



## Civic Engagement Survey Summary (2007-2008 Data)

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Students  Service  
A CAMPUS COMPACT AMERICORPS PROGRAM

## **Acknowledgements**

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This report is the product of countless individuals' time, energy, and dedication. I extend my warmest appreciation to the staff, administrators, and faculty at each of the 73 campuses represented in this report for providing meaningful, intentional service opportunities to college and university students every day. I would like to thank all of the community partners who act as co-educators within the student learning and development process. I am grateful to all of the students who took the time out of their busy schedules to not only improve their communities, but also share their voices by completing the Civic Engagement Survey. This report would not have been possible without Jennifer McWilliam's (Washington Campus Compact's research assistant) support compiling and analyzing the survey data. Finally, this work was supported by grant funds from the Corporation for National and Community Service.

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## Summary

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This report reflects information collected as part of the Civic Engagement Survey, which was completed by 1,995 college student volunteers/service-learners participating in the following Washington Campus Compact programs during the 2007-2008 grant cycle: Students in Service, Learn and Serve America, and the Retention Project.

Specific sections of the report include the following information:

- a. program overviews (program descriptions, the geographic scope of each program, and participating campuses);
- b. a profile of college student volunteers/service-learners per program (number of survey respondents per program, year in school, first-generation status, gender, and race/ethnicity);
- c. breadth of service involvement (additional service in college, middle/high school involvement in service, and participation in National Days of Service);
- d. student perceptions of service/volunteer activities (decision to participate and attitudes toward service/volunteer activities);
- e. college student service-learner/volunteer impacts (civic knowledge, skills, attitudes, and behaviors; academic achievement; and career and workforce skill development); and
- f. community impacts (community issues addressed and perceptions of community impact).

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## Program Overviews

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### *Students in Service*

Students in Service is a part-time AmeriCorps program that offers noncompetitive education awards to students who participate in community service, service-learning, unpaid service-related internships, service-based student organization activities, and community service work-study jobs. The Students in Service program is offered in California, Hawaii and the Pacific Islands, Idaho, Montana, Oregon, and Washington. Figure 1 reflects the percentage of student participants—as indicated by Civic Engagement Survey response rates—per state.

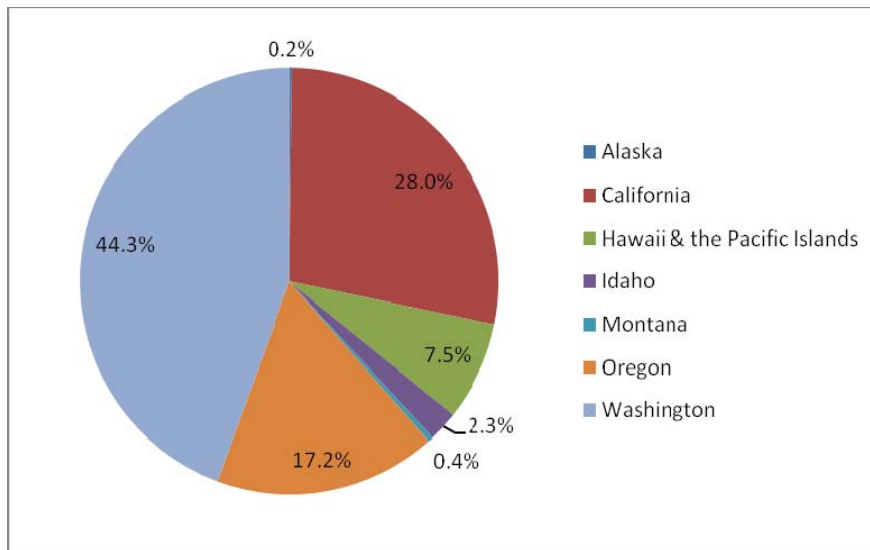


Figure 1: Students in Service Survey Respondents per State

The Students in Service members who participated in the survey reported attending the following colleges and universities:

- *California:* Azusa Pacific University; California State University, Dominguez Hills; California State University, Fresno; California State University, Fullerton; California State University, Long Beach; California State University, Los Angeles; California State University, Northridge; California State University, Sacramento; De Anza College; Humboldt State University; Laney College; Mount St. Mary’s College; Notre Dame de Namur University; San Francisco State University; San José State University; University of California, Berkeley; University of California, Los Angeles; University of California, San Diego; University of California, Santa Barbara; University of Redlands; University of San Diego
- *Hawaii/Pacific Islands:* American Samoa Community College; Chaminade University of Honolulu; Hawaii Pacific University; Honolulu Community College; Kapiolani Community College; Leeward Community College; Maui Community College; University of Hawaii at Hilo; University of Hawaii at Manoa; University of Hawaii, West Oahu

- *Idaho:* Boise State University; University of Idaho
- *Montana:* Montana State University-Bozeman
- *Oregon:* Concordia University; Lane Community College; Linfield College; Linn-Benton Community College; Oregon Institute of Technology; Oregon State University; Pacific University; Portland Community College; Portland State University; Reed College; Southern Oregon University; Southwestern Oregon Community College; University of Portland; Western Oregon University
- *Washington:* Antioch University Seattle; Bellevue Community College; Cascadia Community College; Central Washington University; Clark College; Eastern Washington University; Edmonds Community College; Everett Community College; Gonzaga University; Heritage University; Seattle Pacific University; Seattle University; Skagit Valley College; Spokane Community College; Spokane Falls Community College; Tacoma Community College; The Evergreen State College; University of Washington; University of Washington, Bothell; University of Washington, Tacoma; Walla Walla Community College; Washington State University; Washington State University, Vancouver; Western Washington University; Whitworth College

### *Learn and Serve America*

Learn and Serve America provides support to schools, higher education institutions, and community-based organizations that engage students, their teachers, and others in service-learning. Colleges in Washington and Idaho—in partnership with P-12, community leaders and policymakers—work to (a) strengthen service-learning programs and initiatives with an emphasis on improving academic achievement of disadvantaged youth and (b) develop and implement strategies to strengthen education and communities.

Survey respondents associated with the Learn and Serve America program reported attending the following campuses:

- *Idaho:* Boise State University
- *Washington:* Cascadia Community College; Clark College; Edmonds Community College; Everett Community College; Gonzaga University; Seattle University; The Evergreen State College; Washington State University

### *The Retention Project*

The Retention Project utilizes service-learning as a strategy to improve the retention of first-generation college students and the academic advancement of disadvantaged high school students across Washington state. Students at the following colleges and universities participated in the Civic Engagement Survey:

- *Washington:* Antioch University Seattle; Eastern Washington University; Gonzaga University; Seattle University; Tacoma Community College; University of Washington; Western Washington University

## Profile of Student Service-Learners/Volunteers per Program

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### *Survey Respondents per Program*

A total of 1,995 college student volunteers/service-learners completed the Civic Engagement Survey, including 1,601 Students in Service members, 377 Learn and Serve America student volunteers/service-learners, and 17 Retention Project student volunteers/service-learners (See Figure 2).

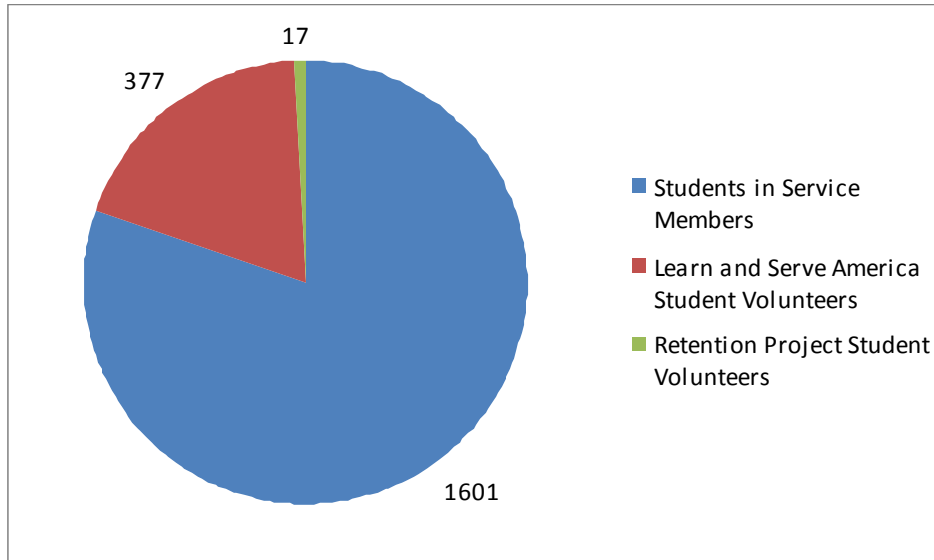


Figure 2: Number of Survey Respondents per Program



### Year in School

Each program participant was asked to identify her/his year in school. As can be seen in Figures 3a-3c, for program participants who completed the survey, the majority of Students in Service members are seniors and graduate students; most Learn and Serve America volunteers/service-learners are first-year students and sophomores; and the Retention Project is most highly represented by graduate students.

