



President's Emerging Scholars



PES Service 2015

The objective of the President's Emerging Scholars program (PES) at the University of Minnesota (UM) is to advance the enrollment, retention, and timely graduation of its participants. For their first year at UM students enroll in a First-Year Experience course, CLA 1005- Introduction to Liberal Arts Learning, especially designed for the PES program. A second course, CLA 2005- Global Inequality and Transformative Citizenship, is offered the following Spring semester. Students in both courses are given the opportunity to participate in service or community engagement experiences as part of the course activities.

Method

- 167 students enrolled in PES in 2015
- 54 students participated in SL
- Outcomes: GPA, Retention and Credits Earned
- Match comparison group created using optimal matching
- 83% Underrepresented students
- No statistically significant relationship between service participation and academic outcomes.

Table 1. Regression Analysis Examining GPA and Credits

<i>N</i> = 108 (54 treatment)	Service Learning			
	B	SE	p	Adj. R2
GPA Fall 2016	.13	.11	.26	.007
Credits Fall 2016	2.61	3.27	.42	.073
GPA Fall 2017	.10	.12	.38	.006
Credits Fall 2017	4.24	3.91	.28	.103
GPA Fall 2018	.11	.12	.37	.031
Credits Fall 2018	6.32	5.20	.22	.101

Note: Controlling for Black, ACT, Citizen, Hispanic and Pell

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Table 2. College Enrollment Status by Year

	<i>Status Year 1</i>		<i>Status Year 2</i>		<i>Status Year 3</i>	
<i>Variables</i>	<i>SL</i>	<i>Non-SL</i>	<i>SL</i>	<i>Non-SL</i>	<i>SL</i>	<i>Non-SL</i>
<i>Enrolled</i>	52	48	48	46	51	44
<i>Not Enrolled</i>	2	6	6	8	3	10

* $p < .05$; ** $p < .01$

Discussion

The researchers will continue to follow the 2015 Cohort of PES students to determine if students' participation in service during the first year of is related to students' cumulative GPA, credits earned, and retention in their later years of college. If the direction of difference persists and increases, it is possible that as retention rates accumulate over time that the pattern of differences observed may reach significance.