PROPOSING COMMUNITY-BASED LEARNING IN THE MARKETING CURRICULUM

Susan Cadwallader, Catherine Atwong, and Aubrey Lebard

Community service and service learning (CS&SL) exposes students to the business practice of giving back to society while reinforcing classroom learning in an applied real-world setting. However, does the CS&SL format provide a better means of instilling the benefits of community service among marketing students than community-based learning (CBL), a modification of client-sponsored projects using nonprofit organizations that emphasize societal benefits? A series of three studies reveals that CBL renders results that are more favorable than CS&SL by enhancing student awareness and perceived benefits of community service at the undergraduate and graduate curriculum levels.

Business schools are undergoing greater pressure than ever to produce "socially responsible" business professionals (Klink and Athaide 2004), given recent attention directed at business scandals and corporate greed. Educators are further expected to reach out to the community, raising the visibility and enhancing the brand image of their institutions, in response to the evolving emphasis on activities such as community service and service learning (CS&SL) in higher education (Langworthy and Turner 2003; McCarthy and Tucker 1999; McIntyre, Webb, and Hite 2005). Service learning is a method of teaching, learning, and reflecting that combines academic classroom curriculum with meaningful service in the local community. In service-learning courses, students typically participate in a service activity and also volunteer an additional 10–20 hours (or more) outside the scope of the project. Prior research suggests that academic learning through community-based activities enhances social responsibility (Kolenko et al. 1996; Melaville, Berg, and Blank 2006) and provides students the opportunity to become civically engaged in their communities (Godfrey 1999; Rama et al. 2000). Such learning also enables educators

to engage students in a growing business practice—that of giving back to society at large—while reinforcing classroom learning through an experiential activity (McCarthy and Tucker 1999).

Bringle and Hatcher define service learning as a "course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (1995, p. 112). Authorized by the National and Community Service Act of 1990 (42 U.S.C. 12401) and funded by public and private grants, educational institutions design academic curricula that support service learning as a pedagogical method with which students learn to meet community needs and foster civic responsibility through active community service. By incorporating community service into the curriculum, service learning provides students with real-world learning experiences, benefits the community and society as a whole, and also helps faculty integrate teaching, learning, and public service (Andrews 2007; Easterling and Rudell 1997; Furlow 2010; McIntyre, Webb, and Hite 2005; Toncar et al. 2006).

Overall service-learning efforts in higher education have expanded rapidly, existing in over 1,200 institutions of higher learning (Campus Compact 2012). Although the service-learning pedagogy has sparked a broad, university-wide

Susan Cadwallader (Ph.D., Arizona State University), Associate Professor, Department of Marketing, Mihaylo College of Business and Economics, California State University, Fullerton, Fullerton, CA, scadwallader@fullerton.edu.

Catherine Atwong (Ph.D., Drexel University), Associate Professor, Department of Marketing, Mihaylo College of Business and Economics, California State University, Fullerton, Fullerton, CA, catwong@fullerton.edu.

Aubrey Lebard (MBA, University of Southern California), Full-time Lecturer, Department of Marketing, Mihaylo College of Business and Economics, California State University, Fullerton, Fullerton, CA, alebard@fullerton.edu.

initiative, it has gained less traction in business schools (Astin et al. 2006), where the accomplishment of service goals can come at the expense of business course learning objectives and vice versa (Andrews 2007). Service learning is a relatively new pedagogy in business education, and faculty members are not quite familiar with both the approach and its possible educational outcomes (Seider, Gillmor, and Rabinowicz 2011). McCarthy and Tucker (1999) report that involvement in community service results in students' positive perceptions of outcomes or benefits (i.e., helping community, self-improvement, personal benefit) of the service; however, their findings suggest that business students are less positive about college courses that incorporate service-learning components into the curriculum. Possible reasons that business schools have not adopted CS&SL more widely include the following: (1) students perceive CS&SL as less attractive than other teaching methods, such as case analyses, discussions, and internships (Karns 2005); (2) students prefer courses that develop specific applied skills as well as interaction with industry representatives (Ainsworth and Morley 1995); (3) students find CS&SL time-consuming because of its requirement that they complete 10–20 hours of volunteer work not directly related to business or marketing (Kohls 1996); (4) students may not see the relevance of the service-learning component, which requires individual reflection and journaling of the learning experience, to their education (Kolenko et al. 1996); and (5) faculty tend to choose the path of least resistance given that there is high risk (student rejection or dislike) and little or no reward in terms of promotion and tenure (McIntyre, Webb, and Hite 2005).

From our experience adapting CS&SL in marketing courses, we propose a modified pedagogical approach—namely, community-based learning (CBL)—that might be more successful in marketing curricula. We embrace a key component of the traditional CS&SL approach that directly applies course concepts and theories to benefit nonprofit organizations (NPOs) but removes the volunteer requirement and the service-learning reflection. The CBL method, as we conceptualize it, intentionally applies marketing skills to serve nonprofit clients exclusively. The CBL projects are similar to business client–sponsored projects in that they provide students the opportunity to practice marketing skills in a real-world setting. However, a key learning objective for CBL is to enhance students' community awareness and social responsibility without the other requirements of the CS&SL approach. See Table 1 for contrasts among pedagogies involving projects with clients.

This idea that an application and learning-oriented service to NPOs, such as CBL, could prove a viable alterna-tive to the traditional CS&SL is rarely discussed within the context of the service-learning pedagogy in the business education literature or evidenced in curriculum design. According to Andrews's (2007) 10-year review of the service-learning literature through 2006, as well as marketing education service-learning research (Berry and Workman 2007; Furlow 2010; Metcalf 2010; Newman and Hernandez 2011; Wiese and Sherman 2011) and client-sponsored project research (Bove and Davies 2009; Huser and Munoz 2008; Parsons and Lepkowska-White 2009; Strauss 2011), no prior quantitative studies have been published that document how the effects of CBL formats and the traditional CS&SL design differ in the marketing curriculum.

In this study, we measure the CBL format against the traditional CS&SL format in creating positive perceptions of community service among marketing students. We also measure the effectiveness of the CBL format depending on the curriculum level at which it is implemented. Through these processes, we aim to answer the following research questions:

- Compared with CS&SL, how effective is CBL in meeting the objectives of enhancing students' awareness of community service and appreciation of its value? Specifically,

  1. Do students who participate in CBL projects report a higher level of perceived benefits of engaging in these projects than those who do not?
  2. Do students who participate in CBL projects report a higher level of perceived benefits than those who participate in CS&SL?
  3. Do students who participate in CBL projects become more knowledgeable about and interested in community service than those who do not?