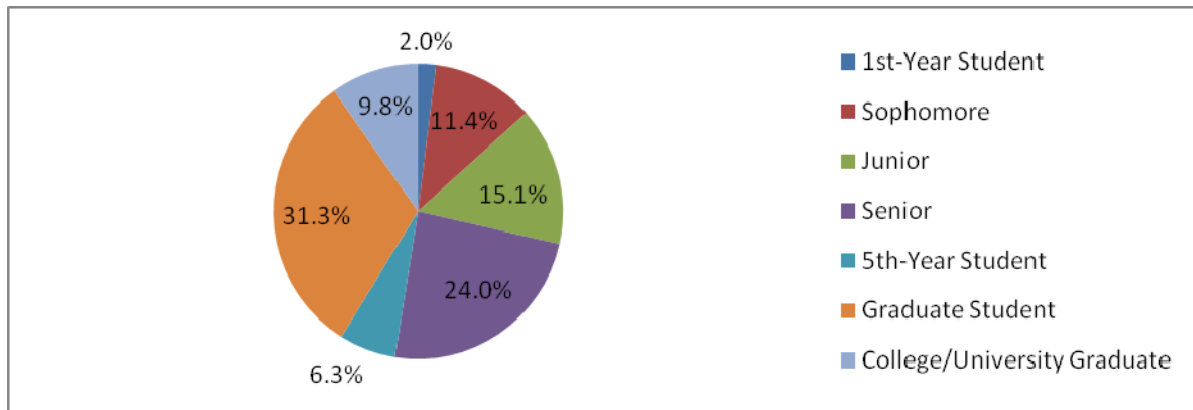


Figure 3a: Year in School - Students in Service Members

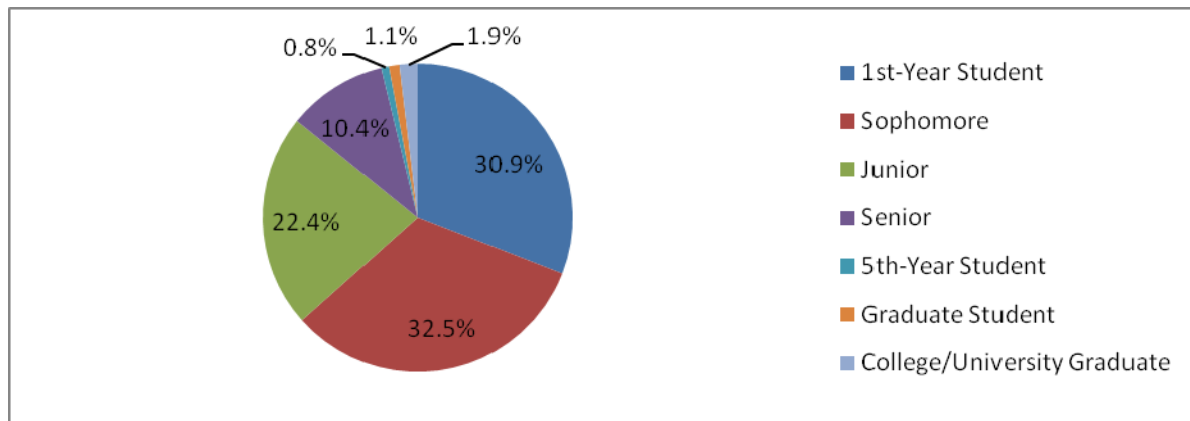


Figure 3b: Year in School - Learn and Serve America Service-Learners/Volunteers

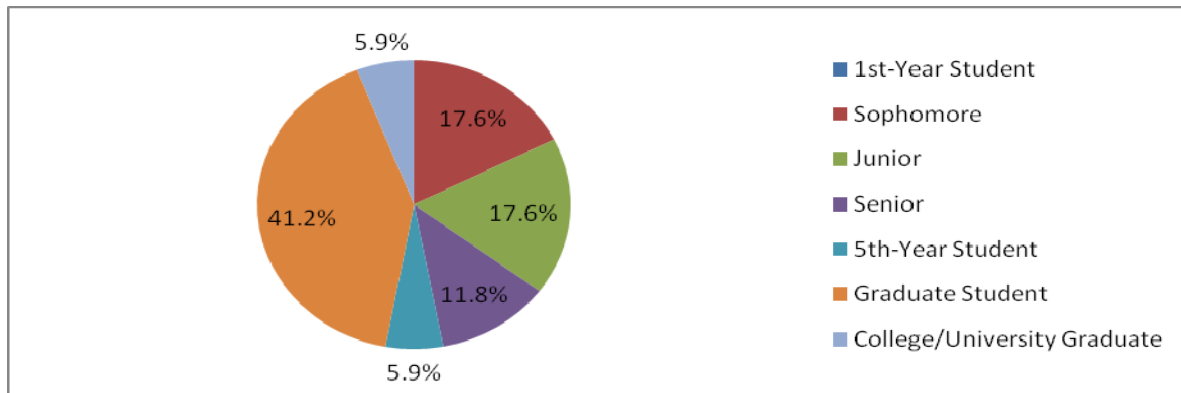


Figure 3c: Year in School - Retention Project Service-Learners/Volunteers

### First-Generation Status

Participants from all three groups were asked to report whether or not they were first-generation students (first in their families to go to college). Of those who completed the survey, 43.6% of Students in Service members, 23.1% of Learn and Serve America participants, and 35.3% of Retention Project participants identified as first-generation college students (see Figures 4a-4c).

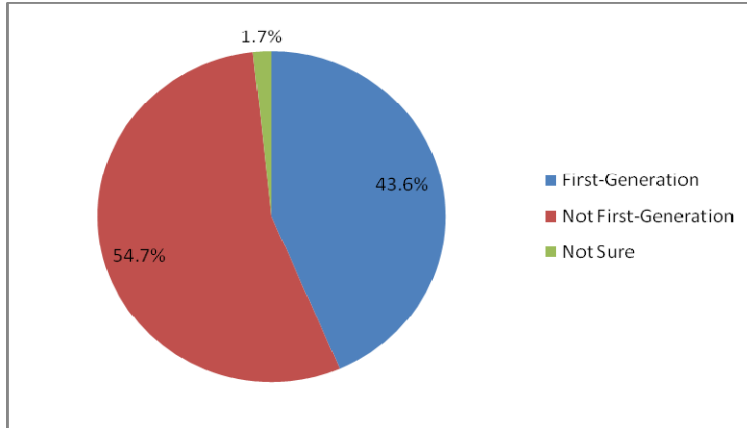


Figure 4a: First-Generation Status - Students in Service Members

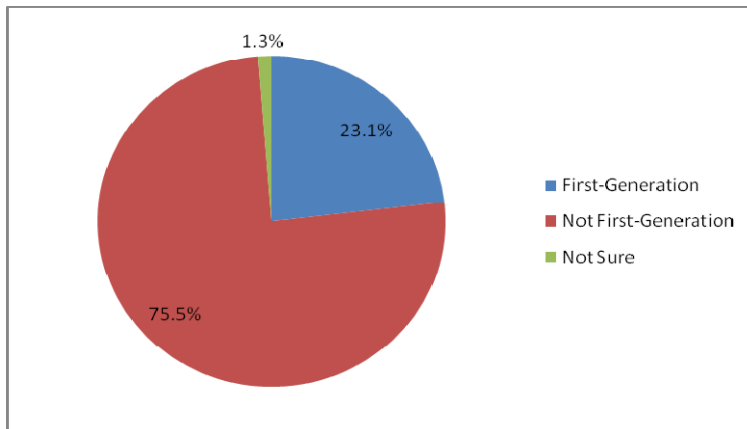


Figure 4b: First-Generation Status - Learn and Serve America Service-Learners/Volunteers

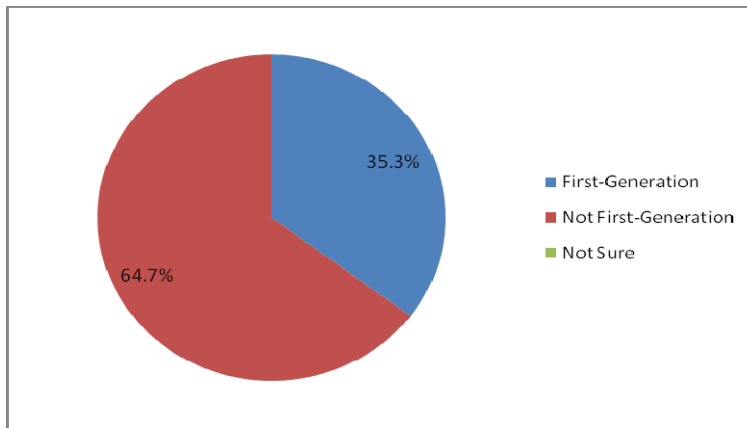


Figure 4c: First-Generation Status - Retention Project Service-Learners/Volunteers

## Gender

Participants from all three groups were asked to either (a) select one of the following gender categories: female, male, transgender, female to male, or male to female, or (b) check a box stating a preference to not specify their gender. The majority of all program participants who completed the survey identified as female, with the percentage per program ranging from 69.5% (Learn and Serve America) to 82.4% (Retention Project). See Figures 5a-5c.

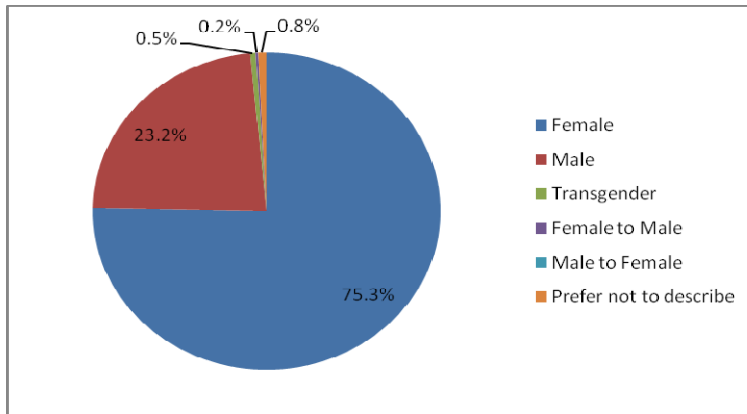


Figure 5a: Gender - Students in Service Members

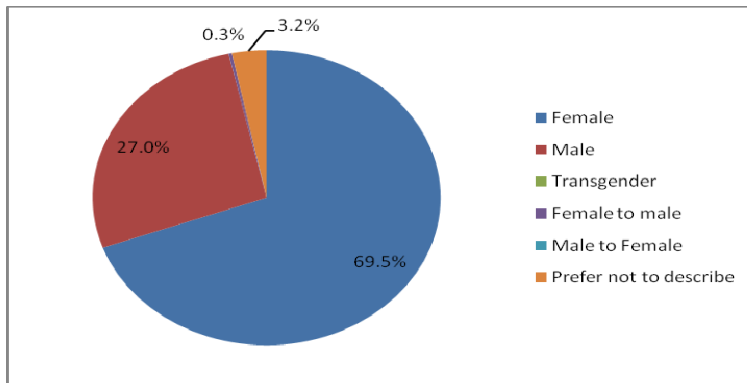


Figure 5b: Gender - Learn and Serve America Service-Learners/Volunteers

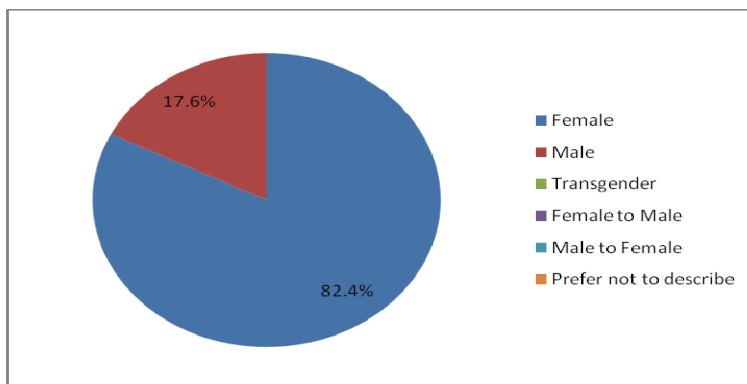


Figure 5c: Gender - Retention Project Service-Learners/Volunteers

*Race/Ethnicity*

Finally, each program participant was asked to identify her/his race/ethnicity. The majority of all program participants who completed the survey identified as White/Caucasian, with the percentages ranging from 58.5% (Students in Service) to 78.2% (Learn and Serve America). See Figures 6a-6c.

