



NORTH SHORE COMMUNITY COLLEGE

Public Policy Institute

ENGAGING RESOURCES TO PROMOTE INFORMED PARTICIPATION

A Research-Based Report on Service-Learning and Civic Engagement

Karen J. Lauffer

IFC blank

Table of Contents

PUBLIC POLICY INSTITUTE MISSION AND GOALS	1
PREFACE	3
STUDY BACKGROUND	4
Purpose of the Study.....	4
Research Instrument.....	4
Timeframe.....	4
DEMOGRAPHIC DATA OF RESPONDENTS	5
RESPONDENTS' SERVICE-LEARNING PROJECT INFORMATION	5
Descriptions of Service-Learning Projects.....	5
Time Spent Completing Service-Learning Projects.....	5
Reason(s) for Participating in Service-Learning.....	5
STUDY FINDINGS	6-8
Respondents' Reactions to Service-Learning.....	6
Service-Learning and Civic Engagement.....	6
Community Awareness.....	6
Community Involvement.....	7
Political Involvement.....	8
Service-Learning and Personal Growth.....	8
TABLES	9-14
Table of response summaries by total rounded percentages.....	10
Table of response summaries by total number of responses.....	11
Tables of responses according to respondents' age range and gender.....	12-14
CONCLUSION	15

APPENDICES

Summary of Respondents' Service-Learning Projects.....	16-20
Sample of cover letter utilized in this research study.....	21
Sample of survey utilized in this research study.....	22-23

back of table of contents
blank

PPI Mission Statement

The Public Policy Institute will enhance North Shore Community College's development as an engaged institution, advancing the role of the college as an educational leader and a responsible agent for social change. The PPI seeks to promote active and informed participation in civic life and to foster community commitment to public service. The PPI will assist in expanding the college's outreach efforts and response to needs and issues in the region it serves through initiatives that promote community collaborations, economic development, and civic education.

Public Policy Institute

The Public Policy Institute (PPI) at North Shore Community College is committed to developing the ethic of public service and civic engagement in the communities the College serves. The PPI seeks to do this through civic education, economic development, and the facilitation of partnerships and collaborations. In order to further advance the mission of civic engagement, the Public Policy Institute publishes white papers on its activities and related policy areas to share relevant findings and inform future work.

This paper was prepared by Karen Lauffer who currently teaches Communication Studies courses at Northeastern University in Boston, MA, and English courses at North Shore Community College in Lynn, MA. Lauffer earned a Bachelor of Arts degree in Communication from Lycoming College and a Master of Arts in Teaching degree from Fairleigh Dickinson University. Prior to relocating to Massachusetts in 2005, she taught Communication at Kean University in Union, NJ, for eight years. Lauffer has participated in numerous research initiatives, many of which have focused on personal growth and civic engagement. In 2006, Lauffer was awarded a fellowship through North Shore Community College's Public Policy Institute to gather, analyze, and report on research designed to explore the relationship between Service-Learning and civic engagement at the College.

The PPI presents this report and its companion piece, "Bringing Service-Learning into Focus" as part of a continuing examination of the intersection between engagement, service, and an educated and informed citizenry. North Shore Community College embraces a vision for service and improved student outcomes that hinges on providing the residents of our local communities with programs that encourage them to be active, educated, and engaged. It is the hope of those of us at the College that the concept of engagement, first as a necessary ingredient in a student's concept of self, is consequently extended to become a part of the engaged student's concept of his/her role in the community, and eventually, society.

this page is blank (back of mission/goals page)

Preface

This report is meant to reflect the findings resulting from a formal research initiative designed to explore the relationship between participation in Service-Learning and subsequent civic engagement of North Shore Community College [NSCC] students. NSCC first introduced Service-Learning opportunities to its students during the 2001-2002 academic year, and such opportunities have increased in number and scope ever since.

