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Assessing Service-Learning Courses in a Malaysian Higher Learning Institution: A Study of Universiti Tunku Abdul Rahman (UTAR)

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TABLE OF CONTENTS

PAGE

CHAPTER THREE – RESEARCH METHODOLOGY

CHAPTER FOUR – DATA ANALYSIS

CHAPTER FIVE – DISCUSSION

CHAPTER SIX – CONCLUSION

Assessing Service Learning Courses in A Malaysian Higher Learning Institution: A Study of Universiti Tunku Abdul Rahman (UTAR)

Abstract

This research will be examining the service-learning courses in Universiti Tunku Abdul Rahman (UTAR). Service-learning was originally derived from the theory of experiential education which examines in the Higher Learning Institutions (HLIs) in 1960s and 1970s (Stanton & Erasmus, 2013). Service-learning in HLIs started to become popular since early in 21st century in other nations like United State, Korea and Hong Kong (Williams, 2016; Chan, 2014; Sook, 2014). In Malaysia, the growth of HLIs like colleges and universities has led to the demand for the quality of the education which makes Malaysia as an education hub (Grapragasem, Krishnan,& Mansor, 2014). HLIs like Universiti Malaysia Kelantan and Universiti Utara Malaysia (UUM) had implemented service-learning into their institute (Yu & Zakaria, 2012; Zahid, Jabbar, Romle, Isa,& Embi, 2015). However refer back to UTAR, there are no research being done by the researcher to assist the faculty and student to identify service-learning, yet the faculty and student may have or do not have the awareness about service-learning. Therefore, the research objective is to identify the service-learning courses offered in Bachelor of Communication (Hons) Public Relations and to measure the development of service-learning institutionalization in Bachelor of Communication (Hons) Public Relations. The method for this research will be using mixed method which is quantitative and qualitative research method. The expected outcome for this research is to assist UTAR to evaluate service-learning industrialization.

Keywords: Service-learning course, Community Engagement, HILs

Chapter 1 Introduction

1.1 History of Service-Learning

Service-learning is a pedagogy that encourages scholastic learning through practical and real life experience. (Jamplis, 2015). The idea of service-learning was originally derived from the theory of experiential education which examine in the higher education (Williams, 2016). It is an opportunity for students, faculty and community engagement to show the connection between educational an also able to commit to the community needs (Phelps, 2012).

Service-learning was first developed in United Stated (US) in the 1960s and 1970s (Stanton & Erasmus, 2013). In 1984, a group of college students was started an initial Campus Outreach Opportunity League (COOL) with their aim to inspire and imply the service-learning concept to improve the nation (Williams, 2016). It is commonly practice in western country like US and Canada (Walsh, Patterson,& Erichsen, 2013). In the early 21st century, it is practice widely in other Asia nation in HLIs like Korea, Japan, Indonesia, Thailand, China and also Hong Kong (William, 2016; Florence, 2009; Chan et al., 2014).

In Yorio and Ye's (2012) research, there are three elements that developed by the students throughout the entire service-learning process; reality, reflection and reciprocity. There are advantages when HLIs implement service-learning as pedagogy (Stanton & Erasmus, 2013). This shows that without service-learning, students not testify their knowledge, whether is usable in the industry field or community field and most importantly in their future career.

Based on Malaysia Education Blueprint (MEB) (2015), it stated that the enrolment of the student in HLIs had achieved up to 48% in year 2012. This indicated that 1.2 millions of students enrolled in HLIs over a last decade. Despite of the increment on the graduates, numerous of complaints from the employer are dissatisfied with the graduates' performance. The employers emphasized that critical thinking skills, communication and language proficiency are inadequate among the graduates. This had proved that the teaching and learning process at the HLIs is not effective to support the student, especially to the weak comprehensive students. Therefore, a system aspiration is developed to improve the deficiency in the HLIs which are access, quality, unity, and efficiency. The undergraduates are mainly emphasizing on their Ethics and Morality (AKHLAK) and Knowledge and Skills (ILMU) as the indicator of distinct. It is to prepare the graduates to navigate their uncertain future and forge a new opportunities before entering to the industry (Ministry of Education, 2015).

1.2 Present Study-Universiti Tunku Abdul Rahman(UTAR)

UTAR is a non-profit organization which launched under the UTAR Education Foundation on year 2002 (Universiti Tunku Abdul Rahman, 2016h). The vision of UTAR is to be a global university of educational with transformative societal impact. In achieving the vision, UTAR is committed to Universal values in our beliefs, Tenacity in solving challenges, Agility in facing new frontiers and Responsibility in pursuit of excellence. To carry out UTAR mission, one of the goals of UTAR is to promote individual intellectual goal of undergraduate students and responses to community needs

by retaining a strong undergraduate programme (Universiti Tunku Abdul Rahman, 2016f).

UTAR is offering 116 different programmes which include foundation, undergraduate as well as postgraduate degree programmes in the field of Accounting, Business and Economics, Actuarial Science, Mathematics and Process Management, Arts, Social Sciences and Education, Creative Industry and Design, Information and Communication Technology, Agriculture, Engineering and Built Environment, Life and Physical Sciences, and Medicine and Health Sciences. All of those programmes are recognized by the Ministry of Education (MOE) (Universiti Tunku Abdul Rahman, 2016h).

Faculty of Arts and Social Science is offering programmes which can improve the students' knowledge of the Malaysian socio-cultural, political and economic environment. The seven undergraduate programmes that offer by the faculty are Bachelor of Communication (Hons) Advertising, Bachelor of Communication (Hons) Journalism, Bachelor of Communication (Hons) Public Relations, Bachelor of Social Science (Hons) Psychology, Bachelor of Arts (Hons) English Languages, Bachelor of Education (Hons) Primary English Education and Bachelor of Arts (Hons) English Education (Faculty of Arts and Social Science, 2016a). In this faculty, a basic knowledge on theories, issues and inferences of recent technological growth in respective field of specialization are given to the students. Besides, the academic excellence, character building is also being emphasized in Faculty of Arts and Social Science (Faculty of Arts and Social Science, 2016c). Dean of Faculty of Arts and Social Science, Assistant Professor Dr Alia Azalea is

encouraging students to reach out to the community and make beneficial dedication by using the knowledge that they have learned in classroom and hope that such exposure would help the students in character building (Faculty Arts and Social Science, 2016b).

Therefore, a number of community service projects had been executed by the faculty. For example, the EZ English Camp which aims to promote interest in the English Language among school students through enjoyable station games and activities that held by the UTAR students (Universiti Tunku Abdul Rahman, 2016b). Besides, UTAR Community Counselling Centre (UCCC) is also one of the examples of community service that held by the faculty. This centre is to serve as a convenience place to enable the community to seek for helps and assist for good mental health (Universiti Tunku Abdul Rahman, 2016a).

In Bachelor of Communication (Hons) Public Relations, students will be taught to enhance their communication skills as well as creative capabilities, analytical technique and management skills in a range of contexts. This course also offers the chances for students to develop knowledge and understanding skills, intellectual abilities, practical techniques and soft skills with the help of 24 lecturers of this course (Faculty Arts and Social Science, 2016b; Universiti Tunku Abdul Rahman, 2016e). Among those seven programmes in Faculty of Arts and Social Science, Bachelor of Communication (Hons) Public Relations had engaged with the community the most.

One of the significant community services that have been done by the course which is Public Relations (PR) Volunteerism Campaigns. This campaign was organized since 2011 until now and it has become the annual event in Bachelor of Communication

(Hons) Public Relations. The main purpose of this campaign is to improve the community life and to implant the volunteerism sense among the public and students. For example the Public Relations (PR) Campaign 2014/2015: Volunteerism IV that organized in 2014 is aimed to enhance the living conditions in Kampar and addressed the problems that faced by community through different sub-theme which include Road Safety, Food Tourism, Vandalism, Environment and Charity (Universiti Tunku Abdul Rahman, 2016g). A series of in-campus and outreach event have been done by the Bachelor of Communication (Hons) Public Relations to archive the goals that stated.

1.3 Statement of Problem

Service-learning is a combination of community services and academic for the students to gain experiences and to strengthen the communities when they utilize their knowledge outside the classroom through participation of the service-learning programmes (Deba et al., 2014; Ahmad et al., 2014; William, 2016). The researches that have been done shows that service-learning can have both positive and negative impact towards the student, faculty, institution and community.

Service-learning is not widely practice because it is not justify by the faculty as a part of a course requirement or obtain supports from the administration (William, 2016; Schvaneveldt et al., 2016). It is only a part of a programme in the curriculum in the HLIs for students to gain soft skills point through the service-learning programmes that organized. (Schvaneveldt & Spencer, 2016). As a result, many people are not aware of service-learning since it is not a programme that is compulsory for students to engage.

The growth of HLIs like colleges and universities in Malaysia has lead to the demand for the quality of the education which makes Malaysia as an education hub (Grapragasem, Krishnan,& Mansor, 2014). Malaysia's HLIs have include public, private colleges and universities (Khairani & Abdul, 2013). The implement of service-learning in HLIs Malaysia is still in level of infancy (Sandran, 2012).

Universiti Malaysia Kelantan (UMK) is one of the public universities that have implemented service-learning programmes since 2007. They are offering a variety of service-learning programmes which includes local and international arena since 2007 for their undergraduate students. Students will be rewarded with extra credit hours if they are willing to commit in the community service engagement programmes (Yu & Zakaria, 2012).

Besides, researcher from Universiti Utara Malaysia (UUM) have done research on their student's perception towards their involvement in the service-learning and it effects the students' development using Technology Acceptance Model (TAM) (Zahid, Jabbar, Romle, Isa,& Embi, 2015). Based on Yu and Zakaria (2012) research, they have conducted a research on UMK students' civic behavior, skills, knowledge and their nature in participation on the service-learning programme of intercultural leadership programme in a poor village in Vietnam with the students from six different countries. Research about potential in the service-learning on students' interpersonal skills development in technical and vocational education had been carried out by Universiti Teknologi Malaysia (UTM) (Deba, Jabor, Buntat,& Musta'mal, 2014).

HLIs in Malaysia have offer service-learning programmes but there is not much research about service-learning can be found. UTAR which is a local university have actively offer service-learning programmes but there is no research have been carried out in the past. Furthermore, one of the service-learning program in UTAR which is New Village Community Service- 'We Care, We Act' since 2014 is to develop students' leadership skills in order to apply their skills as well as knowledge in the programme , discover their creativity and also the ability of problem solving (Department of Soft Skills Competency, 2016).

On the month of August 2016, there is another service-learning programme that offers to the students, staff and also faculty which is from UTAR's sister school, Tzu Chi University of Science and Technology. There are exchange students from different organization which will build up a mutual interaction. This programme includes active learning and also the reflection where students are able to gain, utilize and exchange the knowledge during the programme (Universiti Tunku Abdul Rahman, 2016d).

1.4 Research Objectives

1. To identify the service-learning courses offered in Bachelor of Communication (Hons) Public Relations.

2. To measure the development of service-learning institutionalization in Faculty Arts and Social Science.

1.5 Research Questions

1. What are the types of service-learning courses offer in Bachelor of Communication (Hons) Public Relations?

2. What is the development of service-learning institutionalization in Faculty Arts and Social Science?

1.6 Research significant

In the past, there is no people did the research about the service-learning in UTAR Bachelor of Communication (Hons) Public Relations. This let the students and staffs of the Bachelor of Communication (Hons) Public Relations are lack of knowledge about the service-learning. Through this research service-learning can let the students and staffs of the Bachelor of Communication (Hons) Public Relations have more knowledge about what is service-learning and also can helps to increase the awareness of service-learning among the students and staffs. Besides, the K-12 Service-Learning Standards for Quality Practice and Assessment Model of Service-learning is use to measure the courses that offer by Bachelor of Communication (Hons) Public Relations to see whether the courses offer meets the criteria or not.

Moreover, in the course structure of the Bachelor of Communication (Hons) Public Relations there is only few subject that related to the service-learning. However, it do not widely practice, so in this situation, it shows that the institutionalization of service-learning of Bachelor of Communication (Hons) Public Relations in UTAR is in the early stage. Bachelor of Communications (Hons) Public Relations can measure the current stage of service-learning based on this research. Through this research, Bachelor of

Communication (Hons) Public Relations can start to practice service-learning in the course structure in UTAR.

Bachelor of Communication (Hons) Public Relations can be improve through practicing service-learning. It can helps to improve the leaderships skills and prepare students for getting into workplace in the future. Other than that, PR students in UTAR can compete with other HLIs when they are practicing service-learning.

Chapter 2 - Literature Review

2.1 Community Engagement

The hypothesis of a good behaviour, changeable democracy is the citizens take part in the livelihood of their communities and nation (Thomson, Smith-Tolken, Naidoo, & Bringle, 2011). According to Thomson et al (2011), the duty of HLI in shaping enthusiastically undertake nationals has been the central issue of instructed study for long time, but lately, lively dispute has arise concerning the duty of service as a third hub capability of HLIs. Community service is indicate to increase between additional purpose and mutual learning by aligning educational purpose with community companion.

Community engagement determined as behaviours, knowledge, skills, and attitudes, the purpose is to devote the general good with compulsion all along the surrounding community (Scott & Graham, 2015; Maphalala, 2012). Community engagement enables the universities to take part its epistemology resources with its surrounding community and stimulate an ethos of community service among its staff and student body (Maphalala, 2012). Besides, community engagement also is a planned course of event with a concrete intention where determine groups of people indicating various agencies work together to issue problems affecting their community (Mathur & Clark, 2014). In 1980s, and shifted in the 1990s, the focal point of civic mission which included co-curricular volunteering has accelerate student's civic role as an academic focal point through service-learning (Welch & Saltmarsh, 2013). Community engagement trend growth and evolution faster and stronger in higher education (Stoecker, 2014; Welch et al., 2013).

According to Fullerton, Reitenauer and Kerrigan (2015), college students who engaged in service-learning courses in college were more likely to engage in community service after college. Graduates who take part in service among college may enclose better implication to pro-social values such as accelerate racial comprehension and helping others in trouble, and engaging in community. Service-learning practitioners manipulate with the purpose of collision students in strong and diversification ways through their engagement with community companions, and they foundation pedagogical practices and programmatic decisions on this purpose (Fullerton, Reitenauer, & Kerrigan, 2015). According to Scott and Graham (2015), one of the most significant school elements leading to community engagement is an open school tendency which students participate in modelling rules and establishing an events to exploit democratic skills.

Besides, Universities as organizations of HLIs have three mission of teaching, learning and service which is establish and spread understanding, related activities improve the outcomes and utility of HLIs. The dedication of the university to society which they are a division of attention being paid continuously through major community engagement enthusiasm such as academic service-learning (Goslin, van der Klashorst, Kluka, & van Wyk, 2016). According to Goslin, van der Klashorst, Kluka, and van Wyk (2016), university-society engagement and partnerships provide great amount latent for improving student social responsibility in order to exploit the student's sense of social awareness.

Moreover, the University of Ghana has involved in community engagement by its third mission (Tagoe, 2014). With regards to this few years, engagement with external

stakeholders concentrate are more on community outreach program for example, the Annual New Year School which established by the institute of Continuing and Distance Education, that generated ordinary Ghanaians to the universities for a week to deliberate the topical issues of public concerns. According to Tagoe (2014), the university also engage the committees in the public or private sector who take place from academics serving, their dedications at hall tutors or academic advisor's offering helps to small business, giving feedback to requests for short courses, clinical duties, and commitment agreement study for outside clients.

Community engagement was recommend as a course to institutionalize universities' compliance to social obligation by engaging with national priority and the defiance that recommend in their first-hand socio-economic circumstance (Goslin, van der Klashorst, Kluka, & van Wyk, 2016). Towards this antecedents, the Council on Higher Education (CHE) Community Engagement Conference see students as both beneficiaries and agents of community engagement. For academic discipline, the classroom activities have to be cultivate and ready to engage with the social challenges (Goslin, van der Klashorst, Kluka, & van Wyk, 2016).

2.2 The Importance of Service-Learning

Service-learning is a teaching methods that combine meaningful community service with academic study to abound the learning experience, teach civic responsibilities and strengthen communities (Farber, 2011; Scott & Graham., 2015). In service-learning, through classroom learning, the student absorbed what they have learnt

and utilize it outside the classroom and it helps to strengthen their process of reflection (Jamplis, 2015; Williams, 2016).

Scott and Graham (2015) had noted that service-learning only effective in involving at least 40 hours and above of service. Besides, there are many teachers are complaining that service-learning is taking too much of time to complete or drawn away from traditional pedagogical methods. Even though there is some disadvantages of service-learning programs, but the benefit for students could not to be ignored.

Recently, service-learning has been put into practice, it is an effort to resist youth disengagement from school and community (Scott & Graham, 2015). According to Cress and Donahue (2011), service-learning can lead to stronger performance outcome and academic engagement. Especially in the United States, service-learning is a major practice for the HLIs. In U.S., they even specially promote service-learning in colleges and universities across the country which is called "Learn & Serve". Besides, congressional and presidential subsidise fund for American school for practicing service-learning. These actions is to let the youth to "learned to serve and served to learned" through the activities given by the schools (Farber, 2011).

Service-learning prepare students when they are graduated and enter the work force. Jamplis (2015) recognize that the graduated students often adequate of practical experience. Therefore, service-learning is equitable to made by HLIs to provide students an academic learning experience rooted in practical experience in real world situation. To endure the challenges facing HLIs is to comprise service-learning courses that offer students the chance to have real world experiences that cultivate their intellectual,

personal and moral development as come into being adults as compare to students commissioned in traditional courses, students who participate in service-learning shows better grade points averages, gain in knowledge, and degree endeavour (Holz et al., 2015; Jamplis, 2015). According to Jamplis (2015), service-learning is a pedagogical approach to establish leadership traits, competencies and qualities for the students who are in higher education institutions.

Service-learning allows students to gain explicit skills that will helps them to be future leaders. They can have a good and better understanding of how validity to take part in their professions and communities. In the future, students can gain more experiences in the real world when they are practicing service-learning (Jamplis, 2015; Williams, 2016). Students can have better understanding when they are practicing the service-learning in real world, they can actually help the students digest the course concepts that learned in classroom and transform it in a more attractive and meaningful way (Jamplis, 2015).

HLIs looking to exploit students who have positive and strong characteristic of efficient leadership which include intelligent, responsible leaders, emotionally, and charismatic. Generally, service-learning has a positive effect on practical experience. It helps students to gain good experiences through practical experience and they have learnt how to be an impressive leaders in all aspects of their lives (Jamplis, 2015). Besides, service-learning also been put into practice in many ways and among different era with research on its issue recommend that students who take part in service-learning are more likely to lessen stereotyping, to convey magnanimity of and gratitude of diversity, to exploit a deeper perceptive of social issue and to exploit an intensive pluralistic

orientation (Jones & Kiser, 2014). Service-learning is beneficial, in Universiti Tunku Abdul Rahman (UTAR) is actively engage with community but then they are still not fully adopt service-learning course, it is importance to practice service-learning so that it can prepare the students before they getting in industrial (Ministry of Education Malaysia, 2015).

2.3 Assessment Model of Service-Learning

According to Driscoll, Holland, Gelmon, and Kerigan (1996), Portland State University had been developed by a case study model of assessment which use to estimate the collision of service-learning on four constituencies (student, faculty, community, and institution). To estimate the collision variables Driscoll et al (1996), exploit guiding principles and draft proper instruments to take the presence of guiding principles and estimate changes in a guiding principles. The idea recommended that those guiding principles could be estimated by focus groups, survey, ways of interview, and journal analysis.

A team of faculty and administrators developed this model with input from students and community delegates (Driscoll et al, 1996). In these research, assessment model of service-learning will be use to measure the documental analysis with students variables, guiding principle, and dimension. These will bring to a clear view of what is service-learning and how many courses that being practice in UTAR's Bachelor of Communication (Hons) Public Relations.

2.4 Institutionalization of Service-learning

In America HLIs, it has come to worth service-learning as a predominate exorbitant collision education scheme, and the education scheme is premeditated a hub assembly of community engagement (Stanton-Nicholas, Hatcher, & Cecil, 2015; Klentzin & Wierzbowski-Kwiatkowaki, 2013). Yet, in contrast to additional initiatives, service-learning introduce several distinct characteristic that provoke traditional approach of what "institutionalization" indicate (Klentzin & Wierzbowski-Kwiatkowaki, 2013). Service-learning's multifaceted construction, philosophical framework, vast organizational collision, and multi-disciplinary request institutional guidance to ponder differently on why and how to institutionalize this educational initiative.

According to Stanton-Nicholas, Hatcher, and Cecil (2015), over the past twenty years, pedagogy has a stable evolution across institutional genre and also the specialty. This evolution probably is the best occupy by Carnegie Elective Classification for Community Engagement. However, the evolution happen internationally and comprehension the alterations of why the education scheme is institutionalized in HLIs is arise region of comparative research is about the same. Besides, the four important findings for community engagement which can be put into practice where common intention uncertainty as a way of expert and organizational expansion adopt present expertise between institute employees, reinforce inner networks, and sustain the institutionalization of engagement (Purcell, 2014). These findings shows the essential integration of principle and put into practice in community engagement in HLIs.

There are eight collaborative directorial component originate in endearing service-learning institutionalization which is inclusion of service-learning dialect in the institutional task declaration, a unified service-learning agency, a dedicated personnel, inner tough foundation and provide natural capital, incorporate interval, practice/expansion chance, incorporate lively organizational membership, institute recompense, incorporate relax period, course assessment, and a service-learning consultative foreman include of many stakeholders (Klentzin & Wierzbowski-Kwiatkowaki, 2013).

According to Klentzin and Wierzbowski-Kwiatkowaki (2013), it stated that the professional have discuss the institutionalization and sustainability of service-learning courses previously, a proceeding inspection of lively service-learning initiatives use to be executed to completely comprehend how service-learning courses effect in the existing HLIs tendency and whether previous guiding principles of success are yet apposite. In this research Creating Community-Engaged Departments Rubric which developed by Kevin Kecskes in year 2009 will be use to measure the institutionalization of service-learning in UTAR.

2.5 Past Result Finding

According to Jamplis (2015), in University of Kentucky, The Masters of Science program in Executive Leadership and Organization Change (ELOC) has plan their academic curriculum to cultivate the growth of leadership characteristics and competencies among students through taking part in a service-learning course. Students need to take part in a service-learning course to implement the programs goals, so that

they are capable to comprise the philosophy instructed during the first year while working in local community association (Jamplis, 2015).

Based on Lake, Winterbottom, Ethridge, and Kelly (2015), the performance of service-learning in a teacher teaching project in which pre-service teacher (PST) are disclosed to experiential activities by consideration, performance, and taking part in service-learning projects in the local community. In 21st Century, the education criterion and improve of area experiences, PST teaching candidates at universities throughout the United State have turn into more and more undertake in scholar service-learning projects, which provide the chance to enhance content mastery and strengthen pedagogy skills by truthful community skills. Service-learning has obtain acknowledgement as a predominate pedagogy for involving students of all ages in their communities and for enlarging links among the classroom and real-world setting (Lake, Winterbottom, Ethridge, & Kelly, 2015).

Brail (2016), studies is about the undergraduate students who has registered in an Urban Studies course, the findings are coherent with other interdisciplinary and discipline-specific studies, especially as they touch upon to the part of service-learning to push out the obtains in student accomplishment. This study recommend that a comprehensive sort of students is corresponding to comprehension the connection between service-learning and student accomplishment. The information about the differential influences of service-learning based on demographic and citizenship characteristic introduce a new lens by assess the capacity collision and benefits of service-learning (Brail, 2016).

At Eastern Kentucky University, service-learning approach has been well applied with a number of topmost division courses among the Public Relations course, including Public Relations Campaigns, Advertising Principles and Production, Social Networking, Web Marketing and Design, and PR Special Event Management, the program's Capstone course (Gleason & Violette, 2012). For example, student team in the Campaigns class design, establish, and present proposals for an integrated Public Relations campaign based on a specific client's actual needs and situation, including study plans, listener analysis, recommend creative components, timeline, budget and the program's recommended measurements and evaluation process (Gleason & Violette, 2012).

According to Greenwood (2015), service-learning has a wealthy antecedents in HLIs, with a variety of research represent community engagement, moral development outcomes, and positive learning of student participants. Yet, limited consequence research of service-learning in community colleges, those particular research familiarly inform on community colleges as a whole, instead of discriminate consequence based on rural, suburban, and also urban status. There are four different, urban community colleges from New York City obtain a common kind approve by the City University of New York to exploit a study instrument and supply sustain to faculty of service-learning projects in the 2012-2013 academic year (Greenwood, 2015).

Chapter 3 Methodology

3.1 Theoretical Framework

In Bachelor of Communication (Hons) Public Relations, there were no formal documentations have been done in the past. The form of service-learning is merely being recognized or not recognized among the student and faculty are the concern for the researches. However, framework for service-learning institutionalization in UTAR was not established yet. Hence in this research, a set of standards called K-12 Service-Learning Standards for Quality Practice which developed by National Youth Leadership Council (2008) have been used to answer the first research question "what are the types of service-learning courses offer in Bachelor of Communication (Hons) Public Relations?". This set of standarts could help to ensure a successful and quality service-learning program. It consists of eight elements which are (a) meaningful service, (b) link to curriculum, (c) reflection, (d) diversity, (e) youth voice, (f) partnerships, (g) progress monitoring, (h) duration and intensity.

The first indicator that needs to include in service-learning has to be a meaningful service. An effective service-learning could help to encourage the participants to involve in meaningful and personally service events (RMC Research Corporation, 2008). It could engage the participants to identify societal issues and community needs. Service-learning could leads to realizable and evidence outcomes that are valued by the community that being served.

The second indicator is link to curriculum which means that service-learning could use as an instructional strategy to achieve the learning objectives (RMC Research

Corporation, 2008). A quality service-learning activity should have connections with the academic standard. This means that service-learning helps the students to improve the ability of applying the knowledge and skills that learnt in academic into real life situation.

Reflection is also one of the indicators in service-learning. Service-learning consists of few challenging reflection events that are in the progress. Besides, it could helps to develop deep comprehension about one's relationship with the community. This reflection usually occurs before, during and after the activities. It could assist the students to investigate their perception and assumptions to have a better understanding to their roles and responsibilities (National Youth Leadership Council, 2008).

In element of diversity, service-learning provides knowledge of diversity and develops reciprocal respect among all students (Kaye, 2014). With the knowledge of the diversity, mutual understanding among students could develop. Moreover, service-learning activities help the students to improve the communication skills to overcome the conflict. This means that a service-learning programme is able to prevent the happen of stereotypes and conflict.

Another important element that should involve in service-learning is youth voice. It could provide an opportunity for youth to get involved in the decision making of service-learning with the guidance from others (National Youth Leadership Council, 2008). Students could voice out their opinion during the service-learning activities. This could helps to strengthen the leadership skills and decision making ability of youth.

Partnerships are also a need in ensuring a quality service-learning programme. Service-learning involves various parties such as youth, educator, families and community (South Dakota Department of Education, 2012). The partnerships must be collaborating. This is to establish a common goals between the partnership and able to satisfy community needs.

Progress monitoring is the criteria of service-learning which stated that service-learning could help the involvement of students in a continuous process to evaluate the quality of performances and progress toward accomplishing specified objectives. Furthermore, the results could also used for enhancement and sustainability. After the students identify the needs, various methods are used by the students to observe and improve during the service-learning progress (Kaye, 2014).

The last element that being included in K-12 service-learning standards for quality practice is duration and intensity. Service-learning has adequate duration and intensity to fulfil community needs and achieve specified results. Service-learning could offer sufficient time to solve the community needs (National Youth Leadership Council, 2008).

Many researchers are using these standards to strengthen the service-learning outcome. One of the sample is the researcher used the four of these elements to examine the impact of service-learning on students (Celio, Durlak, & Dymnicki, 2011). Furthermore, researcher had included this standard in book in order to explain the essential way to make a successful service-learning (Kaye, 2014). Moreover, there are many schools which from the secondary school until the university have use these standard as a guideline to organize an efficient service-learning program. For instance,

Singapore American School, Drury High School and University of Michigan-Flint (Drury High School, 2016; Singapore American School, 2010; University of Michigan-Flint, 2013). Hence, K-12 Service-Learning Standards for Quality Practice can be used as a guideline to guarantee the quality of the service-learning program.

In the research, documentation review method will be used to analyze the courses of Bachelor of Communication (Hons) Public Relations. This set of standards will be used as a reference in identifying the type of service-learning course offered in Bachelor of Communication (Hons) Public Relations in document analysis. It coulds use to compare the objectives and learning outcome of the course and the criteria of service-learning. Through this method, the integration of service-learning in Bachelor of Communication (Hons) Public Relations could be determined. Therefore by using document analysis, these constituencies could capture the existence of the indicators in the Bachelor of Communication (Hons) Public Relations courses. Hence, the service-learning courses in Bachelor of Communication (Hons) Public Relations can be examined.

3.2 Research Instrument

3.2.1 Background of Creating Community-Engaged Departments Rubric

In this research, Creating Community-Engaged Departments Rubric will be used as the assessment tool to measure the institutionalization of service-learning in UTAR. This assessment is expected to provide some insight on the requirement for the development of service-learning in HLIs. It was developed by Kevin Kecskes in year 2009 which aims to assist the HLIs to measure the progress of their campus on service-learning institutionalization efforts (Kecskes, 2009).

This runric is established up on the existing prior work of the Furco self-assessment rubric for the institutionalization of service–learning in HLIs (Kecskes, 2009). In Furco self-assessment rubric, it is greatly based on the benchmark worksheet that was primarily established by Kevin Kecskes and Julie Muyllaert from Washington State Campus Compact in USA (Furco, 2002b). The original version of this rubric was published in year 1998, since then, the derived version of the rubric were developed by Furco and there were more than 80 institutions had applied his rubric in their research (Furco, 2002b). This strong evidence had convinced us to apply the latest version of rubric that developed by Kecskes in our research as his rubric had reinforced the Furco Rubric.

The latest version of rubric that developed by Kecskes was constructed into six different dimensions that are being recognized as the key factors for the institutionalization of service-learning in HLIs. Each of the dimensions contains a set of elements which is stages and variables. The elements are then characterize into four different progressive stages: Stage One- Awareness Building, Stage Two- Critical Mass Building, Stage Three- Quality Building, and Stage Four- Institutionalization which propose the shifting of HLIs towards the full adoption of service-learning (Kecskes, 2009; Alden et al., 2010; Furco, 2002b; Mitchell et al., 2005).

