Assessing Outcomes of Service Learning:
Student, Instructor, and Community Reflections

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ABSTRACT

This study investigated the impact of service learning using quantitative and qualitative methods. Forty-one First Year Experience and capstone students completed the Civic Attitudes and Skills Questionnaire (CASQ) at the term's beginning and end. Although the CASQ total and subscores did not differ, capstone students scored higher on CASQ measures, suggesting better civic attitudes and skills. Community partners completed an impact survey, reporting overall benefits. Instructors' journals revealed benefits and challenges to implementing service learning.

Keywords: civic attitudes, community partners, First Year Experience, capstone

The goal of this study is to understand the impact of service learning (SL) across stakeholders, including students, instructors, and community partner organizations, through both quantitative and qualitative research methods. Students in First Year Experience (FYE) and capstone courses completed the Civic Attitudes and Skills Questionnaire (CASQ) to quantitatively measure attitudes and skills developed through an SL course (Moely et al., 2002). We then compared the results of the CASQ to qualitative data collected from community partners through the Community Partner Impact Survey (Gelmon et al., 2001). Finally, the course instructors reflected on their course structure and experiences teaching those courses.

Our research focuses on several high-impact practices identified by the Association of American Colleges and Universities (AAC&U), including FYE and capstone courses that use community-based SL pedagogies. Reflection is a key component of SL programs (Eyler, 2002), and we reflected extensively on our experiences and those reported by our students. Although research largely supports SL as an important pedagogy for increasing civic learning (e.g., Hébert & Hauf, 2015; Simons & Cleary, 2010; Yorio & Ye, 2012), there is little research that connects the types or levels of courses with civic learning outcomes. Our research fills this gap by comparing FYE and capstone courses to determine whether students' level and curricular advancement affect their civic learning and skills over an academic term.

At the same time, we also agree with Stoecker (2016) that SL research should shift focus to include community and social change rather than solely focusing on students' learning. He argues that SL has been viewed as a charitable act to the community, resulting in the maintenance of hierarchical, oppressive, and exclusionary practices. As a result, SL programs do not always make space for the co-learning and co-creation of knowledge that *liberating SL* includes. Liberating SL focuses on building social justice in communities through equitable partnerships that meet a community-identified need and empower all constituency members.

Research that combines students' civic learning outcomes with the experiences of the community partners has been limited, so this

study brings in community voice as well as student learning outcomes. We worked with eight different community partners, whom we surveyed at the end of each academic term, both to ensure best practices and to investigate the types of impacts the community saw through these partnerships. Lastly, through our own reflective practices we explored the challenges of SL and connected these to our survey findings.

This research is the product of a faculty learning community (FLC) where faculty from diverse disciplines and varied levels of experience with community-based teaching and research engaged in sustained dialogue and reflection about SL. We dealt with logistical issues, barriers, and rejection, then celebrated together when there was positive feedback and outcomes. Consequently, the courses included here reflect those taught by the FLC members.

COURSE AND COMMUNITY PARTNER BACKGROUND

First Year Experience

FYEs are a commonly used high-impact practice in higher education to support first-year students academically as they transition to college, and many facilitate social integration on campus. An AAC&U report on high-impact practices describes FYEs as emphasizing "critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies" (Kuh, 2008, p. 9). Integrating SL within FYEs is not a new practice; it has been widely implemented for decades (Zlotkowski, 2002). Gardner (2002) notes the overall positive impact of SL on first-year students, such as an increased sense of civic responsibility, self-confidence, and interest in additional SL experiences, while also calling for more research that assesses the impact of SL on first-year students.

FYE Course

The University of Michigan-Flint offers multiple FYE sections each semester with different course themes based on instructors' expertise and interests. Since September 2017, Hiramatsu has been co-teaching an FYE section that partners with the Urban Renaissance Center (URC). The main class project is designed around the skill set of first-year students to support either a Trunk-or-Treat or Easter Egg Hunt in the fall or winter semesters, respectively. Student groups design and prepare an activity that fits the event theme. At the end of the semester, there is a URC celebration where students share what they have learned with local residents.

To prepare students for the URC collaboration, Hiramatsu emphasizes community building within the class first, through group assignments and discussion. The study of segregation and its ongoing impact on Flint, Michigan, is integrated throughout the course to help students understand the historical context. The class meets at the URC to listen to the lived experiences of community leaders and residents. Throughout the term, guest speakers help students navigate the university and understand how the class project fits in with other URC projects. To reflect on these experiences and to make sense of their own learning, students keep a semester-long journal, making connections across the readings, off-campus events, and guest speakers. Students revisit their journal to prepare for their final presentation for the community.

