This study described and analyzed the experiences of college students that participated in a volunteer community service program and those that participated in a service learning program using a case study method. The evidence suggests that students describe their service experience in much the same way regardless of the type and circumstances of the service performed. While the subjects that participated in service learning described the activity of providing service as positive, many of the components of service learning did not seem to be present, including formal reflection. While there was recognition of different social classes served by the sites or agencies and within the community, the subjects had not explored core social issues that may arise from class differences. Participants in both service learning courses and volunteer community service activities found the experience valuable in either selection or continuance of academic major, as well as general career development skills.