

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

A Dissertation submitted  
to the Graduate School  
Valdosta State University

in partial fulfillment of requirements  
for the degree of

DOCTOR OF [PROGRAM]

in [Program]

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

[Graduation Month and YEAR]

[NAME]

[Previous Degrees begin with most recent on top]  
[e.g., MED, Valdosta State University, 2008]

© Copyright [YEAR] [Name]

All Rights Reserved

This dissertation, “[Dissertation Title],” by [Full Name], is approved by:

**Dissertation  
Committee  
Chair**

---

Travis T. York, Ph.D.  
Assistant Professor of Higher Education Leadership

**Dissertation  
Research Member**

---

[Name, Degree]  
[Rank & Field]

**Committee  
Members**

---

[Name, Degree]  
[Rank & Field]

---

[Name, Degree]  
[Rank & Field]

\$VVRFLDWH  
3URYRVWIRU  
\*UDGXDWH  
6WXGLHVDQG  
5HVHDFK

## FAIR USE

This dissertation is protected by the Copyright Laws of the United States (Public Law 94-553, revised in 1976). Consistent with fair use as defined in the Copyright Laws, brief quotations from this material are allowed with proper acknowledgement. Use of the material for financial gain without the author's expressed written permission is not allowed.

## ABSTRACT

[NOTE: The abstract should tell the reader your topic, research methods, and major findings. The abstract is double-spaced and should not exceed one page in length. The most common length is approximately 350 words.]

TABLE OF CONTENTS

Chapter I: INTRODUCTION [HEADING 1] ..... 1

    [Heading Level 2] ..... 1

    [Heading Level 3] ..... 1

    [Heading Level 4] ..... 1

    [This is heading 5..... 1

Chapter II: LITERATURE REVIEW ..... 2

Chapter III: METHODOLOGY

    Methods.....

    Data Source.....

    Outcome Variables.....

    Analytic Procedures .....

Chapter IV: RESULTS (Finding).....

Chapter V: CONCLUSION.....

REFERENCES ..... 10

APPENDIX A: Blocked Regression Model Predicting GPA..... 12

APPENDIX B: Institution Review Board Approval/Exemption..... 11

[NOTE: You will need to manually add a semicolon “:” after each chapter number once

LIST OF TABLES [or LIST OF FIGURES]

Table 1: *Low-Income, First-Generation Sample Demographics*..... 4

Table 2: *XXXXXXXXXXXXXXXXXXXXXXXXXXXX* .....14

Table 3: *XXXXXXXXXXXXXXXXXXXXXXXXXXXX* .....25

[NOTE: You will need to manually add a semicolon “:” after each table number once your table is updated. Number and title all tables, figures, photographs, and illustrations.

If rSbbcT&S%oEUs?~P"Ps h 8qSbbhWpE%û(ç09cSbbWg,ãW7z'\_ÑM XxDo not 13(f)ncfa02bx1moref

## ACKNOWLEDGEMENTS

[



## Chapter I

### INTRODUCTION [HEADING 1]

*[Heading Level 2]*

[Normal] body paragraph... This section illustrates the style settings that have been made for this document template. To apply a header style, simply highlight the header text and choose the style (Header 1, Header 2, etc.) that you'd like to apply. You can elect to NOT use the macros in Word, turn off the default settings...or...Utilizing these macros is necessary should you choose to use the automatically generated table of contents provided here. To update the Table of Contents select the "References Tab" in the Word ribbon. On the far left, you should see a "Table of Contents" button which has a dropdown that allows you to update your table. There may be some additional editing required once updated (for instance, do not combine the headings "Chapter 1" and "Introduction" on the same line. Also, the first page of each chapter should have a 2" top margin - use two, double-spaced returns to create this on the first pages of each chapter). Finally, the following section, "Chapter 2" is a truncated sample chapter utilizing the headers illustrated here.

*[Heading Level 2]*

*[Heading Level 3]*

*[This is heading 4.]* This text is formatted

## Chapter II

### LITERATURE REVIEW

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

Chapter III  
METHODOLOGY



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

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

---

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

## Chapter IV

### RESULTS

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





Chapter V

CONCLUSIONS

*Overview*

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

*Limitations to the Study*

Xxx xxxx xxxxxxxxxxxxxxxxxxxx xx xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxx  
xx.

*Recommendations for Future Research*

Xxx xxxx xxxxxxxxxxxxxxxxxxxx xx xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxx  
xx.

*Conclusion*

Xxx xxxx xxxxxxxxxxxxxxxxxxxx xx xxxxxxxxxxx xxxxxxxxxxxxxxxxxxx xxxxxxxxxxx  
xx.

## REFERENCES

[Sample References]

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Balfanz, Robert, et al. 2007. "Are NCLB's measures, incentives, and improvement strategies the right ones for the nation's low-performing high schools?" *American Educational Research Journal* 44 (September): 559-593.

Barge, John D. 2012. "Career and technical education."  
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/default.aspx> (September 15, 2013)

Castellano, Marisa, Sam Stringfield and James R. Stone III. 2001. "Career and technical education reforms and comprehensive school reforms in high schools and community colleges: Their impact on educational outcomes for at-risk youth."  
[http://ctecenter.ed.gov/downloads/cte\\_rfrms\\_string44.3\(Eeld.pdf\]](http://ctecenter.ed.gov/downloads/cte_rfrms_string44.3(Eeld.pdf) TJET EMC /P <</MCID 79> I

Eck, Alan.1993. "Job related education and training: Their impact on earnings." *Monthly Labor Review* (October): 21-38.

Ehrenberg, Ronald et al.2001. "Class size and student achievement." *Psychological Science in the Public Interest* 2 (May): 1-30.

Georgia Department of Education. 2013. *CTAE Annual Report*.

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/CTAE-Annual-Report-2013.pdf> (November 9, 2014)

ETC.....



Table 2

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

Variables	M1	M2	M3
-----------	----	----	----

## Helpful Hints

1. Be sure all pages have a 1.5" left margin.
2. The first page of each chapter has a 2" top margin - other pages have a 1" top.
3. The bottom and right margins are 1".
4. Page numbering is bottom center...no running head in this document.
- 5.