2011-05-01

Experiential Education Approaches in Nonprofit Management and Leadership Education: An Examination of Master's Degree Programs Associated with the Nonprofit Academic Centers Council

Heather L. Carpenter PhD
University of San Diego

EXPERIENTIAL EDUCATION APPROACHES IN NONPROFIT MANAGEMENT AND LEADERSHIP EDUCATION: AN EXAMINATION OF MASTER'S DEGREE PROGRAMS ASSOCIATED WITH THE NONPROFIT ACADEMIC CENTERS COUNCIL

By

HEATHER L. CARPENTER

A dissertation submitted in partial fulfillment
of the requirements for the degree of

Doctor of Philosophy
University of San Diego

May 2011

Dissertation Committee

Robert Donmoyer, Ph.D, Chair
Mary B. McDonald, Ph.D, Member
Paula Krist, Ph.D, Member
Roseanne Mirabella, Ph.D, Member

Abstract

University programs that prepare students to assume professional positions must be concerned with helping students link their work in university classrooms to their work in organizations outside of the academy. This concern often translates into incorporating experiential education into application-oriented university programs.

Professional preparation is a central concern of nonprofit leadership and management programs. Prior to this study, however, there was no systematic attempt to document the various experiential education strategies employed in nonprofit leadership and management master's-degree programs in the United States. Documentation was not even available for master's degree programs associated with the Nonprofit Academic Centers Council (NACC), the organization that supposedly includes the country's trend-setting nonprofit programs. This study, therefore, documented (a) the types of experiential education approaches offered in nonprofit-focused master's degree programs associated with NACC-affiliated institutions; (b) the programmatic contexts in which experiential education occurs; and (c) the programs' larger organizational settings and the different levels of institutional support for experiential education.

A two-phase, mixed-methods exploratory design (Creswell & Plano Clark, 2007) was employed to accomplish the three goals listed above. In the first phase, qualitative interviews were conducted to explore the phenomenon of experiential education with representatives of 12 purposefully-selected nonprofit-focused master's degree programs. Selection was based on a review of websites and course syllabi from all U.S. NACC institutions; representatives from programs that appeared to be employing a wide array of experiential strategies became part of the interview pool.

During the second phase, interview findings were translated into survey items; the survey was then administered to representatives of all NACC organizations (and, also, to representatives of non-NACC programs that were used for comparison purposes). The survey was used primarily to assess the generalizabilty of the interview results.

The study revealed that experiential education strategies were being used in 97% of the programs studied, though the extent of use and the particular strategies employed differed. The study also revealed that there was limited programmatic and institutional support for developing experiential education components in graduate programs; the support that was available normally was geared toward undergraduate programs.

DEDICATION

This dissertation is dedicated to Kristin Louis Carpenter. 1979-1996

Kristin was John's sister and my best friend. She was tragically taken from us at age sixteen.

ACKNOWLEDGEMENTS

Words cannot express how much I am thankful for and appreciate my experience at the University of San Diego. Thank you to the faculty, staff, students, and administrators who made this possible!!

I would like to thank my amazing dissertation committee who provided me guidance and helpful feedback throughout the process. To my advisor and dissertation chair, **Robert Donmoyer**, you are one of the main reasons I chose to attend the University of San Diego! Thank you for showing me the way through my Ph.D. journey. Thank you for teaching me, and reviewing my papers and presentations. Your feedback has helped me to be a better scholar, researcher, and practitioner. I am forever indebted to you and my academic successes are in part because of you! To **Mary McDonald**, I'm so glad you came to the University of San Diego; thank you for your helpful feedback and expertise in nonprofit management education. **Paula Krist**, thank you for being a mentor to me during the Ph.D. program and overseeing several of my research projects in the Center. Thank you for reviewing my articles and helping me to publish. **Roseanne Mirabella**, I feel so lucky that you agreed to serve on my dissertation committee. Thank you for working tirelessly day and night to research nonprofit management education and provide me a platform to build upon your amazing work. Thank you for always encouraging me and supporting me in my work!

Thank you to my faculty members **George Reed, Fred Galloway, David Herrera, Terri Monroe, Cheryl Getz, Mary Scherr, Zachary Green, Mike Eichler, John Hughes, and Steve Gelb** for always challenging me to the next level in my writing and scholarly endeavors. Thank you to my bosses at the Caster Family Center for

Nonprofit and Philanthropic Research, director, **Laura Deitrick**, and associate director, **Laura Stein**; and my co-workers **Audrey Barrett, Melanie Hitchcock, Tom Cesarini, Elaine Lewis, Bethan Theunissen, Lindsey McDougle, Holly Hoffman** and **Taylor Peyton Roberts** for developing my research skills, for putting up with my intense passion for this work, and for making the Caster Family Center for Nonprofit and Philanthropic Research a great place to work!

Thanks to my study partners **Robyn Adams** and **Cara Miller** who spent many weekends with me at the library and/or Starbucks listening to my ideas and giving me feedback. You gals are awesome!

Thank you to the two people whom I consider honorary members of my dissertation committee, **Pat Libby** and **Teresa VanHorn**. Teresa, thank you for giving me opportunities to conduct and present research with you and to TA your class. Thank you for encouraging me during my time in the Ph.D. program. Pat, you have been an amazing mentor to me and given me so many opportunities in the Institute for Nonprofit Education and Research. I want to thank you from the bottom of my heart for believing in me and supporting me during the program.

Last, thank you to my husband **John Carpenter** who has been my life partner and spouse for ten years. John thanks for your support and encouragement throughout my Ph.D. studies and my career! Onto our next adventure…

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

OVERVIEW OF THE STUDY

Experiential education has been defined as "a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values" (Association for Experiential Education, 2010, par. 2). Experiential education can take many different forms. The forms or approaches include internships, service-learning, outdoor education, work experience, field work, adventure education, vocational education, lab work, simulations, games, cooperative learning, problem based learning, and action learning (Crowe & Adams, 1979; Itin, 1999; Wurdinger, 1994). In addition, each of these types of experiential education approaches can vary depending on the particular university programs that offer them.

A variety of experiential education approaches are offered in the more than 260 nonprofit management education programs across the United States (Mirabella, n.d.). This variety also can be found in the 50 or so nonprofit management education programs in the United States that are full members of the Nonprofit Academic Centers Council (NACC). NACC was created in 1991 with the mission to "support academic centers devoted to the study of the nonprofit/nongovernmental sector, philanthropy and voluntary action" (NACC, n.d., par. 1). Since its inception, NACC has worked to standardize nonprofit management education by developing curricular guidelines and indicators of quality for member centers. NACC, for example, requires academic member centers to offer three "programmatic offerings." These include education, research, and community engagement (NACC, 2010, par. 3).

Experiential education can be found in all three programmatic offerings. For example, within the community engagement offering, experiential education approaches include "community-based internships, community-based research, applied research and/or project consulting" (NACC, 2006, p. 5). For the purpose of this research, I was interested in documenting the types experiential education approaches connected to the curricular elements of nonprofit-focused master's degree programs associated with NACC member centers. Within the context of NACC programmatic offerings, not all community engagement activities can be classified as experiential education and to that extent, not all experiential education approaches can be classified as community engagement.

Mirabella and Renz (2001) also systematically studied community engagement activities within what they call *nonprofit outreach centers*. They described how outreach centers "focus on working beyond the walls of their institutions to serve and meet the needs of leaders, professionals, volunteers, and organizations in the local or regional nonprofit community" (p. 16). Their particular focus was on the institution that housed the outreach centers. More specifically, they analyzed documents that described an institution's Carnegie classification (a classification system that groups similar universities together), the institution's mission, and the institutional setting and support for the outreach center.

They described institutional setting in terms of the context of the location of the outreach center within the university and its link to an academic discipline (or, in some cases, disciplines). *Institutional support* was defined in terms of whether the institution exhibited a service culture or merely had service enclaves. A key characteristic of a

service culture is "institutional support for the scholarship of [community] engagement, including support of top administrators and commensurate reward structures" (Singleton, Burcack, & Hirsch as cited by Mirabella & Renz, 2001, p. 22). In a service enclave environment, "outreach units receive limited financial and institutional support for their service projects" (p. 22). Mirabella and Renz found that the majority of outreach centers operated within service cultures.

Although their descriptions of outreach centers extended beyond curricular elements of nonprofit-focused graduate degree programs, their study helps scholars understand the importance of institutional setting and support for experiential education. They also provided a set of conceptual categories and procedures that can be used to characterize an institutional setting and the support it provides. This article and other relevant literature were used to determine the setting and support for experiential education.

Also helpful in unpacking the notion of institutional setting and support is the Community Engagement Classification category recently developed by the Carnegie Foundation (Driscoll, 2008). Universities can choose to apply to be designated as a community engagement-oriented institution by providing documentation and completing a thorough questionnaire that asks them to do two things. First, universities must show that community engagement is institutionalized and supported throughout the campus (in short, that they have the type of service culture described in the paragraph above). Second, universities must document the types of community engagement activities that occur on campus (curricular and/or outreach activities) and how these activities are evaluated.

The Carnegie Foundation's recently established classification for community engagement institutions provides a kind of short cut for researchers interested in categorizing the institutional settings for experiential education. Of course, not all institutions that a researcher is studying may have been accepted as a community engagement institution but the application responses—which are available to researchers—can serve as a rich source of data about institutional setting and support for experiential education.

The final area helpful in understanding the support for experiential education is the service-learning literature. The service-learning literature describes how support for experiential education is determined at the programmatic, department, and university level (e.g., Bucco & Busch, 1996; Gilchrist, Mundy, Felten, & Shields, 2003; Heffernan, 2001; Howard, 2001).

Problem Statement

Nonprofit Academic Centers Council (NACC) documents provide examples of possible experiential education approaches offered by NACC member centers, for example, community-based internships and project consulting (NACC, 2006; NACC 2010) and research shows experiential education approaches can be beneficial to the students who participate in them, the universities that implement and oversee the approaches, and the nonprofit community (e.g., Bacon, 2002; Bright, Bright, & Haley, 2007; Bushouse, 2005; Perry & Imperial, 2001; Schachter & Schwartz, 2009; Walder & Hunter, 2008). Additionally, researchers show there are linkages between various approaches created on college campuses (Bringle & Hatcher, 2009). To date virtually all of the research has focused either only on experiential education in a single university or

on a single approach that has been implemented in a limited number of places. Consequently, up until now there has been no comprehensive picture of the various experiential education approaches employed in the field, or the programmatic and institutional contexts in which these approaches are being implemented and the support—or lack of support—these contexts provide. A comprehensive picture is not even available for nonprofit-focused master's degree programs (Master's degrees in Nonprofit Management and Master's degrees with a specialization in Nonprofit Management) associated with NACC member centers.

There was a need, therefore, to gather information about the types of experiential education approaches used within the nonprofit discipline. I started by focusing on the experiential education approaches offered by nonprofit-focused master's degree programs associated with NACC member centers. This sample permitted additional focus on the programs and institutions that employ experiential education strategies and looked at the possible relationships that existed between (a) the extent and types of experiential education offered and (b) the types of programs and institutions in which the offerings occur. There was a need to understand how these experiential education approaches were defined, built, and managed in order to establish a common vocabulary and understanding of experiential education as a philosophy and methodology within the nonprofit discipline. There was also is a need to understand how contextual factors seemed to impact the function, form, and extent of experiential education in the nonprofit discipline. The supposedly trend-setting nonprofit-focused degree programs affiliated with NACC member centers were a logical starting point for addressing this need.

Purpose of Study

This mixed methods study documented the types of experiential education approaches used within nonprofit-focused master's degree programs associated NACC member centers across the United States and how these experiential education approaches were defined, created, and administered. This study also documented the programmatic setting, the extent and type of programmatic support, and the institutional setting and support for the experiential education strategies employed. Once information about each setting was generated, the information was compared across programs and universities.

Since a study of this kind had not been conducted before, this documentation contributes to the discipline and the understanding of experiential education in nonprofit management education programs by documenting the curriculum development and management process within nonprofit-focused graduate degree programs associated with NACC member centers. This study also ensures that future studies of the impact and use of experiential education approaches can be more comprehensive and focus on multiple approaches and multiple nonprofit-focused graduate degree programs associated with NACC member centers.

Research Questions

The following questions guided this study:

1. What types of experiential education approaches are offered within nonprofit-focused master's degree programs associated with NACC member centers across the United States?

2. How is experiential education defined, built, and administered by each nonprofit-focused master's degree program?
3. What is the program and university setting for experiential education within these programs?
4. What types of program and institutional support are provided for experiential education?
5. What are the similarities and differences between experiential education approach descriptions, program setting and support descriptions, and institutional setting and support descriptions across Universities?

Summary of Methods

A two-phased mix methods design was employed in order to answer the research questions. In phase 1, I conducted interviews with representatives of twelve master's degree programs to gather an understanding of how these programs defined experiential education, how they administered experiential education, and how they evaluated experiential education. After the interview data was analyzed and key findings were identified, I developed a survey that was administered to all United States based master's degree programs associated with NACC. This included 49 nonprofit-focused master's degree programs associated with 41 NACC member centers. I also administered the survey to all master's degree programs within the U.S. that offered a master's degree with a nonprofit specialization for comparison purposes. In total, 86 master's programs responded including 29 master's degree programs associated with NACC. I analyzed the data and ran descriptive statistics on the data. I also conducted correlations to determine the relationship between the types of experiential education approaches and the various

setting and support variables that influenced these approaches. Finally, in order to compare approaches to setting and support information across master's degree programs, and master's degree programs associated with NACC and those programs not associated with NACC, I conducted chi-square analysis.

I also conducted a thorough document analysis to gather detailed information about how programs described and used various experiential education approaches. The document analysis included reviewing master's program websites and course syllabi. Before these methods are discussed in depth, I first discuss the literature I reviewed to get an understanding of the types of approaches used within nonprofit-focused master's degree programs and the setting and support for experiential education.

CHAPTER 2

A REVIEW OF THE LITERATURE

In order to set the stage for my study of experiential education approaches used within master's degree programs associated with members of the Nonprofit Academic Centers Council (NACC), I reviewed four areas of literature. The first area was the history and philosophy of experiential education. The second area was descriptions and examples of different approaches to experiential education in the fields where nonprofit management education programs most frequently are housed those being public affairs, business, and social work.

The third area of literature focused directly on nonprofit management education. The final body of literature I reviewed was general literature about the setting and support for experiential education. Collectively all four areas of literature provided important contextual information and a general understanding of how experiential education approaches are being described, administered, and supported within nonprofit-focused master's degree programs associated with NACC member centers.

History and Philosophy of Experiential Education

In the first area of this review I discuss the history and philosophy of experiential education. The history of experiential education can be traced back to the ancient times and the practice of apprenticeships (Crowe & Adams, 1979; Gregory, 2002). Experiential education has also been discussed in both ancient and contemporary scholarly writing by such individuals as Plato, Paulo Friere, Kurt Hahn (Founder of Outward Bound), David Kolb, Malcolm Knowles, and Kurt Lewin (Crowe & Adams, 1979; Gregory, 2002; Itin, 1999; Kolb & Kolb, 2005).

Experiential Education and Higher Education

Within the past century, the history of experiential education, to some extent, parallels the history of higher education in America. Even though much of early university based education in the United States focused on theory building and on philosophy (O'Neill, 2005), there was still often an element of community engagement.

Community engagement is defined as, "The collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Carnegie Foundation, n.d.). Experiential education can be considered a form of community engagement; even through not all community engagement activities can be classified as experiential education.

Kenny and Gallagher (2002) state, "Commitment to service has...been present historically among the large number of religious and church-related institutions that have formed an important part of the higher education landscape in the United States" (p. 16). Additionally, land-grant universities were created as a result of the Morrill Act of 1862 and focused on connecting to and supporting the community (Kenny & Gallagher, 2002).

Scholars and community reformers, explicitly John Dewey, Jane Addams, and Dorothy Day, also pushed for a community focus in higher education (and, especially in the case of Dewey (1916), K-12 education, as well). They pushed to combine theory and practice and were among the first to discus the term progressive education (Daynes & Longo, 2004; Gregory, 2002; Morton & Saltmarsh, 1997). For example, Jane Addams' Hull Settlement House in the early 1900s in Chicago provided the first type of

experiential education in the community and was a precursor to social work programs in universities (Goldstein, 2001),

In later years, some individuals tended to equate progressive education with experiential education since the focus on direct experience was a central, and, arguably, the most visible feature of the progressive education movement (Gregory 2002). Additionally, experiential education strategies such as service-learning emerged formally in the university setting in the late 1960s with the creation of several national service programs (D'Agostino, 2008). The Southern Regional Education Board was first to use the term *service-learning* during the 1960s (Kenny & Gallagher, 2002).

There were also challenges to experiential education in general and service learning in particular in the 1960s and during the decades that followed, as well. During the 1960s, for instance, much of higher education became focused on theory development and scientific methods, in part because of increased federal funding directed at scientific research. In recent years, however, there has been a push from scholars to bring back the focus of higher education's involvement in the community and use the community and students' engagement with the community as a source of learning.

Evolving Definitions of *Experiential Education*

As interest in experiential education in higher education ebbed and flowed between the 1960s and now, there has been a great deal of discussion and confusion over the meaning of *experiential education*. Some proponents of experiential education define it as a methodology or teaching approach (Furco, 1996); some classify experiential education as a form of outdoor education (Fox, 2008), and others define it in more general terms as a philosophy of education (Itin, 1999).

In addition to having multiple definitions associated with the term *experiential education,* the term also often is used interchangeably with the term *experiential learning*. As used here *experiential learning* refers to the intended outcome and *experiential education* refers to the process, grounded in an educational philosophy and operationalized in specific pedagogical techniques. Itin (1999) articulated the philosophical framing:

> Experiential education is a holistic philosophy, where carefully chosen experiences supported by reflection, critical analysis, and synthesis are structured to require the learner to take initiative, make decisions, and be accountable for the results, through actively posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, constructing meaning, and integrating previous developed knowledge (p. 93).

I decided, in this dissertation study, to start with Itin's view that experiential education is a philosophy that encompasses various teaching approaches or strategies. I also focus, at times, on the specific approaches or teaching strategies then emerge when the philosophy of experiential education is operationalized.

Summary of the History and Philosophy of Experiential Education

The literature that focuses on the history and development of experiential education shows that this work can be traced back to ancient times and that it has been a part of higher education, especially from the 1960s onward. This review of literature also suggests that some universities might be more connected to service than others, depending on their historical roots of the university, for example being a land-grant university. In addition, the oscillation of interest in and commitment to experiential

education in higher education could possibly be attributed to increased support for scientific research. The next section further "unpacks" the notion of experiential education strategies.

Different Experiential Education Approaches: Definitions and Examples

In this section, I use the literature to describe specific pedagogical strategies that fit under the experiential-education umbrella. These pedagogical strategies or approaches include experiential learning, service-learning, internships, fieldwork, simulations, and certain types of capstone experiences. I also use the literature to describe how each of the experiential education approaches that were just listed are used within a variety of disciplinary contexts. In particular, I focus on the three disciplines that normally house nonprofit management education programs: public affairs education, business education, and social work education. Before the specific experiential education approaches are discussed, however, an overview of the approaches associated with the notion of experiential education will be presented.

Overview of Approaches

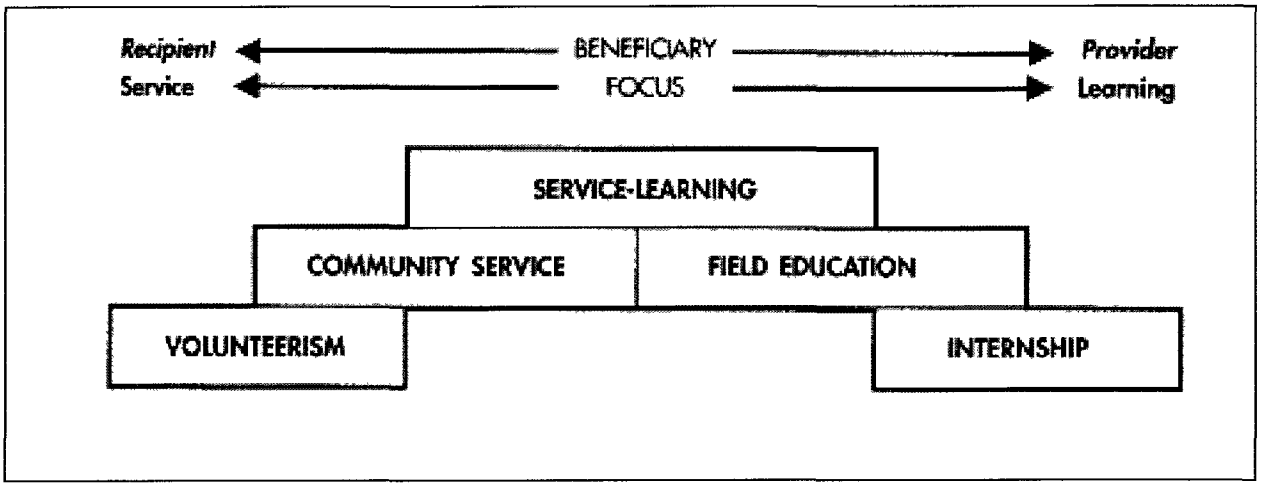
Scholars have formally identified and named various types of experiential education teaching approaches used within the classroom setting. These approaches include experiential learning, service-learning, fieldwork or field projects, work experience, cooperative learning, service-learning, internships, action learning, vocational education, problem-based learning, simulations, games, outdoor education, adventure education, or lab work (Crowe & Adams, 1979; Itin, 1999; Wurdinger, 1994). Additionally, more emergent approaches include project-based learning and certain types of practica and capstone projects. Some approaches, such as volunteering and

community service, can occur outside of the classroom setting, but for the purpose of this literature review, I am most interested in identifying and describing experiential education approaches that normally occur *as part of* a course curriculum. I am also most interested in describing the approaches that occur within nonprofit management education.

> Furco (1996) portrayed the different as being on a spectrum. He wrote:
>
> Rather than being located at a single point, each [approach] occupies a range of points on the continuum. Where one type begins and another ends is not as important as the idea that each service program type has unique characteristics that distinguish it from other types (p. 10).

Figure 1.

Distinctions Among Service Programs



Taken from "Service-learning a balanced approach to experiential education." By A. Furco, 1996, Expanding Boundaries: Serving and Learning. p. 10. Copyright 1996 by The Corporation for National and Community Service.

Furco (1996) illustrates approaches but does not differentiate between curricular-based approaches and approaches that occur outside of the classroom setting (see Figure

1). However, Furco's chart does emphasize that many approaches overlap with one another in form and function, for example field education can be considered an internship and community service can be considered volunteerism. Next, the literature about specific approaches is reviewed, starting with an approach the literature characterizes as *experiential learning.*

The Experiential Learning Approach

In search of a definition. One experiential education approach described in the literature is referred to as *experiential learning.* The Community College National Center for Community Engagement, defines experiential learning as "any learning activity that directly engages the learner in the phenomenon being studied" (McAleavey, n.d, par. 1). Experiential learning theory was developed by Kolb (1984) and involves six principles:

- Learning is best conceived as a process, not in terms of outcomes.
- All learning is relearning.
- Learning requires the resolution of conflicts between dialectically opposed modes of adaptation to the world.
- Learning is a holistic process of adaptation to the world.
- Learning results from synergetic transactions between the person and the environment.
- Learning is the process of creating knowledge (Kolb, 1984; Kolb & Kolb, 2005, p. 194).

Experiential learning approach examples within three disciplinary contexts. Researchers within the disciplines of public affairs education, social work education, and

business education all explain the experiential learning teaching approach.

Public affairs education. Within public affairs education, McGaw and Weschler (1999) state:

> Most MPA and MPP programs reply on experience based learning and formal projects to promote the development of commitment to and competence in public affairs. "Bringing it together" through innovative, experiential, and applied exercises dominates the end game of many programs (p. 91).

Further evidence that the field of public affairs uses experiential learning can be found in *the Journal of Public Affairs Education.* In 1997, the *Journal of Public Affairs Education* devoted an entire issue to the topic of experiential learning.

Social work education. In the discipline of social work, the words experiential learning and service-learning are used interchangeably (Newman, Clemmons, Dannenfelser, & Webster, 2007). Consequently, the role that experiential learning plays in the social work discipline will be discussed below in the service-learning approach section.

Business education. The business education articles about experiential learning are scarce. Those that are available focus on a particular subject area such as marketing and use the words *experiential learning* and *simulation* interchangeably (e.g., Li, Greenberg, & Nicholls, 2007).

To summarize, the experiential learning approach is defined as "any learning activity that directly engages the learner in the phenomenon being studied" (McAleavey, n.d, par. 1) and is used within the disciplines of public affairs education, business education, and social work education.

The Service-learning Approach

In search of a definition. Service-learning has long been a part of academia, but it is traditionally used in undergraduate programs. There are many different definitions of service-learning. Campus Compact, a national organization devoted to promoting community service in higher education has an entire chapter in the *Service-Learning Toolkit* dedicated to defining and explaining service-learning (Campus Compact, 2003). In this chapter Furco cites the Corporation for National and Community Service's service-learning definition, which states that service-learning is:

> A method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs, that [are] integrated into students academic curriculum or provide structured time for [reflection, and] that enhance what is taught in school by extending service-learning beyond the classroom and into the community (Furco, 1996).

This definition and many other definitions of service-learning show that service-learning is about an individual's learning experience, the service that an individual provides to the community, and an individual's reflection throughout the process (McAleavey, n.d.).

To complicate things, some scholars believe that service-learning is a subset of experiential learning (McAleavey, n.d; Sigmon, 1979). Other scholars, however, indicate that service-learning is, in fact, a form of experiential education (Bringle, Phillips, & Hudson, 2004). Other scholars (who believe service-learning is a form of experiential education) indicate that service-learning is different from other experiential education approaches such as volunteering, community outreach, internships, and practica because service-learning has the "learning to serve" dimension and civic skills development

(Furko, 1996; Westheimer and Kahne, 2003 as cited by Bringle & Hatcher, 2009). Also, service-learning is said to be different from the experiential learning approach because service-learning includes a reflection component; experiential learning does not necessarily include this component.

