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Accent on Student Success: Engaged Together for Service (ASSETS) Initiative, Three Year Report

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Community College National Center for Community Engagement
***Accent on Student Success:
Engaged Together for Service (ASSETS) Initiative***

Learn and Serve America Higher Education Grant
Corporation for National and Community Service

Christine M. Cress, Ph.D., External Evaluator
November 2009

OVERVIEW

This report is the culmination of three years of data (of a three year grant project, 2006-2009) involving community college campuses who received funding from the Community College National Center for Community Engagement (CCNCCE) through a Learn and Serve America Higher Education grant as part of the Corporation for National and Community Service in an effort to expand the field of service-learning and civic engagement in diverse communities nationwide.

The CCNCCE Accent on Student Success: Engaged Together for Service (ASSETS) grant intended to develop an intergenerational approach of service through projects that incorporated baby boomers, K-12, and community college students; promoted academic and civic engagement opportunities for disadvantaged youth by engaging middle and high school students in service-learning projects in their communities; supported previous LSAHE grantee work on service-learning homeland security projects; and facilitated professional development to all sub-grantee colleges especially those initiating service-learning courses and programs. Outcomes from student and community partner survey data are highlighted below.

This report also includes college student survey data from four California campuses who received funding from California Campus Compact (CACC) through a similar Learn and Serve America Higher Education grant as part of the Corporation for National and Community Service in an effort to increase college readiness among youth from disadvantaged communities (Youth-to-College grant initiative, Y2C). The four lead institutions served as regional hubs for service-learning projects while collaborating with other colleges and community partners.

The individual (CCNCCE) as well as combined college student data (CCNCCE and CACC) demonstrates a clear picture of service-learning efforts significantly and positively impacting student learning, student graduation plans, and student aspirations for future community involvement.

EXECUTIVE SUMMARY

With support from the Community College National Center for Community Engagement (CCNCCE), colleges collaborated with community agencies to develop service-learning experiences designed to enhance student academic engagement, increase interest in using student capabilities to address community issues, and improve community homeland security. The majority of these efforts were conducted as academic courses where college students applied their knowledge and skills in providing educational service-learning to their communities.

Survey data indicate overwhelming project success with **nine out of ten college students** reporting *improved attitudes for academic learning* and *increased likelihood of involving themselves in community service in the future*. In particular, the service-learning experience significantly increased students of color plans for completing their college degree. Nearly **90%** of American Indian, Black/African American and Hispanic/Latino students **agreed** that after participating in service-learning they are now **more likely to complete a college degree**.

Below is an extended summary of the learning outcomes of college students and outcome data for community partners.

COLLEGE STUDENT OUTCOMES

- Of over 1700 **College Students**, **90%** reported that the service-learning experience ***improved their attitude toward academic learning.***
- Nine out of ten **College Students** reported an ***increased understanding of:***
 - how to use their knowledge and skills to improve community (92%)
 - how their college education can benefit both themselves and society (92%)
 - how to use their course readings and information to gain insight into community issues (88%)
- Nine out of ten **College Students** reported an increased capacity for creating positive community change (88%). Also, 82% indicated an increased capacity to become a community leader.
- Over eight out of ten **College Students** (86%) reported that they are now more likely to be involved in community service in the future.
- **Students of Color (88%)** were much more likely than White students (81%) to indicate that the service-learning experience ***increased their likelihood of completing a college degree.*** In fact, **82%** of Asian/Pacific Islander American students, **88%** of Black/African American students, **83%** of American Indian Students, **86%** of Hispanic/Latino students, and **91%** of multiracial students ***agreed*** that they are ***now more likely to complete their college degree.***

COMMUNITY PARTICIPANT OUTCOMES

Those institutions with a focus on Homeland Security/Domestic Preparedness were required by the grant to distribute a survey to their community partners.

At the end of three years, **100%** of partners at community agencies as a result of their collaboration with the service-learning college ***agreed*** that they:

- **felt valued by the faculty for their knowledge and expertise**
- **would be willing to participate again in another service-learning partnership**

Additionally:

- Over 95% of community partners agreed that they contributed to student knowledge and learning.
- 90% agreed that the service-learning project contributed to improving community emergency preparedness.
- 87% agreed that students were committed to improving community emergency preparedness.

In sum, the ASSETS grant initiative substantially exceeded its goals in terms of both student learning outcomes and community partner collaboration. Further, the exponentially powerful impact of the Learn and Serve American Higher Education grants is demonstrated in the combined CCNCCE and CACC college student data.

COMBINED COLLEGE STUDENT OUTCOMES (ASSETS & CACC DATA)

- Of over 3,300 **College Students**, **90%** reported that the service-learning experience ***improved their attitude toward academic learning***.
- Nine out of ten **College Students** reported an ***increased understanding of***:
 - how to use their knowledge and skills to improve community
 - how their college education can benefit both themselves and society
 - how to use their course readings and information to gain insight into community issues

CCNCCE ASSETS GRANT PERFORMANCE MEASURES

This summary report focuses on three of the ASSETS grant initiative performance measure goals:

1) College students participating in the service-learning activities will demonstrate an improved attitude toward learning for academic engagement. Specifically, by year three of the grant, **75% of college service-learning students will indicate an improved attitude towards learning for academic engagement** as reported on a survey.

2) College students participating in the service-learning activities will demonstrate an increased interest in community service after college. Specifically, by year three of the grant, **75% of college service-learning students will indicate interest in continuing community service after the project and/or after graduation** as reported on a survey.

3) Community partner agencies working collaboratively with Homeland Security/Emergency Preparedness sub-grantee colleges will report that the ASSETS grant had an impact on education preparedness. Specifically, by year three of the grant, **60% of the partner agencies will report that ASSETS service-learning projects improved community awareness of homeland security/emergency preparedness** as reported on a survey.

Following is an overview of the evaluation process and descriptive statistics of learning outcomes by college students and outcomes data from community partners.

Survey Development:

In collaboration with grant directors at the community colleges, two surveys were developed to measure performance goals. Emphasis was placed upon creating surveys that could be easily administered, efficiently completed, and quickly tallied while accurately measuring dimensions of the core concepts of interest.

The College Student Survey, in an attempt to measure “***improved attitude towards learning for academic engagement***”, contained seven items which students were asked to rate on a Likert-type scale (1-4) from Strongly Disagree to Strongly Agree. Students were requested as a result of their participation in the service-learning experience to rate their level of:

- 1) increased understanding of their knowledge and skills to improve the community;
- 2) increased understanding of how to use course readings and information to gain insight into community issues;
- 3) increased understanding of how their college education can benefit themselves and the community;
- 4) increased likelihood to complete their college degree;
- 5) increased likelihood to involve themselves in community service in the future;
- 6) increased capacity to become a community leader;
- 7) increased capacity to create positive community change.

The college student survey also included some basic demographic questions: gender; race/ethnicity, and year in school. Institutions that collected the data also indicated whether the service-learning was conducted as part of a course, single experience (e.g., MLK day), or extended service-learning experience (e.g., Alternative Spring Break).

These same college student survey questions were also utilized by California Campus Compact (CACC), therefore allowing merger and analysis of an expanded data set to identify college learning outcomes associated with service-learning.

The Community Partner Survey (for ASSETS only), in an attempt to measure “***impact on education preparedness for homeland security/emergency preparedness***”, contained 5 items which partners were asked to rate on a Likert-type scale (1-4) from Strongly Disagree to Strongly Agree. Partners at community agencies were requested as a result of their collaboration with the service-learning college to rate their level of agreement with the following statements:

- 1) I felt that the students were committed to improved community emergency preparedness;
- 2) I felt that I contributed to student learning about community needs;
- 3) I felt valued by the faculty for knowledge and expertise;
- 4) I felt that the service-learning project contributed to improving community emergency preparedness;
- 5) I would be willing to participate again in another service-learning partnership.

Summary of Outcomes:

Over 1700 College Students and 55 community agencies responded to the service-learning experience surveys for the ASSETS project (Spring 2007- Spring 09). Demographic representations are summarized below (note that approximately 10% of students did not respond to demographic questions).

Demographic data are followed by descriptive statistic charts for each item of the college student survey. Additional data graphs are highlighted where statistical differences (t-tests, $p < .01$) exist between groups of respondents (e.g., race/ethnicity). These graphs are followed by ASSETS community partner data. Analyzes of the combined college student data (ASSETS and CACC) conclude the report.

COLLEGE STUDENT DEMOGRAPHICS

Gender

Gender Answer Options	College Students (N=1701)
Male	35.2%
Female	64.8%

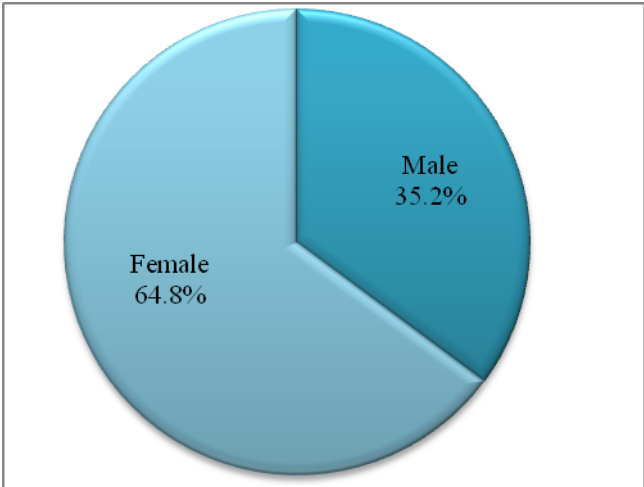


Figure 1: Demographics: Gender – College Students

Race/Ethnicity

Race/Ethnicity Answer Options	College Students (N=1651)
White	39.2%
Asian/Pacific Islander	7.0%
Black/African American	12.8%
American Indian	23.6%
Hispanic/ Latino	12.8%
Other	4.5%

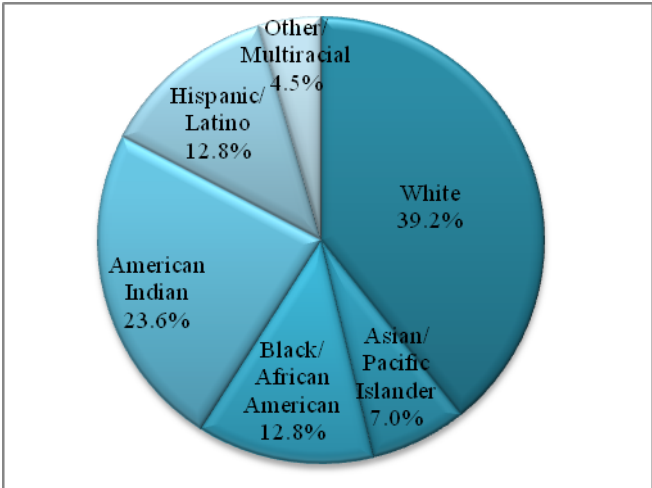


Figure 2: Demographics: Race/Ethnicity—College Students

College Year

While all CCNCCE ASSETS grant students attended community colleges, about one-third of the students indicated that they have enrolled for more than two years.