FYE Community Partner. The URC is a faith-based, nonprofit that provides social and community services with the goal of socioeconomic empowerment and holistic wellness. Their approach is based on the philosophy of Ubuntu ("I am because we are"), which values the intrinsic humanity of all community members and places interconnectedness at the center of their work. They have built an inclusive Ubuntu Village that provides support and services for the community: a pavilion for events, temporary housing for participants in the workplace readiness program, a community garden, and centers focused on health and children.

Paramount to the partnership is the intentional building of a sustainable, mutually beneficial collaboration. FYE co-instructors have ongoing conversations about the URC's needs, how to coordinate activities with other university colleagues, and how to support the organization's goals and initiatives. Each semester, the group reflects on the previous semester and makes adjustments for the future. When unexpected situations arise, such as course cancellations or the COVID-19 pandemic, the group works together to quickly find solutions.

Capstone Experience

Capstone courses are a culminating experience where students look back on their undergraduate study and look forward to building on that foundation (Durel, 1993). These courses focus on synthesis and integration, rather than acquiring new skills or learning new material (Van Aker & Bailey, 2011; Wagenaar, 1993). The capstone experience should include (a) collaborative learning; (b) self-directed learning; (c) problem-based learning; and (d) other learner-centered strategies that encourage critical thinking, integration, reflection, and synthesis (Rowles et al., 2004). Activities require students to apply their undergraduate curriculum to real-world situations using higher-order thinking skills (Wuller, 2010). The capstone assists in the transition to life beyond college as employees, graduate students, life-long learners, and/or civic-minded community members (Rowles et al., 2004). According to Van Acker and Bailey (2011), capstone experiences confirm whether students have mastered soft, essential, or employability skills, and may play a key role in ensuring graduates are agents of social good.

Business Capstone Course

The business capstone course is a required course for senior undergraduate business majors at Kettering University, a private, nonprofit university that specializes in science, technology, engineering, math, and business. The course is project and problem-based, where students apply the knowledge obtained throughout their coursework and act as business consultants to local nonprofit organizations. Each project operates as an SL project where students take on the "role of professional consultants producing goods that will, in fact, be used" (Kenworthy-Uren, 2000, p. 59). This allows students to (a) see their impact holistically; (b) work on projects that can be completed within an academic term; (c) assist organizations in strengthening the local community; and (d) gain appreciation for social and civic responsibility. Students are required to practice critical thinking and working effectively in teams (Eyler & Giles, 1999).

At the first meeting with the community partner, students learn about the partner's needs and what the project will entail. Much like a professional consultant, students create a contract with the community partner outlining the issues to be addressed, responsibilities, expectations, and deliverables. Previous projects have involved working on marketing strategies (social media campaigns, developing websites); volunteer recruitment and retention; exploring funding opportunities; inventory management; optimizing facilities capacities; feasibility studies; pricing strategies; financial statement preparation; and database management systems.

Business Capstone Consulting Projects. Four consulting projects took place during this research. The first community partner, International Center of Greater Flint, promotes multiculturalism, diversity, and inclusion in the local community. The second community partner, Environmental Transformation Movement of Flint, promotes environmental justice through resident leadership development, advocacy for environmental innovation, and organizational consulting. The third community partner, Thr[ev]ive, is a start-up organization involved in establishing a community currency system for the local community. The fourth community partner,

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Motherly Intercession, provides academic, emotional, and social support services to children of parents who are currently or were previously incarcerated.

TESOL Capstone Course

SL has long been used in teacher-preparation programs for teaching English to speakers of other languages (TESOL). Perren and Wurr's (2015) edited volume contains eleven case studies of SL TESOL teacher education programs from around the world, many of which demonstrate the shared value of deep and sustained reflection (Wagner & Lopez, 2015; Yang, 2015). For example, using reflective journaling and narrative reports, Fogle and Heiselt (2015) found that SL shifted student-teachers' concepts of self and profess-ional identity. Student-teachers felt greater agency in negotiating intercultural interactions and discovered how their knowledge of language learning could be applied to support immigrants and community.