Service-learning approach examples within three disciplinary contexts. I will now discuss how the service-learning approach is thought of and being used within three disciplinary contexts: public affairs education, social work education, and business education (e.g., Bushouse, 2005; D'Agostino, 2008; Imperial, Perry, & Katula, 2007; Walder & Hunter, 2008; Wittmer, 2004).

Public affairs education. In the discipline of public affairs education, scholars report that 20% of NASPAA accredited Master's of Public Administration (MPA) and Master's of Public Policy (MPP) programs offer service-learning opportunities to students (Koliba, 2007). In a review of 102 articles about service-learning in higher education, Imperial, et al. (2007) emphasized that service-learning is used extensively within MPP and MPA programs.

Bushouse and Morrison (2001) explained how they integrated the service-learning approach into a Master's of Public Administration nonprofit management course. They said, "The emphasis on reflection is what sets service-learning apart from the typical MPA practicum experience" (p. 16). Their process involved a) asking organizations to respond to a RFP, b) interviewing organizations, c) selecting projects, d) having students reflect on their experiences in weekly journal submissions and e) evaluating student and community experiences after the projects were completed.

In another example, faculty at Troy University explained the steps they took to incorporate the service-learning approach into a 9-week intensive course geared at adult students within a public administration master's degree program (Walder & Hunter, 2008).

Social work education. A review of the social work education literature suggest that scholars in this field often intertwine their definitions of service-learning and fieldwork, but the two terms are actually different. Whereas, service-learning focuses on both the student learning and the benefits to the community organization, fieldwork is primarily focused on student learning (Lemieux & Allen, 2007). Lemieux and Allen write, "The distinctions among service-learning, volunteerism, and field education are important because these definitions frame how student and community-oriented outcomes are conceptualized and operationalized" (p. 312). Lemieux and Allen describe social work faculty members struggling to create a service-learning curriculum that differs from other approaches, especially the fieldwork and internships approaches.

Faculty in other disciplines are challenged with creating service-learning curriculum that is actually considered service-learning, many scholars name certain teaching approaches service-learning when, in reality, these approaches are not service-learning but another teaching approach all together. True service-learning as determined by Bringle and Hatcher (2009) is when students engage in projects within organizations and write a reflection paper about their experiences. Bringle and Hatcher (2009) explain that many scholars forget to include the reflection component but still call an experiential education approach *service-learning* even if it is missing this component. Service-learning also benefits both the student and the organization (Bringle & Hatcher, 2009).

Business education. In the discipline of business education, service-learning is prevalent and usually focused on the undergraduate level and within the context of other approaches such as class simulations, capstone courses, and practica. Special issues devoted to service-learning in *The Journal of Management Education* (Kenworthy & Fornaciari, 2010) and *The Journal of Business Ethics* (Collins, 1996), in fact, focused on service-learning in undergraduate business courses. Rhree and Honeycutt Sigler (2009), however, did set out to review literature that discussed service-learning within Master's of Business Administration (MBA) and Executive Master's degree programs. They found only four such studies. In two of the studies, scholars explained how they integrated service-learning in project management courses (Volkema, 2010; Larson & Drexler, 2010) and, in another study, scholars integrated service-learning into a values-based leadership course (Wittmer, 2004).

In summary, service-learning is an experiential education approach used within the fields of public affairs education, social work education, and business education. Service-learning is prevalent in public affairs education, but used interchangeably with the fieldwork approach in social work education. Also, service-learning is primarily used by undergraduate programs.

Internships Approach

In search of a definition. An internship is defined as, "A structured and supervised professional experience, within an approved agency, for which a student earns academic credit" (Inkster & Ross, 1995, p. 11). Depending on the university, discipline, and department, internships can be offered for course credit or listed as a graduation requirement.

Internships approach examples within three disciplinary contexts. Many articles have been written about the use of the internship approach within the disciplines of public affairs education, social work education, and business education. Some of the information presented in these articles is summarized in the subsections below.

Public affairs education. In the discipline of public affairs education, over 90% of MPA programs offer internships (D'Agostino, 2008; Koliba, 2007). The National Association of Schools of Public Affairs and Administration (NASPAA), a membership association that "promotes excellence in public service education" has even developed public service internship guidelines for public affairs/public administration master's degree programs (NASPAA, n.d.).

Even though research shows that internships are prevalent in the majority of MPP and MPA programs across the United States, few studies include examples of the internship approach in action. Cross and Grant (2006) do provide an example of the internship approach in action by explaining how they integrated the concept of reflection in action into the MPA internship course at Ashland University. The students were interviewed and placed into community organizations and asked to journal about their experiences. Cross and Grant (2006) then revised the course and added structured reflection exercises on the topics of reflection in action, job analysis, best and worst experiences in the internship, and career planning. These exercises helped the students to rethink their work in a new way.

Outside of the discipline of public affairs but relevant to all disciplines, scholars have written internship guidebooks for students, internship supervisors, and the

community organizations where the interns are housed (Inkster & Ross, 1995; Inkster & Ross, 1998) and described the key elements of a successful internship program.

Social work education. Another example of internship literature is in the discipline of social work education. In the 1980s, the Society for Social Work Education created a requirement for all students enrolled in MSW programs to complete a year-long field internship. Students can do field internships in organizations they currently work in or in another community-based organization. (Newman, Clemmons, Dannenfelser, & Webster, 2007). The field internship is also known as fieldwork, and is discussed in more detail in the fieldwork approach section.

Business education. There is little research that focuses on MBA internships. However, recent studies indicate that more MBA programs are offering internships because business schools are admitting more full-time students straight out of college (Dillon, McCaskey, and Blazer, 2011) who need work experience. In a review of the programs of business schools accredited by the Association to Advance Collegiate Schools of Business International (AACSB), 69.1% offered MBA internships. Scholars then compared these data to business programs not accredited by AACSB and found 51.8% offered internships (Dillon, et al., 2011). Comparing these data to a 1988 study of AACSB accredited programs, Dillon, et al., showed that there have been significant changes in the landscape of MBA internships in the last twenty years. For example, MBA programs now offer more flexible internships (full-time or part-time) at different points throughout the year, and individual faculty members have increased responsibilities in supervising interns. (In the past this was done by an MBA coordinator or administrator).

In summary, internships are prevalent within the disciplines of public affairs education, social work education, and business education. In addition, internships are prevalent within the discipline of nonprofit management education as whole. In 1998, Wish and Mirabella reported that 60% of nonprofit management education programs offered internships.

The Fieldwork/Field Experience Approach

In search of a definition. The dictionary defines fieldwork as "work done in the field (as by students) to gain practical experience and knowledge through firsthand observation" (Merriam-Webster, n.d.). This definition is consistent with the way the term is used in academic writing, as well.

Fieldwork approach examples within three disciplinary contexts. Although there is extensive literature about the use of fieldwork in social work degree programs, the fieldwork literature is still scarce compared to other scholarly literature that covers social work education in general. There is also a scarcity of scholarly research about fieldwork within public affairs education, and business education.

Public affairs education. The word fieldwork is mentioned in public affairs education literature in the context of other approaches. For example, Schachter and Schwartz (2009) explained how MPA students engaged in fieldwork as part of their capstone experience.

Social work education. In social work education, the literature indicates that students do fieldwork within community organizations; in the majority of settings, social workers employed in the community organization serve as field supervisors (Edmond, Rochman, Megivern, Howard, & Williams, 2006). The field supervisors, also know as

field instructors, tend to be volunteers and are rarely trained or paid for their role. Fortune, Mcarthy, and Abramson (2001) explain, "In the field, students develop practice skills, translate theory from the classroom into the reality of practice, and test their ability to be professional social workers" (p. 111). Also, the terms field internship and field practicum are used interchangeably with the term fieldwork.

Researchers have developed a list of success factors for social work field instructors when supervising the field experience. These success factors include a) commitment to education, b) adequate organizational resources/support, c) effective interpersonal relationships, and d) collaborative relationships (Abramson & Fortune, 1990; Bogo & Globerman, 1999 as cited by Edmond et al, 2006, p. 381).

In response to a study of 283 field supervisors at one university, program administrators also created a space for the field instructors to access key articles and resources for support in their field instruction efforts (Edmond et al., 2006). Additionally, success factors were provided for students engaging in their fieldwork experience (Berg-Weger & Birkenmaier, 2006; Garthwait, 2011).

Although scholars have attempted to apply Kolb's Experiential Learning Theory to MSW fieldwork settings (Miller, Kovacs, Corcoran, Rosenblum, & Wright, 2005), to assess student and supervisor perceptions (Edmond et al., 2006; Fortune, et al., 2001) and), the literature on field education is scarce and discussed in .08% of social work journal abstracts (Lager & Robbins, 2004). This is probably due to the dichotomy between the classroom and field instruction that scholars discuss (Goldstein, 2001). Since social work education started in community settings, early training was in the form of apprenticeships. However, when social work education formally moved to the

university setting, it is believed that scholars began to write and publish about the classroom learning and less about field education.

Business education. In business education, fieldwork is also used within the context of other approaches; however, it is rarely mentioned in empirical studies. Information about how fieldwork is used in business education is best obtained from master's program websites.

In summary, fieldwork is primarily used within social work education, though even in this field, it is rarely discussed within the scholarly literature. Additionally, within public affairs education it is discussed in the context of other approaches, and within business education it is rarely mentioned in empirical studies.

Simulation Approach

In search of a definition. The dictionary defines simulations as "a model of a set of problems or events that can be used to teach someone how to do something, or the process of making such a model" (Merriam-Webster, n.d.). Unfortunately, it is difficult to say whether this definition is consistent with how the term is used within the academic literature.

Simulation approach examples within different disciplinary contexts. Few scholars discuss simulations, at least in the literature on public affairs and social work education. There is a bit more discussion within the field of business education, but even here the discussion is quite limited. Examples from the limited literature that does exist are provided below.

Public affairs and social work education. In the discipline of public affairs, some scholars propose the use of policy simulations as an alternative to the case-based

approach used by many programs (Geva-May, 2005), while in the discipline of social work education students engage in "simulation therapy sessions" (Mooradian, 2008, p. 21). These sessions involve actors playing the role of a client and students playing the role of a therapist.

Mazza (1998) summarizes how simulations are used in family practice social work. He explains, "Experiential activities help students expand their awareness of family issues and process attendant to specific techniques" (p. 72).

Business education. In the discipline of business education simulations are very popular and frequently used as a "capstone" experience for the students at the end of degree programs. There is even an academic journal devoted to discussing business simulations called *Simulations and Gaming*.

Scholars indicate that there are three types of simulations used in the business school setting. They are "role-playing simulations, physically based simulations, and computer-based simulations" (Salas, Wildman, & Piccolo, 2009, p. 560). Computer-based simulations appear to be the most popular type of simulation within MBA programs because they are covered extensively in the literature.

Business simulations allow MBA students to "develop management skills at a much faster pace that usual, making it an ideal technique to use in management education programs" (Salas, et al., 2009, p. 559). Scholars have written extensively about best practices and guidelines for implementing successful simulations (SBT) in the classroom setting.

In summary, the simulation approach is rarely used within public affairs education and social work education, but is the much more prevalent in business education.

Students in MBA programs engage extensively in computer based simulations, and it may be the case that simulations generally are the most frequently used approach to experiential education used in business education. Still, the amount of empirical literature on this topic is relatively limited.

Practicum Approach

In search of a definition. Higher education scholars have attempted to define and summarize the practicum approach across variety of university settings. Ryan, Toohey, and Hughes (1996) have summarized some of those definitions. They explain the practicum is to "link theory with practice" (p. 356) or it is "to raise problems and issues which are used to trigger the investigation of related theory and knowledge" (p. 356) or it "turns experience into learning and enables learners to gain the maximum benefit from the situations in which they find themselves" (p. 357).

They also explain, "Depending on the discipline, the practicum appears in many forms: as field experience, cooperative education, sandwich program, internship, clerkship, clinical practicum, and the like" (Ryan, Toohey, & Hughes, 1996, p. 355). These definitions of the practicum approach shows that it is similar to, and overlaps with, a variety of other experiential education approaches.

Practicum approach examples within three disciplinary contexts. Few scholars in the disciplines of public affairs education, business education, and social work education separate the practicum approach from other experiential education approaches. I choose to separate the practicum from other experiential education approaches because it was listed separately from other approaches on nonprofit-focused master's degree program websites. The very limited literature on how the practicum approach is used

within these three disciplinary contexts will be summarized below.

Public affairs education. In the public affairs education literature, scholars used the terms *practicum* and *capstone* interchangeably. This tendency is illustrated in a study of 65 universities that offered MPA and MPP degrees. The researchers noted that 43 offered practica and then added, "The goal of the practicum is to provide a capstone experience or culminating experience" (Garris, Madden, & Rodgers, 2008, p. 999). This statement confirms that the researchers thought of capstone and practicum being one in the same.

Social work education. In the discipline of social work education, the terms *practicum*, *fieldwork,* and *internship* are also used interchangeably (Garthwait, 2011). The practicum is a requirement for all MSW students after they complete their first year of coursework. More detailed information about the fieldwork "practicum" is described in the fieldwork section above.

Business education. There is scarce literature on practica in the discipline of business education. Two studies explained the use of business practica in a study abroad course (Currie, Krbec, & Matulich, 2003; Johnson, 2005). Another study explained the use of an "apprentice practicum" (Ryan, Toohey & Hughes, 1996). This language, however, is quite atypical of the language employed within the literature on business education.

In summary, the practicum approach is used within public affairs education, social work education, and business education, however it is often used interchangeably with other approaches such as fieldwork, internships, and capstones.

Capstone Approach

In search of a definition. A definition of a capstone experience can be inferred from a review of literature: It is a culminating course where students apply theoretical knowledge to a practice setting. Since the capstone approach is often a course, other experiential education approaches can be used within the context of the capstone course (e.g., experiential learning, service-learning, simulations).

Capstone approach examples within three disciplinary contexts. There is extensive literature about the use of capstones in the disciplines of public affairs education, social work education, and business education (McGaw & Weschler, 1999; Smith, 2005).

Public affairs education. In public affairs education the capstone approach involves students gaining real world experience by conducting projects within nonprofit and government organizations. The time-span for projects can be four weeks to one year (Schachter & Schwartz, 2009).

In some public affairs programs, capstones evolved out of a theses or practicum paper (McGaw & Weschler, 1999). Today, 80% of Master's of Public Administration programs and 57% of Master's of Public Policy programs offer capstones (Garris, Madden, & Rodgers, 2008).

De Leon and Protopsaltis (2005) also surveyed the highest ranking schools of public administration across the country to see if the graduate degree programs within these schools included a capstone course and to determine the types of experiential education approaches used within the capstone course. Their research was similar to the

work of Garris, et al., (2008); these authors found that 75 percent of the programs offered a capstone course.

Interestingly, the types of experiential education approaches used within each capstone course differed greatly among programs. In some programs students gained "practical experiences" within the classroom, while in other programs, students applied their "craft skills" within client organizations (de Leon & Protopsaltis, 2005).

Moreover, de Leon and Protopsaltis (2005) explained how the capstone course came about in the discipline of public affairs education. Public administration was considered a practical discipline and did not fit with the more scientific based political science disciplines. When public administration programs eventually became their own schools, degree programs, and disciplines, the practical based training part of the program evolved into what is called the capstone course. The practical training in public administration programs started in the form of case studies, however, the case studies lacked the "craft skills" training that was needed for the field (de Leon & Protopsaltis, 2005). When internships came along, they quickly evolved into the capstone course. The capstone is considered a place where students gain practical policy experience as part of their last class in the program (de Leon & Protopsaltis, 2005) and scholars agree that the goal of the capstone course should be to "provide a hands-on working appreciation as a craft based regimen for the incumbent policy professional," however, each university interprets how this hands-on experience should be offered.

Researchers provided a specific example of how the capstone approach was being used specifically within New York University's Robert F. Wagner Graduate School of Public Service (Schachter & Schwartz, 2009; Smith 2005). For the capstone

requirement, students worked in teams for two-semesters and conduct consulting projects within nonprofit organizations. Students received concrete skills in "team building, conflict management, and project management" (Smith, 2005. p. 197). Program faculty and administrators created a logic model for the capstone.

Social work education. In social work education, capstone approaches are rarely discussed. Social work educators tend to discuss a student's culminating experience as being in the form of a practicum and/or fieldwork approach. Scholars who write about the capstone approach, also write about it in the context of another approach, such as the case-based teaching approach (Wolfer, Freeman, & Rhodes, 2001).

Business education. In business education, the capstone approach was meant to tie together all the content learned in discipline specific courses and to be a culminating class experience for the students. It has been traditional in nature (e.g., case-based, lecture) and used within a strategic planning course (Kachura & Schnietz, 2008).

It is unclear how extensively capstones are used in business education; however, in recent years there has been a push to reform the capstone approach (Kachura & Schnietz, 2008) from theoretical to applied. Kachura and Schnietz (2008) assessed the ways in which capstone approaches provided theoretical, applied, and practical integration in the classroom. Theoretical integration refers a student's understanding of the theoretical lenses in which he/she studies business and how he/she applies the theoretical lenses. Applied integration refers to a student's understanding of how each functional area of a business relates to a business in its entirety. Practical integration involves a student's ability to apply theoretical and applied integration skills in a business setting. Kachura and Schnietz (2008) found that the majority of traditional capstone courses lacked the

practical integration training. They proposed that capstone courses be re-designed to cover all the managerial decision-making models and include the simulations approach. They explained this re-design would improve students' abilities to apply their learning to practice.

In summary, the capstone approach appears to be used extensively within public affairs education and business education; social work education also seems to have something like the capstone experience, however, it tends to be labeled with a different name. Additionally, other approaches can be used within the capstone approach. Scholars in business education are attempting to reform the capstone approach and make it more experiential.

Other Approaches

There are other experiential education approaches discussed in the literature. These approaches include clinical laboratories and project based-learning. Since these approaches did not emerge during my review of program websites and syllabi they were not included in the literature review (this methodological approach will be described in further detail in Chapter 3: Methodology). One approach that did emerge during the initial round of dissertation data collection was guest speakers in classroom. However, since studies could not be located that discussed this type of experiential education approach, this approach was not included in the descriptions of approaches above.

Summary and Discussion of Approach Definitions and Examples

In summary, a variety of experiential education approaches are used within the disciplines of public affairs education, social work education, and business education. I

provided experiential education approach definitions and examples of how experiential education approaches are being used within each of these three disciplines.

The exploration of the approach descriptions and examples within each disciplinary context exposed some interesting issues. The first issue was the scarcity of studies that included and described various types of experiential education approaches across multiple universities. Most studies focused on the impact or value of one type of approach within one specific program, or the impact of one approach at a sample of universities. Even with the scarcity of studies, the experiential education approach descriptions and examples provide a foundation for how nonprofit-focused master's degree program may describe, create, and manage certain experiential education approaches depending on the primary academic discipline (e.g. public affairs, social work, business) which the program is associated with.

The second issue was the high proportion of studies that discussed the importance of linking theory to practice (also known as praxis) inside and outside of the classroom setting. These discussions exposed cultural and political issues faculty or program administrators may contend with when implementing experiential education approaches in a university setting. I discuss some of these cultural and political issues in the setting and support section of the literature review.

The last issue was the quality of the studies I reviewed. Perry and Imperial (2001) explained in their review of service related literature from 1990-1999 that few studies were classified as "high quality." While critiquing the individual methodologies of the studies was beyond the scope of this review it is hoped that future reviews of experiential

education approach descriptions and approach examples can focus on critiquing study methodologies.

Understanding approach descriptions, and approach examples used within the disciplines of public affairs, social work, and business education are important, especially in figuring out how each approach fits within the context of nonprofit management education.

Nonprofit Management Education and Experiential Education

The third area of literature reviewed focuses on the discipline of nonprofit management education, in general, and experiential education in nonprofit education programs, in particular. The discipline of nonprofit management education is unique because curriculum and degree programs are housed in a variety of different departments and schools across the United States (Mirabella & Wish, 2001). Additionally, professors in these programs bring with them extensive backgrounds in public administration, political science, public policy, social work, business, leadership, and/or education. Because of these differences, much of the nonprofit management education literature has focused on creating consistency and cohesion across the discipline.

In this section I describe literature that explains the development of nonprofit management education discipline (Bies & Brimer Blackwood, 2007; Lee, 2010; O'Neill, 2005; O'Neill & Fletcher, 1998; O'Neill & Young, 1988), the demographics of nonprofit management education programs (Dobkin Hall, O'Neill, Vinokur-Kaplan, Young, & Lane, 2001; Mirabella, 2007; Mirabella & Wish, 2001; Wish & Mirabella, 1998), and experiential education within nonprofit management education.

The Development of the Nonprofit Management Education Discipline

Although nonprofit organizations can be traced back to the beginning of the United States, the development of the academic discipline of nonprofit management education began about 100 years ago. The earliest form of nonprofit management education can be traced back to the bachelor and master's of humanics degree established by Springfield College in 1905 and the bachelor of association science established by Chicago YMCA College in 1911 (Lee, 2010).

In 1954, the American Humanics program was established to certify undergraduates and prepare then for careers within youth and human service organizations (Ashcraft, 2001). Additionally, other colleges and universities established master's degrees in hospital administration (O'Neill, 2005). Even with the establishment of these early programs, there is widely held consensus that *formal* nonprofit management education programs were not established until in the early 1980's and that the programs that were started earlier can be considered "industry-specific" education, where as the earlier programs, for example focused on training managers in youth and human service organizations or focused on training managers who worked at the YMCA (O'Neill, 2005). In addition, the major growth of nonprofit management education programs occurred in the 1990's to present.

Demographics of Nonprofit Management Education

Today there are over 180 programs that offer a concentration (3 or more courses) in nonprofit management (Mirabella, n.d.). There are also over 50 institutions that are members of the Nonprofit Academic Center's Council (NACC, n.d.). NACC was created in 1991 with the mission to "support academic centers devoted to the study of the

nonprofit/nongovernmental sector, philanthropy and voluntary action" (NACC, 2010, par. 1). Since its inception, NACC has worked to standardize nonprofit management education by developing curricular guidelines and indicators of quality for member centers. From my inventory of the master's degrees associated with NACC, I found that the following types of master's degrees are granted:

- Master of Nonprofit Management or similar
- Master of Public Administration or similar
- Master of Social Work or similar
- Master of Business Administration or similar
- Master of Public Policy or similar
- Master of Human Services or similar
- Master of Philanthropic Studies or similar

In some cases, more than one master's degree program at a university is associated with a NACC member center. For example, at one particular university both a master's of nonprofit management and a master's of public administration might be associated with a NACC member center. This reinforces the fact that master's degrees associated with NACC are housed in a variety of colleges, schools, and departments and cover a broad range of academic disciplines.

Because of the diverse academic disciplines that often house nonprofit-focused master's degree programs, there has been much debate over where nonprofit management education degree programs should be housed (Long, 2010; Mirabella & Wish, 2000). In 1998 it was reported that master's degree programs in public administration or business administration that offered a concentration in nonprofit management primarily had full-

time faculty members teaching within the program, while other master's degree programs primarily had adjunct faculty members teaching in the program (O'Neill, 1998).

Experiential Education within Nonprofit Management Education

Scholars discuss their processes and challenges of creating nonprofit courses, programs, and specializations within their universities as well as the types of nonprofit courses offered (Stephenson Jr., 2007; Wish & Mirabella, 1998). However, there is little literature that focuses on experiential education within nonprofit management education. In the literature that does exist, often scholars discuss one type of approach implemented in a nonprofit-focused master's degree program, for example service-learning implemented in a MPA course (Walder & Hunter, 2008), the capstone approach being used within a MPA program (Schachter & Schwartz, 2009; Smith 2005), or the experiential learning approach being used within a nonprofit master's degree program (Carpenter & Krist, 2011). There is little research that discussed the variety of experiential approaches used within multiple nonprofit management education programs across the United States.

Summary of Nonprofit Management Education and Experiential Education Literature

The current literature on nonprofit management education focuses on the history and development of the discipline and documents the specific types of courses offered by subject area (e.g., financial management, fundraising and development) (Wish & Mirabella, 1998), but it does not document the variety of experiential education teaching approaches used in the classroom setting. These teaching approaches include capstone, practicum, or internship courses.

The lack of documentation, although problematic, is not surprising because if there is a lack of cohesion in implementing nonprofit-specific courses or specializations, there is probably a lack of cohesion in implementing experiential education across these programs. This lack of cohesion be explained in part by focusing on the setting and support for experiential education. A review of literature about setting and support makes up the final section of this literature review.

Setting and Support for Experiential Education

The concepts of *setting* and *support* are messy and, at the operational level at least, are often intertwined, yet it is important to distinguish between them conceptually to determine how experiential education approaches are administered within a particular program. Setting will be discussed in the review that follows and then experiential education support will be discussed as administrative support, institutionalization and evaluation of experiential education.

Setting for Experiential Education

As mentioned in Chapter 1, Mirabella and Renz (2001) focused on the settings of what they called *nonprofit outreach centers*. Nonprofit outreach centers and master's degree programs associated with NACC overlap in many ways. Like NACC centers, for example, nonprofit outreach centers "focus on working beyond the walls of their institutions to serve and meet the needs of leaders, professionals, volunteers, and organizations in the local or regional nonprofit community" (p. 16). Thus it is appropriate to use the Mirabella and Renz analysis of nonprofit outreach center settings in setting up a study of NACC centers.