- At what stage in the curriculum (i.e., introductory, advanced, and graduate) is CBL most effective? Specifically,

  4. Compared to the undergraduate students who participate in CBL projects in advanced marketing, do their counterparts in introductory marketing classes report a different level of appreciation of community service, a stronger sense of social responsibility, and a more favorable perception of benefits?
  5. Compared to the undergraduate students who participate in CBL projects, do their counterparts in graduate classes report a different level of appreciation of community service, a stronger sense of social responsibility, and a more favorable perception of benefits?
  6. After participating in CBL projects, do students at different stages of the curriculum report different levels of disposition toward CBL and engaging in community service?

Table 1
Pedagogy Involving Projects with Clients

Pedagogical Label	Service Learning	Client-Sponsored Project/ Business Consulting	Community-Based Learning
Client	Community-based organizations (nonprofits and government)	Businesses/for-profits	Community-based organizations
Requirement	Community services 10–20 hours A reflection paper on a topic to instructors	Consulting/problem solving for a business function A report on recommendations or solutions to client	Consulting/problem solving A report on recommendations or solutions to client
Objective	Apply theory to practice Promote civic responsibility	Apply theory to practice	Apply theory to practice Promote civic responsibility
Representative Literature	Andrews (2007) Berry and Workman (2007) Bringle and Hatcher (1995) Easterling and Rudell (1997) Furlow (2010) Godfrey (1999) Hagenbuch (2006) Klink and Athaide (2004) Kohls (1996) Kolenko et al. (1996) McCarthy and Tucker (1999) McIntyre, Webb, and Hite (2005) Metcalf (2010) Newman and Hernandez (2011) Papamarcos (2006) Rama et al. (2000) Steiner and Watson (2006) Toncar et al. (2006) Wiese and Sherman (2011)	Bove and Davies (2009) Huser and Munoz (2008) Lopez and Lee (2005) Parsons and Lepkowska-White (2009) Strauss (2011) Uchida et al (2007)	Goodell and Kraft (1991) Harman (2009)

METHOD

Few empirical studies have been conducted to gauge the perceived value and impact of service learning in general (Wittmer 2004) or in the business discipline (Hagenbuch 2006). Current research in service learning outcomes often exhibit three areas of deficiency: (1) overreliance on qualitative and anecdotal evidence, (2) lack of use of experimental design in studies, and (3) lack of reporting data on statistically significant results (Weber and Weber 2010). To address these deficits, we conducted field experiments with marketing classes in a series of three studies using 2×3 factorial designs over three semesters at a large public university when addressing our research questions. The institution was well suited for this study since business constitutes less than 5 percent of the total university faculty who are engaged in service learning (Center for Internships and Community Engagement 2011, p. 2) and only 10 percent of the marketing faculty use the service-learning pedagogy. Sections of the same course were randomly assigned into treatment and control groups. When there were no multiple sections, courses of the same level were assigned into treatment and control groups based on the instructors who volunteered to conduct CBL or not. All the data were collected in class to ensure high response rates (over 90 percent for the treatment groups). Fifty-four percent of undergraduate and 44 percent of the graduate subjects were male. Fifty-six percent of the undergraduate and 30 percent of the graduate subjects reported to be ages 22 to 25. Twenty-three percent of the undergraduate and 70 percent of the graduate subjects were above the age of 25.

We collected Study 1 data at the conclusion of the semester in which a CBL or CS&SL activity format was introduced in the treatment classes. We collected Study 2 data at the conclusion of the CBL projects and measured the participants' knowledge of and interest in community services as well as their opinions on social responsibility. We compared three levels of the marketing curriculum: introductory, advanced, and graduate. Finally, we collected Study 3 data before the start of and just after the conclusion of the CBL projects. We collected measures of knowledge, awareness, interest/commitment, and perceived benefits

from the students at all three levels of the marketing curriculum. This pre- and poststudy was an improvement over the previous two experimental designs that only compared treatment groups with control groups at the end of the semester. To ensure there was no overlap of observations in the data analysis, we removed the responses of the students who participated in the Study 1 CS&SL and CBL projects from Study 2, and we removed the responses of the students who participated in the Study 1 CS&SL and CBL projects and the Study 2 CBL projects from Study 3.

The students in classes assigned to the CS&SL and CBL formats were informed about the different forms of NPOs and their mission to the community that for-profit businesses cannot, or choose not to, service. Throughout the semester, faculty clearly communicated how NPOs appeal to competing constituencies beyond those of a for-profit business (e.g., clients, volunteers, donors) and how they build cooperative relationships with members of the business community, government, other NPOs, and the community at large. In addition, discussions were conducted about how for-profit businesses expect business students to have an enhanced level of community awareness and social responsibility and how some organizations show their commitment to the community (e.g., Starbucks, Whole Foods).

Study 1

Participants and Procedure

In Study 1, we focus on the comparisons among CBL, CS&SL, and the control groups at the undergraduate level. We adopted a 2 × 3 factorial quasi-experimental design that included six groups of students at two levels of the marketing curriculum (introductory marketing principles and advanced marketing capstone) and three different community service modules (CBL, CS&SL, and control) at a major U.S. public university. Classes with multiple sections were randomly assigned to different modules. A total of 349 participants completed the assigned tasks and study questionnaire. All the data were collected in class to ensure high response rates (more than 90 percent for the treatment groups).

The students in the CBL groups participated in a learning project that involved an NPO, and those in the CS&SL groups volunteered for at least 10 hours in addition to participating in a learning project involving an NPO. The study employed the similar module formats in the introductory-level (principles of marketing) and advanced-

level (marketing capstone) courses of the undergraduate marketing curriculum.

We designed all the CS&SL and CBL projects to be relevant to class content and appropriate to the rigor of the curriculum level. For example, at the introductory level of the undergraduate marketing curriculum, each team of four to six students adopted an NPO to review its current marketing communication program. Using textbook principles, lectures, class notes, and secondary research, a student team prepared and delivered to the NPO an integrated marketing communication (IMC) plan that offered specific recommendations on the following activities: (1) IMC strategy, (2) personal selling, (3) direct marketing, (4) advertising, (5) sales promotion, (6) publicity and word of mouth, and (7) events and experiences. The team report consisted of 20–25 written pages plus references. At the advanced level of the undergraduate marketing curriculum, each team prepared and delivered a comprehensive marketing plan or a service quality audit and marketing program to an NPO or social enterprise, which was also invited to an in-class formal presentation. Selected NPOs included government agencies (Orange County Parks and Recreation, City of Stanton), charitable concerns (Second Harvest Food Bank, Shanti OC), and social enterprises (Goodwill Industries). The students in the CS&SL classes also worked with their teams to analyze their agencies using relevant course concepts but were required to volunteer at the agency as well.