The primary goal of this research study was to determine the degree to which students who have completed Service-Learning projects through their studies at NSCC have been influenced to increase their level of civic engagement as a result of their participation in Service-Learning.

This study sought data and feedback from NSCC students who completed Service-Learning projects for courses taken at NSCC during the 2001-2002 through 2005-2006 academic years, inclusively. My work on this project began in August, 2006. My initial steps in conducting this research were the creation and implementation of the survey utilized as the research instrument for retrieving data and feedback from the targeted NSCC Service-Learning involved student population. My next steps were to compile, interpret, and report the results of the implemented survey. This report presents the results of this research initiative.

It is my hope that this report will leave readers with a reinforced sense of the value of Service-Learning.

Karen J. Lauffer, B.A., M.A.T.
Brookline, MA
March 2007

Note: This report was written for NSCC's Public Policy Institute, in collaboration with The Center for Teaching, Learning, and Assessment. Special thanks to Cate Kaluzny, NSCC Coordinator of Service-Learning and Community Service.

Study Background

Purpose of the Study

The study was conducted to investigate whether students who participate in Service-Learning become more involved in civic engagement as a result of their Service-Learning experience.

Research Instrument

A two-page survey was mailed to North Shore Community College students who completed Service-Learning projects. The survey was designed to provide response anonymity.

The first page of the survey asked respondents to provide information about their Service-Learning projects and their personal demographics at the time of their Service-Learning experience.

The second page of the survey presented respondents with 17 statements about their Service-Learning experience, to which they were asked to provide scale responses.

A cover letter accompanied the survey, in which surveyed students were offered the incentive of entry into a drawing for a brand-new, high-quality iPod. A postage-paid, return-addressed envelope was included in the mailing.

Samples of the survey and cover letter are included as appendices to this report (Pages 21-23).

A total of 62 completed surveys were returned. Summaries of the quantitative data obtained can be found in the "Tables" section of this report (beginning on Page 9).

Timeframe

The study covered a five-year period. Conducted during the fall of 2006, the surveys were mailed to North Shore Community College students who completed Service-Learning projects during the academic years 2001-2002 through 2005-2006, inclusively.

A majority of the respondents completed Service-Learning projects during the most recent academic years studied:

Academic Year:	% of Respondents:
2005-2006	47%
2004-2005	35%
2003-2004	21%

Fewer than 7% of respondents completed Service-Learning projects during earlier academic years. These results are in keeping with research which suggests that the more recent the activity, the more likely a participant is to respond to research conducted about the activity.

Demographic Data of Respondents

The survey included questions regarding the demographics of the respondents at the time of their Service-Learning experience. Demographic data are as follows:

TOTAL NUMBER OF RESPONDENTS = 62

GENDER:

Female	= 47
Male	= 15

AGE RANGE:

Under 25	= 19
25-34	= 7
35-44	= 20
45-54	= 12
Over 54	= 4

RACIAL BACKGROUND:

Caucasian/White	= 52
Hispanic	= 1
African American	= 1
Asian/Asian American	= 2
Other {Cape Verdian, Greek American, Brazilian, Pacific Islander, [not identified]}	= 5
No response	= 1

STUDENT STATUS:

Full-time student	= 43
Part-time student	= 19

JOB STATUS:

Had full-time job	= 10
Had part-time job	= 36
Not employed at the time	= 16

Respondents' Service-Learning Project Information

Descriptions of Service-Learning Projects

Respondents were asked to respond to the following statements:

"The course through which I completed my North Shore Community College [NSCC] Service-Learning project was:"

"The Community Service Agency (Agencies) through which I completed my NSCC Service-Learning project was:"

"Please provide a brief description of your Service-Learning project(s):"

Please refer to the "Summary of Respondents' Service-Learning Projects" appendix of this report to view verbatim responses to these statements (begins on Page 16).