Mirabella and Renz (2001) characterized the setting of nonprofit outreach centers[1] by describing their location within the university (departmental or school setting) and the type of university or college (e.g., land grant institution). They also determined the Carnegie classification for the university where the center was housed (i.e., Baccalaureate, Master's, Doctoral, or Research). They found that the majority of outreach centers were housed within masters and research universities. Mirabella and Renz (2001) also found that outreach centers located within religious universities emphasized service in the university missions more than other types of universities.

There are other setting-related studies as well, including a study of 24 NACC member centers conducted by Young (1998). Young reported that centers were stand-alone, housed within a single school, or housed across multiple schools. Young concluded, "A center housed within a single school probably has a better chance of getting its priorities taken seriously than does an alternatively organized center" (p. 129).

Since master's degree programs associated with NACC are housed within a variety of schools such as Public Administration, Business, Social Work, Political Science, Public Affairs, and Education, faculty members and administrators within each program undoubtedly come with their own set of assumptions about nonprofit management education and experiential education. Each of these perspectives presumably impacts the setting and support for experiential education within a particular master's degree program.

---

[1] Although my unit of analysis is master's degree programs and not nonprofit outreach centers, NACC member centers can be considered nonprofit outreach centers.

Support for Experiential Education

Support for experiential education is examined in three ways. The first way is through focusing on administrative support for experiential education. The second way is through institutionalization of experiential education. The third way is through evaluation and assessment of experiential education.

Administrative support for experiential education. Administrative support for experiential education is expressed at the university, department, programmatic, and course level.

Administrative support at the university level. Starting at the university level, Bucco and Busch (1996) described critical factors for long-term university success for support of service-learning programs. Because service-learning is an experiential education approach, these factors are relevant in understanding support for experiential education at the university level. These factors included:

1. The emphasis of service within the university's mission.
2. An institutional environment and culture that is supportive of service-learning.
3. The nature of the student body and their motivation for participating in service related activities (Bucco & Bush, 1996).

Support for community engagement, which encompasses experiential education is also can be expressed in a university's tenure and promotion policies. Holland explains that community engagement was originally supported by less prestigious universities (2009).

Administrative support at the departmental level. Moving to the department level, the most important factor in contributing to the success of experiential education is

support expressed by the department chair and/or dean of the school or college (Holland, 2009). Several studies have coined the term "engaged department" where support for civic engagement (which encompasses experiential education) is provided by multiple faculty members across multiple programs (Bringle & Hatcher, 2009).

Kecskes (2006) summarized work by Battistoni, Gelmon, Saltmarsh, Wergin, and Zlotkowski (2003) to explain characteristics of engaged departments. He provided four components of an engaged department, which included the unit perspective (also known as the department perspective), faculty perspective, student perspective, and community perspective. The unit (or departmental) perspective shown in Table 1 is most relevant for understanding support for experiential education within a department.

Table 1.

Characteristics of Engaged Departments

Unit Perspective
Mission: The academic unit has a mission statement that includes civic engagement as a goal.
Leadership: The chair or other faculty leaders in the unit provide advocacy and support for engagement activities.
Visibility: The department publicly displays the collective commitment to civic engagement (on web sites, in promotional brochures, etc.).
Collaboration: The unit plans collectively and shares best practices.
Resource development: The unit pursues external resources to fulfill collectively determined, community-based, or civic engagement goals.
Inventory: The unit maintains an inventory of faculty members' community-based research and service-learning teaching activities.
Assessment: The unit tracks students' civic learning outcomes.

Note. Adapted from Big Questions for Engaging Departments, by K. Kecskes, 2006. *Engaging Departments: Moving Faculty Culture from Private to Public, Individual to Collective Focus for the Common Good,* pp 6. Copyright 2006. Anker Publishing Company.

Administrative support at the program level. The literature also provides many best practices for creating and managing experiential education programs at the

programmatic level, however, much of this literature focuses on the service-learning approach used in undergraduate classrooms (Heffernan, 2001; Howard, 2001). Researchers explain, a successful service-learning program is dependent upon:

- Clear learning objectives
- Effective project design
- Use of appropriate evaluation tools to assess service-learning (Dicke, Dowden, & Torres, 2004; p. 200-201)

These programmatic elements are difficult to create when faculty members within a program have different ideologies of service-learning. Ideologies are "an individual's loose collection of thoughts, notions, presuppositions rather than a fixed or unyielding beliefs" (Dicke et al., 2004, p. 201).

Other scholars explain that success of service-learning is dependent upon faculty understanding "the historical conditions and greater social and educational contexts that shape students' lives, values, and knowledges" (Cooks, Sharrer, & Paredes, 2004, p. 46).

It is clear from the service-learning literature that experiential education approaches are not thought of, or implemented systematically at the program level (Denhardt, Lewis, Raffel, & Rich, 1997). Additionally, scholars fail to incorporate program-planning theory in program level studies of service-learning (Sandmann, Kiely, & Grenier, 2009).

Administrative support at the course level. Moving from the program to the course level, support for experiential education at the course level makes or breaks experiential education. Faculty members play a key role in support or non-support of experiential education at the course level. In recent years, there has been a cultural shift

of faculty members to accept service as part of their faculty scholarly agenda (Schnaubelt & Statham, 2007) and incorporate service within the classroom setting. In a study of faculty at higher education institutions in Mississippi, faculty agreed that service was a form of scholarship. However, "service expectations were often unclear and difficult to evaluate" (Schnaubelt & Statham, 2007, p. 24). Interestingly, more faculty members from small universities indicated that service was an important form of scholarship and faculty demographics did not influence overall perceptions of service.

Researchers also found that faculty had a larger workload when they added an experiential education component to their class (Lemieux & Allen, 2007). Even with this larger workload, faculty members chose to use experiential education approaches within their classroom curriculum. Despite that, faculty members must take into consideration the type of approach they are going to implement and if support for the approach is available at the program, department, and university level.

Summary of administrative support for experiential education. The review of studies in the section highlighted key factors necessary for administrative support of experiential education at the university, department, program, and course level. Some of these factors included, service being a part of the university's mission (Bucco & Busch, 1996), service included in tenure and promotion policies, support for service by the dean or department chair (Holland, 2009), service activities and research are documented by the department (Kecskes, 2006), service-learning (or other) service activities are evaluated at the program level (Dicke, Dowden, & Torres, 2004), and faculty accept service as part of their scholarly agenda (Schnaubelt & Statham, 2007). The next subsection focuses on institutionalization of experiential education.

Institutionalization of experiential education. Institutionalization of experiential education is primarily discussed at the university level. Research on Carnegie Foundation's Community Engagement Classification best explains institutionalization of experiential education. The Carnegie Foundation's Community Engagement Classification is a category recently developed by the Carnegie Foundation (Driscoll, 2008). Universities can choose to apply to be designated as a community engagement-oriented institution by providing documentation and completing a thorough questionnaire that asks them to do two things. First, universities must show that community engagement is institutionalized and supported throughout the campus. Second, universities must document the types of community engagement activities that occur on campus (curricular and/or outreach activities) and how these activities are evaluated.

Although research on Carnegie Foundation's Community Engagement Classification primarily focuses on community engagement, which can be classified as experiential education, but, of course, not all experiential education approaches can be classified as community engagement. Still, an examination of the Carnegie Foundations community engagement classification can shed light on the issue of institutional support.

Driscoll (2009) reported that in a study of 107 universities that participated in the first wave of the Carnegie Foundation's Community Engagement classification application and had institutionalized community engagement, community engagement was embedded in the identity, culture, and commitment of the university. More specifically, university leaders had a personal commitment to the mission for community engagement and included references to community engagement in his or her speeches,

allocated university resources toward community engagement, and incorporated community engagement efforts in the strategic planning of the university (Holland, 2009; Sandmann & Plater, 2009).

Additionally, universities with a centralized approach to community engagement had a dedicated person managing community engagement; and universities with a decentralized approach to community engagement had individual colleges and schools managing community engagement (Holland, 2009).

The universities also provided professional development and training opportunities to faculty members who participated in community engagement, had students who pushed for community engagement, and supported faculty conducting community engagement scholarship (both teaching and research) (Holland, 2009).

Further review of the Carnegie community engagement classification data revealed that universities that had a mix of internal and external funding were more likely to institutionalize community engagement (Holland, 2009). However, fundraising for community engagement primarily occurred at the program, department, or college level, depending on which programs and/or departments were supporters of engagement (Weertz & Hudson, 2009).

Private colleges were the best at raising support for community engagement and for advertising engagement opportunities to their constituents. Land-grant as well as public universities were in the process of improving their community engagement fundraising efforts. Holland (2009) recommended that universities "seeking to institutionalize community engagement would be wise to develop alliances with development, public relations, and foundation leaders within their institution" (p. 91).

In summary, the Carnegie Community engagement literature described above provided an overview of the key factors that show community engagement is institutionalized within a university. These factors included a university leader committed to community engagement, university resources allocated toward community engagement, community engagement included in the strategic planning of the university (Holland, 2009; Sandmann & Plater, 2009), professional development and training opportunities provided to faculty members who participate in community engagement, and a mix of internal and external funding raised for community engagement (Holland, 2009).

Assessment of experiential education. A comprehensive summary of research that focuses on assessing experiential education approaches would distract from the purpose of this literature review. Therefore, in this section I focus on describing formal assessment mechanisms developed and tested by scholars that can be used in multiple disciplines. These mechanisms were primarily established to assess the service-learning approach used within a university, department, program, or course (Bringle & Hatcher, 2009; Furko & Miller, 2009; Kecskes, 2008). Other informal assessment tools and mechanisms that were developed to assess the internships, capstones, practica, and simulations approaches will not be discussed in this review (Inkster & Ross, 1998; Rocha, 2000).

Furko and Miller (2009) documented formal assessment tools that can be used to evaluate the institutionalization of community engagement in a particular university. The tools included indicators (a group of instruments), a benchmark approach, rubrics, and

matrices. Although the assessment tools are helpful for university administrators, they lack program level assessment tools needed by many scholars.

Bringle and Hatcher (2009) also created various assessment mechanisms to determine the impact of service-learning at the university level. They explained that universities can document the number of service-learning courses, student enrollment and hours, number of faculty engaging in service-learning, number of community partners, and issues explored, which "increases the capacity for institutional assessment of student learning outcomes and community impact of service-learning" (p. 41). Bringle and Hatcher's work could be applied at the departmental or programmatic level.

Kecskes (2008) created an assessment rubric for measuring the institutionalization of community engagement at the department level. The rubric included six assessment dimensions including:

- Mission and Culture Supporting Community Engagement
- Faculty Support and Community Engagement
- Community Partner and Partnership
- Support and Community Engagement
- Student Support and Community Engagement
- Organizational Support for Community Engagement (p. 3).

Kecskes (2008) encouraged members within a department to complete the assessment together. Once departments complete the assessment they will know their engagement stage. The stages included 1) Awareness Building, 2) Critical Mass Building, 3) Quality Building, or 4) Institutionalization (p. 8).

At the program level, Bringle, Phillips, and Hudson (2004) documented scales that were developed and tested by scholars to assess student outcomes and experiences of service-learning. These scales are somewhat limiting and unlikely be used to assess other types of experiential education approaches because they include a reflection component, which is often unique to service-learning. Bringle et al. state,

> Practitioners must determine the appropriateness of a construct and scale. This assessment should consider the design of the course (e.g., educational goals), the implementation of the course (e.g., selection of course activities and reflection assignments), and expected outcomes (Bringle, et al., 2004, p. 28).

Summary of Setting and Support Literature

This section of the literature provided insight into the settings and support of experiential education. The review revealed that few studies focus on administration and assessment of experiential education at the program level and the majority of studies are focused on support and assessment of service-learning. Even so, the literature also revealed a master's degree location within the university, and type of university or college plays a role in the types of experiential education approaches offered. In addition, support for experiential education at the university, college, department or program level influences experiential education approaches offered within a master's degree program. In closing, Young (1998) explained that influencers of experiential education go beyond the level of the university, but into the community and international nonprofit community. These influencers are outside of the scope of this study, but important to acknowledge as well.

Summary of Literature Review

In the literature review I provided an overview of four relevant areas of literature. The first area was about the history and philosophy of experiential education. This discussion revealed that the varied history of experiential education might contribute to the many different definitions and views of experiential education.

In the second section, I discussed experiential education approach descriptions and examples. I found that few studies discussed the frequency with which approaches occur across universities. Even so, the literature was helpful in providing terminology and definitions for understanding experiential education in a variety of graduate programs in public affairs education, social work education, and business education.

The third area of the literature was nonprofit management education, which revealed that virtually no studies focus on teaching approaches used in within nonprofit management education programs and courses. Even with the scarcity of this research, the literature provided a context and setting for how experiential education fits within nonprofit management education.

The last area of literature I discussed was the setting and support for experiential education, which revealed a variety of factors important for the success of experiential education approaches in the program, department, college, and university setting. Various setting and support variables cannot be thought of in a vacuum but are intertwined and influence one another in the creation and administration of experiential education approaches within master's degree programs. This review reveals that my study on the various types of approaches used in nonprofit-focused masters degree programs, is needed and important to the field.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

The purpose of this study was to document the types of experiential education approaches used within master's degree programs associated with the Nonprofit Academic Center's Council (NACC) and how experiential education was defined, created, and administered within these programs.

The research questions included were:

1. What types of experiential education approaches are offered within nonprofit-focused master's degree programs associated with NACC member centers across the United States?
2. How are these experiential education approaches defined, built, and administered by each nonprofit-focused master's degree program?
3. What is the program and university setting of each experiential education approach?
4. What types of program and institutional support are provided to the experiential education approach?
5. What are the similarities and differences between experiential education approach descriptions, program setting and support descriptions, and institutional setting and support descriptions across universities?

These questions were revised slightly to accommodate program level information and to include comparisons of NACC and non-NACC universities. The research questions in the proposal focused on approaches, and during the interviews it was determined that detailed information on types of approaches could only be ascertained at the course level

through course syllabi. Therefore, questions 2-5 were revised to gather information about experiential education being used within the program as a whole, rather than the individual types of approaches.

The following revised questions now guide this study:

1. What types of experiential education approaches are offered within nonprofit-focused master's degree programs associated with NACC member centers across the United States?
2. How is experiential education defined, built, and administered by each nonprofit-focused master's degree program?
3. What is the program and university setting of experiential education?
4. What types of program and institutional support are provided for experiential education?
5. What are the similarities and differences between experiential education approach descriptions, program setting and support descriptions, and institutional setting and support descriptions across universities?

A two-phase mixed method exploratory design (Creswell & Plano Clark, 2007) was used to answer the research questions. In Phase 1, qualitative interviews were conducted in order to explore the phenomenon of experiential education within a limited number of purposely-selected master's degree programs. Once the phenomenon was explored and common findings and definitions were identified for a small number of contexts, a second phase of the research focused on the development, administration, and analysis of quantitative data. A survey instrument was sent to representatives from nonprofit-focused master's degree programs associated with the 41 U.S. NACC member

centers and all other (137) nonprofit-focused master's degree programs across the United States. This data was used to assess the generalizability of findings that emerged during the qualitative interviews.

Phase 1: Qualitative Data Collection and Analysis

As noted above, the Phase 1 of the mixed method exploratory design (Creswell & Plano Clark, 2007) was built around qualitative interviews. This design was selected because this was an unexplored area of research and since a study of this type had not been conducted, it was not clear whether representatives from master's degree programs would use similar or different vocabulary to describe different types of experiential education approaches. The qualitative phase allowed for program administrators to describe experiential education approaches and setting and support for experiential education in their own terms. This use of "native language" provided essential information to construct a survey during Phase 2 of the study.

Site and Participant Selection Procedures

The first phase consisted of one-hour qualitative interviews with master's program representatives and analysis of transcriptions of the interviews. This selection and eligibility process was based on the preliminary documentation I completed (Appendix A). During the preliminary work I viewed the websites of all 50 NACC centers and I identified 41 possible NACC centers that should be included in the study because they reported at least one experiential education approach on their website and they were located within the United States. The other 10 NACC centers were either located outside the U.S. or did not have a master's degree program associated with

NACC. Forty-nine nonprofit-focused master's degree programs were associated with the 41 NACC member centers.

I also conducted a thorough document analysis of the course syllabi for the specific master's degree programs that I would be studying. Since two of my committee members conducted another study of NACC programs, which involved reviewing course syllabi, they have graciously agreed to share with me the course syllabi. I looked at experiential education approaches listed and described within the course syllabi from 30 out of the 49 master's degree programs. Findings from the website review and syllabi analysis will be described in Chapter 5.

The participant recruitment and selection process for the interviews was a two-part process. The first part involved selecting participants based on the preliminary work that I had completed. From this preliminary work (reviewing program websites and course syllabi), I identified eleven programs that I wanted to interview. The selection process was based on the variety of experiential education approaches that each program appeared to offer based on what they listed on their websites and/or included in course syllabi. I followed up with all eleven programs and eight agreed to participate in an interview. The table below shows my participant selection process.

Table 2.

Program Sample Selection

Number of Programs	Selection Method
8 programs	Syllabi review/website review
4 programs	Degree type

The second part of the recruitment and selection process involved sending an invitation to all NACC center directors and asking all eligible master's degree programs to participate in my study. During the dissertation pre-work I did not have access to all master's degree program syllabi and I wanted to include master's degree programs that may offer a variety of experiential education approaches but may have been overlooked during the pre-work. For this part, I spoke to NACC directors about my study and asked for their participation during the NACC retreat. The NACC directors who were present provided me their contact information. The Executive Director of NACC then sent a notification about the study to all NACC member center directors in the NACC newsletter. Then the NACC representative for the Institute for Nonprofit Education and Research, Dr. Robert Donmoyer, sent an e-mail invitation signed by the both of us to the NACC member center directors who were not present at the NACC retreat (Appendix B). The e-mail invitation specifically asked the NACC member center director to identify and forward the invitation to person who had the most knowledge of experiential education within the master's degree program associated with NACC. For this part, four program administrators from master's degree programs associated with NACC responded to this invitation.

Interview procedures

The interviews took place over the phone during August and September 2010 and were digitally recorded. I followed the interview protocol (Appendix C) that included major questions and related follow-up prompts. The interview protocol was developed based on the review of literature and included the following sections: about the master's degree program, institutional support for experiential education approaches, and

experiential education teaching approaches used within nonprofit-focused master's degree programs. The first two interviews were pilot interviews and the interview protocol was revised based on feedback from those interviews.

Sample Characteristics

Interviewees included representatives from 12 master's degree programs associated with NACC member centers. Six programs offered a nonprofit/philanthropic master's degree or similar, three offered a public administration master's degree or similar, two offered a public policy master's degree or similar, and one offered three different types of master's degrees. Table 3 shows how many interviewees represented each type of master's degree program.

Table 3.

Master's Degree Program Type and Number of Interview Respondents

Master's Degree Program Type	Number of Respondents
Master's of Nonprofit Administration or Similar	6
Master's of Public Administration or Similar	3
Master's of Public Policy or Similar	2
Other	1

The 12 master's degree programs were housed within a variety of department and school settings. Seven were housed within private universities, and five were housed within public universities. All but one (11) of the master's degree programs were housed within a specific school or college, and the other master's degree program operated across two schools. Three were housed within a School of Business, three were housed

within a College of Arts and Sciences, and two were housed within a School of Public Service. These differences in programmatic setting are consistent with previous research by Wish and Mirabella (1998) who explained that nonprofit-focused master's degrees are housed within various schools and colleges.

Each interviewee played a significant role in the program administration of the master's degree program and reported to the Dean of his or her respective school or the college. In two cases, I interviewed the director or coordinator of the nonprofit specialization. In most programs (7), fifty percent or more of the students worked full-time in the government or nonprofit sector while enrolled in the program.

Qualitative Data Analysis

The interview recordings were summarized and then coded thematically. The thematic coding involved looking for similar findings or categories in the interview summaries (Creswell, 2003). During the data analysis, most of the findings emerged fell into specific categories that were expected responses based on the interview questions. These categories were: institutional setting and support for experiential education and types of experiential education approaches. During the thematic coding, I identified similar words and phrases (or, at least, apparently synonymous words and phrases) to describe experiential education approaches. These similar words or phrases were organized into themes and were used to cross-define each type of experiential education approach. These similar words and phrases were then interpreted and compared to the words or phrases used to describe the experiential education approaches on the program websites and within course syllabi (See Chapter 5). Similar themes and categories also emerged to describe the institutional setting and support for experiential education.

In order to avoid bias in interpreting the interview analysis, I engaged in self-reflection throughout the process, and met with one of my committee members on a regular basis to discuss my interpretations of the interview process and analysis of findings. The self-reflection process is described below and helped me resolve several issues that emerged during the interview process and analysis.

Self-reflection during the interviews. During the pilot interviews participants had issues with the interview format and certain questions. I revised the interview protocol and added additional questions based on their feedback. Then during the main interviews, one participant had some issues with the interview questions and brought up the fact that experiential education was not formalized in his/her program. To address this issue I created a question in the survey to address his/her concern.

I also found that during my interview recruitment and selection process, the four participants who had volunteered to participate in the interviews (during part two of my interview recruitment process) expressed how they were interested in my dissertation topic. As a result, they provided more in-depth information during the interviews. This is a possible limitation I included in the limitations section below.

Another issue that emerged during the interviews was that all twelve participants did not discuss the various experiential education approaches used within their programs in the depth I hoped they would. They only discussed the approaches they were familiar with in the program or the approaches they created within the courses they taught. They had challenges discussing how experiential education came about in the program as a whole. I discussed this issue with my committee member and came up with a resolution by reporting the in-depth information about experiential education approaches provided

in the course syllabi. I also decided to not include questions in the survey about how experiential education was created within each master's degree program. This issue is also discussed below in the limitations section.

Limitations of the First Phase of the Design

Using the sample master's degrees associated with NACC was a challenge because NACC are centers and respondents interpreted who they thought should be interviewed. There were several other limitations that emerged during the qualitative phase. Due to the fact my unit analysis was the master's degree program, I did not receive as much detailed information about each experiential education approach that I had hoped. I did receive enough information to systematically study the approaches. To deal with this issue, I decided to continue to analyze the syllabi data and document the types of experiential education approaches in further depth. Although the use of syllabi changed the unit of analysis to courses, in cases where I had several syllabi from courses within a program, I was able to make inferences about the program.

Another limitation relates to the emergent nature of the data. Since each program administrator may use different vocabulary to describe the experiential education approaches used by their program, I piloted the interviews with two program administrators from nonprofit-focused master's degree programs where different types of experiential education approaches are being used. The goal of these pilot interviews was to test the interview questions for content validity (Creswell & Plano Clark, 2007). The program administrators answered the interview questions and then provided feedback on the wording of the interview questions. The pilot programs were selected because I had extensive knowledge of the types of experiential education approaches being used by

each of these programs. During the pilot interviews several questions were reworded and the survey format was revised.

Lastly, I was concerned that those who responded to interviews would have a more developed experiential education philosophy, for example, those programs that use experiential approaches in a variety of contexts and settings. In addition, during phase 2, I attempted to survey the program administrators of all eligible nonprofit-focused master's degree programs (associated with NACC member centers) and all other nonprofit-focused master's degree programs to make sure that a variety of experiential education approaches descriptions, settings, and support mechanisms were represented.

Phase 2: Quantitative Data Collection and Analysis

The quantitative phase consisted of developing and administering a survey and analyzing the survey results using both descriptive and inferential statistics. I used the data collected during the qualitative portion of this study to develop a survey instrument in order to understand experiential education approaches being used at nonprofit-focused master's programs across the entire population of NACC member centers in the United States. This survey design was intended to confirm or disconfirm the findings that emerged from the qualitative interviews as well as provided comparisons across programs and universities.

Participant Selection Procedures

Survey participants included representatives (faculty and administrators) from master's degree programs associated with the NACC member centers. The NACC member center directors had already received notification about the study and some had participated in the qualitative portion of the study. The survey selection process entailed

sending a pilot survey to those who participated in the interviews (12 member centers). Seven member centers responded to the pilot survey. There were no major issues with the pilot survey and the findings were combined with the complete survey data. For the main survey a follow up e-mail invitation was send to the NACC center directors who did not participate in the interviews (approximately 29). Follow up e-mails were sent on a weekly basis during the month of November 2010. Twenty-nine programs associated with NACC responded to the main survey.

The survey was also distributed to all master's degree programs that offer a nonprofit specialization (3 or more courses) or nonprofit specific degree. The e-mail distribution list was obtained from Roseanne Mirabella's Nonprofit Management Education website (Mirabella, n.d.). The invitation was sent to 137 eligible programs (178 total programs, including 41 programs associated with NACC). The survey invitation was also distributed through the Association for Research on Nonprofit Organizations and Voluntary Action listserv.

Survey Procedures

The survey was developed in Survey Monkey. I sent out an initial e-mail invitation to the interview participants to pilot the survey. I then sent out an e-mail to the rest of the NACC member center's and all master's degree program that offer a nonprofit specialization and or degree program. Follow up e-mails were sent out on a weekly basis during the month of November in order to minimize the rate of non-responders. Response bias occurs when only a portion of the population responds to the survey so that if more people responded to the survey, the survey results would change (Creswell, 2003).

Survey Respondent Characteristics

In total 113 programs responded to the survey, when the data was cleaned, I found that many respondents dropped out of the survey. This is most likely because they were not affiliated with a nonprofit-focused master's degree. Eighty-six faculty members, program administrators, and program directors representing various nonprofit-focused master's degree programs across the United States answered the majority of the questions in the survey, which included 29 master's degree programs associated with NACC, and 57 other nonprofit focused master's degree programs. This provided an overall 48% survey response rate, which is much higher than typical Internet surveys. The NACC member center response rate was 71%.

Of the 22 respondents associated with NACC who indicated their role in their master's degree program, 19 were *faculty members*, 5 were *program administrators*, 5 were *directors*, and 2 were either *alumni* or *current students*. For programs not associated with NACC, 29 were *faculty members*, 11 were *program directors*, 7 were *administrators*, and 4 were either *alumni* or *current students*. Further analysis of the respondents associated with NACC revealed that two faculty members were also administrators, and two faculty members were also administrators and program directors.