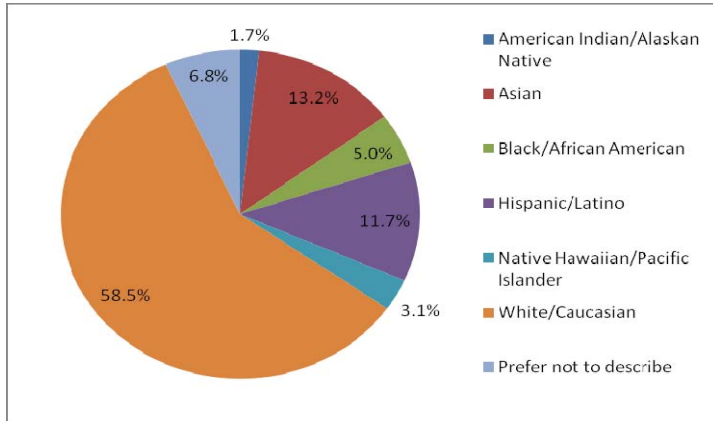


Figure 6a: Race/Ethnicity - Students in Service Members

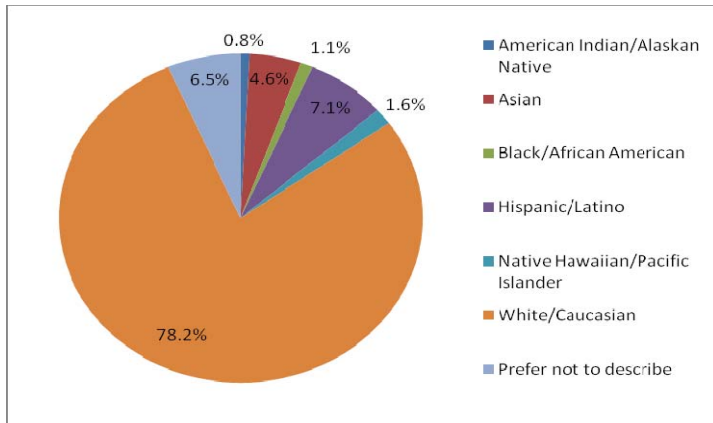


Figure 6b: Race/Ethnicity - Learn and Serve America Service-Learners/Volunteers

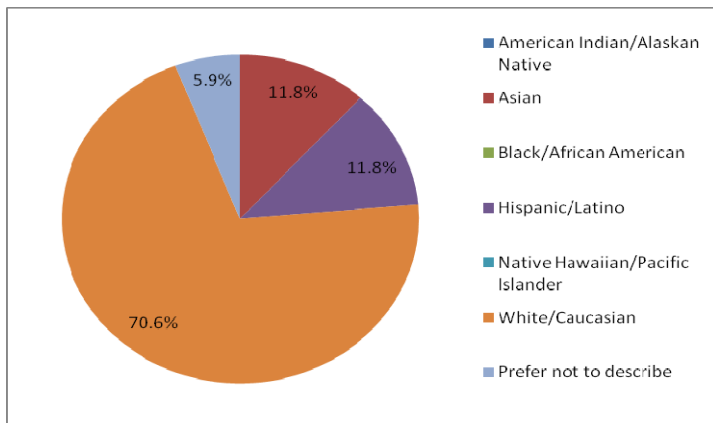


Figure 6c: Race/Ethnicity - Retention Project Service-Learners/Volunteers

## Breadth of Service Involvement

### *Additional Service Activities in College*

Participants from all three groups were asked to identify their involvement in service activities and/or organizations during college beyond their involvement in Washington Campus Compact-sponsored programs. More than 50% of Students in Service participants who responded to the survey reported participating in independent volunteering; volunteering for a campus club or organization; or being involved with a campus, service, or service-learning center. Over half of the Learn and Serve America participants responding to the survey reported being involved with a campus, service, or service-learning center. More than 50% of survey-responding Retention Project student volunteers participated in a service-learning course. See Figure 7.

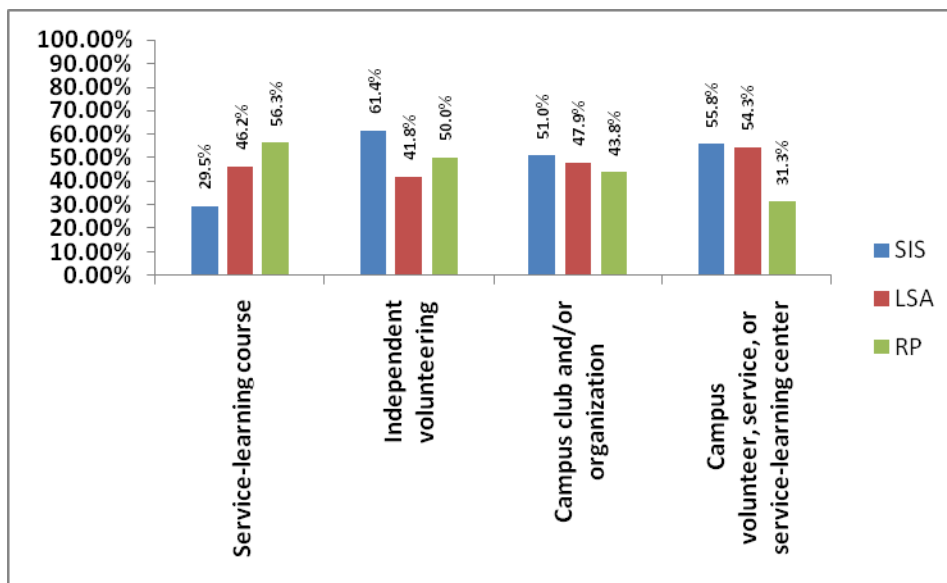


Figure 7: Additional Service Activities in College

### Middle/High School Involvement

Each program participant was asked to identify whether or not she/he had participated in service during middle school or high school, as well as if the service was completed as part of a class. 853 (55.8%) of Students in Service participants who completed the survey volunteered in middle or high school; of these, 247 (22.6%) participated in service as part of a class. 273 (72.4%) of Learn and Serve America participants responding to the survey indicated that they had volunteered in middle or high school and, of these, 67 (22.0%) participated in service as part of a class. 11 (64.7%) of survey-responding Retention Project participants volunteered during middle or high school; of these, 3 (21.4%) participated in service as part of a class. See Figure 8.

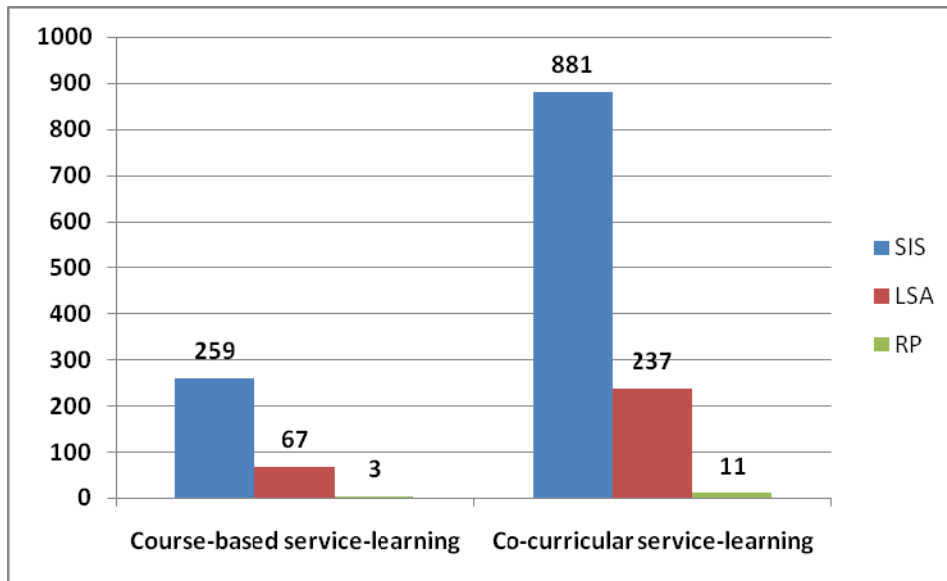


Figure 8: Middle/High School Service Involvement

*Participation in National Days of Service*

Each program participant was also asked to identify the National Days of Service in which she/he had participated. 57% of all survey respondents reported participating in Martin Luther King Jr. Day and 23% of the respondents were involved in Make a Difference Day (see Figure 9). Other National Days of Service participated in were Global Youth Service Day and Cesar Chavez Day of Service.

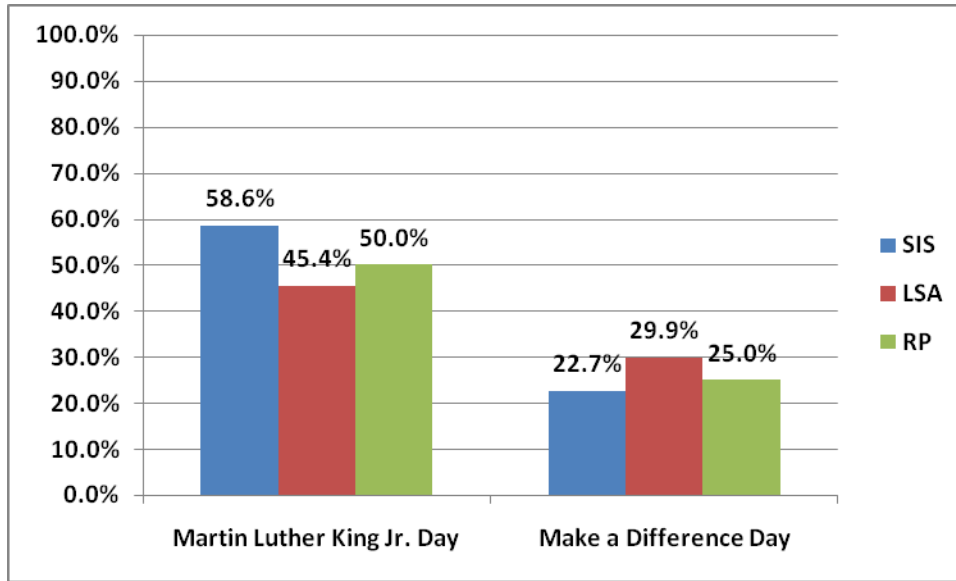


Figure 9: Participation in National Days of Service

## Student Perceptions of Service/Volunteer Activities

### Decision to Participate in Service/Volunteer Activities

There are many reasons why college students decide to participate in service/volunteer activities. All program participants were asked to rate a series of factors using the following scale: “a major reason,” “a minor reason,” and “not a reason.” The most prominent reasons among survey respondents include: helping other people, enhancing academic learning, doing something about issues that matter to them, doing their part as a community members/fulfilling their civic duty, getting involved to influence what happens in their communities, and developing career-related skills (see Figure 10).

