



Service Learning Report 2020

Institutional Research and Planning
Palomar College

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Introduction

Service-learning refers to the integration of active community-based experience into the educational process. This report examines the relation between service learning and student outcomes. Service learning implementation has taken a variety of forms in terms of the hours and activities involved. Faculty chose whether or not their classes would engage in service learning, and for those classes that have engaged in service learning, participation may have been required or optional. Table 1 shows the number of enrollments participating in service learning at Palomar College since Fall, 2015.

		Service Learning		
		Required	Optional	Total
2015-16	Fall	135	67	202
	Spring	159	130	289
2016-17	Summer	57	11	68
	Fall	179	112	291
	Spring	216	135	351
2017-18	Summer	110	6	116
	Fall	165	94	259
	Spring	263	98	361
2018-19	Summer	102	39	141
	Fall	237	102	339
	Spring	230	117	347
2019-20	Summer	42	0	42
Total		1,895	911	2,806

Data

The Service Learning Coordinators provided to the Institutional Research and Planning office the complete list of Palomar students who have participated in service learning. This list was matched with MIS files that included demographics, course outcomes, and longer-term outcomes. When looking at course outcomes it was important to consider the distribution of

service learning across courses. Because some courses had only few service learning participants, even aggregated across term, only courses with substantial numbers of service learning participants were included in these analyses. Table 2 displays the courses that included at least 30 service learning participants. These courses were designated as *target courses*. These target courses constituted 85.5% of the service learning enrollments with grades. This table includes all enrollments even if they did not produce a transcript grade.

Course	Service Learning		
	Required	Optional	Total
ASL 211	62	1	63
CHDV 100	20	198	218
CHDV 115	1,134	19	1,153
CHDV 120	0	48	48
CHDV 140	0	33	33
CHDV 145	48	1	49
GEOG 120	0	73	73
LT 140	0	100	100
SOC 100	474	47	521
SOC 110	44	83	127

Longer-term outcomes such as term-to-term persistence and awards necessitate a cohort view. Therefore, first-time cohorts that have had sufficient time to achieve the outcomes of interest were identified. The number of students in the first-time cohorts who participated in service learning were limited, so these cohorts were aggregated in their analysis.

Course Outcomes

Success and Retention Overall and by Course

Success and retention rates are used as general indicators of academic performance in a course. Success rates reflect the percentage of students receiving a grade of C or better. Retention refers to completing the course without a withdrawal. Success and retention rates for all enrollments are displayed in Table 3 by term, which shows the stability of the success and retention rates over time. However, the effect of service learning is better illustrated by comparing service learning conditions (required, optional, or no service learning) across like courses. This is done in Table 4, which shows substantially higher success and retention rates for students participating in service learning in each of these target courses. Table 4 includes only enrollments that resulted in a transcript grade.

Table 3. Success and Retention by Service Learning and Term

Term		Service Learning								
		No			Optional			Required		
		Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate
2015-16	Fall	61,847	70.2%	85.7%	67	98.5%	100.0%	133	94.0%	99.2%
	Spring	60,710	70.8%	85.3%	127	97.6%	100.0%	150	97.3%	100.0%
2016-17	Summer	15,925	78.5%	88.2%	10	80.0%	100.0%	56	96.4%	100.0%
	Fall	61,217	70.6%	85.3%	108	96.3%	100.0%	173	93.1%	98.8%
	Spring	60,774	71.5%	85.2%	131	94.7%	100.0%	210	94.3%	99.5%
2017-18	Summer	15,590	80.1%	90.1%	6	83.3%	100.0%	109	95.4%	100.0%
	Fall	60,401	70.3%	85.0%	89	96.6%	100.0%	163	94.5%	99.4%
	Spring	59,485	70.9%	84.7%	85	98.8%	100.0%	255	96.5%	99.2%
2018-19	Summer	14,445	78.4%	88.9%	38	92.1%	97.4%	102	94.1%	99.0%
	Fall	60,557	68.7%	84.1%	101	95.0%	99.0%	232	94.4%	99.1%
	Spring	59,604	72.2%	85.6%	115	95.7%	100.0%	226	96.5%	100.0%
2019-20	Summer	14,816	79.4%	88.9%	0	0.0%	0.0%	28	92.9%	100.0%