The survey respondents represented a variety of nonprofit-master's degree programs as shown in Table 4. When comparing master's degree program types between respondents associated with NACC and non-NACC respondents a statistically significant finding was that more respondents associated with NACC represented nonprofit administration master's degree programs compared to non-NACC respondents who represented other types of master's degree programs.

Table 4.

Master's Degree Program Type and Percentage of Respondents

Master's Degree Program Type	Percentage of Respondents Associated with NACC	Percentage of Non-NACC Respondents	Percentage of All Respondents	Sig.
Master's of Nonprofit Administration or Similar	36% (10)	15% (6)	23% (16)	$X^2(1) = 4.151$, $p<.05$
Master's of Public Administration or Similar	36% (10)	51% (21)	45% (31)	NS
Master's of Business Administration or Similar	11% (3)	0	4% (3)	NS
Master's of Social Work or Similar	0	17% (7)	10% (7)	NS
Other	17% (5)	17% (7)	18% (12)	NS

The other master's degree program type shown in table 4 were master's degree programs in public policy, human services, urban affairs, community leadership, political science, administrative science, educational leadership and social practice.

All master's degree programs were established between 1898 and 2009, with median program established in 1978. Of the 34 respondents who indicated what year experiential education was added to their master's degree program, 56% (19) indicated experiential education was added to the master's degree program the same year the master's degree program was established.

Respondents were asked to complete a statement about student composition within the master's degree program. Table 5 shows these responses.

Table 5.

Responses to the Statement, "The majority of the students in this program are..."

Student Composition	Percentage of Respondents Associated with NACC	Percentage of Non-NACC Respondents	Percentage of All Respondents	Sig.
Working full-time and considered part-time students	43% (12)	56% (23)	51% (35)	NS
Working full-time and considered full-time students	14% (4)	17% (7)	16% (11)	NS
Working part-time and considered full-time students	21% (6)	12% (5)	16% (11)	NS
Not working and considered full-time students	18% (5)	12% (5)	14% (10)	NS
Working part-time and considered part-time students	4% (1)	3% (1)	3% (2)	NS

Interestingly, 63% (10) of nonprofit master's degree programs (including 6 programs associated with NACC and 4 non-NACC programs) and 59% (19) public-administration master's degree programs (including 5 programs associated with NACC and 14 non-NACC programs) had students *working full-time and considered part-time students*.

Respondents also provided information about faculty composition. Fifty-six percent (15) of respondents associated with NACC indicated the majority of faculty members and course instructors were *tenure-track with considerable or some prior work experience*, while 18% (5) of respondents indicated the majority of faculty members and course instructors were *adjuncts with considerable or some work experience*.

Non-NACC respondents answered similarly. Fifty-one percent (21) of respondents indicated the majority of faculty members and course instructors were *tenure-track with considerable or some prior work experience*, while 31% (13) of respondents indicated the majority of faculty members and course instructors were *adjuncts with considerable or some work experience*.

Twenty-one of the respondents who represented a public administration master's degree programs (including 8 programs associated with NACC and 13 non-NACC programs) indicated the majority of the faculty members and course instructors were tenure-track with considerable or some prior work experience. On the other hand, respondents who represented nonprofit master's degree programs were split. Six respondents who represented nonprofit master's degrees (including 5 programs associated with NACC and 1 non-NACC program) indicated that the majority of faculty members and course instructors were tenure-track faculty with considerable and some

previous work experience, and seven (which included 2 programs associated with NACC and 5 non-NACC programs) indicated the majority of faculty members and course instructors were adjunct faculty with considerable work experience.

Moreover, respondents provided the location of the master's degree program within the university. Programs were housed within a *department, school,* and/or *college* and could select more than one option for where they were housed. For example, the master's degree program could be housed within both a department and college. Of those respondents associated with NACC who responded to the question, three programs were housed within a department and a school, and six programs were housed across a department, school, and college (including 3 program associated with NACC, and 3 non-NACC programs). Additionally, six programs were housed in more than one academic unit, one program was stand alone, and one program was housed across two universities.

Master's program characteristics of survey respondents associated NACC and non-NACC respondents were similar to the sample characteristics of interview respondents. All survey respondents represented a variety of master's degree programs housed in a variety of university settings.

Quantitative Data Analysis

The quantitative data analysis included several steps. First, the data was imported into SPSS and the survey data was cleaned. Then the survey data was analyzed using descriptive statistics. This involved describing survey responses and the frequencies with which they occur in tabular, graphical, and numerical format (Anderson, Sweeney, & Williams, 2008) also known as univariate analysis. I also ran preliminary correlations on all the survey questions to determine the degree of relationships among variables

(Galloway, 2004). In the case of this research, the dependent variables were the types of experiential education approaches and the independent variables included the type of masters program, state, setting, and support variables. After the preliminary correlations were run, I then ran crosstabs with Chi-Square. Chi-square analysis tests the difference between two samples (Field, 2009).

This statistical analysis helped determine if there was a relationship between survey responses of the 29 respondents associated with NACC and the 57 non-NACC survey respondents. Chi-square analysis method was selected because the majority of the independent variables and all the dependent variables were nominal and non-continuous variables.

I also tried to run chi-squared analysis between independent variables (e.g. setting and support for experiential education) and the dependent variables (types of experiential education approaches offered) with the respondents associated with NACC and non-NACC respondents, however I was unable to run this additional analysis because the NACC sample was too small. Chi-square analysis requires that no cell include less than five responses.

Limitations of the Second Phase of the Design

There were a few limitations that emerged during Phase 2 of this study. The first limitation, had to do with the emergent nature of this data. Because the survey was not developed until after the qualitative phase was completed, it was challenging to capture all the data in the form of a quantitative survey. The types of approaches called for a qualitative format and as described above, were captured better in the syllabi and website analysis. The second limitation had to do with universities that had more than one

nonprofit-focused master's degree. To address this issue, I requested that people associated with more than one nonprofit-focused master's degree program complete more than one survey, but they did not appear to do so. Therefore, survey data accurately captures one nonprofit-focused master's degree program per university and per NACC member center. The last limitation had to do with who responded to the survey. It is unclear if those who responded to the survey thought more positively about experiential education that those who chose not to respond. This limitation was partially addressed with NACC respondents through the document analysis. However, there is a chance that non-NACC respondents thought more positively about experiential education approaches or used experiential education approaches more prevalently than those who did not respond to the survey and those who were not associated with NACC.

CHAPTER 4

THE RESULTS, PART ONE

The results from Phase 1, which were generated by interviewing representatives of selected nonprofit M.A. programs, were used to explore experiential education within a select number of master's degree programs and to create a survey that was administered in Phase 2. The survey results from Phase 2 were used to confirm or disconfirm the findings that emerged in Phase 1 of the research and to conduct comparative analyses across master's degree programs and universities. In this chapter I present the descriptive results from Phase 1 and Phase 2 of the research. In the course of doing this, the chapter addresses Research Questions 2 through 5. Information related to the first research question is contained in the Chapter 5.

Phase 1: Interview Results

During the analysis of the interview data, several of the findings that emerged were expected, that is, they supported results from previous studies. These findings related to (a) the limited programmatic support available for experiential education and (b) the variety of experiential education approaches used. There were also unexpected findings that emerged from the analysis of the interview data generated during Phase 1. These included (a) similar missions and goals in the different master's degree programs, (b) practitioners' definitions of experiential education differed from the association definition, (c) many who were interviewed across the various sites had not discussed experiential education with colleagues or anyone else prior to their interviews with me, and (d) evaluations of experiential education tended to be informal rather than formal.

Before expected and unexpected findings are discussed, however, characteristics of the interview sample will be reviewed.

Sample Characteristics

As stated in the methodology section, interviewees consisted of program administrators and faculty members from twelve nonprofit programs at the master's degree level. Six programs offered a nonprofit/philanthropic master's degree or similar, three offered a public administration master's degree or similar, two offered a public policy master's degree or similar, and one offered three different types of master's degrees.

The majority of master's degree programs were housed within a specific department within a specific school. In seven of the programs, fifty percent or more of the students worked full-time in the government or nonprofit sector while enrolled in the program. The rest of the programs had students working part-time while going to school.

Expected Finding 1: Limited Programmatic Support for Experiential Education

Data related to support for experiential education was generated by the interview questions, *"What types of support is provided your faculty that engage in this experiential education?"* and *"Have there been impediments to implementing experiential education in your program?"*

Three interviewees indicated that no support was available for experiential education, and one respondent said there was not enough support. The remaining eight interviewees indicated that support for experiential education was available through the service-learning center on campus, which is at the university level. Each center provided professional development workshops and placement services with community

organizations. These centers, however, generally catered to undergraduate students and programs. It is not surprising, therefore, that one respondent said, "There are resources available, but we haven't taken advantage of these resources."

Four interviewees who indicated that support was available at the program level indicated that support was informal. For example, faculty members share their experiences developing experiential education approaches within their courses; they can also receive support from the program coordinator, I was told.

Five interviewees identified specific impediments to implementing experiential education. These impediments included student time and availability to complete projects, faculty age and limited access to resources and community organizations. One respondent provided an example of the limited student time and availability problem when he/she said, "It is often difficult for students who are working full-time and then come to class in the evening to ask them for another day or a weekend for a project." Another respondent indicated that younger faculty members were more interested in using experiential education approaches within the classroom.

Limited programmatic support for experiential education was expected because the literature emphasizes support for service-learning at the university level. However, as is also indicated in the literature, experiential education is often emphasized more at the undergraduate rather than the graduate level (Heffernan, 2001; Howard, 2001). Consequently, it also was not surprising that the formal support that was available on some campuses also was skewed toward undergraduate programs and students.

Expected Finding 2: Variety of Experiential Education Approaches

Interviewees named a variety of experiential education approaches that were being used within specific courses (see Table 6 for a breakdown). The most frequently mentioned experiential education approaches were capstones, internships, and experiential learning (also called "a project within a course"). Since types of experiential education approaches address the first research question in this study, *"What types of experiential education approaches are offered within nonprofit-focused master's degree programs associated with NACC member centers across the United States?"* these approaches are described in greater detail in Chapter 5.

Table 6.

Types of Experiential Education Approaches

Approach	Number of Interviewees
Experiential Learning "a project within a course"	12
Capstone	6
Internship	5
Presentation from Professionals	2

The variety of experiential education approaches were expected based on the literature on experiential education approaches reviewed in Chapter 2, and the extensive review of program websites and syllabi that I completed prior to conducting the interviews. The program website review and syllabi analysis will be discussed in depth in Chapter 5.

Unexpected Finding 1: Similar Master's Program Mission and Goals

Interviewees were asked to describe the mission of their master's degree program. Even though many of the programs were housed within different departments, schools, and colleges, interviewees indicated similar master's degree program mission and goals. To summarize, program missions were, to train/prepare/develop nonprofit/public managers or leaders. In three instances, interviewees also indicated a strong connection between the master's degree program mission and the mission of the university. One respondent said that the setting of the university being a land grant institution influenced experiential education within the master's degree program. Land grant universities were created to connect and serve the community (Kenny & Gallagher, 2002).

Similar master's program mission and goals was an unexpected finding compared with the literature, specifically a previous study by Mirabella and Wish (1999). They found that goals of nonprofit-focused master's degree programs differed by degree type (e.g., Master's of Public Administration, Master's of Business Administration, or Master's of Nonprofit Administration). This study was inconsistent with the interview findings that suggested that no matter what the type of master's degree or where the degree program was housed, the mission and goals were similar.

Unexpected Finding 2: Definition of Experiential Education Differs from the Association Definition

The definition of experiential education provided by the Association for Experiential Education states, "[Experiential education is] a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values" (Association

for Experiential Education, 2010, par. 2). From this definition, experiential education can be interpreted as an activity that occurs either inside or outside of the classroom setting. Interview participants were asked to provide their own definition of experiential education. Interestingly, half of the interviewees described experiential education differently than the association definition. They defined experiential education as being activities that occurred outside of the classroom, specifically within a nonprofit organization. One respondent said,

> [Experiential education is] practical-field based, more than just sitting in a room and reading a book. Every one of our courses involves working with a live example of either going into an organization or doing a project within an organization or at the very least, having board or staff members come into the classroom and discuss a current issue they are dealing with.

Another respondent said, "Any time a student is not in a classroom but working within a nonprofit, or volunteering in a nonprofit, or on sight in the community for work related nonprofit studies." Phase 2 (i.e., the survey phase) explores this definitional issue/phenomenon further.

Unexpected Finding 3: Not Thought of Experiential Education Previously

Another unexpected finding was that four interviewees said they had not thought about or discussed experiential education prior to the interview. These responses possibly could be explained by the interviewees' unfamiliarity with the terminology and the words "experiential education." For example, interviewees may have thought of experiential education previously, but used different terminology to describe experiential education. The terms *community engagement* and *service-learning* are used more

frequently in the literature, therefore interviewees may have had more familiarity with those terms than *experiential education* as a term.

Another explanation could be that experiential education was not being discussed formally at the program level even though it was being initiated and conducted by individual faculty members at the course level. It frequently seemed as if program administrators were unable to do very much about what was happening in individual classes.

The lack of familiarity with experiential education in the case of one-third of the interviewees was unexpected because experiential education was taking place within their programs (as evidenced by the course syllabi and examples provided during the interviews). Additionally, ten interviewees (including two interviewees who said they had not thought of experiential education prior to the interview) were able to explain how experiential education was tied to master's degree program goals. One of these interviewees said, "We want students in the program to come out with a portfolio of skills that are not just academic skills and theoretical concepts, but also real skills and how you relate the theories and concepts to solve real world problems." The other respondent said, "Part of what we want our students to do is to know how to manage organizations, and their being in there and getting their hands dirty is a really good development tool for them." Clearly, there was a disconnect between terminology and programmatic practices, at least in these two cases.

Unexpected Finding 4: Informal Evaluation of Experiential Education

Assessment of experiential education took place in all programs; even within the four programs whose interviewees who had not thought of experiential education prior to

the interviews. The majority (10) of these assessments occurred informally. Six programs received informal feedback from community organizations, and four programs evaluated the experiential education approaches through student evaluations. Two programs that had formally evaluated experiential education evaluated one type of approach. For example, they evaluated the experiential learning approach or the capstone approach within the program. Interviewees also explained the difficulties of evaluating experiential education through grading. For example, one respondent said,

> Grading experiential learning in my opinion is very difficult. Either they did what they were supposed to do and wrote something about that experience that shows some level of reflection, or they didn't and what that falls on a grade scale is very difficult.

Because support for experiential education is limited at the master's degree level, it was expected that few programs would engage in assessment of experiential education. However, this was not the case; evaluation of experiential education still occurred, but on an informal basis.

Summary of Phase 1 Findings

The interview data revealed a variety of expected and unexpected findings based on the literature. Each program used a variety of experiential education approaches. The most commonly mentioned approach was experiential learning also known as "a project within a course." Additionally, support for experiential education was formally available at the university level through a campus wide service-learning center, and limited at the program level from individual faculty members and program administrators. Moreover, assessment of experiential education was informal.

Based on the key findings from the interviews, a survey was developed and administered in Phase 2. The results from Phase 2 are described below.

Phase 2: Survey Results

Data gathered during Phase 2 provided more information about a variety of settings that influence experiential education within master's degree programs, the types of support needed to sustain experiential education, and how experiential education was evaluated in these programs. The survey was also used to confirm or disconfirm findings that emerged during the interviews and to assess their generalizability to programs other than the twelve that were specifically studied. This section will report findings generated by key sections of the survey and additional quantitative analysis. The main sections of the survey were definition of experiential education, setting and support for experiential education, and evaluation of experiential education.

After results related to each of these sections are discussed, I will report findings from additional quantitative analysis that was conducted to determine the differences of survey responses between master's degree programs associated with NACC and programs not associated with NACC. Before these findings are discussed, however, I will summarize the survey sample characteristics.

Sample Characteristics

As stated in the methodology section, 86 faculty members, program administrators, and program directors representing various nonprofit-focused master's degree programs across the United States answered the majority of the questions in the survey. This included representatives of 29 master's degree programs associated with NACC and 57 other nonprofit-focused master's degree programs.

The master's degree programs in the survey study were established between 1898 and 2009, with the median program being established in 1978. Of the 34 respondents who indicated what year experiential education was added to their master's degree program, 56% (19) indicated experiential education was added to the master's degree program the same year the master's degree program was established.

Definition of Experiential Education

In the first section of the survey, respondents were asked to select whether their definition of experiential education was *similar to the definition provided, slightly different than the definition provided* or, *extremely different than the definition provided.* The definition provided was, "[Experiential education is a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (Association for Experiential Education, 2003). The answers to this survey question about the definition of *experiential education* directly partially respond to Research Question 2, "*How is experiential education defined, built, and administered by each nonprofit-focused master's degree program?*"

Ninety percent (26) of respondents associated with NACC reported that their definition of experiential education was similar to the definition provided. Ten percent (3) reported that their definition of experiential education was slightly different from the association definition provided. Interestingly, no respondents associated with NACC indicated their definition of experiential education was extremely different than the definition provided.

In comparison, 79% (45) of other respondents reported that their definition of experiential education was similar to the association definition provided. Twelve percent (7) reported that their definition of experiential education was slightly different from the association definition provided, while nine percent (5) of other respondents indicated their definition of experiential education was extremely different than the definition provided.

Those who defined experiential education slightly or extremely differently from the definition provided were given an opportunity to explain their definition of experiential education. One respondent wrote, "Focused reflection is not necessarily part of the process." Another respondent wrote, "Our program is more aligned with community-based research principles, than service-learning, which is what the definition above suggests to me."

To summarize, the survey data revealed that the majority of respondents (83%) from both groups (respondents associated with NACC and other respondents) thought of experiential education similar to the association definition. In contrast, during the interviews, many of the respondents said that experiential education was "anything that happens outside of the classroom," which was different from the association definition of experiential education. Interestingly, this outside-the-classroom difference did not appear in the responses to the open-ended survey question about definitional differences.

Setting and Support for Experiential Education

The next section in the survey focused on setting and support for experiential education.

Setting for experiential education. Setting for experiential education directly relates to part of Research Questions 2, "*How is experiential education defined, built, and administered by each nonprofit-focused master's degree program?*" and Research Question 3, "*What is the program and university setting for experiential education within these programs?*" Survey data to answer these research questions were generated by the following survey questions:

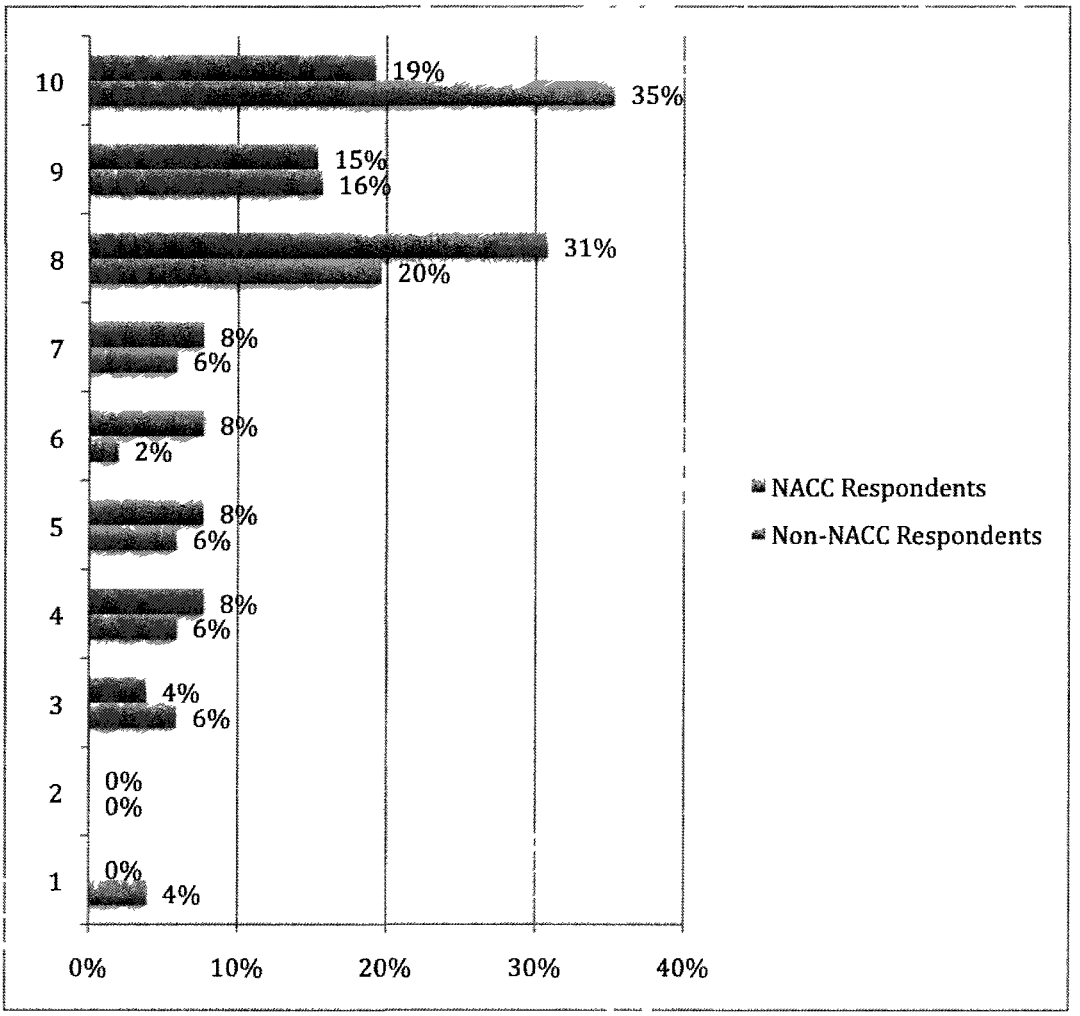
- *Please rank the importance of experiential education.*
- *Do you find experiential education useful or overrated?*
- *Within your program experiential education is (a formal part, an informal part, other part) part of your program?*
- *How extensive is experiential education included in your master's degree program?*
- *On average, course instructors spend (less time, same amount of time, more time, unsure of amount of time) time on experiential education teaching approaches compared to other teaching approaches?*

Figure 2, and Tables 7-10 shows how respondents answered the setting questions. Tables 7-10 also show findings broken out by percent of respondents associated with NACC and percent of non-NACC respondents for comparison purposes. Starting with the first setting question shown in Figure 2, *"Considering all the facets of your master's degree program, on a scale of 1 to 10 (1 = not important, 10 = extremely important) please rank the importance of experiential education,"* number of respondents is on the vertical axis and ranking is the horizontal axis. The majority of respondents associated with NACC and other respondents ranked experiential education as being important to very important.

Twenty-three percent of all respondents even ranked experiential education as a ten.

Figure 2.

Responses to the Question, "Please rank the importance of experiential education..."



All respondents answered the second survey question, "*Do you find experiential education useful or overrated*?" Table 7 shows that seventy-two percent (62) of all respondents found experiential education exceedingly useful, 6% (5) found experiential education overrated, and 15% (13) found experiential education neither useful or overrated. Seven percent (6) of respondents also indicated in an "other" category that experiential education was either useful, or somewhat useful. Both respondents

associated with NACC and respondents not associated with NACC answered this question similarly. Taken together, these findings suggest that the vast majority of respondents viewed experiential education positively.

Table 7.

Responses to the Question, "Do you find experiential education useful or overrated?"

	Percentage of Respondents Associated with NACC	Percentage of Non-NACC Respondents	Percentage of Total Respondents	Sig.
Exceedingly Useful	69% (20)	74% (42)	72% (62)	NS
Overrated	3% (1)	7% (4)	6% (5)	NS
Neither Useful or Overrated	14% (4)	16% (9)	15% (13)	NS
Other	14% (4)	3% (2)	7% (6)	NS

The third question asked, *"Within your program experiential education is (a formal part, an informal part, or other) part of your program?"* Table 8 shows that 68% (54) of all respondents indicated that experiential education was a *formal part* of the curriculum, and 29% (23) of respondents indicated that experiential education was an *informal part* of the program. Three percent (2) of other responses indicated experiential education was a formal or explicit part of one class but informal in the rest of the program. Although not statistically significant but important to note, a higher percentage

of non-NACC respondents (74%) included experiential education as a formal part of the program compared to 64% of respondents associated with NACC.

Table 8.

Responses to the Question "Within your program experiential education is (a formal part, an informal part, other part) part of your program?

	Percentage of Respondents Associated with NACC	Percentage of Non-NACC Respondents	Percentage of Total Respondents	Sig.
Formal Part	64% (14)	70% (40)	68% (54)	NS
Informal Part	36% (8)	26% (15)	29% (23)	NS
Other	0	4% (2)	3% (2)	NS

The fourth question asked, *"How extensive is experiential education included in your master's degree program?"* Ninety-seven percent of respondents included experiential education within their program in either the *majority of courses*, *some courses*, or *one course*. Table 9 shows that 28% (24) of all respondents indicated that experiential education was *included in the majority of the courses*, 55% (47) of respondents indicated that experiential education was *included in some courses*, 11% (9) of respondents indicated that experiential education was *included in one course*, and three percent (3) of respondents indicated that experiential education was *not included* in the program. The three percent (3) of respondents, who answered *other,* explained that experiential education was included in addition to other courses.

Although not statistically significant but also shown in Table 9, a higher percentage of non-NACC respondents (30%) included experiential education in the majority of courses, compared to 24% of respondents associated with NACC; and a higher percentage of respondents associated with NACC (59%) included experiential education in some courses compared to 53% of non-NACC respondents.

Table 9.

Responses to the Question, "How extensive is experiential education included in your master's degree program?"