At the end of the semester, students from all six groups completed a questionnaire that surveyed their awareness and perceived benefits of community service. The questions used a five-point rating scale ranging from 1 = "strongly disagree" to 5 = "strongly agree." We measured perceived benefits using a six-item scale modified from a scale of benefit perceptions of community service that McCarthy and Tucker (1999) employed in their scenario-based study of student attitudes toward service learning: important to help the community, receipt of personal benefit, makes me a better person, proud to participate in, makes me a stronger job candidate, and good for my career.

Results

Using a multivariate analysis of variance (MANOVA), we examined the effect of curriculum level and CBL activities on student perceptions of benefits from these activities. While no differences occurred between the introductory- and advanced-level classes, there was a difference between the learning modules (CS&SL, CBL, and control) ($F = 2.55$, df [degrees of freedom] = 12, $p = 0.003$). The interaction effect

between modules and curriculum level was also statistically significant ($F = 1.76$, df = 12, $p = 0.05$).

We conducted a post hoc analysis to investigate the effect of the learning modules on the six scale items of benefit perception, which include helping community, self-benefit, self-improvement, prestige to university, job search advantage, and career enhancement. Both multivariate and univariate F-tests (on each item) confirmed differences in benefit perception depending on the learning module ($\alpha < 0.05$; see Table 2). Cronbach's alpha measure of scale reliability of this benefit construct was 0.85. Thus, we consider the construct of benefit perception appropriate for further hypothesis testing using a post hoc test on multiple comparisons of learning modules.

As Table 3 shows, directional differences in the effect of learning modules on helping community, self-benefit, self-improvement, and job search advantage were statistically significant ($\alpha < 0.05$). Figure 1 shows the directional differences in benefit perception among the three learning modules (CS&SL, CBL, and control). The students exposed to CBL consistently showed a higher level of perceived benefits of such activities than those in the CS&SL and control groups, regardless of their curriculum level. Furthermore, at the advanced level of the curriculum, the direction of superiority was consistent, that is, those in the CS&SL learning module had more favorable perceptions than those in the control group. Thus, the students at the advanced level of curriculum consistently gain the most in terms of perceived benefits from the CBL and the CS&SL. This is due to the relatively low benefit ratings of the control group at the advanced level (see Figure 1). We suggest that without CBL intervention, students closer to graduation are more skeptical of the value of being involved in community projects.

Therefore, regarding research questions 1 and 2, we find the following: Students who participated in CBL activities reported a higher level of perceived benefits (helping community, self-benefit, prestige to university, and job search advantage) than those who did not participate in any community-based activities. When comparing the CBL with the CS&SL groups, we find that students who participated in CBL perceived a higher level of advantage for job search than those who participated in CS&SL. Regarding research question 3, we assessed general knowledge gain by subject groups by conducting a chi-square test on their knowledge about NPOs, service clubs, social enterprises, and service learning. The results confirm that knowledge about community service organizations among the three groups was statistically different ($\chi^2 = 15.3$, df = 6, $p < 0.05$). Comparing the percentage of participants in each group who answered

Table 2
Study 1: Effect of Learning Module on
Benefit Perception (Univariate Tests)

Dependent Variable	df	F	Significance
Helping Community	2	10.658	0.000*
Self-Benefit	2	6.309	0.002*
Self-Improvement	2	2.927	0.055*
Prestige to University	2	7.254	0.001*
Job Search Advantage	2	4.903	0.008*
Career Enhancement	2	3.757	0.024*

Notes: df = degrees of freedom. The F tests the effect of learning module conditions. This test is based on the linearly independent pairwise comparisons among the estimated marginal means. * Statistical significance at $\alpha < 0.05$.

test questions correctly, the CBL group achieved the highest percentage, followed by the CS&SL and the control groups. The CBL group was clearly more informed about NPOs in particular (the target organizations of the learning module) than the CS&SL group and even more so than the control group. Regarding research question 4, curriculum level (introductory versus advanced) affects perceived benefits, but only through its interaction effect with learning modules.

Overall, the findings from Study 1 affirm the use of community service projects in the marketing curriculum as a tool for enhancing students' knowledge and perceived benefits of CBL. In terms of the exposure level, we found support for the idea that "less may be more"—that is, students who were moderately involved in a community service project (the CBL group) consistently perceived a higher level of benefits than their more involved counterparts (the CS&SL group). This is an encouraging guideline for curriculum design—moderate exposure to community service of students in advanced curriculum levels yields the largest gain in terms of perceived benefits of the experience. In addition, we found that students at the advanced level who were about to graduate but were not exposed to the community service modules (i.e., the control groups) were particularly skeptical about the activity. Therefore, exposing these students to the CBL modules seems to provide the most gain in terms of learning activities.

Study 2

### Participants and Procedure

The focus of Study 2 is on the effectiveness of CBL at different levels of the marketing curriculum, specifically research questions 4 and 5. We extended the CBL module to the

Table 3
Study 1: Post Hoc Test of the Learning Modules Effect on Benefit Item

Benefit	Comparisons	Mean Difference	Significance
Helping Community	CBL versus control	0.50*	0.000
	CS&SL versus control	0.30*	0.049
Self-Benefit	CBL versus control	0.39*	0.009
Self-Improvement	CBL versus control	0.33*	0.019
Job Search Advantage	CBL versus CS&SL	0.38*	0.017

* The mean difference is significant at the 0.05 level.