3.2.2 Application of Furco Rubric in Higher Institutes

In Binghamton University, Assistant Professor Allison Alden and Kristina Lambright (2010) had conducted a study to identify the instructor's perspectives on service-learning's sustainability by using Furco Rubric. They used the Furco self-

assessment rubric to assists in their interview questions to determine the level of supportiveness for the service-learning in university (Furco, 2002b). In the research, they had found that the instructors are unaware for the institutional availability and support of service-learning in their university (Alden & Lambright, 2010). Besides, the result also shows that many faculties do not trust service-learning is valued in personnel review process due to the conflict between research and service. The instructor believed that the higher involvement in service activities will discouraged them to spend time on their research (Alden & Lambright, 2010).

In South Africa, the University of Natal, Pietermaritzburg (UNP) campus had a number of attempts to evaluate the level of institutionalization of service-learning. Throughout their evaluation, they have used 3 different procedures to determine the level of service-learning institutionalization while one of the procedures was from the Furco Rubric (Mitchell, Trotte, & Gelmon, 2005). UNP had voluntarily selected Furco Rubric as one of the assessment tool to access service-learning institutionalization in order to take part in an international comparative opportunity. UNP valued this assessment because Furco Rubric have the superiority of elastic structured, well-constructed model that cope with programmes goals and philosophies, and handy to generate data (Furco, 2002b; Mitchell et al., 2005). Through this research, the researcher found that the level of service-learning institutionalize in UNP was still in early stage as their faculties could not identify the form of engagement of service-learning in variety terms. Besides, researcher also reported UNP does not have centre for community partnership and moderate leadership opportunity by the faculties (Mitchell, Trotte, & Gelmon, 2005). These strong evidences had shown the poor institutionalize of service-learning in UNP.

From all the research that have found, it can conclude that Furco Rubric could assist in determining the support and involvement of service-learning in higher education. It is a well-established assessment tool to measure the engagement of service-learning in the aspect of faculty, student, community, and institution. However, there are some drawbacks in this rubric as the rubric could not fully capture the progress for the institutionalization of service-learning in the HLIs (Mitchell, Trotte, & Gelmon, 2005). This rubric could not accommodate to the newly formed institutions that are still conceptualizing the pattern of service-learning before they entering to the first stage which is building critical mass. Therefore, the latest version of a rubric which developed by Kevin Kesckes is preferably to be use in this research. This rubric is derived from Furco Rubric which has included a new stage that is awareness building which able to solve the limitation of Furco Rubric. It could assist the new HLIs to conceptualize the pattern of service-learning before they actually jump to the second stage which is the critical mass building.

3.3 Research Method

3.3.1 Document analysis

Document analysis is conducted in this research. It is one of the research methods of qualitative research. Documents are comprehended by the researcher to define the assessment topic (Paton, 2005). A document is something that can read and which relates to some aspect of the social world.

Analyzing documents incorporates coding content into themes similar to how interview transcripts are analyzed. According to the Tobacco Control Evaluation Center (2016), coding can be defined as a procedure of organizing and resembling the data. It include the data gathering process, labeling and organize the data. Each code will connect to the concept of the research. In the coding procedure, coding applied during the document analysis and it will begin with the predetermined codes from that have data gathered. A code serves as a way to label, arrange and organize data that have been found. Coding is also a process that enables the researchers to summarize and integrate the data. Hence, coding has become a basic process in developing the analysis. A rubric can also be used to grade or score a document (Bowen, 2009).

Document analysis will be using to conduct and measure the first objective of this research which is types of service-learning courses offer in Bachelor of Communication (Hons) Public Relations. The documents that will be analyzed in this research will be the course structure of Bachelor of Communication (Hons) Public Relations of UTAR. The engagement of service-learning in Bachelor of Communication (Hons) Public Relations can be examined through the comparison between the criteria of service-learning and the objectives and learning outcome of the course. The assessment model of service-learning and K-12 service-learning standards for quality practice will use to measure the document analysis to shows the validity of the research.

3.3.2 Data Analysis Procedure- Creating Community-Engaged Department Rubric

The data analysis procedure will be conducted by using the Creating Community-Engaged Department Rubric to measure the deeper action for UTAR to integrate service-learning into Bachelor of Communication (Hons) Public Relations courses. Before the

rubric will be used to conduct the research, an email will be send to the developer of this rubric- Kevin Kecskes to ask for permission. 300 sets of self-assessment rubric will be distributed strictly among the FAS students, administrative and academic staffs to evaluate the current status of UTAR in engaging service-learning. Each dimension in the rubric will be measure through qualitative analysis. The collected data will be evaluated to identify the integration of service-learning by FAS. The results from each dimension are able to provide the insight on the stages for FAS to be categorized.

3.4 Respondents

3.4.1 Sampling

Sampling is a core principal to the practice of qualitative method in determining the result of the research (Robinson, 2014; Tuckett, 2004). Purposive sampling has been choosing in this research. It is a non-probability sampling technique that allows researcher use it as a method to choose a sample of a subject from a population (Etikan et al., 2016; Teddlie et al., 2007). It refers to the contextualized in selecting the sample to meet the research needs (Oppong, 2013).

Purposive sampling is widely practice in the qualitative research and can be defined in selecting units like individuals, group of selected individual or an institutional (Teddlie et al., 2007; Lawrence et al., 2015). Purposive samplings enable the researchers to have a greater depth of information from a small group of informant (Patton, 2014; Teddlie et al., 2007). Informant will be selected based on a specific purpose in this research (Tashakkori & Teddlie, 2003).

Besides that, purposive sampling is different from other sampling like snowball sampling or random sampling (Yin, 2011). It is a non-randomization technique that used to ensure the particular group of cases within the sampling able to represent in the final sample of the research (Robinson, 2014). According to Creswell (2013), there are three steps in applying purposive sampling; selecting the informants, deciding the sampling technique and also define the sample size. Moreover, there are six types of purposive sampling procedures; typical case sampling, extreme or deviant case sampling, intensity sampling, maximum variation sampling, homogeneous sampling and reputational sampling (Teddlie et al., 2007; Lawrence et al., 2015; Suri, 2011).

In this research, combination of two purposive sampling; maximum variation sampling and critical case sampling will be applied. Maximum variation sampling is being used because it depends on the researcher's judgmental in selecting the informant and a strategy of selecting small sample from a population (Suri, 2011; Lawrence et al., 2015). Sample is chosen depends on the similarity among them; age, cultures or past experiences. Critical case sampling is adopted as it is a method where it saves cost while still able to provide sufficient information about the research (Suri, 2011).

3.4.2 Sampling Procedures

The respondents are from UTAR's Faculty of Arts and Social Science (FAS). The survey form will distribute to administrative staff, academic staff and students of FAS which involve of Bachelor of Communication (Hons) Advertising, Bachelor of Communication (Hons) Public Relations, Bachelor of Communication (Hons) Journalism,

Bachelor of Communication (Hons) Psychology, and Bachelor of Communication (Hons) English Language.

There is 24, 000 of full-time undergraduate students in UTAR, Perak campus (Foong, 2015). The number of students will be increase by 1,000 to 2, 000 each year. Hence, 331 of students and 92 of administrative and academic staffs will be involved in answering the survey form in this research.

The respondents mainly selected based on their faculty, knowledge and also their past experiences in the involvement in the UTAR's programme. There will be a series of questions about service-learning. Researcher will analyze and make recommend revisions after the researcher meet the saturation from the data collected.

3.5 Pre Experiment

Pilot Study

In this research, document analysis has been use as pilot study. According to the programme structure guide of Bachelor of Communication (Hons) Public Relations in May 2014 intake, the total credit hours are 121 (Universiti Tunku Abdul Rahman, 2016). There are 35 subject that taken by the Public Relations students. However, there are only 4 subjects involved in service-learning which is only 11.43%. Those subjects are Social Entrepreneurship Project, Community Project, Event Management, and Industrial Training. Among these 4 subjects, Social Entrepreneurship Project and Community Project are co-curriculum subject. This means that students needed is compulsory to choose either one of these subjects. Whereas, Event Management and Industrial Training are major subjects.

Event Management course aims to offer a practical opportunity to utilize the knowledge and skills obtained by the students (Event Management, 2016). For example, it provides a chance for students to learn the way to establish relationships with stakeholders by using their technique and knowledge that have been learned in class. Besides, this course also helps to improve leadership ability and teamwork of the students.

The objectives in this course are meets both the criteria of service-learning that mention in K-12 Service-Learning for Quality Practice and Assessment Model of Service-Learning which are partnership and communication. Both of the criteria are explaining the relationship that formed between the key players in service-learning. Partnerships need to involve at least two parties. The parties that involved in Event Management are students, stakeholders and also community. The relationship with the partnership is important and mutually beneficial. For example, the students need the support from the sponsor for the events whereas the sponsors need the students to help in promotion. In the variable of communication, interaction with the key players is very important. In event management, the relationship with stakeholders will be build through communication. Hence this subject is considered as one of the service-learning course.

Chapter 4 Data Analysis

4.1 Introduction

This chapter will describe the results of the data analysis follow by document analysis. The data analysis has summarized the entire data that collected in the Creating Community-Engaged Rubric (CCER) in order to investigate the level of service-learning institutionalization in Faculty of Arts and Social Science (FAS). While the document analysis is used to identify the types of service-learning courses offered in Bachelor of Communication (Hons) Public Relations. Throughout this chapter, the objectives of the research will be accomplished.

4.2 Procedure

4.2.1 Pilot Study

In the research, CCER was used to determine the level of service-learning institutionalization in FAS. However in order to align with this research, the original Kecskes's CCER was being revised and adopted to form two new set of distinct CCER. This research has targeted students and faculty member as the respondent. Hence first set of CCER is disseminated for faculty member while the second CCER is designed and distribute for students of FAS. The two set of adopted CCER were constructed several demographic questions to assist the data analysis.

Before utilizing the CCER into the study, pilot study was conducted to examine the validity and reliability of CCER. The use of pilot study is beneficial to assist in testing and developing the adequacy of CCER, gathering the preliminary data to align with the expected outcome, reducing the anticipated problems that revealed by the pilot study. The appropriate number of respondents in pilot study should include 10- 20% of

the sample size or actual study (Simon, 2011). Therefore, total of 45 FAS students and 5 faculty members had engaged in pilot study.

After the pilot study, some minor errors were identified in both of the CCER. There are some questions were found confused in the demographic part of the CCER for the faculty member. Moreover, respondents had provided some suggestion on the rubric during the pilot study. One of the suggestion from the respondents is they have no knowledge on the service-learning and thus they cannot comprehend the question of the rubric. Besides, the respondents also comment that the rubric is too complicated for them to understand. All of these suggestions had taken into account by the researcher during the amendment of rubric.

In order to solve the problems that discover in pilot study, CCER are then being revised and amend again. The question of demographic part in CCER for faculty members had been amending to avoid the confusing. In additional, before the respondents are being approached, the definition of service-learning has explained to them. Oral survey also has been used in the real study so that more elaboration about the question in CCER could be provided to the respondents.

4.2.2 Sampling Procedures

In this research, purposive sampling is used to ensure the respondents are able to be present in the final sample of the research. In purposive sampling, the respondents are selected based on their faculty, knowledge and also their past experiences. Hence, this research is targeted the students and faculty members from FAS which included Bachelor of Communication (Hons) Advertising, Bachelor of Communication (Hons) Public

Relations, Bachelor of Communication (Hons) Journalism, Bachelor of Communication (Hons) Psychology, and Bachelor of Communication (Hons) English Language.

In order to calculate the sampling size of this research, Cochran's (1977) formula has been used. This formula is aim to calculated a large population. According to Bartlett, Kotrlik, & Higgins (2011), the Cochran's formula is as shown as below,

$$n_0 = \frac{(t)^2 * (p)(q)}{(d)^2}$$

Note. t = value for the selected alpha level is presentin the population.

p = estimated proportion of an attributed that $q = 1-p$

d = acceptable margin of error for proportion being estimated

Assume that there is a large population of students and staff in FAS but do not know the variability of the population. Hence, assuming that p=0.5, which is a maximum variability and the wanted confidence level of this research is 95%. Therefore, it is ±5% in precision. Besides, the t-value for alpha level of 0.05 is 1.96 for the sample sizes that is above 120. The result is calculated in the above equation.

$$n_0 = \frac{(1.96)^2(0.5)\,(0.5)}{(0.05)^2} = 384$$

The population of the FAS students is 2400 while the population of the administration staff and academic staff is 121. Hence, the required sample size for both the population of 2400 is 384. Cochran's correction formula have used since the sample

size that found out have exceeds 5% of the population (2400*0.05=120). This formula could use to calculate a more accurately sample size. The calculation is as follow,

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Note. n=sample size

N=population=2400

$$\text{Hence } n\,(students) = \frac{384}{1 + \frac{(384\text{-}1)}{2400}} = 331$$

$$n\,(staffs) = \frac{384}{1 + \frac{(384\text{-}1)}{121}} = 92$$

According to the Cochran's correction formula, the respondent of this research for the students are 381 while the faculty members are 92. The targeted students were successfully being approached. However for faculty members, only 30 faculty members were willingly to respond on the assessment rubric while 62 of them were reluctant to give any respond. The main reason of this situation is because the faculty members do not have the leisure times to fill in the assessment form.

4.3 Creating Community- Engaged Rubric (CCER)

Based on the result of pilot study, CCER has been revised and adopted. In the meantime, oral survey is also being practice throughout the entire process as to assist the student to understand the rubric. The data collection had taken two weeks to conduct. The result of the data collection were then summarize in table below.

Table 1.0: The Levels of Service-Learning Institutionalization in FAS Student

	Dimensions	Stages
I	Mission and Culture Supporting Community Engagement	Critical Mass Building
II	Faculty Support and Community Engagement	Critical Mass Building
III	Community Partner and Partnership Support and Community Engagement	Critical Mass Building
IV	Leadership Support for Community Engagement	Critical Mass Building
V	Organizational Support for Community Engagement	Critical Mass Building
VI	Leadership Support For Community Engagement	Critical Mass Building

Table 1.1: The Levels of Service-Learning Institutionalization in FAS Administrative Staff and Academic Staff

	Dimensions	Stages
I	Mission and Culture Supporting Community Engagement	Critical Mass Building
II	Faculty Support and Community Engagement	Critical Mass Building
III	Community Partner and Partnership Support and Community Engagement	Critical Mass Building
IV	Leadership Support for Community Engagement	Critical Mass Building
V	Organizational Support for Community Engagement	Critical Mass Building
VI	Leadership Support For Community Engagement	Critical Mass Building

4.3.1 Mission and Culture Supporting Community Engagement

Students of FAS

Dimension I is mission and culture supporting community engagement. It consist of five components; mission and vision is rated *critical mass building with 148 (44.71%) respondents*, definition of community-engaged teaching is rated *awareness building with 133(40.18%) respondents*, definition of community-engaged research is rated *awareness building with 151 (45.62%) respondents*, definition of community-engaged service is rated *critical mass building with 129 (38.97%) respondents*, and climate and culture is rated *critical mass building with 180 (54.38%) respondents*. **It shows that the Dimension I falls under stage critical mass building** because there are three components are rated stage critical mass building and there are only two components rated the stage of awareness building.

Faculty Members

Dimension I is mission and culture supporting community engagement. It consists of five components; mission and vision is rated *quality building with 16 (53.33%) respondents*, definition of community-engaged teaching is *rated critical mass building with 13 (43.33%) respondents*, definition of community-engaged research is rated *stage critical mass building with 15 (50%) respondents*, definition of community engaged service rated *critical mass building with 16 (53.33%) respondents* and climate and culture rated *critical mass building with 12 (40%) respondents*. **It shows that Dimension 1 is rated stage critical mass building** because there are four components are stage critical mass building and only one component rated stage quality building.

4.3.2 Faculty Support and Community Engagement

Students of FAS

Dimension II is faculty support and community engagement. It consists of four components; faulty knowledge and awareness is rated *critical mass building with 160 (48.34%)*, faculty involvement and support is *rated critical mass building with 181 (54.68%) respondents*, curricular integration is rated *critical mass building with 140 (42.30%)*, faculty incentives rated *critical mass building with 170 (51.36%)* and tenure track faculty rated *stage critical mass building with 170 (51.36%) respondents*. ***It shows that Dimension II is under stage critical mass building.***

Faculty Members

Dimension II is faculty support and community engagement. It consists of six components; faculty knowledge and awareness is rated *stage critical mass building with 15 (50%) respondents*, faculty involvement and support is rated *stage critical mass building with 14 (46.67%) respondents*, curricular integration is rated *stage critical mass building with 16 (53.33%) respondents*, faculty incentives is rated *stage critical mass building and stage quality building with 12 (40%) respondents*, tenure track faculty is rated *critical mass building with 16 (53.33%) respondents* and review, promotion and tenure process integration is rated *stage critical mass building with 12 (40%) respondents*. ***It shows that Dimension II is stage critical mass building*** is because majority of the components is rate critical mass building.

4.3.3 Community Partner and Partnership Support and Community Engagement

Students of FAS

Dimension III is community partner and partnership support and community engagement. It consists of six components; placement and partnership awareness which is on *stage of critical mass building with 152 (45.92%) respondents*, mutual understanding is rated *stage awareness building and stage critical mass building with 126 (38.07%) respondents*, community partner voice is rated *stage critical mass building with 152 (45.92%) respondents*, community partner leadership is rated *stage critical mass building with 160 (48.34%) respondents*, community partner access to resources rated *stage critical mass building with 155 (46.83%) respondents* and community partner incentives and recognition rated *stage critical mass building with 140 (42.30%)*. **It shows that Dimension III rated as critical mass building** is because majority of the components rated critical mass building.

Faculty Members

Dimension III is community partner and partnership support and community engagement. It consists of six components; placement and partnership awareness is rated *stage critical mass building and stage quality building with 11 (36.67%) respondents*, mutual understanding and commitment is rated stage critical mass building with 14 (46.67%), community partner voice is rated *stage critical mass building with 14 (46.67%) respondents*, community partner leadership is rate *stage critical mass building with 15 (50%) respondents*, community partner access to resources is rated *stage critical mass building with 16 (53.33%) respondents* and community partner incentives and recognition is rated *stage critical mass building with 17 (56.67%) respondents*. **It shows**

that Dimension III is rated stage critical mass building because majority of the components are rated critical mass building.

4.3.4 Leadership Support for Community Engagement

Students of FAS

Dimension IV is student support and community engagement. It consists of four components; student opportunities rated *stage critical mass building with 152 (45.92%) respondents*, student awareness rated *stage critical mass building with 168 (50.76%) respondents,* student incentives and recognition is rated *stage critical mass building* and student voice, leadership and departmental governance is *rated critical mass building with 160 (48.34%) respondents. It shows that Dimension IV rated critical mass building.*

Faculty Members

Dimension IV is student support and community engagement. It consists of four components; student opportunities is rated *stage critical mass building and stage quality building with 12 (40%) respondents*, student awareness is rated *stage critical mass building with 14 (46.67%) respondents*, student incentives and recognition with *stage critical mass building with 14 (46.67%)* and student voice, leadership and departmental governance is rated *stage critical mass building with 19 (63.33%) respondents. It shows that Dimension IV is rated stage critical mass building.*

4.3.5 Organizational Support for Community Engagement

Students of FAS

Dimension V is organizational support for community engagement. It consists of eight components; administrative support is rated *stage critical mass building and quality*

building with 136 (41.09%) respondents, faculty entity is *rated stage critical mass building with 155 (46.83%) respondents*, evaluation and assessment is rated *stage ritical mass building with 124 (37.46%) respondents*, departmental planning is rated *stage critical mass building with 154 (46.53%) respondents*, faculty recruitment and orientation is rated *critical mass building with 135 (40.79%) respondents*, marketing is rated *stage critical mass building with 130 (39.27%) respondents* and dissemination of community engagement result rated stage *critical mass building with 131 (39.58%) respondents*. **It shows that Dimension V is rated stage critical mass building.**

Faculty Members

Dimension V is organizational support for community engagement. It consists of eight components; administrative support is rated *stage critical mass building and quality building with 9 (30%) respondents*, facilitating entity is rated *stage critical mass building with 14 (46.67%) respondents*, evaluation and assessment is rated *stage quality building with 11 (36.67%) respondents*, departmental planning is rated *stage critical mass building with 9 (30%) respondents,* faculty recruitment and orientation is rated *stage awareness building with 9 (30%) respondents*, marketing is rated *stage critical mass building with 10 (33.33%) respondents,* dissemination of community engagement results is rated *stage critical mass building with 11 (36.67%) respondents* and budgetary allocation is rated *stage critical mass building with 16 (53.33%) respondents*. **It shows Dimension V is rated stage critical mass building** because majority of the components rated stage critical mass building.

4.3.6 Leadership Support For Community Engagement

Students of FAS

Dimension VI consist of three components, departmental level leadership rated *stage awareness building with 158 (47.73%) respondents*, campus level leadership form departmental faculty rated *stage critical mass building with 140 (42.30%) respondents* and national level leadership from departmental faculty rated *stage critical mass building with 137 (41.29%) respondents*. ***It shows that the Dimension VI rated stage critical mass building.***

Faculty Members

Dimension VI is leadership support for community engagement. It consists of three component; departmental level leadership is rated *stage critical mass building with 16 (53.33%) respondents*, campus level leadership from departmental faculty is rated *stage critical mass building with 16 (53.33%) respondents* and national level leadership from departmental faculty is rated *stage critical mass building with 17 (56.67%) respondents*. ***It shows that dimension VI is on stage critical mass building*** because three components show are stage critical mass building.

Based on the data collection above, the level of service-learning institutionalization for students and faculty members of FAS are rated under stage **critical mass building** because Dimension I: Mission and Culture Supporting Community Engagement, Dimension II: Faculty Support and Community Engagement, Dimension III: Community Partner and Partnership Support and Community Engagement, Dimension IV: Students Support and Community Engagement, Dimension V:

Organizational Support for Community Engagement and Dimension VI: Leadership

support for community engagement are rated at stage **critical mass building.**

4.4 Document Analysis

In this research, the documents that selected to be analyzed are the course

structures of Bachelor of Communication (Hons) Public Relations in UTAR. These

course structures are collected via the official website of university- UTAR Portal.

According to the programme guide, there are total 55 courses that have been offered by

the faculty (UTAR Portal, 2017). Among these courses, 28 courses consist of 3 credit

hours while 16 courses consist of 4 credit hours. Besides, 8 of the courses are consisting

of 2 credit hours and the rest are in 6 credit hours and 1 credit hour. However, the

students are only required to take 35 courses and earn 121 credit hours in order to

graduate from the university.

To determine the type of service-learning courses offer in Bachelor of

Communication (Hons) Public Relation, K-12 Service-Learning Standards and Indicators

has been used as a guideline. All of these courses that offered by Bachelor of

Communication (Hons) Public Relations have been gone through and analyze critically.

Each of the course objectives and learning outcome that being provided in course

structure have been compared with these standards and analyze via line-by-line coding.

The eight elements of the K-12 Service-Learning Standards and Indicators which are

meaningful service, reflection, diversity, youth voice, partnership, progress monitoring,

link to curriculum, and duration and intensity have been used to name each line of the

course objectives and learning outcome. The data analysis was then summarized in

diagram below.

Diagram 1. K-12 Service-learning Standards in Bachelor of Communication (Hons) Public Relations
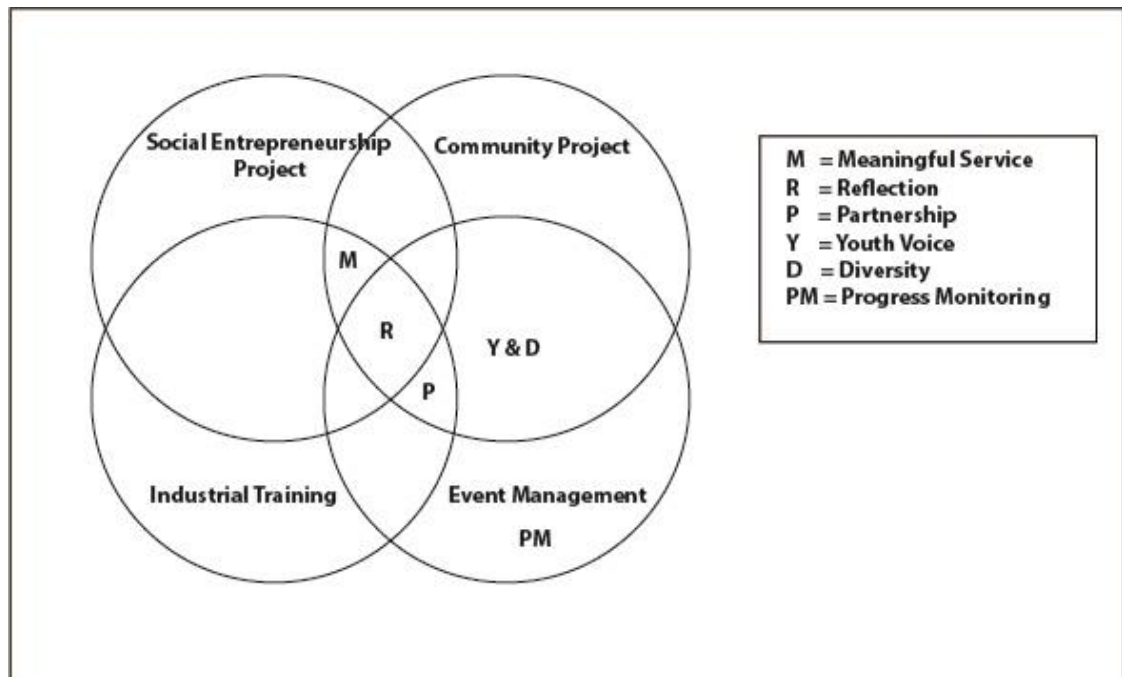
According to the diagram above, the results has shown that there are only 4 out of 55 courses in Bachelor of Communication (Hons) Public Relations have met the standards of K-12 Service-Learning and hence its categorized as service-learning courses. Those 4 subjects are MPU34012 Social Entrepreneurship Project, MPU34032 Community Project, UAMP2033 Event Management and UAMG3016 Industrials Training. Among 4 of them, there are only 3 courses are needed to study by the students. The students are allowed to choose either MPU34012 Social Entrepreneurship Project or MPU34032 Community Project to study. Moreover, MPU34012 Social Entrepreneurship Project, MPU34032 Community Project and UAMG3016 Industrials Training are the pass or fail courses.

The element that being coded the most in the four courses of Bachelor of Communication (Hons) Public Relations is *reflection*. Reflection requires the students to

demonstrative the knowledge and skills that learn in classroom to the real life situation. The objectives of the MPU34012 Social Entrepreneurship Project (2017) is stated that:

"To enhance students' practical experience in preparation and procedures in starting social entrepreneurship project activities"

Secondly, the element of *partnership* also has been coded in these courses. Partnership is to establish the relationship with the partnerships which are collaborative and mutually beneficial. One of the objectives of the MPU34032 Community Project (2017) stated that

"Create networking opportunities in the community"

Thirdly, *meaningful service* has also being coded in this research. According to this standard, students needed to participate in meaningful event that beneficial to the community. For example, the learning outcomes of MPU34032 Community Project (2017) claimed that

"To serve the community with knowledge and skills acquired by students in their curriculum"

Fourthly, the objectives of UAMG3016 Industrial Training (2017) has related to the elements of *youth voice*. Youth voices allow the students to express their voice and involving in decision making in activities.

"Acquire while working with others soft skills like leadership, problem-solving, communication skills in the work environment such as interpersonal skills"

Fifthly, the element that has been coded is *diversity*. Under this element, students are able to create mutual understanding with different diversity. The objectives of

MPU34032 Community Project (2017) has meet the criteria of this standards which it stated that

"*Observe issues and protocol when dealing with people of different background, culture and practices*"

Lastly, the element of K-12 Service-Learning that has been coded in the subject is *progress monitoring*. Progress monitoring allows the students to engage in an ongoing process to assess the quality of implementation and progress toward meeting specified goals. For example, the learning outcome of UAMP2033 Event Management (2016),

"To train students to organize and execute a purposeful event based on their event plan"

Chapter 5 Discussion

5.1 Introduction

This study examines the development of service-learning institutionalization on Faculty Arts and Social Science (FAS). Besides, this study also sought to identify the service-learning courses offered in Bachelor of Communication (Hons) Public Relations. In order to have better understanding and analyzing to the research, K-12 Service-Learning Standards has been used as a guideline in the progress of this study. This standard consists of eight elements which are (i) meaningful service, (ii) link to curriculum, (iii) reflection, (iv) diversity, (v) youth voice, (vi) partnerships, (vii) progress monitoring, (viii) duration and intensity (National Youth Leadership Council, 2008). These eight elements could help to ensure a successful and quality service-learning programme (RMC Research Corporation, 2008).

Firstly, in order to investigate the development of service-learning institutionalization in FAS, The Creating Community- Engaged Departments Rubric (CCER) has distributed to the students and faculty member in FAS to filled in. This rubric is specially designed to aid members of the HLIs in measure the progress of their campus's service-learning institutionalization endeavor (Kott, 2017). According to the CCER, the development of service-learning in campus could be identify in 4 stages which are Stage One- Awareness Building, Stage Two- Critical Mass Building, Stage Three- Quality Building, and Stage Four- Institutionalization.Progression from Stage One- Awareness Building toward Stage Four- Institutionalization proposed that the campus is moving forward to the full institutionalization of service-learning as pedagogy (Furco, 2002b).

Based on the findings, the development of service-learning of FAS is rated at ***Stage Two- Critical Mass Building. Stage Two- Critical Mass Building,*** is defined as the campus is in the progress of "movement towards" in understanding of service-learning (Stanton-Nichols, Hatcher, & Cecil, 2015). This stage also can be characteristics as the campus is lack of a consistency definition of service-learning (Callahan, Root, &Billig, 2005).

5.2 Development of Service-Learning Institutionalization in Faculty Arts and Social Science

5.2.1 Mission and Culture Supporting Community Engagement

According to the result of CCER, most of the respondents have rated the *Dimension I* which is *the mission and culture of FAS* at *Stage Two-Critical Mass Building*. One of the reasons is because the mission and vision of UTAR had indirectly mentioned the importance of community engagement. According to Holland (1997), every institution needs to initiate a clear mission that can give an expression on own their goals to compatibility that the service-learning with institutional mission are the factor that related with accomplishment in institutionalization.

Besides, most of the HLIs that reach institutionalization stage in service-learning have included community service in their mission statement (Stanton & Erasmus, 2013). The vision of UTAR is "to be a global university of educational with transformative societal impact" (Universiti Tunku Abdul Rahman, 2016f). Although the vision of UTAR does not link with the service-learning, but it have been mention in one of the goals of UTAR which is to promote individual intellectual goal of undergraduate students and

responses to community needs by retaining a strong undergraduate programme (Universiti Tunku Abdul Rahman, 2016f). Therefore, UTAR's mission and vision is still under *critical mass building*as it mention about the service-learning indirectly.

