**Construct: Undergraduate experience**

**Code: SERVLRN**

**Question 4: How many academic course credit-bearing courses during your undergraduate experience included a community-based project (e.g., service-learning)?**

Since the majority (58.94%) of our respondents were not enrolled in a service learning class during their undergraduate careers we can assume that experiences combining academics and service were not significant to developing their PES identity during undergrad. (No “Other” option)

**Construct: Undergraduate experience**

**Code: UNDGRAD**

**Questions 49: Since graduating from high school, which of the following types of schools did you attend for your undergraduate education? (Select all that apply).**

“Other” code: SPECINT for specific interest

This question did have an “other” option for an answer. Some of the respondents who chose “Other” referenced field specific programs such as women’s health, dance, and institutions that offered COOPs. Others shared that they chose cultural specific universities or foreign universities. From this information we can gather that PES are drawn to fields that are hands-on, similar to public engagement. It also suggests that PES are drawn to institutions that share a similar culture. We can assume that these respondents were searching for undergraduate experiences that offered more theory to practice opportunities in the community, and referring to the survey results from question 4 most undergraduates at traditional universities were not offered service-learning opportunities.

This article offers suggestions on how to secure service learning opportunities at liberal arts colleges:

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| Title: | 10 Humanistic Learning and Service-Learning at the Liberal Arts College - Faculty at liberal arts colleges can take advantage of their institution's mission in order to promote service-learning. |
| Source: | New directions for higher education [0271-0560] Zlotkowski yr:2001 iss:114 pg:89 |

This article highlights challenges faculty face at teaching institutions regarding service learning:

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | Title: | 9 How Professors Can Promote Service-Learning in a Teaching Institution - Although a college devoted to teaching seems the ideal place to promote service-learning, faculty at such institutions should actively seek key stakeholders' support to ensure that service-learning thrives. | | Source: | New directions for higher education [0271-0560] O'Byrne yr:2001 iss:114 pg:79 | | |

\*\*\*Articles are in the dropbox.