Figure 1
Study 1: Plots of Post Hoc Comparison of Item Mean Difference Between Groups

Help Community

Self-Benefit

Self-Improvement

Job Search Advantage
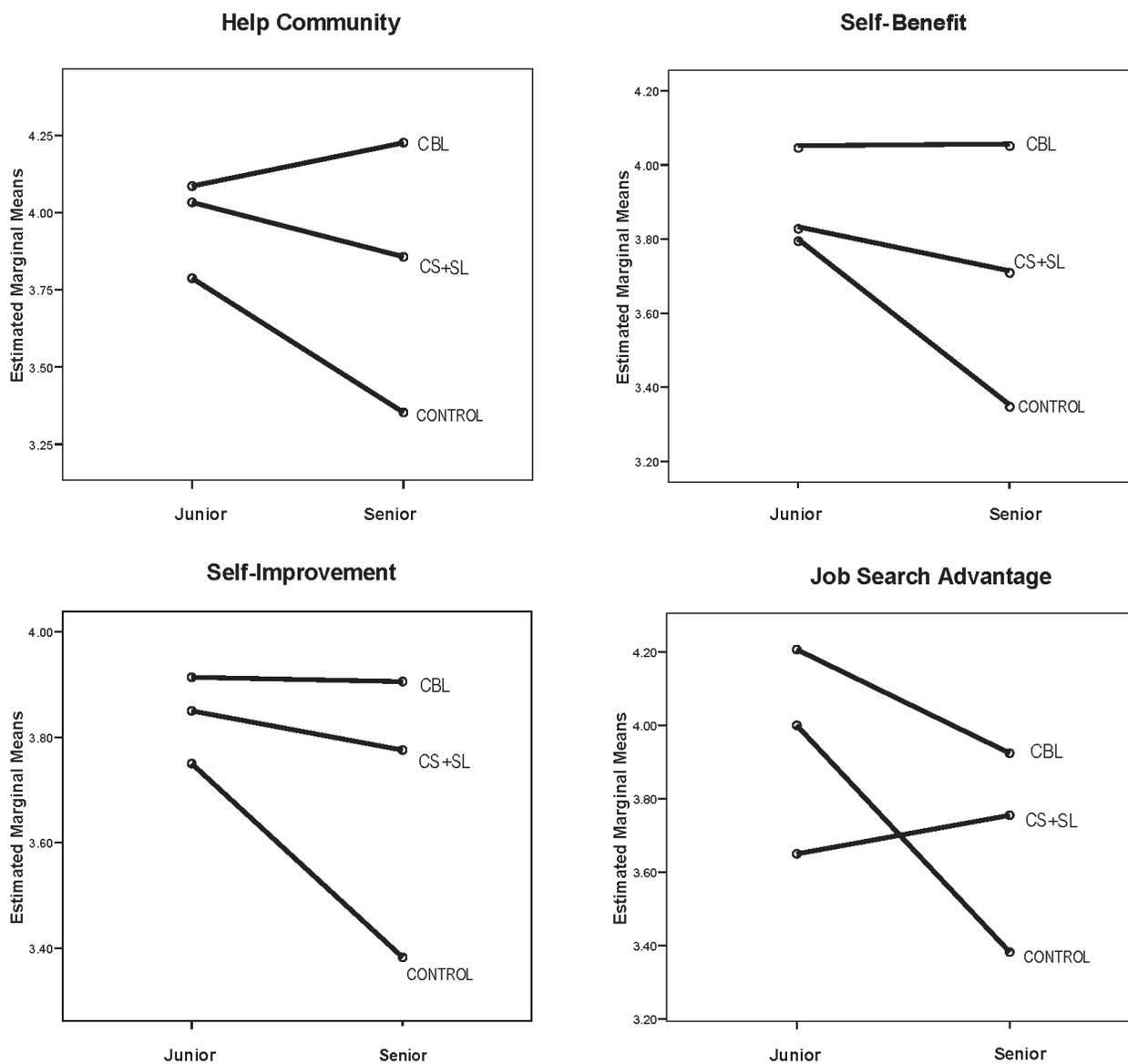
business students in both the core marketing and the elective marketing graduate classes. Project complexity, expectations, and grading standards reflected graduate-level work. As a result of the findings of Study 1, we dropped the CS&SL design in subsequent semesters, that is, service hours at the NPOs were no longer required, and the CBL student teams focused on either an IMC plan at the introductory level or a marketing plan at the advanced level of the curriculum. Furthermore, to overcome limitations in Study 1, Study 2 introduces a refined measure of knowledge of community service and interest to determine underlying student commitment to participate in community service.

Study 2 adopted a 2 × 3 factorial quasi-experimental design to examine the CBL experience of the students at the three levels of the marketing curriculum (introductory, advanced, and graduate). Students in the introductory level enrolled in five sections of a principles of marketing course; randomly, two sections were assigned the CBL module and three were not. In the advanced level, students enrolled in seven classes of marketing electives and capstone classes; three classes participated in a CBL module and four did not. The CBL module was also introduced to two randomly selected marketing classes at the graduate level; two other marketing classes served as the control group at the same level. A total of 533 participants completed the assigned tasks and study questionnaire. All the data were collected in class to ensure high response rates (over 90 percent for the treatment groups).

Using a survey administered to students at the end of the semester, Study 2 measures knowledge of, awareness of, and interest in community service, as well as students' opinions about CBL assignments. For students participating in the CBL module, we measured and compared their disposition toward CBL resulting from their experience.

Results

Examining the effect of CBL and curriculum levels on student knowledge, awareness, interest, constraint, commitment, and opinions, an overall MANOVA test of student responses showed no difference between the control and CBL groups (Wilks's λ (12, 516) = 0.972, $p > 0.05$) or among the three curriculum levels (Wilks's λ (24,1032) = 0.935, $p > 0.05$). However, the interaction effect of the CBL module and the curriculum level was statistically significant (Wilks's λ (24, 1032) = 0.919, $p = 0.007$). Figure 2 charts the interaction effects of CBL and curriculum level on eight survey items. As the figure shows, the CBL module had a stronger effect on graduate students than students at the undergraduate level. The steeper slopes of the line representing graduate

students (Grad) reflect a larger magnitude of change than the undergraduate students in terms of knowledge of and interest in CBL as a result of their exposure to community service. (Note that knowledge and interest are in reverse scale, i.e., the higher the score, the lower the level of knowledge and interest.) Graduate students also perceived greater personal benefit and self-improvement. Graduate students with community service experience also were most supportive of university and business participation in CBL, and they took greater pride in such institutions and perceived greater value to the community than undergraduate students from such activities.

Follow-up univariate analyses of variance showed that student knowledge of CBL was more accurate in the CBL group than in the control group (F(5, 527) = 2.389, $p < 0.05$; mean difference = –0.292, $p < 0.05$, with Bonferroni adjustment for multiple comparisons). Table 4 reports all the other effects and sources that were statistically significant between the CBL and control groups. Students with CBL exposure believed in the value of the service to the community and that businesses should participate. In addition, the CBL assignment in the marketing classes increased student knowledge of community service and made them more open to taking classes with such a requirement.