Table 4. Success and Retention by Service Learning and Course

Target Course	Service Learning								
	No			Optional			Required		
	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate
ASL 211	26	42.3%	65.4%	1	100.0%	100.0%	62	100.0%	100.0%
CHDV 100	4,031	63.8%	81.6%	191	95.3%	100.0%	18	100.0%	100.0%
CHDV 115	618	18.3%	50.0%	19	94.7%	100.0%	1,101	93.6%	99.5%
CHDV 120	533	74.3%	85.9%	48	93.8%	100.0%	1	100.0%	100.0%
CHDV 140	64	59.4%	82.8%	33	93.9%	97.0%	1	100.0%	100.0%
CHDV 145	84	51.2%	60.7%	0	0.0%	0.0%	47	97.9%	100.0%
GEOG 120	154	69.5%	85.7%	70	98.6%	100.0%	0	0.0%	0.0%
LT 140	37	37.8%	43.2%	100	99.0%	100.0%	0	0.0%	0.0%
SOC 100	7,260	66.9%	81.5%	47	100.0%	100.0%	463	97.0%	99.4%
SOC 110	1,087	72.9%	86.3%	81	97.5%	100.0%	37	97.3%	100.0%

Success and Retention by Student Characteristics

The course outcomes for the target courses by student characteristics are found in Tables 5 through 12. Success and retention rates were quite high for students participating in service learning, leaving little room for variation. However, there is considerable variation in success rates by student characteristics in the rest of the student population. Consequently, the benefit associated with participating in service learning does vary by student characteristics, with African Americans showing the greatest benefit and Hispanics, first generation, and foster youth also showing higher benefit.

Table 5. Success and Retention by Service Learning and Gender

Gender	Service Learning								
	No			Optional			Required		
	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate
Female	9,745	64.7%	80.7%	479	96.5%	99.8%	1,447	94.8%	99.4%
Male	4,021	63.4%	80.0%	103	98.1%	100.0%	271	96.7%	99.6%
Unknown	33	63.6%	81.8%	4	100.0%	100.0%	6	66.7%	100.0%

Table 6. Success and Retention by Service Learning and Ethnicity

Ethnicity	Service Learning								
	No			Optional			Required		
	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate
African American	498	50.4%	66.7%	13	92.3%	100.0%	38	100.0%	100.0%
Asian	522	77.0%	85.2%	34	97.1%	100.0%	95	96.8%	100.0%
Filipino	375	72.0%	84.8%	12	100.0%	100.0%	36	94.4%	100.0%
Hispanic	6,870	60.3%	79.5%	285	95.4%	100.0%	897	93.2%	99.3%
Multi Ethnic	754	60.3%	77.1%	22	95.5%	100.0%	84	95.2%	98.8%
Native American	83	54.2%	71.1%	2	50.0%	100.0%	10	90.0%	100.0%
Pacific Islander	86	64.0%	82.6%	2	100.0%	100.0%	3	100.0%	100.0%
Unknown	278	68.0%	84.2%	15	100.0%	100.0%	25	96.0%	100.0%
White	4,333	70.9%	83.2%	201	99.0%	99.5%	536	97.4%	99.6%

Table 7. Success and Retention by Service Learning and Age Group

Age Group	Service Learning								
	No			Optional			Required		
	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate
19 or less	3,832	65.0%	83.9%	107	98.1%	100.0%	314	92.7%	99.4%
20 to 24	6,762	63.2%	79.9%	230	95.2%	99.6%	821	95.4%	99.5%
25 to 29	1,583	64.9%	78.7%	81	97.5%	100.0%	273	94.5%	99.3%
30 to 34	631	63.7%	77.5%	45	97.8%	100.0%	109	95.4%	100.0%
35 to 39	342	67.5%	75.4%	26	96.2%	100.0%	69	95.7%	100.0%
40 and older	649	69.6%	77.2%	97	97.9%	100.0%	138	98.6%	99.3%

Table 8. Success and Retention by Service Learning and Foster Youth

	Service Learning								
	No			Optional			Required		
	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate
Foster Youth									
No	13,118	64.5%	80.7%	574	96.9%	99.8%	1,664	94.9%	99.5%
Yes	681	60.8%	75.9%	12	91.7%	100.0%	60	98.3%	100.0%

Table 9. Success and Retention by Service Learning and First Generation Status

First Generation Status	Service Learning								
	No			Optional			Required		
	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate
First Generation	2,473	61.5%	78.3%	101	97.0%	100.0%	339	94.7%	99.7%
Not First Generation	3,679	69.9%	83.3%	124	98.4%	100.0%	471	96.6%	99.4%
Unknown	7,647	62.6%	79.8%	361	96.1%	99.7%	914	94.3%	99.5%