Time Spent Completing Service-Learning Projects

Respondents were asked how many hours they spent completing their Service-Learning projects. Results are as follows:

Under 10 hours	= 5	41-50 hours	= 3
11-20 hours	= 24	Over 50 hours	= 10
21-30 hours	= 11	No response	= 2
31-40 hours	= 7		

Reason(s) for Participating in Service-Learning

Respondents were asked to indicate their reason(s) for participating in Service-Learning. The survey provided seven responses to choose from and the instruction to "check all that apply." Most respondents checked multiple reasons. Results are as follows:

To fulfill a course requirement	= 45
To have a real-world learning experience	= 34
To network with other people	= 29
To contribute to my community	= 41
To fulfill a scholarship requirement	= 3
To have something to put on my résumé	= 19
Other	= 7

Study Findings

On the afore-described survey, respondents were presented with 17 statements about their Service-Learning experience. They were asked to indicate their responses to the statements by providing checkmarks, utilizing the following scale:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Summaries of respondents' responses to the 17 statements can be found in the "Tables" section of this report (beginning on Page 9).

The 17 statements can be categorized into the following three areas of concentration:

- Respondents' Reactions to Service-Learning
- Service-Learning and Civic Engagement
- Service-Learning and Personal Growth

In the following presentation of findings, if more than 70% of the total 62 respondents checked "Agree" or "Strongly Agree" in response to a particular statement, such findings are indicated in bold print.

Respondents' Reactions to Service-Learning

In response to the statement: ***"Based on my NSCC Service-Learning experience I would recommend Service-Learning to a friend,"*** 95% of respondents checked "Agree" or "Strongly Agree." The remaining 5% of respondents checked "Neutral." I.e., no respondents disagreed with this statement.

In response to the statement: ***"If I had the opportunity, I would do Service-Learning again,"*** 89% of respondents checked "Agree" or "Strongly Agree," 10% checked "Neutral," and one respondent checked "Disagree."

In response to the statement: ***"Combining work in the community with college coursework should be practiced***

in more classes at NSCC," 75% of respondents checked "Agree" or "Strongly Agree," 24% checked "Neutral," and one respondent checked "Disagree."

Conclusion:

Based on the above results, it can be concluded that North Shore Community College students who responded to this survey are highly in favor of Service-Learning.

Service-Learning and Civic Engagement

Community Awareness

In response to the statement: ***"The community work involved in my NSCC Service-Learning experience helped me to become more aware of the needs in my community,"*** 92% of respondents checked "Agree" or "Strongly Agree," 5% checked "Neutral," and 3% checked "Disagree."

In response to the statement: ***"I gained deeper understanding of the issue(s) my Community Service Agency addresses (e.g., homelessness, gang violence, domestic abuse, etc.) through my NSCC Service-Learning experience,"*** 71% of respondents checked "Agree" or "Strongly Agree," 19% checked "Neutral," and 10% checked "Disagree."

In response to the statement: ***"I feel that the service I provided through my NSCC Service-Learning experience benefited the community,"*** 87% of respondents checked "Agree" or "Strongly Agree," 11% checked "Neutral," and one respondent checked "Disagree."

In response to the statement: ***"My NSCC Service-Learning experience made me aware that I can make a difference in my community,"*** 90% of respondents checked "Agree" or "Strongly Agree," 5% checked "Neutral," and 5% checked "Disagree."

Conclusions:

The above findings confirm significant increase in community awareness resulting from Service-Learning experience among the respondents of this study.

The fact that 92% of respondents indicated that they have become more aware of the needs in their communities through their Service-Learning experience is one of the most powerful outcomes of this study. The fact that 71% of respondents indicated that their Service-Learning experience made them more aware of the issues their Community Service Agencies address is also significant.

It is highly notable that 87% of respondents indicated that they feel that the service they provided through their Service-Learning experience benefited the community, and that 90% of respondents indicated that their Service-Learning experience made them aware that they can make a difference in their communities.