For students who completed a CBL module, we measured their behavioral disposition toward CBL resulting from their experience. We analyzed student responses to six items that gauged their CBL experience, tendency to advocate the cause, attitude toward NPOs, and likelihood to serve in the future. Internal consistency reliability of the six-item measure of disposition was high (Cronbach's $\alpha = 0.851$). An overall MANOVA test showed that the difference in disposition at various curriculum levels was statistically significant (Wilks's λ (12, 432) = 0.873, $p < 0.005$). However, contrast tests in Table 5 show that such difference was significant only between the introductory and graduate students. The latter were more favorably disposed toward CBL than the former ($p < 0.05$) for each item, except for advocate to others. In other words, students at the graduate level considered CBL a more positive experience and intended to engage in it more in the future than the undergraduate students in the introductory marketing classes. We found no difference in CBL disposition between the advanced and graduate students.
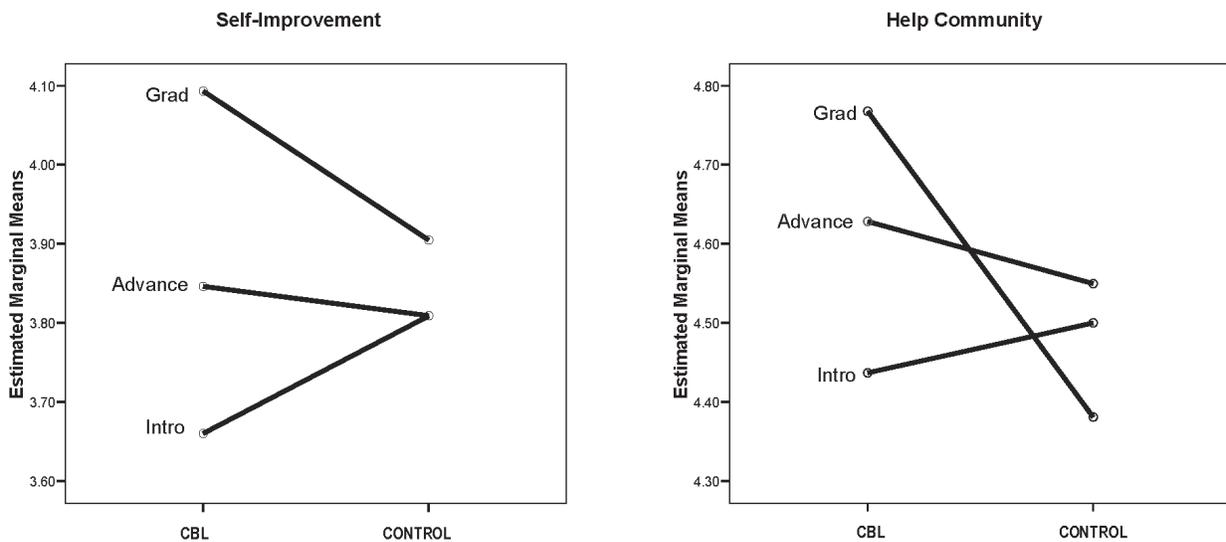
Study 3

Participants and Procedure

Focusing on research question 6, we collected Study 3 data during the semester following Study 2. Improving upon

Figure 2
Study 2: Plots of Comparison of Item Mean Difference Between Experimental Groups