Besides, the definition of community-engaged teaching, research, and service are inconsistently being described and understand by the students and faculty members. There are no specific definitions of community-engaged teaching, research, and service being initiated, and it is used unsystematically to explain a variety of experiential or service activities of FAS. Therefore, the students and faculty members have little knowledge about it so they rated at *critical mass building*.

Moreover, in the research, there are only few faculty members consent that the climate and culture of the department in UTAR is supportive of community engagement. Although the Dean of Faculty of Arts and Social Science, Assistant Professor Dr. Alia Azalea is encouraging students using the knowledge that they learned in class to engage with community, so that students can use this exposure for their characteristic building (Faculty of Arts and Social Science, 2016b). But there are only few community service projects had been implement by the faculty. It shown that UTAR's climate and culture still falls under *critical mass building*. This had shown that the level of institutionalization in FAS is still at the preliminary stages which fall under *Critical Mass Building*.

5.2.2 Faculty Support and Community Engagement

Based on the data collected from CCED rubric, majority of the FAS students and staff rated the components in Dimension II at *Critical Mass Building*. The data had shown that the student and staff perceived the institutionalization of service-learning is at the very beginning stage. This situation could be explained in the document analysis that conducted in previous study.The study concluded that out of 35 programmes in Public Relations courses, only 4 programmes are related to service-learning. The result had shown that there are less integration of service-learning curricular in FAS.

The reason for the faculty to deterrent to service-learning as pedagogy is because of the time-consuming logistical difficulties and student-learning outcome (Abes, 2002). Moreover, the knowledge and awareness regard the service-learning is also one of the important factors for faculty to accept or deterrent. Faculty claimed that they are lack of prove to enhance the intended outcome from the programme (O'Meara, 2003). Hence, this proven that the members of FAS have low awareness and knowledge on service-learning.

As a result, it concluded that involvements and supports from the faculty to engage in service-learning are low. Besides, FAS did not credit service-learning into the review, promotion and tenure process (RPT). Yet, the faculty members do not hold any tenure track position in FAS. As a result, the faculty members will not spend their extra time and their incentive to engage in service-learning and this had diminished the support and involvement in service-learning.

5.2.3 Community Partner and Partnership Support and Community Engagement

Majority of the respondents has rated this dimension at *Critical Mass Building*. This is because the students and faculty members could barely identify their partnerships. According to Community-Campus Partnerships for Health (2007), a true partnerships need to encase own experiences, collective wisdom, and lessons learned into a national, and solve issue to make it more organize. Besides, service sector partners should included nongovernmental organizations and local, metropolitan, and provincial authorities (Stanton & Erasmus, 2013). Although the type of partnerships of UTAR are included university partnership and industry partnership, however among 226 partnership of UTAR, only 76 of it is the service sector partners (Division of Community and International Networking, 2017). Hence, the students and faculty member found difficult to identify their community partnerships as UTAR is focus more on academic based pedagogy.

Besides, faculty needs to seek advice and mentoring outside their department for example, community partner to gain better mutual understanding between the faculty and community partner (O'Meara, 2003). However, FAS students and faculty members fail to do so, because their programme did not directly involve and engage with the community. As a result the community partner will reluctant to express their needs, goals, and capacity to FAS members. Yet, they have low incentive to approach and found themselves difficult to access to the faculty or students as their resources to develop a projects or activities. Moreover, there are less community connection between the FAS faculty members and the partnerships; therefore there are few opportunities for community partner to have leadership roles in faculty activities.

5.2.4 Student Support Community Engagement.

One of the important elements for institutionalization of service-learning is the degree of students supporting in the service-learning activities. The first professional practitioners' organization of service-learning- The Society for Field Experience Education (SFEE) has included students as a part of members in annual conference (Stanton & Erasmus, 2013).It shows that students act as an important role in the development of service-learning.

However, according to the findings of CCER,students supporting is only rated in *Critical Mass Building*. One of the reasons is because there are only a few opportunities are provided to the students to engaged and lead service-learning through courses. According to the Stanton-Nichols, Hatcher and Cecil (2015), the university is only rated at institutionalization if there is one or more service-learning course per semester. Meanwhile, Scott and Graham (2015) claimed that service-learning in involving at least 40 hours and above service is considering as effective. According to the findings in document analysis, FAS does not fulfill to the requirement as there are only 4 out of 35 subjects are related to service-learning such as MPU34012 Social Entrepreneurship Project, MPU34032 Community Project, UAMP2033 Event Management and UAMG3016 Industrial Training in Bachelor of Communication (Hons) Public Relations (UTAR Portal, 2017). Hence, it shows that the student's opportunity for service-learning is very less.

Besides, the information about the service-learning courses is rarely being informing to the students. The faculty is seldom to publish the information about volunteers' opportunity and the service-learning based courses.The official page of FAS

is just posting a brief introduction of each programme and its course objectives and learning outcome (Faculty of Arts and Social Science, 2016a). This can be compare with one of the high school that developed institutionalization in service-learning, Westside High School. In their official page, the list of service-learning opportunities has published and inform to the students (Westside Community Schools, 2017). Hence this has proven that the students of FAS are not aware about all these opportunities as it does not being published in their official website.

Moreover, the faculty does not have formal or informal incentives for students to engage in service-learning activities. For example, the students of Baltimore City Public Schools must engage in service-learning for 75 hours in order to graduate from the schools (Baltimore City Public Schools, 2017). However, FAS does not providing students on any scholarships orgraduation requirement for service-learning. Without the incentives, the involvement of students in service-learning will be reduced.

5.2.5 Organizational Support For Community Engagement

The organizational support for community engagement is being rated in *Critical Mass Building* by students and also faculty members of FAS. This dimension consists of eight components. The institutionalization in supporting the effort of community engagement is readily available and visibility in the FAS is still not obvious.

The faculty members have some understanding on the community engagement and there are not many availability of people who able to facilitating assistance in the implementing the community engagement. There are lack of support on community engagement programme by the faculty in the areas of assessment and evaluation,

departmental planning in long term goal, faculty recruitment and orientation, faculty marketing materials is still inconsistent through the UTAR websites, dissemination of engagement efforts and also the support of monetary in the community engagement programme. The lacking in long term planning and also the understanding in community engagement programme has brought a big issue in the implementation of the service-learning.

The respondent on understanding on social service is not about learning (Hamdan, Iqbal, Hassan, & Awang, 2015) and it did not help student's academic but the reality of service-learning is more on learning rather than on service (Parker & Altman Dautoff, 2007; Simons & Cleary, 2006). This causes that it is just implement more theoretical based subject and less practical subject in FAS. For example, the undergraduate students who are currently studying Bachelor of Communication (Hons) Public Relations; it had engaged with the community the most among the seven programmes. There is lack funding and also appearance in the marketing material like through the UTAR websites is because in order to promote service-learning through the websites or promotional booth can be challenge and the fund might have been diverted into other department or sector in the institution (Seifer& Connors, 2007).

5.2.6 Leadership Support For Community Engagement

Leadership support is also one of the significance elements that use to determine the development of service-learning institutionalization in the faculty. Leaders could influence and help to shape the follower attitudes and behavior (Gottschalk, 2013). Based on the review of data, FAS is under critical mass building stage in department level, campus level and national level. This means that there are few well-respected

faculty member who is willing to take on time and work necessary to gain supporting for service-learning (Callahan, Root, & Billig, 2005). In FAS, there are only a few influential faculty members are supporting the integration of service-learning research into the department's formal review. This is because they find it difficult as service-learning is a time consuming courses (Hou, 2010). In addition, the faculty leader assumed that the service-learning activities will impede them to spend time on their own research (Alden & Lambright, 2010). Hence, most of them are refused to engage in service-learning.

In additional, except the well respected faculty members, School Representative Council (SRC) is also one of the influential departments in UTAR. SRC is the representative of the students and act as a bridge between the students and university (Department of Students Affair, 2017). In other words, SRC has a big influence among the students. However, SRC is also rarely to promote service-learning activities. Most of them are more concern on the academic pedagogy instead of service-learning activities. Hence, this dimension is being rated in *critical stage building*.

5.3 Service-Learning Courses of Bachelor of Communication (Hons) Public Relations

Previous discussion had proven that the level of service-learning institutionalization in FAS is classified as critical mass building in stage two. There are 7 courses offered in FAS, to narrow down the studied, Public Relations course was chosen for in-depth studied, this is because the course of Public Relations has the largest populations in FAS as compared to the other courses. Therefore, the Public Relations course structures are used to identified the presence of service-learning. In the results, there are only 4 out of 35 courses are identified as the service-learning programme which

is 1) **MPU34012 Social Entrepreneurship Project,** 2) **MPU34032 Community Project,** 3) **UAMP2033 Event Management**, and 4) **UAMG3016 Industrial Training.**

To examine the subjects, K-12 Service-learning Standards and Indicators has been used as a guideline to determine the courses that related to service-learning. The technique use in the document analysis is line-by-line coding. The coding is taken from the course objectives and learning outcome by accessing UTAR WBLE. Based on K-12 there are 8 elements which is meaningful service, reflection, diversity, youth voice, partnership, progress monitoring, link to curriculum, and duration and intensity. Out of these 8 elements, reflection is the element that coded the most when doing line-by-line coding.

In *reflection*, students will carry out progression reflection and evaluation that need in-depth thinking and disintegration by indicating the comprehension of attitudes, knowledge, and skills through certain written, verbal, nonverbal, and artistic reflections. Besides, it also will reflecting before, during, and after service skills to intensify learning and comprehension (Singapore American School, 2010). In short, *reflection* means students apply their knowledge that they learn in real life situation. The objectives of **Social Entrepreneurship Project** that related to the element of reflection is:

"To enhance students' practical experience in preparation and procedures in starting social entrepreneurship project activities."

This statement has fulfilled the requirement of *reflection* because it provide students the opportunity to use what they have learn in classroom and experience in real life. During this course, student have chance to adapt to variety circumstance of life experience and

they also can apply lifelong learning skills (Social Entrepreneurship Project, 2017). Towards the end, the purpose of this course is to extend the holistic learning of students to let them have practical experience and also let them apply the basic skills that they learn during the class to the real life situation creatively and critically.

Moreover, in the elements of ***partnerships***, the teacher and student will construct partnerships which are address community requirement, cooperate, and mutually beneficial by incorporate certain partners to address community requirements. They also need to retain periodical communications to make sure the partners have well-informed about the progress and activities. Cooperating in constructing a common goals and shared vision to address community requirements (Singapore American School, 2010). In short, ***partnerships*** means, they need to maintain mutual understanding and good relationships between the partnerships and also the members of the organization. The objectives of **Community Project** that related to the element of partnerships is:

"Create networking opportunities in the community."

This statement has fulfilled the requirements of ***partnerships*** as the students need to deal with their partnerships. Students need to examine the issues and protocol when communion with people who are from different culture, background, and practices (Community Project, 2017). Towards the end, student will learn to dedicate their skills and knowledge to the community and go in-depth for their further understanding on social responsibility towards the community. Students can know how to communicate well and maintain good relationships with their partner when they have the chance to deal with the community.

Nevertheless, the element of *meaningful service* explain that students will deal with meaningful and personally appropriate service activities by involving in skills that are suitable to age and evolutionary capabilities. It also needs to exploit a comprehension of perspective and capacity solutions for environment and society issues. Undertake in service-learning approaches to address real requirement and issues. They also need to implement consequences in areas of requirement that are valuable to those who are being served (Singapore American School, 2010). In short, it means that any activities done by students have to bring benefit to the community and fulfilled the community needs. The learning outcomes of **Community Project** that related to the element of meaningful service is:

"To serve the community with knowledge and skills acquired by students in their curriculum."

This statement has fulfilled the requirement of *meaningful service* as the students need to serve the community with their knowledge and skills that they learn in school. During this course, students need to engage with community and apply their soft skills in several areas which include communication, teamwork, decision making, problem solving, and critical thinking when dealing and working with the real life community (Community Project, 2017). Towards the end, students can learn how to communicate well and serve their community well with the knowledge that they have gain during the real life experience.

Besides, the element of *youth voice* explained that students will extend their voice by indicating efficiency written, technological, and verbal skills in addressing all phases of projects with multiple stakeholders. Students also generating idea among the

performance, evaluation processes, and planning. They also deal in decision-making processes throughout the service-learning skills (Singapore American School, 2010). Towards the end, students can develop leadership skills as they have the opportunity to voice out their opinions and have the chance to organize an event. The learning outcome of **Industrial Training** that related to the element of youth voice is:

"Acquire while working with others soft skills like leadership, problem-solving, communication skills in the work environment such as interpersonal skills."

This statement has fulfilled the requirement of ***youth voice*** as have the chance to communicate with their colleagues and learn leadership skills. It benefit from building contacts with the future employees, learn how to undertake specific action during industrial training, obtaining feedback and improve the ability to fulfill the needs of the industry (Industrial Training, 2017). Towards the end, students learn how to undergo certain situation which cannot learn in schools, their leaderships skills will be improve as they need to learn multi tasking and be critical thinking when there are any crises happen. Student can be preparing when they graduate.

On the other hand, in the element of ***diversity***, student will exploit a comprehension of diversity and mutual esteem by determine and analyzing different perspective to acquire understanding of numerous perspectives. Progressing interpersonal skills in controversy decomposition and group decision making. Student also seeking to comprehension and value the multiple backgrounds and perspectives of those contribution and receiving service. They also acknowledging and solving the problems of stereotypes (Singapore American School, 2010). In short, ***diversity*** means that students need to deal with different type of people from different religion, races and also

background. They need to learn how to communicate with them correctly and respect each other. The learning outcomes of **Community Project** that related to the element of diversity is:

> *"Observe issues and protocol when dealing with people of different background, culture and practices."*

This statement has fulfilled the requirements of ***diversity*** as students learn to dealing with people who are from different background, culture, and practices. Students will learn communication skills when communicate with those people, they need to respect each other in order to make the activities runs smoother (Community Project, 2017). Towards the end, student will learn how to deal with different types of people and their communications skill will be improve as they need to deal with the community when they have activities or project.

Last but not least, the element of ***progress monitoring*** shows that teacher and students will deal in a progressing procedure to evaluate the characteristic of performance and progress towards fulfilling particular goals and utilize the results for improvement by gathering demonstration of progress toward fulfilling particular goals and learning outcomes from numerous sources. They gathering demonstration on the quality of service-learning performance. They also utilize demonstration to enhance service-learning experiences (Singapore American School, 2010). In short, ***progress monitoring*** means that they will plan accordingly and have timeline for an activities or project. The learning outcomes of **Event Management** that related to the element of progress monitoring is:

"To train students to organize and execute a purposeful event based on their event plan."

This statement has fulfilled the requirement of **progress monitori**ng as students need to follow the plan that had been plan during the course event planning and make sure everything is going smoother and going on time. This course is to train students to establish and implement a purposeful event based on their event plan (Event Management, 2016). Towards the end, student should be able to execute time management, and knowing the important of planning when they overcome an event.

The development of service-learning in a university is only rated at institutionalization when there is more than one service-learning course in every semester or the students is involving at least 40 hours and above service (Stanton-Nichols, Hatcher, & Cecil, 2015; Scott & Graham, 2015). Among the four subjects, Community Project and Social Entrepreneurship Project is fall under selective courses which only occupied 2 credit hours. As for Event Management and Industrial Training, is fall under core subject which occupied 3 and 6 credit hours. There are only the cores subjects are essentials or compulsory to requisite by the students while the selective courses is not compulsory to requisite.

Besides, the students are only requiting to choose either Community Project or Social Entrepreneurship Project in their study which means that there are actually only 3 subjects is compulsory for the students of Bachelor of Communication (Hons) Public Relations to take. Hence, this has proved that the service-learning institutionalization in Faculty Arts and Social Science is in only can be rated in *Stage Two- Critical Mass Building*.

6.1 Conclusion

The topic of this research is Assessing Service-Learning Courses in a Malaysian Higher Learning Institution: A Study of Universiti Tunku Abdul Rahman (UTAR). According to Jamplis (2015), service-learning can helps to prepare students when they are graduated and enter the work force and he recognize that the graduated students often adequate of practical experience. Previously there are no research has been done by UTAR about service-learning. Therefore, the students and faculty members do not have much knowledge on what is service-learning. This research helps to inform them what is service-learning and also to let UTAR knows their current level or development of service-learning by using CCER and also K-12 Service-learning Standards and Indicators.

Based on the research, one of the objectives is to know the development of institutionalization of service-learning which also means how service-learning is being adopted in UTAR. By using CCER as the instrument, it shows the development of institutionalization of service-learning of FAS students and faculty member in UTAR which is at stage two *critical mass building.* It means that service-learning are still not well-known by the students and faculty member of FAS. Thus, they have litter nor no information about what is service-learning and how it works.

The other objective in this research is to identify the service-learning courses that offered by FAS. K-12 Service-Learning Standards and Indicators have been used as a guideline in this research. Among 7 programmes that being offered in FAS, Bachelor of communication (Hons) Public Relations has been chosen. However, based on the research findings, there are only 4 courses is related to service-learning. Again, it shows that service-learning are not been introduce well in UTAR.

6.2 Limitation

One of the limitation of the study is the data is failed to collect from faculty members during the distribution of the rubric. This is due to the lengthy word presented in the rubric had limit the respondent reluctant to response. The main reason to refuse to fill in the rubric by the faculty members is they do not have leisure times to respond as they are in the hurry or busy. Besides, the validity for the data collected from the student rubric are limited as the terms constructed in the rubric are found jargon for the majority to understand. Therefore, oral survey is needed to practice in order to make student to understand the rubric. This had result in ineffective data collection as it took longer period to conduct the survey.

The second limitation in this research is the intensive and insufficient period of time to conduct the research. This limitation had limit the researcher to in depth explore regards the FAS level of service-learning industrialization because the time given to conduct the research is only 10 weeks which found that it is limited and insufficient. Therefore the research is discussed at the simplest form on the level of service-learning industrialization in FAS. Besides, the respondent are only targeted to the FAS members, which bring the meaning that the collected data from the rubric do not represent all the faculties in the campus. This is due to the limited time to conduct the research on every faculties in the campus and the researcher had choose FAS members as the respondent. In other words, the data collected in FAS may not summarize the all the faculties in the campus on the level of industrialization.

During the pilot study, oral survey has been recommend and used in the real research. However, the data collected did not reach the absolute accuracy. This is because

the invalid use of CCER as the only research instrument to determine the level of service-learning. According to the data collected in the rubric, the respondent rated the components in the dimensions in Stage 2- Critical Mass Building. However in reality, there are some facts that proven the least of the components in the dimension do not solely fall under in Critical Mass Building. For example, FAS do not integrate service-learning into RPT process which is clearly fall under in Stage 1- Awareness Building, however the respondent rated the particular component in Stage 2. This had proved that the respondents may not comprehend the particular component or solely because they randomly picked the stages.

6.3 Recommendation

For future research, the researchers are recommending to simplify and revise the rubric by eliminating the lengthy words. The amendment of the rubric is to have the ease of reading and to banish the confusions. As the result, the respondent may keen to fill in the rubric as the time taken to fill in the rubric will be shorten which do not consume much of their times. Besides, the used of the jargon terms is needed to be avoid. Consequently, the respondent might not able to comprehend the rubric well. Thus, the standard term is needed to substitute into the jargon terms to enhance the respondent's comprehension.

Besides, a longer period of time is recommended for future researcher to conduct the research. In this research, there are only 10 weeks for the researcher to conduct their research. Due to the lack of time, researchers are only allows to target the students and faculty members of FAS while the other faculty of UTAR could not been targeted. With a

longer period, researchers are allow collecting more data and could analyze the development of service-learning institutionalization of UTAR in details.

Last but not least, the researchers are recommending to use in-depth interview method together with CCER when conducting the future research. This is to ensure the absolute accuracy data could be achieved. By using two research methods, the researcher can collect more accurate data as they can compare the data of in-depth interview and the data of CCER to determine whether the data collect is align with each other instead of just using only one method.

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Research Title: Service-Learning Courses in a Malaysian Private Higher Learning Institution: A Case Study of Faculty of Arts and Social Science, Universiti Tunku Abdul Rahman

We are Year 3 Semester 3 undergraduates of Bachelor of Communication (Hons) Public Relations, Universiti Tunku Abdul Rahman. We are currently carrying out a study of the development of service-learning institutionalization in Faculty Arts and Social Science. Hence, it would be greatly appreciated if you could spend some time in answering the questions in this survey form. Your opinion, knowledge and experience of the subject matter will help to enrich the data which is relevant for this study. We assure that all the information that you provide will be solely used for the survey purpose, and not revealed to any unauthorized party.

DEMOGRAPHIC OF RESPONDENT

Read the questions below carefully. Kindly provide your most truthful feedback accordingly and tick (/) if it is required.

1. Year & Trimester of Study

    _____

2. Program of Study

□   Bachelor of Communication (Hons) Advertising

□   Bachelor of Communication (Hons) Public Relations

□   Bachelor of Communication (Hons) Journalism

□   Bachelor of Social Science (Hons) Psychology

□   Bachelor of Arts (Hons) English Languages

3. Actively involved in activities that are held by Department of Student Affairs (DSA) & Department of Soft Skills Competency.
□   Yes
□   No

4. Formerly or currently holding important position in club & society under DSA.
□   Yes
□   No

5. Are you aware of soft skill point provided by Department of Soft Skills Competency?
□   Yes
□   No

DIMENSION I: MISSION AND CULTURE SUPPORTING COMMUNITY ENGAGEMENT

Primary components for institutionalizing community engagement in academic units are the development of a department-wide mission, definitions, and organizational culture for engagement that provide meaning, focus, emphasis, and support for community-engaged efforts (Holland, 2000; Zlotkowski, 2000).

DIRECTIONS: For each of the five components (rows) below, place a circle around the cell that best represents the CURRENT status of development in FAS.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
MISSION & VISION	The mission & vision of UTAR does not directly or indirectly mention to the importance of community engagement.	The mission & vision of UTAR indirectly mention to the importance of community engagement (e.g., suggests "application of knowledge," "real-world teaching," etc.)	The mission & vision of UTAR directly mentions community engagement and may also indirectly mention to its importance (e.g., suggests "application of knowledge," etc.) yet it is not viewed as a central or primary focus area.	Community engagement is directly mentioned, highlighted or centrally located in the UTAR's mission & vision. Community engagement is clearly part of the primary focus area of the unit (e.g., present in planning docs).
DEFINITION OF COMMUNITY-ENGAGED TEACHING	There is no unit-wide definition for community-engaged teaching in the faculty (including definitions for the terms "service-learning" or "community-based learning").	There are generally-understood and accepted notions of community-engaged teaching that are used inconsistently to describe a variety of experiential or service activities in the faculty.	There is a formal definition for community-engaged teaching in the faculty, but there is inconsistency in the understanding, acceptance and application of the term.	The faculty has a formal, universally accepted definition for community-engaged teaching that is applied consistently.
DEFINITION OF COMMUNITY-ENGAGED RESEARCH	There is no unit-wide definition for community-engaged research in the faculty (including definitions for the terms "community-based research" or "participatory action research").	There are generally-understood and accepted notions of community-engaged research that are used inconsistently to describe a variety of experiential or service activities in the faculty.	There is a formal definition for community-engaged research in the faculty, but there is inconsistency in the understanding, acceptance and application of the term.	The faculty has a formal, universally accepted definition for community-engaged research that is understood consistently in the department.
DEFINITION OF COMMUNITY-ENGAGED SERVICE	Community engagement is not acknowledged as an essential component of service or professional practice in the faculty.	There are generally-understood and accepted notions of community-engaged service that are used inconsistently to describe a wide variety of activities in the faculty	There is a formal definition for community-engaged service in the faculty, but there is inconsistency in the understanding, acceptance and application of the term.	The faculty has a formal, universally accepted definition for community-engaged service that is applied consistently as an essential component of service or professional practice.
CLIMATE AND CULTURE	The climate and culture of the department in FAS is not supportive of community engagement.	A few faculty/staff agree that the climate and culture of the department in FAS is supportive of community engagement.	Many faculty/staff agree that the climate and culture of the department in FAS is supportive of community engagement.	Most faculty/staff agree that the climate and culture of the department in FAS is highly supportive of community engagement

DIMENSION II: FACULTY SUPPORT AND COMMUNITY ENGAGEMENT

One of the essential factors for institutionalizing community engagement in academic departments is the degree to which faculty members are involvedin implementation and advancement of community-engaged efforts in the unit (Battistoni et al., 2003; Kecskes, 2006, 2008; Wergin, 1994, 2003).

DIRECTIONS: For each of the six components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development in FAS.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
FACULTY KNOWLEDGE AND AWARENESS	Faculty members do not know what community engagement is or how it can be integrated into teaching, research, or service.	A few faculty members know what community engagement is and understand how it can be integrated into teaching, research, or service.	Many faculty members know what community engagement is and can articulate how it can be integrated into teaching, research, and/or service.	Most faculty members know what community engagement is and can articulate how it can be integrated into teaching, research and/or service.
FACULTY INVOLVEMENT& SUPPORT	Faculty members do not support or advocate for community engagement; faculty do not support for the infusion of community engagement into the faculty objective or into their own professional work.	A few faculty members are supportive of community engagement; a few advocate for integrating it into the faculty objective and/or their own professional work.	Many faculty members participate in community engaged teaching, research, or service and support the infusion of community engagement into both the faculty objective and the faculty members' individual professional work.	Most faculty members participate in community engaged teaching, research, or service and support the infusion of community engagement into both the faculty objective and the faculty members' individual professional work.
CURRICULAR INTEGRATION	There are a few or no elective and no required community-based learning courses integrated into the curriculum of the major.	There are some elective, but only a few required, developmentally appropriate community-based learning courses integrated into the major curriculum.	There are multiple elective and many required, developmentally appropriate community-based learning courses integrated into the major curriculum.	The entire curriculum for the major is intentionally and consistently infused with developmentally appropriate elective and required community-based learning course requirements.
FACULTY INCENTIVES	Within the unit, faculty members are not encouraged to participate in community engagement activities; no incentives are provided (e.g., community service project, funds for conferences, etc.) to pursue engagement activities.	Faculty members are infrequently encouraged to participate in community engagement activities; a few incentives are provided (e.g., community service project, funds for conferences, etc.) to pursue engagement activities.	Faculty members are frequently encouraged and are provided some incentives (community service project, funds for scholarly conferences, etc.) to pursue community engagement activities.	Faculty members are fully encouraged and are provided many incentives (community service project, funds for conferences, etc.) to pursue community engagement activities.
TENURE TRACK FACULTY	None of the community-engaged faculty hold tenure track positions.	A few of the community-engaged faculty hold tenure track positions.	Many of the community-engaged faculty hold tenure track positions.	Most of the community-engaged faculty hold tenure track positions.

DIMENSION III: COMMUNITY PARTNER AND PARTNERSHIP SUPPORT AND COMMUNITY ENGAGEMENT

An important element for institutionalizing community engagement in academic departments is the degree to which the unit nurtures community partnerships and encourages community partners to play a role in advancing engagement efforts (Agre-Kippenhan & Charman, 2006).

DIRECTIONS: For each of the six components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development in FAS.

	STAGE ONE *Awareness Building*	*STAGE TWO* *Critical Mass Building*	*STAGE THREE* *Quality Building*	*STAGE FOUR* *Institutionalization*
PLACEMENT AND PARTNERSHIP AWARENESS	Student in Faculty cannot identify community agencies where programme-related to activity / internship placements / partner consistently with the academic unit.	Student in Faculty can identify community agencies that periodically host programme-related activity or internship placements.	Student in Faculty can identify community agencies that regularly host programme-related activity, community-based or service-learning courses or internship placements.	Student in Faculty can identify community agencies with which they are in sustained, reciprocal partnerships. The collaborations, based on long-term relationships and trust, are mutually beneficial, include resource and power sharing, etc.
MUTUAL UNDERSTANDING AND COMMITMENT	There is no understanding between student and community representatives regarding each other's long-range goals, needs, timelines, resources, and capacity for developing and implementing community engagement activities.	There is some understanding between student and community representatives regarding each other's long-range goals, needs, timelines, resources, and capacity for developing and implementing community engagement activities.	There is good understanding between student and community representatives regarding each other's long range goals, needs, timelines, resources, and capacity for developing and implementing community engagement activities.	There is deep, mutual understanding between student and community representatives regarding each other's long-range goals, needs, timelines, resources, and capacity for developing and implementing community engagement activities.
COMMUNITY PARTNER VOICE	Community partners are not invited to express their needs, goals, resources, and capacity.	Community partners are rarely invited to express their needs, goals, and capacity.	Community partners are often invited or encouraged to express their needs, goals, resources, and capacity.	Community partners are routinely invited or encouraged to express their needs, goals, resources, and capacity.
COMMUNITY PARTNER LEADERSHIP	There are no opportunities for community partners to assume leadership roles in programme activities (e.g., serve on advisory or review student leadership, facilitate student reflection, instruct, collaborate on research).	There are a few opportunities for community partners to assume leadership roles in programme activities (e.g., serve on advisory or review student leadership, facilitate student reflection, instruct, collaborate on research).	There are many opportunities for community partners to assume leadership in programme activities (e.g., serve on advisory or review student leadership, facilitate student reflection, instruct, collaborate on research).	Community partners assume leadership roles in programme activities (e.g., serve on advisory or review student leadership, facilitate student reflection, instruct, collaborate on research).
COMMUNITY PARTNER ACCESS TO RESOURCES	Community agencies do not access students as resources for their work through course-based programmes, research, etc.	Community agencies rarely access students as resources for their work through course-based programmes, research, etc.	Community agencies occasionally access students as resources for their work through course-based programmes, research, etc.	Community agencies frequently access students as resources for their work through course-based programmes, research, etc.
COMMUNITY PARTNER INCENTIVES AND RECOGNITION	The very few, if any, community agencies are not provided incentives for their involvement in the programme's community engagement activities.	Community partners are rarely provided incentives for their involvement in the programme's community engagement activities (e.g., adjunct faculty status, compensation, continuing education credits, recognition events, etc).	Community partners are occasionally provided incentives for their involvement in the programme's community engagement activities (e.g., adjunct faculty status, compensation, continuing education credits, formal recognition ceremonies, etc).	Community partners are frequently provided many incentives for their involvement in the programme's community engagement activities (e.g., adjunct faculty status, compensation, continuing education credits, formal recognition ceremonies, etc).

DIMENSION IV: STUDENT SUPPORT AND COMMUNITY ENGAGEMENT

An important element for institutionalizing community engagement in academic departments is the degree to which students are aware of and play a leadership role in the development of community engagement efforts (Zlotkowski et al., 2006).