The above findings support the following NSCC General Education Outcomes:

- The student will examine his/her attitudes, values, thoughts, beliefs, and feelings related to varying contexts of the human experience.
- The student will recognize that there are multiple social, cultural, political, ecological, and economic contexts for living in the world, and demonstrate an appreciation for diversity and creativity.

Community Involvement

In response to the statement: ***“I was already volunteering in my community before my NSCC Service-Learning experience,”*** 45% of respondents checked “Agree” or “Strongly Agree,” 11% checked “Neutral,” and 40% checked “Disagree” or “Strongly Disagree.” Two respondents did not check a response to this statement.

In response to the statement: ***“Because of my NSCC Service-Learning experience I have become more involved in my community,”*** 45% of respondents checked “Agree” or “Strongly Agree,” 44% checked “Neutral,” and 11% checked “Disagree” or “Strongly Disagree.”

In response to the statement: ***“Because of my NSCC Service-Learning experience I have remained involved with the Community Service Agency or have become involved with a different Community Service Agency,”*** 49% of respondents checked “Agree” or “Strongly Agree,” 24% checked “Neutral,” and 27% checked “Disagree” or “Strongly Disagree.”

In response to the statement: ***“My NSCC Service-Learning experience made me feel more connected with my community,”*** 71% of respondents checked “Agree” or “Strongly Agree,” 23% checked “Neutral,” and 6% checked “Disagree.”

Conclusions:

It is an interesting coincidence that 45% of respondents indicated that they were already volunteering in their communities before their Service-Learning experience, and 45% indicated that they had become more involved in their communities as a result of their Service-Learning experience. The surveys were examined closely to determine if there was any correlation between these percentages being identical. No such correlation could be determined, i.e. no definitive pattern emerged indicating that a respondent who had or had not previously been volunteering was more or less likely to become more involved in her/his community.

It is encouraging that nearly half (49%) of all respondents indicated that they have remained involved with the Community Service Agencies through which they completed their Service-Learning projects, or have become involved with another Community Service Agency as a result of their Service-Learning experience. Such results may suggest that many Service-Learning students are being effectively placed, resulting in inclination to maintain involvement. Of further interest, immediately following the statement about remaining involved with the Service-Learning project Community Service Agency, one respondent (female, age range 35-44) wrote the following comment on her survey: *“I work there now!”*

It is also highly notable that 71% of respondents indicated that their Service-Learning experience made them feel more connected with their communities.

Political Involvement

In response to the statement: ***“I was politically active before my NSCC Service-Learning experience,”*** 27% of respondents checked “Agree” or “Strongly Agree,” 31% checked “Neutral,” and 42% checked “Disagree” or “Strongly Disagree.”

In response to the statement: ***“I have become more politically active as a result of my NSCC Service-Learning experience,”*** 21% of respondents checked “Agree” or “Strongly Agree,” 40% checked “Neutral,” and 39% checked “Disagree” or “Strongly Disagree.”

Conclusions:

It is notable that 21% of respondents reported that they have become more politically active as a result of their Service-Learning experience. The completed surveys were examined closely to see if any pattern emerged with respect to which respondents’ level of political involvement was most impacted by participation in Service-Learning (e.g., whether respondents who indicated that they had become more politically active indicated that they were or were not politically active prior to their Service-Learning experience). No definitive pattern emerged.

Service-Learning and Personal Growth

In response to the statement: ***“The work I accomplished through my NSCC Service-Learning experience has enhanced my ability to communicate in a real-world context,”*** 71% of respondents checked “Agree” or “Strongly Agree,” 23% checked “Neutral,” and 6% checked “Disagree” or “Strongly Disagree.”

In response to the statement: ***“My NSCC Service-Learning experience helped me clarify which college major to pursue,”*** 33% of respondents checked “Agree” or “Strongly Agree,” 26% checked “Neutral,” and 40% checked “Disagree” or “Strongly Disagree.” One respondent did not check a response to this statement.