	Percentage of Respondents Associated with NACC	Percentage of Non-NACC Respondents	Percentage of All Respondents	Sig.
Included in the Majority of the Courses	24% (7)	30% (17)	28% (24)	NS
Included in Some Courses	59% (17)	53% (30)	55% (47)	NS
Included in One Course	10% (3)	10% (6)	11% (9)	NS
Not Included	0	5% (3)	3% (3)	NS
Other	7% (2)	2% (1)	3% (3)	NS

The last question of this section asked, "*On average, course instructors spend (less time, same amount of time, more time, unsure of amount of time) time on experiential education teaching approaches compared to other teaching approaches?*" Table 9 shows that 40% (31) of all respondents indicated that course instructors spent *less time* on experiential education teaching approaches than on other approaches, 25% (19) indicated that course instructors spent about the *same amount of time* on teaching approaches, and 17% (13) indicated course instructors spent *more time* on experiential education approaches. Eighteen percent (14) of respondents were *unsure* how much time course instructors spent on experiential education approaches.

Although not statistically significant but also shown in Table 10, a higher percentage of respondents associated with NACC (31%) spent the same amount of time on experiential education teaching approaches compared to 21% of respondents associated with NACC; and a higher percentage of non-NACC respondents (21%) spent more time on experiential education teaching approaches compared to 10% of respondents associated with NACC.

Table 10.

Responses to the Question, "On average, course instructors spend (less time, same amount of time, more time, unsure of amount of time) time on experiential education teaching approaches compared to other teaching approaches?"

	Percentage of Respondents Associated with NACC	Percentage of Non-NACC Respondents	Percentage of Total Respondents	Sig.
Less Time	42% (12)	39% (19)	40% (31)	NS
Same Amount of Time	31% (9)	21% (10)	25% (19)	NS
More Time	10% (3)	21% (10)	17% (13)	NS
Unsure of Amount of Time	17% (5)	19% (9)	18% (14)	NS

In concluding the setting for experiential education section, the findings for the most part were similar to the responses gathered in Phase 1: the interviews. However, there was a slight difference, as compared to the literature. The specific findings about time spent on experiential education were contradictory to the literature on experiential education and service-learning, which states that faculty members spend more time on experiential teaching approaches than other teaching approaches (Lemieux & Allen, 2007). The contradictions could be attributed to the fact that most studies about experiential education and service-learning focus on undergraduate students and this data

set focuses on graduate students. Graduate students may need less supervision engaging in experiential education approaches

Support for experiential education. Support for experiential education directly relates to Research Question 4, "*What types of program and institutional support are provided for experiential education?*" This research question was translated into the following survey questions.

- *To what extent does the mission of the university influence the experiential education offered within your master's degree program?*
- *How supportive is the university administration of the experiential education that occurs within your master's degree program?*
- *What types of support are provided to course instructors who include experiential education within their courses?*
- *At what levels of the university is support provided for experiential education?*
- *Is there a service-learning center on your campus?*
- *Do faculty members or course instructors who include experiential education in their courses use the resources provided by the service-learning center on campus?*

The data for each of the support-related survey questions are shown in Tables 11-15. Tables 11-15 also break out responses by percentage of respondents associated with NACC and percentage of non-NACC respondents for comparison purposes.

For the first support question--"*To what extent does the mission of the university influence the experiential education offered within your master's degree program?*" Table 11 shows 52% (39) of all respondents indicated that the mission had a *moderate*

influence, 20% (15) of respondents indicated that the mission had a *strong influence*, 12% (9) of respondents indicated that the mission had *little influence*, and four percent (3) of respondents indicated the mission had *no influence*. Additionally, 11% (8) of respondents *did not know the mission's influence* on the master's degree program and one percent (1) of respondents *did not know the mission* of the university.

Also shown in Table 11, and statistically significant, a higher percentage of respondents associated with NACC (32%) said the mission of the university had a strong influence on the experiential education offered within the master's degree program compared to 13% of non-NACC respondents. Although not statistically significant, but also important to note, a higher percentage of other respondents (57%) said the mission of the university had a moderate influence on the experiential education offered within the master's degree program compared to 43% of respondents associated with NACC.

Table 11.

Responses to the Question, "To what extent does the mission of the university influence the experiential education offered within your master's degree program?"

	Percentage of Respondents Associated with NACC	Percentage of Non-NACC Respondents	Percentage of Total Respondents	Sig.
Moderate Influence	43% (12)	57% (27)	52% (39)	NS
Strong Influence	32% (9)	13% (6)	20% (15)	$X^2(1) = 4.093$, $p<.05$
Little Influence	11% (3)	13% (6)	12% (9)	NS
No Influence	0	6% (3)	4% (3)	NS
Unknown Influence	14% (4)	9% (4)	11% (8)	NS
Do not know mission of the university	0	2% (1)	1% (1)	NS

For the second question, "*How supportive is the university administration of the experiential education that occurs within your master's degree program?*" Table 12 shows that 45% (34) of all respondents indicated that the university administration was

very supportive, 19% (14) indicated the university administration was *somewhat supportive*, and 28% (21) indicated that the university administration was *neither supportive nor discouraging*. Additionally, one percent (1) indicated the university administration was *discouraging*, and seven percent (5) were *unsure how supportive* the university administration was of the experiential education that occurred within the master's degree program.

Although not statistically significant but also shown in table 12, a higher percentage of non-NACC respondents (49%) indicated the university administration was very supportive of the experiential education that was occurring in the master's degree program compared to 39% of respondents associated with NACC.

Table 12.

Responses to the Question, "How supportive is the university administration of the experiential education that occurs within your master's degree program?"

	Percentage of Respondents Associated with NACC	Percentage of Non-NACC Respondents	Percentage of Total Respondents	Sig.
Very Supportive	39% (11)	49% (23)	45% (34)	NS
Somewhat Supportive	21% (6)	17% (8)	19% (14)	NS
Neither Supportive or Discouraging	32% (9)	26% (12)	28% (21)	NS
Discouraging	4% (1)	0	1% (1)	NS
Unsure How Supportive	4% (1)	8% (4)	7% (5)	NS

Regarding the third question, "*What types of support are provided to course instructors who include experiential education within their courses?*" Table 13 shows the types of support provided and number of respondents who selected the support options. Respondents could select more than one support option. Thirty programs (including 12 programs associated with NACC and 18 other programs) did not provide any type of support to course instructors, while 17 programs provided *technical* and *instructional* support to course instructors. Fifteen programs provided *technical* and *administration*

support, seven programs provided *technical, instructional,* and *administrative* support, and two programs provided *technical, instructional, administrative,* and *monetary support.* Respondents associated with NACC and non-NACC respondents answered this question similarly.

Table 13.

Responses to the Question "What types of support are provided to course instructors who include experiential education within their courses?"

Types of Support	Number of Respondents Associated with NACC (29)	Number of Non-NACC Respondents (57)	Number of Total Respondents (86)	Sig.
Monetary	7	7	14	NS
Instructional	10	16	26	NS
Technical	13	14	27	NS
Administrative	10	10	20	NS
Other	4	7	11	NS

Respondents were given the opportunity to answer an open-ended question to explain in further detail about the types of support that provided to course instructors. There were three themes that emerged from these qualitative responses. Theme 1: specific examples of support were indicated at the university, department and program levels. For example, three respondents (one respondent associated with NACC, and two non-NACC respondents) indicated that support was provided at the university level

through on-campus centers such as the office of internships and office of service-learning. Additionally, two respondents (one associated with NACC and one non-NACC respondent) indicated that informal support was available at the department level. Moreover, two respondents (both non-NACC respondents) indicated that support was available at the program level from an internship coordinator, an advisor to capstone students, and/or connections provided to community partner agencies. Theme 2: three respondents (all associated with NACC) indicated it was up to the instructors to take it upon herself or himself to engage in experiential education. Theme 3: eight respondents (two respondents associated with NACC, and six non-NACC respondents) explained that experiential education was an embedded and integral part of the course curriculum. The responses are shown in Table 14.

These themes and responses show that more non-NACC respondents indicated that formal support was available for experiential education and available at all levels of the university. However, more respondents associated with NACC indicated informal support was available for experiential education and it is up to the instructors to take it upon themselves to implement the experiential education within the classroom setting.

Table 14.

Responses to the Question, "Please explain how experiential education is or is not supported within your program, department, and/or university."

Responses NACC	Responses Non-NACC
Our department is action oriented. We pride ourselves in going past hand-wringing and theory and putting our practical skills to work in finding solutions. This is the type of student we attract, and this is the curriculum that fits their professional needs and aspirations.	Our university as a whole has a rich public service tradition and recently was promoting "engaged scholarship".
Faculty just do it -- we aren't prodded to do so via extra support.	
Organizational experience is integrated into the curriculum and expectations of the program so we get much support in developing and implementing that program.	The Mission of the University pledges that what students learn in the classroom today, they can apply at their places of employment tomorrow (literally). So, experiential learning is apart of each classroom experience and designed as a means by which some learning objectives are met by the student.
	It's expected

Responses NACC	Responses Non-NACC
	Considered an issue of academic freedom
	Experiential learning is a part of each classroom experience and designed as a means by which some learning objectives are met by the student.
	Experiential education is consistent with the mission of my unit of the University and all leaders within the University expect collaboration with the community through experiential education.

The next question in the support section investigated this issue further and asked, "*At what level(s) of the university is experiential education support provided?*" Respondents could select more than one level of support response. The combined responses in Table 15 revealed that 27 respondents indicated support was provided for experiential education at the program level, 24 at the department level, 21 at the school level, 18 at the college level, and 16 at the university level. It was unclear from these responses if the available support was formal or informal. Formal means that experiential education was included in programmatic policies. Informal support is when program administrators or other faculty members provided encouragement for experiential

education. Further analysis revealed that five respondents indicated that support for experiential education was available at all levels of the university.

Although not statistically significant but also shown in table 15, a higher proportion of respondents associated with NACC (40%) indicated support was available at the program level and at all levels of the university for that matter compared to 28% of non-NACC respondents. This was surprising and contradictory to the interviews and qualitative responses described above.

Table 15.

Responses to the Question, "At what level(s) of the university is experiential education support provided?"

Level of Support	Number of Respondents Associated with NACC (29)	Number of Non-NACC Respondents (57)	Total Number of Respondents (86)	Sig.
Program	11	16	27	NS
Department	8	16	24	NS
School	8	13	21	NS
College	7	11	18	NS
University	7	9	16	NS

The last two questions of the support section focused on the service-learning center on campus. *"Is there a service-learning center on your campus?"* This question revealed that 76% (22) of respondents associated with NACC had a service-learning

center on campus, while 7% (2) did not have a service-learning center on campus. Seventeen percent (5) of NACC respondents did not know if there was a service-learning center on campus.

In comparison, 54% (26) of non-NACC respondents had a service-learning center on campus, while 19% (9) did not have a service-learning center on campus. Interestingly, 27% (13) of all non-NACC respondents did not know if there was a service-learning center on campus.

The 62% (48) total respondents who responded yes to having a service-learning center on campus were asked, "*Do faculty members or course instructors who include experiential education in their courses use the resources provided by the service-learning center on campus?*"

Twenty-seven percent (6) of respondents associated with NACC said, yes faculty and course instructors utilize the service-learning center on campus, 45% (10) did not utilize the service-learning center on campus and 27% (6) did not know if faculty and course instructors utilized the service-learning center on campus. In comparison, 42% (11) of non-NACC respondents said, yes faculty and course instructors utilize the service-learning center on campus, 19% (5) did not utilize the service-learning center on campus and 38% (10) did not know if faculty and course instructors utilized the service-learning center on campus. To summarize, a higher proportion of respondents associated with NACC (45%) did not utilize the service-learning center on campus compared to 19% of non-NACC respondents who did not utilize the service-learning center on campus.

The findings from this section differed slightly from the interview results. More interviewees indicated support was provided at the university level rather than the program level. In the case of the survey, more respondents indicated support was available for experiential education at the programmatic level. Additionally, less respondents associated with NACC utilized the service-learning center on campus than non-NACC respondents. This comparison was found to be statistically significant ($X^2(1) = 4.493, p<.05$)

Evaluation of Experiential Education

The last section of the survey focused on evaluation of experiential education. This section directly relates to part of research question 2, "*How is experiential education defined, built, and administered by each nonprofit-focused master's degree program?*"

Experiential education approaches were evaluated through: course evaluations, informal feedback from community organizations, formal evaluations from community organizations, formal faculty meetings, and informal faculty discussions. Table 16 shows these responses. Additionally, ten programs indicated they did not evaluate experiential education within their program.

Table 16 also breaks out these responses by number of respondents associated with NACC and number of other respondents for comparison purposes. Although not statistically significant but important to note, more respondents associated with NACC used the course evaluations, informal feedback from community organizations, and formal evaluations from community organizations.

Table 16.

Responses to the Question "Experiential education approaches are evaluated through..."

Evaluation Method	Number of Respondents Associated with NACC (29)	Number of Non-NACC Respondents (57)	Total Number of Respondents (86)	Sig.
Course Evaluations	24	39	63	NS
Informal Feedback from Community Organizations	18	24	42	NS
Formal Evaluations from Community Organizations	16	19	35	NS
Informal Faculty discussions	13	22	35	NS
Formal Faculty Meetings	3	11	14	NS

To conclude the evaluation of experiential education section, survey responses in this section were slightly different than the interview findings. More interview respondents used informal evaluation methods.

Further Quantitative Analysis

Further quantitative analysis was conducted to answer research Question 5, "*What are the similarities and differences between experiential education approach descriptions, program setting and support descriptions, and institutional setting and support descriptions across Universities?*"

Programs associated with NACC versus programs not associated with NACC. Chi-square analyses were run to determine the differences of survey responses between master's degree programs associated with NACC and programs not associated with NACC. The majority of programs associated with NACC and those programs not associated with NACC responded to each survey question similarly. However, there were a couple significant differences between programs associated with NACC and those not associated with NACC and their responses to the following survey items:

- Students engage in experiential education for which they do not receive course credit. Yes ($X^2(1) = 4.427$, $p<.05$), No ($X^2(1) = 6.384$, $p<.05$). More respondents associated with NACC answered yes to *students engage in experiential education for which they do not receive course credit.*
- The mission of the university has a strong influence on experiential education that is offered within the master's degree program. ($X^2(1) = 4.093$, $p<.05$). More respondents associated with NACC indicated that the mission of the university has a strong influence on experiential education.
- Faculty members or course instructors who include experiential education in their course(s) do not use the resources provided by the service-learning center on

campus. ($X^2(1) = 4.493$, $p<.05$). More respondents associated with NACC do not use the resources provided by the service-learning center on campus.

- Master's Degree Type: Nonprofit ($X^2(1) = 4.151$, $p<.05$). More respondents associated with NACC indicated they represented nonprofit administration master's degrees. Compared to other respondents who represented public administration, business, or social work master's degree programs.

There were also significant differences between programs associated with NACC and those not associated with NACC and their response to: Master's Degree Type: MSW ($X^2(1) = 5.320$, $p<.05$). More respondents not associated with NACC represented MSW programs. This response was removed from the summary above because they did not meet the chi-square criteria that no cell includes less than five responses.

Correlations. Correlations were examined to determine relationships among program characteristics variables, setting variables and support variables. Because of the small sample size of NACC respondents versus other responses, correlations were not run comparing these two groups. Appendix D shows the correlations among program characteristics variables, appendix E shows correlations among setting variables, and appendix F shows correlations among support variables.

Although many of the correlations were significant, there are a few that could be explored in future studies. In program characteristics, there were positive correlations between:

- Nonprofit master's degree programs and adjunct faculty with considerable work experience.

- Public administration degree programs and tenure-track faculty with some prior work experience.

In the setting responses, there were positive correlations between:

- Experiential education being a formal part of the program and experiential education being exceedingly useful.
- Experiential education included in majority of courses and faculty spending more time on experiential education teaching approaches compared to other approaches.

In the support responses, there were positive correlations between:

- The mission of the university has a strong influence on experiential education provided in the program and technical support provided for experiential education.
- The mission of the university has a moderate influence on the experiential education provided in the program and support for experiential education is provided at the department level.
- The university administration is very supportive of experiential education and instructional, technical, and administrative support for experiential education is provided.

These correlations can be explored further in future studies.

Summary of Phase 2 Findings

This section reported findings from Phase 2, based on each section of the survey. The setting section responses revealed that 69% (20) of respondents associated with NACC and 74% (42) of non-NACC respondents found experiential education

exceedingly useful. Additionally, sixty-four percent of respondents associated with NACC, and 70% of non-NACC respondents said experiential education was a formal part of the curriculum. Ninety-seven percent of all programs included experiential education in either the majority of courses, some courses, or one course, which included 100% of respondents associated with NACC, and 95% of non-NACC respondents.

Support section findings revealed that 75% of respondents associated with NACC and 70% of non-NACC respondents indicated that the mission of the university had a strong or moderate influence on the experiential education offered within the program. Additionally, of those respondents who had a learning center on campus, only 27% of respondents associated with NACC, and 42% of non-NACC respondents indicated that faculty and instructors in nonprofit-focused master's degree programs actually utilized the service-learning center.

Evaluation section results revealed that respondents used a variety of methods to evaluate experiential education within their programs. These consisted of formal and informal methods. More NACC respondents used course evaluations, informal feedback from community organizations, and formal evaluations from community organizations compared to non-NACC respondents.

Further statistical analysis revealed that there were relationships between certain program characteristics variables, certain setting, and certain support variables, which could be explored in future studies. Respondents associated with NACC member centers and those not associated with NACC member centers for the most part answered survey questions similarly. There were significantly different responses to several survey questions. Most notably, more respondents associated with NACC represented nonprofit

master's degrees than did other respondents who represented public administration, business, or social work master's degrees. This suggests a direction that can be explored in future studies. The next chapter reports findings from Research Question 1: "*What types of experiential education approaches are offered within nonprofit-focused master's degree programs associated with NACC member centers across the United States*?"

CHAPTER 5

THE RESULTS, PART 2

This chapter focuses on answering the first research question: "*What types of experiential education approaches are offered within nonprofit-focused master's degree programs associated with NACC member centers across the United States*?"

I took three steps to answer the first research question. First, I reviewed the program websites of nonprofit-focused master's degree programs associated with NACC. This review provided surface level descriptions of the types of approaches that were used by each master's degree program type. Second, I reviewed the course syllabi I could access (n= 405) and gathered more detailed information about the types of approaches, approach descriptions, and how much value each approach holds in the course. Third, I analyzed the approach findings from Phase 1 and Phase 2 to confirm or disconfirm the data gathered in the program website and syllabi reviews. This chapter only focuses on approach data gathered for programs associated with NACC member centers.

Step 1: Review of Program Websites

I reviewed the websites of the 41 U.S. based NACC member centers to identify the nonprofit-focused master's degree programs that were associated with each member center. Master's degree association was determined by either the NACC member center listing the nonprofit-focused master's degree program on the member center website, or the department that houses the NACC member center listing the nonprofit-focused master's degree(s) on the departmental website. This review revealed that 49 master's degree programs were associated with the 41 NACC member centers as shown in Table 17.

Table 17

Nonprofit-focused Master's Degree Programs Associated with NACC Member Centers

Degree Type	Master's Degree Programs Associated with NACC (Per University)	Master's Programs Associated with NACC (Total)
MPA	13	19
MNA	13	15
MPP	5	8
MBA	3	4
MSW	1	1
Other		2
2 Degrees	4	
3 Degrees	1	
4 Degrees	1	
Total	41	49

MPA stands for Master's of Public Administration; MSW stands for Master's of Social Work; MNA stands for Master's of Nonprofit Administration; MBA stands for Master's of Business Administration, and MPP stands for Master's of Public Policy.

During the review I also looked for experiential education approaches that were similar to what were described in the scholarly literature I reviewed and discussed in Chapter 2. This review provided a good first step in determining the types of approaches that were offered by each master's degree program and how these approaches were

described on websites. The experiential education approaches listed on program websites included capstone, internship, experiential learning, practica and fieldwork. Table 18 shows the number of times each approach was listed on one or more of the 49 master's degree program websites.

Table 18.

Approaches Listed on 49 Master's Degree Program Websites

Degree Type → / Type of Approach ↓	MPA or Similar	MNA Similar	MPP or Similar	MBA	MSW	Other	Totals
Capstone	11	8	4			1	24
Internship	8	2	5				15
Experiential learning	1	3	1	6			11
Practicum	2	2	1			1	6
Fieldwork		2			2		4
Other	1	2	2	3			8
Totals	23	19	15	9	2	2	58

Numbers in the table add up to more than 49 master's degree programs because some master's degree programs used more than one type of approach.

Capstone Approach

Capstone courses or experiences may or may not be experiential in nature. Sometimes they simply review the theories and major literature covered in the program in preparation for students taking an comprehensive exam at the end of their programs. In

other cases students conduct projects within local organizations. The majority of capstone approaches described on program websites indicated that the capstone approach was experiential in nature.

The capstone approach was often described as the "last course" or "culminating experience" in the master's degree program. In the review of program websites, the capstone approach was used 24 times; this approach being used the most frequently by MPA programs.

The websites of nine programs explained that the capstone was an opportunity for students to integrate or apply knowledge learned throughout the program. Often, according to the website accounts, experiential education approaches were used within the capstone approach. Most notably, the experiential learning approach was used. This approach involved students conducting a project within the course. In eight programs students conducted a real world research project addressing a problem within an organization. In nine programs students were required to conduct a policy project. In five programs students were required to work in teams and present the results of their work of their projects.

Internships Approach

In my initial analysis of program websites, I found that internships were listed 15 times. Only two of these were nonprofit master's degree programs as opposed to public administration degree programs with a specialization in nonprofit management. It is not surprising that only two nonprofit administration master's degree programs listed internships because nonprofit master's degree programs primarily cater to working professionals who may not need and/or do not have the available time to participate in an

internship experience.

In five programs, internships were described as being for students who have minimal work experience, also known as pre-service students. In four programs, internships were described as giving students an opportunity to apply theory to practice. When internships were a part of a program, data gathered from the websites indicated that students completed on average 300 hours within an organization for the internship requirement.

Experiential Learning: The Project Within a Course Approach

Experiential learning approaches were listed on 11 program websites. Six programs stated that in the experiential learning approach students could select a project within a nonprofit organization. The other experiential learning approach descriptions were more general and explained how students participated in projects throughout the program. For example, one program website stated, "Over 50 percent of electives make use of hands on projects in the field" and another website said, "Students use their skills to impact the community working with local nonprofits to address concerns ranging from fundraising to strategic planning."

The number of experiential learning approaches listed on course websites was lower than expected. This was probably because the majority of experiential learning approaches are offered within a specific class and are probably not listed on a program website.

Practicum Approach

A small portion (6) of the nonprofit-focused master's degree programs listed the practicum approach. In one program, the practicum was described as an alternative to the

internship. In three programs, it was described as a capstone in which students would complete during their final semester.

Describing the practicum as an alternative to the internship or as a capstone was similar to the discussion of practica in the literature. Often, in the literature, practica encompassed other approaches (Garris, Madden, & Rodgers, 2008). For instance, in the literature, often the terms *capstone* and *practicum* were used interchangeably; *fieldwork* and *practica* also are used interchangeably.

Fieldwork Approach

The review of program websites suggested that four programs used fieldwork; two of these programs offered a social work degree and two offered a nonprofit degree. On all of the websites *fieldwork* was described as an off-campus experience. In one program, it was described as students "applying classroom knowledge to the field."

The website descriptions of fieldwork were similar to the descriptions in the literature (Edmond, et al., 2006; Fortune, et al, 2001; Miller et al., 2005), with the exception of nonprofit administration programs. These programs used the term fieldwork informally and described fieldwork as a field experience rather than a formal field internship in which representatives from community organizations supervised students.

Other Approaches

Other types of experiential education approaches were also listed on program websites. These other approaches included public service immersion, organizational experience, simulation, and assistantship.

Interestingly, the service-learning approach was not encountered at all during the program website review. The absence of the service-learning approach and may be due,

once again, to the fact that some experiential learning approaches are used within course contexts and what happens in individual courses may not be discussed on programmatic websites.

Summary of Step 1

Reviewing program websites gave me a good understanding of the types of approaches used within nonprofit-focused master's degree programs. I was able to gather robust descriptions of the capstone and internships approaches. However, other experiential education approach descriptions were limited and in some cases did not appear at all on the program website. This may be due to the fact that some approaches are rarely used in nonprofit-focused master's degree programs or because they may operate at the course rather than the programmatic level. Overall, this first step did not provide the in-depth information that I needed to understand how experiential education approaches were being used within each course. Consequently, I turned to Step 2, review of course syllabi, to garner a better understanding of the approaches used and the ways in which they are described.

Step 2: Review of Course Syllabi

I reviewed syllabi from 30 of the 49 master's degrees associated with 41 NACC member centers to gather more detailed information about how experiential education approaches were being described and valued in the course setting. I obtained these syllabi from my committee members who were working on a research project on the curricular content of master's degree programs associated with NACC. The syllabi collected were for courses that took place between 2006 and 2010. Programs provided

between 1 and 45 course syllabi, with 15 being the average number of syllabi provided by each program.

I searched the syllabi for experiential education approaches that were described in ways that were similar to the descriptions I had found in the scholarly literature. References to experiential education approaches were found on average in 44% of the syllabi for each program, for example, if a program provided ten syllabi, experiential education approaches were found in approximately four of the syllabi. Evidence of experiential education was found in as little as 12% of the course syllabi for a program and as high as 100% (or all) of the course syllabi provided by a program. In total, 178 approaches were listed in the course syllabi. Table 19 summarizes the approaches and approach descriptions that were obtained from the syllabi.

Table 19.