DIRECTIONS: For each of the four components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development in FAS.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
STUDENT OPPORTUNITIES	Opportunities do not exist for students in the major to engage with community; formally through courses and research endeavors.	A few opportunities exist for students in the major to engage with community; formally through courses and research endeavors.	Many opportunities exist for students in the major to engage with community; formally through required and elective courses and research endeavors.	Numerous options and opportunities exist for students in the major to engage with community; formally through required and elective courses and research endeavors.
STUDENT AWARENESS	No students in the major are aware of community engagement opportunities because there are no coordinated and publicized, faculty-supported mechanisms for informing students about them (e.g., community-based learning course listings in the schedule of classes, job postings, volunteer opportunities, community-engaged research assistantships, etc.).	A few students in the major are aware of community engagement opportunities because there are some coordinated and publicized, faculty-supported mechanisms for informing students about them (e.g., community-based learning course listings in the schedule of classes, job postings, volunteer opportunities, community-engaged research assistantships, etc.).	Many students in the major are aware of community engagement opportunities because there are many coordinated and publicized, faculty-supported mechanisms for informing students about them (e.g., community-based learning course listings in the schedule of classes, job postings, volunteer opportunities, community-engaged research assistantships, etc.).	Most students in the major are aware of community engagement opportunities because there are numerous coordinated and publicized, faculty-supported mechanisms for informing students about them (e.g., community-based learning course listings in the schedule of classes, job postings, volunteer opportunities, community-engaged research assistantships, etc.).
STUDENT INCENTIVES AND RECOGNITION	The faculty does not have any formal or informal incentive or recognition mechanisms in place for students to engage with community (e.g., community engagement notation on transcripts, scholarships, annual awards, stories on the unit website and in unit newsletters, verbal encouragement, etc.).	The faculty has a few formal or informal incentive or recognition mechanisms in place for students to engage with community (e.g., community engagement notation on transcripts, scholarships, annual awards, stories on the unit website and in unit newsletters, verbal encouragement, etc.)	The faculty has many formal incentive and recognition mechanisms in place for students to engage with community (e.g., notation on transcripts, graduation requirement, scholarships, annual awards, etc.). There are a few informal mechanisms in place (e.g., stories on the unit website and in unit newsletters, verbal encouragement).	The faculty has numerous formal incentive and recognition mechanisms in place for students to engage with community (e.g., notation on transcripts, graduation requirement, scholarships, annual awards, etc.). There are many informal mechanisms in place (e.g., stories on the unit website and in unit newsletters, verbal encouragement).
STUDENT VOICE, LEADERSHIP & DEPARTMENTAL GOVERNANCE	There are no opportunities for students to exercise formal governance roles, including advising or leading community engagement activities associated with the faculty of their major.	There are a few opportunities available for students to exercise formal governance roles, including advising or leading community engagement activities associated with the faculty of their major.	There are many opportunities available for students to exercise formal governance roles, including advising or leading community engagement activities associated with the faculty of their major.	Numerous options and opportunities exist for students to assume formal governance roles, including advising or leading community engagement activities associated with the faculty of their major

DIMENSION V: ORGANIZATIONAL SUPPORT FOR COMMUNITY ENGAGEMENT

In order to institutionalize community engagement in academic departments the unit must invest substantial resources and support toward the effort (Wergin, 2003).

DIRECTIONS: For each of the eight components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development in FAS.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
ADMINISTRATIVE SUPPORT	The head of faculty does not understand community engagement.	The head of faculty has some understanding of community engagement	The head of faculty mostly understands and supports community engagement.	The head of faculty fully understands and supports community engagement.
FACILITATING ENTITY	There are no facilitating structures in place to support the faculty, staff, students, or community constituencies in the implementation or advancement of community engagement.	A small amount of facilitating assistance is available to the faculty, staff, students, or community constituencies in the implementation or advancement of community engagement.	Multiple, regularly available, yet informal facilitating structures are in place to assist unit and community constituencies in the advancement of community engagement (e.g., staff point person, engagement database, etc.).	There is a well-known and used, formal facilitating structure (e.g., committee, staff liaison, databases, etc.) that assists unit and community constituencies in the advancement of community engagement.
EVALUATION & ASSESSMENT	There is no systematic effort in place to account for the number or quality of community engagement activities occurring in the faculty.	An initiative to account for the number and quality of engagement activities taking place throughout the faculty has been proposed.	A systematic effort to account for the number and quality of community engagement activities has been initiated. Data feedback mechanisms are in place.	A systematic effort is in place to account for the number and quality of engagement activities. Data feedback mechanisms are well used.
DEPARTMENTAL PLANNING	The faculty does not have a formal plan for advancing community engagement in the department.	A few short- and long-range goals for engagement exist, yet they are not formalized into a faculty plan.	Many short- and long-range goals for community engagement exist, yet they are not formalized into a faculty plan.	Multiple goals for community engagement are formalized into an official faculty planning document.
FACULTY RECRUITMENT AND ORIENTATION	Community engagement is absent in advertising materials, interview protocols, letters of offer, and orientation and training activities for new faculty and staff.	Community engagement appears inconsistently in advertising materials, interview protocols, letters of offer, and orientation activities for new personnel.	Community engagement regularly appears in advertising materials, interview protocols, letters of offer, and orientation activities for new faculty and staff.	Community engagement is prominent in advertising materials, interview protocols, letters of offer, and orientation activities for new faculty and staff.
MARKETING	Community engagement does not appear in faculty marketing materials (e.g., UTAR websites, promotional booth, etc.).	Community engagement inconsistently appears in marketing materials (e.g., UTAR websites, promotional booth, etc.).	Community engagement appears regularly in marketing materials (e.g., UTAR websites, promotional booth).	Community engagement appears prominently and consistently in marketing materials (e.g., UTAR websites, promotional booth, etc.).
DISSEMINATION OF COMMUNITY ENGAGEMENT RESULTS	No efforts have been made to share results of activities through diverse venues (e.g. UTAR web sites, presentations, articles, etc.).	A few results of community engagement activities are shared through diverse venues (e.g. UTAR web sites, presentations, journal articles, etc.).	Many results of community engagement activities are shared through diverse venues (e.g., UTAR web sites, presentations, journal articles, etc.).	There are extensive efforts to share results of community engagement activities through diverse venues (e.g., UTAR web sites, presentations, journal articles, etc.).
BUDGETARY ALLOCATION	There are no hard or soft (e.g., grants) funding sources that support the faculty's community engagement activities.	Engagement is supported primarily, but not exclusively by soft funding (e.g., grants) from non-institutional sources.	Engagement is substantially supported in the faculty's budget by both soft money from sources outside the institution and the faculty's hard (internal) funding.	The unit's community engagement activities are supported primarily by hard (institutional) funding from the faculty's budget.

DIMENSION VI: LEADERSHIP SUPPORT FOR COMMUNITY ENGAGEMENT

An important element for gauging the institutionalization of community engagement in academic departments is the degree to which faculty in the unit exercise leadership toward that end at the unit, campus, and national levels (Morreale & Applegate, 2006).

DIRECTIONS: For each of the three components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development in FAS.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
DEPARTMENT LEVEL LEADERSHIP	None of the student leader of the faculty supports community engagement activities in the program.	A few of the student leaders of the faculty support community engagement activities in the program.	Many of the student leaders of the faculty strongly support and advocate for community engagement activities in the program.	Most of the student leaders of the faculty strongly support and advocate for community engagement activities in the program.
CAMPUS LEVEL LEADERSHIP FROM DEPARTMENTAL FACULTY	None of the student leader from the faculty advocates for engagement activities through their involvement as leaders in influential institutional roles such student committee.	A few of the student leaders from the faculty advocate for engagement activities through their involvement as leaders in influential institutional roles such as student committee.	Many of the student leaders from the faculty advocate for engagement activities through their involvement as leaders in influential institutional roles such as student committee.	Most of the student leaders from the faculty advocate for engagement activities through their involvement as leaders in influential institutional roles such as student committee.
NATIONAL LEVEL LEADERSHIP FROM DEPARTMENTAL FACULTY	None of the student leader in the faculty demonstrates national disciplinary association leadership (e.g., serving on influential committees, as publication editors, providing special interest group and conference planning leadership).	A few of the student leaders in the faculty demonstrate national disciplinary association leadership (e.g., serving on influential committees, as publication editors, providing special interest group and conference planning leadership).	Many of the student leaders in the faculty demonstrate national disciplinary association leadership (e.g., serving on influential committees, as publication editors, providing special interest group and conference planning leadership).	Most of the student leaders in the faculty demonstrate national disciplinary association leadership (e.g., serving on influential committees, as publication editors, providing special interest group leadership, integrating into conference planning committees, etc.).

**This rubric is adapted based on the (1) Gelmon, Seifer et al., Building Capacity for Community Engagement: Institutional Self-Assessment, 200500; (2) the Furco Service-Learning Institutionalization Rubric, 2003; (3) the Kecskes Characteristics of Engaged Departments Matrix, 2006: (4) and key informant interviews, 2008.*

Research Title: Service-Learning Courses in a Malaysian Private Higher Learning Institution: Universiti Tunku Abdul Rahman, Faculty of Arts and Social Science

We are Year 3 Semester 3 undergraduates of Bachelor of Communication (Hons) Public Relations, Universiti Tunku Abdul Rahman. We are currently carrying a study of the development of service-learning institutionalization in Faculty Arts and Social Science. Hence, it would be greatly appreciated if you could spend some time in answering the questions in this survey form. Your opinion, knowledge and experience of the subject matter will help to enrich the data which is relevant for this study. We assure that all the information that you provide will be solely used for the survey purpose, and not revealed to any unauthorized party.

DEMOGRAPHIC OF RESPONDENT

Read and choose the most suitable answer by using (/) below the question.

1. Years of working experience in FAS
   - □   1-3 years
   - □   4-6 years
   - □   7-9 years
   - □   10 or more years

2. Designation
   - □   Academic staff
   - □   Administrative staff
   - □   Other _____

3. Formerly or currently holding position in club & society. If yes please specify
   - □   Yes _____
   - □   No

4. Are you a member of Student Development Committee?
   - □   Yes
   - □   No

DIMENSION I: MISSION AND CULTURE SUPPORTING COMMUNITY ENGAGEMENT

Primary components for institutionalizing community engagement in academic units are the development of a department-wide mission, definitions, and organizational culture for engagement that provide meaning, focus, emphasis, and support for community-engaged efforts (Holland, 2000; Zlotkowski, 2000).

DIRECTIONS: For each of the five components (rows) below, place a circle around the cell that best represents the CURRENT status of development in FAS.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
MISSION & VISION	The mission & vision of UTAR does not directly or indirectly mention to the importance of community engagement.	The mission & vision of UTAR indirectly mention to the importance of community engagement (e.g., suggests "application of knowledge," "real-world teaching," etc.)	The mission & vision of UTAR directly mentions community engagement and may also indirectly mention to its importance (e.g., suggests "application of knowledge," etc.) yet it is not viewed as a central or primary focus area.	Community engagement is directly mentioned, highlighted or centrally located in the UTAR's mission & vision. Community engagement is clearly part of the primary focus area of the unit (e.g., present in planning docs).
DEFINITION OF COMMUNITY-ENGAGED TEACHING	There is no unit-wide definition for community-engaged teaching in FAS (including definitions for the terms "service-learning" or "community-based learning").	There are generally-understood and accepted notions of community-engaged teaching that are used inconsistently to describe a variety of experiential or service activities in FAS.	There is a formal definition for community-engaged teaching in FAS, but there is inconsistency in the understanding, acceptance and application of the term.	FAS has a formal, universally accepted definition for community-engaged teaching that is applied consistently.
DEFINITION OF COMMUNITY-ENGAGED RESEARCH	There is no unit-wide definition for community-engaged research in FAS (including definitions for the terms "community-based research" or "participatory action research").	There are generally-understood and accepted notions of community-engaged research that are used inconsistently to describe a variety of experiential or service activities in FAS.	There is a formal definition for community-engaged research in FAS, but there is inconsistency in the understanding, acceptance and application of the term.	FAS has a formal, universally accepted definition for community-engaged research that is understood consistently in the department.
DEFINITION OF COMMUNITY-ENGAGED SERVICE	Community engagement is not acknowledged as an essential component of service or professional practice in FAS.	There are generally-understood and accepted notions of community-engaged service that are used inconsistently to describe a wide variety of activities in FAS.	There is a formal definition for community-engaged service in the FAS, but there is inconsistency in the understanding, acceptance and application of the term.	FAS has a formal, universally accepted definition for community-engaged service that is applied consistently as an essential component of service or professional practice.
CLIMATE AND CULTURE	The climate and culture of the department in UTAR is not supportive of community engagement.	A few faculty/staff agree that the climate and culture of the department in UTAR is supportive of community engagement.	Many faculty/staff agree that the climate and culture of the department in UTAR is supportive of community engagement.	Most faculty/staff agree that the climate and culture of the department in UTAR is highly supportive of community engagement

DIMENSION II: FACULTY SUPPORT AND COMMUNITY ENGAGEMENT

One of the essential factors for institutionalizing community engagement in academic departments is the degree to which faculty members are involved in implementation and advancement of community-engaged efforts in the unit (Battistoni et al., 2003; Kecskes, 2006, 2008; Wergin, 1994, 2003).

DIRECTIONS: For each of the six components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development in FAS.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
FACULTY KNOWLEDGE AND AWARENESS	Faculty members do not know what community engagement is or how it can be integrated into teaching, research, or service.	A few faculty members know what community engagement is and understand how it can be integrated into teaching, research, or service.	Many faculty members know what community engagement is and can articulate how it can be integrated into teaching, research, and/or service.	Most faculty members know what community engagement is and can articulate how it can be integrated into teaching, research and/or service.
FACULTY INVOLVEMENT & SUPPORT	Faculty members do not support or advocate for community engagement; faculty do not support for the infusion of community engagement into the faculty objective or into their own professional work.	A few faculty members are supportive of community engagement; a few advocate for integrating it into the faculty objective and/or their own professional work.	Many faculty members participate in community engaged teaching, research, or service and support the infusion of community engagement into both the faculty objective and the faculty members' individual professional work.	Most faculty members participate in community engaged teaching, research, or service and support the infusion of community engagement into both the faculty objective and the faculty members' individual professional work.
CURRICULAR INTEGRATION	There are a few or no elective and no required community-based learning courses integrated into the curriculum of the major.	There are some elective, but only a few required, developmentally appropriate community-based learning courses integrated into the major curriculum.	There are multiple elective and many required, developmentally appropriate community-based learning courses integrated into the major curriculum.	The entire curriculum for the major is intentionally and consistently infused with developmentally appropriate elective and required community-based learning course requirements.
FACULTY INCENTIVES	Within the unit, faculty members are not encouraged to participate in community engagement activities; no incentives are provided (e.g., community service, funds for conferences, etc.) to pursue engagement activities.	Faculty members are infrequently encouraged to participate in community engagement activities; a few incentives are provided (e.g., community service, funds for conferences, etc.) to pursue engagement activities.	Faculty members are frequently encouraged and are provided some incentives (community service, funds for scholarly conferences, etc.) to pursue community engagement activities.	Faculty members are fully encouraged and are provided many incentives (community service, funds for conferences, etc.) to pursue community engagement activities.
TENURE TRACK FACULTY	None of the community-engaged faculty hold tenure track positions.	A few of the community-engaged faculty hold tenure track positions.	Many of the community-engaged faculty hold tenure track positions.	Most of the community-engaged faculty hold tenure track positions.
REVIEW, PROMOTION, AND TENURE PROCESS INTEGRATION	The review, promotion, and tenure process at the departmental level does not reward community-engaged research and scholarship in which a faculty member is involved in a mutually beneficial partnership with the community.	The review, promotion, and tenure process at the departmental level provides little reward for community-engaged research and scholarship in which a faculty member is involved in a mutually beneficial partnership with the community.	The review, promotion, and tenure process at the departmental level modestly rewards community-engaged research and scholarship in which a faculty member is involved in a mutually beneficial partnership with the community.	The review, promotion, and tenure process at the departmental level clearly and consistently rewards community-engaged research and scholarship in which a faculty member is involved in one or more mutually beneficial partnership(s) with the community.

DIMENSION III: COMMUNITY PARTNER AND PARTNERSHIP SUPPORT AND COMMUNITY ENGAGEMENT

An important element for institutionalizing community engagement in academic departments is the degree to which the unit nurtures community partnerships and encourages community partners to play a role in advancing engagement efforts (Agre-Kippenhan & Charman, 2006). *DIRECTIONS: For each of the six components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development in FAS.*

	STAGE ONE *Awareness Building*	*STAGE TWO* *Critical Mass Building*	*STAGE THREE* *Quality Building*	*STAGE FOUR* *Institutionalization*
PLACEMENT AND PARTNERSHIP AWARENESS	Faculty in the department cannot identify community agencies where department-related work or internship placements occur or that partner consistently with the academic unit	Faculty in the department can identify community agencies that periodically host department-related work sites or internship placements.	Faculty in the department can identify community agencies that regularly host department-related work sites, community-based or service learning courses or internship placements.	Faculty in the department can identify community agencies with which they are in sustained, reciprocal partnerships. The collaborations, based on long-term relationships and trust, are mutually beneficial, include resource and power sharing, etc.
MUTUAL UNDERSTANDING AND COMMITMENT	There is no understanding between faculty and community representatives regarding each other's long-range goals, needs, timelines, resources, and capacity for developing and implementing community engagement activities.	There is some understanding between faculty and community representatives regarding each other's long-range goals, needs, timelines, resources, and capacity for developing and implementing community engagement activities	There is good understanding between faculty and community representatives regarding each other's long-range goals, needs, timelines, resources, and capacity for developing and implementing community engagement activities.	There is deep, mutual understanding between faculty and community representatives regarding each other's long-range goals, needs, timelines, resources, and capacity for developing and implementing community engagement activities.
COMMUNITY PARTNER VOICE	Community partners are not invited to express their needs, goals, resources, and capacity.	Community partners are rarely invited to express their needs, goals, and capacity.	Community partners are often invited or encouraged to express their needs, goals, resources, and capacity.	Community partners are routinely invited or encouraged to express their needs, goals, resources, and capacity.
COMMUNITY PARTNER LEADERSHIP	There are no opportunities for community partners to assume leadership roles in faculty activities (e.g., serve on advisory and faculty hiring or review committees, facilitate student reflection, instruct, collaborate on research).	There are a few opportunities for community partners to assume leadership roles in core faculty activities (e.g., serve on advisory and faculty hiring or review committees, facilitate reflection, instruct, collaborate on research).	There are many opportunities for community partners to assume leadership roles in core faculty activities (e.g., serve on advisory and faculty hiring or review committees, facilitate student reflection, instruct, collaborate on research).	Community partners assume leadership roles in core faculty activities (e.g., serve on advisory and faculty hiring and review committees, facilitate student reflection, instruct, collaborate on research).
COMMUNITY PARTNER ACCESS TO RESOURCES	Community agencies do not access unit faculty and/or students as resources for their work through course-based projects, research, etc.	Community agencies rarely access unit faculty and/or students as resources for their work through course-based projects, research, etc.	Community agencies occasionally access unit faculty and/or students as resources for their work through course-based projects, research, etc.	Community agencies frequently access unit faculty and/or students as resources for their work through course-based projects, research, etc.
COMMUNITY PARTNER INCENTIVES AND RECOGNITION	The very few, if any, community agencies that partner consistently with the academic department are not provided incentives for their involvement in the faculty's community engagement activities.	Community partners are rarely provided incentives for their involvement in the faculty's community engagement activities (e.g., adjunct faculty status, compensation, continuing education credits, recognition events, etc).	Community partners are occasionally provided incentives for their involvement in the faculty's community engagement activities (e.g., adjunct faculty status, compensation, continuing education credits, formal recognition ceremonies, etc).	Community partners are frequently provided many incentives for their involvement in the faculty's community engagement activities (e.g., adjunct faculty status, compensation, continuing education credits, formal recognition ceremonies, etc).

DIMENSION IV: STUDENT SUPPORT AND COMMUNITY ENGAGEMENT
An important element for institutionalizing community engagement in academic departments is the degree to which students are aware of and play a leadership role in the development of community engagement efforts (Zlotkowski et al., 2006).
DIRECTIONS: For each of the four components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development in FAS.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
STUDENT OPPORTUNITIES	Opportunities do not exist for students in the major to engage with community; formally through courses and research endeavors.	A few opportunities exist for students in the major to engage with community; formally through courses and research endeavors.	Many opportunities exist for students in the major to engage with community; formally through required and elective courses and research endeavors.	Numerous options and opportunities exist for students in the major to engage with community; formally through required and elective courses and research endeavors.
STUDENT AWARENESS	No students in the major are aware of community engagement opportunities because there are no coordinated and publicized, faculty-supported mechanisms for informing students about them (e.g., community-based learning course listings in the schedule of classes, job postings, volunteer opportunities, community-engaged research assistantships, etc.).	A few students in the major are aware of community engagement opportunities because there are some coordinated and publicized, faculty-supported mechanisms for informing students about them (e.g., community-based learning course listings in the schedule of classes, job postings, volunteer opportunities, community-engaged research assistantships, etc.).	Many students in the major are aware of community engagement opportunities because there are many coordinated and publicized, faculty-supported mechanisms for informing students about them (e.g., community-based learning course listings in the schedule of classes, job postings, volunteer opportunities, community-engaged research assistantships, etc.).	Most students in the major are aware of community engagement opportunities because there are numerous coordinated and publicized, faculty-supported mechanisms for informing students about them (e.g., community-based learning course listings in the schedule of classes, job postings, volunteer opportunities, community-engaged research assistantships, etc.).
STUDENT INCENTIVES AND RECOGNITION	The faculty does not have any formal or informal incentive or recognition mechanisms in place for students to engage with community (e.g., community engagement notation on transcripts, scholarships, annual awards, stories on the unit website and in unit newsletters, verbal encouragement, etc.).	The faculty has a few formal or informal incentive or recognition mechanisms in place for students to engage with community (e.g., community engagement notation on transcripts, scholarships, annual awards, stories on the unit website and in unit newsletters, verbal encouragement, etc.)	The faculty has many formal incentive and recognition mechanisms in place for students to engage with community (e.g., notation on transcripts, graduation requirement, scholarships, annual awards, etc.). There are a few informal mechanisms in place (e.g., stories on the unit website and in unit newsletters, verbal encouragement).	The faculty has numerous formal incentive and recognition mechanisms in place for students to engage with community (e.g., notation on transcripts, graduation requirement, scholarships, annual awards, etc.). There are many informal mechanisms in place (e.g., stories on the unit website and in unit newsletters, verbal encouragement).
STUDENT VOICE, LEADERSHIP & DEPARTMENTAL GOVERNANCE	There are no opportunities for students to exercise formal governance roles, including advising or leading community engagement activities associated with the faculty of their major.	There are a few opportunities available for students to exercise formal governance roles, including advising or leading community engagement activities associated with the faculty of their major.	There are many opportunities available for students to exercise formal governance roles, including advising or leading community engagement activities associated with the faculty of their major.	Numerous options and opportunities exist for students to assume formal governance roles, including advising or leading community engagement activities associated with the faculty of their major

DIMENSION V: ORGANIZATIONAL SUPPORT FOR COMMUNITY ENGAGEMENT

In order to institutionalize community engagement in academic departments the unit must invest substantial resources and support toward the effort (Wergin, 2003).
DIRECTIONS: For each of the eight components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development in FAS.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
ADMINISTRATIVE SUPPORT	The head of faculty does not understand community engagement.	The head of faculty has some understanding of community engagement	The head of faculty mostly understands and supports community engagement.	The head of faculty fully understands and supports community engagement.
FACILITATING ENTITY	There are no facilitating structures in place to support the faculty, staff, students, or community constituencies in the implementation or advancement of community engagement.	A small amount of facilitating assistance is available to the faculty, staff, students, or community constituencies in the implementation or advancement of community engagement.	Multiple, regularly available, yet informal facilitating structures are in place to assist unit and community constituencies in the advancement of community engagement (e.g., staff point person, engagement database, etc.).	There is a well-known and used, formal facilitating structure (e.g., committee, staff liaison, databases, etc.) that assists unit and community constituencies in the advancement of community engagement.
EVALUATION & ASSESSMENT	There is no systematic effort in place to account for the number or quality of community engagement activities occurring in the faculty.	An initiative to account for the number and quality of engagement activities taking place throughout the faculty has been proposed.	A systematic effort to account for the number and quality of community engagement activities has been initiated. Data feedback mechanisms are in place.	A systematic effort is in place to account for the number and quality of engagement activities. Data feedback mechanisms are well used.
DEPARTMENTAL PLANNING	The faculty does not have a formal plan for advancing community engagement in the department.	A few short- and long-range goals for engagement exist, yet they are not formalized into a faculty plan.	Many short- and long-range goals for community engagement exist, yet they are not formalized into a faculty plan.	Multiple goals for community engagement are formalized into an official faculty planning document.
FACULTY RECRUITMENT AND ORIENTATION	Community engagement is absent in advertising materials, interview protocols, letters of offer, and orientation and training activities for new faculty and staff.	Community engagement appears inconsistently in advertising materials, interview protocols, letters of offer, and orientation activities for new personnel.	Community engagement regularly appears in advertising materials, interview protocols, letters of offer, and orientation activities for new faculty and staff.	Community engagement is prominent in advertising materials, interview protocols, letters of offer, and orientation activities for new faculty and staff.
MARKETING	Community engagement does not appear in faculty marketing materials (e.g., UTAR websites, promotional booth, etc.).	Community engagement inconsistently appears in marketing materials (e.g., UTAR websites, promotional booth, etc.).	Community engagement appears regularly in marketing materials (e.g., UTAR websites, promotional booth).	Community engagement appears prominently and consistently in marketing materials (e.g., UTAR websites, promotional booth, etc.).
DISSEMINATION OF COMMUNIT ENGAGEMENT RESULTS	No efforts have been made to share results of activities through diverse venues (e.g. UTAR web sites, presentations, articles, etc.).	A few results of community engagement activities are shared through diverse venues (e.g. UTAR web sites, presentations, journal articles, etc.).	Many results of community engagement activities are shared through diverse venues (e.g., UTAR web sites, presentations, journal articles, etc.).	There are extensive efforts to share results of community engagement activities through diverse venues (e.g., UTAR web sites, presentations, journal articles, etc.).
BUDGETARY ALLOCATION	There are no hard or soft (e.g., grants) funding sources that support the faculty's community engagement activities.	Engagement is supported primarily, but not exclusively by soft funding (e.g., grants) from non-institutional sources.	Engagement is substantially supported in the faculty's budget by both soft money from sources outside the institution and the faculty's hard (internal) funding.	The unit's community engagement activities are supported primarily by hard (institutional) funding from the faculty's budget.

DIMENSION VI: LEADERSHIP SUPPORT FOR COMMUNITY ENGAGEMENT

An important element for gauging the institutionalization of community engagement in academic departments is the degree to which faculty in the unit exercise leadership toward that end at the unit, campus, and national levels (Morreale & Applegate, 2006).
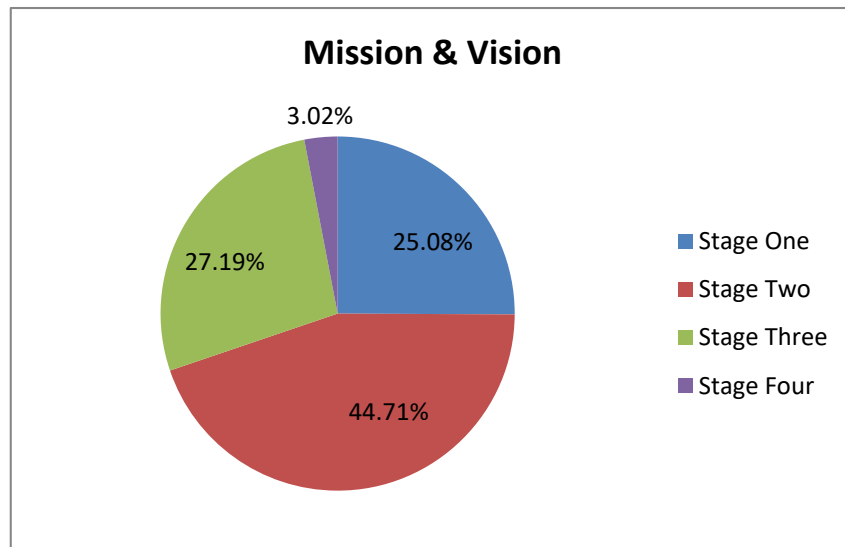
DIRECTIONS: For each of the three components (rows) below, place a circle around the cell that best represents the unit's CURRENT status of development in FAS.

	STAGE ONE *Awareness Building*	STAGE TWO *Critical Mass Building*	STAGE THREE *Quality Building*	STAGE FOUR *Institutionalization*
DEPARTMENT LEVEL LEADERSHIP	None of the highly respected, influential faculty members in the department supports community engagement activities (e.g., support the integration of community-engaged research into the department's formal review, tenure, and promotion process, ensure that regular and open discourse about community engagement activities occurs at departmental meetings, assist in the planning and implementation for unit-supported community engagement efforts).	The department chair or a few of the highly respected, influential faculty members in the department support community engagement activities (e.g., support the integration of community-engaged research into the department's formal review, tenure, and promotion process, ensure that regular and open discourse about community engagement activities occurs at departmental meetings, assist in the planning and implementation for unit-supported community engagement efforts).	The department chair and/or many of the highly respected, influential faculty members in the department strongly support and advocate for community engagement activities (e.g., support the integration of community-engaged research into the department's formal review, tenure, and promotion process, ensure that regular and open discourse about community engagement activities occurs at departmental meetings, assist in the planning and implementation for unit-supported community engagement efforts, etc.).	The department chair and/or most of the highly respected, influential faculty members in the department strongly support and advocate for community engagement activities (e.g., support the integration of community-engaged research into the department's formal review, tenure, and promotion process, ensure that regular and open discourse about community engagement activities occurs at departmental meetings, assist in the planning and implementation for unit-supported community engagement efforts, etc.).
CAMPUS LEVEL LEADERSHIP FROM DEPARTMENTAL FACULTY	None of the faculty from the department advocates for engagement activities through their involvement as leaders in influential institutional roles such as review, tenure and promotion committees, faculty governance, strategic planning and curriculum committees, etc.	A few of the faculty from the department advocate for engagement activities through their involvement as leaders in influential institutional roles such as review, tenure and promotion committees, faculty governance, strategic planning and curriculum committees, etc.	Many of the faculty from the department advocate for engagement activities through their involvement as leaders in influential institutional roles such as review, tenure and promotion committees, faculty governance, strategic planning and curriculum committees.	Most of the faculty from the department advocate for engagement activities through their involvement as leaders in influential institutional roles such as review, tenure and promotion committees, faculty governance, strategic planning and curriculum committees.
NATIONAL LEVEL LEADERSHIP FROM DEPARTMENTAL FACULTY	None of the faculty in the department demonstrates national disciplinary association leadership (e.g., serving on influential committees, as publication editors, providing special interest group and conference planning leadership).	A few of the faculty in the department demonstrate national disciplinary association leadership (e.g., serving on influential committees, as publication editors, providing special interest group and conference planning leadership).	Many of the faculty in the department demonstrate national disciplinary association leadership (e.g., serving on influential committees, as publication editors, providing special interest group and conference planning leadership).	Most of the faculty in the department demonstrate national disciplinary association leadership (e.g., serving on influential committees, as publication editors, providing special interest group leadership, integrating into conference planning committees, etc.).