TESOL Practicum. As the final course in the certificate program for TESOL, this capstone course combines an SL pract-icum with a seminar on TESOL theories and pedagogies. SL practicums in TESOL are not uncommon (Rueckert, 2013; Williams, 2009; Yang, 2014), but there have been few attempts at quantifying the effects of these experiences on students' learning or on the community. The primary goal of the TESOL capstone is to prepare students to teach English abroad by giving them hands-on experience teaching English learners. To accomplish this, the course collaborated with three community partners to develop SL practicum options. There is some evidence that including choice in the SL project can improve students' invest-ment in the SL experience and increase learn-ing (Bradley et al., 2007; Haber-Curan & Stewart, 2015; Spring et al., 2006). At the beginning of the semester, students were intro-duced to each partner and the expect-ations for the work, and then read and signed a contract agreeing to the expectations. The students reported weekly on their teaching experiences,

and Feuerherm visited sites to observe student-teachers between one to three times during the semester. Students reflected in writing and discussion on each lesson they taught.

TESOL Practicum Sites. Feuerherm worked with three community partners: (1) a local public school for grades K-8, (2) the Intermediate School District, which offers adult education for immigrants learning English, and (3) an intensive English language program for international students. The community partners identified the needs of the community they serve, informing the construction of the SL practicum options. At the local public school, TESOL students provided push-in English language support for grades 3-5, working with mentor teachers. The district did not have enough people to provide push-in support, so the TESOL practicum students were able to fill this gap. At the Intermediate School District, TESOL students created an English language and citizenship class for adults. This type of course had been requested for years, but the school district did not have the resources to offer the course without the support of the TESOL practicum. The third practicum option was not a community partner in the same sense as the other two, because it was the university's own intensive English language program for international students. This alternative was necessary for students with limited transportation (the other sites were several miles from campus) or for anyone uncomfortable undergoing a background check. Student-teachers worked closely with a mentor teacher to offer support in the form of teaching short lessons, grading, or providing one-on-one tutoring.

METHODOLOGY

Students completed the CASQ twice: once at the beginning of the term and once at the end after completion of the SL component. The survey was administered online using Qualtrics survey software. The courses differed in disciplinary background and curri-

culum, with some students just beginning their college experiences (FYE) and others completing it (capstones).[1] A total of 41 students completed both surveys and all students were at least 18 years old.[2] Table 1 summarizes course information on student level, survey completion, and SL projects and partners.

Community partners completed the Community Partner Impact Survey (Gelmon et al., 2001). Seven out of eight community partners completed the survey, although all had debriefing sessions with their university partners. Instructors also kept reflective journals about their teaching experiences to document their process of working through the inevitable surprises and difficulties that arose during the SL projects. Instructors discussed their observations and reflections during monthly FLC meetings to identify both common and divergent experiences and challenges, which are integrated into the discussion section.

Table 1. *Course Information*

Category	FYE	Business Capstone	TESOL Capstone
Student Level	First-year	Seniors	Juniors and Seniors
Length of SL Project	15 weeks	11 weeks	10 weeks
Number of Community Partners	1	4	3
Number of Completed Surveys	25	7	9

FINDINGS

Quantitative Analysis

Due to overlap between course type, course structure, and student level, we grouped the two capstone courses together for analysis. Separate 2 (timepoint: pre- vs. post-service learning component) x 2 (course level: FYE vs. capstone) ANOVAs for mixed-measures were conducted to determine any effects, or interactions, between course level or timepoint on CASQ total score and subscores. Table 2 provides demographic information.

Figure 1 shows average total CASQ scores for the FYE and capstone courses before and after the SL component. The ANOVA on total CASQ scores revealed an effect of course level ($F(1, 39) = 6.62$, $MSE = 3439.84$, $p = .01$, $\eta2p = 1.5$). Capstone students, generally, had higher total scores on the CASQ ($M = 176.94$; $SE = 4.03$) compared to FYE students ($M = 163.66$; $SE = 3.22$); however, these higher scores were not affected by whether students had completed the SL component or not. No other effects, nor an interaction, were found ($ps > .12$).