Approaches Listed in Course Syllabi

Type of Approach	Approach Descriptions	Number of Syllabi
Capstone	• Integrative experience • Solve a real world management or policy issue • Combine theory and practice • Integrate concepts studied throughout the program • Consultant to a nonprofit organization	6
Internship	• Pre-service students • Apply theory to practice to a nonprofit organization • Apply graduate level education in a nonprofit organization	3
Experiential learning	• Applied learning experience • Design a project for a nonprofit • Create a plan • Students acting as consultants • To be done on behalf of the client "nonprofit organization" • Develop a project for a particular service or program • Apply one of the methods studied in the course to a real decision • Working with a nonprofit • Each team will present their plan and product	125
Service-learning	• Reflections • Provide a consulting project to a nonprofit	9
Practicum	• Cultural Immersion • Grantmaking Practicum	2
Simulation	• Computer exercises • Lab Reports • Role Play • Policy Simulation	6

Type of Approach	Approach Descriptions	Number of Syllabi
Other	• Volunteer • Interview a nonprofit leader • Develop a case • Scenario • Examine the facilitators role • Speech	27

Interestingly, the fieldwork approach did not appear in any of the course syllabi. This absence may be due to the fact that no MSW programs had contributed any syllabi to the collection that was reviewed. As noted in Chapter 2, the fieldwork approach was most frequently used within social work.

Experiential Learning, the Project-Within-a-Course Approach

The experiential learning approach was the most prevalent approach described in course syllabi. It is described in the literature as "any learning activity that directly engages the learner in the phenomenon being studied" (McAleavey, n.d., par. 1). This scholarly definition is very broad; the term is arguably best characterized as students conducting projects within specific community organizations as part of a course. Consequently, the experiential learning approach also is known as a project-within-a-course approach. The various descriptions of the experiential learning approach found in the syllabi are shown in Table 19.

Within the experiential learning approach descriptions, various project types were also listed. The experiential learning projects listed most frequently were fundraising and development projects, organizational assessments, and marketing projects. Experiential learning project types are shown in Table 20.

Table 20.

Types of Projects Within Experiential Learning Approaches

Type of Experiential Learning Project	Number of Times
Fundraising or Development (e.g. fundraising plan, grant proposal)	19
Organizational Assessment	17
Marketing (e.g. marketing plan, communications plan, online newsletter)	12
Policy (e.g., policy process, analysis)	10
Evaluation	9
Human Resources (e.g. assessment, develop personnel policies)	9
To Be Decided By the Student	9
Financial Analysis	8
Strategic Planning (e.g. plan, feasibility study)	8
Advocacy Campaign	4
Performance Management System	4
Board/Governance	4
Earned Income (e.g. business plan, social entrepreneurship analysis)	3
Cultural Audit	2
Other (e.g. ethics, risk management, gubernatorial transition)	7
Total	125

Further review of the experiential learning approach descriptions in the syllabi revealed the extent to which students worked in teams and conducted presentations. Thirty-four experiential learning approaches involved students working in teams, and 41 involved students making presentations.

Additionally, reviewing Enos and Morton's (2003) *Framework for Development of Campus-Community Partnerships* sparked my interest in creating a framework, shown in Table 20 to identify the level of interaction each student has with an organization while engaging in the experiential learning approach.

I created the interaction framework by indentifying the words used in each syllabus to describe each approach and the interactions between students and nonprofit organizations. Each level in the framework builds upon the other. For example, for interaction Level 2, I looked for the words *interview or meet with a nonprofit*, for interaction Level 3, I looked for the words *present findings to a nonprofit*, and interaction Level 4, I looked for the words *work with a nonprofit.*

Table 21.

Interaction Framework for Experiential learning Approach

Interaction Level	Interaction Description
Level 1	Study a nonprofit (or something else) but do not interact with the nonprofit being studied.
Level 2	Study a nonprofit and interact with the nonprofit in some manner (e.g. interview the staff or executives within a nonprofit).
Level 3	Study a nonprofit, interact with the nonprofit in some manner (e.g. interview the staff or executives within a nonprofit), and present findings to the nonprofit.
Level 4	Study a nonprofit; interact with the nonprofit in some manner (e.g. interview the staff or executives within a nonprofit), present findings to the nonprofit, and work collaboratively with the nonprofit to create the project.

The majority of experiential learning approaches fell within the first and second levels of engagement identified in Table 21, with 37% of the approaches being Level 1, 40% Level 2, 18% Level 3, and 5% Level 4. Due to the small numbers of syllabi provided by some universities, I was unable to determine if one university had higher levels of engagement than another. I was also unable to indentify interaction levels with other types of experiential education approaches provided in the syllabi.

The analysis that was just presented has some limitations due to the information, or possibly, the lack of information, that was or was not provided in the course syllabi.

For example, students may have presented the findings of their project to a nonprofit but this information was not provided in the course syllabi descriptions; therefore the approach was rated at a lower interaction level.

The final analysis I conducted of the experiential learning approach was determining the approach as a percentage of the total course grade. The experiential learning approaches ranged from being 5% of the total course grade to 95% of the course grade, with the average value being 37% of the total course grade.

Summary of Step 2

The syllabi review confirmed how course instructors described certain approaches within the classroom setting. Even though these data were very helpful in determining how experiential education approaches were being used within nonprofit-focused master's degree programs, there were some limitations in using this data. First, only 30 out of 49 master's degree programs provided syllabi. Out of the 30 programs that provided syllabi, in many instances, they did not provide all syllabi for the program so I could not gather a comprehensive picture of how experiential education approaches were being used within a program as a whole. I specifically looked for examples of experiential education approaches that were course assignments. There may have been other experiential education approaches used within a course that were not described in the course syllabi. Even with these limitations, the syllabi review provided a first look at how experiential education approaches were being used and described within nonprofit-focused master's degree programs associated with NACC.

Both the program website and syllabi review provided a descriptive overview of the types of experiential education approaches offered in nonprofit-focused master's degree programs. Step 3 and 4 were used to triangulate the approach descriptions.

Step 3: Re-review of Phase 1 Interview Data and Phase 2 Survey Data

The data gathered during the interviews and survey were used to triangulate the data gathered during the website and syllabi review. As it turned out, the data about the experiential education approaches used in programs generated during the 12 program interviews and 29 NACC survey respondents matched up quite well with the findings about approaches used that were generated through the review of the course syllabi and program websites. Before I describe the triangulation of the data, it is important to review the types of approaches and approach descriptions that were included in the interviews and the survey.

Approach Data Gathered from the Interviews

Table 22 shows the approach descriptions that emerged during the interviews along with the number of programs that mentioned each approach.

Table 22.

Experiential Education Approaches Described in the 12 Program Interviews

Type of Approach	Words used to describe approach	Number of programs that mentioned approach
Capstone/ Practicum/ Summary Project	• Students engage in consulting project for a nonprofit • Students work as a team • Live case • Case analysis • Students choose a topic • Workshop class	6
Internship	• Students perform x hours for an organization • Prepare students for practice roles • Relating curriculum to professional development • Student driven • Semester-long internship in practice setting	5
Project within a course/ Experiential learning/ Service-learning	• Develop x for a nonprofit organization • Interact with organization • Oral presentation • Students act as consultants for a nonprofit (x2), • Students volunteer x number of hours for a nonprofit (x2), • Students research, interview and write a case study of a real-world management issue facing a nonprofit • Develop professional product • Students work on project for a govt. agency or nonprofit. • Service-learning experience within the course	12
Simulation	• Simulations focus on topics of group and individual decision-making	1
Other: Leadership course	• Group relations	1
Other: International Course	• Students work within a community • Students do projects within international setting	2

Type of Approach	Words used to describe approach	Number of programs that mentioned approach
Other: Presentations from nonprofit professionals within a course	• Presentations from well known CEOs/executives on specific topics (x2)	2

All respondents indicated that students did a project within a course. Six respondents indicated that the capstone approach was used within their program. Some respondents explained the capstone approach as applied and involved students conducting a project within a nonprofit organization, and other respondents described the capstone approach as students conducting a research or case based project.

Additionally, the project within a course (experiential learning) and service-learning approaches were described together. This was not surprising, considering few scholars separate the two approaches within the literature (Lemieux & Allen, 2007; McAleavey, n.d.; Sigmon, 1979). Similarly, some respondents used the terms capstone and practicum interchangeably. Because of this, I added a question in Phase 2, to the survey, "*Do you find the capstone and practicum approach to be the same?*"

Several non-credit experiential education approaches were also described during the interviews. These approaches included research projects with community organizations, fellowship program, and student clubs. Because I was primarily interested in learning about experiential education approaches used as course credit, I made sure to specify this in Phase 2, the survey.

Approach Data Gathered from the Survey

Table 23 shows the types of experiential education approaches used by all 86 survey respondents, including the 29 respondents associated with NACC. Each respondent could select multiple approaches. For the purpose of this chapter, I focused on the 29 respondents associated with NACC.

Table 23.

Types of Experiential Education Approaches and Number of Respondents

Approach	Number of Respondents Associated with NACC (29)	Non-NACC Respondents (57)	Total Number of Respondents (86)
Capstone	20	29	49
Internship	22	33	55
Project	27	43	70
Practicum	7	8	15
Fieldwork	15	20	35
Simulation	22	27	49
Other	4	3	7

Respondents were also given an opportunity to describe how they used each approach within the master's degree program. The responses from the 29 respondents associated with NACC are summarized below.

Capstone approach. Survey respondents explained that, within the capstone approach, students conducted a project within a nonprofit organization, students applied knowledge to a particular organization, or students investigated work that related to the field.

Internships approach. Survey respondents explained the internships approach was for students without prior work experience or students with minimal work experience. In several programs it was required, and in several programs it was not required. One respondent said, "Internships offer supervised learning within an employment context."

Practicum approach. Even though seven survey respondents associated with NACC indicated they used the practicum in the master's degree program, no one explained what the practicum approach was. I have inferred that the definition of practica are similar to the scholarly definition, syllabi descriptions, and interview responses.

Fieldwork approach. Although many respondents associated with NACC indicated they used the fieldwork approach within their programs, only one explained what the fieldwork approach entailed. This respondent said, "Fieldwork is a management related project conducted on behalf of an organization."

Project approach also known as "experiential learning." Survey respondents associated with NACC explained that students developed projects within a nonprofit organization. Some respondents even explained the types of projects that students completed. These projects mainly focused on the subject area of fundraising, which included grant proposals, fundraising plans, and case statement preparations. Other types of projects listed were social media plans, and program evaluations.

Some survey respondents associated with NACC also explained that projects were used throughout the program. For example, one respondent said, "We have projects connected to local nonprofits in some courses." Another respondent said, "Projects within courses give students the opportunity to interact with and directly assist nonprofit organizations."

Simulation approach. Only two respondents associated with NACC described the simulation approach. One respondent described it as role-playing, and another respondent explained that it occurred within an executive business course.

Other approaches. The "other" types of experiential education approaches listed by survey respondents associated with NACC were fellowships, board member placements, and interviews with nonprofit organizations.

Interestingly, no one listed the service-learning approach as an "other" approach. This was probably because it was not a separate answer choice on the survey and respondents thought of it as part of the experiential learning approach. Even so, respondents associated with NACC did not even mention the service-learning approach in the qualitative responses.

Triangulation

Next, I combine the data gathered in Phase 1 and 2 as well as the document analysis in order to compare approach similarities and differences. Table 24 shows number of times each approach was listed on the program websites, syllabi, interviews, and in the survey for the respondents and programs associated with NACC. Table 25 compares approach descriptions across Phase 1 and 2 as well as the interview and survey respondents.

Table 24.

Number of Times Approach Comparison

Type of Approach	Number of Times Listed on Program Websites (49)	Number of Times Listed in Course Syllabi (405)	Number of Times Mentioned in Interviews (12)	Number of Times Selected in Survey (NACC Respondents-29)
Capstone	24	6	6	20
Internship	15	3	5	22
Experiential learning	11	125	12	27
Service-learning	0	9	Part of Experiential Learning	0
Practicum	6	2	Part of Capstone	7
Simulation	1	6	1	22
Fieldwork	4	0	0	15
Other	7	27	4	4

The interview and survey findings were, for the most part, similar to the findings generated during the previous two steps. The survey data also revealed that the respondents used approaches more frequently than what emerged in the syllabi and

program website review. For example, the fieldwork, simulation, and practicum approaches were used more frequently in the survey than the interviews, syllabi and program website review. This was surprising because few master's degree programs associated with NACC represented MBA or MSW programs, and these types of master's degree programs tend to use the fieldwork and simulation approaches more frequently than nonprofit and public administration master's degree programs.

Table 25.

Approach Description Comparison

Type of Approach	Website Approach Descriptions (49)	Syllabi Approach Descriptions (405)	Interview Approach Descriptions (12)	Survey Approach Descriptions (29 NACC respondents)
Capstone	• Last course • Culminating experience • Integrate or apply knowledge learned throughout the program • Conduct a real world research project addressing a problem within an organization • Conduct a policy project • Work in teams • Present the results of project	• Integrative experience • Solve a real world management or policy issue • Combine theory and practice • Integrate concepts studied throughout the program • Consultant to a nonprofit organization	• Students engage in consulting project for a nonprofit • Students work as a team • Live case • Case analysis • Students choose a topic • Workshop class	• Conduct a project within a nonprofit organization • Apply knowledge to a particular organization • Investigate work that relates to the field • Final course in the master's degree program • Draws on previous academic experience

Type of Approach	Website Approach Descriptions (49)	Syllabi Approach Descriptions (405)	Interview Approach Descriptions (12)	Survey Approach Descriptions (29 NACC respondents)
Internship	• Required for students who have minimal work experience • Opportunity to apply theory to practice • Complete 300 hours internship within an organization • For course credit • Not required	• Pre-service students • Apply theory to practice to a nonprofit organization • Apply graduate level education in a nonprofit organization	• Students perform x hours for an organization • Prepare students for practice roles • Relating curriculum to professional development • Student driven • Semester-long internship in practice setting	• For students without prior work experience or students with minimal work experience • Required or not required • Paid or unpaid • Apply the concepts and skills they learning in the program • Supervised learning within an employment context

Type of Approach	Website Approach Descriptions (49)	Syllabi Approach Descriptions (405)	Interview Approach Descriptions (12)	Survey Approach Descriptions (29 NACC respondents)
Experiential learning	• Students select a project within a nonprofit organization	• Applied learning experience • Design a project for a nonprofit • Create a plan • Students acting as consultants • To be done on behalf of the client "nonprofit organization" • Develop a project for a particular service or program • Apply one of the methods studied in the course to a real decision • Working with a nonprofit • Each team will present their plan and product	• Interact with organization • Oral presentation • Students act as consultants for a nonprofit • Students volunteer x number of hours for a nonprofit • Students research, interview and write a case study of a real-world management issue facing a nonprofit • Develop professional product • Students work on project for a govt. agency or nonprofit. • Service-learning experience within the course	• Students develop a (program evaluation, strategic plan, grant proposal, organizational development project, social media plan) project within a nonprofit organization • Real world group or individual projects • Reflection component
Service-learning	• n/a	• Reflections • Provide a consulting project to a nonprofit	• Part of experiential learning	• Part of experiential learning

Type of Approach	Website Approach Descriptions (49)	Syllabi Approach Descriptions (405)	Interview Approach Descriptions (12)	Survey Approach Descriptions (29 NACC respondents)
Practicum	• An alternative to the internship • The capstone	• Cultural Immersion • Grantmaking Practicum	• Part of capstone	• Self developed by student, approached and then supervised by a faculty member
Fieldwork	• Off-campus experience • Learning experience in the field • Apply classroom knowledge to the field	• n/a	• n/a	• Students work in a human service nonprofit and are supervised during that experience • Students gain experience within a nonprofit • Students do a project for a nonprofit
Simulation	• see below	• Computer exercises • Lab Reports • Role Play • Policy Simulation	• Simulations focus on topics of group and individual decision-making	• Using case studies in the classroom • Engage in a policy simulation • Conduct role-playing as a board member

Type of Approach	Website Approach Descriptions (49)	Syllabi Approach Descriptions (405)	Interview Approach Descriptions (12)	Survey Approach Descriptions (29 NACC respondents)
Other	• Public service immersion, organizational experience, simulation, and assistantship	• Volunteer • Interview a nonprofit leader • Develop a case • Scenario • Examine the facilitators role • Speech	• Group relations • Students work within a community • Students do projects within international setting • Presentations from well known CEOs/executives on specific topics	• Independent study projects • Assistantships • Study abroad courses • Interviews with nonprofit organizations

The approaches described during the interviews and surveys were similar to those found in the website review and course syllabi review among respondents associated with NACC. The only differences with approach descriptions were by other respondents (not associated with NACC) and not shown in Table 25. Other survey respondents described the simulation and fieldwork approach slightly differently than the scholarly literature, interviews, and NACC survey respondents. These differences could be explained because the survey approach descriptions were based on respondent interpretations and understandings of how they thought each approach should be defined.

The simulation approach, as defined by the literature, is where students engage in business scenarios in order to enhance student learning. There are three types of simulations, which include "role-playing simulations, physically based simulations, and computer-based simulations" (Salas, Wildman, & Piccolo, 2009, p. 560). Several of the non-NACC survey respondents explained that the approach was experience, or rather than a computer simulation or scenario as described in the literature.

Regarding the fieldwork approach, other respondents who represented MSW programs described fieldwork and field education explicitly said that students worked within a specific nonprofit organization and were supervised during that experience. Those non-NACC respondents who represented nonprofit or public administration master's degree programs described the fieldwork approach as students either gaining experience within a nonprofit or doing a project for a nonprofit but their descriptions did not include students being formally supervised by nonprofit representatives.

Discussions and Conclusions of Experiential Education Approaches

This chapter reported findings about the types of experiential education approaches used in nonprofit-focused master's degree programs associated with NACC. The three step process revealed that experiential education approach descriptions were similar in the program website review, the syllabi review, the interviews, and survey responses.

CHAPTER 6

DISCUSSION AND CONCLUSIONS

This study focused on documenting the types of experiential education approaches used within nonprofit-focused master's degree programs associated NACC member centers across the United States. This study also documented the programmatic setting, the extent and type of programmatic support, and the institutional setting and support for the experiential education strategies employed.

The following questions guided this study:

1. What types of experiential education approaches are offered within nonprofit-focused master's degree programs associated with NACC member centers across the United States?
2. How is experiential education defined, built, and administered by each nonprofit-focused master's degree program?
3. What is the program and university setting for experiential education within these programs?
4. What types of program and institutional support are provided for experiential education?
5. What are the similarities and differences between experiential education approach descriptions, program setting and support descriptions, and institutional setting and support descriptions across Universities?

A two-phased mix methods design was employed in order to answer the research questions. In Phase 1, I conducted interviews with twelve master's degree program representatives to generate an understanding of how these programs defined experiential

education, how they administered experiential education, and how they evaluated experiential education.

After the interview data were analyzed and key findings were identified, I developed a survey that was administered to all master's degree programs associated with NACC. I also administered the survey to all other master's degree programs within the United States that offered a master's degree with a nonprofit specialization. In total, 86 master's programs responded which included 29 programs associated with NACC.

I analyzed the survey results, first by generating descriptive statistics. Second, I conducted Chi-squared analysis to compare survey responses between master's degree programs associated with NACC and those programs not associated with NACC. Finally, I conducted a thorough document analysis to gather detailed information about how programs described and used various experiential education approaches. The document analysis included reviewing master's program websites and course syllabi.

This chapter will summarize key findings, delimitations and limitations, implications for policy and practice, and recommendations and directions for future research.

Summary of Key Findings

The summary of key findings will be organized around the research questions. The summary will include comparisons of the findings to the existing literature, and, on occasion, a discussion of follow-up research that needs to be conducted.

R1: Types of Experiential Education Approaches

A variety of experiential education approaches were used by master's degree programs associated with NACC and other master's degree programs. These approaches

included capstone, internship, experiential learning, service-learning, practicum, simulation, and fieldwork, as well as other approaches such as interviews with nonprofit leaders, and volunteering within a nonprofit.

The approach that was listed the most frequently by programs associated with NACC during interviews, survey, and review of course syllabi was the experiential learning approach which involved students conducting projects within nonprofit organizations. Additionally, an evaluation of the interaction levels between students and nonprofit organizations using a category scheme that I developed in response to the data generated in this study revealed that the majority of experiential learning approaches (77%) described in the syllabi involved Levels 1 and 2, where students studied a nonprofit (Level 1) and interacted with the nonprofit in some capacity (such as interviewing executives or staff members) (Level 2), but did not present findings to the nonprofit (Level 3) or work collaboratively with the nonprofit to create the project (Level 4). Moreover, survey respondents associated with NACC indicated that they used many more types of approaches than were listed in the program website review, syllabi review, and interview responses.

The program website review, syllabi review, interviews, and survey also revealed that few programs used the service-learning approach. This was surprising considering the service-learning approach was the approach described most frequently in the literature. Also, survey respondents were given the opportunity to describe how they used approaches within their program and no respondents associated with NACC used the words *service-learning*. The lack of discussion of the service-learning approach may be because it is primarily used at the undergraduate level and not at the graduate level.

The majority of approaches as described by survey respondents associated with NACC were similar to what has been discussed in the literature. They also were similar to the findings generated by the interview portion of the study, the syllabi review, and the website review. There were slight differences in approach descriptions among other respondents (not associated with NACC) with the simulation and fieldwork approach. Non-NACC survey respondents provided examples of the simulation approach as being an actual real-world experience rather than a computer simulation or scenario (the normal interpretation of the NACC respondents). Additionally, other respondents who represented social work programs defined fieldwork more formally than other respondents who represented nonprofit administration or public administration master's degree programs.

R2: How Experiential Education is Defined, Built, and Administered

During the interviews faculty and administrators of 12 programs associated with NACC provided robust information about how experiential education was defined, built, and administered within their programs.

Experiential education defined. Interview respondents were given an opportunity to provide their own definition of experiential education. Interestingly, half of the respondents described experiential education differently than the definition used by the Association for Experiential Education which states, "[Experiential education is] a philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills and clarify values" (Association for Experiential Education, 2010, par. 2). Those who described experiential education different than the Association for Experiential Education

definition equated *experiential education* with activities that occur outside of the classroom, specifically within a nonprofit organization.

This definition question was explored further in the survey, where survey respondents were asked if their definition of experiential education was similar to the definition provided. Eighty-three percent of respondents, which included 90% of respondents associated with NACC and 79% of other respondents, said, yes, their definition of experiential education was similar to the definition provided. The differences between the association definition, as described in the interviews and survey, could be due to people's interpretation of what direct experience means, and whether they believe it has to occur inside or outside of the classroom setting.

How experiential education is built. The interview respondents described how certain experiential education approaches were created within specific courses, but they had difficulty describing how experiential education was created as a whole within their programs. It seemed as if an individual faculty member often created an experiential education approach within a course, and then later experiential education was formalized within the program.

Because responses about the creation of experiential education tended to be at the faculty level, and the survey was focused on the program level, it was decided that specific questions should not be included in the survey about how experiential education was created; rather, questions were added to the survey that focused on when experiential education was added the master's degree program.

The majority of respondents indicated that experiential education was added to the master's degree program when the master's degree program was created. Future

studies should try to explore when experiential education was formalized within master's degree programs, which is separate from determining when experiential education was created within master's degree programs.

How experiential education is administered. Similarly, interview respondents discussed the administration of experiential education. Few said they had a dedicated staff member to manage experiential education within the program, and, if they did, the staff member tended to be an internship coordinator. Additionally, ten of twelve respondents indicated that experiential education was tied to master's degree program goals. Response to the question of how experiential education was administered within the master's degree programs overlapped somewhat with Research Question 3 that focused on the setting for experiential education and Research Question 4 that was oriented to finding out about support for experiential education. These data are summarized below.

R3: Setting for Experiential Education

The third research question looked at the interrelated issues of the setting and perceptions of experiential education. Research by Mirabella and Renz (2001) determined that location within the university (departmental or school setting) and the type of university or college (e.g., land grant institution), the Carnegie classification of the university in which a center was housed (e.g., Baccalaureate, Master's, Doctoral, or Research), and religious affiliation of the university in which a center was housed influenced the level of community engagement in NACC member centers. Due to the anonymity of survey respondents, many setting factors from the literature could not be explored. Some information about setting factors, however, was generated from the

interview responses. In addition, more general setting information such as attitudes towards experiential education and the extent to which experiential education was included within master's degree programs were determined by the survey responses.

Setting factors. The 12 master's degree programs associated with interview respondents were housed within a variety of department and school settings. Seven were housed within private universities, and five were housed within public universities. All but one (11) of the master's degree programs were housed within a specific school or college, and the other master's degree program operated across two schools. Three were housed within a School of Business, three were housed within a College of Arts and Sciences, and two were housed within a School of Public Service. Forty-two percent of interview respondents worked within religiously affiliated universities.

Of the survey respondents associated with NACC who provided the setting information of the their master's degree programs, three programs were housed within a department and a school, and six programs were housed across a department, school, and college (including 3 program associated with NACC, and 3 non-NACC programs). Additionally, six programs were housed in more than one academic unit, one program was stand alone, and one program was housed across two universities.

Attitudes towards experiential education. Responses about attitudes towards experiential education overlap slightly with the data for R4: Support for Experiential Education. The majority of survey respondents associated with NACC and other respondents, as well, ranked experiential education as being important to very important. Additionally, 68% (54) of all respondents indicated that experiential education was a *formal part* of the curriculum, and 29% (23) of respondents indicated that experiential

education was an *informal part* of the program. A higher percentage of other respondents (not associated with NACC) (74%) included experiential education as a formal part of the program compared to respondents associated with NACC (64%).

Extent of experiential education. Twenty-eight percent (24) of all respondents indicated that experiential education was *included in the majority of the courses*, 55% (47) of respondents indicated that experiential education was *included in some courses*, 11% (9) of respondents indicated that experiential education was *included in one course.* A higher percentage of other (as opposed to NACC-affiliated) respondents (30%) indicated that experiential education could be found in *the majority* of courses, and a higher percentage of respondents associated with NACC (59%) indicated that experiential education could be found in *some* courses.