Appendix A provides detailed survey respondents’ ratings of the importance of each statement in their decisions per program.

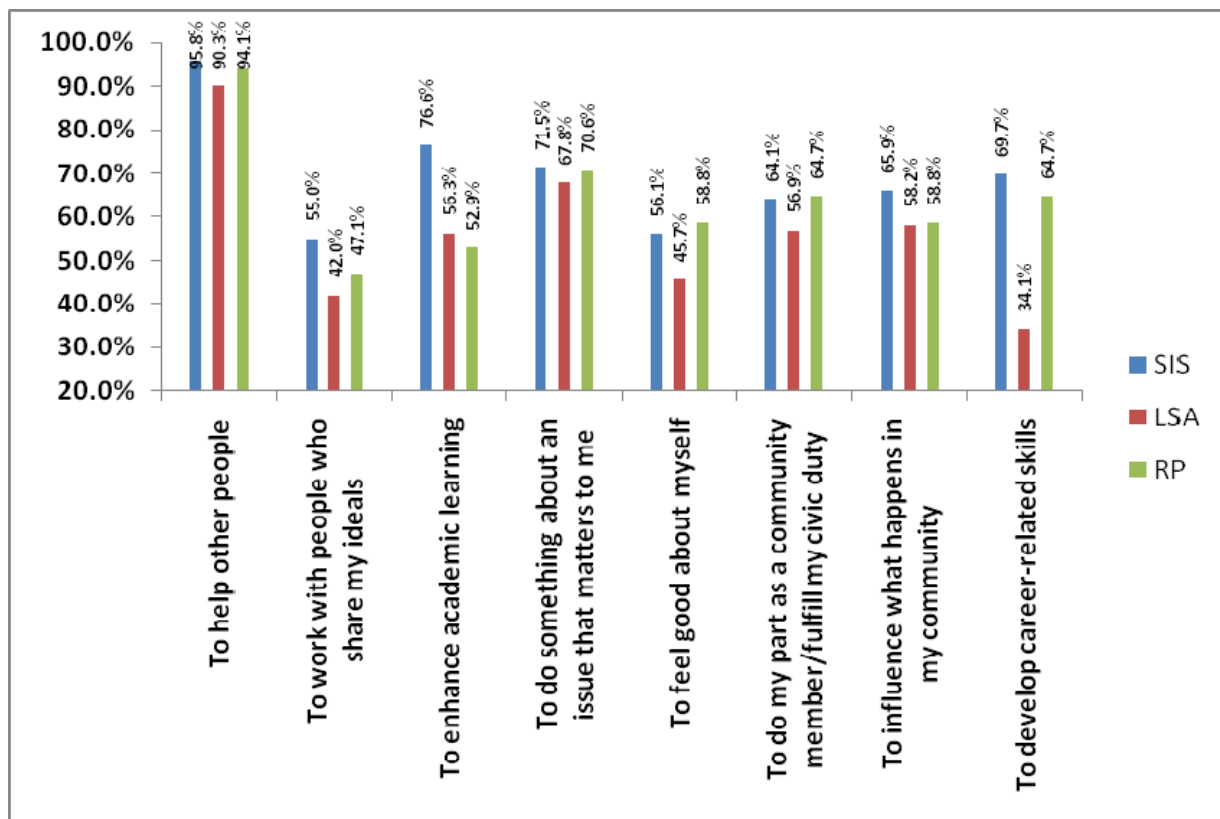


Figure 10: Most Prominent Factors in Deciding to Participate in Service/Volunteer Activities



## Attitudes toward Service-Learning and Volunteering

Participants from all three groups were also asked to rate the extent to which they agreed (or disagreed) with a series of statements related to their attitudes toward volunteering and service-learning. The following statements most strongly resonated with the Students in Service members, Learn and Serve America participants, and Retention Project participants who completed the survey: “My service experience (as part of a WACC-sponsored program) has been positive,” “It is important that I work toward equal opportunities (e.g., social, political, vocational) for all people,” “I believe that every citizen has a responsibility to serve the community,” and “Social problems directly affect the quality of life in my community.” (see Figure 11).

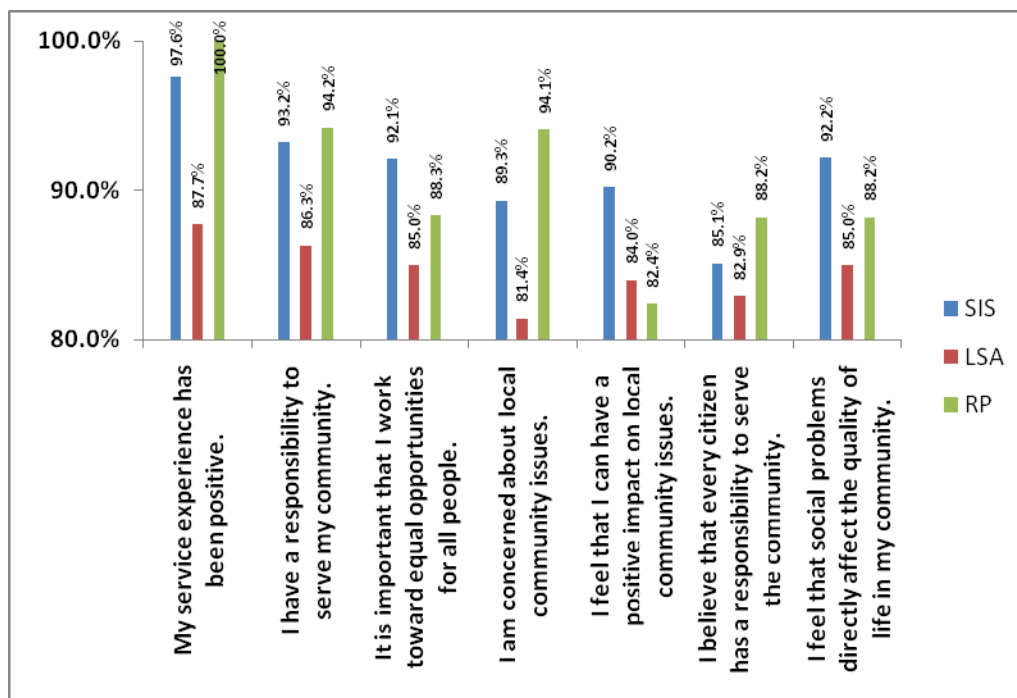


Figure 11: Attitudes toward Service-Learning/Volunteering

## College Student Service-Learner/Volunteer Impact

### *Civic Knowledge, Skill, Attitude, and Behavioral Impacts*

Participants from all three groups were asked to self-assess the extent to which they agreed (or disagreed) with a series of statements related to changes in their civic knowledge, skills, attitudes, and behaviors as a result of their service experiences (see Figure 12). Over 70% of all program participants who completed the survey either agreed or strongly agreed with each civic impact statement. Students in Service members reported the greatest impact. Overall, program participants most strongly agreed with the following two statements: “I will continue to serve in the community” and “I can make a difference in my local community.” At least 90% of all Students in Service members who completed the survey either agreed or strongly agreed with every civic knowledge, skill, attitude, and behavior impact statement.

Appendix B provides detailed survey respondents’ ratings of the extent to which they agreed (or disagreed) with each statement.

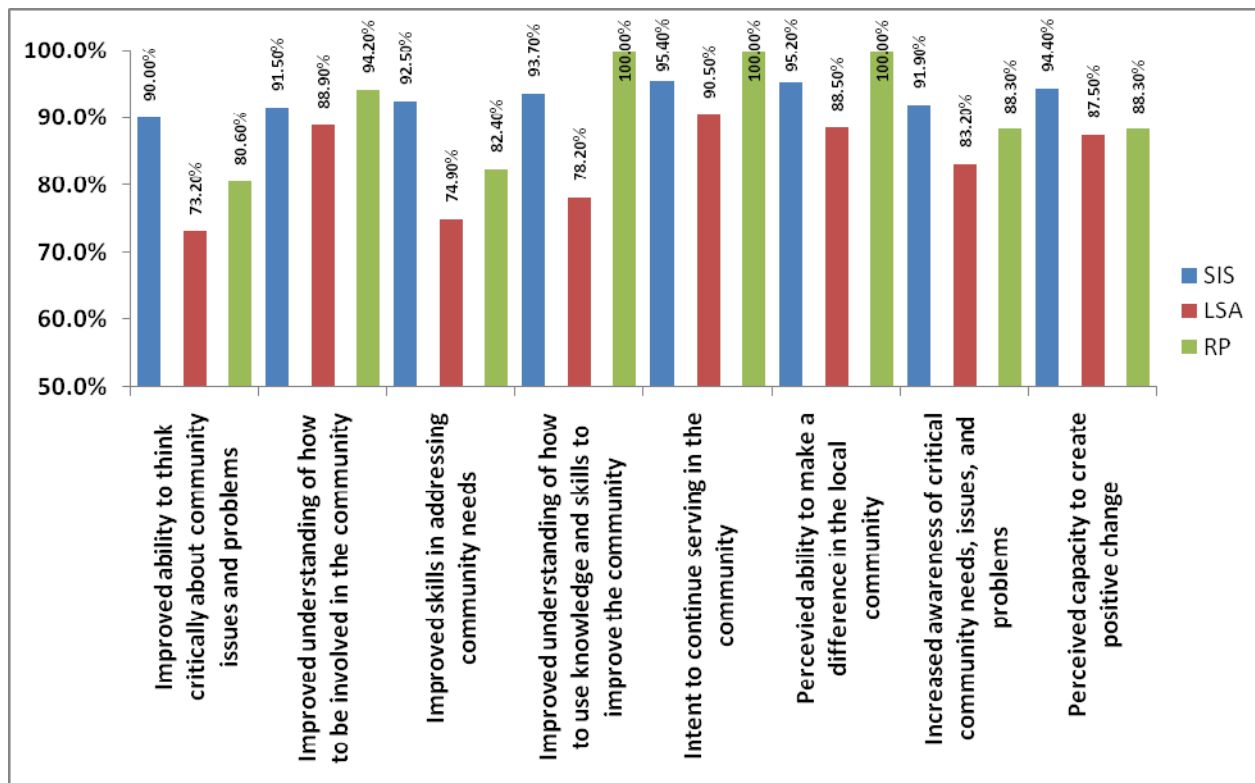


Figure 12: Civic Knowledge, Skill, Attitude, and Behavioral Impacts

### Academic Achievement Impacts

Each program participant was asked to self-assess the extent to which her/his academic achievement had (or had not) been impacted by her/his WACC service experience (see Figure 13). Across all programs, survey respondents most strongly agreed with the following academic achievement impact statement: “My ability to make connections between classroom and out-of-classroom learning has improved.” At least 80% of all Students in Service members who completed the survey either agreed or strongly agreed with every academic impact statement.