*This rubric is adapted based on the (1) Gelmon, Seifer et al., Building Capacity for Community Engagement: Institutional Self-Assessment, 200500; (2) the Furco Service-Learning Institutionalization Rubric, 2003; (3) the Kecskes Characteristics of Engaged Departments Matrix, 2006: (4) and key informant interviews, 2008

Dimension I: Mission and Culture Supporting Community Engagement
Students of FAS

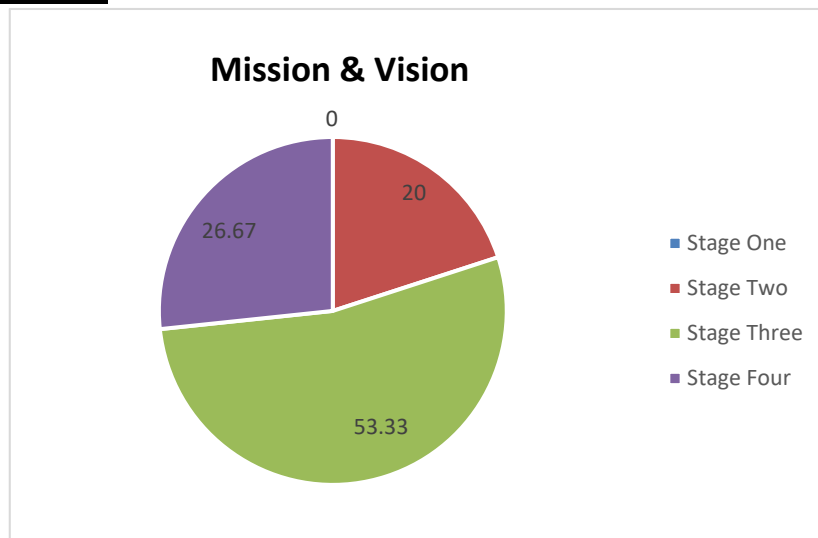### Mission & Vision

Mission & Vision

Stage	*Number of Respondent*	*Percentage (%)*
Stage One	83	25.08
Stage Two	148	44.71
Stage Three	90	27.19
Stage Four	10	3.02

According to the data above, the number of respondent involved was 331 person. There are 83 respondent rated at stage one, 148 respondent rated at stage two, 90 respondent rated at stage three, 10 respondent rated at stage four, and the percentage is 25.08%, 44.71%, 27.19%, and 3.02%. It shows that most of the respondent rated at stage two, meaning that they have a little knowledge on UTAR's mission and vision.

Faculty Members

Mission & Vision

Mission & Vision

Stage	Number of Respondent	Percentage (%)
Stage One	0	0
Stage Two	6	20
Stage Three	16	53.33
Stage Four	8	26.67

According to the data above, the number of respondent involved was 30 person. There are 0 respondent rated at stage one, 6 respondent rated at stage two, 16 stage three and 8 respondent rated at stage four. The percentage is 0%, 20%, 53.33% and 26.67%. It shows that most of the respondent is rated at stage three, meaning that they know about the mission and vision.

Students of FAS
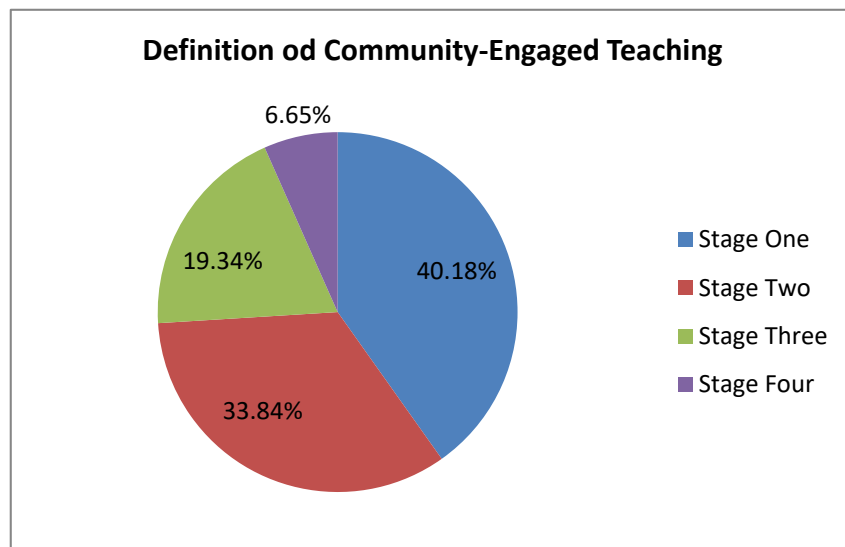
Definition od Community-Engaged Teaching

6.65%

19.34%

40.18%

33.84%

- Stage One
- Stage Two
- Stage Three
- Stage Four

Definition of Community-Engaged Teaching

Stage	Number of Respondent	Percentage (%)
Stage One	133	40.18
Stage Two	112	33.84
Stage Three	64	19.34
Stage Four	22	6.65

According to the data above, the number of respondent involved was 331 person. There are 133 respondent rated at stage one, 112 respondent rated at stage two, 64 respondent rated at stage three, 22 respondent rated at stage four, and the percentage is 40.18%, 33.84%, 19.34%, and 6.65%. It shows that most of the respondent rated at stage one, meaning that they have known nothing about the definition of community-engaged teaching.

Faculty Member
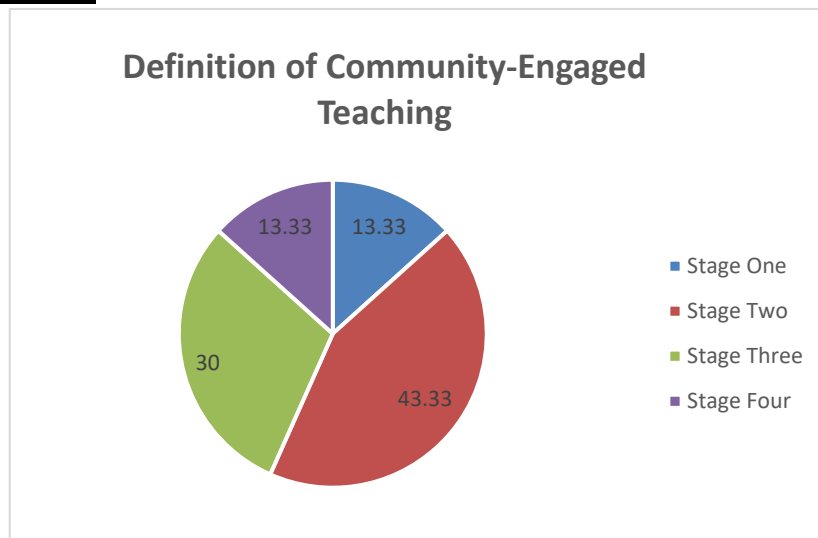
Definition of Community-Engaged Teaching

Stage	Number of Respondent	Percentage (%)
Stage One	4	13.33
Stage Two	13	43.33
Stage Three	9	30
Stage Four	4	13.33

According to the data above, the number of respondent involved was 30 person. There are 4 respondent rated at stage one, 13 respondent rated at stage two, 9 stage three and 4 respondent rated at stage four. The percentage is 13.33%, 43.33%, 30% and 13.33%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the definition of community engaged teaching.

Students of FAS
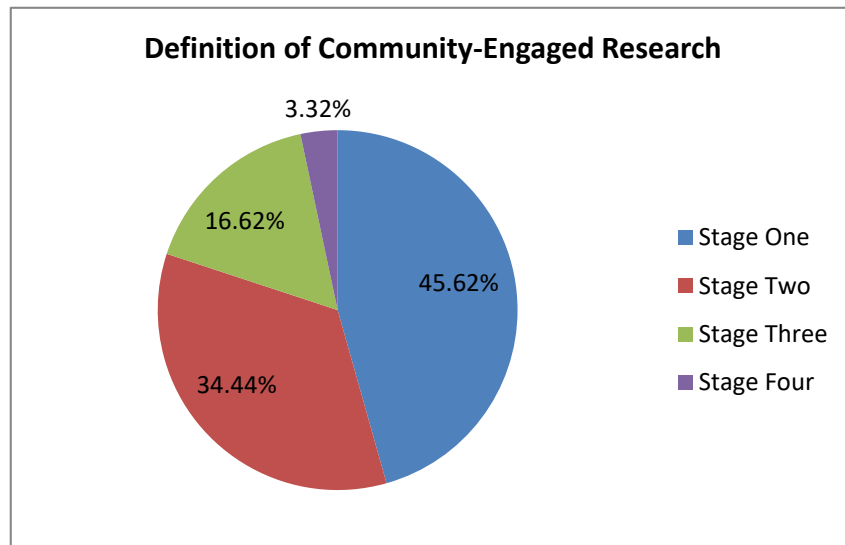
Definition of Community-Engaged Research

3.32%

16.62%

45.62%

34.44%

- Stage One
- Stage Two
- Stage Three
- Stage Four

Definition of Community-Engaged Research

Stage	Number of Respondent	Percentage (%)
Stage One	151	45.62
Stage Two	114	34.44
Stage Three	55	16.62
Stage Four	11	3.32

According to the data above, the number of respondent involved was 331 person. There are 151 respondent rated at stage one, 114 respondent rated at stage two, 55 respondent rated at stage three, 11 respondent rated at stage four, and the percentage is 45.62%, 34.44%, 16.62%, and 3.32%. It shows that most of the respondent rated at stage one, meaning that they have known nothing about the definition of community-engaged research.

Faculty Member

Definition of Community-Engaged Research

Stage	Number of Respondent	Percentage (%)
Stage One	3	10
Stage Two	15	50
Stage Three	8	26.67
Stage Four	4	13.33

According to the data above, the number of respondent involved was 30 person. There are 3 respondent rated at stage one, 15 respondent rated at stage two, 8 stage three and 4 respondent rated at stage four. The percentage is 10%, 50%, 26.67% and 13.33%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the definition of community engaged research.

Students of FAS
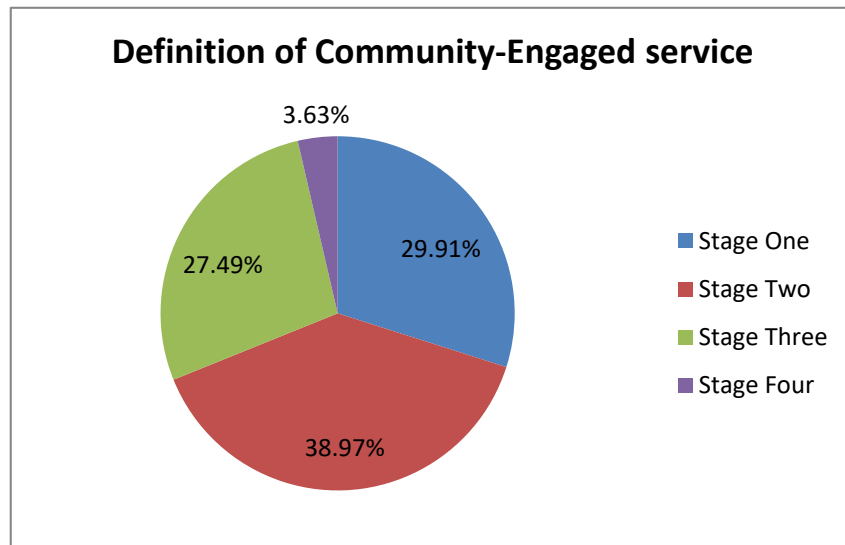
Definition of Community-Engaged service

Definition of Community-Engaged Service

Stage	Number of Respondent	Percentage (%)
Stage One	99	29.91
Stage Two	129	38.97
Stage Three	91	27.49
Stage Four	12	3.63

According to the data above, the number of respondent involved was 331 person. There are 99 respondent rated at stage one, 129 respondent rated at stage two, 91 respondent rated at stage three, 12 respondent rated at stage four, and the percentage is 29.91%, 38.97%, 27.49%, and 3.63%. It shows that most of the respondent rated at stage two, meaning that they know little about the definition of community-engaged service.

Faculty Member

Definition of Community-Engaged Service

Definition of Community Engaged Service

Stage	Number of Respondent	Percentage (%)
Stage One	2	6.67
Stage Two	16	53.33
Stage Three	7	23.33
Stage Four	5	16.67

According to the data above, the number of respondent involved was 30 person. There are 2 respondent rated at stage one, 16 respondent rated at stage two, 7 stage three and 5 respondent rated at stage four. The percentage is 6.67%, 53.33%, 23.33% and 16.67%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the definition of community engaged service.

Students of FAS

Climate and Culture

4.83%

14.50%

26.28%

54.38%

- Stage One
- Stage Two
- Stage Three
- Stage Four
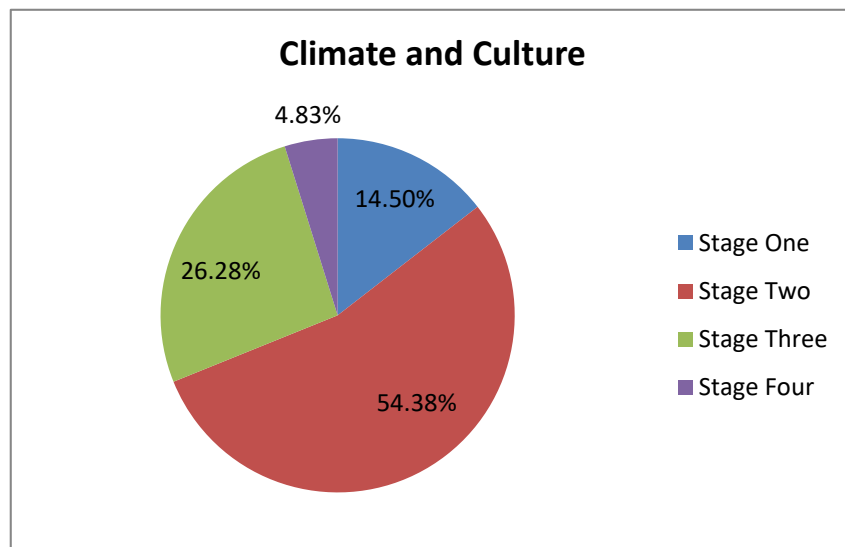
Climate and Culture

Stage	Number of Respondent	Percentage (%)
Stage One	48	14.50
Stage Two	180	54.38
Stage Three	87	26.28
Stage Four	16	4.83

According to the data above, the number of respondent involved was 331 person. There are 48 respondent rated at stage one, 180 respondent rated at stage two, 87 respondent rated at stage three, 16 respondent rated at stage four, and the percentage is 14.50%, 54.38%, 26.28%, and 4.83%. It shows that most of the respondent rated at stage two, meaning that they know little about the climate and culture of UTAR.

Faculty Member

Climate and Culture
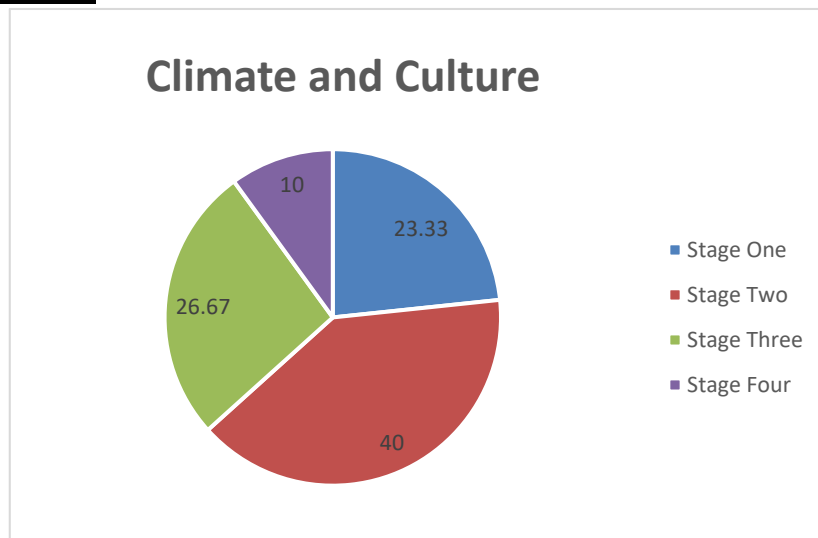
Climate and Culture

Stage	Number of Respondent	Percentage (%)
Stage One	7	23.33
Stage Two	12	40
Stage Three	8	26.67
Stage Four	3	10

According to the data above, the number of respondent involved was 30 person. There are 7 respondent rated at stage one, 12 respondent rated at stage two, 8 stage three and 3 respondent rated at stage four. The percentage is 23.33%, 40%, 26.67% and 10%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the climate and culture.
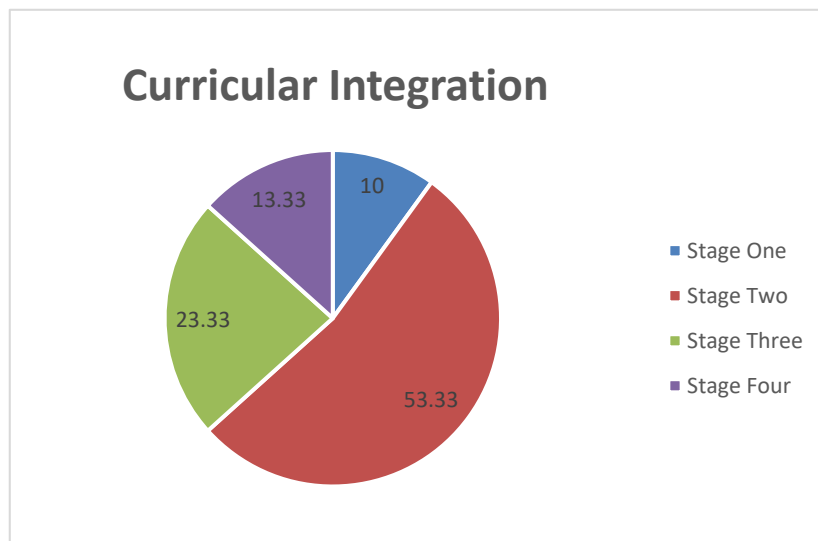
Dimension II: Faculty Support and Community Engagement
Students of FAS

Faculty Knowledge and Awareness
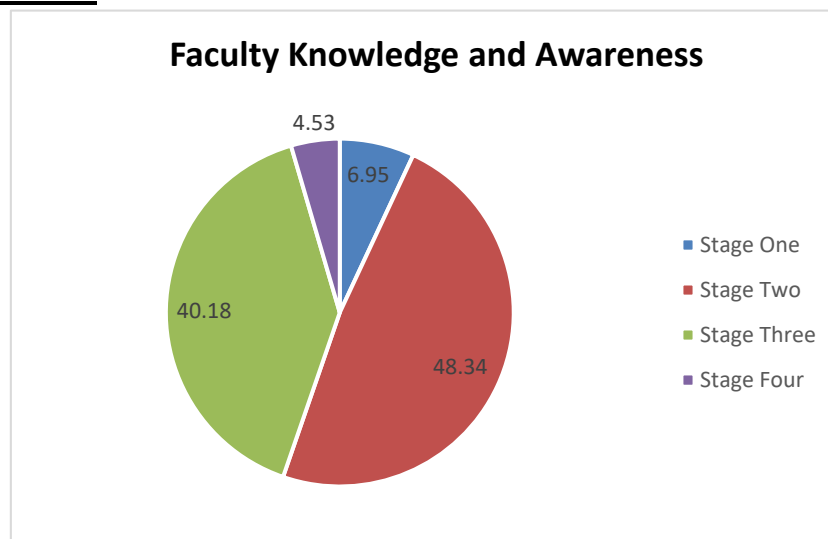
Faculty Knowledge and Awareness

Stage	Number of Respondent	Percentage (%)
Stage One	23	6.95
Stage Two	160	48.34
Stage Three	133	40.18
Stage Four	15	4.53

According to the data above, the number of respondent involved was 331 person. There are 23 respondent rated at stage one, 160 respondent rated at stage two, 133 respondent rated at stage three, 15 respondent rated at stage four, and the percentage is 6.95%, 48.34%, 40.18%, and 4.53%. It shows that most of the respondent are rated at stage two, meaning that respondent has less knowledge about faculty knowledge and awareness.
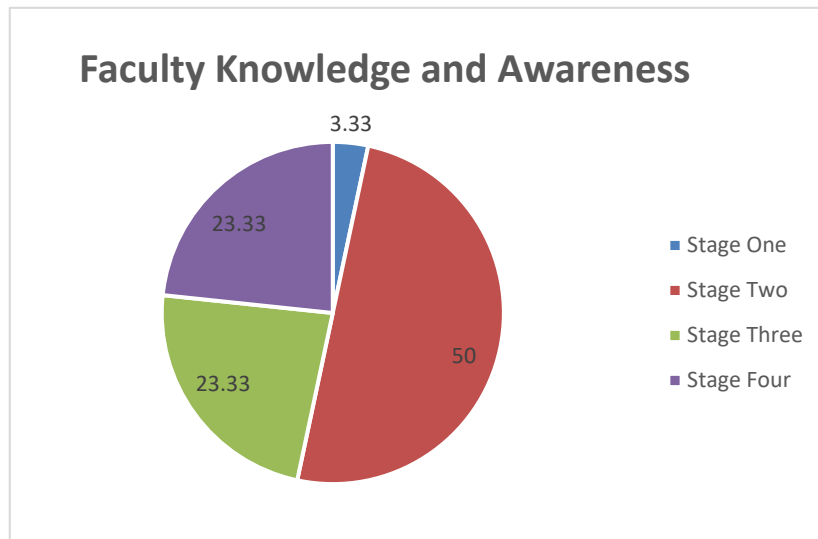
Faculty Member

Faculty Knowledge and Awareness

Stage	Number of Respondent	Percentage (%)
Stage One	1	3.33
Stage Two	15	50
Stage Three	7	23.33
Stage Four	7	23.33

According to the data above, the number of respondent involved was 30 person. There are 1 respondent rated at stage one, 15 respondent rated at stage two, 7 stage three and 7 respondent rated at stage four. The percentage is 3.33%, 50%, 23.33% and 23.33%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the faculty knowledge and awareness.

Students of FAS

Faculty Involvement & Support
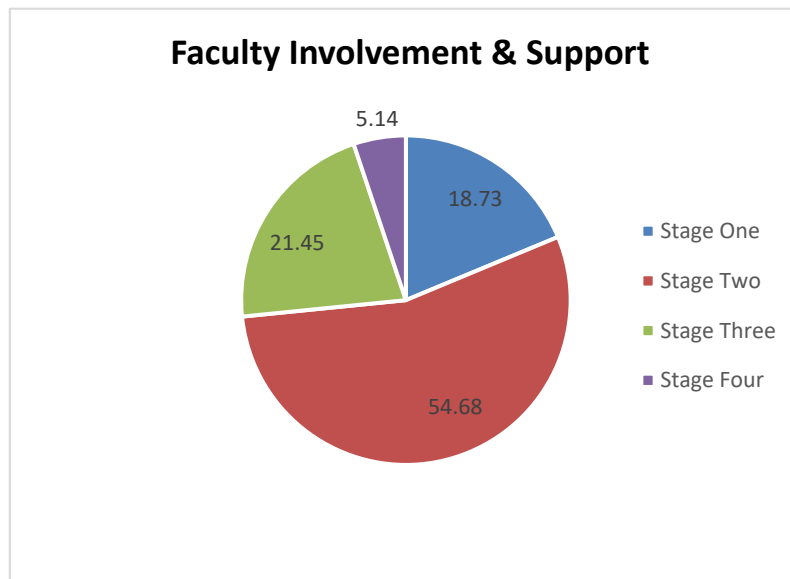
Faculty Involvement & Support

Stage	Number of Respondent	Percentage (%)
Stage One	62	18.73
Stage Two	181	54.68
Stage Three	71	21.45
Stage Four	17	5.14

According to the data above, the number of respondent involved was 331 person. There are 62 respondent rated at stage one, 181 respondent rated at stage two, 71 respondent rated at stage three, 17 respondent rated at stage four, and the percentage is 18.73%, 54.68%, 21.45%, and 5.14%. It shows that most of the respondent are rated at stage two, meaning that respondent have less knowledge about faculty involvement & support.
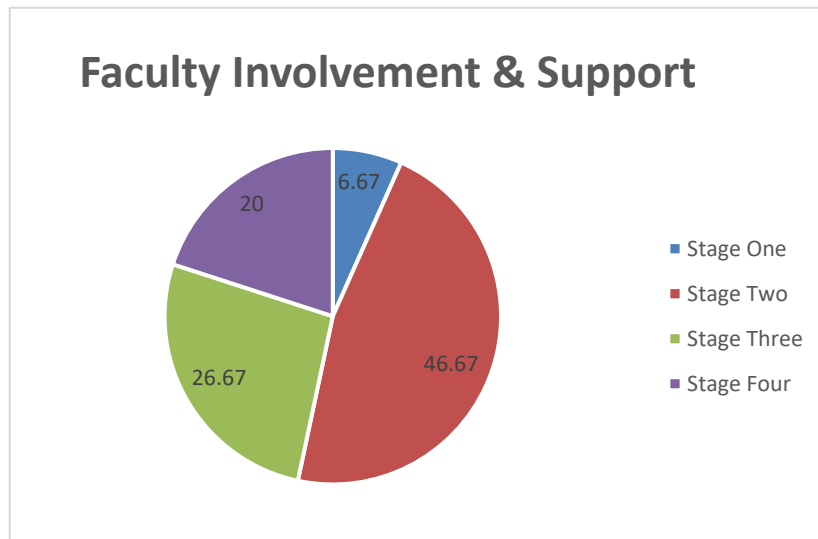
Faculty Member

Faculty Involvement & Support

Stage	Number of Respondent	Percentage (%)
Stage One	2	6.67
Stage Two	14	46.67
Stage Three	8	26.67
Stage Four	6	20

According to the data above, the number of respondent involved was 30 person. There are 2 respondent rated at stage one, 14 respondent rated at stage two, 8 stage three and 6 respondent rated at stage four. The percentage is 6.67%, 46.67%, 26.67% and 20%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the faculty involvement and support.

Students of FAS

Curricular Integration
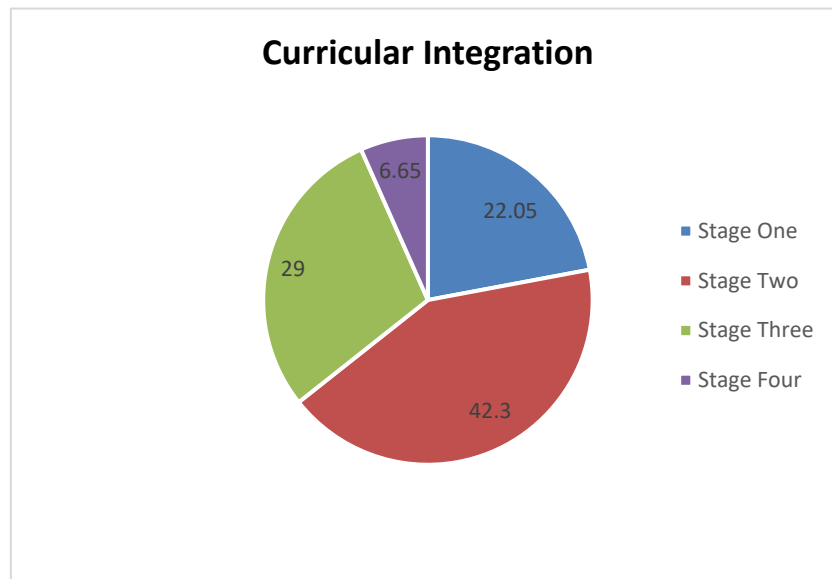
Curricular Integration

Stage	Number of Respondent	Percentage (%)
Stage One	73	22.05
Stage Two	140	42.30
Stage Three	96	29.00
Stage Four	22	6.65

According to the data above, the number of respondent involved was 331 person. There are 73 respondent rated at stage one, 140 respondent rated at stage two, 96 respondent rated at stage three, 22 respondent rated at stage four, and the percentage is 22.05%, 42.30%, 29.00% and 6.65%. It shows that most of the respondent is rated at stage two, meaning that they have less knowledge on curricular integration in faculty dimension.
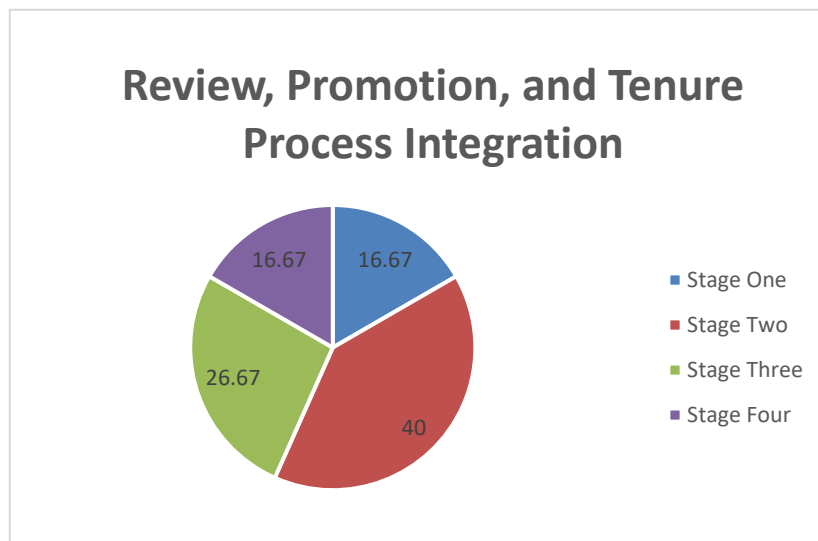
Faculty Member

Curricular Integration

Stage	Number of Respondent	Percentage (%)
Stage One	3	10
Stage Two	16	53.33
Stage Three	7	23.33
Stage Four	4	13.33

According to the data above, the number of respondent involved was 30 person. There are 3 respondent rated at stage one, 16 respondent rated at stage two, 7 stage three and 4 respondent rated at stage four. The percentage is 10%, 53.33%, 23.33% and 13.33%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the curricular integration.