**Figure 2
Continued**

Self-Improvement
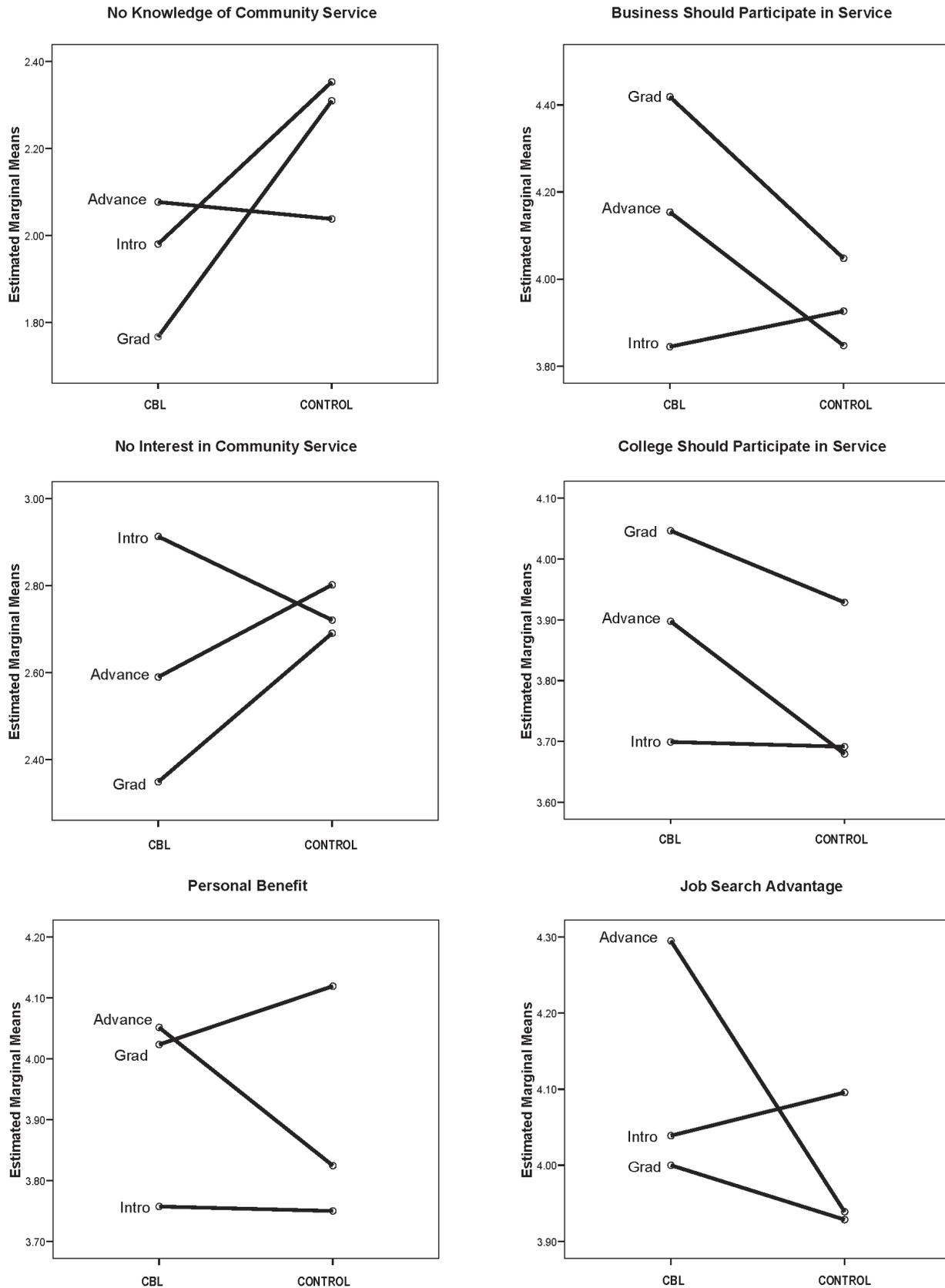
Help Community

**Table 4
Study 2: Statistically Significant Comparisons Between CBL and Control Groups**

Dependent Variable	Mean Difference (CBL – Control)	Standard Error	Significance[a]
No Knowledge of Community Service	−0.292*	0.116	0.012
Businesses Should Participate in Service	0.199*	0.098	0.043
Helping Community	0.134*	0.060	0.026

Notes: Based on estimated marginal means.

[a] Adjustment for multiple comparisons: Bonferroni.

* The mean difference is significant at the 0.05 level.

**Table 5
Study 3: Hypothesis Tests of CBL Disposition by Curriculum Levels**

Dependent Variable	Curriculum Level			
	Introductory Versus Graduate	Significance	Advance Versus Graduate	Significance
Positive Experience	−0.435*	0.002	0.018	0.903
Advocate to Others	−0.212	0.145	0.007	0.966
Advocate to More Classes	−0.408*	0.012	−0.152	0.368
Intent to Do More Service	−0.501*	0.001	−0.181	0.248
Nonprofit Experience	−0.332*	0.036	−0.301	0.070
Likely to Serve in Future	−0.396*	0.014	−0.212	0.207

* The mean difference is significant at the 0.05 level.

previous studies, this pre- and postmeasure design controls for initial variations between participants and attributes. In addition, with control groups, we can account for any effect due to repeated measurement and the passage of time.

Study 3 collected pre- and posttreatment measures of the participants' awareness, interest, intent, and experiences of CBL as well as involvement in community services. To facilitate matching of the pre- and poststudy results and

to motivate participants to provide their e-mail addresses, we offered a drawing for an array of gift cards to all the groups. Several questionnaires were unusable because of incomplete or missing information. Study 3 adopted a 2×3 factorial quasi-experimental design to examine the CBL experience of students at the three levels of the marketing curriculum (introductory, advanced, and graduate). A total of 411 participants completed the assigned tasks and the study questionnaires.

Results

As a premanipulation check, a MANOVA test showed no statistical difference in pre-CBL responses between the CBL and control groups, between men and women, among curriculum levels (introductory, advanced, and graduate), or among age groups (under 22, 22–25, 26–35, over 35) ($p < 0.05$). This finding confirms that none of the groups differed in their awareness, interest, belief, intent, and activities related to CBL or community service before exposure to the learning module. However, the MANOVA applied to the post-CBL responses showed statistical differences between the CBL and control groups and among the different curriculum levels ($p < 0.05$). According to Wilks's lambda values, we found that the CBL project, curriculum levels, age groups, and their selected interactions (i.e., between age and level and between gender and level) all affected participants' awareness, interest, beliefs, intent, and involvement responses ($p < 0.05$). Gender alone did not provide any difference in responses.

Paired *t*-tests on all before-and-after responses to measurement in the control groups showed that there was no difference between the pre- and postmeasure of responses (df = 257, $p < 0.05$), except the following (Table 6): Compared with the premeasure responses, the postmeasure shows that, over time, participants in the control groups became less likely to volunteer or participate in community services (Table 6, items 1 and 2), had less desire to know about CBL (item 3), and became less likely to take a class that requires it (item 4). They also believed it was not important for their affiliated institution to help the community through CBL projects (item 5) or for them to receive personal benefits from participating (item 6). Self-report behavioral measures show that the students in the control group decreased their number of volunteer hours (item 7), served fewer NPOs in fewer varieties of capacity (items 8 and 9) during the same time frame. This finding is somewhat surprising in that students' propensity toward as well as actual involvement in community service regressed over time in the absence of CBL exposure.

The results of Study 3 not only confirm that students' CBL experience creates positive changes in their awareness, interest, intent, beliefs, opinions, and involvement experiences but also reveal that the lack of CBL experience actually may further reduce their desire and behavior to serve and their interest in the community.

DISCUSSION AND LIMITATIONS

Study 1 has implications for marketing professors who want to not only enhance student learning of course concepts but also help instill a deeper sense of social responsibility among students. As we expected, the students exposed to CBL and CS&SL reported higher levels of perceived benefits of community service than those who did not. Furthermore, CBL participants reported higher levels of perceived benefits than the CS&SL participants. We attribute the latter result in part to the administrative hurdles many CS&SL students reported. Their experiences were negatively affected by the NPOs' registration procedures and the processes needed to meet other volunteer qualification requirements. Some comments from students in the CS&SL group in Study 1 included the following:

> The work isn't always enjoyable or significant; sometimes the most helpful work is the menial, monotonous work that's required for people to do their jobs.

> The setup and background checks [to volunteer] were too long. I had to go to three different clubs until one finally could "fit" me into their schedule.

> Forcing students to do something [is something I disliked] because when something is forced upon someone, it makes them not want to do it.

Furthermore, scheduling conflicts and employment/family commitments affected the viability of the mandatory service-learning component of the projects. Notably, many of the CBL students ultimately logged more client contact hours than those required of the CS&SL students, and the CBL groups did not report concerns about the time commitment. With regard to the design of learning projects, we confirm that requiring service hours to NPOs as a means to integrate classroom activities with real-world experiences does not enhance subject knowledge or perceived benefits to students.