While no changes in total CASQ score were found prior to or after the SL component, we conducted separate ANOVAs to assess potential changes in CASQ subscale scores between FYE and capstone students. We hypothesized that while the total score might not have been impacted by SL courses, due to certain components of the measure not being addressed in courses, we might expect changes in some CASQ subscale scores after SL. We found little support for this hypothesis. Only a marginal increase in the Civic Action subscale was found after SL, regardless of course level ($F(1,39) = 3.62$, $MSE = .13$, $p = .07$, $\eta2p = .09$). Students across both course levels showed higher Civic Action subscale scores after taking an SL course ($M = 4.41$; $SE = .09$) compared to before they took the course ($M =$

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[1] The Institutional Review Board (IRB) determined this project to be exempt from review.

[2] The total number of students who participated was limited by small class sizes, irregular offerings of these courses (up to two years between offerings), and students who either were too young or chose not to fully participate. This number nevertheless represents as many offerings of each of the courses as was possible in a three-year period.

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4.25; *SE* = .10). No other effects of timepoint, nor interactions, were found for the six CASQ subscores (*ps* > 17).

Consistent with our findings for the total CASQ scores, capstone students did score higher on some CASQ subscales. Specifically, capstone students scored higher on the Civic Action (*F*(1,39) = 5.90, *MSE* = .63, *p* = .02, *η2p* = .13), Social Justice Skills (*F*(1,39) = 12.25, *MSE* = .66, *p* = .001, *η2p* = .24) and Diversity Attitudes (*F*(1,39) = 6.17, *MSE* = 1.10, *p* = .02, *η2p* = .14) subscales. No differences were found for the Leadership Skills, Interpersonal Problem Solving, or Political Awareness subscales (*ps* > .26).

Table 2. *Demographic Information of Student Survey Participants*

Category	Distribution
Full-Time Status	92.7% attended college full-time, 7.3% attended part-time
Age	97.6% in the 18-24 group, 2.4% in the 25-34 group
First-Generation Status	19.5% were first generation college, 80.5% were not
Year in College	61% freshmen, 4.9% juniors, and 34.1% seniors
Gender	65.9% identified as female
	29.3% identified as male
	2.4% identified as transgender and other, separately
Race/Ethnicity	70.7% Caucasian
	7.3% Asian, Asian American, Pacific Islander
	7.3% Black or African American
	2.4% Hispanic
	2.4% Native American or Alaska Native
	4.9% Other
	4.9% Two or more
Geographical Location	12.2% Flint
	51.2% Genesee County
	31.7% A different county in Michigan
	4.9% A state other than Michigan

Figure 1. *CASQ Total Scores, for FYE and Capstone Courses, Before and After SL*
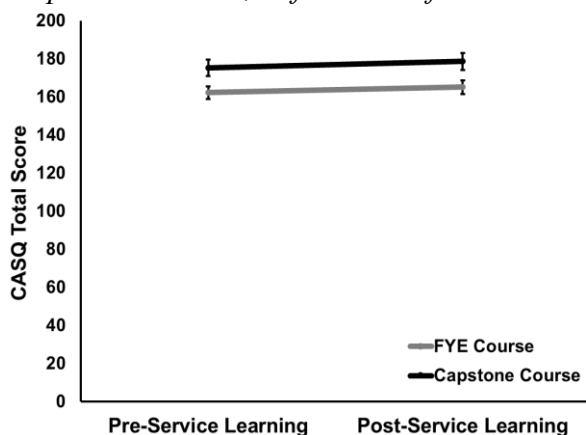
Community Partner Survey Findings

Previous research has shown that community partners receive direct benefits from SL projects. Rinaldo et al. (2015) described three benefits identified by nine community partners: (1) assistance with daily tasks despite resource constraints, (2) access to expertise, and (3) an opportunity to engage and recruit young creative thinkers. Similarly, Brand et al. (2019) reported that their community partner's experience was also largely positive and they felt valued by the university. Specifically, they appreciated being involved in the students' learning and developing a relationship with faculty to

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improve their awareness of community issues. In a much larger study of 99 community partners, Sandy and Holland (2006) reported a dedication to student learning as a reason for community participation with SL classes.

We distributed the Community Partner Impact Survey (Gelmon et al., 2001) after pro-ject completion to assess whether our community partners felt similarly impacted by our SL projects. While the community partners reported some challenges, overall they reported that they were extremely or moderately satisfied with their experiences (see Table 3).