College Year Answer Options	College Students (N=1590)
1st year	27.9%
2nd Year	40.6%
3rd Year	17.7%
4th+ Year	13.8%

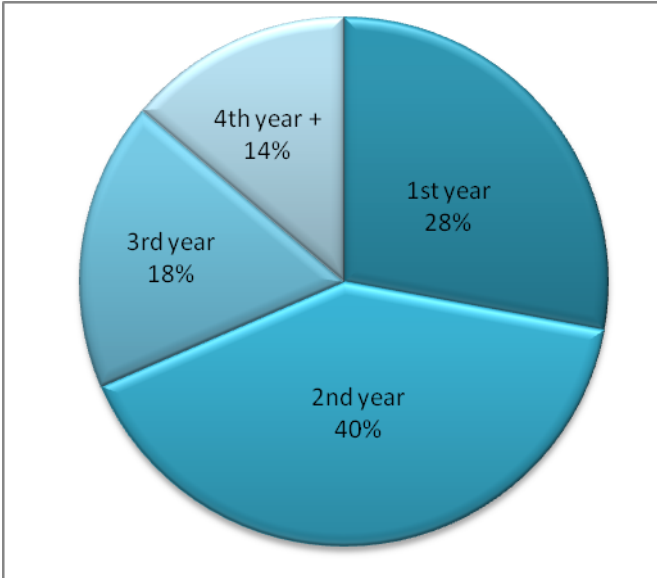


Figure 3: Demographics: College Year—College Students

Type of Service Learning Experience

Type of Service Learning Experience Answer Options	College Students (N=1092)
Course	92.6%
Single Experience	3.0%
Extended Experience	4.4%

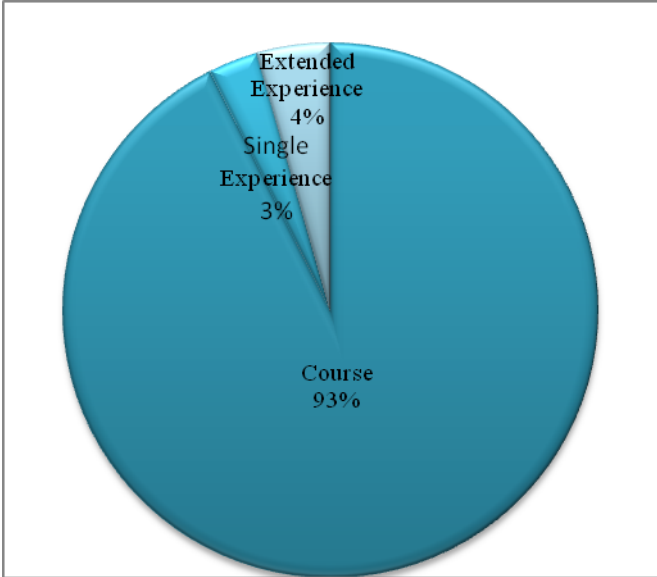


Figure 4: Demographics: Type of SL Experience—College Students

COLLEGE STUDENTS: SERVICE-LEARNING SURVEY QUESTIONS

As a result of participating in this Service-Learning experience:

Question #1: I increased my understanding of how to use my own knowledge and skills to improve the community.

<i>Question #1:</i> Increased understanding of how to use knowledge and skills to improve the community. Answer Options	College Students (N=1748)
Strongly Disagree	4.7%
Somewhat Disagree	3.6%
Somewhat Agree	40.6%
Strongly Agree	51.1%

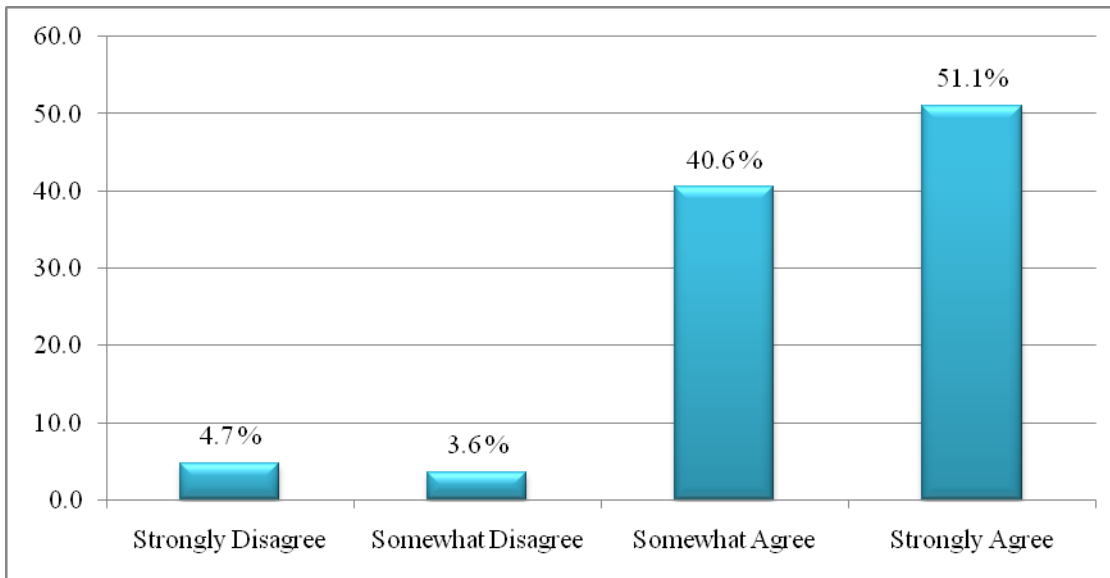


Figure 5: Question 1: Increased understanding of how to use knowledge and skills to improve the community—College Students

As a result of participating in this Service-Learning experience:

Question #2: I increased my understanding of how to use course readings and information to gain insight into community issues.

<i>Question #2:</i> Increased understanding of how to use course readings and information to gain insight into community issues. Answer Options	College Students (N=1737)
Strongly Disagree	4.3%
Somewhat Disagree	7.6%
Somewhat Agree	44.9%
Strongly Agree	43.2%

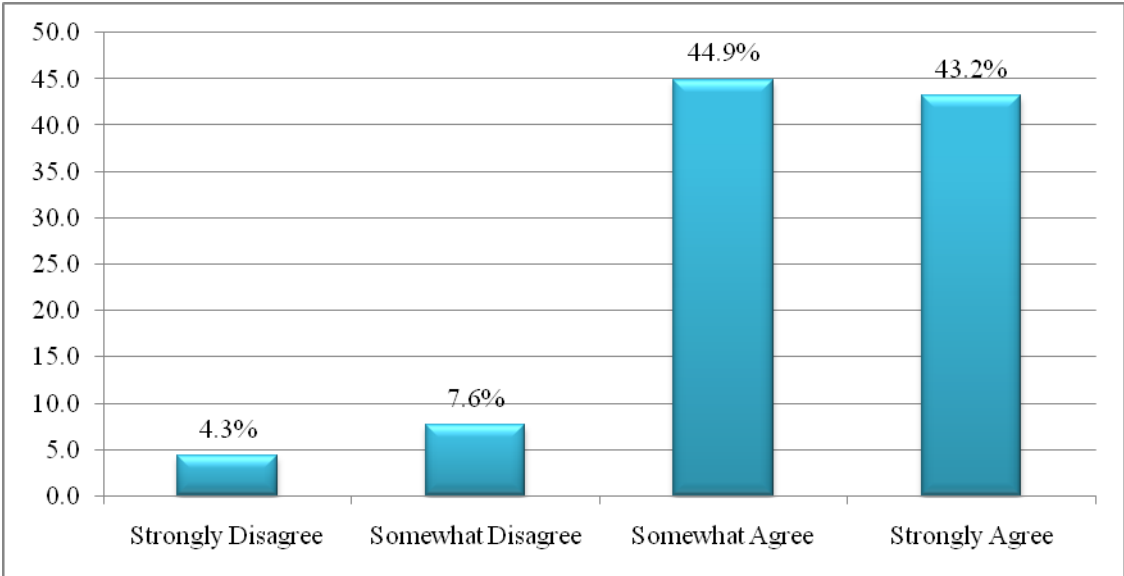


Figure 6: Question 2: Increased understanding of how to use course readings and information to gain insight into community issues—College Students

As a result of participating in this Service-Learning experience:

Question #3: I increased my understanding of how my college education can benefit both me and my community.

<i>Question #3:</i> Increased understanding of how college education can benefit both me and my community. Answer Options	College Students (N=1745)
Strongly Disagree	4.9%
Somewhat Disagree	3.1%
Somewhat Agree	28.8%
Strongly Agree	63.2%

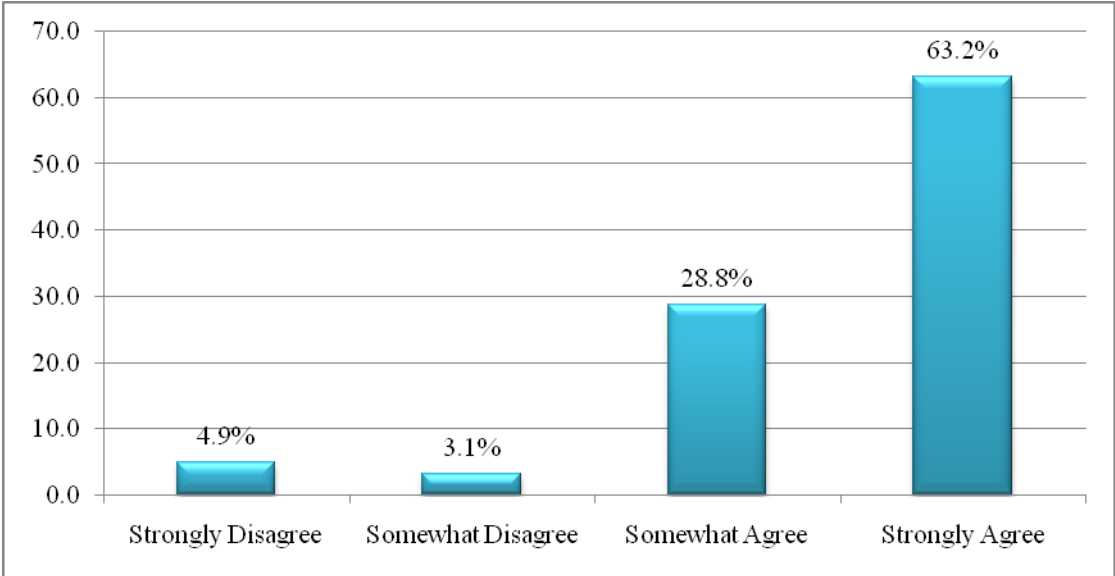


Figure 7: Question 3: Increased understanding of how college education can benefit both me and my community—College Students

As a result of participating in this Service-Learning experience:

Question #4: I am now more likely to complete my college degree.