Study 2's findings provide evidence that graduate students' responses to CBL projects are unique to this group and are very encouraging. They reported the most favorable

Table 6
Study 3: Results of Selected Paired Samples *t*-Tests on Control Group Participant Responses

Before-and-After Measure on Item	Mean Difference	t	Degrees of Freedom	Significance
1. I have personally participated in a community-based learning project.	–0.193*	–2.01	257	0.045
2. It has never occurred to me to volunteer for community service.	0.422*	3.747	257	0.000
3. I would like to know more about community service.	–1.593*	–10.60	257	0.000
4. If I knew a class had a community-based learning requirement, I would not register for the class.	0.472*	4.387	257	0.000
5. I feel that it is important for my university to help the community through community service projects.	–0.155*	–2.043	257	0.042
6. I would receive personal benefit from participating in community-based learning projects.	–0.182*	–2.018	257	0.045
7. Hours per month working for nonprofit organizations in a volunteer capacity.	0.159*	2.401	257	0.017
8. Number of nonprofit organizations you have performed voluntary service for in the past two years.	0.179*	2.455	256	0.015
9. Number of nonprofit organizations' boards, advisory boards, or committees you have served on in the past two years.	0.138*	2.208	253	0.028

* The mean difference is significant at the 0.05 level.

learning experience and gained a stronger conviction in the value of these activities and the benefits to self, business, and the community as compared to the control group. After their exposure to the CBL projects, this group became a stronger advocate and was more likely to participate again in community and nonprofit activities than the undergraduate students. We conjecture that their more sophisticated intellectual capacity and mature life experiences help them expand their breadth and depth of learning. Therefore, CBL modules should be integrated into the graduate business curriculum to cultivate students' readiness for civic responsibility, encourage lifelong civic engagement, and strengthen the partnership between business and community for the common good.

Study 3 shows that without intervention, students' knowledge, interest, and involvement in community service might regress over time, that is, students who are not exposed to CBL early in their academic program might be indifferent, uninterested, and unconcerned about community service later. Study 1 provides an example of this observation; the students in the control group who were not exposed to CBL in the advanced level of the marketing curriculum were more skeptical of the benefits of community service than the students in the control group at the introductory level. Thus, the findings imply the importance of early intervention of CBL at the introductory level of the marketing curriculum.

One limitation of this study is that we did not control for covariate effects (e.g., teamwork/group dynamics, prior volunteerism, grade point average). It is possible that, for example, a poor team experience had a large halo effect on the perceived benefits of the learning project. A second limitation is the lack of measures of overall course objectives and learning outcomes. A third limitation is that though some of the control groups used business-sponsored projects (versus case studies or start-up business plans), we compared all control groups in their aggregate with CBL classes.

GOOD PRACTICES FOR IMPLEMENTING COMMUNITY-BASED LEARNING

Integrating CBL activities into the marketing curriculum enhances student learning by counterbalancing the limited access and purposeful opaqueness commonly experienced with traditional case analyses and business client–sponsored projects. Engaging with local NPOs, government entities, and social enterprises enables the faculty to enhance students' community awareness while providing real-time, hands-on experience for students. Access to management, public records, financial information, and clarity of service mission also provide a rich learning environment. For marketing faculty, the findings suggest that a CBL module is superior to the traditional CS&SL module. Thus, when

integrating CBL into the marketing curriculum, we recommend that faculty consider the following practices:

- *Communicate the benefits of CBL in advance of offering the course:* CBL participants reported higher levels of benefits after the experience; therefore, sharing this insight with potential students should increase enrollment in a course offering a community service project. In addition, potential nonprofit project sponsors need to be made aware of perceived benefits for students so that they understand the students' motivation to actively contribute to the quality of the project.
- *Offer CBL at multiple curriculum levels:* Reports by students in advanced curriculum levels that they were more likely to engage in CBL projects suggest that postgraduation behavior can be positively shaped at these more advanced levels. Thus, community service projects should be implemented at the advanced undergraduate and graduate levels in addition to, or instead of, at the junior levels of the curriculum.
- *Less is more:* Business students tend to feel more positive about CBL courses than more complex CS&SL courses, which require students to volunteer and reflect on their experiences. Thus, we recommend that course instructors implement a straightforward project design aligned tightly with course subject matter instead of a project aligned with traditional service-learning objectives.

CONCLUSION

Although community service pedagogy has long been considered an effective experiential learning method by other academic disciplines, marketing faculty have been slow to adopt traditional CS&SL activities into the curriculum. The CBL design, applying marketing principles as consultants to NPOs exclusively, has the potential to enhance students' perceived benefits of and propensity to engage in socially responsible community activities. In offering a CBL design that students understand, appreciate, and want to participate in, business faculty get closer to delivering the promised benefits of engaging in community-based activities, such as producing more alumni who give back to the community (e.g., by volunteering or donating to NPOs).

Our experience indicates that student relationships, forged through CBL projects, with NPOs and government agencies deepen their appreciation of community service and the commitment that faculty, business schools, and the greater university make to the community as a whole. Students afforded the CBL opportunity express gratitude for having had the experience because they know that they have made a difference in the quality of life in their community. By breaking free from the CS&SL format, faculty have the opportunity to reach a greater number of students—who

are more receptive of the CBL format—and provide a higher level of perceived benefits. If educators understand the benefits that students receive from community service, they have the opportunity to modify traditional service-learning activities to maximize their pedagogical value. Community-based learning is one such modification that increases student perceptions of the benefits of engaging in the community to solve real-world problems.

REFERENCES

Ainsworth, Murray, and Clive Morley (1995), "The Value of Management Education: The Views of Graduates on the Benefits of Doing a MBA," *Higher Education,* 30 (2), 175–187.

Andrews, Christine P. (2007), "Service Learning: Applications and Research in Business," *Journal of Education for Business,* 83 (1), 19–26.

Astin, Alexander W., Lori J. Vogelgesang, Kimberly Misa, Jodi Anderson, Nida Denson, Uma Jayakumar, Victor Saenz, and Erica Yamamura (2006), "Understanding the Effects of Service-Learning: A Student of Students and Faculty," report to the Atlantic Philanthropies, Higher Education Research Institute, Graduate School of Education and Information Studies, University of California, Los Angeles.

Berry, Gregory R., and Letty Workman (2007), "Broadening Student Societal Awareness Through Service-Learning and Civic Engagement," *Marketing Education Review,* 17 (3), 21–32.

Bove, Liliana L., and W. Martin Davies (2009), "A Case Study of Teaching Marketing Research Using Client-Sponsored Projects: Method, Challenges and Benefits," *Journal of Marketing Education,* 31 (3), 230–239.

Bringle, Robert G., and Julie A. Hatcher (1995), "A Service-Learning Curriculum for Faculty," *Michigan Journal of Community Service Learning,* 2 (1), 112–122.

