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*Trish Kalivoda*  
*University of Georgia*

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Dissertation Research: The Advisor-Advisee Relationship  
*Audrey J. Jaeger*  
*North Carolina State University*  
*Lorilee R. Sandmann and Jihyun Kim*  
*University of Georgia*

A critical dimension in the development of emerging community-engaged scholars is the advisor-advisee relationship during the student's doctoral degree program. A qualitative study of four doctoral students interested in doing community-engaged dissertation research, and their advisors, identified five characteristics of such relationships: (1) background and experience matter; (2) faculty advisors and advisees are co-learners; (3) the advisor-advisee relationship can approach a synergistic state; (4) faculty advisors often serve as interpreters and interveners; and (5) community-engaged dissertation studies often lack "structural" support. The findings suggest two practical steps for faculty advisors to take when mentoring doctoral students who are doing community-engaged dissertation studies: (1) be sensitive to, and learn from, the community experience of one's advisees, and (2) intentionally model mutuality and reciprocity.

27 ..... Using a "Small Moments" Writing Strategy to Help  
Undergraduate Students Reflect on Their  
Service-Learning Experiences  
*Robert E. Bleicher and Manuel G. Correia*  
*California State University Channel Islands*

This study examines a "small moments" writing strategy to nurture reflection in undergraduate college students participating in a course-based service-learning activity. Using grounded theory methodology to analyze reflection journal entries, the authors identified themes that indicate that, by writing "small moments" reflection journal entries, undergraduate students demonstrate awareness that can build insight, identify discrepancies, increase awareness of community, solve problems, and build confidence. Writing "small moments" reflections allowed the constructivist nature of student learning in a service-learning setting to become visible and evident to both the students and the instructors.

57.....Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-learning Programs

*Guili Zhang, Nancy Zeller, Robin Griffith, Debbie Metcalf, Jennifer Williams, Christine Shea, and Katherine Misulis*

*East Carolina University*

Planning, implementing, and assessing a service-learning project can be a complex task because service-learning projects often involve multiple constituencies and aim to meet both the needs of service providers and community partners. In this article, Stufflebeam's Context, Input, Process, and Product (CIPP) evaluation model is recommended as a framework to systematically guide the conception, design, implementation, and assessment of service-learning projects, and provide feedback and judgment of the project's effectiveness for continuous improvement. This article (1) explores the CIPP evaluation model's theoretical roots and applications, (2) delineates its four components, (3) analyzes each component's role in a service-learning project's success, and (4) discusses how the model effectively addresses Service-Learning Standards for Quality Practice. This article illustrates the application and evaluation of the model in a teacher-education service-learning tutoring project.

ESSAYS

87.....A Reactive, Radical Approach to Engaged Scholarship

*Malcolm Smith*

*University of New Hampshire Cooperative Extension*

While exploring the current challenges facing academic institutions and the needs of their scholars to make their work relevant in the lives of university constituents, the author advocates for a reactive and radical approach to engaged scholarship by outlining an 8-step process that considers the importance of transformation, immediacy, and relevance in academic research in the field of human service.

101.....Authentic Engagement for Promoting College-Going Culture

*William Collins*

*University of Michigan*

The United States has lost ground internationally as a leader in educational attainment. Personal empowerment, national economic progress, and democratic ideals are enhanced through education, yet inequalities persist in the educational attainment of certain groups, such as low-income families or underrepresented minorities. Because the evolving economic landscape increasingly demands a diverse, highly trained, and well-educated labor force to fill the kinds of jobs required of the information age, the United States cannot afford to let large portions of its population languish educationally. Higher education outreach efforts to engage communities and promote the broad embrace of a college-going culture are seen as vital to achieving increased educational attainment.

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