In response to the statement: ***“My NSCC Service-Learning experience helped me clarify my career goals,”***

45% of respondents checked “Agree” or “Strongly Agree,” 23% checked “Neutral,” and 32% checked “Disagree” or “Strongly Disagree.”

In response to the statement: ***“The work I accomplished through my NSCC Service-Learning experience has made me more marketable in my chosen profession,”*** 43% of respondents checked “Agree” or “Strongly Agree,” 34% checked “Neutral,” and 23% checked “Disagree” or “Strongly Disagree.”

Conclusions:

It is highly notable that 71% of respondents indicated that they feel that the work they accomplished through Service-Learning has enhanced their ability to communicate effectively in a real-world context. Because communication skills are so vital to and have such great impact on personal and professional success, this finding is especially significant and valuable.

33% of respondents indicated that their Service-Learning experience helped them clarify which college major to pursue. While this number may not sound dramatic, it is significant to find that one-third of total respondents reported that their Service-Learning experience did, in fact, help them clarify which college major to pursue.

Nearly half (45%) of all respondents indicated that their Service-Learning experience helped them clarify their career goals. Also, nearly half (43%) of all respondents indicated that they feel that their Service-Learning experience has made them more marketable in their chosen professions. These are significant and impressive findings. It is also of interest that nearly half of the respondents who did not agree with these statements reported having full-time jobs at the time of their Service-Learning experience. Thus, it is possible that their career goals did not need clarification.

The above findings support the following NSCC General Education Outcome:

- *The student will articulate ideas logically and clearly for diverse audiences and purposes.*

Tables

In the pages that follow, three tables are presented which summarize the total 62 respondents' responses to the 17 statements contained in the survey. The statements appear in the tables in the same order in which they appeared on the survey.

The three tables are categorized as follows:

- The first table presents total response summaries tabulated by rounded percentages
- The second table presents response summaries tabulated by total number of responses
- The third table presents response summaries tabulated by number of responses according to respondents' age range and gender demographic breakdown

<i>Response summaries by rounded percentages</i>	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	<i>No response</i>
I was already volunteering in my community before my NSCC Service-Learning experience.	13%	27%	11%	24%	21%	3%
Based on my NSCC Service-Learning experience I would recommend Service-Learning to a friend.			5%	52%	44%	
If I had the opportunity, I would do Service-Learning again.		1%	10%	60%	29%	
Combining work in the community with college coursework should be practiced in more classes at NSCC.		1%	24%	44%	31%	
I feel that the service I provided through my NSCC Service-Learning experience benefited the community.		1%	11%	52%	35%	
The community work involved in my NSCC Service-Learning experience helped me to become more aware of the needs in my community.		3%	5%	55%	37%	
Because of my NSCC Service-Learning experience I have become more involved in my community.	1%	10%	44%	27%	18%	
My NSCC Service-Learning experience made me feel more connected with my community.		6%	23%	48%	23%	
My NSCC Service-Learning experience made me aware that I can make a difference in my community.		5%	5%	60%	31%	
I gained deeper understanding of the issue(s) my Community Service Agency addresses (e.g., homelessness, gang violence, domestic abuse, etc.) through my NSCC Service-Learning experience.		10%	19%	40%	31%	
Because of my NSCC Service-Learning experience I have remained involved with the Community Service Agency or have become involved with a different Community Service Agency.	6%	21%	24%	23%	26%	
I was politically active before my NSCC Service-Learning experience.	10%	32%	31%	15%	13%	
I have become more politically active as a result of my NSCC Service-Learning experience.	13%	26%	40%	16%	5%	
My NSCC Service-Learning experience helped me clarify which college major to pursue.	16%	24%	26%	18%	15%	1%
My NSCC Service-Learning experience helped me clarify my career goals.	13%	19%	23%	29%	16%	
The work I accomplished through my NSCC Service-Learning experience has made me more marketable in my chosen profession.	8%	15%	34%	29%	15%	
The work I accomplished through my NSCC Service-Learning experience has enhanced my ability to communicate in a real-world context.	3%	3%	23%	44%	27%	