<i>Question #4:</i> Increased likelihood to complete college degree. Answer Options	College Students (N=1712)
Strongly Disagree	7.8%
Somewhat Disagree	6.7%
Somewhat Agree	26.8%
Strongly Agree	58.8%

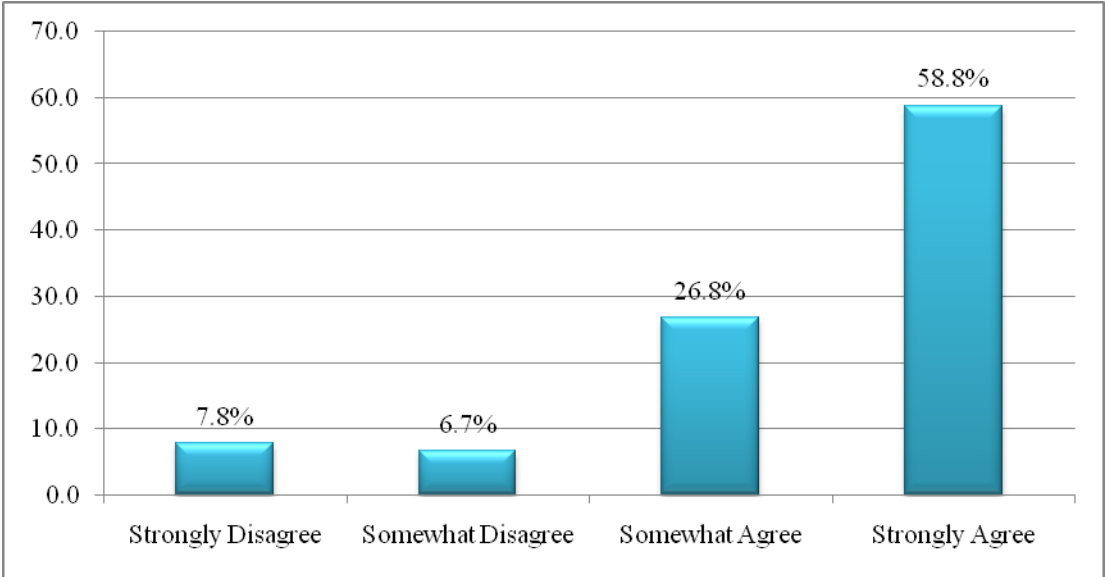


Figure 8: Question 4: Increased likelihood to complete my college degree—College Students

As a result of participating in this Service-Learning experience:

Question #5: I am now more likely to involve myself in community service in the future.

<i>Question #5:</i> Increased likelihood to involve myself in community service in the future. Answer Options	College Students (N=1736)
Strongly Disagree	5.8%
Somewhat Disagree	8.1%
Somewhat Agree	37.2%
Strongly Agree	49.0%

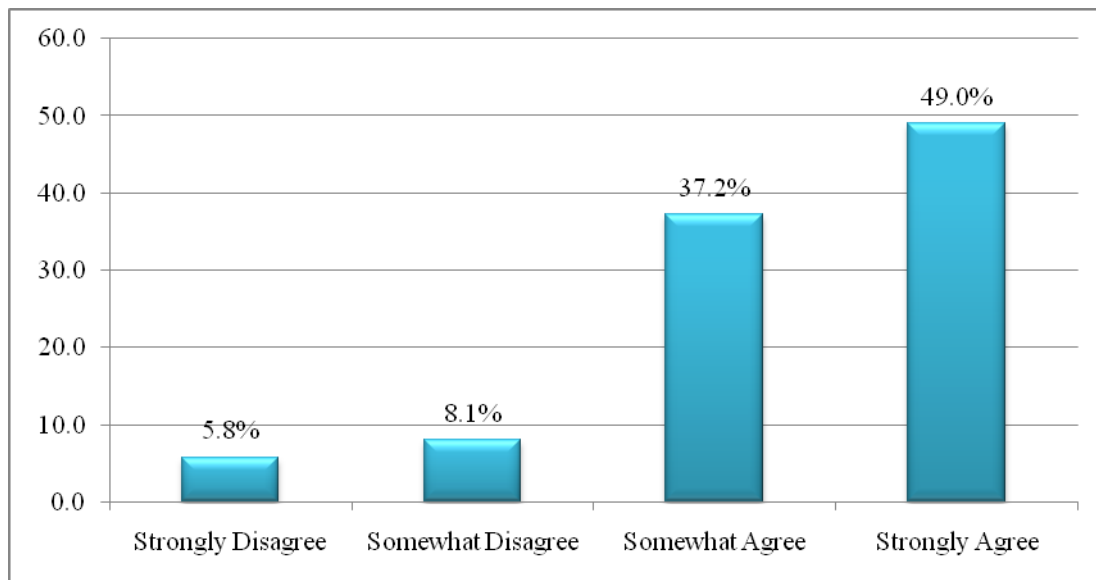


Figure 9: Question 5: Increased likelihood to involve myself in community service in the future—
College Students

As a result of participating in this Service-Learning experience:

Question #6: I now see myself as having increased capacity to become a community leader.

<i>Question #6:</i> Increased capacity to become a community leader. Answer Options	College Students (N=1740)
Strongly Disagree	6.4%
Somewhat Disagree	12.1%
Somewhat Agree	44.3%
Strongly Agree	38.2%

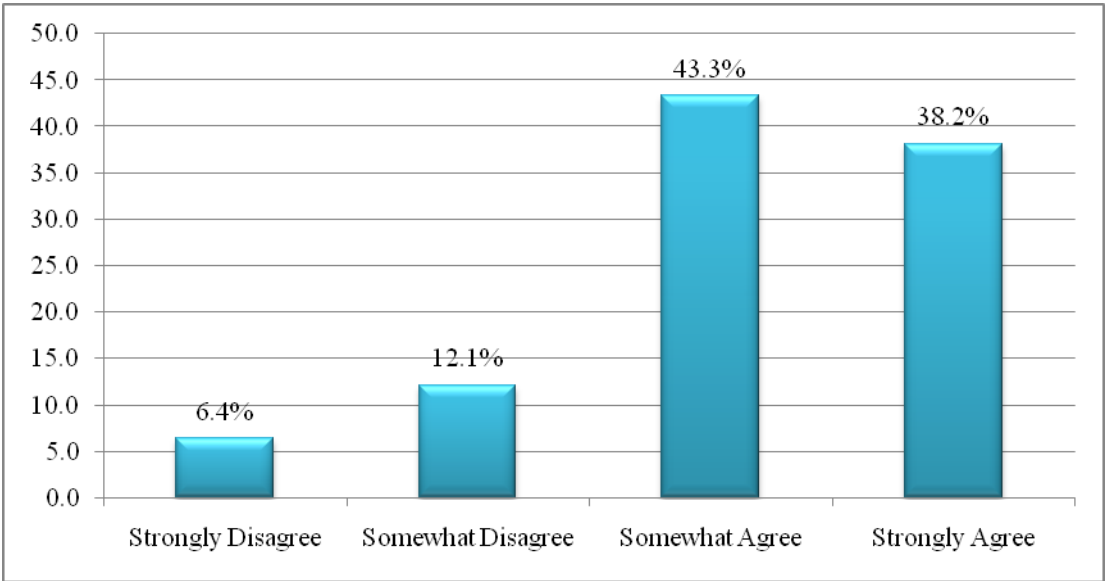


Figure 10: Question 6: Increased capacity to become a community leader—College Students

As a result of participating in this Service-Learning experience:

Question #7: I now see myself as having increased capacity to create positive community change.

<i>Question #7:</i> Increased capacity to create positive community change. Answer Options	College Students (N=1743)
Strongly Disagree	5.7%
Somewhat Disagree	5.9%
Somewhat Agree	39.7%
Strongly Agree	48.7%

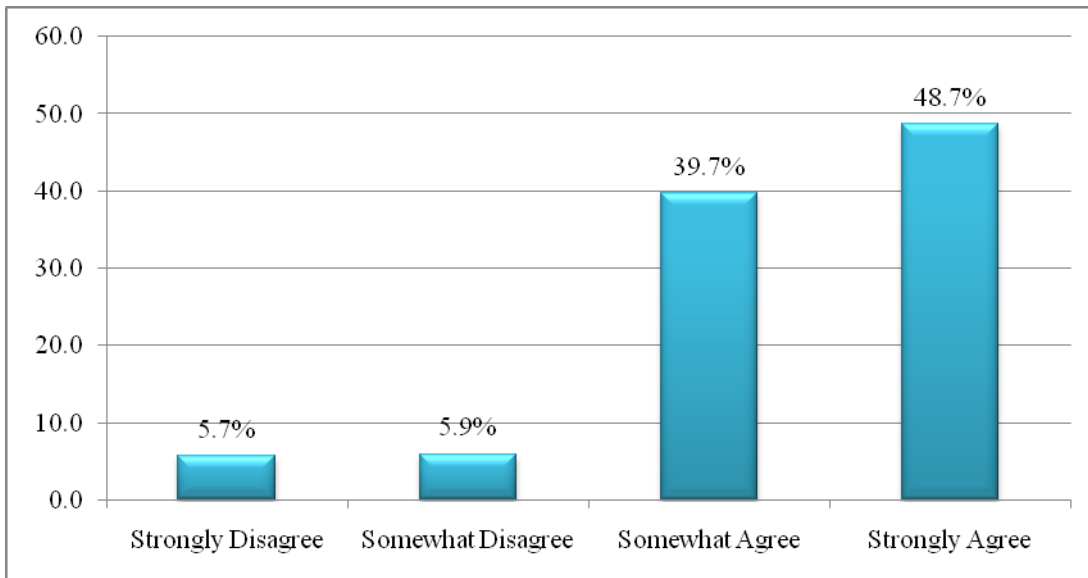


Figure 11: Question 7: Increased capacity to create positive community change—College Students

COLLEGE STUDENTS: SIGNIFICANT DIFFERENCES

Gender

Women are significantly more likely ($p < .01$) than men college students to indicate that as a result of the service-learning experience they **increased**:

- **Likelihood to complete college degree**
- **Likelihood to involve themselves in community service in the future**

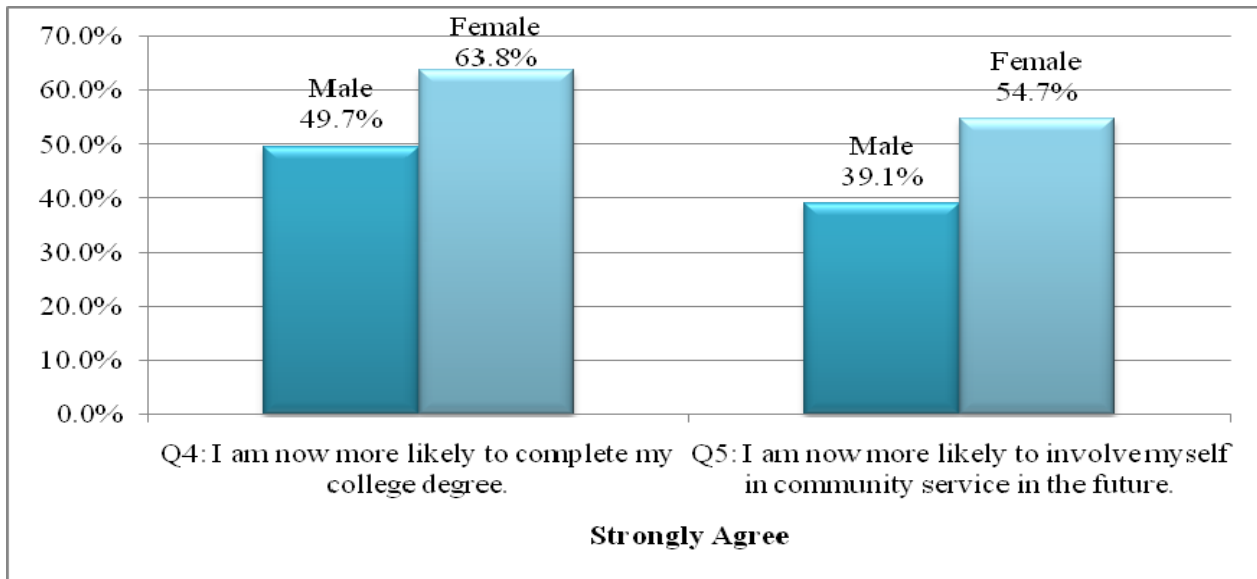


Figure 12: Significant Differences: Gender, ($p < .01$)—College Students

Race/Ethnicity

Students of color were significantly more likely ($p < .01$) than white students to indicate ***increased capacity for becoming a community leader, a greater likelihood of involving themselves in community service in the future*** and an ***increased likelihood of completing their degree*** as a result of the service learning experience.

