive greater career related, personal development, and civic responsibility outcomes. However, academic outcomes are essentially the same for students working in teams or individually. These results support Klink and Athaide's (2004) use of a team-based approach for the service-learning project.

RECOMMENDATIONS FOR FUTURE STUDIES

Based upon this study, recommendations for future studies include:

1. Studies in business-related courses, other than marketing, which assess student outcomes in the

TABLE 3
MEANS FOR TEAM VS. INDIVIDUAL PROJECTS

Q#	Question Topic[a]	Team $\mu\,(\sigma)$	Individual $\mu\,(\sigma)$	μ Difference[b]
1	Made me more aware of possible career opportunities.	2.97 (1.31)	2.77 (1.23)	.203*
2	Made me more aware of benefits of volunteering.	2.87 (1.34)	2.59 (1.22)	.278*
3	Made me more marketable upon graduation.	2.89 (1.31)	2.68 (1.21)	.213*
4	Better understanding of course content.	2.98 (1.30)	2.87 (1.18)	.108
5	Should be used in more business classes.	2.95 (1.21)	2.93 (1.20)	.023
6	Enhanced my leadership skills.	2.97 (1.18)	2.92 (1.04)	.046
7	Enhanced my ability to communicate my ideas.	2.92 (1.23)	2.84 (1.12)	.089
8	Showed me how marketing is used in every day life.	2.94 (1.32)	2.69 (1.17)	.249*
9	Learned more than using a traditional project.	2.87 (1.46)	2.63 (1.23)	.236*
10	Expanded my understanding of people in general.	2.83 (1.23)	2.66 (1.10)	.179*
11	Enabled me to learn more about diversity.	2.90 (1.17)	2.70 (1.09)	.199*
12	Helped me define my strengths and weaknesses.	2.97 (1.17)	2.74 (1.09)	.230*
13	Was comfortable working with other cultures.	2.92 (1.18)	2.75 (1.09)	.161*
14	Helped me become aware of personal biases.	2.99 (1.08)	2.96 (1.05)	.031
15	Had a positive effect on my self-esteem.	2.92 (1.19)	2.68 (1.12)	.232*
16	Showed me how I can become more involved.	2.82 (1.45)	2.39 (1.25)	.432*
17	Was already volunteering.	3.06 (1.44)	3.00 (1.43)	.063
18	Made me more aware of needs in my community.	2.87 (1.28)	2.55 (1.16)	.321*
19	Intend to continue volunteering at same agency.	3.00 (1.23)	2.93 (1.26)	.073
20	Felt I made a contribution to the organization.	2.89 (1.46)	2.57 (1.32)	.323*
21	Will probably continue to volunteer.	2.87 (1.33)	2.60 (1.23)	.267*

[a] Five-point Likert scale, where 1 = strongly disagree, 5 = strongly agree.
[b] Independent-samples t-test.
* $p < .05$.

service-learning project. As the results indicate, students believe that the service-learning project should be used in more business classes (item 5).

2. Studies which investigate the effect of demographic variables upon the various students participating in a course-based service-learning project.
3. Studies which further investigate why specific skills are better developed through student participation in a service-learning project.
4. Studies that investigate why students rate their participation in a service-learning group higher than an individual project.

Upon examination of the related literature and this study, faculty considering the implementation of service-learning projects into their marketing courses should be aware of the tremendous opportunities these projects afford the students. Although a plethora of literature is devoted to the fact that service-learning may be a valuable and worthwhile experience for students, there is a definite need for future empirical studies that address the accomplishments and implications of these assignments, as well as how the diverse student populations perform in service-learning assignments. This information would be very valuable in helping faculty develop the finest service-learning experiences available for their students.

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APPENDIX A
SERVICE-LEARNING STUDENT SURVEY – MARKETING 100S

The purpose of the following survey is to obtain your thoughts regarding the service-learning assignment you completed for this course. There are no right or wrong answers. Answer each question based on your own experience. The information will be treated as confidential and has no bearing on the grade you receive for this assignment. Use the back of this page for any written comments you wish to make about the assignment. Respond to each statement on the Scantron using the following scale:

5 = Strongly agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

The service-learning assignment:

(Career Related Outcomes)
1. Made me more aware of possible career opportunities in the nonprofit sector.
2. Made me more aware of how volunteering can benefit my career or the business where I work.
3. Will make me more marketable when I graduate.

(Academic Outcomes)
4. Helped me to better understand the concepts of marketing.
5. Should be used in more classes at our business school.
6. Enhanced my leadership skills.
7. Enhanced my ability to communicate my ideas in a real world context.
8. Helped me to see how marketing can be used in everyday life.
9. Was a better way for me to learn about marketing than completing a traditional research project.

(Personal Development Outcomes)
10. Expanded my understanding of people, in general.
11. Enabled me to learn more about diversity.
12. Helped me to define some of my personal strengths and weaknesses.
13. Helped me to become comfortable working with cultures/social groups other than my own.
14. Helped me to become more aware of my own biases and prejudices.
15. Had a positive effect on my self esteem.

(Civic Responsibility Outcomes)
16. Showed me how I can become more involved in my community.
17. I was already volunteering in my community before taking this course.
18. This assignment helped me become more aware of the needs in my community.
19. I intend to continue performing service at the agency I worked at for this assignment.
20. I feel that the work I did made a contribution to the organization I served.
21. I probably will continue to volunteer somewhere in the community after this course.