

[Sample Title: The Service-Learning Experiences and Outcomes of Low-Income, First-  
Generation College Students Utilizing Multivariate Regression Modeling]

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to the Graduate School  
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in [Program]

in the Department of [Department Name]  
of the [Full College Name]

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## ABSTRACT

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## ACKNOWLEDGEMENTS

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## Chapter I

### INTRODUCTION [HEADING 1]

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## Chapter II

### LITERATURE REVIEW

This chapter begins with a brief exploration of the broader higher education context that increasing institutionalization of and research on service-learning are situated within. Service-learning is then explored in detail along with the research that has investigated the relationship between this pedagogy and student outcomes. Next, literature on Low Income, First Generation (LIFG) college students is used to explicate the host of complex barriers these students commonly experience in their academic journeys. A critical lens is then used to illustrate the gaps in literature that give rise to persisting questions about the efficacy of service-learning as a pedagogical strategy to increase LIFG student success. These questions are further refined and undergirded with a theoretical and conceptual examination of service-learning for LIFG students which provided the foundation for this study.

Chapter III  
METHODOLOGY



understanding of the problems facing your community (weight = 2.09). Finally, the Cognitive Diversity Scale was constructed from four self-reported items: change in critical thinking (weight = 0.783); change in analytic problem solving skills (weight = 0.736); change in knowledge of people of difference races/ethnicities (weight = 0.766); and change in ability to get along with people from different races/ethnicities (weight = 0.628). The Cognitive Diversity Scale resulted from a principle axis factor analysis (exploratory factor analysis)<sup>1</sup> that was employed to explore

community service.<sup>2</sup> Blocking was organized using the theoretical and conceptual frameworks previously discussed. For each of these analyses Q-Q plots, and Normal P-P plots of model residuals were used to check that assumptions were met for the appropriate use of this analysis. A full list of the variables utilized in this study can be found in Appendix X.

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<sup>2</sup> Hierarchical linear modeling was considered as a method to explore the impact of institutional characteristics; however, due to the narrow specifications of this population most institutional cell counts were too low to meet the assumptions required for this analysis.

## Chapter IV

### RESULTS

OLS blocked regression was conducted for each of the three outcome variables. Of the three regression analyses, participation in service-learning is a statistically significant predictor only for GPA. Table 2 [included as Appendix A in this case since the data extended beyond required margins] includes the results of the regression predicting college GPA (see Appendix A). As this table shows the participation in service-learning courses has a positive ( $\beta = 0.528$ ) relationship with college GPA. The full model accounts for 23.2% of the variance in this variable. Because of the blocked nature of this analysis, we see that service-learning, as a single item, increases the model's overall  $R^2$  by 4.0%. It is also interesting to note that of the three outcomes, that college GPA, though still a self-reported item, is a much less subject measurement. Whereas the other outcomes ask students to perceive their skills and growth, this item asks students to report a more objective figure. Consistent with other literature, students' pre-college characteristics account for that largest amount of variance in the model (11.2%) and students' high school GPA ( $\beta = 0.343$ ) is also a significant positive predictor of college GPA. Finally, it should also be noted that Hispanic ( $\beta = -0.928$ ) and Black ( $\beta = -0.873$ ) race/ethnicity descriptors are both significant, negative, predictors of college GPA. This finding indicates that even when financial (low-income) and cultural (first-generation) capital are roughly held constant, there appears to be a systemic racial inequity in GPA attainment for these subpopulations.





Chapter V

CONCLUSIONS

*Overview*

[Note: Include brief overview of the study, limitations to the study, and recommendations for future research, and conclusion in this chapter.]

*Limitations to the Study*

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*Recommendations for Future Research*

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xx.

*Conclusion*

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## REFERENCES

[Sample References]

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Table 2

*Results for Blocked Regression Model Predicting GPA for Low-Income, First-Generation Students*

Variables	M1	M2	M3
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## Helpful Hints

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