In fact, **60%** of Asian/Pacific Islander American students, **71%** of Black/African American students, **62%** of American Indian Students, and **57%** of Hispanic/Latino students ***Strongly Agreed*** that they are ***now more likely to complete their college degree***.

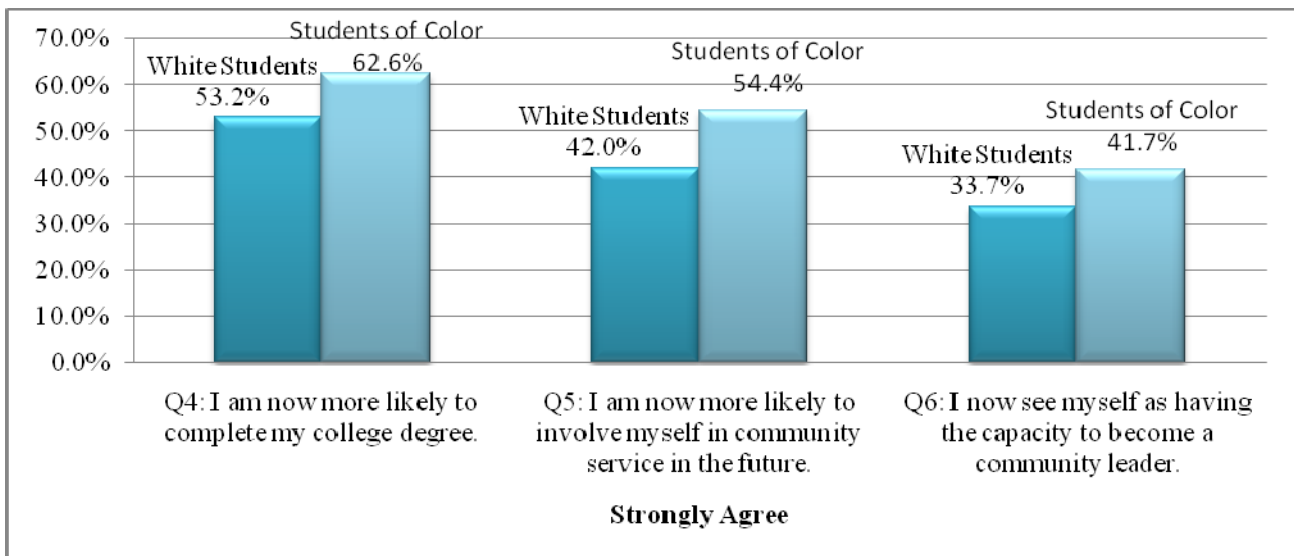


Figure 13: Significant Differences: Students of Color ($p < .01$)—College Students

Class Level

Upper class level college students (those who enrolled in college for 3 years+) as compared to lower level class college students (1st or second year) were significantly more like ($p < .01$) to indicate increased likelihood to graduate and become community leaders as a result of participating in the service-learning experience.

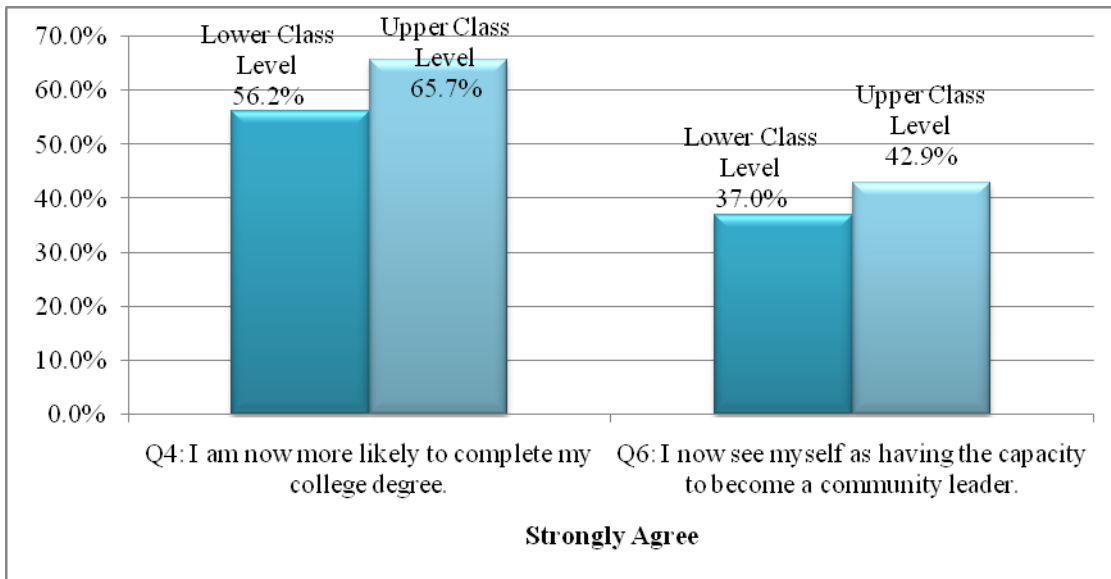


Figure 14: Significant Differences: Lower & Upper Class Levels ($p < .01$)—College Students

GRANT INITIATIVE DIFFERENCES

There were no substantial statistical differences between institutions regarding the type of primary grant initiative. In fact, all four facets (Baby Boomers; Disadvantaged Youth; Homeland Security; and Service-Learning Start-up) of the ASSETS grant initiative demonstrated tremendous success.

1) **Baby Boomers**: Nine out of Ten college students who participated in these service-learning experiences reported that they *increased* their *understanding of how their college education can benefit both themselves and society*.

Similarly, nine out of ten college students reported that the service learning experience *increased* their:

- *understanding of how to use their knowledge and skills to improve the community*
- *understanding of how to use course readings and information to gain insight into community issues*
- *likelihood of completing their college degree*
- *capacity for creating positive community change*
- *likelihood of involving themselves in community service in the future*

In addition, eight out of ten students indicated that they now have an *increased capacity to become a community leader*.

2) **Disadvantaged Youth**: Nine out of ten college students reported that the service learning experience *increased* their:

- *understanding of how to use their knowledge and skills to improve the community*
- *understanding of how their college education can benefit both themselves and society*

- ***understanding of how to use course readings and information to gain insight into community issues***

In addition, eight out of ten students indicated that they now have more likely to ***complete their college degree***; see themselves as having the ***capacity for creating positive community change***; are now more likely to ***involve themselves in community service in the future***; and see themselves as having the ***capacity to become a community leader***..

3) **Homeland Security/Domestic Preparedness**: Over 80% of colleges students who participated in these service-learning experiences reported ***enhanced growth*** and development on each of the 7 survey items:

- 1) ***increased*** understanding of how their college education can benefit both themselves and society
- 2) ***increased*** understanding of how to use their knowledge and skills to improve the community
- 3) ***increased*** understanding of how to use course readings and information to gain insight into community issues
- 4) ***increased*** likelihood of completing their college degree
- 5) ***increased*** capacity for creating positive community change
- 6) ***increased*** likelihood of involving themselves in community service in the future
- 7) ***increased*** capacity to become a community leader

4) **Start-up Service-Learning**: The data indicate overwhelming project success. Over 80% of the college students agreed on all 7 survey items that their ***academic learning for engagement and civic capacity improved*** as a result of participating in the service-learning experience:

- 1) ***increased*** understanding of how their college education can benefit both themselves and society

2) **increased** understanding of how to use their knowledge and skills to improve the community

3) **increased** understanding of how to use course readings and information to gain insight into community issues

4) **increased** likelihood of completing their college degree

5) **increased** capacity for creating positive community change

6) **increased** likelihood of involving themselves in community service in the future

7) **increased** capacity to become a community leader.

COMMUNITY PARTNER RESPONSES

As a result of participating in this Service-Learning experience:

Question #1 I felt that the students were committed to improved community emergency preparedness

<i>Question #1: Commitment to community emergency preparation</i> Answer Options	Community Partners (N=31)
Strongly Disagree	0%
Somewhat Disagree	12.9%
Somewhat Agree	19.4%
Strongly Agree	67.7%

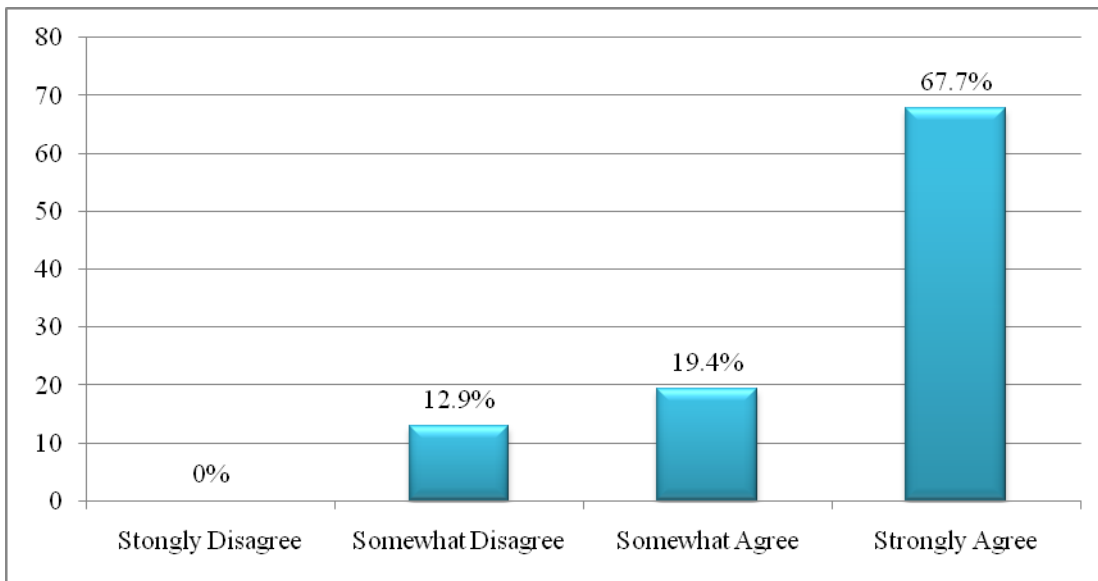


Figure 15: Question 1: Commitment to community emergency preparation—Community Partners

As a result of participating in this Service-Learning experience:

Question #2: I felt that I contributed to student learning about community needs

<i>Question #2:</i> Increased student knowledge regarding community needs. Answer Options	Community Partners (N=55)
Strongly Disagree	0%
Somewhat Disagree	5.5%
Somewhat Agree	23.6%
Strongly Agree	70.9%

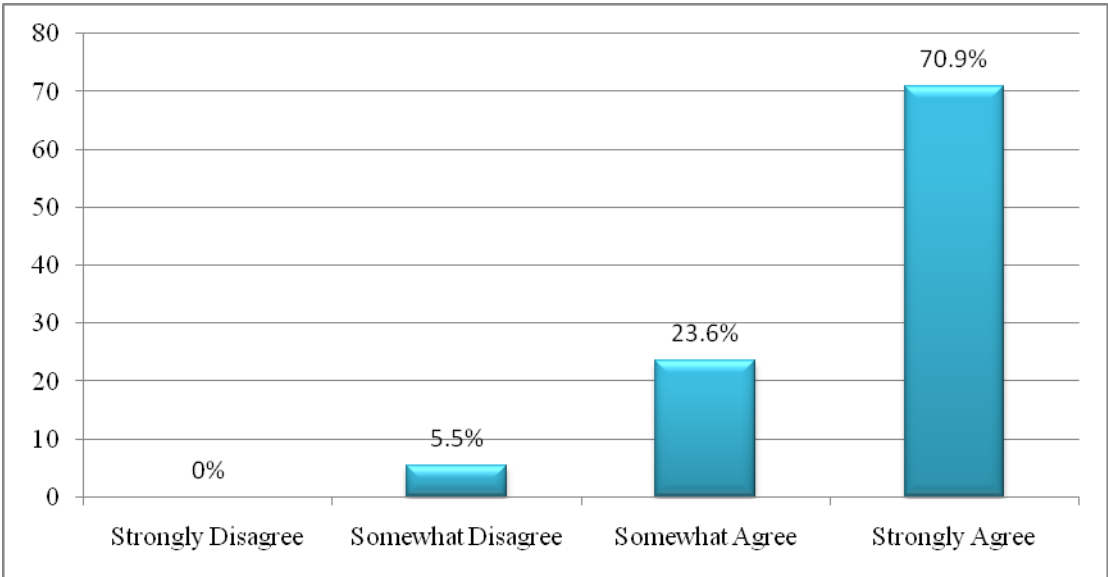


Figure 16: Question 2: Increased student knowledge regarding community needs—Community Partners

As a result of participating in this Service-Learning experience:

Question #3: I felt valued by the faculty for knowledge and expertise.