Appendix C provides detailed survey respondents’ ratings of the extent to which they agreed (or disagreed) with each statement. Additional themes that emerged from survey respondents’ narratives include an increased value in academic achievement, improved academic performance, and increased confidence in their abilities to learn new things.

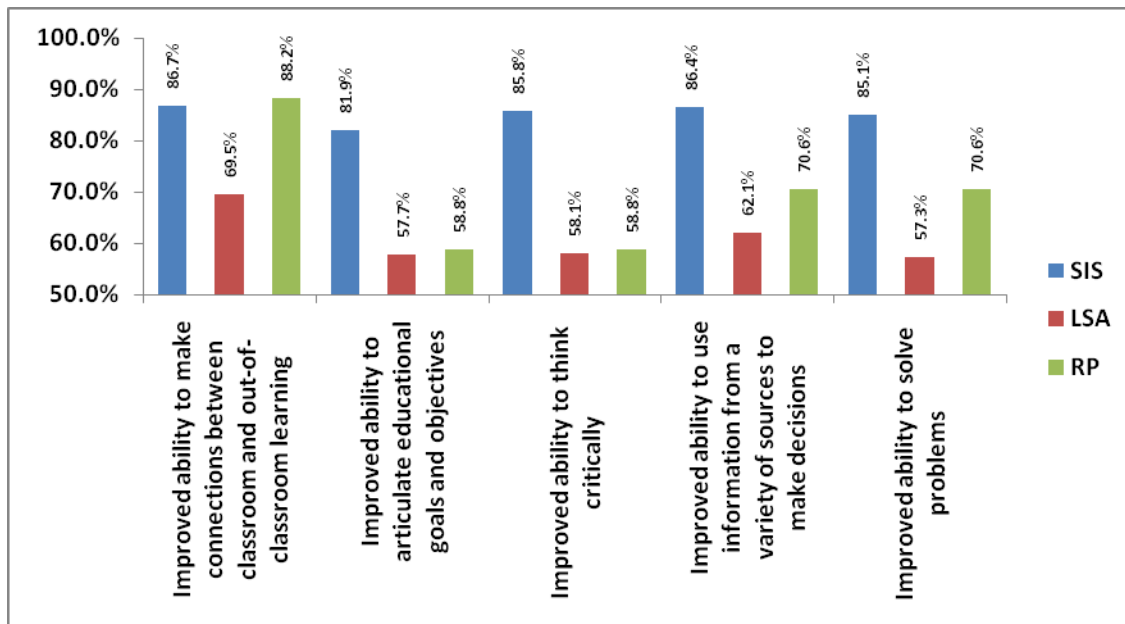


Figure 13: Academic Achievement Impacts

## Career and Workforce Skill Development Impacts

Finally, participants from all three groups were asked to rate their levels of agreement with statements regarding how their service experiences had impacted their development of career and workforce skills (see Figure 14). Over 80% of all Students in Service members who responded to the survey agreed or strongly agreed with each career/workforce skill development impact statement, with an “increased understanding of preferred work environment” as the most prevalent impact. Levels of agreement among Learn and Serve America participants responding to the survey ranged from 50 to 74%, with the highest level of agreement with the following statement: “I have become more involved with people different from myself.” Retention Project participant ratings ranged from 65 to 82%, with over 80% of survey respondents agreeing or strongly agreeing with the following three statements: “My understanding of group dynamics has improved,” “I am more likely to work in a career that will contribute to society,” and “I have a better understanding of my preferred work environment.”

Appendix D provides detailed survey respondents’ ratings of the extent to which they agreed (or disagreed) with each statement. Additional themes that emerged regarding career and workforce skill development include an increased confidence in their abilities and improved career-specific skills.

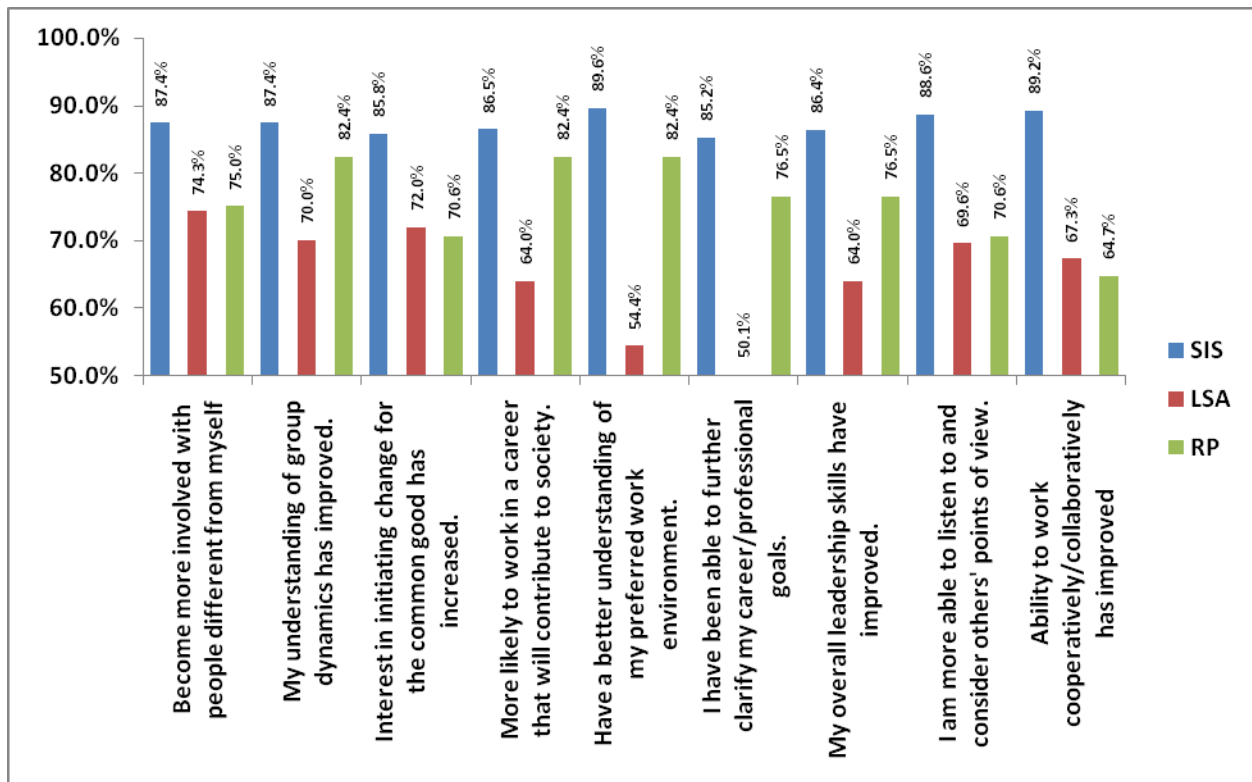


Figure 14: Career and Workforce Skill Development Impacts

## Community Impacts

### Community Issues Addressed

Program participants were asked to identify the community issue(s) that they addressed during their service experiences. As can be seen in Figure 15, the majority of survey respondents either addressed youth educational needs or general human needs.

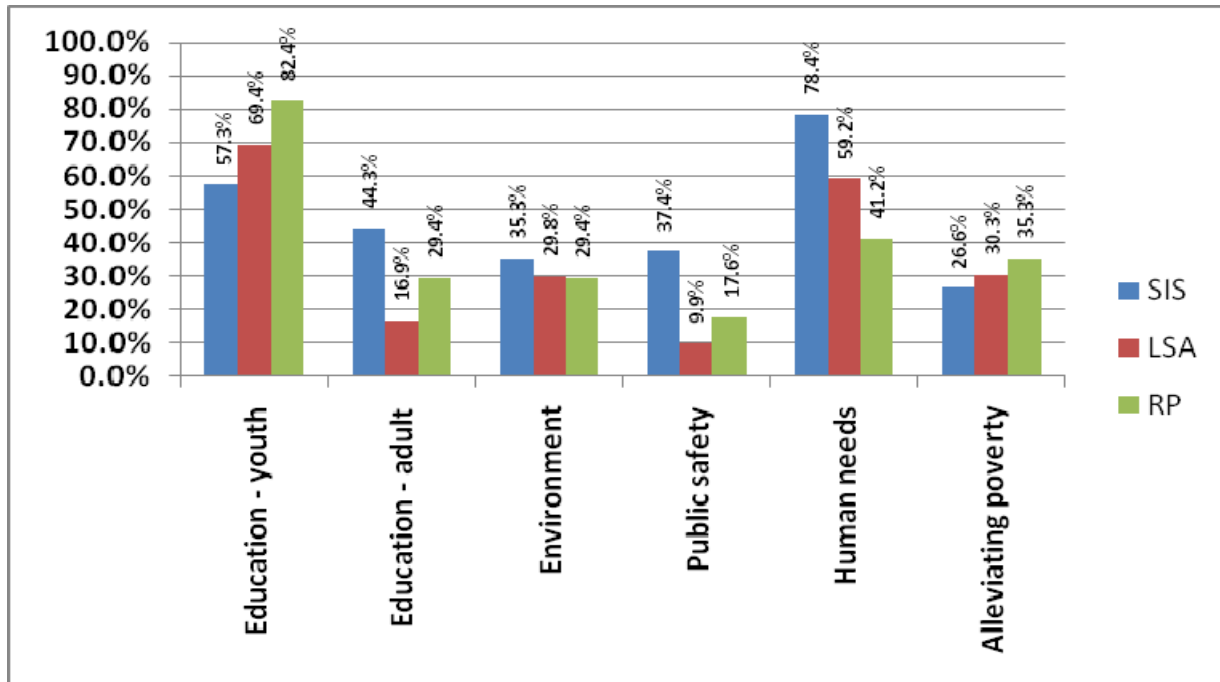


Figure 15: Community Issues Addressed

### Perceptions of Community Impact

Participants from all three groups were asked to rate their level of agreement with a series of community impact statements. Over 90% of Students in Service members who completed the survey either agreed or strongly agreed that their involvement was well-received by the community, that they learned from the community members with whom they worked, and that their community work made a positive impact on the community. Of Learn and Serve America service-learners/volunteers, over 80% of survey respondents agreed or strongly agreed that their involvement was well-received by the community, that they learned from the community members with whom they worked, and that their work made a positive impact on the community. Of Retention Project student volunteers, over 85% of survey respondents either agreed or strongly agreed that they learned from the community members with whom they worked, and that their work made a positive impact on the community. See Figure 16.