Table 3. *Benefits Reported by Community Partners*

Type of Benefit	Number of Responses
New insights about the organization or its operation	4
Enhanced offerings of services	4
Increased leveraging of financial or other resources	4
Economic value of the partnership, including increased funding opportunities	4
Increased value of services	3
Access to university technology and expertise	3
Identification of additional volunteers	3
New connections or networks with other community groups	2
Increase in number of services offered	2

They were especially evident in the Business Capstone consulting projects where students developed marketing strategies and recruitment databases for new nonprofit organizations. Limited resources are common for nonprofit organizations and the consulting project saved them time and money (Cooper & Shumate, 2016; Kim & Kim, 2016). Additionally, these projects led to further engagement: One project led to a study on the economic impact of immigrant-owned businesses and another project led to the partner inviting students to join the board of directors (one student accepted).

These positive results were further emphasized in the comments section of the survey where one community partner commented: "The best part of the experience for me has been seeing the perceptions of not only our area, but Flint, change for the students, along with the relationships that have formed as they have engaged with the Civic Park community." Flint has a complicated history, and building a more complex and complete understanding of that history alongside building relationships was seen as particu-larly beneficial to the community. This same partner also said in the survey: "If I could change anything, it would simply be for us to have the capacity to do more activities and provide more services allowing more opportunity for students to engage with the community and build upon those relation-ships." This is an important reflection because this community partner is working with FYE students and one of the challenges this partner raised was the demands upon staff time. In fact, this positive outcome has led to a yearly commitment to the SL project. Additionally, instructors teaching the course are searching for opportunities for students to continue working with the community partner.

These findings are similar to what previous research found: SL can provide a significant benefit to the community partner and community as a whole. However, there were also some survey responses that indicated a less positive experience with the SL projects. Specifically, partners listed challenges such as the following: students not well prepared (1 response), demands on staff time (1 response), and students not performing

as expected (1 response). This shows that one of the main challenges is ensuring a high quality of student work. For one of the TESOL community partners, although they were glad for the connection with the instructor and felt they influenced student learning, they felt more like they were providing a service than having their needs met. This is likely because students were practicing their emerging teaching skills and needed significant mentoring to be successful. Another TESOL community partner was concerned that the SL project was not adequately preparing students for a future of teaching abroad. While students have said that they would like more inter-national experience, several students chose to remain in the United States working with immigrants. The comments continue with an even more important finding: "I did not get any feedback from university students throughout their experience so I do not know their feelings toward this [practicum]." With better communication between all stake-holders in an SL project (student, faculty, and community partner), concerns like these may have been avoided.

Despite these challenges, partners were interested in working with the university again on this or another project. All partici-pants responded "definitely yes" (6 responses) or "probably yes" (1 response) to planning to work with the university again and all instructors were similarly eager to continue offering these SL projects. Most relationships between the community partners and the university were new, having been established within the past year with only one established for longer than three years.

DISCUSSION

The goal of this project was to under-stand the impact of SL courses across stakeholders, including students, instructors, and community partner organizations, through both quantitative and qualitative research methods. This study was not focused on a specific discipline, but instead considered how a student's course level (i.e., FYE or capstone)

might affect the SL outcomes. Our main finding from the quantitative analysis of CASQ scores is that capstone students had overall higher scores than FYE students, regardless of whether they completed an SL project. Relatedly, we found capstone students had higher scores on some CASQ subscores (Civic Action, Social Justice Skills, Diversity Attitudes). Somewhat surprisingly, partici-pation in a semester-long SL course did not change the overall CASQ score, although there was a marginal increase in the Civic Action subscale for all students. One conclusion we might draw from these results is that higher education matters. Engagement with a college curriculum and co-curriculum enhances a student's civic attitudes and skills, and provides opportunities for them to think critically about their role in society.

Despite the quantitative analysis suggesting a limited role of SL projects in impacting students' civic attitudes and skills, community partner feedback and the three instructors' reflective journals provide evidence for the value of SL. As instructors, we have certainly observed the benefits of these projects through our students' reflective writing and class discussion. Students mention the transformative nature of these experiences and the increased value they place on relationship building. Several students have also continued to assist community partners in their work after the SL projects concluded.

Student Choice

In addition to course level, the diff-erence we see between FYE and capstone students may be tied to how the SL activities were organized. One main difference is the amount of choice that was available for the project, and even for taking the course. The FYE is a required course and students often do not know much more than the section title. Additionally, the FYE SL activities have a rigid structure with limited student input. For example, for the Halloween event, students are responsible for decorating a trunk-or-treat station and developing a children's game. The other details for the event are already in place.