<i>Question #3:</i> Community partners felt valued. Answer Options	Community Partners (N=46)
Strongly Disagree	0%
Somewhat Disagree	0%
Somewhat Agree	28.3%
Strongly Agree	71.7%

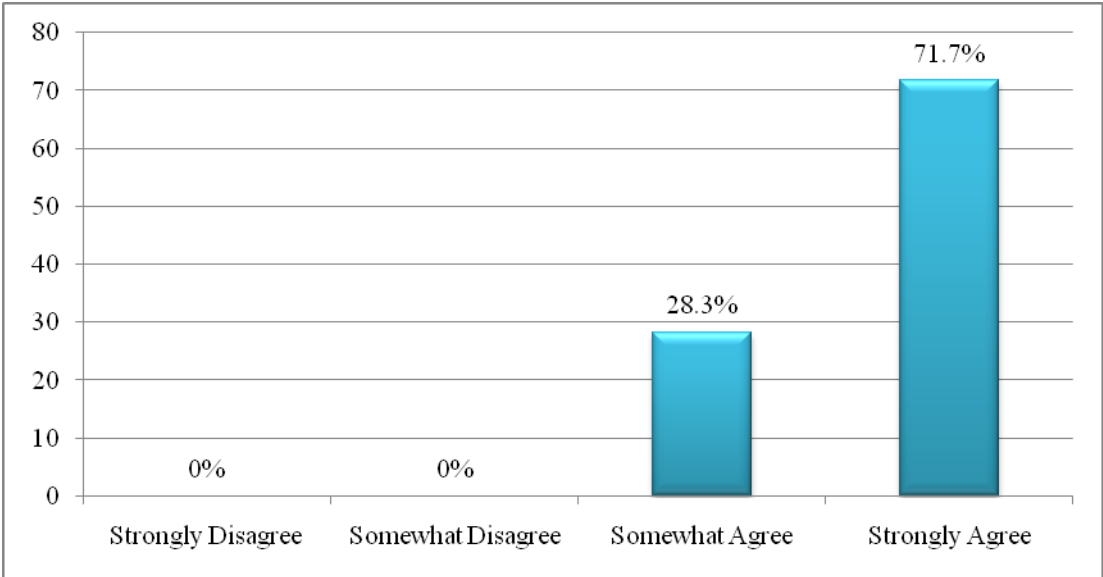


Figure 17: Question 3: Community partners felt valued—Community Partners

As a result of participating in this Service-Learning experience:

Question #4: I felt that the service-learning project contributed to improving community emergency preparedness

<i>Question #4:</i> Increased community emergency preparedness Answer Options	Community Partners (N=30)
Strongly Disagree	0%
Somewhat Disagree	10%
Somewhat Agree	13.3%
Strongly Agree	76.7%

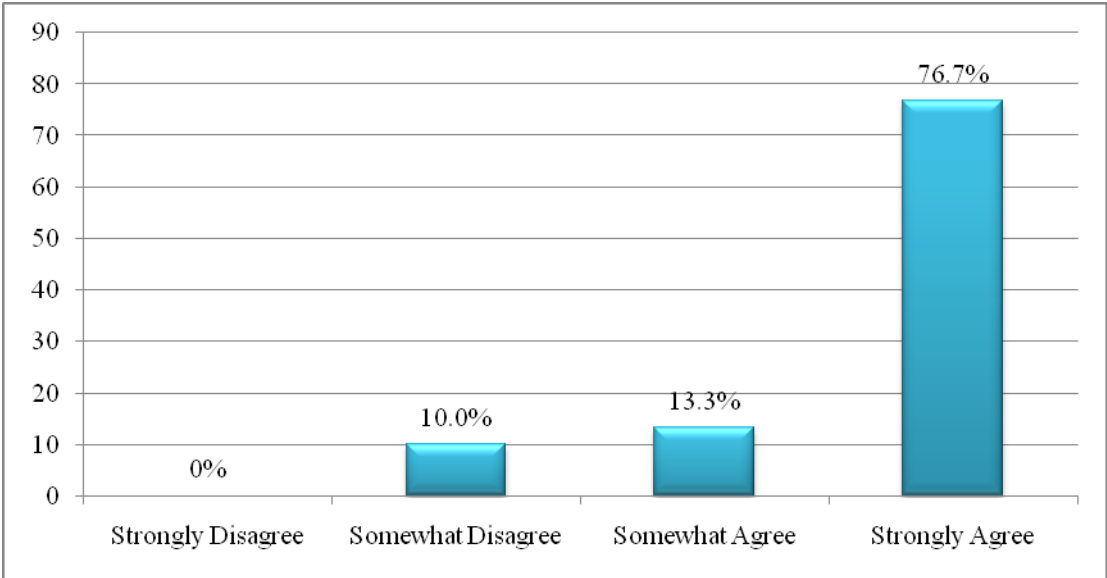


Figure 18: Question 4: Increased community emergency preparedness—Community Partners

As a result of participating in this Service-Learning experience:

Question #5: I would be willing to participate again in another service-learning partnership.

<i>Question #5:</i> Willing to participate again. Answer Options	Community Partners (N=55)
Strongly Disagree	0%
Somewhat Disagree	0%
Somewhat Agree	12.7%
Strongly Agree	87.3%

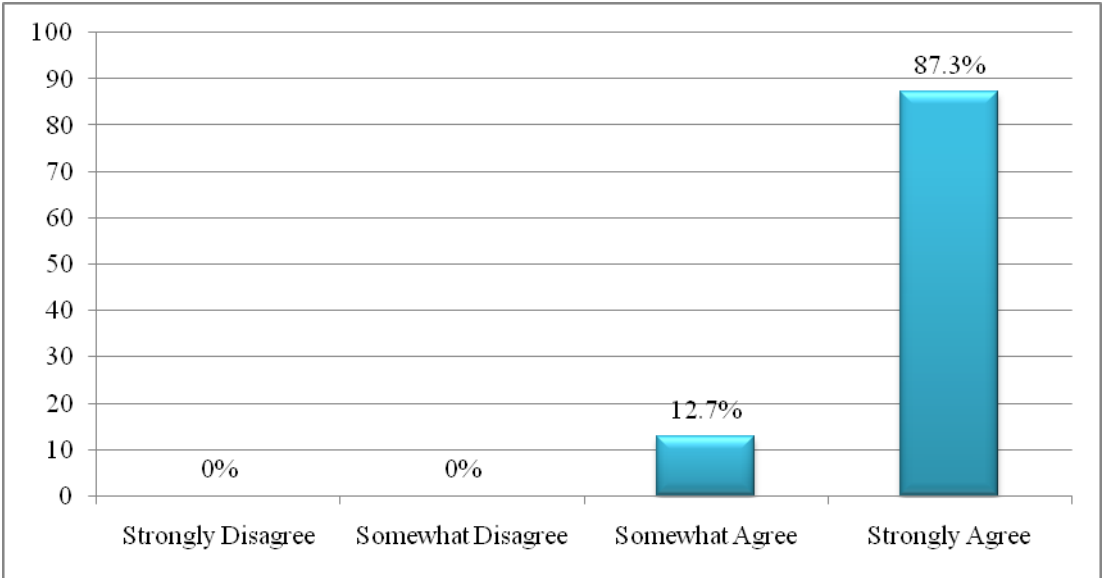


Figure 19: Question 5: Willing to participate again—Community Partners

To further examine the impact of Learn and Serve Higher Education America grants at community colleges and universities, college student survey data were combined from the CCNCCE ASSETS and California Campus Compact (CACC) Youth-to-College (Y2C) initiatives.

Gender

Gender Answer Options	COMBINED College Students (N=3279)
Male	30.9%
Female	69.1%

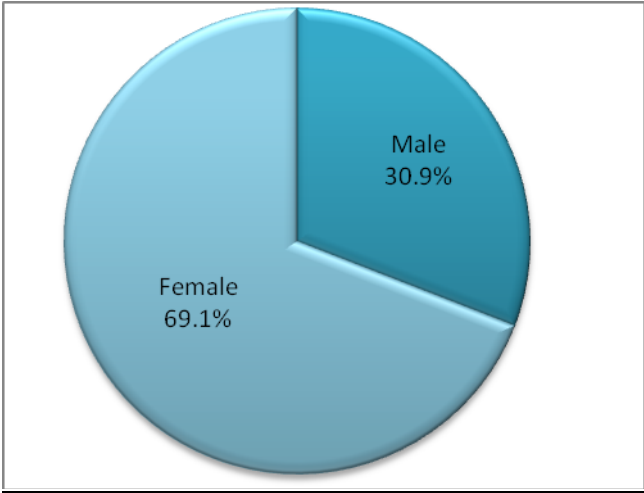


Figure 20: Demographics: Gender – COMBINED College Students

Race/Ethnicity

Race/Ethnicity Answer Options	COMBINED College Students (N=3221)
White	44.0%
Asian/Pacific Islander	12.4%
Black/African American	7.9%
American Indian	13.1%
Hispanic/ Latino	17.1%
Other	5.6%

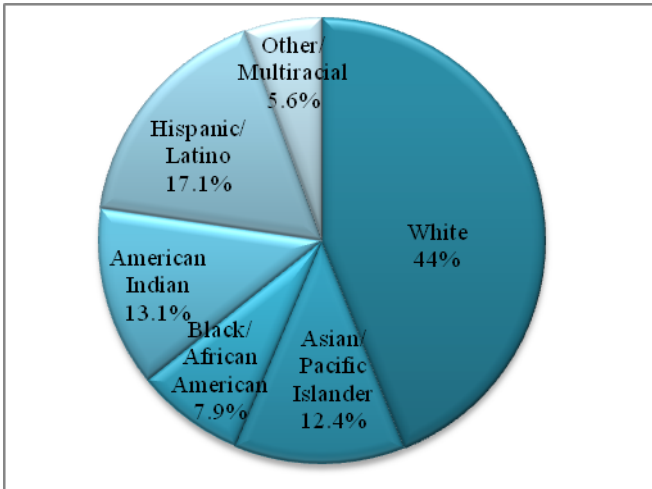


Figure 21: Demographics: Race/Ethnicity—COMBINED College Students

College Year

College Year Answer Options	COMBINED College Students (N=3167)
1st year	27.2%
2nd Year	28.6%
3rd Year	19.1%
4th+ Year	25.1%