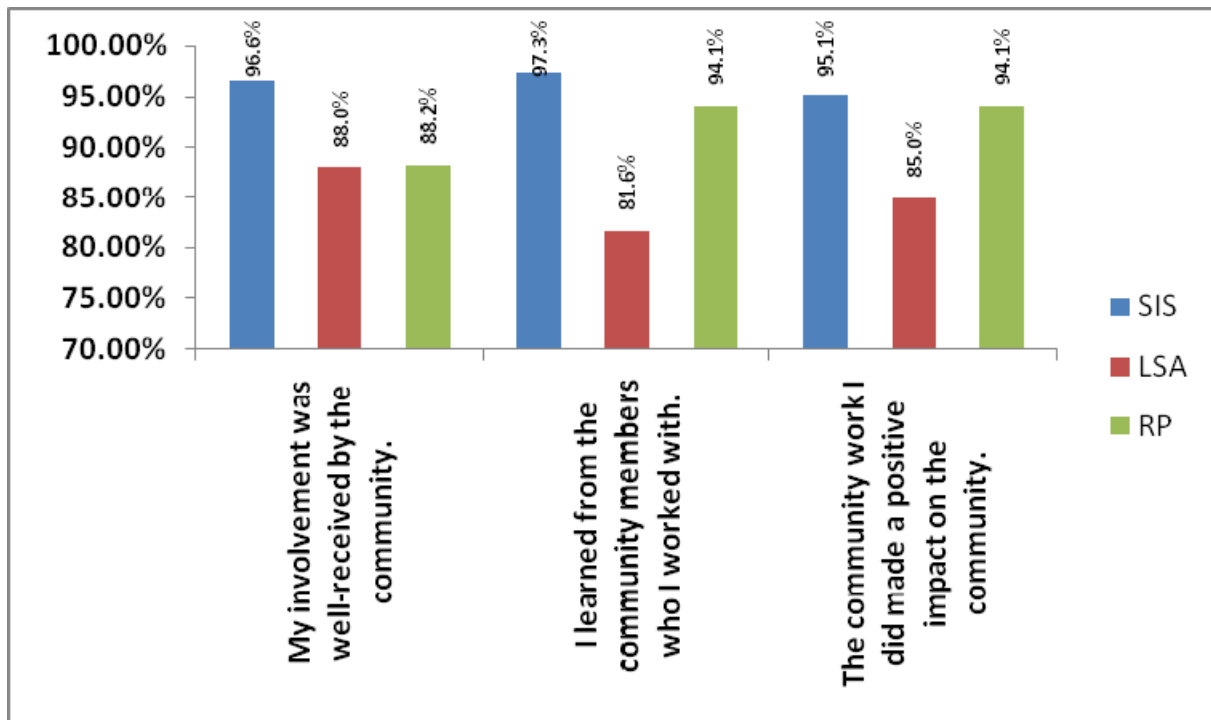


Figure 16: Perceptions of Community Impact

**Appendix A: Importance of Factors in Deciding to Participate in Service/Volunteer Activities**

<b>Factors</b>	<b>Students in Service</b>	<b>Learn and Serve America</b>	<b>Retention Project</b>
I want to help other people.	<b>Major reason:</b> 95.8% <b>Minor Reason:</b> 3.7% <b>Not a Reason:</b> 0.5%	<b>Major reason:</b> 90.3% <b>Minor Reason:</b> 7.5% <b>Not a Reason:</b> 2.1%	<b>Major reason:</b> 94.1% <b>Minor Reason:</b> 5.9% <b>Not a Reason:</b> 0.0%
I want to meet people.	<b>Major reason:</b> 40.3% <b>Minor Reason:</b> 42.3% <b>Not a Reason:</b> 17.4%	<b>Major reason:</b> 40.6% <b>Minor Reason:</b> 4.1% <b>Not a Reason:</b> 15.3%	<b>Major reason:</b> 41.2% <b>Minor Reason:</b> 47.1% <b>Not a Reason:</b> 11.8%
I like working with people who share my ideals.	<b>Major reason:</b> 55.0% <b>Minor Reason:</b> 33.3% <b>Not a Reason:</b> 11.7%	<b>Major reason:</b> 42.0% <b>Minor Reason:</b> 40.7% <b>Not a Reason:</b> 17.3%	<b>Major reason:</b> 47.1% <b>Minor Reason:</b> 35.3% <b>Not a Reason:</b> 17.6%
I want to work with people different from me.	<b>Major reason:</b> 51.7% <b>Minor Reason:</b> 34.3% <b>Not a Reason:</b> 14.0%	<b>Major reason:</b> 44.6% <b>Minor Reason:</b> 37.5% <b>Not a Reason:</b> 17.9%	<b>Major reason:</b> 47.1% <b>Minor Reason:</b> 41.2% <b>Not a Reason:</b> 11.8%
I want to enhance my academic learning.	<b>Major reason:</b> 76.6% <b>Minor Reason:</b> 18.2% <b>Not a Reason:</b> 5.2%	<b>Major reason:</b> 56.3% <b>Minor Reason:</b> 32.1% <b>Not a Reason:</b> 11.7%	<b>Major reason:</b> 52.9% <b>Minor Reason:</b> 23.5% <b>Not a Reason:</b> 23.5%
It was required as part of a course.	<b>Major reason:</b> 21.1% <b>Minor Reason:</b> 17.7% <b>Not a Reason:</b> 61.1%	<b>Major reason:</b> 38.2% <b>Minor Reason:</b> 22.3% <b>Not a Reason:</b> 39.5%	<b>Major reason:</b> 41.2% <b>Minor Reason:</b> 5.9% <b>Not a Reason:</b> 52.9%
To enhance my admissions application to graduate school/a professional degree program.	<b>Major reason:</b> 25.7% <b>Minor Reason:</b> 30.3% <b>Not a Reason:</b> 44.0%	<b>Major reason:</b> 25.7% <b>Minor Reason:</b> 36.8% <b>Not a Reason:</b> 37.6%	<b>Major reason:</b> 6.3% <b>Minor Reason:</b> 43.8% <b>Not a Reason:</b> 50.0%
I want to do something about an issue that matters to me.	<b>Major reason:</b> 71.5% <b>Minor Reason:</b> 21.0% <b>Not a Reason:</b> 7.5%	<b>Major reason:</b> 67.8% <b>Minor Reason:</b> 22.3% <b>Not a Reason:</b> 9.9%	<b>Major reason:</b> 70.6% <b>Minor Reason:</b> 17.6% <b>Not a Reason:</b> 11.8%
My friends are involved in these activities.	<b>Major reason:</b> 14.7% <b>Minor Reason:</b> 27.3% <b>Not a Reason:</b> 57.9%	<b>Major reason:</b> 14.3% <b>Minor Reason:</b> 28.0% <b>Not a Reason:</b> 57.7%	<b>Major reason:</b> 11.8% <b>Minor Reason:</b> 23.5% <b>Not a Reason:</b> 64.7%
It makes me feel good about myself.	<b>Major reason:</b> 56.1% <b>Minor Reason:</b> 35.9% <b>Not a Reason:</b> 8.1%	<b>Major reason:</b> 45.7% <b>Minor Reason:</b> 41.4% <b>Not a Reason:</b> 13.0%	<b>Major reason:</b> 58.8% <b>Minor Reason:</b> 35.3% <b>Not a Reason:</b> 5.9%
I want to do my part as a community member/fulfill my civic duty.	<b>Major reason:</b> 64.1% <b>Minor Reason:</b> 28.8% <b>Not a Reason:</b> 7.2%	<b>Major reason:</b> 56.9% <b>Minor Reason:</b> 31.9% <b>Not a Reason:</b> 11.2%	<b>Major reason:</b> 64.7% <b>Minor Reason:</b> 29.4% <b>Not a Reason:</b> 5.9%
By getting involved I can influence what happens in my community.	<b>Major reason:</b> 65.9% <b>Minor Reason:</b> 27.7% <b>Not a Reason:</b> 6.4%	<b>Major reason:</b> 58.2% <b>Minor Reason:</b> 29.1% <b>Not a Reason:</b> 12.7%	<b>Major reason:</b> 58.8% <b>Minor Reason:</b> 23.5% <b>Not a Reason:</b> 17.6%
To find career opportunities.	<b>Major reason:</b> 46.0% <b>Minor Reason:</b> 34.3% <b>Not a Reason:</b> 19.7%	<b>Major reason:</b> 19.7% <b>Minor Reason:</b> 35.3% <b>Not a Reason:</b> 45.0%	<b>Major reason:</b> 29.4% <b>Minor Reason:</b> 41.2% <b>Not a Reason:</b> 29.4%