<i>Response summaries by number of responses</i>	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	<i>No response</i>
I was already volunteering in my community before my NSCC Service-Learning experience.	8	17	7	15	13	2
Based on my NSCC Service-Learning experience I would recommend Service-Learning to a friend.			3	32	27	
If I had the opportunity, I would do Service-Learning again.		1	6	37	18	
Combining work in the community with college coursework should be practiced in more classes at NSCC.		1	15	27	19	
I feel that the service I provided through my NSCC Service-Learning experience benefited the community.		1	7	32	22	
The community work involved in my NSCC Service-Learning experience helped me to become more aware of the needs in my community.		2	3	34	23	
Because of my NSCC Service-Learning experience I have become more involved in my community.	1	6	27	17	11	
My NSCC Service-Learning experience made me feel more connected with my community.		4	14	30	14	
My NSCC Service-Learning experience made me aware that I can make a difference in my community.		3	3	37	19	
I gained deeper understanding of the issue(s) my Community Service Agency addresses (e.g., homelessness, gang violence, domestic abuse, etc.) through my NSCC Service-Learning experience.		6	12	25	19	
Because of my NSCC Service-Learning experience I have remained involved with the Community Service Agency or have become involved with a different Community Service Agency.	4	13	15	14	16	
I was politically active before my NSCC Service-Learning experience.	6	20	19	9	8	
I have become more politically active as a result of my NSCC Service-Learning experience.	8	16	25	10	3	
My NSCC Service-Learning experience helped me clarify which college major to pursue.	10	15	16	11	9	1
My NSCC Service-Learning experience helped me clarify my career goals.	8	12	14	18	10	
The work I accomplished through my NSCC Service-Learning experience has made me more marketable in my chosen profession.	5	9	21	18	9	
The work I accomplished through my NSCC Service-Learning experience has enhanced my ability to communicate in a real-world context.	2	2	14	27	17	

I was already volunteering in my community before my NSCC Service-Learning experience.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female	1	2	3	6	
Male	1	1	1	1	3
25 - 34					
Female	1	2	2		
Male	1				1
35 - 44					
Female	3	6	1	3	2
Male		1		1	1
45 - 54					
Female		3		2	5
Male	1			1	
Over 54					
Female		1		1	1
Male		1			

Combining work in the community with college coursework should be practiced in more classes at NSCC.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female			4	4	4
Male				3	4
25 - 34					
Female			2	2	1
Male			1		1
35 - 44					
Female			7	8	2
Male				1	2
45 - 54					
Female				7	3
Male				1	1
Over 54					
Female		1	1		1
Male				1	

Based on my NSCC Service-Learning experience I would recommend Service-Learning to a friend.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female				5	7
Male				5	2
25 - 34					
Female				3	2
Male			1		1
35 - 44					
Female			1	11	5
Male					3
45 - 54					
Female				5	5
Male				1	1
Over 54					
Female			1	1	1
Male				1	

I feel that the service I provided through my NSCC Service-Learning experience benefited the community.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female			2	6	4
Male			1	4	2
25 - 34					
Female			3	1	1
Male				1	1
35 - 44					
Female				13	4
Male					3
45 - 54					
Female			1	4	5
Male				1	1
Over 54					
Female		1		1	1
Male				1	

If I had the opportunity, I would do Service-Learning again.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female			1	7	4
Male				5	2
25 - 34					
Female			1	2	2
Male			1		1
35 - 44					
Female		1	1	11	4
Male				1	2
45 - 54					
Female			1	6	3
Male				2	
Over 54					
Female			1	2	
Male				1	

The community work involved in my NSCC Service-Learning experience helped me to become more aware of the needs in my community

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female		1	1	5	5
Male			1	2	4
25 - 34					
Female				3	2
Male				1	1
35 - 44					
Female			1	14	2
Male				2	1
45 - 54					
Female				5	5
Male					2
Over 54					
Female		1		1	1
Male				1	