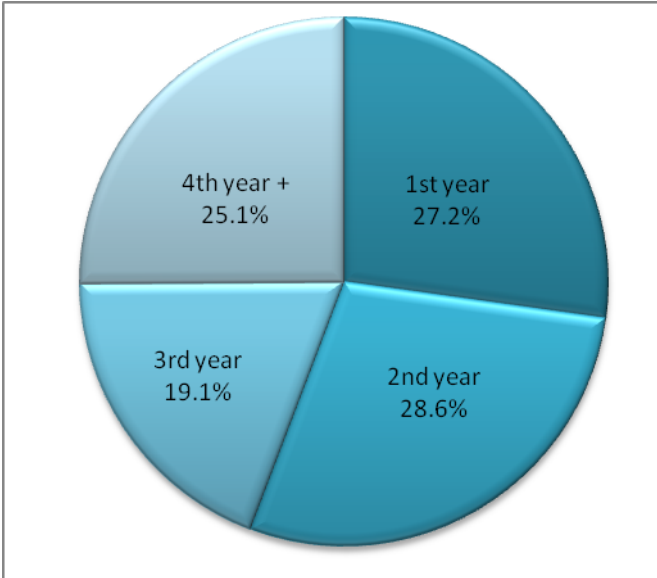


Figure 22: Demographics: College Year—COMBINED College Students

Type of Service Learning Experience

Type of Service Learning Experience Answer Options	COMBINED College Students (N=2598)
Course	83.8%
Single Experience	5.9%
Extended Experience	10.3%

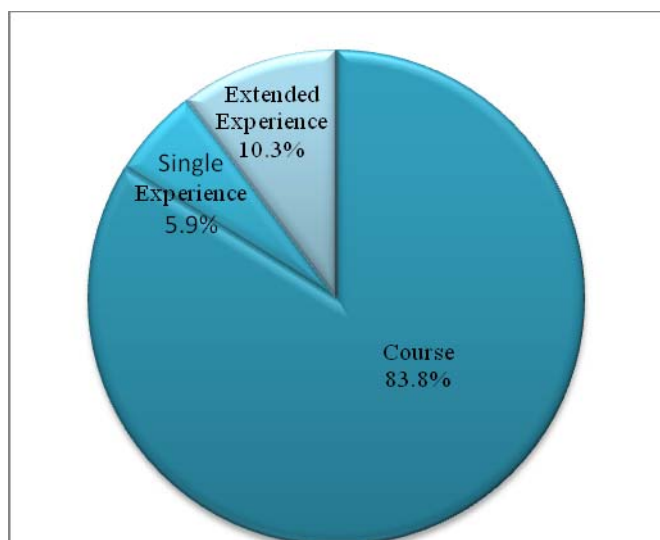


Figure 23: Demographics: Type of SL Experience—COMBINED College Students

As a result of participating in this Service-Learning experience:

Question #1: I increased my understanding of how to use my own knowledge and skills to improve the community.

<i>Question #1:</i> Increased understanding of how to use knowledge and skills to improve the community. Answer Options	COMBINED College Students (N=3340)
Strongly Disagree	3.1%
Somewhat Disagree	3.4%
Somewhat Agree	40.7%
Strongly Agree	52.8%

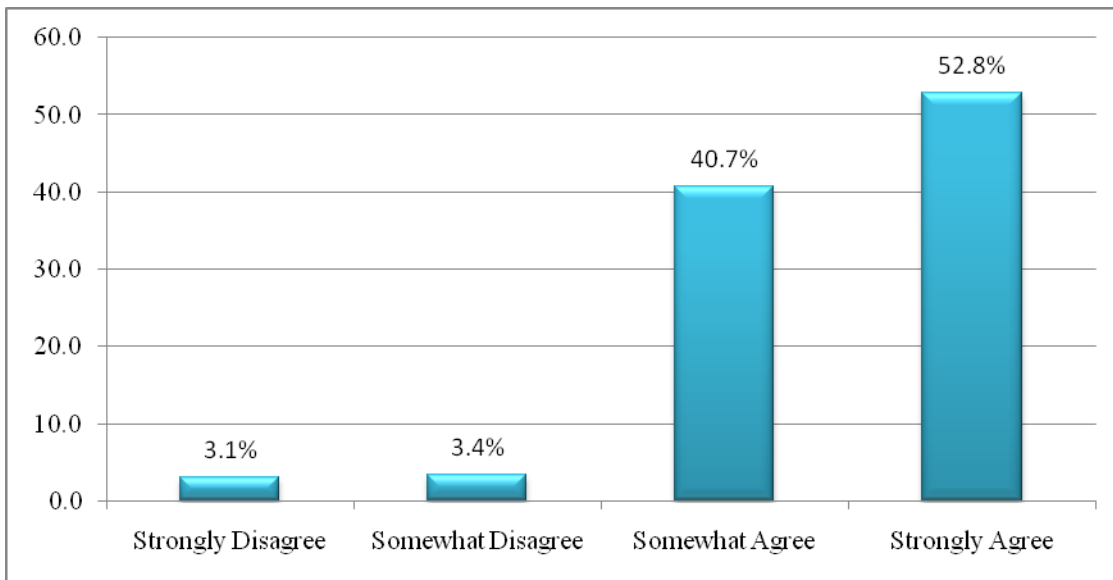


Figure 24: Question 1: Increased understanding of how to use knowledge and skills to improve the community—COMBINED College Students

As a result of participating in this Service-Learning experience:

Question #2: I increased my understanding of how to use course readings and information to gain insight into community issues.

<i>Question #2:</i> Increased understanding of how to use course readings and information to gain insight into community issues. Answer Options	COMBINED College Students (N=3315)
Strongly Disagree	3.2%
Somewhat Disagree	8.4%
Somewhat Agree	48.7%
Strongly Agree	39.8%

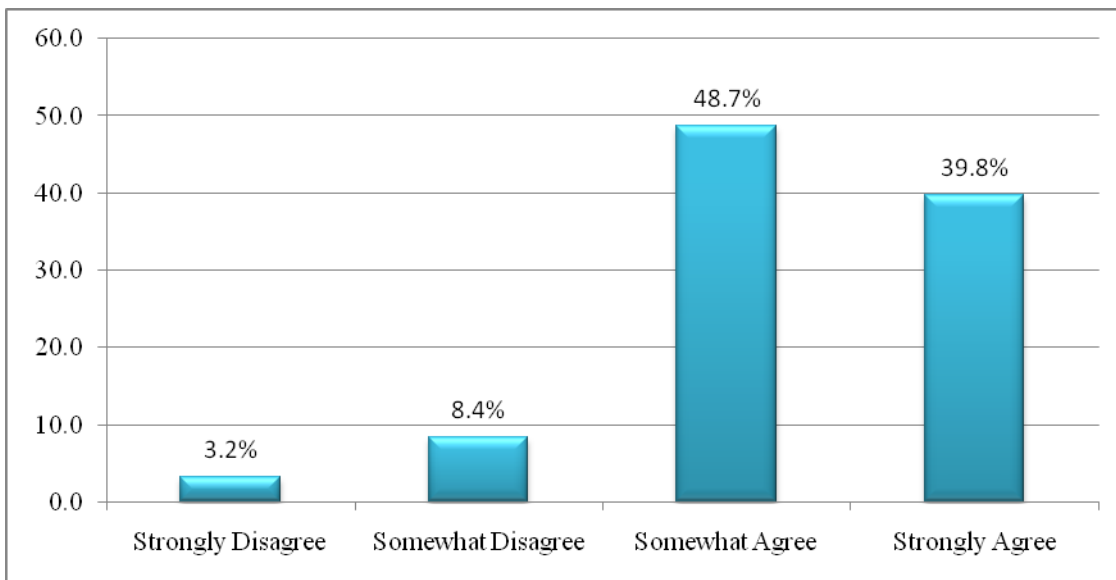


Figure 25: Question 2: Increased understanding of how to use course readings and information to gain insight into community issues—COMBINED College Students

As a result of participating in this Service-Learning experience:

Question #3: I increased my understanding of how my college education can benefit both me and my community.

<i>Question #3:</i> Increased understanding of how college education can benefit both me and my community. Answer Options	COMBINED College Students (N=3335)
Strongly Disagree	3.3%
Somewhat Disagree	3.3%
Somewhat Agree	29.3%
Strongly Agree	64.1%

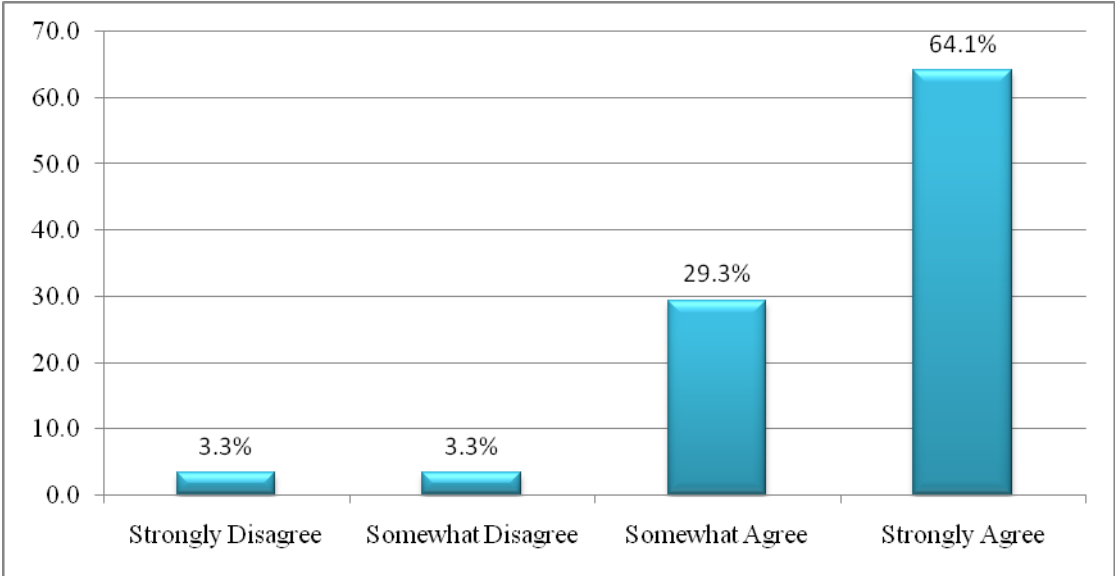


Figure 26: Question 3: Increased understanding of how college education can benefit both me and my community—COMBINED College Students

As a result of participating in this Service-Learning experience:

Question #4: I am now more likely to complete my college degree.