**Appendix A: Importance of Factors in Deciding to Participate in Service/Volunteer Activities**  
(continued)

<b>Factors</b>	<b>Students in Service</b>	<b>Learn and Serve America</b>	<b>Retention Project</b>
To develop career-related skills.	<b>Major reason:</b> 69.7% <b>Minor Reason:</b> 23.2% <b>Not a Reason:</b> 7.1%	<b>Major reason:</b> 34.1% <b>Minor Reason:</b> 8.4% <b>Not a Reason:</b> 27.4%	<b>Major reason:</b> 64.7% <b>Minor Reason:</b> 11.8% <b>Not a Reason:</b> 23.5%
To add the experience to my resume.	<b>Major reason:</b> 53.2% <b>Minor Reason:</b> 32.8% <b>Not a Reason:</b> 14.0%	<b>Major reason:</b> 34.3% <b>Minor Reason:</b> 42.2% <b>Not a Reason:</b> 23.5%	<b>Major reason:</b> 35.3% <b>Minor Reason:</b> 47.1% <b>Not a Reason:</b> 17.6%
I was inspired by someone I admire.	<b>Major reason:</b> 25.6% <b>Minor Reason:</b> 26.8% <b>Not a Reason:</b> 47.6%	<b>Major reason:</b> 22.3% <b>Minor Reason:</b> 29.1% <b>Not a Reason:</b> 48.6%	<b>Major reason:</b> 23.5% <b>Minor Reason:</b> 23.5% <b>Not a Reason:</b> 52.9%
I was invited by someone.	<b>Major reason:</b> 22.0% <b>Minor Reason:</b> 31.6% <b>Not a Reason:</b> 46.4%	<b>Major reason:</b> 14.1% <b>Minor Reason:</b> 32.1% <b>Not a Reason:</b> 53.8%	<b>Major reason:</b> 23.5% <b>Minor Reason:</b> 17.6% <b>Not a Reason:</b> 58.8%
I was recommended by a mentor.	<b>Major reason:</b> 16.7% <b>Minor Reason:</b> 22.9% <b>Not a Reason:</b> 60.3%	<b>Major reason:</b> 10.6% <b>Minor Reason:</b> 19.8% <b>Not a Reason:</b> 69.6%	<b>Major reason:</b> 12.5% <b>Minor Reason:</b> 18.8% <b>Not a Reason:</b> 68.8%
I am working to change laws or policies.	<b>Major reason:</b> 13.0% <b>Minor Reason:</b> 23.2% <b>Not a Reason:</b> 63.8%	<b>Major reason:</b> 7.9% <b>Minor Reason:</b> 17.1% <b>Not a Reason:</b> 75.1%	<b>Major reason:</b> 5.9% <b>Minor Reason:</b> 35.3% <b>Not a Reason:</b> 58.8%
It is an expression of my faith.	<b>Major reason:</b> 19.2% <b>Minor Reason:</b> 19.0% <b>Not a Reason:</b> 61.8%	<b>Major reason:</b> 21.0% <b>Minor Reason:</b> 21.0% <b>Not a Reason:</b> 57.9%	<b>Major reason:</b> 11.8% <b>Minor Reason:</b> 29.4% <b>Not a Reason:</b> 58.8%
To receive a scholarship, stipend, tax write-off, or other monetary reward.	<b>Major reason:</b> 49.8% <b>Minor Reason:</b> 32.0% <b>Not a Reason:</b> 18.3%	<b>Major reason:</b> 8.7% <b>Minor Reason:</b> 8.1% <b>Not a Reason:</b> 83.2%	<b>Major reason:</b> 0.0% <b>Minor Reason:</b> 12.5% <b>Not a Reason:</b> 87.5%



**Appendix B: Civic Knowledge, Skill, Attitude, and Behavioral Impacts**

<b>Factors</b>	<b>Students in Service</b>	<b>Learn and Serve America</b>	<b>Retention Project</b>
I am more aware of critical community needs, issues, and problems.	<b>Agree:</b> 92.0% <b>Neutral:</b> 7.4% <b>Disagree:</b> 0.6%	<b>Agree:</b> 83.2% <b>Neutral:</b> 15.2% <b>Disagree:</b> 1.0%	<b>Agree:</b> 88.3% <b>Neutral:</b> 5.9% <b>Disagree:</b> 0.0%
I am more aware of community strengths and resources.	<b>Agree:</b> 92.0% <b>Neutral:</b> 7.7% <b>Disagree:</b> 0.3%	<b>Agree:</b> 72.9% <b>Neutral:</b> 22.3% <b>Disagree:</b> 4.2%	<b>Agree:</b> 88.3% <b>Neutral:</b> 5.9% <b>Disagree:</b> 0.0%
I am more able to think critically about community issues and problems.	<b>Agree:</b> 90.1% <b>Neutral:</b> 9.3% <b>Disagree:</b> 0.5%	<b>Agree:</b> 73.2% <b>Neutral:</b> 23.6% <b>Disagree:</b> 2.4%	<b>Agree:</b> 70.6% <b>Neutral:</b> 23.5% <b>Disagree:</b> 0.0%
I have gained knowledge about new communities.	<b>Agree:</b> 85.2% <b>Neutral:</b> 12.9% <b>Disagree:</b> 1.4%	<b>Agree:</b> 79.0% <b>Neutral:</b> 15.7% <b>Disagree:</b> 4.5%	<b>Agree:</b> 82.4% <b>Neutral:</b> 11.8% <b>Disagree:</b> 0.0%
I have a better understanding of how I can be involved in my community.	<b>Agree:</b> 91.5% <b>Neutral:</b> 8.0% <b>Disagree:</b> 0.6%	<b>Agree:</b> 88.9% <b>Neutral:</b> 9.0% <b>Disagree:</b> 1.3%	<b>Agree:</b> 94.2% <b>Neutral:</b> 0.0% <b>Disagree:</b> 0.0%
My skills in addressing community needs have improved.	<b>Agree:</b> 92.5% <b>Neutral:</b> 6.9% <b>Disagree:</b> 0.5%	<b>Agree:</b> 74.9% <b>Neutral:</b> 21.1% <b>Disagree:</b> 3.2%	<b>Agree:</b> 82.4% <b>Neutral:</b> 11.8% <b>Disagree:</b> 0.0%
I have a better understanding of how to use my knowledge and skills to improve the community.	<b>Agree:</b> 93.8% <b>Neutral:</b> 5.9% <b>Disagree:</b> 0.4%	<b>Agree:</b> 78.2% <b>Neutral:</b> 18.9% <b>Disagree:</b> 2.4%	<b>Agree:</b> 100.0% <b>Neutral:</b> 0.0% <b>Disagree:</b> 0.0%
I am now more likely to give some of my income to help those in need.	<b>Agree:</b> 68.1% <b>Neutral:</b> 27.3% <b>Disagree:</b> 3.2%	<b>Agree:</b> 55.6% <b>Neutral:</b> 33.0% <b>Disagree:</b> 9.5%	<b>Agree:</b> 53.0% <b>Neutral:</b> 29.4% <b>Disagree:</b> 5.9%
I now have a stronger ethic of service/civic responsibility.	<b>Agree:</b> 83.7% <b>Neutral:</b> 15.0% <b>Disagree:</b> 0.9%	<b>Agree:</b> 74.2% <b>Neutral:</b> 21.5% <b>Disagree:</b> 3.8%	<b>Agree:</b> 58.9% <b>Neutral:</b> 35.3% <b>Disagree:</b> 0.0%
My commitment to lifelong service has improved.	<b>Agree:</b> 85.1% <b>Neutral:</b> 13.8% <b>Disagree:</b> 0.8%	<b>Agree:</b> 74.0% <b>Neutral:</b> 21.0% <b>Disagree:</b> 4.8%	<b>Agree:</b> 64.7% <b>Neutral:</b> 29.4% <b>Disagree:</b> 0.0%
I will continue to serve in the community.	<b>Agree:</b> 95.4% <b>Neutral:</b> 4.3% <b>Disagree:</b> 0.3%	<b>Agree:</b> 90.5% <b>Neutral:</b> 8.2% <b>Disagree:</b> 1.1%	<b>Agree:</b> 100.0% <b>Neutral:</b> 0.0% <b>Disagree:</b> 0.0%
I feel that I can make a difference in the world.	<b>Agree:</b> 88.4% <b>Neutral:</b> 10.7% <b>Disagree:</b> 0.7%	<b>Agree:</b> 77.6% <b>Neutral:</b> 19.2% <b>Disagree:</b> 2.9%	<b>Agree:</b> 70.6% <b>Neutral:</b> 29.4% <b>Disagree:</b> 0.0%
I feel that I can make a difference in my local community.	<b>Agree:</b> 95.2% <b>Neutral:</b> 4.5% <b>Disagree:</b> 0.2%	<b>Agree:</b> 88.5% <b>Neutral:</b> 10.1% <b>Disagree:</b> 1.1%	<b>Agree:</b> 100.0% <b>Neutral:</b> 0.0% <b>Disagree:</b> 0.0%
I now see myself as having the capacity to create positive change.	<b>Agree:</b> 94.4% <b>Neutral:</b> 5.1% <b>Disagree:</b> 0.4%	<b>Agree:</b> 87.5% <b>Neutral:</b> 11.2% <b>Disagree:</b> 0.5%	<b>Agree:</b> 88.3% <b>Neutral:</b> 5.9% <b>Disagree:</b> 0.0%
I now see myself as having the capacity to be a community leader.	<b>Agree:</b> 82.8% <b>Neutral:</b> 15.8% <b>Disagree:</b> 1.3%	<b>Agree:</b> 66.8% <b>Neutral:</b> 26.6% <b>Disagree:</b> 5.4%	<b>Agree:</b> 76.5% <b>Neutral:</b> 11.8% <b>Disagree:</b> 5.9%

**Appendix C: Academic Achievement Impacts**

<b>Factors</b>	<b>Students in Service</b>	<b>Learn and Serve America</b>	<b>Retention Project</b>
My attitude toward academic achievement has improved.	<b>Agree:</b> 72.7% <b>Neutral:</b> 22.7% <b>Disagree:</b> 3.3%	<b>Agree:</b> 58.1% <b>Neutral:</b> 31.8% <b>Disagree:</b> 8.0%	<b>Agree:</b> 58.8% <b>Neutral:</b> 23.5% <b>Disagree:</b> 17.6%
I have noticed that I have become more academically successful.	<b>Agree:</b> 60.4% <b>Neutral:</b> 31.1% <b>Disagree:</b> 7.0%	<b>Agree:</b> 37.6% <b>Neutral:</b> 43.5% <b>Disagree:</b> 16.3%	<b>Agree:</b> 41.2% <b>Neutral:</b> 23.5% <b>Disagree:</b> 35.3%
My ability to make connections between classroom and out-of-classroom learning has improved.	<b>Agree:</b> 86.6% <b>Neutral:</b> 11.1% <b>Disagree:</b> 1.6%	<b>Agree:</b> 69.7% <b>Neutral:</b> 22.9% <b>Disagree:</b> 6.4%	<b>Agree:</b> 88.2% <b>Neutral:</b> 11.8% <b>Disagree:</b> 0.0%
I am better able to articulate my educational goals and objectives.	<b>Agree:</b> 81.8% <b>Neutral:</b> 15.3% <b>Disagree:</b> 2.2%	<b>Agree:</b> 57.9% <b>Neutral:</b> 30.9% <b>Disagree:</b> 9.4%	<b>Agree:</b> 82.4% <b>Neutral:</b> 11.8% <b>Disagree:</b> 0.0%
My ability to think critically has improved.	<b>Agree:</b> 85.7% <b>Neutral:</b> 11.8% <b>Disagree:</b> 2.0%	<b>Agree:</b> 58.2% <b>Neutral:</b> 30.6% <b>Disagree:</b> 8.8%	<b>Agree:</b> 58.8% <b>Neutral:</b> 29.4% <b>Disagree:</b> 11.8%
I am now more able to use information from a variety of sources to make decisions.	<b>Agree:</b> 86.3% <b>Neutral:</b> 11.5% <b>Disagree:</b> 1.6%	<b>Agree:</b> 62.2% <b>Neutral:</b> 30.1% <b>Disagree:</b> 6.2%	<b>Agree:</b> 70.6% <b>Neutral:</b> 23.5% <b>Disagree:</b> 5.9%
My ability to solve problems has improved.	<b>Agree:</b> 85.1% <b>Neutral:</b> 12.6% <b>Disagree:</b> 1.6%	<b>Agree:</b> 57.5% <b>Neutral:</b> 32.4% <b>Disagree:</b> 8.6%	<b>Agree:</b> 70.6% <b>Neutral:</b> 17.6% <b>Disagree:</b> 11.8%
I am now more likely to complete my college degree.	<b>Agree:</b> 62.0% <b>Neutral:</b> 23.6% <b>Disagree:</b> 6.3%	<b>Agree:</b> 41.6% <b>Neutral:</b> 36.0% <b>Disagree:</b> 16.5%	<b>Agree:</b> 29.4% <b>Neutral:</b> 29.4% <b>Disagree:</b> 29.4%