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This lack of choice may lead to lower investment for students. Haber-Curan and Stewart (2015) observed this in their first-year honors SL seminar and noted other studies that have correlated ownership in planning and implementing service-learning projects with future interest in volunteer work (Bradley et al., 2007; Spring et al., 2006). Each semester, instructors continue to improve the framing of SL as a long-term partnership, and expand collaborations with upper-level courses partnering with the URC to help FYE students see the broader impact of the SL project.

On the other hand, choice is a key component to the TESOL capstone course, which offers students three options for their SL practicum experience: teaching English to children, international students, or adults. Nevertheless, there was little statistical support for improved ownership of the SL project reflected in CASQ scores for the TESOL capstone, though there are other issues that arise from working with several community partners at once. In particular, it poses challenges for keeping up with communication across all of the stakeholders, an issue that can lead to unsatisfactory results for the community partner. Kruger et al. (2017) argue that a system for reflecting on both professional behavior and partnership dynamics can improve partnerships overall. To improve partnership dynamics when an element of choice is included, it would be more efficient to limit the choice to roles within projects rather than working with multiple community partners, as the business capstone project did. The business capstone students had no choice in selecting the community partners, but students did have autonomy in managing the consulting projects. Williams selected the community partners and learned about their needs, then introduced the students to these partners on the first day of the semester. The students typically divided the consulting tasks functionally (e.g., marketing, operations, and financial), with one student also taking the role of project manager. The students recognized that they were contributing to the nonprofits' mission of serving the community.

Retention, Integration, and Application of Knowledge

An alternative explanation for why we did not find the expected quantitative changes after participating in an SL project is that students must retain and apply vast amounts of knowledge to be successful in a capstone course (Payne et al., 2008). One area of challenge for some of the business capstone students was integrating their individual solutions into an overall strategic plan for the community partner. Observations revealed students' difficulty in integrating and synthesizing business knowledge. The students demonstrated technical and functional competence, but some lacked the ability to strategically integrate and synthesize those technical and functional competencies. This was also a concern for the TESOL students: They had trouble applying what they had learned about English grammar in previous courses to the teaching of grammar. This is a concern as content knowledge, teamwork, and integrative problem-solving are important for educators and businesses (Campbell et al., 2006).

Qualitative responses from community partners that indicated a lack of student preparation or performance have many causes. First, it is partially a result of tension between the community partners' goals and timelines and the limits of the university term. Additionally, capstone students enter their SL project with the expectation that they have retained prior knowledge and can apply that knowledge to practice with minimal oversight. According to Halpern and Hakel (2003), a key element necessary for knowledge retention and transfer is self-efficacy, the belief in one's self to accomplish the task at hand. We expect students have the maturity, professionalism, and self-efficacy to know their limits and to seek help when needed. All these tensions contribute to students' learning, but not without the risk of failure.

Project and Course Structure

Another explanation for why we might not have observed the CASQ changes that we

hypothesized is the nature of our SL projects. Our projects were designed collaboratively with community partners and involved semester-long activities in the community, as opposed to a single volunteering event. This immersion may not have afforded students time to critically reflect on their place within a larger community, and on how our community partners bring about social justice through their work. The process of critical reflection, especially in experiential learning, is cyclic and develops over time (Kolb, 1984). It involves a process of transformative thinking to reevaluate how we perceive, understand, and feel the world (Mezirow, 1990), which ideally leads to an examination of individual positionality within social systems (Foucault, 1982; Giddens, 1975) and "the uncovering of power and hegemony" (Brookfield, 2016, pg. 11). This process may require vulnerability and disrupt one's sense of self. Some students, even at the capstone level, may not be ready to engage in this process fully or understand the significance of an experience until much later.

An added challenge for the students was the class structure itself. Students, especially first-year students, are accustomed to structured, somewhat predictable class-room-based projects. In contrast, our SL projects required students to adjust to shifting situations, work through uncertainty, and solve unexpected problems. This challenge was quite evident with the business capstone students. At times, the students exhibited frustration when they were taken outside of their comfort zones. Students experienced challenges the nonprofit sector encounters, as well as the challenges within the communities served. For example, limited resources made it difficult for the students to implement some of their strategic initiatives. The students had to learn how to make many of the solutions manageable for the nonprofits, due to the nonprofits' limited resources. As instructors, we need to see this not as a challenge, but as an opportunity to develop students' critical thinking and problem-solving skills. For the instructor, there was a need to better prepare students by alerting them to potential chall-

enges, and providing opportunities for them to reflect on how they might address those challenges.

