

Table 11. Number and Percentage of Students in Study, by Extensiveness of Service Learning Experience, and by Gender (n=65)

<u>Program</u>	<u>Extensive Experience</u> <b>A</b>	<u>Moderately-Extensive</u> <b>B</b>	<u>Limited Experience</u> <b>C</b>
NVHS (n=21)			
Female	0	9	5
Male	0	6	1
RCS (n=11)			
Female	4	1	1
Male	3	1	1
HAWK (n=33)			
Female	2	6	3
Male	7	9	6
<b>Totals</b>			
<b>Females</b>	6 (9%)	16 (25%)	9 (14%)
<b>Males</b>	10 (15%)	16 (25%)	8 (12%)
	16 (24%)	+ 32 (50%)	+ 17 (26%) = 100%

moderately-extensive and limited experience. Since Project H.A.W.K. had twice as many males as females, males also had up to double or triple the amount of service learning experience as females.

Findings of the Study

The findings are reported by research questions, broadly divided into two sections. The first section describes the common characteristics of the three, environmental restoration service learning programs studied with the use of narratives and summary tables to answer research question one. The second section presents and compares the perceptions of participating students and