Because of my NSCC Service-Learning experience I have become more involved in my community.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female		1	7	2	2
Male			5	1	1
25 - 34					
Female		1	2		2
Male		1		1	
35 - 44					
Female		1	9	6	1
Male				2	1
45 - 54					
Female		1	4	2	3
Male	1			1	
Over 54					
Female		1		1	1
Male				1	

I gained deeper understanding of the issue(s) my Community Service Agency addresses (e.g. homelessness, gang violence, domestic abuse, etc.) through my NSCC Service-Learning experience.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female		3	4	3	2
Male			1	3	3
25 - 34					
Female		1	1	1	2
Male				1	1
35 - 44					
Female		1	5	7	4
Male				1	2
45 - 54					
Female				6	4
Male				2	
Over 54					
Female		1	1		1
Male				1	

My NSCC Service-Learning experience made me feel more connected with my community.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female		1	6	2	3
Male			2	2	3
25 - 34					
Female		1	2	1	1
Male		1			1
35 - 44					
Female			2	12	3
Male				2	1
45 - 54					
Female			2	7	1
Male				2	
Over 54					
Female		1		1	1
Male				1	

Because of my NSCC Service-Learning experience I have remained involved with the Community Service Agency or have become involved with a different Community Service Agency.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female	1	2	5	3	1
Male	1	1	2		3
25 - 34					
Female		2	1		2
Male		1			1
35 - 44					
Female		7	4	3	3
Male				1	2
45 - 54					
Female			2	5	3
Male	1		1		
Over 54					
Female	1			1	1
Male				1	

My NSCC Service-Learning experience made me aware that I can make a difference in my community.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female			2	5	5
Male		1		3	3
25 - 34					
Female		1		2	2
Male				1	1
35 - 44					
Female				13	4
Male				1	2
45 - 54					
Female				9	1
Male				2	
Over 54					
Female		1	1		1
Male				1	

I was politically active before my NSCC Service-Learning experience.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female	1	4	5	2	
Male	1	3	2		1
25 - 34					
Female		1	2	1	1
Male	1				1
35 - 44					
Female	2	6	6	2	1
Male			1		2
45 - 54					
Female		4	1	3	2
Male	1	1			
Over 54					
Female			2	1	
Male		1			

I have become more politically active as a result of my NSCC Service-Learning experience.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female	1	2	8	1	
Male	2	1	3	1	
25 - 34					
Female	1	2	2		
Male	1			1	
35 - 44					
Female	1	6	6	3	1
Male			2		1
45 - 54					
Female		4	3	2	1
Male	1	1			
Over 54					
Female	1		1	1	
Male				1	

The work I accomplished through my NSCC Service-Learning experience has made me more marketable in my chosen profession.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female	1	2	3	4	2
Male	1		6		
25 - 34					
Female	1	2	1	1	
Male			1		1
35 - 44					
Female	1	3	6	5	2
Male			1		2
45 - 54					
Female		2	1	6	1
Male			1	1	
Over 54					
Female	1		1		1
Male				1	

My NSCC Service-Learning experience helped me clarify which college major to pursue.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female	1	2	2	3	4
Male	2	2	3		
25 - 34					
Female	1	2	2		
Male			1		1
35 - 44					
Female	3	5	4	3	1
Male			2		1
45 - 54					
Female	1	3	1	4	1
Male	1	1			
Over 54					
Female	1		1		1
Male				1	

The work I accomplished through my NSCC Service-Learning experience has enhanced my ability to communicate in a real-world context.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female	1		2	5	4
Male			1	2	4
25 - 34					
Female	1	1	1	2	
Male			1		1
35 - 44					
Female		1	4	8	4
Male			1	1	1
45 - 54					
Female			1	7	2
Male			1	1	
Over 54					
Female			2		1
Male				1	

My NSCC Service-Learning experience helped me clarify my career goals.