As instructors, we were also learning to become comfortable with allowing the projects to guide class schedules and to navigate sudden changes. To provide students with enough support to complete their projects, we needed to be flexible with class time, adjusting class content and assignments. Lewing (2019) shows that faculty who participate in community engagement activi-ties, such as SL, are motivated by perceptions of organizational support. In other words, "institutional culture and infrastructure are critical influences on motivations to engage" (Lewing, 2019, p. 10). Our institutions are supportive of SL, as recognized by a Carnegie classification (University of Michigan-Flint) and the co-op, internship curriculum structure (Kettering University), and we find the support for this work important in our ability to take these pedagogical risks.

CONCLUSION AND FUTURE DIRECTIONS

The policies and politics of a nation are felt acutely by the instructors who are involved in community-engaged pedagogies. Stoecker (2016) would argue that SL pedagogies should challenge and shift oppressive practices in our communities, ensuring that any SL uplifts community partners and builds equity and inclusion. Data collection for this research occurred between 2016–2019 and several national policies have impacted the research. For the capstone courses working with immigrants, we saw that their needs increased as funding decreased and immigration policies became more restrictive. National policies placed a hold on Deferred Action for Childhood Arrivals (DACA), limited asylum access, and rejected citizenship claims by those deemed a "public charge." This made Feuerherm's TESOL citizenship class for adult immigrants a striking example of addressing a community need. We also saw a massive decrease in the number of inter-

national students studying in our communities because of new limitations on student visas over the past several years. Unfortunately, this has meant that one of Feuerherm's longtime partners closed permanently in 2019.

At the same time, during our data collection, we have seen both the rise of the Black Lives Matter movement and White nationalist groups like the Proud Boys. In a city that has survived racially related traumas of White flight and the Flint water crisis, an FYE that challenges the majority White students to engage with the majority Black city is transformative. Nevertheless, some students felt entitled to resist the curriculum and deny Black experiences of bias and racism. Other students felt seen and heard. Importantly, the community benefited from the burgeoning relationships with university instructors and students. For the business capstone, students largely unfamiliar with Flint investigated the demographics of the city and connected that to their capstone projects. They needed to consider how to run a nonprofit in a city where 40% of the population lives under the national poverty line. They reflected on how the population would be impacted by incarceration, limited literacy, and other socioeconomic factors. Taking on social challenges such as these takes time, maturity, and significant reflection.

We have experienced the power of SL pedagogies to address inequality, transform learning, and address community-identified needs. We were excited by the potential to quantify it using a questionnaire like CASQ and were surprised to find that the results did not reflect the transformation we saw in our students. However, the type of transformation we have seen may not be measurable across a 5-point scale in a pre- and post-survey during a single term. Students completed this survey at the same time as they were completing our courses. They had not received their final grades, and may have felt unsure about their standing or may not have had time to fully digest their experiences. We would be interested to survey them again or collect other qualitative data to compare with the data

presented here. Additionally, more detailed information about students' previous participation in SL, either in high school (for FYE students) or other college courses (for capstone students), might also help us untangle whether it is (prior) SL experience or higher education more broadly that impacts civic-mindedness. Finally, future studies that explore SL using the CASQ might align reflection assignments and activities with items on the CASQ to provide students with scaffolded opportunities for reflection. In all three courses for this study, instructors supported students' SL experiences with regular opportunities for reflection on related issues such as diversity, civic action, and social justice. However, the reflection prompts were not intentionally designed to directly relate to the CASQ.

Another important point that bears mentioning is that data collection occurred prior to the COVID-19 pandemic. Since then, we have moved each of these courses online and this has posed several challenges. Nevertheless, we continue to survey our students using CASQ to assess these new online SL projects in relation to the face-to-face ones completed in previous years.

We are also curious about other quantitative methods for evaluating SL courses that might better reflect transformation and social justice attitudes and skills. We seek a tool that aligns better to liberation engagement learning outcomes that can capture and quantify the growth that we anecdotally and qualitatively see. Additionally, the framing of the Community Partner Impact Survey may have limited our ability to identify and assess any liberating aspects of our SL projects from the perspective of our community partners. A future study that elicits feedback about social justice impacts for the organization would be valuable.

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