<i>Question #4:</i> Increased likelihood to complete college degree. Answer Options	COMBINED College Students (N=3154)
Strongly Disagree	8.9%
Somewhat Disagree	9.5%
Somewhat Agree	28.0%
Strongly Agree	53.6%

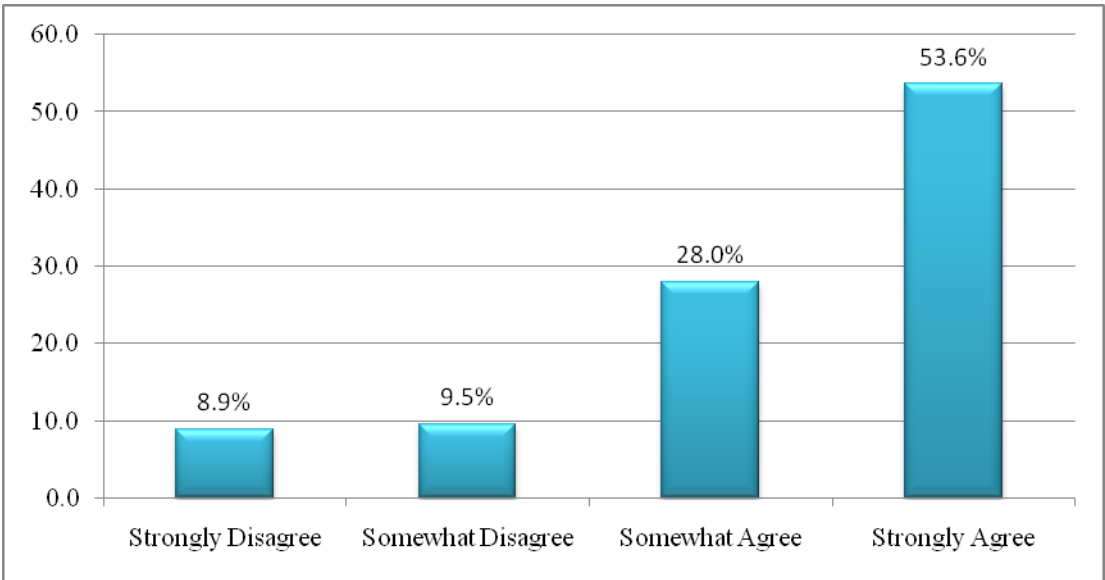


Figure 27: Question 4: Increased likelihood to complete my college degree—COMBINED College Students

As a result of participating in this Service-Learning experience:

Question #5: I am now more likely to involve myself in community service in the future.

<i>Question #5:</i> Increased likelihood to involve myself in community service in the future. Answer Options	COMBINED College Students (N=3319)
Strongly Disagree	3.9%
Somewhat Disagree	6.9%
Somewhat Agree	35.9%
Strongly Agree	53.2%

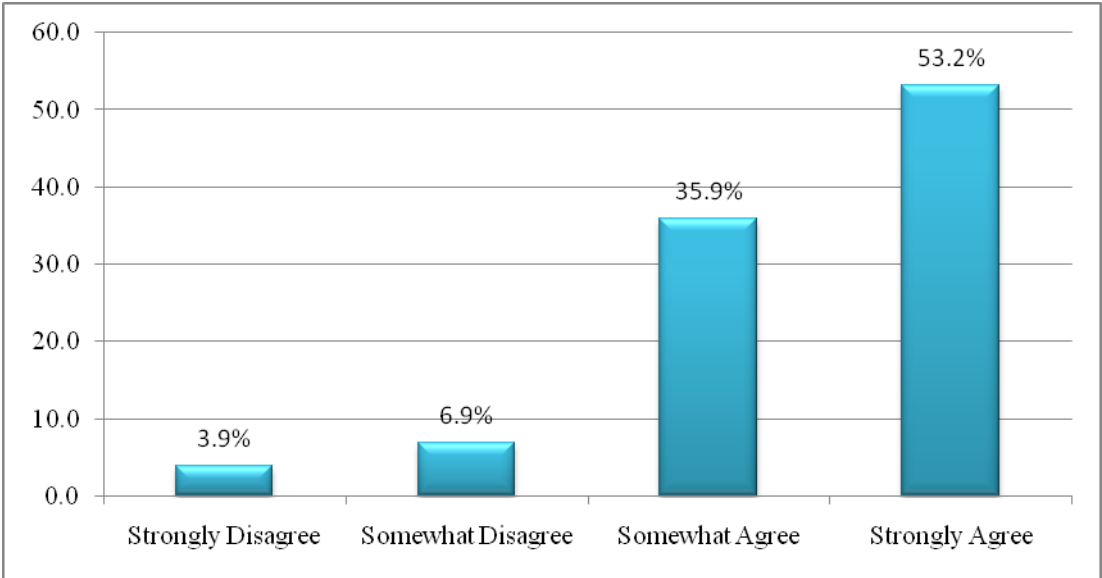


Figure 28: Question 5: Increased likelihood to involve myself in community service in the future—COMBINED College Students

As a result of participating in this Service-Learning experience:

Question #6: I now see myself as having increased capacity to become a community leader.

<i>Question #6:</i> Increased capacity to become a community leader. Answer Options	COMBINED College Students (N=3321)
Strongly Disagree	4.4%
Somewhat Disagree	10.8%
Somewhat Agree	43.7%
Strongly Agree	41.1%

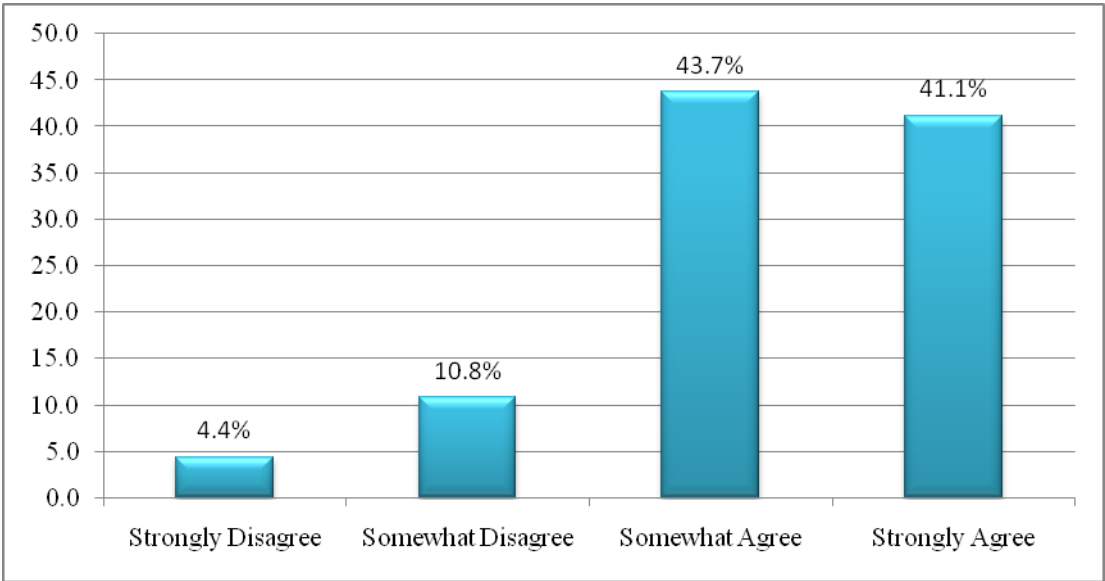


Figure 29: Question 6: Increased capacity to become a community leader—COMBINED College Students

As a result of participating in this Service-Learning experience:

Question #7: I now see myself as having increased capacity to create positive community change.

<i>Question #7:</i> Increased capacity to create positive community change. Answer Options	COMBINED College Students (N=3333)
Strongly Disagree	3.9%
Somewhat Disagree	4.7%
Somewhat Agree	38.1%
Strongly Agree	53.3%

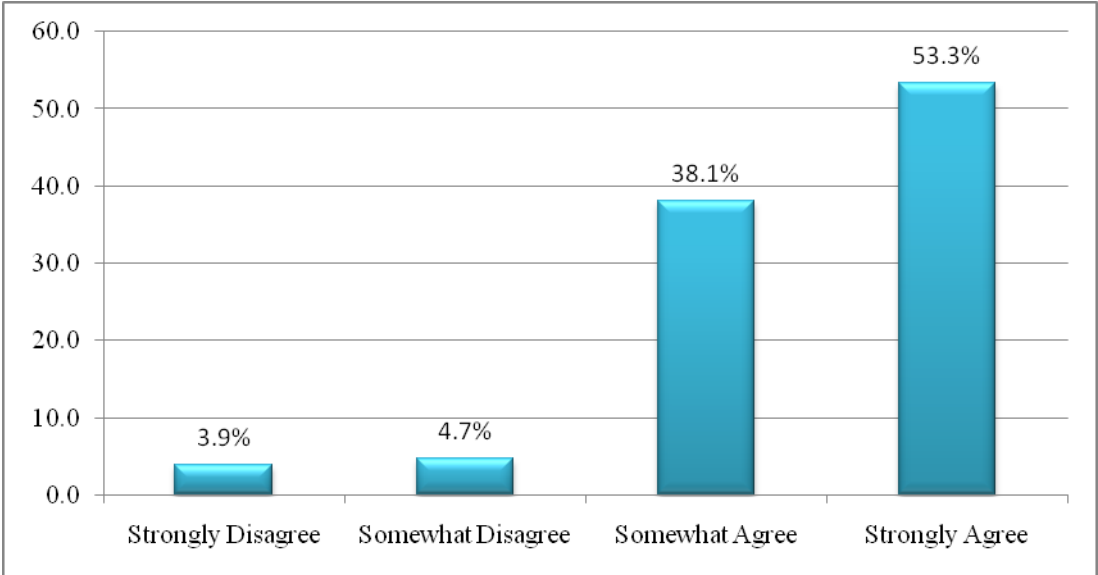


Figure 30: Question 7: Increased capacity to create positive community change—COMBINED College Students

COMBINED COLLEGE STUDENTS: SIGNIFICANT DIFFERENCES

Gender

Women are significantly more likely ($p < .01$) than men college students to indicate that as a result of the service-learning experience they **increased**:

- ***Understanding of college degree value***
- ***Likelihood to complete college degree***
- ***Likelihood to involve themselves in community service in the future***
- ***Capacity to become a community leader***
- ***Capacity to create positive community change***

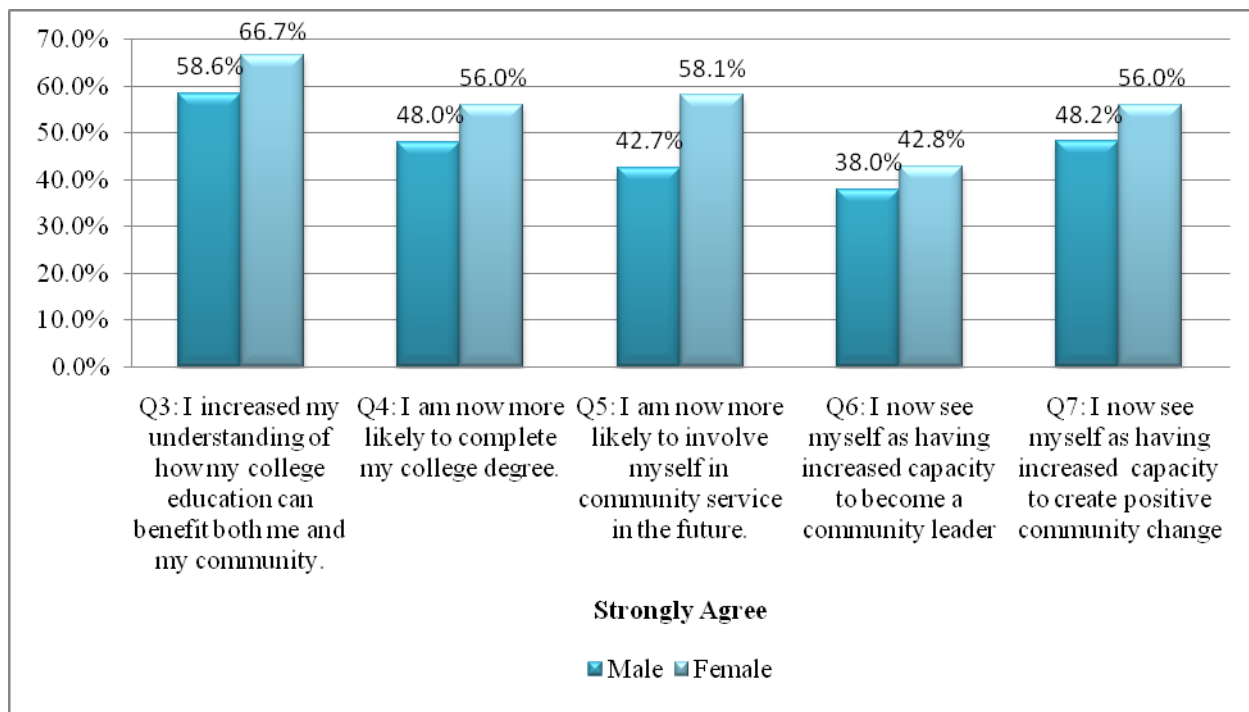


Figure 31: Significant Differences: Gender, ($p < .01$)—COMBINED College Students

Race/Ethnicity

Students of color were significantly more likely ($p < .01$) than white students to indicate **increased likelihood of completing their degree** and **greater likelihood of involving themselves in community service in the future** as a result of the service-learning experience.