Campus Compact (2012), "Deepening the Roots of Civic Engagement: Campus Compact 2011 Annual Membership Survey Executive Summary," Boston.

Center for Internships and Community Engagement (2011), "Community Engagement Report," California State University, Fullerton.

Easterling, Debbie, and Fredrica Rudell (1997), "Rationale, Benefits, and Methods of Service-Learning in Marketing Education," *Journal of Education for Business,* 73 (1), 58–61.

Furlow, Nancy Engelhardt (2010), "Shoptorebuild.Org—A Service Learning Project to Boost Commerce After Hurricane Katrina," *Marketing Education Review,* 20 (1), 41–46.

Godfrey, Paul C. (1999), "Service-Learning and Management Education: A Call to Action," *Journal of Management Inquiry,* 8 (4), 363–379.

Goodell, Phillips W., and Frederic B. Kraft (1991), "Issues on the Use of 'Client' Projects in Marketing Education," *Marketing Education Review,* 1 (4), 32–44.

Hagenbuch, David J. (2006), "Service Learning Inputs and Outcomes in a Personal Selling Course," *Journal of Marketing Education,* 28 (1), 26–34.

Harman, Les (2009), "Teaching Partnering Strategies Through the Client-Based Project Approach," *Marketing Education Review,* 19 (1), 49–55.

Huser, Ann, and Caroline Munoz (2008), "Experiential and Cooperative Learning: Using a Situation Analysis Project in Principles of Marketing," *Journal of Education for Business,* 83 (4), 214–220.

Karns, Gary (2005), "An Update of Marketing Student Perceptions of Learning Activities: Structure, Preferences and Effectiveness," *Journal of Marketing Education,* 27 (2), 163–171.

Klink, Richard R., and Gerard A. Athaide (2004), "Implementing Service Learning in the Principles of Marketing Course," *Journal of Marketing Education,* 26 (2), 145–153.

Kohls, John (1996), "Student Experiences with Service Learning in a Business Ethics Course," *Journal of Business Ethics,* 15 (1), 45–57.

Kolenko, Thomas A., Gayle Porter, Walt Wheatley, and Marvelle Colby (1996), "A Critique of Service Learning Projects in Management Education: Pedagogical Foundations, Barriers and Guidelines," *Journal of Business Ethics,* 15 (1), 133–142.

Langworthy, Anne, and Tari Turner (2003), "Learning for the Workplace and Beyond: The Challenge of University-Collaborative Engagement," paper presented at the Australian Society for Educational Technology—Higher Education Research and Development Society of Australasia Conference (ASET-HERDSA 2003), Christchurch, New Zealand, July 6–9.

Lopez, Tara B., and Renee G. Lee (2005), "Five Principles for Workable Client-Based Projects: Lessons from the Trenches," *Journal of Marketing Education,* 27 (2), 172–188.

McCarthy, Anne M., and Mary L. Tucker (1999), "Student Attitudes Toward Service-Learning: Implications for Implementation," *Journal of Management Education,* 23 (5), 554–573.

McIntyre, Faye S., Deborah J. Webb, and Robert E. Hite (2005), "Service Learning in the Marketing Curriculum: Faculty Views and Participation," *Marketing Education Review,* 15 (1), 35–45.

Melaville, Atelia, Amy C. Berg, and Martin J. Blank (2006), *Community-Based Learning: Engaging Students for Success and Citizenship,* Washington, DC: Coalition for Community Schools and Institute for Educational Leadership.

Metcalf, Lynn E. (2010), "Creating International Community Service Learning Experiences in a Capstone Marketing-Projects Course," *Journal of Marketing Education,* 32 (2), 155–171.

Newman, Cynthia, and Sigfredo A. Hernandez (2011), "Minding Our Business: Longitudinal Effects of Service-Learning on Alumni," *Journal of College Teaching and Learning,* 8 (8), 39–48.

Papamarcos, Steven D. (2006), "Giving Traction to Management Theory: Today's Service-Learning," *Academy of Management Learning and Education,* 4 (3), 325–335.

Parsons, Amy L., and Elzbieta Lepkowska-White (2009), "Group Projects Using Clients Versus Not Using Clients: Do Students Perceive Any Differences?" *Journal of Marketing Education,* 31 (2), 154–159.

Rama, Dasaratha V., Sue P. Ravenscroft, Susan K. Walcott, and Edward Zlotkowski (2000), "Service-Learning Outcomes: Guidelines for Educators and Researchers," *Issues in Accounting Education,* 15 (4), 657–692.

Seider, Scott C., Susan C. Gillmor, and Samantha A. Rabinowicz (2011), "The Impact of Community Service Learning upon the Worldviews of Business Majors Versus Non-Business Majors at an American University," *Journal of Business Ethics,* 98 (3), 485–503.

Steiner, Susan D., and Mary Anne Watson (2006), "The Service Learning Component in Business Education: The Values Linkage Void," *Academy of Management Learning and Education,* 5 (4), 422–434.

Strauss, Judy (2011), "Marketing Capstone Models *The Apprentice* Television Show with Client-Sponsored Projects," *Journal of Marketing Education,* 33 (3), 312–325.

Toncar, Mark F., Jane S. Reid, David J. Burns, Cynthia E. Anderson, and Hieu P. Nguyen (2006), "Uniform Assessment of the Benefits of Service Learning: The Development, Evaluation, and Implementation of the SELEB Scale," *Journal of Marketing Theory and Practice,* 14 (3), 223–238.

Uchida, Mark, Craig B. Caldwell, Terry Friel, and Lawrence J. Lad (2007), "Building Momentum for Business School Curriculum Change: Measurable Lessons from a Pilot Course in Real Business Experience," *Journal of the Academy of Business Education,* 8 (Fall), 1–14.

Weber, James E., and Paula S. Weber (2010), "Service Learning: An Empirical Analysis of the Impact of Service Learning on Civic Mindedness," *Journal of Business, Society and Government,* 2 (2), 79–94.

Wiese, Nila M., and Daniel J. Sherman (2011), "Integrating Marketing and Environmental Students Through an Interdisciplinary, Experiential, Service-Learning Approach," *Journal of Marketing Education,* 33 (1), 41–56.

Wittmer, Dennis P. (2004), "Business and Community: Integrating Service Learning in Graduate Business Education," *Journal of Business Ethics,* 51 (4), 359–371.