Table 10. Success and Retention by Service Learning and Veteran Status

Veteran	Service Learning								
	No			Optional			Required		
	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate
No	13,343	64.2%	80.5%	570	96.8%	99.8%	1,664	94.9%	99.5%
Yes	456	68.0%	79.6%	16	93.8%	100.0%	60	98.3%	100.0%

Table 11. Success and Retention by Service Learning and Received Financial Aid

Received Financial Aid	Service Learning								
	No			Optional			Required		
	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate
No	5,764	67.9%	82.1%	265	97.0%	99.6%	711	95.9%	99.4%
Yes	8,035	61.8%	79.4%	321	96.6%	100.0%	1,013	94.4%	99.5%

Table 12. Success and Retention by Service Learning and DSPS Student

DSPS Student	Service Learning								
	No			Optional			Required		
	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate	Enrollments	Success Rate	Retention Rate
No	13,439	64.2%	80.3%	559	97.1%	100.0%	1,662	95.0%	99.5%
Yes	360	68.6%	86.7%	27	88.9%	96.3%	62	95.2%	100.0%

Persistence

Tables 13 and 14 show persistence for fall cohorts of first-time students. The fall-to-spring persistence (Table 13) aggregates data for the four fall cohorts from Fall 2015 to Fall 2019. The fall-to-fall persistence (Table 14) aggregates data for three fall cohorts from Fall 2015 to Fall 2018. For both fall-to-spring and fall-to-fall persistence, the persistence rates are higher for service learning students than for other students, and higher for optional service learning than for required service learning. This effect is likely due to a self-selection bias, with more motivated students volunteering for service learning when it is optional.

Table 13. Persisted to First Spring by Service Learning for First-time Students

Persisted to First Spring	Service Learning					
	No		Optional		Required	
	Number	Percent	Number	Percent	Number	Percent
No	5,653	29.2%	5	7.5%	25	18.8%
Yes	13,688	70.8%	62	92.5%	108	81.2%
Total	19,341	100.0%	67	100.0%	133	100.0%

Table 14. Persisted to Second Fall by Service Learning for First-time Students

Persisted to Second Fall	Service Learning					
	No		Optional		Required	
	Number	Percent	Number	Percent	Number	Percent
No	6,653	46.4%	12	27.3%	29	35.8%
Yes	7,695	53.6%	32	72.7%	52	64.2%
Total	14,348	100.0%	44	100.0%	81	100.0%

Awards

The awards analysis identifies students from first-time student cohorts who received an award within three years of starting at Palomar. Only the Fall 2015 and Fall 2016 first-time student cohorts allow for three years of awards data, so these cohorts are aggregated for the following analyses. Because the numbers are low, the required and optional service learning categories were also collapsed. Table 15 shows whether or not these students have received an associate degree within three years of starting at Palomar College. Table 16 shows certificates, and Table 17 shows if a student has received either a degree or certificate within three years.

Table 15. Received a Degree by Service Learning for First-time Students within 3 Years of Starting

Received a Degree	Service Learning					
	No		Yes		Total	
	Number	Percent	Number	Percent	Number	Percent
No	8,954	93.4%	75	90.4%	9,029	93.3%
Yes	636	6.6%	8	9.6%	644	6.7%
Total	9,590	100.0%	83	100.0%	9,673	100.0%

Table 16. Received a Certificate by Service Learning for First-time Students within 3 Years of Starting

Received a Certificate	Service Learning					
	No		Yes		Total	
	Number	Percent	Number	Percent	Number	Percent
No	8,625	89.9%	73	88.0%	8,698	89.9%
Yes	965	10.1%	10	12.0%	975	10.1%
Total	9,590	100.0%	83	100.0%	9,673	100.0%

Table 17. Received an Award by Service Learning for First-time Students within 3 Years of Starting

Received an Award	Service Learning					
	No		Yes		Total	
	Number	Percent	Number	Percent	Number	Percent
No	8,497	88.6%	73	88.0%	8,570	88.6%
Yes	1,093	11.4%	10	12.0%	1,103	11.4%
Total	9,590	100.0%	83	100.0%	9,673	100.0%

Summary

This report summarizes outcomes associated with service learning since Fall, 2015, and has included over 2,500 participants. This report examines the performance of those service-learning participants, including both required and optional participation. Success and retention was higher for students participating in service learning than it was for other students in like courses, and the apparent benefit in the target courses was greater for some subpopulations, most notably (a) African Americans, (b) Hispanics, (c) first generation students, and (d) foster youth. Additionally, term-to-term persistence was higher for service learning students than it was for other students.