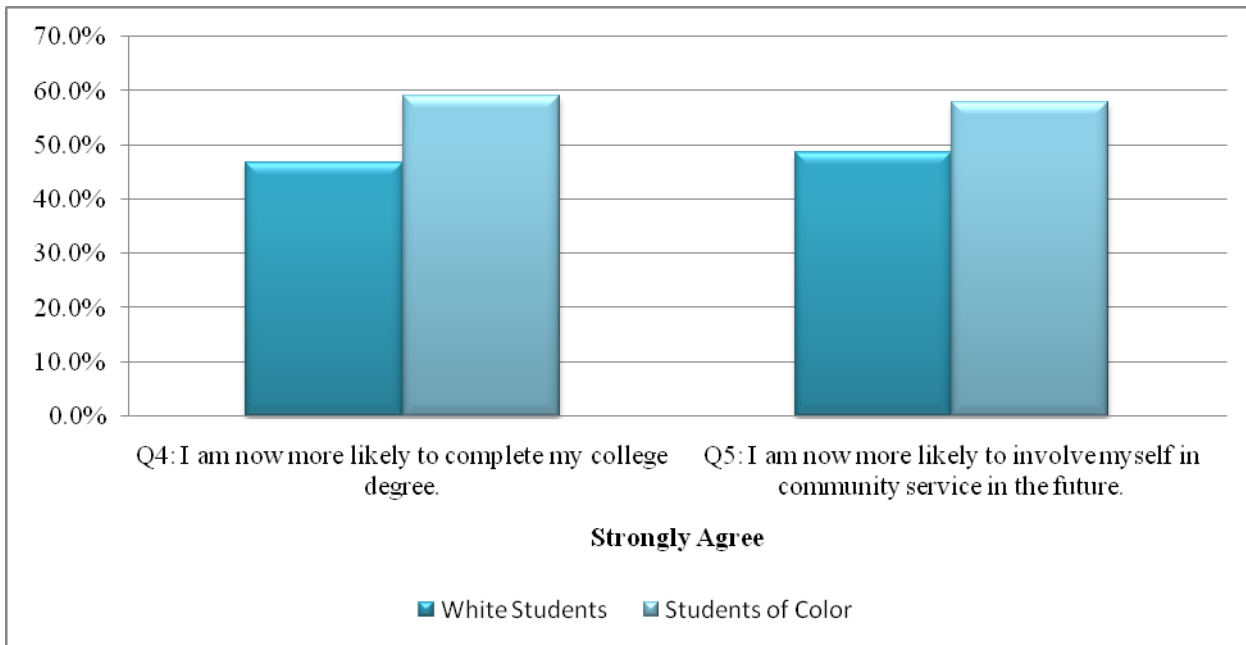


Figure 32: Significant Differences: Students of Color ($p < .01$)—COMBINED College Students

Class Level

Upper class level college students (those who enrolled in college for 3 years+) as compared to lower level class college students (1st or second year) were significantly more like ($p < .01$) to indicate *increased*:

- ***Understanding of how to use their knowledge and skills to improve the community***
- ***Understanding of the value of college education***
- ***Likelihood to complete their college degree***
- ***Likelihood of future community involvement***
- ***Capacity to become a community leader***
- ***Capacity to create positive community change***

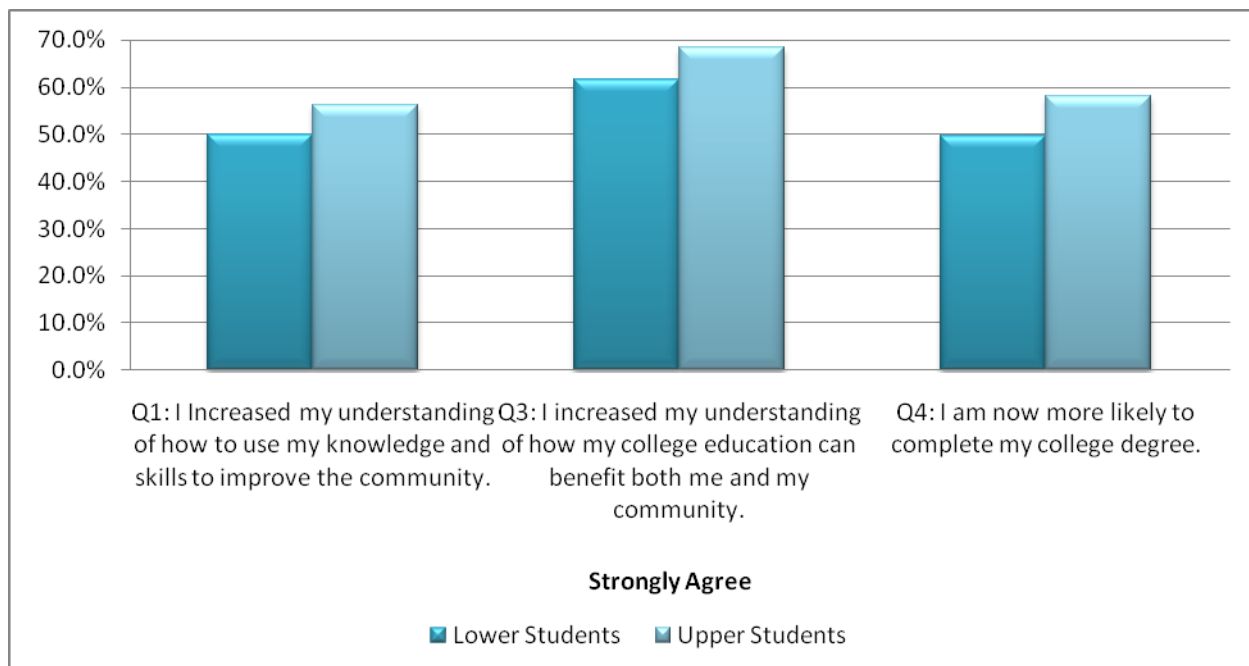


Figure 33: Significant Differences: Lower & Upper Class Levels ($p < .01$)—COMBINED College Students

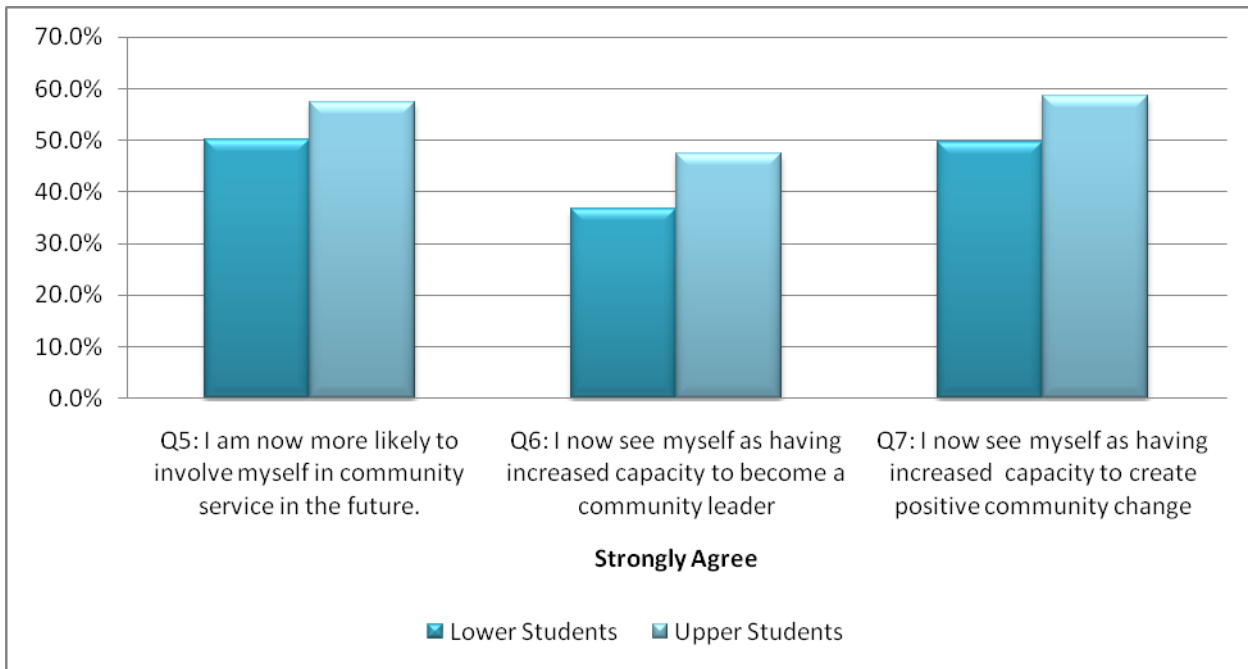


Figure 34: Significant Differences: Lower & Upper Class Levels ($p < .01$)—COMBINED College Students

CONCLUSION

The three year CCNCCE ASSETS grant initiative was extremely successful. College students who participated in the service-learning projects evidenced an ***improved attitude in learning for academic engagement and interest in continuing community service after the project and/or after graduation.*** Concurrent, community partners reported that students had a very positive ***impact on educational preparedness for homeland security/emergency.***

Of special note, the service-learning experience had a statistically significant and exponentially positive effect on Students of Color who indicated more enhanced likelihood to: complete their college degree; involve themselves in future community service; and become future community leaders.

Certainly, the CCNCCE ASSETS initiative has demonstrated a major accomplishment in providing new learning opportunities for college students and a positive impact on current and future communities across the United States. Furthermore, the important role that Learn and Serve America Higher Education (LSAHE) support plays in significantly affecting students and communities alike is highlighted when combining CCNCCE ASSETS and CACC Y2C data. Over 3,000 college students realized direct and significant learning and growth as a result of participating in service-learning experiences funded by LSAHE. Thus, the conclusion is both simple and clear: service-learning is a powerful pedagogical tool for improving individual lives and communities.