**Appendix D: Career and Workforce Skill Development Impacts**

<b>Factors</b>	<b>Students in Service</b>	<b>Learn and Serve America</b>	<b>Retention Project</b>
My ability to write and/or speak effectively has improved.	<b>Agree:</b> 75.3% <b>Neutral:</b> 20.1% <b>Disagree:</b> 2.9%	<b>Agree:</b> 35.5% <b>Neutral:</b> 39.3% <b>Disagree:</b> 20.7%	<b>Agree:</b> 41.1% <b>Neutral:</b> 35.3% <b>Disagree:</b> 23.5%
I am now more able to influence others through writing, speaking, and/or artistic expression.	<b>Agree:</b> 72.8% <b>Neutral:</b> 23.4% <b>Disagree:</b> 2.2%	<b>Agree:</b> 40.5% <b>Neutral:</b> 41.0% <b>Disagree:</b> 14.9%	<b>Agree:</b> 58.8% <b>Neutral:</b> 23.5% <b>Disagree:</b> 17.7%
My ability to communicate my ideas in a real-world context has improved.	<b>Agree:</b> 84.8% <b>Neutral:</b> 12.8% <b>Disagree:</b> 1.3%	<b>Agree:</b> 58.5% <b>Neutral:</b> 28.5% <b>Disagree:</b> 10.1%	<b>Agree:</b> 76.5% <b>Neutral:</b> 17.6% <b>Disagree:</b> 5.9%
I am now more able to establish and/or maintain mutually rewarding relationships with friends and colleagues.	<b>Agree:</b> 76.6% <b>Neutral:</b> 19.7% <b>Disagree:</b> 2.2%	<b>Agree:</b> 51.4% <b>Neutral:</b> 36.1% <b>Disagree:</b> 8.5%	<b>Agree:</b> 64.7% <b>Neutral:</b> 11.8% <b>Disagree:</b> 23.5%
My ability to work cooperatively/collaboratively with others has improved.	<b>Agree:</b> 89.4% <b>Neutral:</b> 9.7% <b>Disagree:</b> 0.7%	<b>Agree:</b> 67.3% <b>Neutral:</b> 26.1% <b>Disagree:</b> 4.8%	<b>Agree:</b> 64.7% <b>Neutral:</b> 23.5% <b>Disagree:</b> 5.9%
I am more able to listen to and consider others' points of view.	<b>Agree:</b> 88.7% <b>Neutral:</b> 9.9% <b>Disagree:</b> 1.0%	<b>Agree:</b> 69.6% <b>Neutral:</b> 24.0% <b>Disagree:</b> 4.5%	<b>Agree:</b> 70.6% <b>Neutral:</b> 17.6% <b>Disagree:</b> 5.9%
I have become more involved with people different from myself (including gender, age, sexual orientation, race, ethnicity, religion, ability, etc.).	<b>Agree:</b> 87.6% <b>Neutral:</b> 10.5% <b>Disagree:</b> 1.5%	<b>Agree:</b> 74.3% <b>Neutral:</b> 17.2% <b>Disagree:</b> 5.8%	<b>Agree:</b> 75.0% <b>Neutral:</b> 12.5% <b>Disagree:</b> 12.6%
I am now more likely to ask for feedback from others.	<b>Agree:</b> 81.4% <b>Neutral:</b> 16.4% <b>Disagree:</b> 1.6%	<b>Agree:</b> 49.1% <b>Neutral:</b> 36.5% <b>Disagree:</b> 11.2%	<b>Agree:</b> 47.1% <b>Neutral:</b> 41.2% <b>Disagree:</b> 11.8%
My ability to contribute to the achievement of group goals has increased.	<b>Agree:</b> 84.8% <b>Neutral:</b> 14.0% <b>Disagree:</b> 0.8%	<b>Agree:</b> 62.8% <b>Neutral:</b> 29.2% <b>Disagree:</b> 5.9%	<b>Agree:</b> 70.6% <b>Neutral:</b> 17.6% <b>Disagree:</b> 11.8%
I am better able to articulate my leadership philosophy or style.	<b>Agree:</b> 79.2% <b>Neutral:</b> 18.8% <b>Disagree:</b> 1.2%	<b>Agree:</b> 57.9% <b>Neutral:</b> 32.0% <b>Disagree:</b> 7.5%	<b>Agree:</b> 64.7% <b>Neutral:</b> 29.4% <b>Disagree:</b> 5.9%
My understanding of group dynamics has improved.	<b>Agree:</b> 87.6% <b>Neutral:</b> 11.7% <b>Disagree:</b> 0.4%	<b>Agree:</b> 70.0% <b>Neutral:</b> 23.5% <b>Disagree:</b> 4.3%	<b>Agree:</b> 82.4% <b>Neutral:</b> 5.9% <b>Disagree:</b> 11.8%
My interest in initiating change for the common good has increased.	<b>Agree:</b> 86.0% <b>Neutral:</b> 12.5% <b>Disagree:</b> 0.6%	<b>Agree:</b> 72.0% <b>Neutral:</b> 21.9% <b>Disagree:</b> 3.8%	<b>Agree:</b> 70.6% <b>Neutral:</b> 11.8% <b>Disagree:</b> 17.7%
My overall leadership skills have improved.	<b>Agree:</b> 86.5% <b>Neutral:</b> 12.3% <b>Disagree:</b> 0.8%	<b>Agree:</b> 64.0% <b>Neutral:</b> 28.0% <b>Disagree:</b> 5.9%	<b>Agree:</b> 76.5% <b>Neutral:</b> 11.8% <b>Disagree:</b> 11.8%
I have increasingly exhibited self-reliant behaviors.	<b>Agree:</b> 82.7% <b>Neutral:</b> 16.0% <b>Disagree:</b> 0.8%	<b>Agree:</b> 60.1% <b>Neutral:</b> 30.3% <b>Disagree:</b> 5.6%	<b>Agree:</b> 76.5% <b>Neutral:</b> 11.8% <b>Disagree:</b> 11.8%

**Appendix D: Career and Workforce Skill Development Impacts**  
(continued)

<b>Factors</b>	<b>Students in Service</b>	<b>Learn and Serve America</b>	<b>Retention Project</b>
My ability to manage my time effectively has improved.	<b>Agree:</b> 81.1% <b>Neutral:</b> 16.5% <b>Disagree:</b> 1.9%	<b>Agree:</b> 55.3% <b>Neutral:</b> 29.9% <b>Disagree:</b> 11.5%	<b>Agree:</b> 52.9% <b>Neutral:</b> 35.3% <b>Disagree:</b> 11.8%
My ability to function without the need for constant reassurance from others has increased.	<b>Agree:</b> 80.0% <b>Neutral:</b> 16.7% <b>Disagree:</b> 2.0%	<b>Agree:</b> 51.2% <b>Neutral:</b> 34.7% <b>Disagree:</b> 9.6%	<b>Agree:</b> 58.8% <b>Neutral:</b> 29.4% <b>Disagree:</b> 11.8%
My knowledge of various careers and jobs has increased.	<b>Agree:</b> 84.1% <b>Neutral:</b> 13.2% <b>Disagree:</b> 1.9%	<b>Agree:</b> 51.2% <b>Neutral:</b> 31.2% <b>Disagree:</b> 14.4%	<b>Agree:</b> 58.8% <b>Neutral:</b> 29.4% <b>Disagree:</b> 11.8%
I have been able to further clarify my career/professional goals.	<b>Agree:</b> 85.3% <b>Neutral:</b> 12.1% <b>Disagree:</b> 2.0%	<b>Agree:</b> 50.1% <b>Neutral:</b> 31.7% <b>Disagree:</b> 14.9%	<b>Agree:</b> 76.5% <b>Neutral:</b> 11.8% <b>Disagree:</b> 11.8%
I now have a better understanding of my preferred work environment.	<b>Agree:</b> 89.8% <b>Neutral:</b> 9.1% <b>Disagree:</b> 0.7%	<b>Agree:</b> 54.4% <b>Neutral:</b> 30.4% <b>Disagree:</b> 12.3%	<b>Agree:</b> 82.4% <b>Neutral:</b> 5.9% <b>Disagree:</b> 11.8%
I am now more likely to work in a career that will make contributions to society.	<b>Agree:</b> 86.6% <b>Neutral:</b> 11.1% <b>Disagree:</b> 1.3%	<b>Agree:</b> 64.0% <b>Neutral:</b> 26.1% <b>Disagree:</b> 7.5%	<b>Agree:</b> 82.4% <b>Neutral:</b> 5.9% <b>Disagree:</b> 11.8%
I am now more likely to consider participating in other national/international service programs (e.g., AmeriCorps, Teach for America, Peace Corps).	<b>Agree:</b> 72.1% <b>Neutral:</b> 23.4% <b>Disagree:</b> 2.7%	<b>Agree:</b> 57.6% <b>Neutral:</b> 30.1% <b>Disagree:</b> 9.0%	<b>Agree:</b> 70.6% <b>Neutral:</b> 23.5% <b>Disagree:</b> 5.9%