R4: Support for Experiential Education

Administrative support. The literature described key factors important for administrative support for experiential education. These factors were: the emphasis of service within the university's mission (Bucco & Bush, 1996); support for service by the dean or department chair (Holland, 2009); service-learning (or other) service activities evaluated at the program level (Dicke, Dowden, & Torres, 2004); service included in tenure and promotion policies (Holland, 2009); and service activities and research documented by the department (Kecskes, 2006).

It was challenging to gather data bout key administrative support factors from the interview and survey responses, therefore, more general questions about support for experiential education were asked. For example, I did not have access to the university mission statements for survey respondents, so I asked them what influence the university

mission had on experiential education offered within their master's degree program. Fifty-two percent (39) of all respondents indicated that the mission had a *moderate influence*, 20% (15) of respondents indicated that the mission had a *strong influence*, 12% (9) of respondents indicated that the mission had *little influence*. A higher percentage of respondents associated with NACC (32% as opposed to 13%) said the mission of the university had a strong influence on the experiential education offered within the master's degree program and a higher percentage of other respondents (57% as opposed to 43%) said the mission of the university had a moderate influence on the experiential education offered within the master's degree program.

Additionally, I did not explicitly ask if there was support for service by the dean or department chair, however I did ask if the university administration was supportive of the experiential education that occurred within the master's degree program. Forty-five percent (34) of all survey respondents indicated that the university administration was *very supportive*, 19% (14) indicated the university administration was *somewhat supportive*, and 28% (21) indicated that the university administration was *neither supportive or discouraging*. A higher percentage of other respondents (49% indicated the university administration was very supportive of the experiential education that was occurring in the master's degree program compared to NACC respondents (39%).

I was able to gather information about the types of evaluation mechanisms used to assess experiential education at the program level. Experiential education approaches were evaluated through: course evaluations, informal feedback from community organizations, formal evaluations from community organizations, formal faculty meetings, and informal faculty discussions. More respondents associated with

NACC indicated their programs used course evaluations, informal feedback from community organizations, and formal evaluations from community organizations than was the case with the non-NACC respondents.

Although service is a key element in most university tenure and promotion policies, it was unclear if creating and overseeing experiential education approaches counted as a service activity. Additionally, it was challenging to determine if service activities and service related research were documented by each department, although some respondents indicated documentation of service related activities and research was required for accreditation purposes.

Future studies can address if certain administrative support factors influence the types of experiential education approaches offered within each nonprofit-focused master's degree program.

Institutionalization of experiential education. Additionally, in the literature review I discussed Holland's (2009) account of key factors related to institutionalization of experiential education. For this study, the factors identified by Holland had to be adapted to the program level. I also used the words *experiential education* instead of *community engagement*. The institutional factors focused on in this study included (a) program leaders committed to experiential education (Holland 2009; Sandmann & Plater, 2009); (b) experiential education included in the strategic planning of the program (Holland 2009; Sandmann & Plater 2009); (c) professional development and training opportunities provided to faculty members who participate in experiential education (Holland, 2009); and (d) a mix of internal and external funding raised for experiential education (Holland, 2009).

Although these factors were not explicitly asked about in Phase 1 or Phase 2 of this study, there were questions in the survey that looked at types of support for experiential education and levels of support. Types of support included technical, instructional, administrative, and monetary. Few respondents indicated monetary support was available for experiential education. With regard to level of support, a higher proportion of other (as opposed to NACC) respondents indicated that *formal* support was available for experiential education and available at all levels of the university. More respondents in the survey (3 respondents associated with NACC compared to 0 non-NACC respondents) indicated *informal* support was available for experiential education. Types of informal support included faculty conversations and program administrators providing connections to community organizations.

Future studies can address if certain institutional support factors (applied to the program level) influence the types of experiential education approaches offered within each nonprofit-focused master's degree program.

R5: Comparing Responses between those Associated with NACC and other Respondents

Respondents associated with NACC member centers and those not associated with NACC member centers for the most part answered survey questions similarly. There were statistically significant differences in responses to several survey questions, however. For example, the statistically significant differences indicated that more respondents associated with NACC:

- Indicated that students in their programs engaged in experiential education for which they do not receive course credit.

- Indicated the mission of the university had a strong influence on the use of experiential education in their programs.
- Indicated that program personnel did not use the resources provided by the service-learning center on campus.

One other difference that was statistically significant was where the NACC-affiliated, on the one hand, and the other programs, on the other hand, were housed: NACC programs were more likely to be in nonprofit administration master's degree programs while other programs tended to be housed in public administration, business, or social work programs.

Limitations and Delimitations of the Study

Limitations

With any study there are limitations. Some of this study's limitations have already been discussed at the end of each phase of the methodology sections in Chapter 3. Here I will discuss additional potential limitations that are not phase-specific.

My role. Because I graduated from a nonprofit-focused graduate degree program in Chicago and I teach in the Nonprofit Leadership and Management master's degree program at the University of San Diego, there is the possibility that I may have portrayed the data in a more positive light than is justified by the actual findings. I did follow Holloway and Jefferson's (2000) four questions designed to insure trustworthiness to try to ensure accuracy of the data that I presented. These questions included: "What did the researcher notice, why did the researcher notice what she noticed, how can the researcher interpret what she noticed and how can the researcher know that her interpretation is the right one?" (p. 55). These questions helped me to determine if what I was experiencing

during the research process would affect how I report my findings (Patton, 2002). I also addressed this potential limitation by discussing the methodology and findings with my committee member throughout the process. This committee-based reflection was discussed in Chapter 3.

Sample representation. Another limitation was sample representation. Originally I had planned to just sample master's degree programs associated with NACC; then I decided with support from my committee to include all master's degrees with a nonprofit specialization for comparison purposes. For my interviews, I focused on programs associated with NACC, but for my survey, I sent my invitation to the contact information that was included on Roseanne Mirabella's website of all master's degree programs that offer a nonprofit specialization.

There are some limitations to using Roseanne Mirabella's website. First, master's degree programs self-select to be included on her website. The website has been around for the past 15 years and Roseanne and her team of researchers have been working to make sure their site is inclusive and representative of all master's degree programs that offer a nonprofit specialization. However, some master's degree programs may be missing from her website. Furthermore, the e-mail address and contact name provided on the site for each master's degree program are not necessarily the e-mail address and contact name of the master's program administrator. I attempted to address this limitation by also sending out the invitation though the Association for Research on Nonprofit Organizations and Voluntary Action listserv. However, all nonprofit-focused master's degrees may not have been invited to participate in my study.

Also having to do with sample representation is who actually responded to the

interviews and survey. I would have liked to interview and survey the administrator or director of the master's degree program. Although the interview respondents included administrators and directors of nonprofit-focused master's degree programs, this is not always the case. A breakout of interview and survey respondent demographics is provided in Chapter 3. Interview and survey respondents also included faculty, and in several instances students or alumni. Therefore, depending on their particular role in the program (e.g., faculty or administrator) respondents may have had different views of how experiential education was administered and/or supported within their program.

More than one nonprofit-focused master's degree program. Another limitation had to do with respondents being associated with more than one nonprofit-focused master's degree program associated with NACC, The respondents were requested to complete an additional survey if they were affiliated with two or more nonprofit-focused master's degree programs. Unfortunately, no one completed more than one survey even though some respondents represented more than one nonprofit-focused master's degree program. Therefore, the interviews and surveys captured information about one nonprofit-focused master's degree program per respondent, per NACC member center and per university.

Vocabulary used to describe experiential education. The next limitation has to do with the vocabulary used to describe experiential education approaches. Through conducting the interviews and piloting the survey, I made every effort to use vocabulary that was common to nonprofit-focused master's degree programs, including synonymous terms in survey items. However, as evidenced by the interview finding that several respondents had not thought of experiential education prior to the interview, respondents

did not always use language similar to one another to describe or define experiential education. Interview and survey respondents interpreted and answered questions based on their terms and understanding of experiential education, and in some instances these differed than the definition provided.

Program level data versus individual level data. This study attempted to gather programmatic level information of each master's degree program. As a result, there were certain individual level factors that often influence experiential education that could not be gathered in this study. Some of the individual factors included faculty perceptions of experiential education, and reasons why faculty members created experiential education. Some individual or course level information was gathered during the syllabi review. However, future studies can include faculty level perceptions and feedback.

Delimitations

This study, therefore, focused on documenting the types of experiential education approaches offered at the program level across a variety of universities. It was not meant to gauge the student or community perspective. To make this study manageable, I purposefully did not interview or survey either students or college level or university level administrators.

Implications for Future Research and Potential Long-term Implications for Policy and Practice

This study has implications in part because it is the first study that attempts to define and compare experiential education approaches used within nonprofit-focused master's degree programs. Therefore, the findings from this study may be used in future studies. Some of these studies presumably will attempt to gauge the impact of various

forms of experiential education on students. This sort of goal was beyond the scope of my inaugural study, which was forced to begin the process of studying experiential education by mapping the terrain.

Even without impact data, however, this study has potential utility for NACC and Non-NACC programs. Among other things, it should make program planners aware of curricular and pedagogical options that they may not have been aware of before and this awareness may lead to program change in some places. This notion that the consumer of research should determine whether or not a study is useful for them and their organization is sometimes referred to as transferability. Transferability is an attempt to create "working hypothesis about what is likely to happen when similar things are done even in apparently similar contexts and...only consumers of research can determine whether a finding is likely to be transferable to their situations" (Donmoyer, 2008, p. 3).

Recommendations and Directions for Future Research

This section includes recommendations for program administrators as well as directions for future research. This study brought to light various gaps in pedagogical practices in nonprofit-focused master's degree programs. These gaps are not necessarily negative but something program administrators and faculty members can consider. The first gap was the lack of the service-learning approach listed on program websites, the syllabi review, interviews, and the survey. On the other hand, the experiential learning approach, also known as a "project within a course," was mentioned the most frequently. Faculty and program administrators can address the apparent absence of service learning, which differs from the experiential learning approach because it has a reflective component built into it, by considering whether they want to add a reflection component

to the "project within a course" approach. When this decision is made, program planners should review the work of scholars (e.g., Cooper, 1998) who articulate the benefits of reflection and how it stimulates learning and development.

Second, the majority of approaches documented on program websites and course syllabi involved students conducting a project about a particular nonprofit but barely interacting with that particular nonprofit. Sometimes students did engage in interviewing nonprofit personnel (Level 1 activity in the typology that was developed in this study), but largely did they give feedback what they learned or share the products they produced for class with the nonprofit (a Level 3 activity in the typology). Almost never did students work collaboratively with the nonprofit to produce the project (a Level 4 activity). Faculty and program administrators need to ask hard questions about what levels of interactions they want their students to have with nonprofits and what role the program is to play in the nonprofit community. Some programs may not be comfortable having students present findings to community organizations. Other programs may recognize that students would benefit from increased interactions with nonprofit organizations.

Finally, even though experiential education approaches are prevalent through many nonprofit-focused programs, there is still a gap in formal support for implementing these approaches. Findings from the interviews and survey revealed that formal support for experiential education is available at the university level and informal support for experiential education is available at the program level. Program administrators can consider the process of formalizing experiential education within their programs, which means including experiential education in program planning documents and student

learning outcomes. This formalization process could potentially lead to formal support for experiential education at the program level.

Based on these recommendations, future studies should focus on more documentation about the informal and formal aspects of experiential education in nonprofit-focused master's degree programs and on levels of interactions between students conducting experiential learning projects and community organizations. Future studies can also focus on the impact that experiential education approaches have on students. Also, the approaches that have at least one level of interaction with nonprofits can focus on the impact that these approaches have on nonprofit organizations. Finally, future studies can explore further which setting and support factors influence the types of experiential education approaches offered within each program.

Conclusions

The overall purpose of this study was to document the types of experiential education approaches used within nonprofit-focused master's degree programs associated NACC member centers across the United States and how these experiential education approaches were defined, created, and administered. (For comparison purposes, the study also explored the use of experiential education in programs not affiliated with NACC). The purpose of this study was to also document the programmatic setting, the extent and type of programmatic support, and the institutional setting and support for the experiential education strategies employed.

This study provides a foundation for understanding experiential education approaches within the context of nonprofit management education. Program administrators and faculty members of nonprofit-focused master's degree programs can

use these findings as a kind of lens through which they can look at experiential education in their own programs and courses. The findings also lay a foundation for future studies that will, hopefully, focus on the impact of different experiential education approaches on students and on any community organizations with which the students interact.

REFERENCES

Abramson, J. S. & Fortune, A. E. (1990). Improving field instruction: An evaluation of a seminar for new field instructors. *Journal of Social Work Education*, 26(3), 273-86.

Anderson, D. R., Sweeney, D. J., & Williams, T. A. (2008). *Statistics for business and economics*. Mason, OH: South-Western Cengage Learning.

Ashcraft, R. F. (2001). Where nonprofit management education meets the undergraduate experience: American Humanics after 50 years. *Public Performance & Management Review*, *25*(1), 42-56. doi:10.2307/3381168

Association for Experiential Education (n.d.). Definition of experiential education. Retrieved February 5, 2010 from, http://www.aee.org/about/whatIsEE

Bacon, N. (2002). Differences in faculty and community partners' theories of learning. *Michigan Journal of Community Service Learning*, 9, 34-44.

Battistoni, R. M., Gelmon, S. B., Saltmarsh, J. A., Wergin, J. F., & Zlotkowski, E. (2003). *The engaged department toolkit.* Providence, RI: Campus Compact.

Berg-Weger, M., & Birkenmaier, J. (2006). *The practicum companion for social work: Integrating class and field work.* Pearson Education Canada.

Bies, A. L., & Brimer Blackwood, A. S. (2007). Accountability, ethics, evaluation, and governance in nonprofit management education: trends and treatment. *Journal of Public Affairs Education.* 13, 3, 519-547.

Bogo, M., & Globerman, J. (1999). Interorganizational relationships between schools of social work and Held agencies: Testing a framework for analysis. *Journal of Social Work Education, 35,*265-274.

Bringle, R. G., & Hatcher, J. A. (2009). Innovative practices in service-learning and curricular engagement. *New Directions for Higher Education*, (147), 37-46. doi:10.1002/he.356

Bringle, R. G., Phillips, M. A., & Hudson, M. (2004). *The measure of service-learning: Research scales to assess student experiences.* Washington D.C. American Psychological Association.

Bright, L., Bright, C., & Haley, L. L. (2007). Nonprofit outreach services: Using outreach to increase nonprofits' capacity and to provide a quality educational experience for students. *Journal of Public Affairs Education,* 13, 335-343.

Bucco, D. A., Busch, J. A. (1996). Starting a service-learning program. In B. Jacoby & Associates. *Service-Learning in Higher Education*. (pp. 231-245). San Francisco: Jossey-Bass.

Bushouse, B. K. (2005). Community nonprofit organizations and service-learning: resource constraints to building partnerships with universities. *Michigan Journal of Community Service Learning*, 12, 32-40.

Bushouse, B. K., & Morrison, S. (2001). Applying service-learning in Master of Public Affairs programs. *Journal of Public Affairs Education*. 7(1), 9-17.

Campus Compact (2003). Introduction to service-learning toolkit: Readings and resources for faculty. Boston, MA: Campus Compact.

Carpenter & Krist (2011). Practice makes perfect: A study of the impact and use of nonprofit master's students' applied projects on nonprofit organizations in the San Diego region. *Journal of Nonprofit Education and Leadership*. 1(2), 61-77

Collins, D. (1996). Closing the gap between business students and the poor: An

introduction to the volume. *Journal of Business Ethics,* 15(1), 1-4, DOI: 10.1007/BF00380257.

Cooks, L., Sharrer, E., & Paredes, M. C, (2004) Toward a social approach to learning in community service learning. *Michigan Journal of Community Service Learning*, 10(2), 44-56.

Cooper, D. D. (1998). Reading, writing, and reflection. In Campus Compact's, *Introduction to service-learning toolkit (*pp. 91-98). Boston, MA: Campus Compact.

Corporation for National and Community Service (1990). *National and community service act of 1990.* Washington D.C.: CNCS.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications

Creswell, J. W. & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research.* Thousand Oaks, CA: Sage Publications.

Cross, J. & Grant. N. (2006). Teaching MPA internships built on reflection in practice. *Journal of Public Affairs Education.* 12(1), 19-31.

Crowe, M. R. & Adams, K. A. (1979). *The current state of assessing experiential education programs.* Columbus, OH: The National Center for Research in Vocational Education. The Ohio State University.

Currie, D. M., Krbec, D., Matulich, S., & Education, B. (2003). The use of a global business practicum in promoting international competence. *Atlanta*, *7*.

D' Agostino, M. J. (2008). Fostering a civically engaged society: The university and service learning. *Journal of Public Affairs Education.* 14(2), 191-204.

Daynes, G. & Longo, N. V. (2004). Jane Addams and the origins of service-learning practice in the United States, *Michigan Journal of Community Service Learning*, 11, 5-13.

De Leon, P., & Protopsaltis, S. (2005). Preparing for the craft of policy analysis: The capstone experience. In I. Geva-May (Ed.). Thinking like a policy analyst: Policy analysis as a clinical profession. (pp. 171-186). New York: Macmillan.

Denhardt, R. B., Lewis, J. R., Raffel, J. R., & Rich, D. (1997). Integrating theory and practice in MPA education: The delaware model. *Journal of Public Affairs Education*. 3(2), 153-162.

Dewey, J. (1916). *Democracy in education: An introduction to the philosophy of education.* New York: Macmillan.

Dicke, L, Dowden, & Torres, J. (2004). Successful service-learning: A matter of ideology. *Journal of Public Affairs Education*. 10(3), 199-208.

Dillon, M., McCaskey, P., & Blazer, E. (2011). MBA internships: More important than ever. *Journal of Education for Business*, *86*(1), 44-49. doi:10.1080/08832321003774764

Dobkin Hall, P., O'Neill, M., Vinokur-Kaplan, D., Young, D., & Lane, F. S. (2001). Where you stand depends where you site: The implications of organizational location for university-based programs in nonprofit management. *Public Performance & Management Review*, 25, 74-87.

Donmoyer, R. (2008). EDLD612 Virtual lecture #3. University of San Diego.

Driscoll, A. (2008). Carnegie's community engagement classification: Intentions and

insights. *Change: The Magazine of Higher Learning.* January/February 2008, 38-41.

Driscoll, A. (2009). Carnegie's new community engagement classification: Affirming higher education's role in community. *New Directions for Higher Education*, (147), 5-12. doi:10.1002/he.353

Edmond, T., Rochman, E., Megivern, D., Howard, M., & Williams, C. (2006). Integrating evidence-based practice and social work education. *Journal of Social Work Education.* 42(2), 377-396. doi: 10.5175/JSWE.2006.200404115

Field, A. (2009). *Discovering statistics using SPSS.* London, Sage Publications.

Fortune, A. E., Mcarthy, M., & Abramson, J. S. (2001). Student learning processes in field education: Relationship of learning activities to quality of field instruction, satisfaction, and performance among MSW students. *Journal of Social Work Education.* 37(1), 111-124.

Fox, K. (2008). Rethinking experience: What do we mean by this word "experience"? *Journal of Experiential Education,* 31, 36-54. doi: 10.5193/JEE.31.1.36

Furco, A. (1996). Service-learning: A balanced approach to experiential education. *Expanding Boundaries: Service and Learning.* Washington, D.C.: Corporation for National and Community Service.

Furco, A., & Miller, W. (2009). Issues in benchmarking and assessing institutional engagement. *New Directions for Higher Education*, (147), 47-54. doi:10.1002/he.357

Galloway, F. (2004). *A methodological primer for conducting quantitative research in*

postsecondary education at Lumina Foundation for Education. Retrieved October 15, 2009 from www.luminafoundation.org/research/researchersgalloway.pdf

Garris, R., Madden, J., & Rodgers III, W. M. (2008). Practitioners' roles, internships, and practicum courses in public policy and management education. *Journal of Policy Analysis and Management, 27*(4), 992-1003. doi:10.1002/pam.20368

Garthwait, C. L. (2011). *The social work practicum: A guide and workbook for students*, 5/E. New Jersey: Pearson.

Geva-May, I. (2005). *Thinking like a policy analyst: policy analysis as a clinical profession*. New York: Macmillan.

Gregory, J. (2002). Assessment of experiential learning in higher education. In P. Jarvis (Ed.), *The theory and practice of teaching.* (pp. 171-188). London: Kogan Page.

Goldstein, H. (2001). *Experiential learning: A foundation for social work education and practice.* Alexandria, VA: Howard Goldstein Publisher.

Gilchrist, L., Mundy, M. E., Felten, P., & Shields, S. L (2003). Course transitions, midsemester assessment, and program design characteristics: A case study. *Michigan Journal of Community Service Learning*. 10(1), 51-58.

Heffernan, K. (2001). *Fundamentals of service-learning course construction*. Boston: Campus Compact.

Holland, B. A. (2009). Will it last? Evidence of institutionalization at Carnegie classified community engagement institutions. *New Directions for Higher Education*, (147), 85-98. doi:10.1002/he.361

Holloway, W. & Jefferson, T. (2000). *Doing qualitative research differently: Free association, narrative and interview method.* Thousand Oaks, CA: Sage Publications.

Howard, J. (2001). *Service-learning course design workshop*. Michigan: University of Michigan.

Imperial, M. T., Perry, J. L., & Katula, M. C. (2007). Incorporating service learning into public affairs programs: Lessons from the literature. *Journal of Public Affairs Education,* 13(2), 243-264.

Inkster & Ross (1995) *The Internship as Partnership: A Handbook for Campus-Based Coordinators and Advisors.* Mt. Royal, NJ: The National Society of Experiential Education.

Inkster, R. P., & Ross, R. G. (1998). *The internship as partnership. A handbook for business, nonprofits & government agencies*. Needham Heights, MA: Simon and Schuster.

Itin, C. M. (1999). Reasserting the philosophy of experiential education as a vehicle for change in the 21st century. *The Journal of Experiential Education,* 22, 2.

Johnson, J. (2005). Experiential learning in emerging markets: Leveraging the foreign experience. *Business Education and Emerging Market Economies*. 2, 235-249, DOI: 10.1007/1-4020-8072-9_15

Journal of Public Affairs Education (1997) Special Issue on Experiential learning. NASPAA.

Kachra, A., & Schnietz, K. (2008). The capstone strategy course: What might real integration look like? *Journal of Management Education*, 476 -508. doi:10.1177/1052562907300811

Kecskes, K. (2008). *Creating community-engaged departments: Self-assessment rubric for the institutionalization of community engagement in academic departments*. Center for Academic Excellence, Portland State University.

Kecskes, K. (2006). Big Questions for Engaged Departments in K. Kecskes (Ed.), *Engaging Departments: Moving Faculty Culture from Private to Public, Individual to Collective Focus for the Common Good*. San Francisco: Anker/Jossey-Bass

Kenny K. & Gallagher L. (2002). Service-learning a history of systems. In M. Kenny et al., (Eds.), Learning to serve: Promoting civil society through service-learning, (pp. 15-29). Boston: Kluwer Academic Publishers.

Kenworthy, A. L., & Fornaciari, C. (2010). No more reinventing the service-learning wheel. *Journal of Management Education*, 3 -8. doi:10.1177/1052562909346000

Kolb, A. Y. & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193-212.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development.* New Jersey: Prentice-Hall.

Koliba, C. J. (2007). Engagement, Scholarship, and Faculty Work: Trends and Implications for Public Affairs Education. *Journal of Public Affairs Education*, *13*(2), 315–333.

Lager, P. B. & Robbins, V. C. (2004). Field education: Exploring the future, expanding the vision. *Journal of* Social Work Education, 40(1), 3-11.

Larson E., & Drexler, J. A. (2010). Project management in real time: A service-learning project. *Journal of Management Education*. 34(4), 551-573.

Lee, M. (2010). The role of the YMCA in the origins of the U.S. nonprofit management education. Nonprofit Management and Leadership. 20(3), 277-293.

Lemieux, C. M., & Allen, P. D. (2007). Service learning in social work education: The state of knowledge, pedagogical practicalities and practice conundrums. *Journal of Social Work Education, 43*(2), 309-325.

Li, T., Greenberg, B.A. & Nicholls J.A.F. (2007). Teaching experiential learning: Adoption of an innovative course in an MBA marketing curriculum. *Journal of Marketing Education*, 29, 25-33. doi:10.1177/0273475306297380

Long R. F. (2010). Michael O'Neil – An interview with a father of nonprofit education and leadership. *Journal of Nonprofit Education and Leadership*. 1(1), 3-10.

Mazza, N. (1998). The use of simulations, writing assignments, and assessment measures in family social work education. *Journal of Family Social Work.* 3(1),71-83.

McAleavey, S. J. (n.d.). *Service-learning: Theory and rationale.* Retrieved March 15, 2010 from http://www.mc.maricopa.edu/other/engagement/pathways/rationale.shtml

McGaw, D, & Weschler L. (1999). Romancing the capstone: The jewel of public value. *Journal of Public Affairs Education*. 5(2), 89-105.

Merriam-Webster, (n.d). Fieldwork definition. Retrieved, April 13, 2011 from http://www.merriam-webster.com/dictionary/fieldwork

Merriam-Webster, (n.d.). Simulation definition, Retrieved, April 13, 2011 from http://www.merriam-webster.com/dictionary/simulation

Miller, J., Kovacs, P. J., Wright, L., Corcoran, J., & Rosenblum, A. (2005). Special section: Field education in social work. Field education: Student and Field instructor perceptions of the learning process. *Journal of Social Work Education, 41*(1), 131-145.

Mirabella, R. M. (n.d.). Nonprofit management education: Current offerings in university based programs. Retrieved, March 5, 2010, from http://academic.shu.edu/npo/.

