

University of Minnesota operates service-learning courses in which college students conduct community engagement through an organized credit-bearing experience. All students at the University of Minnesota have the opportunity to enroll in these courses within their different colleges. Dosage and activities of community engagement differ between courses.

This study is conducted to examine the association between service-learning and academic outcomes:

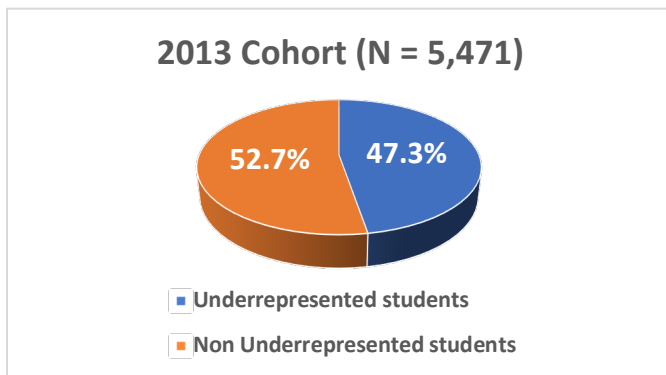
- Cumulative GPAs
- Credits earned
- Enrollment by the end of each academic year (retention)
- Graduation rate at the 4th year

By comparing

- the treatment group (students in 2013 cohort did service learning in **their first and second year**) and
- the comparison group (students in 2013 cohort did not do service learning over college years)

*PSM is used to create equivalent treatment and comparison groups.

- Underrepresented students (students of color, first-generation, and/or low-income) is a subgroup of special interest to the researchers.



First Year Sample (n = 2,346)		
	SL	<u>Non SL</u>
All students	1173	1173
Under. students	568	610
Second Year Sample (n = 956)		
	SL	<u>Non SL</u>
All students	478	478
Under. students	182	174

Time \ Group	Cumulative GPAs				Retention & Graduation (in brackets)					
	SL	Non SL	SL	Non SL	SL	Non SL	SL	Non SL		
year 1	3.28*	3.16	3.21*	3.09						
year 2	3.26*	3.11	3.18*	3.04	90%*	82%	88%*	80%		
year 3	3.26*	3.11	3.18*	3.04	87%*	79%	85%*	76%		
year 4	3.27*	3.13	3.18*	3.05	86%*	[71%*]	77%*	[62%]		
							84%*	[65%*]	75%*	[59%]

Note. SL in this table means the students who took Service Learning courses in their **first year**; * indicates significance, which is $p < .05$; data in red - **all students**, data in blue – **underrepresented students**; all students who participated in SL in their first year earned significantly more credits at the end of 3rd and 4th year; controlling for gender, race/ethnicity, first generation, Pell eligibility, ACT score and citizenship.

Time \ Group	Cumulative GPAs		Cumulative Credits				Retention & Graduation (in brackets)			
	SL	Non SL	SL	Non SL	SL	Non SL	SL	Non SL	SL	Non SL
year 2	3.31*	3.19	3.31	3.16	82.05*	80.19	83.17*	80.27		
year 3	3.33*	3.20	3.27	3.09	110.13*	104.86	109.78*	103.64	94%*	83%
year 4	3.33*	3.21	3.28	3.10	130.36*	122.86	129.06*	120.48	91%*	[76%*] 81% [66%]

Note. SL in this table means the students who took Service Learning courses in their second year; * indicates significance, which is p < .05; data in red - all students, data in blue – underrepresented students; controlling for race/ethnicity, first generation, Pell eligibility, year one cumulative GPA and year one cumulative credits.

In summary, early exposure to service-learning (taking service-learning courses in the first and second year) is associated with several positive outcomes for the general students as well as the underrepresented students such as higher GPAs, higher retention and graduation rates, and more credits for some years.

Song, W., Lopez, I., Yang, W., Maruyama, G., Furco, A. (2019)

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