Students of FAS

Faculty Incentives
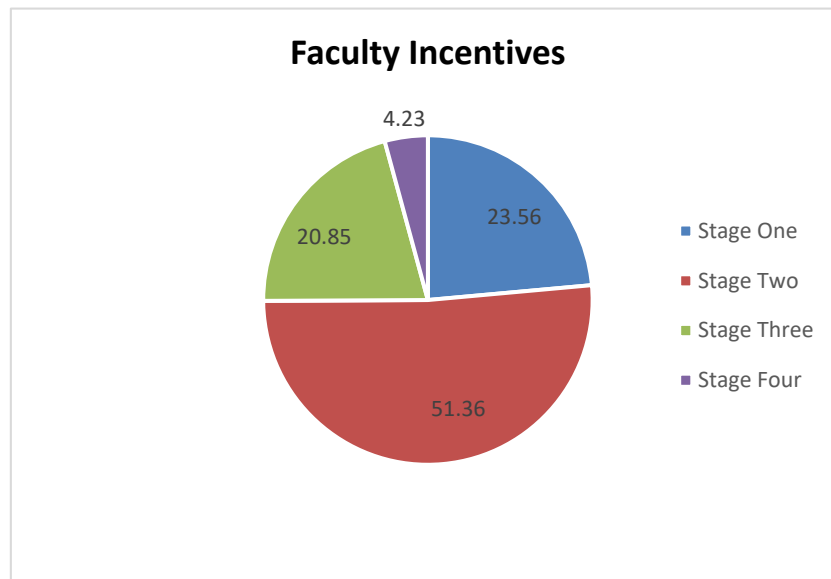
Stage	Number of Respondent	Percentage (%)
Stage One	78	23.56
Stage Two	170	51.36
Stage Three	69	20.85
Stage Four	14	4.23

According to the data above, the number of respondent involved was 331 person. There are 78 respondent rated at stage one, 170 respondent rated at stage two, 69 respondent rated at stage three, 14 respondent rated at stage four, and the percentage is 23.56%, 51.36%, 20.85% and 4.23%. It shows that most of the respondent is rated at stage two, meaning that they have less knowledge on faculty incentives.

Faculty Member
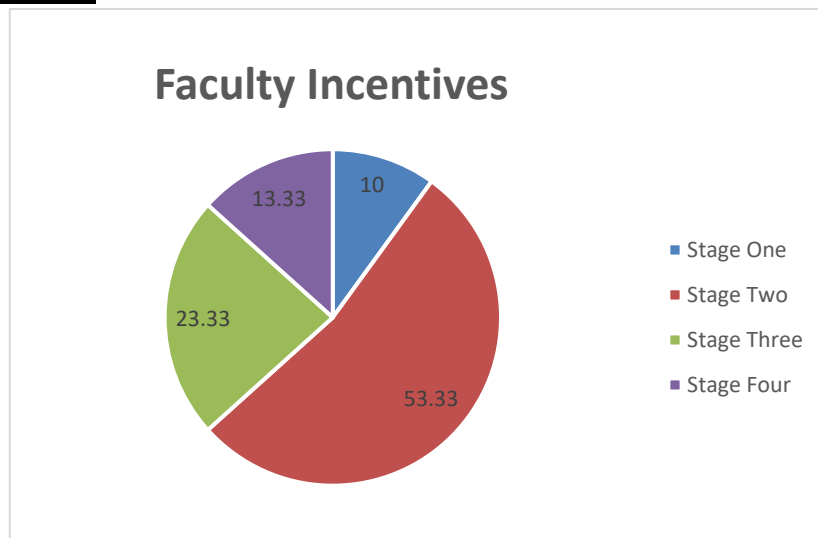
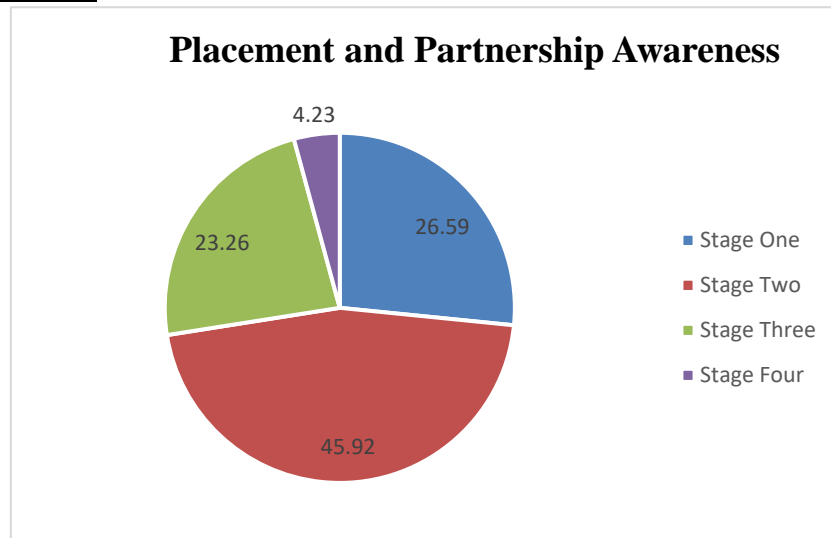**Faculty Incentives**

Stage	Number of Respondent	Percentage (%)
Stage One	3	10
Stage Two	12	40
Stage Three	12	40
Stage Four	3	10

According to the data above, the number of respondent involved was 30 person. There are 3 respondent rated at stage one, 12 respondent rated at stage two, 12 stage three and 3 respondent rated at stage four. The percentage is 10%, 40%, 40% and 10%. It shows that most of the respondent is rated at stage two and stage three, meaning that some of they have knowledge about the faculty incentives.

Students of FAS

Tenure Track Faculty
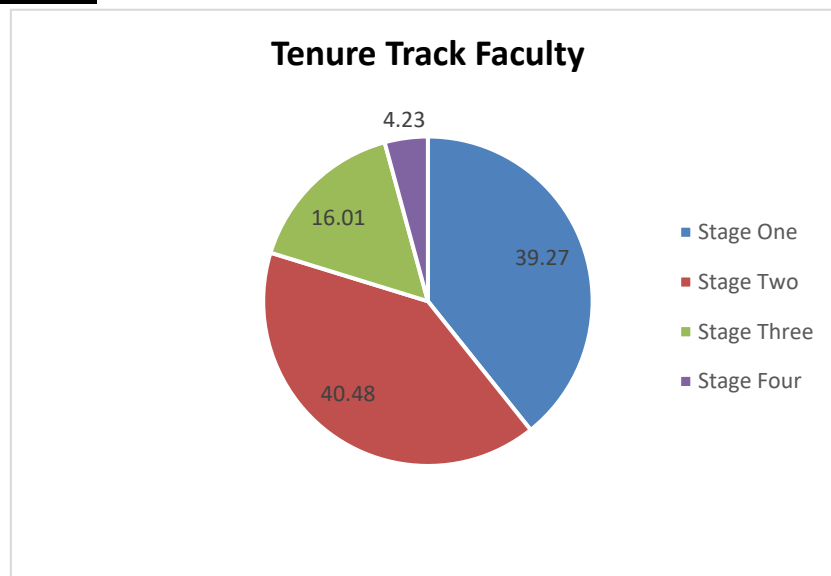
Tenure Track Faculty

Stage	Number of Respondent	Percentage (%)
Stage One	130	39.27
Stage Two	134	40.48
Stage Three	53	16.01
Stage Four	14	4.23

According to the data above, the number of respondent involved was 331 person. There are 130 respondent rated at stage one, 134 respondent rated at stage two, 53 respondent rated at stage three, 14 respondent rated at stage four, and the percentage is 39.27%, 40.48%, 16.01% and 4.23%. It shows that most of the respondent is rated at stage two, meaning that they have less knowledge on tenure track faculty in faculty dimension.

Faculty Member

Tenure Track Faculty

Tenure Track Faculty

Stage	Number of Respondent	Percentage (%)
Stage One	3	10
Stage Two	16	53.33
Stage Three	7	23.33
Stage Four	4	13.33

According to the data above, the number of respondent involved was 30 person. There are 3 respondent rated at stage one, 16 respondent rated at stage two, 7 stage three and 4 respondent rated at stage four. The percentage is 10%, 53.33%, 23.33% and 13.33%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about tenure track faculty.

Faculty Member

Review, Promotion, and Tenure Process Integration

Stage	Number of Respondent	Percentage (%)
Stage One	5	16.67
Stage Two	12	40
Stage Three	8	26.67
Stage Four	5	16.67

According to the data above, the number of respondent involved was 30 person. There are 5 respondent rated at stage one, 12 respondent rated at stage two, 8 stage three and 5 respondent rated at stage four. The percentage is 16.67%, 40%, 26.67% and 16.67%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about review, promotion, and tenure process integration.

Dimension III: Community Partner and Partnership Support and Community Engagement
Students of FAS

Placement and Partnership Awareness

Placement and Partnership Awareness

Stage	Number of Respondent	Percentage (%)
Stage One	88	26.59
Stage Two	152	45.92
Stage Three	77	23.26
Stage Four	14	4.23

According to the data above, the number of respondent involved was 331 people. There are 88 respondent rated at stage one, 152 respondent rated at stage two, 77 respondent rated at stage three, 14 respondent rated at stage four, and the percentage is 26.59%, 45.92%, 23.26%, and 4.23%. It shows that most of the respondents are rated at stage two, meaning that respondent lack of awareness about placement and partnership in UTAR

Faculty Member
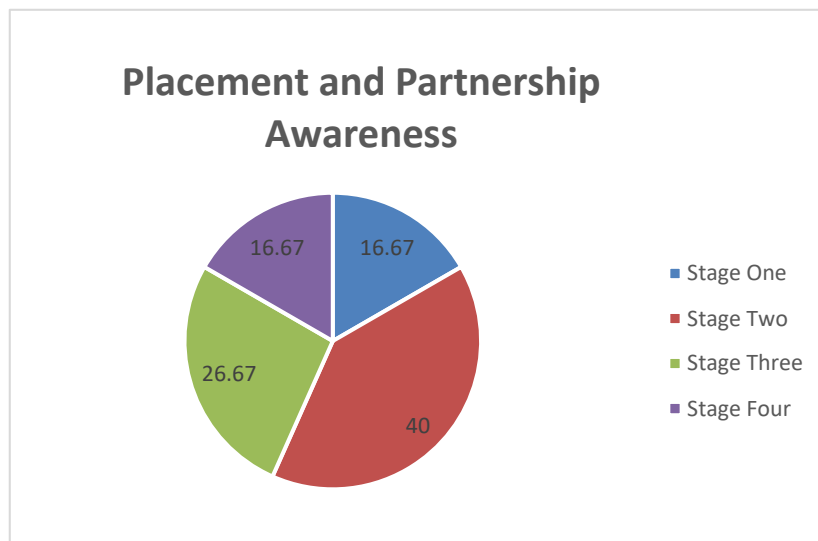
Placement and Partnership Awareness

Placement and Partnership Awareness

Stage	Number of Respondent	Percentage (%)
Stage One	3	10
Stage Two	11	36.67
Stage Three	11	36.67
Stage Four	5	16.67

According to the data above, the number of respondent involved was 30 person. There are 3 respondent rated at stage one, 11 respondent rated at stage two, 11 stage three and 5 respondent rated at stage four. The percentage is 10%, 36.67%, 36.67% and 16.67%. It shows that most of the respondent is rated at stage two and stage three, meaning that some of they have knowledge about placement and partnership awareness.

<u>Students of FAS</u>

Mutual Understanding and Commitment
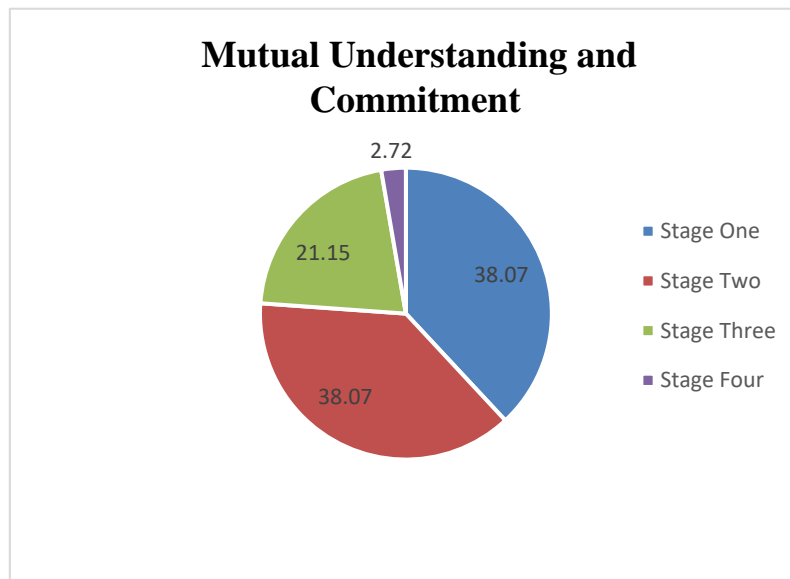
Mutual Understanding and Commitment

Stage	Number of Respondent	Percentage (%)
Stage One	126	38.07
Stage Two	126	38.07
Stage Three	70	21.15
Stage Four	9	2.72

According to the data above, the number of respondent involved was 331 people. There are 126 respondent rated at stage one and stage two, 70 respondent rated at stage three, 9 respondent rated at stage four, and the percentage is 38.07%, 21.15%, and 2.72%. It shows that most of the respondent are rated stage one and stage two, meaning that respondent lack of awareness on mutual understanding and commitment of service-learning in UTAR.

Faculty Member

Mutual Understanding and Commitment

Stage	Number of Respondent	Percentage (%)
Stage One	4	13.33
Stage Two	14	46.67
Stage Three	8	26.67
Stage Four	4	13.33

According to the data above, the number of respondent involved was 30 person. There are 4 respondent rated at stage one, 14 respondent rated at stage two, 8 stage three and 4 respondent rated at stage four. The percentage is 13.33%, 46.67%, 26.67% and 13.33%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about mutual understanding and commitment.

Students of FAS

Community Partner Voice
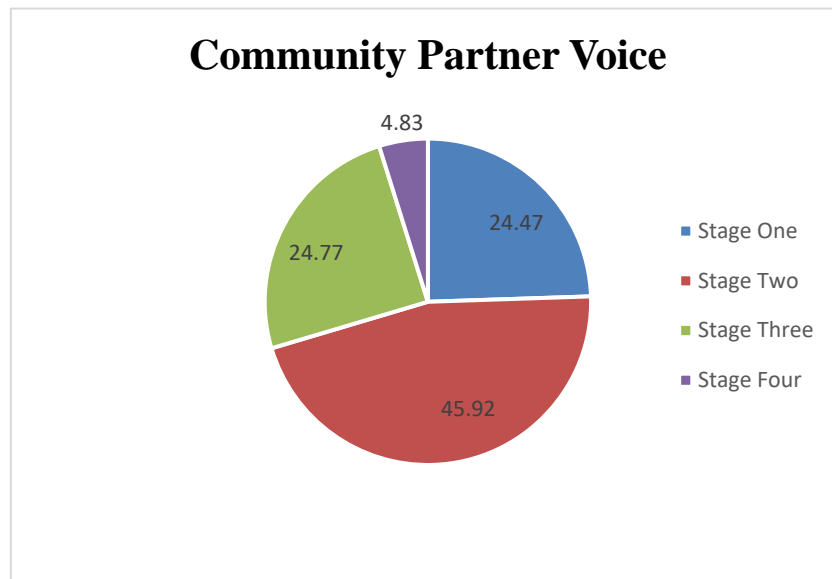
Community Partner Voice

Stage	Number of Respondent	Percentage (%)
Stage One	81	24.47
Stage Two	152	45.92
Stage Three	82	24.77
Stage Four	16	4.83

According to the data above, the number of respondent involved was 331 people. There are 81 respondent rated at stage one, 152 respondent rated at stage two, 82 respondent rated at stage three, 16 respondent rated at stage four, and the percentage is 24.47%, 45.92%, 24.77%, and 4.83%. It shows that most of the respondents are rated stage two, meaning that respondent lack of awareness about community partner voice in UTAR.
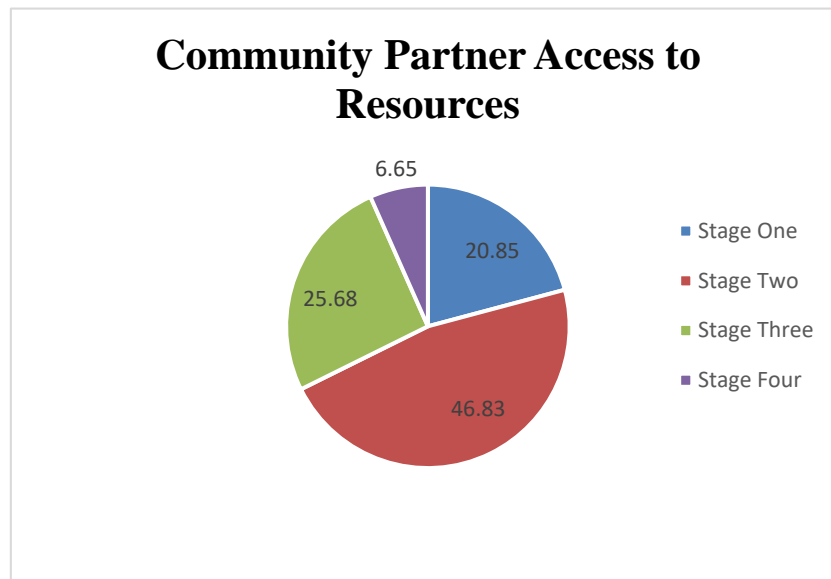
Faculty Member
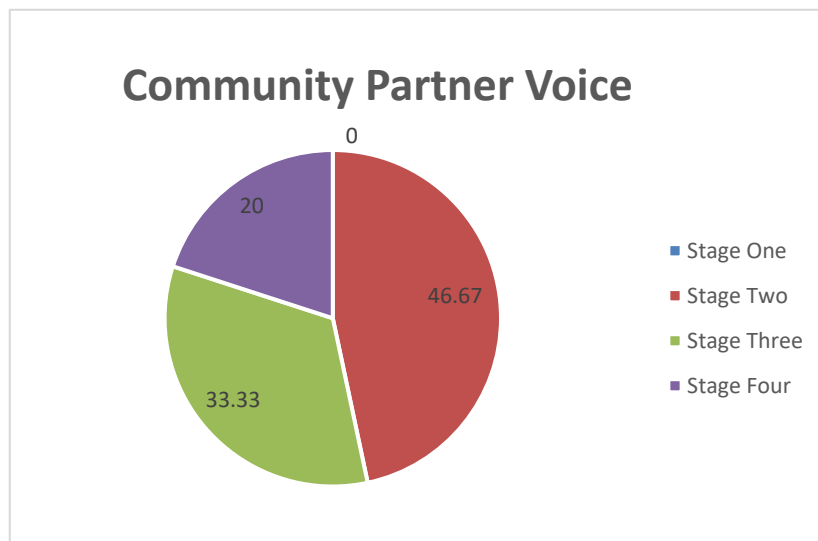
Community Partner Voice

Stage	Number of Respondent	Percentage (%)
Stage One	0	0
Stage Two	14	46.67
Stage Three	10	33.33
Stage Four	6	20

According to the data above, the number of respondent involved was 30 person. There are 0 respondent rated at stage one, 14 respondent rated at stage two, 10 stage three and 6 respondent rated at stage four. The percentage is 0%, 46.67%, 33.33% and 20%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about community partner voice.
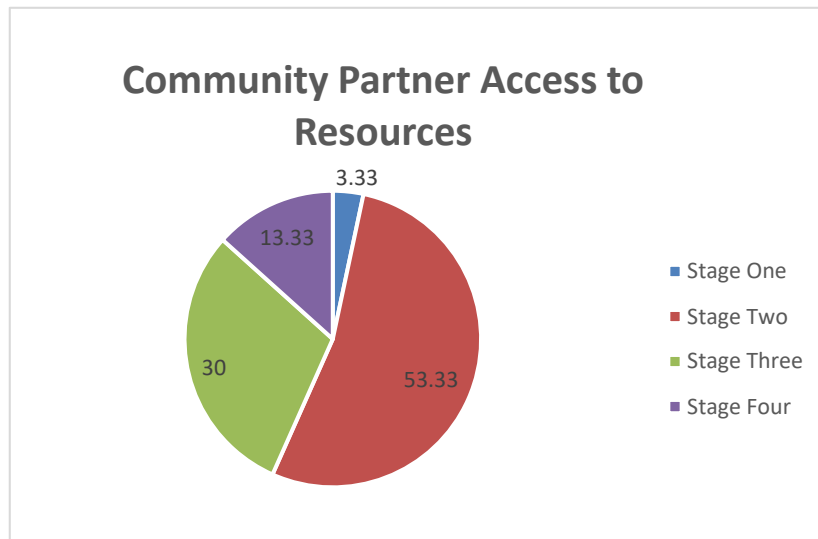
Students of FAS
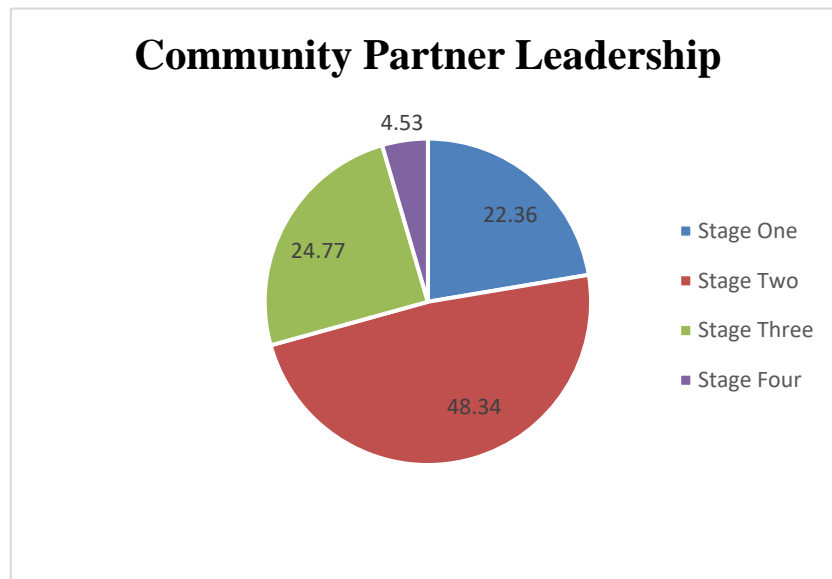
Community Partner Leadership

Stage	Number of Respondent	Percentage (%)
Stage One	74	22.36
Stage Two	160	48.34
Stage Three	82	24.77
Stage Four	15	4.53

According to the data above, the number of respondent involved was 331 people. There are 74 respondent rated at stage one, 160 respondent rated at stage two, 82 respondent rated at stage three, 15 respondent rated at stage four, and the percentage is 22.36%, 48.34%, 24.77%, and 4.53%. It shows that most of the respondents are rated stage two, meaning that respondent lack of awareness about community partner leadership in UTAR.

Faculty Member

Community Partner Leadership

Community Partner Leadership

Stage	Number of Respondent	Percentage (%)
Stage One	3	10
Stage Two	15	50
Stage Three	9	30
Stage Four	3	10

According to the data above, the number of respondent involved was 30 person. There are 3 respondent rated at stage one, 15 respondent rated at stage two, 9 stage three and 3 respondent rated at stage four. The percentage is 10%, 50%, 30% and 10%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about community partner leadership.

Community Partner Access to Resources

6.65

20.85

25.68

46.83

- Stage One
- Stage Two
- Stage Three
- Stage Four

Community Partner Access to Resources

Stage	Number of Respondent	Percentage (%)
Stage One	69	20.85
Stage Two	155	46.83
Stage Three	85	25.68
Stage Four	22	6.65

According to the data above, the number of respondent involved was 331 people. There are 69 respondent rated at stage one, 155 respondent rated at stage two, 85 respondent rated at stage three, 22 respondent rated at stage four, and the percentage is 20.85%, 46.83%, 25.68%, and 6.65%. It shows that most of the respondents are rated stage two, meaning that respondent lack of awareness on the community partner access to resources in UTAR.

Faculty Member

Community Partner Access to Resources

3.33

13.33

30

53.33

- Stage One
- Stage Two
- Stage Three
- Stage Four

Community Partner Access to Resources

Stage	Number of Respondent	Percentage (%)
Stage One	1	3.33
Stage Two	16	53.33
Stage Three	9	30
Stage Four	4	13.33

According to the data above, the number of respondent involved was 30 person. There are 1 respondent rated at stage one, 16 respondent rated at stage two, 9 stage three and 4 respondent rated at stage four. The percentage is 3.33%, 53.33%, 30% and 13.33%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about community partner access to resources.
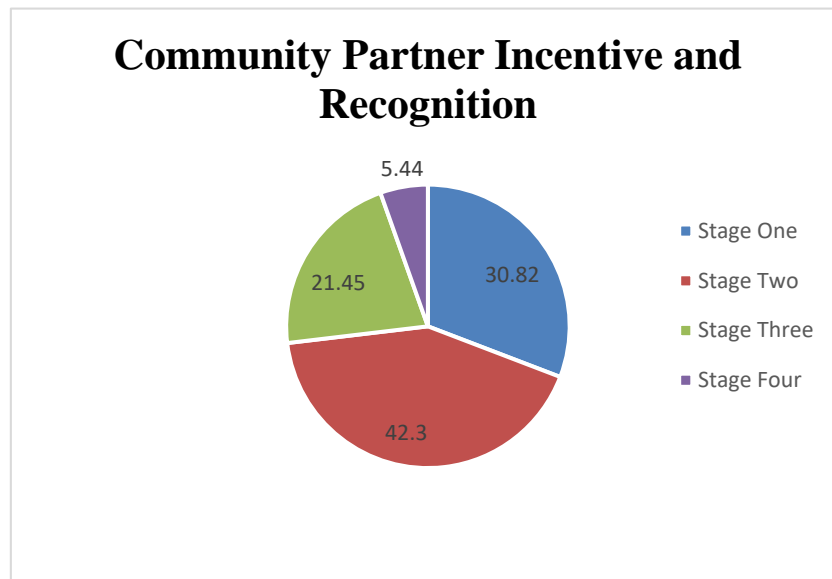
Community Partner Incentives and Recognition

Stage	Number of Respondent	Percentage (%)
Stage One	102	30.82
Stage Two	140	42.30
Stage Three	71	21.45
Stage Four	18	5.44

According to the data above, the number of respondent involved was 331 people. There are 102 respondent rated at stage one, 140 respondent rated at stage two, 71 respondent rated at stage three, 18 respondent rated at stage four, and the percentage is 30.82%, 42.30%, 21.45%, and 5.44%. It shows that most of the respondents are rated stage two, meaning that respondent lack of awareness about community partner incentives and recognition in UTAR

Faculty Member
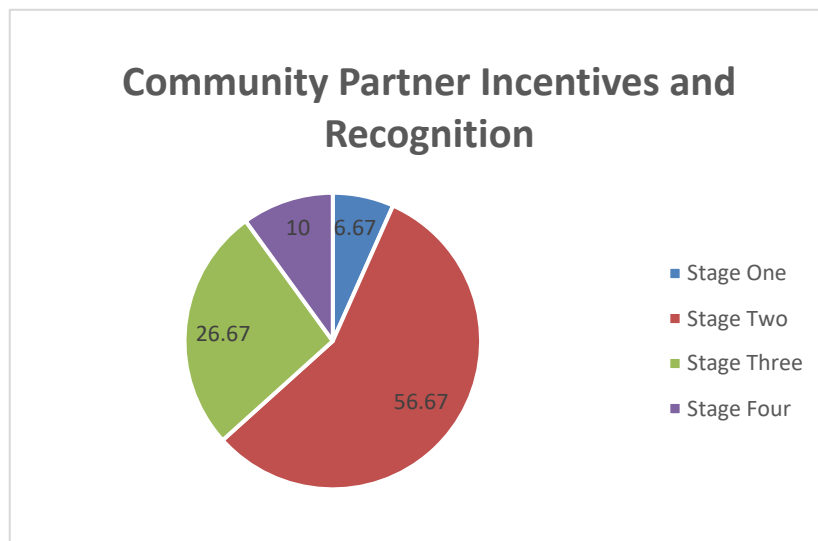
Community Partner Incentives and Recognition

Stage	Number of Respondent	Percentage (%)
Stage One	2	6.67
Stage Two	17	56.67
Stage Three	8	26.67
Stage Four	3	10

According to the data above, the number of respondent involved was 30 person. There are 2 respondent rated at stage one, 17 respondent rated at stage two, 8 stage three and 3 respondent rated at stage four. The percentage is 6.67%, 56.67%, 26.67% and 10%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about community partner incentives and recognition.

Dimension IV: Student Support and Community Engagement
Students of FAS

Student Opportunities
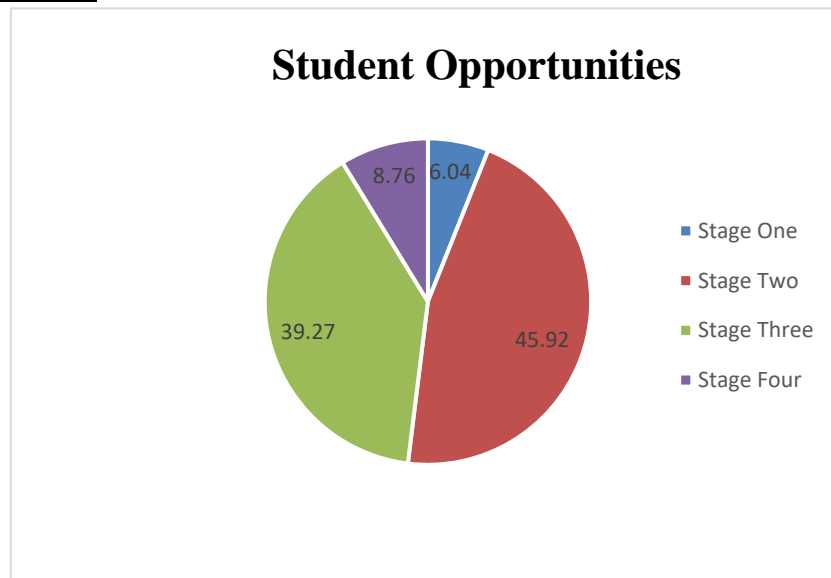
Student Opportunities

Stage	Number of Respondent	Percentage (%)
Stage One	20	6.04
Stage Two	152	45.92
Stage Three	130	39.27
Stage Four	29	8.76

According to the data above, the number of respondent involved was 331 people. There are 20 respondent rated at stage one, 152 respondent rated at stage two, 130 respondent rated at stage three, 29 respondent rated at stage four, and the percentage is 6.04%, 45.92%, 39.27%, and 8.76%. It shows that most of the respondents are rated stage two, meaning that respondent lack of awareness about student opportunities in UTAR.