Mirabella, R. M. (2007). University-based educational programs in nonprofit management and philanthropic studies: A 10-year review and projections of future trends. *Nonprofit and Voluntary Sector Quarterly*, 364, 11S-27S. doi:10.1177/0899764007305051

Mirabella, R. M., & Renz, D. O. (2001). Nonprofit management outreach programs: An examination of institutional mission and setting. *Public Performance and Management Review*, 25, 14-29. doi:10.2307/3381166

Mirabella, R. M., & Wish, N. B. (2000). The "best place" debate: A comparison of graduate education programs for nonprofit managers. *Public Administration Review, 60*, 219-229. doi:10.1111/0033-3352.00082

Mirabella, R. M., & Wish, N. B. (2001). University-based educational programs in the management of nonprofit organizations: An updated census of U.S. programs, *Public Performance and Management Review*, 25, 30-41.

Mooradian, J. K. (2008). Using simulated sessions to enhance clinical social work education. *Journal of Social Work Education, 44*(3), 21-35.

Morton K., & Saltmarsh, J. (1997). Addams, Day, and Dewey: The emergence of community service in American culture. *Michigan Journal of Community Service Learning*, 4, 137-49.

Nonprofit Academic Centers Council (NACC). (2006). In pursuit of excellence: Indicators of quality in nonprofit academic centers. Retrieved March 5, 2010, from http://www.naccouncil.org/pdf/NACCPursuitExcellence - Final.pdf

NACC Mission and Goals (n.d.). Nonprofit Academic Centers Council. Retrieved March 5, 2010 from, http://www.naccouncil.org/mission.asp

NACC Membership Categories and Eligibility Criteria (2010). Nonprofit Academic Centers Council. Retrieved March 5, 2010, from http://www.naccouncil.org/member_criteria.asp

NASPAA (n.d.). Retrieved April 5, 2010 from http://www.naspaa.org/

Newman, B. S., Clemmons, V., Dannenfelser, P. S., & Webster, S. (2007). Working to learning: Internships for today's social work students. *Journal of Social Work Education.* 43(3), 513-528. DOI 10.5175/JSWE.2007.200500566

O'Neill, M. (2005). Developmental contexts of nonprofit management education. *Nonprofit Management and Leadership, 16*, 5-17.

O'Neill, M. (1998). Nonprofit management education: History, current issues, and the future In. M. O'Neill & K. Fletcher (Eds.), *Nonprofit management education: U.S. and world perspectives,* (pp. 1-12) Westport: Praeger.

O'Neill, M., & Fletcher, K. (1998). *Nonprofit management education: U.S. and world perspectives,* Westport: Praeger.

O'Neill, M., & Young, D. R. (1988). *Educating managers of nonprofit organizations.*

New York: Praeger.

Patton M. Q, (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage Publications.

Perry, J. L., & Imperial, M. T. (2001). A decade of service-related research: A map of the field. *Nonprofit and Voluntary Sector Quarterly.* 30, 462-479. doi:10.1177/0899764001303004

Rhee, K. S., & Honeycutt Sigler, T. (2010). Developing enlightened leaders for industry and community. *Journal of Management Education*, 163 -181. doi:10.1177/1052562909338143

Rocha, C. J. (2000). Evaluating experiential teaching methods in a policy practice course: The case for service learning to increase political participation. *Journal of Social Work Education*, *36*(1), 53-63.

Ryan, G., Toohey, S., & Hughes, C. (1996). The purpose, value and structure of the practicum in higher education: a literature review. *Journal of Higher Education.* 31(3), 355-377, DOI: 10.1007/BF00128437

Salas, E., Wildman, J. L., & Piccolo, R. F. (2009). Using Simulation-Based Training to Enhance Management Education. *Academy of Management Learning & Education*, *8*(4), 559-573.

Sandmann, L. R., Kiely, R. C., & Grenier, R. S. (2009). Program planning: The neglected dimension of service-learning. *Michigan Journal of Community Service Learning*, 15(2), 17-33.

Sandmann, L. R., & Plater, W. M. (2009). Leading the engaged institution. *New Directions for Higher Education, 2009*(147), 13-24. doi:10.1002/he.354

Schachter, D. R., & Schwartz, D. (2009). The value of capstone projects on participating client agencies. *Journal of Public Affairs Education,* 15, 445-461.

Schnaubelt T, & Statham A, (2007). Faculty perceptions of service as a mode of scholarship. *Michigan Journal of Community Service Learning*. Fall,18-31.

Sigmon, R. L. (1979, Spring). Service-learning: Three principles. *Synergist*, 8(1), 9-11.

Simulations and Gaming Journal (n.d.). Retrieved April 13, 2011 from http://www.sagepub.com/journals/Journal200777

Singleton, S. E., Burcack, C. A., & Hirsch, D. J. (1997). *Faculty Service Enclaves: A Summary Report.* Retrieved from http://eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED404934

Smith, D. C. (2005). Practice, practice, practice: The clinical education of policy analysts at the NYU/Wagner School. In I. Geva-May (Ed.). *Thinking like a policy analyst: Policy analysis as a clinical profession*. (pp. 187-211). New York: Palgrave Macmillan.

Stephenson Jr., M. (2007). Program development issues in nonprofit and civil society studies: Learning from one university's experience. *Journal of Public Affairs Educatio*n. 13(2), 301-314. Retrieved from: http://www.jstor.org/pss/40212732

Volkema, R. J. (2010). Designing effective projects: Decision options for maximizing learning and project success. *Journal of Management Education. 34(4), 527-550.* doi: 10.1177/1052562909350452

Walder, L. S., & Hunter, D. (2008). Client-based courses: Variations in service learning. *Journal of Public Affairs Education*, 14, 219-239. Retrieved from

http://www.jstor.org/pss/40215811

Weerts, D., & Hudson, E. (2009). Engagement and institutional advancement. *New Directions for Higher Education*, (147), 65-74. doi:10.1002/he.359

Westheimer, J. & Kahne, J. (Winter 2003). What kind of citizen? Political choices and educational goals. In *Campus Compact Reader*, (pp. 1-13). Boston, MA: Campus Compact.

Wish, N. B. & Mirabella, R. M. (1998). Curricular variations in nonprofit management graduate programs. *Nonprofit Management and Leadership*, 9, 99-109. doi:10.1002/nml.9108

Wittmer, D. P. (2004). Business and community: Integrating service learning in graduate business education. *Journal of Business Ethics*, *51*(4), 359–371. doi: 10.1023/B:BUSI.0000032514.05498.2b

Wolfer, T. A., Freeman, M. L., & Rhodes, R. (2001). Developing and teaching an MSW capstone course using case methods of instruction. *Advances in Social Work*, 2(2), 156-171.

Wurdinger, S. D. (1994). *Philosophical issues in adventure education.* Dubuque, IA: Kendall/Hunt

Young, D. (1998). Games universities play: An analysis of the institutional contexts of centers for nonprofit study. In M. O'Neill & K. Fletchers (Eds.). *Nonprofit Management Education: US and World Perspectives*. (pp. 119-136). Westport: Praeger.

Appendix A.

Preliminary Documentation

School	Location City/State	Center	Masters Degree	Master's degree connection to NACC Center (e.g. within same school, run by, not connected)	Experiential Education Approach (es) or Program component where experiential education could occur (Curriculum based)
Arizona State University	Phoenix, AZ	ASU Lodestar Center for Philanthropy and Nonprofit Innovation	Masters of Nonprofit Studies Masters Public Administration (MPA)	Advertised on Center website & through School of Community Resources and Development	Capstone (Case Based)
Baruch College, City University of New York	New York, NY	Center for Nonprofit Strategy and Management	Specialization in Nonprofit Administration	Within same school	Capstone
Bay Path College	Longmeadow, MA	The Graduate School and Nonprofit Management and Philanthropy Program	MS in Nonprofit Management and Philanthropy	Same program	Capstone
Boston College	Boston, MA	Center on Wealth and Philanthropy	Masters of Social Work	Doesn't appear to be connected at all	Field Education (Macro Concentration)
Case Western Reserve University	Cleveland, OH	Mandel Center for Nonprofit Organizations	Masters of Nonprofit Organizations & Executive Option	Advertised on Center website & through School of Applied Social Science, the Weatherhead School of Management, and the School of Law.	Practicum (capstone)
City University London (NOT ELIGIBLE FOR STUDY)	London, UK	Centre for Charity Effectiveness - Cass School of Business	PgDip/MSc in Voluntary Sector Management (post graduate diploma)	Postgraduate diploma offered through center	Shadowing/Fieldwork Experience

Cleveland State University	Cleveland, OH	Center for Nonprofit Policy & Practice	Master of Nonprofit Administration and Leadership	Within same school, share Director	Capstone (NAL 656 Capstone in Nonprofit Management and Leadership)
DePaul University	Chicago, IL	School of Public Service	Master of Nonprofit Management	Within same school, share Director	Integrative Seminar (Capstone), Public Service Immersion, Internship
George Mason University	Fairfax, VA	Nonprofit Management Studies	Masters of Public Administration (MPA) Concentration in Nonprofit Management	Within same school - Center is not an official center	Internship (Optional?)
Georgetown University	Washington, D.C.	Center for Public and Nonprofit Leadership - Georgetown Public Policy Institute	Masters in Public Policy/Policy Management (Nonprofit Policy and Leadership Track)	Within same school	Advanced Policy Management Project (Capstone-Verify they call it this) Policy Management degree, Thesis
Georgia State University	Atlanta, GA	Nonprofit Studies Program - Andrew Young School of Public Policy Studies	Masters of Public Administration (MPA)-Nonprofit Administration/MPP-Nonprofit Policy	Within same school, advertised on center website	Optional-Practicum, Internship
Grand Valley State University	Allendale, MI	Dorothy A. Johnson Center for Philanthropy and Nonprofit Leadership	Masters of Public Administration (MPA) with a concentration in Nonprofit Management and Leadership	within same school, (center does not advertise masters program)	Internship or optional masters thesis
Harvard University (NOT ELIGIBLE FOR STUDY)	Boston, MA	Hauser Center for Nonprofit Organizations		In Kennedy School of Govt.	

Indiana University	Indianapolis, IN & Bloomington, IN	The Center on Philanthropy at Indiana University	MA in Philanthropic Studies/MPA Nonprofit Management	Advertised on Center website & through School of Liberal Arts	Internship
Johns Hopkins University	Baltimore. MD	Center for Civil Society Studies	Masters of Arts in Public Policy	within same school	Internship and optional thesis
Louisiana State University - Shreveport	Shreveport, LA	Institute for Human Services and Public Policy - College of Liberal Arts	Masters of Science in Human Services Administration	Within same school, advertised on center website	Directed Final Project
Mount Royal College (NOT ELIGIBLE FOR STUDY)	Calgary, AB Canada	Institute for Nonprofit Studies	No Masters Degree- Bachelors in Applied Nonprofit Studies		
New York University	New York, NY	Public and Nonprofit Management & Policy Program - Robert F. Wagner Graduate School of Public Service	Masters in Public Administration (MPA) in Public and Nonprofit Management and Policy	Same program	Capstone
New York University School of Law (NOT ELGIBLE FOR STUDY)	New York, NY	National Center on Philanthropy and the Law	Three different nonprofit law related courses - does not offer Masters Degree		
North Park University	Chicago, IL	Axelson Center for Nonprofit Management	Master of Nonprofit Administration	Within same school	Project

Northwestern University (CHECK ON ELIGIBILITY)	Evanston, IL	Center for Nonprofit Management - Kellogg School of Management	MBA? - it appears the Center has Executive Education but no masters degree associated with it/MBA does not appeat to have nonprofit concentration/check on this	within same school, (center does not appear to be connected to MBA)	Experiential Learning (CHECK ON THIS)
Notre Dame	Notre Dame, IN	Master of Nonprofit Administration Program - Mendoza College of Business	Master of Nonprofit Administration	same program	Field Project
Portland State University	Portland, OR	Institute for Nonprofit Management, Mark O. Hatfield School of Government	Master of Public Administration Specialization in Nonprofit Management	Within same school, advertised on center website	Organizational Experience
Queensland University of Technology (NOT ELIGIBLE FOR STUDY)	Brisbane, AU	Centre of Philanthropy and Nonprofit Studies			
Regis University	Denver, Co	Global Nonprofit Leadership Development	Master of Nonprofit Management	Same program	Field Experience
Seattle University	Seattle, WA	Center for Nonprofit and Social Enterprise Management	Executive Master of Nonprofit Leadership	Same Program	Summary Project
Seton Hall University	New Orange, NJ	Center for Public Service	Masters in Public Administration Concentration in Nonprofit Organization Management	Within same school, advertised on center website	Internship, Practicum, Research Seminar (not sure research seminar is EE)

Texas A&M University	College Station, TX	Program in Nonprofit Management - Bush School of Government and Public Service Graduate Management Programs - Nonprofit Management Program	Master of Public Service and Administration with Elective Concentration in Nonprofit Management	Within same school - part of MPSA program	Capstone
The New School	New York, NY		Master of Science Degree in Nonprofit Management	Same program	Professional Decision Report (Masters Thesis) Not sure this is EE
The University of New South Wales (NOT ELIGIBLE FOR STUDY)	Sydney, AU	Centre for Social Impact			
University at Albany-SUNY	Albany, NY	Center for Women in Government & Civil Society - Rockefeller College of Public Affairs and Policy	Master of Public Administration Concentration in Nonprofit Management	within same school, (center does not advertise masters program)	Capstone (not sure this is EE)
University of California-Berkeley	Berkeley, CA	Center for Nonprofit and Public Leadership	MBA (Nonprofit Specialty)	Within same school, advertised on center website	Experiential Learning (Projects)
University of California-Los Angeles	Los Angeles, CA	Center for Civil Society	Masters in Public Policy M.A. in Urban Affairs and Public Policy concentration in Community Development and Nonprofit Leadership	Within same school, advertised on center website	Applied Policy Project
University of Delaware	Newark, DE	Center for Community Research & Service		Within same school, advertised on center website	graduate assistantships through Center for Community Research and Service

University of Michigan	Ann Arbor, MI	Nonprofit and Public Management Center, School of Social Work	MPP with focus in Public and Nonprofit Management, MPA (same as MPP but accelerated program), MSW with practice method in management of human service organizations, MBA with electives in social enterprise	the center is a collaboration between 3 different schools	School of business: multidisciplinary action project, MPP 10 week internship/integrated policy exercise; MSW field Instruction
University of Minnesota	Minneapolis, MN	The Public and Nonprofit Leadership Center, Humphrey Institute of Public Affairs	Master of Public Policy (MPP) with a concentration in public nonprofit leadership and management. Masters of Public Affairs with nonprofit courses	Within same school, advertised on center website	Internship, Capstone, Professional paper
University of Missouri-Kansas City	Kansas City, MO	Midwest Center for Nonprofit Leadership - Henry W. Bloch School of Business and Public Administration	Master of Public Administration (M.P.A.) degree with a concentration in nonprofit management	Within same school, advertised on center website, share director	Capstone (Case Based)
University of Missouri-St. Louis	St. Louis, MO	Nonprofit Management and Leadership Program	The Master of Public Policy Administration (MPPA)	Within same school, advertised on center website	Exit Project Paper (Capstone)

University of Pennsylvania	Philadelphia, PA	Center for Community Partnerships - Penn Program for Public Service	Leadership for Social Change Masters Program	Doesn't appear to be connected at all - check on this	Leadership Practicum
University of San Diego	San Diego, CA	Institute for Nonprofit Education and Research	MA in Leadership and Management	Within same school, advertised on center website, share director	Applied Project
University of San Francisco	San Francisco, CA	Institute for Nonprofit Organization Management (Institute is no longer in business	Master of Nonprofit Administration	Within same school - Shares same director. Center is no longer an official center	Summary Project
University of Southern California	Los Angeles, CA	Center on Philanthropy and Public Policy	Master of Public Administration/Master of Public Policy Specialization in Philanthropy and Nonprofits	Within same school, advertised on center website	Internship, Professional Practice Course, Practicum
University of St. Thomas	Minneapolis, MN	Center for Nonprofit Management	MBA with Elective Track (Specialization) in Nonprofit	Within same school, advertised on center website	Internship (FT), Capstone Business Experience
University of Technology-Sydney (NOT ELIGIBLE FOR STUDY)	Sydney, AU	Centre for Australian Community Organisations and Management - School of Management			
University of Texas at Austin	Austin, TX	RGK Center for Philanthropy and Community Service	Master of Public Affairs Specialization in Nonprofit and Philanthropic Studies	Within same school, advertised on center website	Policy Research Project/Professional Report (Capstone), Internship

University of Washington	Seattle, WA	Nancy Bell Evans Center on Nonprofits and Philanthropy	Master of Public Administration with a concentration in Nonprofit Management and Philanthropy	Within same school, advertised on center website	Degree project (Capstone)
University of Wisconsin-Milwaukee	Milwaukee, WI	Helen Bader Institute for Nonprofit Management	Master of Science in Nonprofit Management and Leadership	Not sure if within same school, master's program advertised on center website	Capstone
Virginia Tech	Blacksburg, VA	Institute for Policy and Governance	Master's of Public and International Affairs (MPIA) with a public and nonprofit management concentration (govt. and capacity building)	Within same school, advertised on center website	Research and Project (Thesis or Practicum)
York University (NOT ELIGIBLE FOR STUDY)	Toronto, ON	Nonprofit Management & Leadership Program - Schulich School of Business			

Appendix B.

Interview Recruitment Message

Dear NACC Center Director:

One of my doctoral students, Heather Carpenter, is conducting dissertation research that has the potential to inform the future of nonprofit management education, and we invite you to participate. This first of its kind study will document the:

- Types of experiential education teaching approaches (applied projects, internships, capstones, field work) used within the master's degree program associated with your center.

- How each approach is defined, built, and administered.

- The setting and support for each type of approach.

In order to begin the first phase of the study, Heather is setting up 1-hour telephone interviews with the person who has the most knowledge of the types of experiential education approaches offered within the master's degree program associated with your center. Are you this person?

If the answer to this question is yes and you are willing to participate, please reply to this e-mail by clicking reply all (so Heather and I both receive your response) and let us know three dates and times you would be available for a telephone interview. (Please specify the time zone you are in).

If you are not this person, can you please reply to this e-mail by clicking "reply all" (so both Heather and I receive a copy) and provide us with the name and e-mail address of the person who has the most knowledge of the types of experiential education teaching approaches used in the master's degree program?

Thank you, we look forward to your response and any questions you might have about this study.

Sincerely,

Robert Donmoyer, PhD, NACC Representative, University of San Diego

Appendix C.

Revised Interview Protocol

My name is Heather Carpenter; I am a doctoral candidate in Leadership Studies at the University of San Diego. Thank you for your willingness to speak with me today. The data that I gather through this interview will be used in my dissertation and I hope will provide the field with a more comprehensive picture of how experiential education is used within master's degree programs associated with NACC member centers.

(READ CONSENT FORM). Thank you for signing the consent form, I just need to reiterate what is discussed in the form.

I am interested in learning about how experiential education is used within your master's degree program. In order to do so, I will be asking you questions in three different areas. First, how your master's degree program is administered, second how experiential education is or is not supported within your program and university and last, the programmatic context for experiential education and what types of experiential education teaching approaches are used within your program.

About Master's Degree Program

Before I find out about how experiential education is used within your master's degree program, I'd like to find out a little more about your master's degree program.

1. Can you tell me what the mission and goals are of your master's degree program?
    a. Tell me a little about the types of students enrolled in the program.
2. Where is the master's degree program housed?
    a. What school is it located in?
3. What is the hierarchical structure of your department?
    a. What is your role?
        i. Is your primary role as a faculty member or administrator?
        ii. Who do you report to?
    b. How would you classify the faculty who teach in your program? Are the mostly practitioners or are they primarily academics?
4. In your program how would you define experiential education?

a. How would you see this type of learning is included in the program?

i. How is it connected to the goals of the program?
ii. Is it included in the student learning outcomes?

5. Can you point to aspects of your program where experiential education takes place?

i. Within courses?

ii. Outside of courses with community engagement activities?

b. Are all of your students required to engage in Experiential Education before they graduate?

6. What types of support is provided your faculty that engage in this experiential education?

a. What types of support for EE, if any, is provided at the department, college, or university level?

b. Do you have a dedicated person who manages the experiential education within your program?

7. Does the university administration positively or negatively affect how Experiential Education is used within your program?

8. Have there been impediments to implementing experiential education in your program?

Programmatic context.

Let's start with the x type of experiential education approach that you mentioned.

9. How does the experiential education approach contribute to achieving the broader goals of the master's degree program? (read for each approach).

10. What are the goals of the approach (course)?

11. Is there an approach (course) description I can download somewhere?

12. Is this (course) required or elective?

13. How did this approach (course) come about?

a. How was it created?

b. When was it created?

14. How much time does the faculty member spend on this approach (course) compared to teaching approaches?

15. How is the approach (course) assessed or evaluated?

    a. By the students?

    b. By the faculty?

    c. By the community organizations?

That is all the questions I have today.

1. Do you have anything you would like to add that would help me in understanding how experiential education is used within your master's degree program?

    a. Would it be all right if I follow up with you by e-mail or phone at a later date if I have any additional questions?

Pilot Questions:

Thank you for piloting the interview questions.

1. Did these questions help you explain how experiential education is being used within your program?

2. Were there any questions that were awkward for you to answer?

3. Were there any questions that you think should be reworded?

Appendix D.

Program Characteristics Correlations

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
(1) Nonprofit Degree	23	425															
(2) Public Admin Degree	46	502	-442**														
(3) Other Degree	20	405	-192	-325**													
(4) Students Working FT, PT students	51	504	129	161	-079												
(5) Students working FT, FT students	16	369	136	-167	174	-442**											
(6) Students working PT, FT students	14	355	-226	030	-105	-418**	-179										
(7) Students not working, FT students	14	355	-129	053	099	-418**	-179	-169									
(8) Tenure-track w/considerable work experience	16	371	152	-014	-026	040	-085	-070	043								
(9) Tenure-track w/some work experience	37	486	-259*	259*	-162	-091	-252*	200	114	-335**							
(10) Adjunct faculty w/considerable work experience	25	436	266*	-204	042	374**	023	-240*	-240*	-254*	-440**						
(11) Degree housed within department	34	478	-185	358**	-066	172	-069	-041	-041	-241*	139	-071					
(12) Degree housed within school	56	500	066	-064	006	-163	063	029	195	217	-144	-120	-265*				
(13) Degree housed within college	31	468	-155	112	196	-010	042	-017	072	-133	-136	254*	159	-140			
(14) Role Faculty member	76	429	-203	160	-108	-235	015	122	228	-091	-022	088	114	043	301*		
(15) Role Administrator	19	396	279*	-382*	176	-023	033	-083	149	149	-214	069	-284	012	103	-108	
(16) Role Director	25	439	088	-045	-004	118	-030	-134	074	074	-157	-108	088	137	-241	-188	088

*Correlation is significant at the 05 level

**Correlation is significant at the .01 level

Appendix E

Setting for Experiential Education Correlations

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
(1) EE definition similar	83	382												
(2) EE definition slightly different	12	322	- 789**											
(3) EE Exceedingly useful	72	451	- 013	145										
(4) EE neither extremely useful or overrated	14	349	- 080	- 146	- 647**									
(5) EE formal part of program	68	468	183	- 013	438**	- 319**								
(6) EE informal part of program	29	457	- 067	- 054	- 425**	- 272*	- 942*							
(7) EE included in majority of courses	28	451	081	064	214*	101	163	259*						
(8) EE included in some courses	55	501	074	039	- 150	030	051	011	- 683**					
(9) Faculty spend more time on EE	17	377	111	071	132	- 085	165	139	329**	- 158				
(10) Faculty spend same time on EE	25	434	- 064	048	029	- 061	075	- 118	171	- 096	- 258*			
(11) EE occurs outside classroom setting	45	501	048	038	075	- 169	051	063	006	134	- 005	027		
(12) EE does not occur outside of classroom setting	33	471	- 145	141	205	- 067	033	- 052	111	001	132	- 173	- 628**	
(13) Unknown if EE occurs outside of classroom setting	23	420	105	- 204	- 319**	277*	- 097	- 133	- 131	- 161	- 145	167	- 487**	- 374

*Correlation is significant at the 05 level

**Correlation is significant at the 01 level

Appendix F.

Support for Experiential Education Correlations

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
(1) Strong Mission Influence	20	403															
(2) Moderate Mission Influence	51	503	- 507**														
(3) Little Mission Influence	12	327	- 185	- 374**													
(4)Unknown Mission Influence	11	311	- 173	- 350**	- 128												
(5) University administration very supportive EE	45	501	147	095	- 171	- 054											
(6) University administration somewhat supportive EE	19	392	- 068	131	- 072	- 055	- 436**										
(7) University administration neither supportive or discouraging EE	28	452	- 089	- 097	227	- 023	- 568**	- 299**									
(8) Monetary support for EE	18	390	188	062	- 072	- 166	- 093	122	043								
(9) Instructional Support for EE	34	478	126	158	- 183	- 070	350**	082	114	006							
(10) Technical Support for EE	36	482	250*	- 149	- 021	011	321**	- 074	- 240*	- 392**	- 301**						
(11) Administrative support for EE	26	443	151	- 008	- 037	- 111	420**	- 134	- 041	- 220	286*	493**					
(12) No support for EE	39	492	- 123	- 093	212	- 008	- 338	041	420	- 314	- 582**	- 599	- 421				
(13) Level of support program	38	489	015	111	- 217	084	310**	029	- 286*	195	428**	522**	348**	- 577**			
(14) Level of support department	34	476	- 010	322**	- 277*	- 070	222	071	- 238*	319**	507**	360**	281*	- 527**	606*		
(15) Level of support school	30	460	- 266*	299*	028	- 137	256*	- 132	- 259*	067	276*	255	280*	- 478**	382**	255*	
(16) Level of support college	25	438	091	082	- 128	- 006	165	- 007	- 065	362**	363**	277*	283*	430**	277*	268*	119

*Correlation is significant at the 05 level

**Correlation is significant at the .01 level