Faculty Member

Student Opportunities
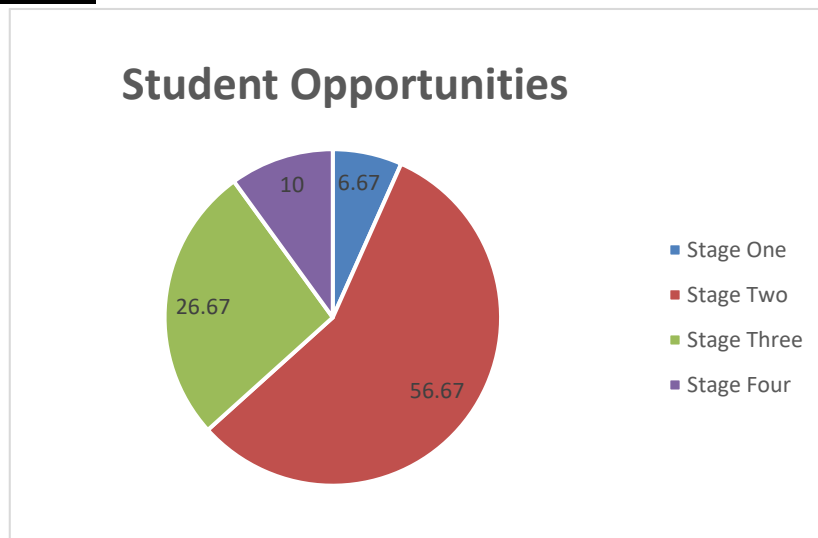
Student Opportunities

Stage	Number of Respondent	Percentage (%)
Stage One	1	3.33
Stage Two	12	40
Stage Three	12	40
Stage Four	5	16.67

According to the data above, the number of respondent involved was 30 person. There are 1 respondent rated at stage one, 12 respondent rated at stage two, 12 stage three and 5 respondent rated at stage four. The percentage is 3.33%, 40%, 40% and 16.67%. It shows that most of the respondent is rated at stage two and stage three, meaning that some of they have knowledge about student opportunities.

Student of FAS
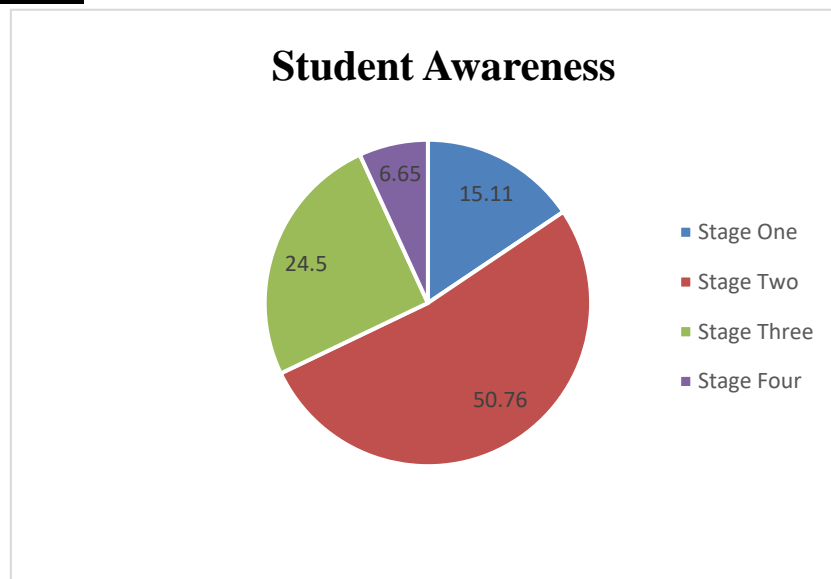
Student Awareness

Student Awareness

Stage	Number of Respondent	Percentage (%)
Stage One	50	15.11
Stage Two	168	50.76
Stage Three	91	24.50
Stage Four	22	6.65

According to the data above, the number of respondent involved was 331 people. There are 50 respondent rated at stage one, 168 respondent rated at stage two, 91 respondent rated at stage three, 22 respondent rated at stage four, and the percentage is 15.11%, 50.76%, 24.50%, and 6.65%. It shows that most of the respondent are rated stage two, meaning that respondent lack of awareness about service-learning in UTAR.

Faculty Member
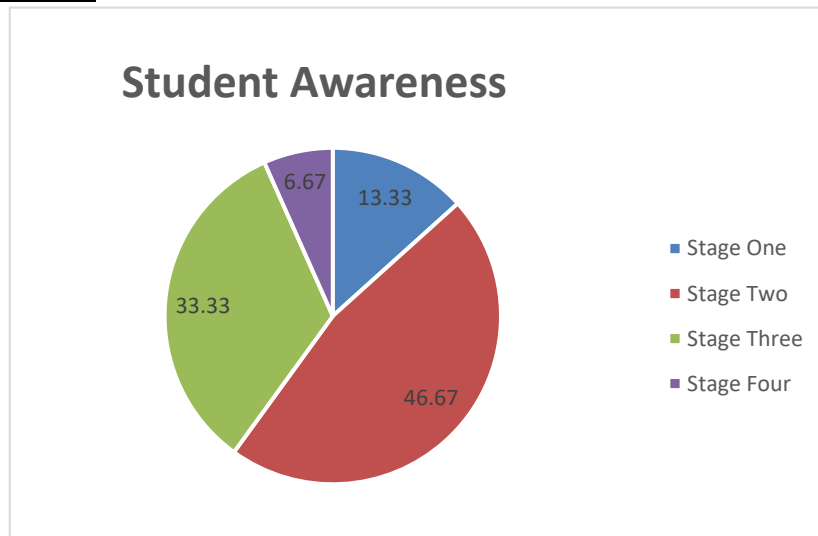
Student Awareness

Student Awareness

Stage	Number of Respondent	Percentage (%)
Stage One	4	13.33
Stage Two	14	46.67
Stage Three	10	33.33
Stage Four	2	6.67

According to the data above, the number of respondent involved was 30 person. There are 4 respondent rated at stage one, 14 respondent rated at stage two, 10 stage three and 2 respondent rated at stage four. The percentage is 13.33%, 46.67%, 33.33% and 6.67%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about student awareness.

Students of FAS

Student Incentives and Recognition
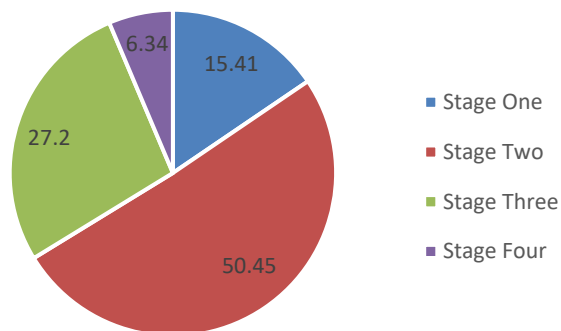
Student Incentives and Recognition

Stage	Number of Respondent	Percentage (%)
Stage One	53	15.41
Stage Two	167	50.45
Stage Three	90	27.20
Stage Four	21	6.34

According to the data above, the number of respondent involved was 331 people. There are 50 respondent rated at stage one, 167 respondent rated at stage two, 90 respondent rated at stage three, 21 respondent rated at stage four, and the percentage is 15.41%, 50.45%, 27.20%, and 6.34%. It shows that most of the respondents are rated stage two, meaning that respondent lack of awareness about student incentives and recognition in UTAR.
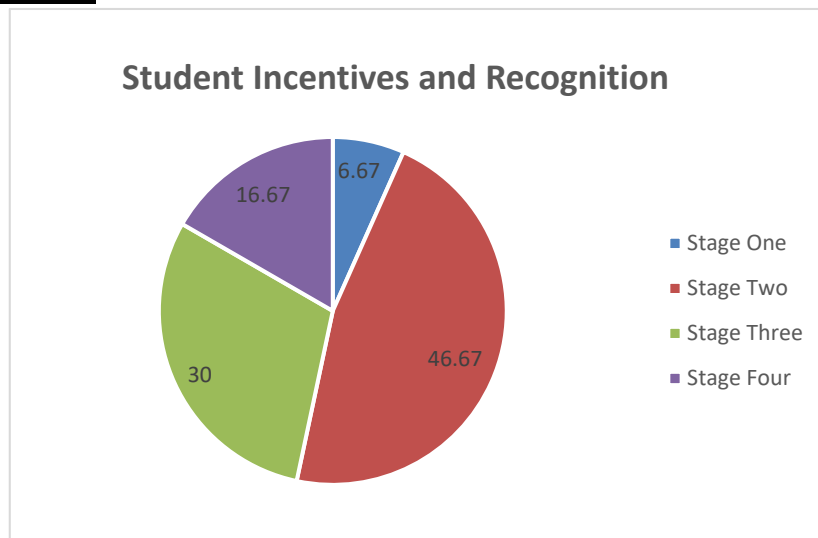
Faculty Member

Student Incentives and Recognition

Student Incentives and Recognition

Stage	Number of Respondent	Percentage (%)
Stage One	2	6.67
Stage Two	14	46.67
Stage Three	9	30
Stage Four	5	16.67

According to the data above, the number of respondent involved was 30 person. There are 2 respondent rated at stage one, 14 respondent rated at stage two, 9 stage three and 5 respondent rated at stage four. The percentage is 6.67%, 46.67%, 30% and 16.67%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about student incentives and recognition.

Students of Member
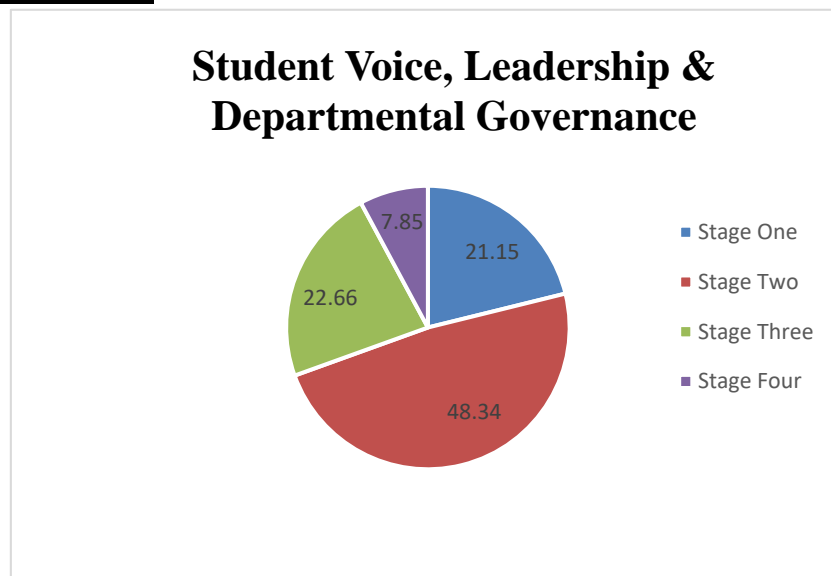
Student Voice, Leadership & Departmental Governance

Student Voice, Leadership & Departmental Governance

Stage	Number of Respondent	Percentage (%)
Stage One	70	21.15
Stage Two	160	48.34
Stage Three	75	22.66
Stage Four	26	7.85

According to the data above, the number of respondent involved was 331 people. There are 70 respondent rated at stage one, 160 respondent rated at stage two, 75 respondent rated at stage three, 26 respondent rated at stage four, and the percentage is 21.15%, 48.34%, 22.66%, and 7.85%. It shows that most of the respondents are rated stage two, meaning that respondents are lack awareness on the student voice, leadership and departmental governance in UTAR.

Faculty Member
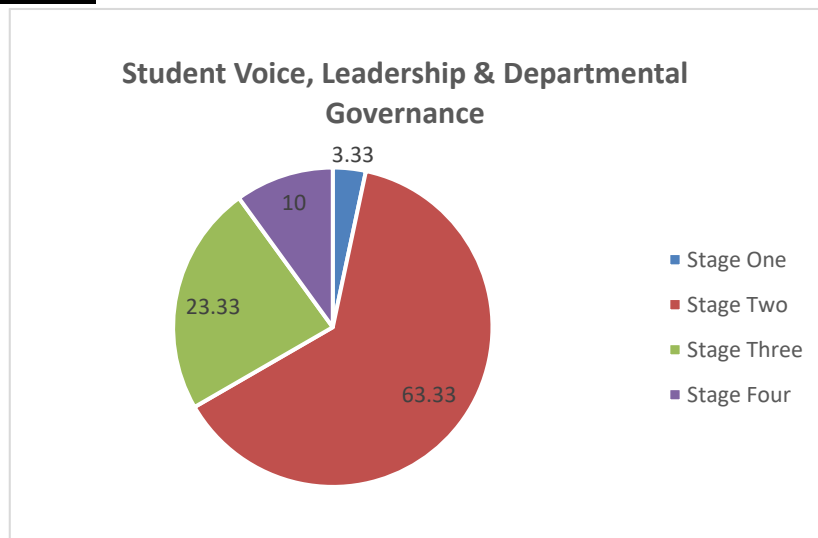
Student Voice, Leadership & Departmental Governance

[Pie chart titled "Student Voice, Leadership & Departmental Governance" showing: Stage One 3.33, Stage Two 63.33, Stage Three 23.33, Stage Four 10]

Student Voice, Leadership & Departmental Governance

Stage	Number of Respondent	Percentage (%)
Stage One	1	3.33
Stage Two	19	63.33
Stage Three	7	23.33
Stage Four	3	10

According to the data above, the number of respondent involved was 30 person. There are 1 respondent rated at stage one, 19 respondent rated at stage two, 7 stage three and 3 respondent rated at stage four. The percentage is 3.33%, 63.33%, 23.33% and 10%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about student voice, leadership and department governance.

Dimension V: Organizational Support for Community Engagement
Students of FAS
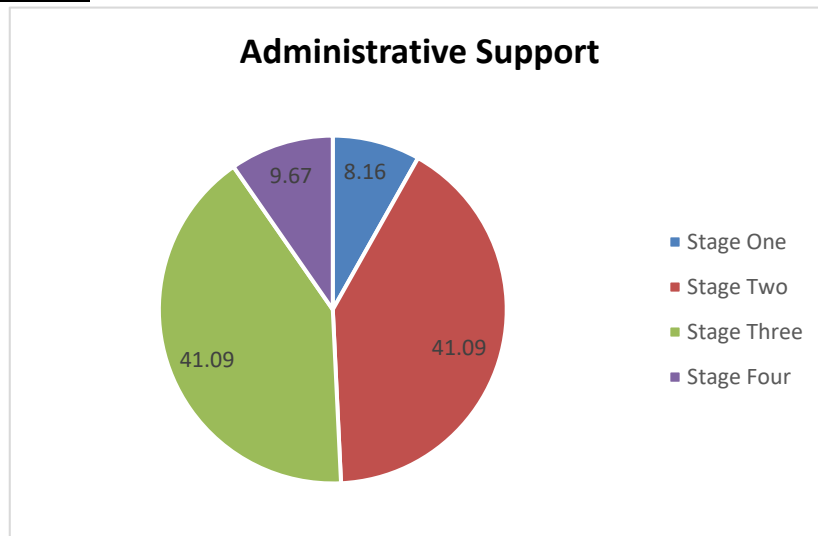
Administrative Support

Stage	Number of Respondent	Percentage (%)
Stage One	27	8.16
Stage Two	136	41.09
Stage Three	136	41.09
Stage Four	32	9.67

According to the data above, the number of respondent involved was 331 person. There are 27 respondent rated at stage one, 136 respondent rated at stage two and stage three and 32 respondent rated at stage four. The percentage is 8.16%, 41.09%, 41.09% and 9.67%. It shows that most of the respondent is rated at stage two and stage three, meaning that they know about the administrative support.

Faculty Member
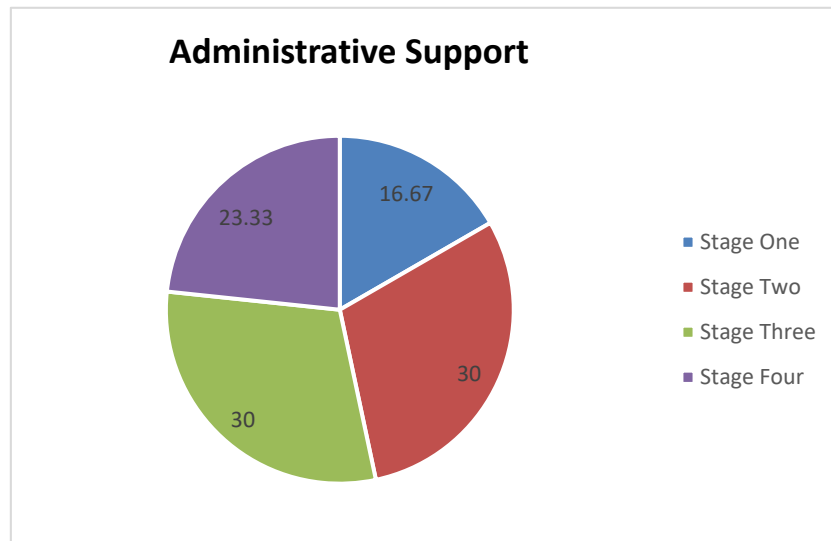
Administrative Support

Stage	Number of Respondent	Percentage (%)
Stage One	5	16.67
Stage Two	9	30
Stage Three	9	30
Stage Four	7	23.33

According to the data above, the number of respondent involved was 30 person. There are 5 respondent rated at stage one, 9 respondent rated at stage two, 9 respondent rated at stage three, 7 respondent rated at stage four, and the percentage is 16.67%, 30%, 30% and 23.33%. It shows that most of the respondent is rated at stage two and stage three, meaning that some of them have a knowledge of administrative support.

Students of FAS

Facilitating Entity

3.63

23.56

25.98

46.83

- Stage One
- Stage Two
- Stage Three
- Stage Four
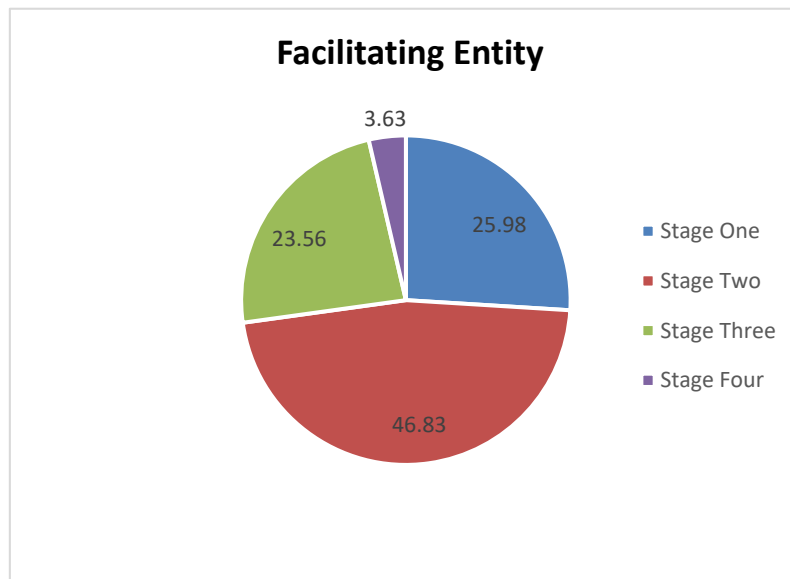
Facilitating Entity

Stage	Number of Respondent	Percentage (%)
Stage One	86	25.98
Stage Two	155	46.83
Stage Three	78	23.56
Stage Four	12	3.63

According to the data above, the number of respondent involved was 331 person. There are 86 respondents rated at stage one, 155 respondents rated at stage two, 78 respondents rated at stage three, 12 respondents rated at stage four, and the percentage is 25.98%, 46.83%, 23.56% and 3.63%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the facilitating entity.

Faculty Member
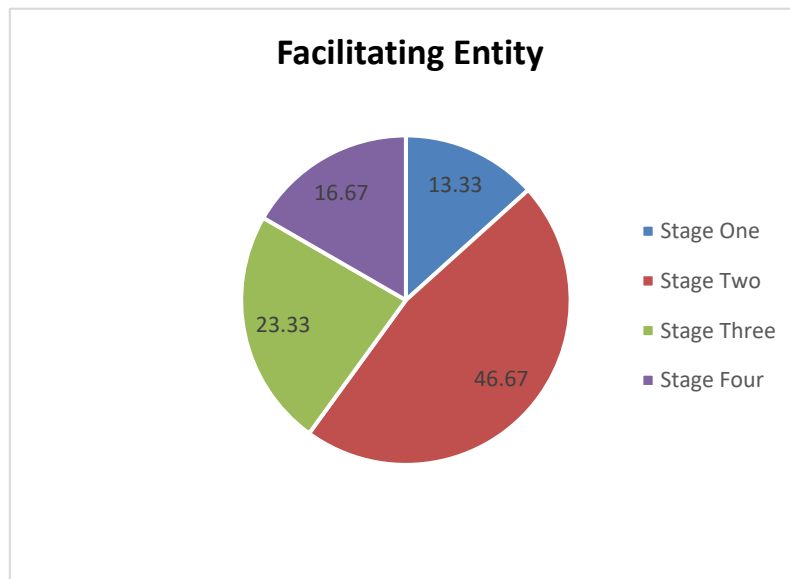
Facilitating Entity

Facilitating Entity

Stage	Number of Respondent	Percentage (%)
Stage One	4	13.33
Stage Two	14	46.67
Stage Three	7	23.33
Stage Four	5	16.67

According to the data above, the number of respondent involved was 30 person. There are 4 respondent rated at stage one, 14 respondent rated at stage two, 7 respondent rated at stage three, 5 respondent rated at stage four, and the percentage is 13.33%, 46.67%, 23.33% and 16.67%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the facilitating entity.

Students of FAS
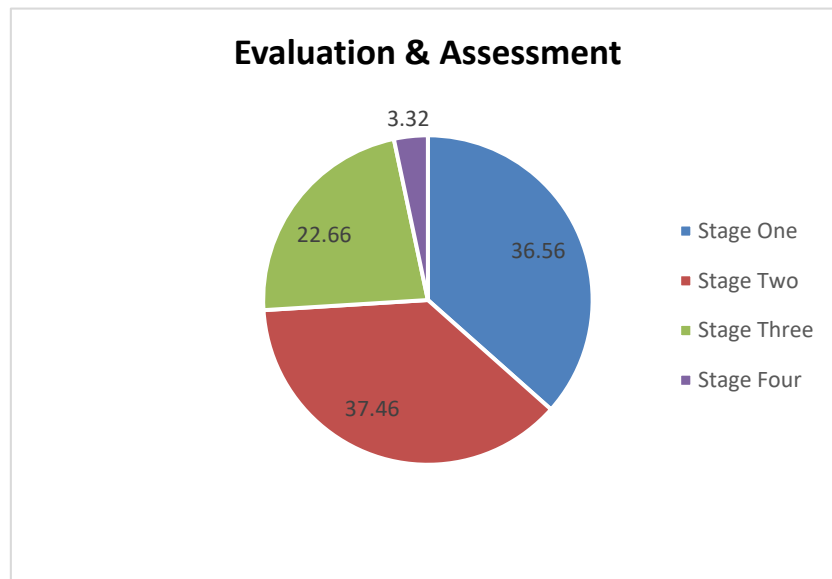
Evaluation & Assessment

Stage	Number of Respondent	Percentage (%)
Stage One	121	36.56
Stage Two	124	37.46
Stage Three	75	22.66
Stage Four	11	3.32

According to the data above, the number of respondent involved was 331 person. There are 121 respondents rated at stage one, 124 respondents rated at stage two, 75 respondents chose stage three, 11 respondents rated at stage four, and the percentage is 36.56%, 37.46%, 22.66%, and 3.32%. It shows that most of the respondent is rated at stage two, meaning that they have a little bit knowledge about the evaluation and assessment.

Faculty Member

Evaluation & Assessment
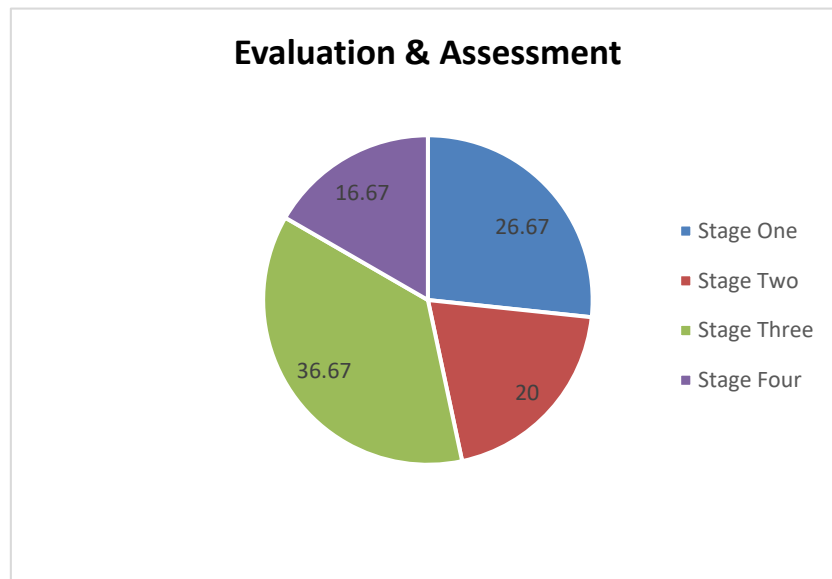
Evaluation & Assessment

Stage	*Number of Respondent*	*Percentage (%)*
Stage One	8	26.67
Stage Two	6	20
Stage Three	11	36.67
Stage Four	5	16.67

According to the data above, the number of respondent involved was 30 person. There are 8 respondent rated at stage one, 6 respondent rated at stage two, 11 respondent rated at stage three, 5 respondent rated at stage four, and the percentage is 26.67%, 20%, 36.67% and 16.67%. It shows that most of the respondent is rated at stage three, meaning that they know about the evaluation and assessment.

Students of FAS

Departmental Planning
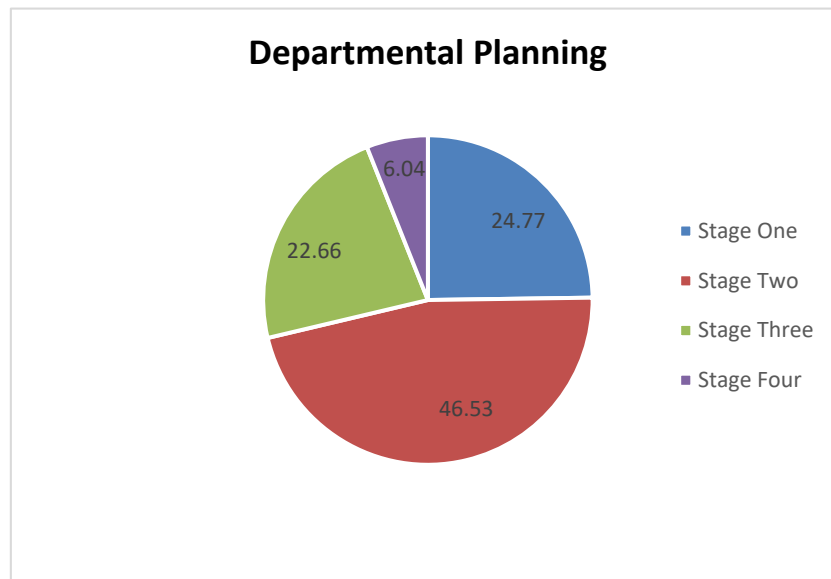
Departmental Planning

Stage	Number of Respondent	Percentage (%)
Stage One	82	24.77
Stage Two	154	46.53
Stage Three	75	22.66
Stage Four	20	6.04

According to the data above, the number of respondent involved was 331 person. There are 82 respondents rated at stage one, 154 respondents rated at stage two, 75 respondents rated at stage three, 20 respondents rated at stage four, and the percentage is 24.77%, 46.53%, 22.66% and 6.04%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the departmental planning.

Faculty Member

Departmental Planning
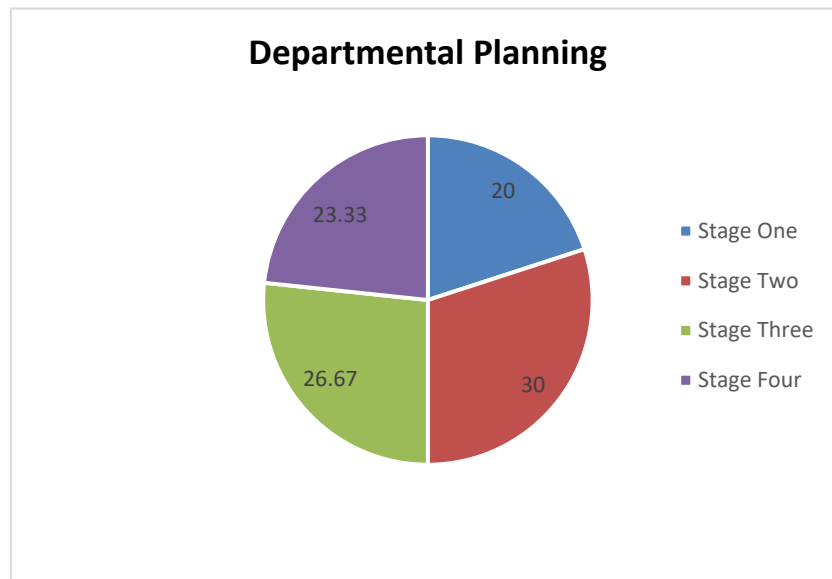
Departmental Planning

Stage	Number of Respondent	Percentage (%)
Stage One	6	20
Stage Two	9	30
Stage Three	8	26.67
Stage Four	7	23.33

According to the data above, the number of respondent involved was 30 person. There are 6 respondent rated at stage one, 9 respondent rated at stage two, 8 respondent rated at stage three, 7 respondent rated at stage four, and the percentage is 20%, 30%, 26.67% and 23.33%. It shows that most of the respondent is fall under stage two, meaning that they have a little knowledge about the departmental planning.

Students of FAS
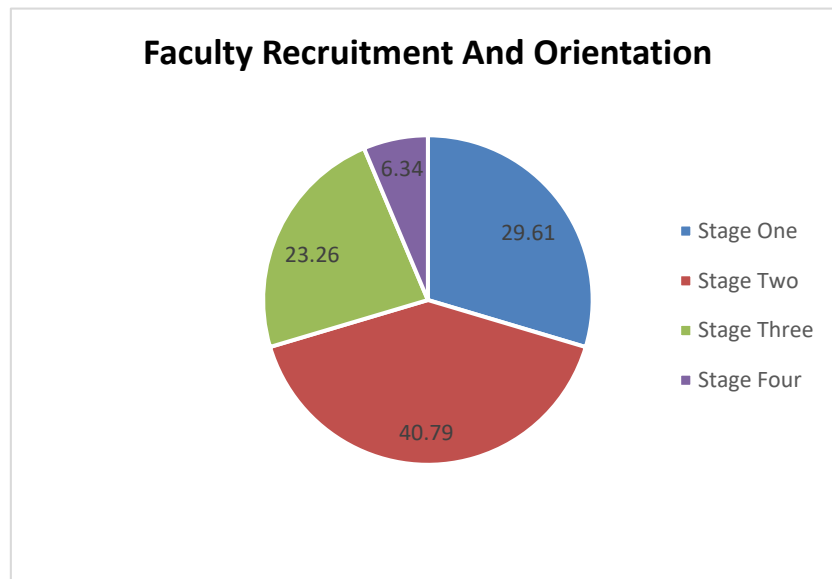
Faculty Recruitment and Orientation

Stage	Number of Respondent	Percentage (%)
Stage One	98	29.61
Stage Two	135	40.79
Stage Three	77	23.26
Stage Four	21	6.34

According to the data above, the number of respondent involved was 331 person. There are 98 respondents rated at stage one, 135 respondents rated at stage two, 77 respondents rated at stage three, 21 respondents rated at stage four, and the percentage is 29.61%, 40.79%, 23.26% and 6.34%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the faculty recruitment and orientation.

Faculty Member

Faculty Recruitment And Orientation
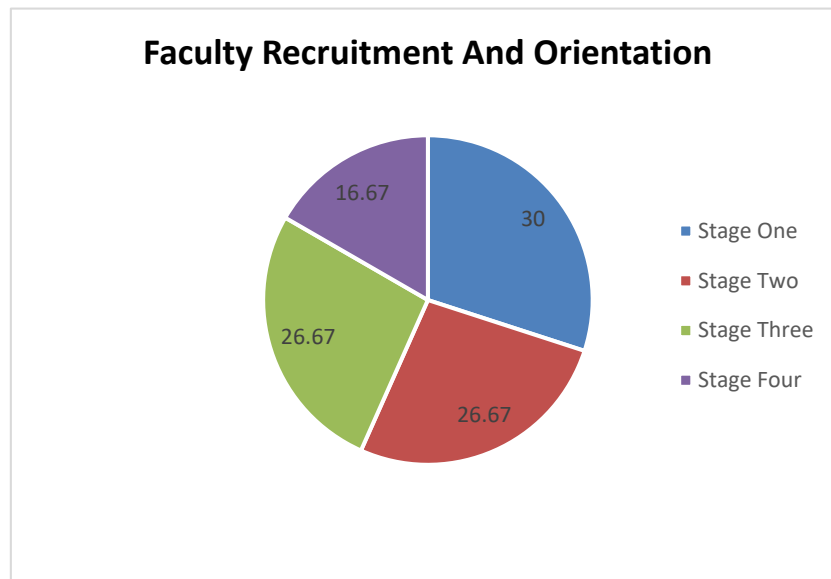
Faculty Recruitment and Orientation

Stage	*Number of Respondent*	*Percentage (%)*
Stage One	9	30
Stage Two	8	26.67
Stage Three	8	26.67
Stage Four	5	16.67

According to the data above, the number of respondent involved was 30 person. There are 9 respondent rated at stage one, 8 respondent rated at stage two, 8 respondent rated at stage three, 5 respondent rated at stage four, and the percentage is 30%, 26.67%, 26.67%, 16.67%. It shows that most of the respondent is rated at stage one, meaning that they know nothing about the faculty recruitment and orientation.
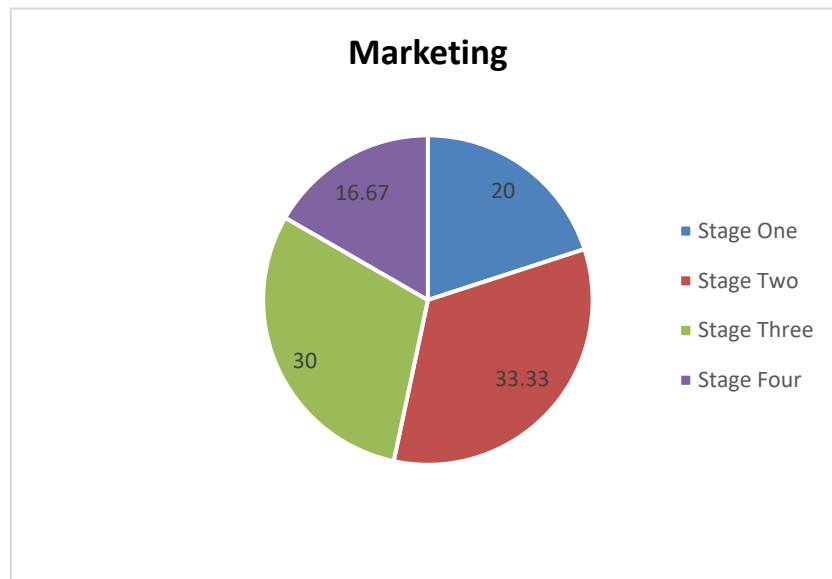
Students of FAS
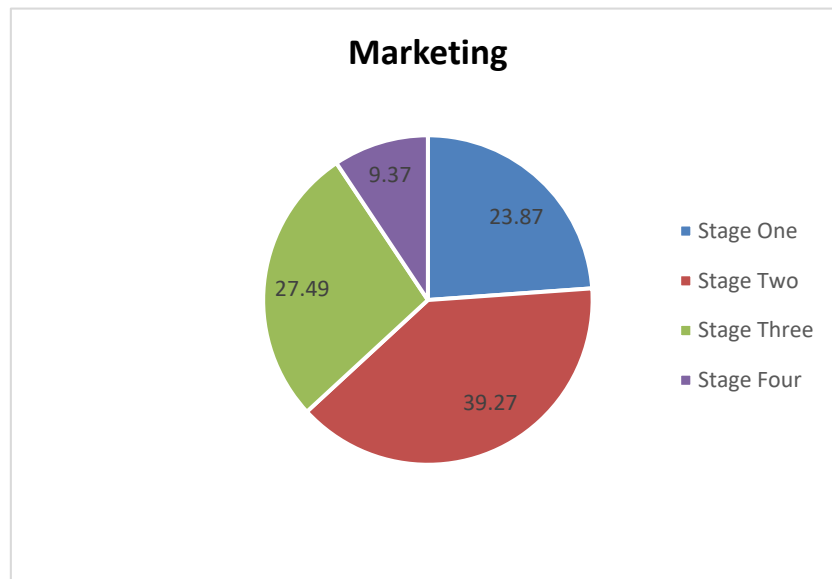
Marketing

Stage	Number of Respondent	Percentage (%)
Stage One	79	23.87
Stage Two	130	39.27
Stage Three	91	27.49
Stage Four	31	9.37

According to the data above, the number of respondent involved was 331 person. There are 79 respondents rated at stage one, 130 respondents rated at stage two, 91 respondents rated at stage three, 31 respondents rated at stage four, and the percentage is 23.87%, 39.27%, 27.49% and 9.37%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the marketing.

Faculty Member

Marketing

Marketing

Stage	Number of Respondent	Percentage (%)
Stage One	6	20
Stage Two	10	33.33
Stage Three	9	30
Stage Four	5	16.67

According to the data above, the number of respondent involved was 30 person. There are 6 respondent rated at stage one, 10 respondent rated at stage two, 9 respondent rated at stage three, 5 respondent rated at stage four, and the percentage is 20%, 33.33%, 30%,and 16.67%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the marketing.
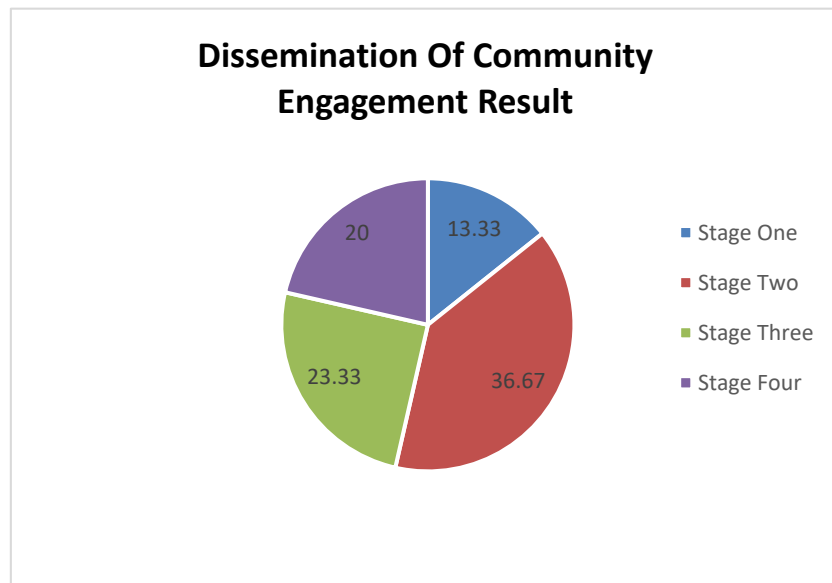
Students of FAS
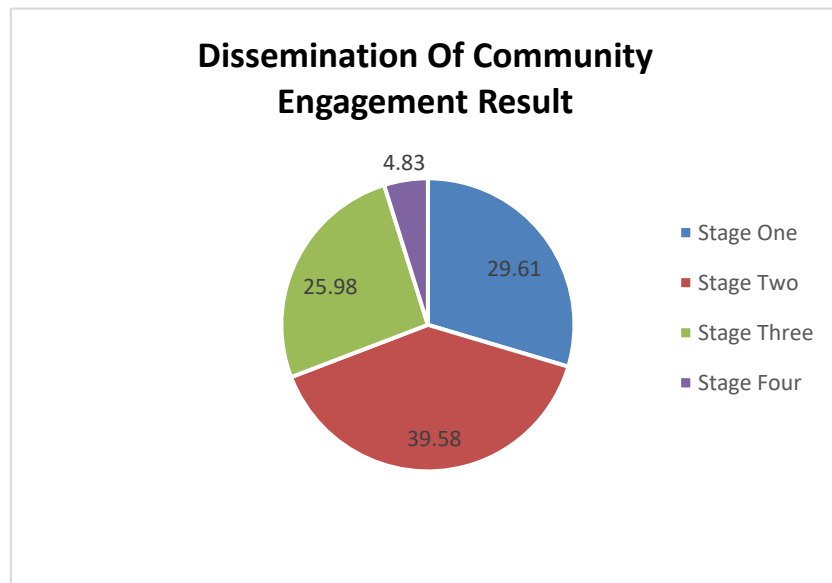
Dissemination of Community Engagement Result

Stage	Number of Respondent	Percentage (%)
Stage One	98	29.61
Stage Two	131	39.58
Stage Three	86	25.98
Stage Four	16	4.83

According to the data above, the number of respondent involved was 331 person. There are 98 respondents rated at stage one, 131 respondents rated at stage two, 86 respondents rated at stage three, 16 respondents rated at stage four, and the percentage is 29.61%, 39.58%, 25.98% and 4.83. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the dissemination of community engagement result.

Faculty Member

Dissemination of Community Engagement Result

Stage	Number of Respondent	Percentage (%)
Stage One	3	13.33
Stage Two	11	36.67
Stage Three	10	23.33
Stage Four	6	20

According to the data above, the number of respondent involved was 30 person. There are 3 respondent rated at stage one, 11 respondent rated at stage two, 10 respondent rated at stage three, 6 respondent rated at stage four, and the percentage is 13.33%, 36.67%, 23.33% and 20%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the dissemination of community engagement result.
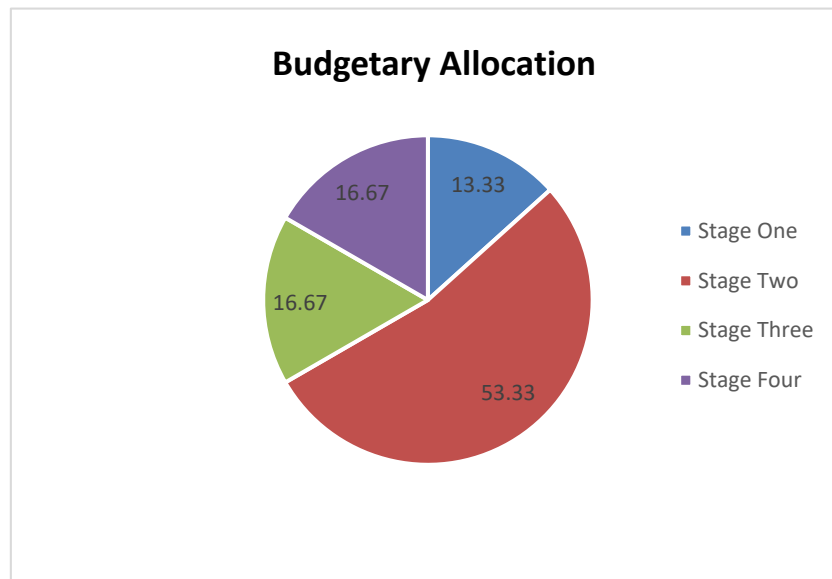
Students of FAS
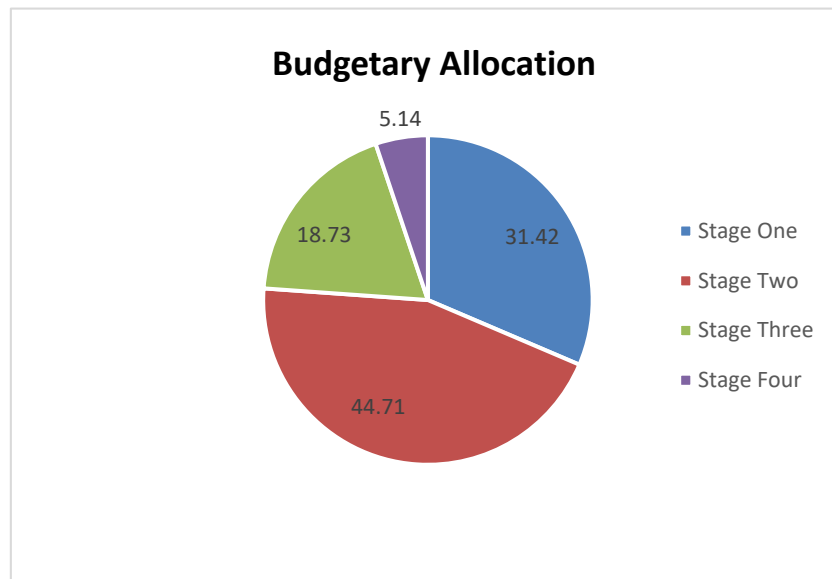
Budgetary Allocation

Stage	Number of Respondent	Percentage (%)
Stage One	104	31.42
Stage Two	148	44.71
Stage Three	62	18.73
Stage Four	17	5.14

According to the data above, the number of respondent involved was 331 person. There are 104 respondents rated at stage one, 148 respondents rated at stage two, 62 respondents rated at stage three, 17 respondents rated at stage four, and the percentage is 31.42%, 44.71%, 18.73%, and 5,14%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the budgetary allocation.

Faculty Member

Budgetary Allocation

Stage	Number of Respondent	Percentage (%)
Stage One	4	13.33
Stage Two	16	53.33
Stage Three	5	16.67
Stage Four	5	16.67

According to the data above, the number of respondent involved was 30 person. There are 4 respondent rated at stage one, 16 respondent rated at stage two, 5 respondent rated at stage three, 5 respondent rated at stage four, and the percentage is 13.33%, 53.33%, 16.67%, and 16.67%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the budgetary allocation.

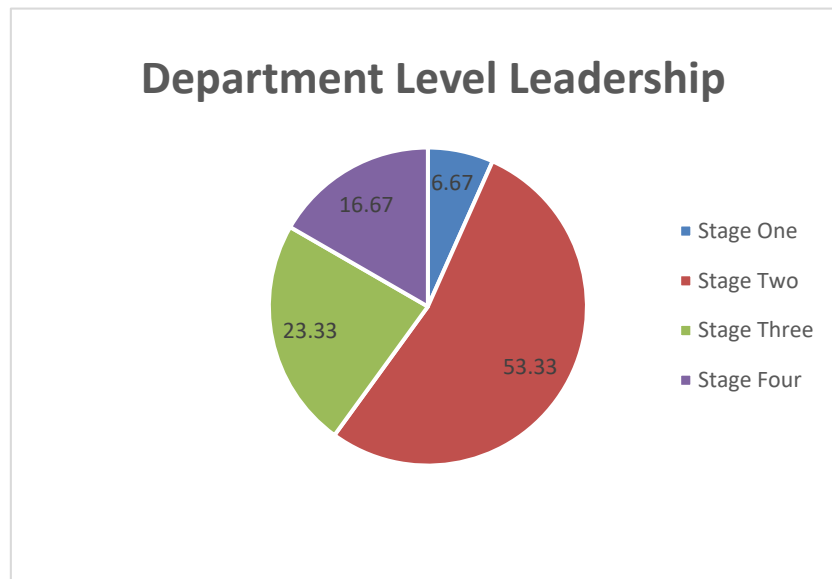**Dimension VI: Leadership Support for Community Engagement**
Students of FAS
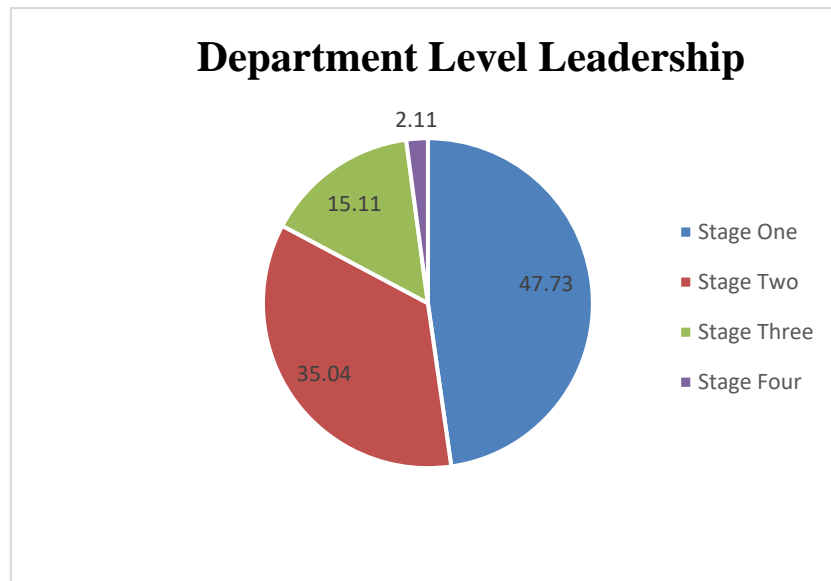
Department Level Leadership

Stage	Number of Respondent	Percentage (%)
Stage One	158	47.73
Stage Two	116	35.04
Stage Three	50	15.11
Stage Four	7	2.11

According to the data above, the number of respondent involved was 331 people. There are 158 respondent rated at stage one, 116 respondent rated at stage two, 50 respondent rated at stage three, 7 respondent rated at stage four, and the percentage is 47.73%, 35.04%, 15.11%, and 2.11%. It shows that most of the respondent are rated stage one, meaning that respondent have no knowledge about department level leadership in UTAR.

Faculty Member

Department Level Leadership

Department Level Leadership

Stage	Number of Respondent	Percentage (%)
Stage One	2	6.67
Stage Two	16	53.33
Stage Three	7	23.33
Stage Four	5	16.67

According to the data above, the number of respondent involved was 30 person. There are 2 respondent rated at stage one, 16 respondent rated at stage two, 7 respondent rated at stage three, 5 respondent rated at stage four, and the percentage is 6.67%, 53.33%, 23.33%, and 16.67%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the department level leadership.
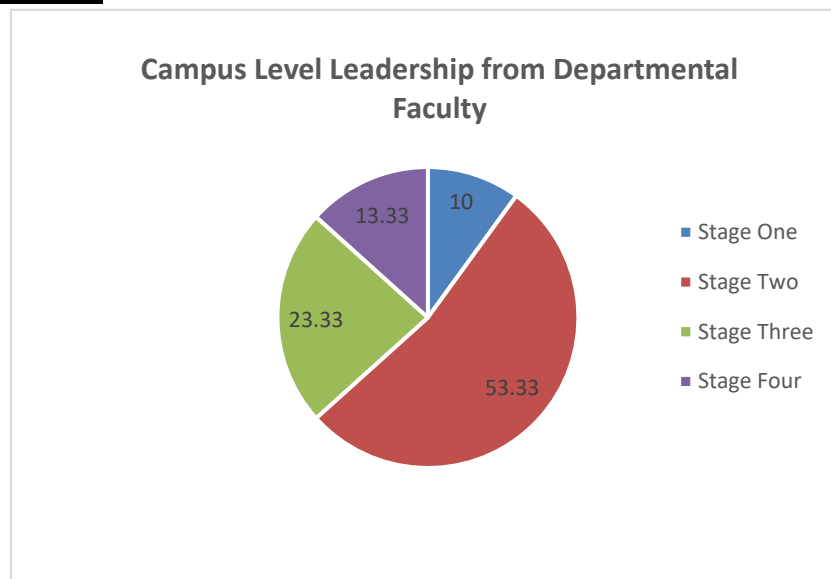
<u>Students of FAS</u>
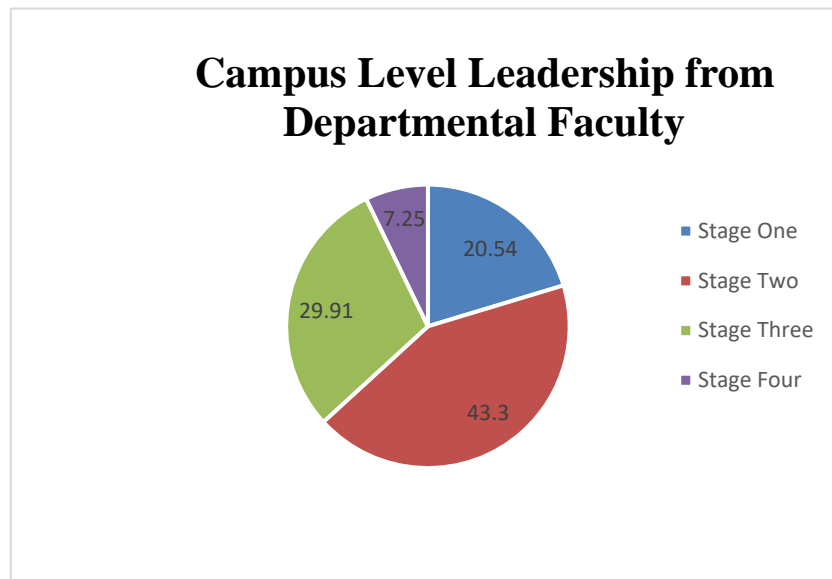
Campus Level Leadership from Departmental Faculty

Campus Level Leadership from Departmental Faculty

Stage	*Number of Respondent*	*Percentage (%)*
Stage One	68	20.54
Stage Two	140	42.30
Stage Three	99	29.91
Stage Four	24	7.25

According to the data above, the number of respondent involved was 331 people. There are 68 respondent rated at stage one, 140 respondent rated at stage two, 99 respondent rated at stage three, 24 respondent rated at stage four, and the percentage is 620.54%, 42.30%, 29.91%, and 7.25%. It shows that most of the respondents are rated stage two, meaning that respondent lack of awareness in campus level leadership from departmental faculty in UTAR.
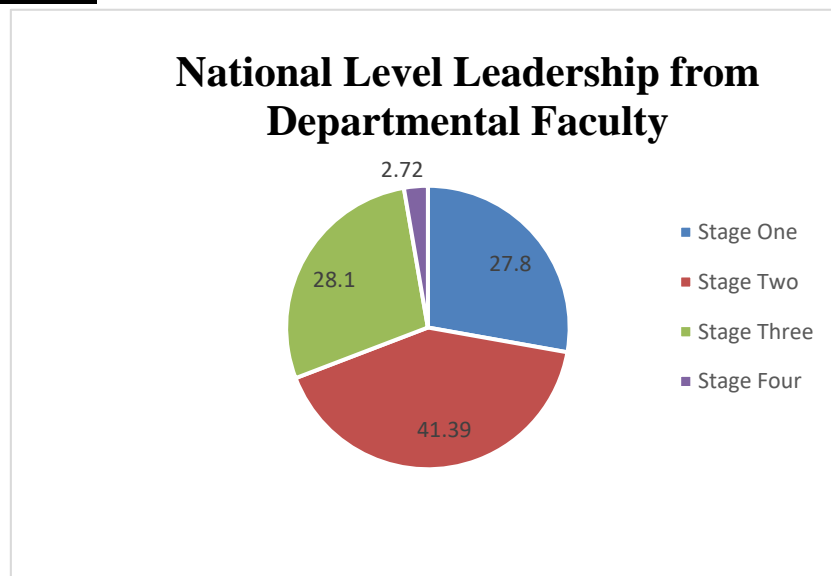
Faculty Member

Campus Level Leadership from Departmental Faculty

Stage	Number of Respondent	Percentage (%)
Stage One	3	10
Stage Two	16	53.33
Stage Three	7	23.33
Stage Four	4	13.33

According to the data above, the number of respondent involved was 30 person. There are 3 respondent rated at stage one, 16 respondent rated at stage two, 7 respondent rated at stage three, 4 respondent rated at stage four, and the percentage is 10%, 53.33%, 23.33%, and 13.33%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the campus level leadership from departmental faculty.
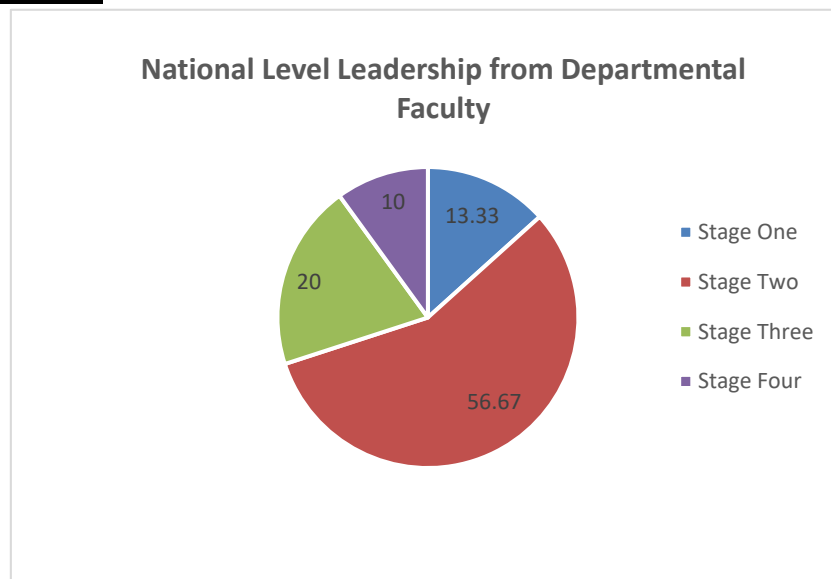
Students of FAS

National Level Leadership from Departmental Faculty

National Level Leadership from Departmental Faculty

Stage	Number of Respondent	Percentage (%)
Stage One	92	27.80
Stage Two	137	41.39
Stage Three	93	28.10
Stage Four	9	2.72

According to the data above, the number of respondent involved was 331 people. There are 92 respondent rated at stage one, 137 respondent rated at stage two, 93 respondent rated at stage three, 9 respondent rated at stage four, and the percentage is 27.80%, 41.39%, 28.10%, and 2.72%. It shows that most of the respondents are rated stage two, meaning that respondent lack of awareness national level leadership from departmental faculty in UTAR.

Faculty Member

National Level Leadership from Departmental Faculty

National Level Leadership from Departmental Faculty

Stage	Number of Respondent	Percentage (%)
Stage One	4	13.33
Stage Two	17	56.67
Stage Three	6	20
Stage Four	3	10

According to the data above, the number of respondent involved was 30 person. There are 4 respondent rated at stage one, 17 respondent rated at stage two, 6 respondent rated at stage three, 3 respondent rated at stage four, and the percentage is 13.33%, 56.67%, 20%, and 10%. It shows that most of the respondent is rated at stage two, meaning that they have a little knowledge about the national level leadership from department faculty.

Appendix C

Table 1.2 Line by line Coding for the Course Structure of Bachelor of Communication (Hons) Public Relations in UTAR

MPU34012 SOCIAL ENTREPRENEURSHIP PROJECT

Line	Coding
To enhance students' practical experience in preparation and procedures in starting social entrepreneurship project activities	Reflection
To tackle challenges faced in carrying out the activities	Reflection
Demonstrate their soft skills in the areas of: ethics, communication, teamwork, leadership, entrepreneurship, emotional intelligence, critical thinking, creative thinking, problems solving and decision making	Reflection
Apply lifelong learning skills	Reflection
Demonstrate social responsibility towards community and society	Meaningful Service

MPU34032 COMMUNITY PROJECT

Line	Coding
To enhance students' practical experience in organizing and preparation and procedures of community project	Youth Voice
To serve the community with knowledge and skills acquired by students in their curriculum	Meaningful Service
Observe issues and protocol when dealing with people of different background, culture and practices	Diversity
Apply soft skills in the areas of: professional ethics, communication, teamwork, emotional intelligence, critical thinking, creative thinking, problems solving and decision making when working with people in real life community	Reflection
Create networking opportunities in the community	Partnership

MPU2033 EVENT MANAGEMENT

Line	Coding
To train students to organize and execute a purposeful event based on their event plan	Progress Monitoring
To give students hands-on experience in executing strategies to establish relationships with stakeholders	Partnership

Line	Coding
To cultivate leadership skills and teamwork	Reflection
Execute an event	Youth Voice
Execute strategies to establish relationships with stakeholders	Partnership
work in a team effectively	Diversity

UAMG3016INDUSTRIAL TRAINING

Line	Coding
To provide an opportunity for students to discover, learn about, and familiarize themselves with professional requirements, work culture and discipline	Meaningful Service
To provide an opportunity for students to observe real-life practices and relevant technical skills applied in projects	Reflection
To provide opportunity for the industry to identify potential employees from among the industrial trainees and to provide feedback on the program	Partnership
Acquire while working with others soft skills like leadership, problem-solving, communication skills in the work environment such as interpersonal skills	Meaningful Service
Benefit from establishing contacts with potential future employers as well as undertake specific course of action based on industrial training feedback to enhance ability to meet the needs of the industry/job market	Partnership