Responses by age/gender demographic breakdown	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Under 25					
Female	1	1	4	3	3
Male	1	2	1	3	
25 - 34					
Female	1	3		1	
Male			1		1
35 - 44					
Female	3	3	5	4	2
Male			1	1	1
45 - 54					
Female		3	2	3	2
Male	1			1	
Over 54					
Female	1			1	1
Male				1	

CONCLUSION

The results of this research initiative clearly demonstrate that the participating North Shore Community College [NSCC] Service-Learning students have been impacted very favorably by Service-Learning. The results further demonstrate a discernible relationship between Service-Learning and civic engagement.

It is extremely encouraging that 95% of the NSCC students who responded to the research survey reported that they would recommend Service-Learning to a friend, and that 89% reported that, given the opportunity, they would participate in Service-Learning again. These findings demonstrate that the survey respondents are highly in favor of Service-Learning.

Some of the most significant findings resulting from this study relate to the impact which Service-Learning has had on the respondents' subsequent level of community awareness. It is highly notable that 92% of the respondents reported that their NSCC Service-Learning experience helped them to become more aware of the needs in their communities, and that 71% reported gaining deeper understanding of the issue(s) addressed by their Community Service Agencies through their NSCC Service-Learning experience. Further, 87% of the respondents reported feeling that the service they provided through their NSCC Service-Learning experience benefited the community, and 90% reported that their NSCC Service-Learning experience made them aware that they can make a difference in their communities. Based on these findings, it is clear that Service-Learning has had significant impact on these students' awareness of needs and issues in their communities.

The relationship between Service-Learning and subsequent civic engagement is supported by the fact that nearly half of the respondents (45%) reported that they have become more involved in their communities as a result of their NSCC Service-Learning experience. Such relationship is further supported by the fact that nearly half (49%) of all respondents indicated that they have remained involved with the Community Service Agencies through which they completed their Service-Learning projects, or have become involved with another Community Service Agency as a result of their Service-Learning experience. Further, it is very encouraging that 71% of all respondents reported that their NSCC Service-Learning experience made them feel more connected with their communities.

This research initiative also revealed a relationship between the respondents' Service-Learning experience and their personal growth. It is highly notable that 71% of the respondents reported that they feel that the work they accomplished through their NSCC Service-Learning experience has enhanced their ability to communicate in a real-world context. Because communication skills are so vital to and have such great impact on personal and professional success, this finding is especially significant and valuable. Further, the fact that nearly half of the respondents (43%) reported that they feel that the work they accomplished through their NSCC Service-Learning experience has made them more marketable in their chosen professions is highly noteworthy.

The results of this research initiative categorically demonstrate that Service-Learning has proven to be highly beneficial to the participating North Shore Community College Service-Learning students, particularly with regard to their levels of community awareness, civic engagement, and personal growth.

Summary of Respondents' Service-Learning Projects

Survey respondents were asked to provide responses to the following statements regarding the nature of their NSCC Service-Learning projects:

"The course through which I completed my North Shore Community College [NSCC] Service-Learning project was:"

"The Community Service Agency (Agencies) through which I completed my NSCC Service-Learning project was:"

"Please provide a brief description of your Service-Learning project(s):"

The following information, sorted according to age range and gender, represents respondents' verbatim responses:

Under 25

FEMALE:

Course: "Intro to Sociology, Constitutional Interpret I/II, Criminal Invest."

Agency: "Essex County Correctional Facility, Cape Ann YMCA, United Airlines"

Project: "ECCF – Participated in treatment programs (e.g. anger manage., AA, NA) with inmates. YMCA – After school program helping children w/ homework, art/crafts, sports. UA – Simulated a hijacking w/ various law enforcement agencies."

Course: "Sociology"

Agency: "? The taste of Essex, woodmons"

Project: "I worked at the taste of Essex, which is an event that raises money for a scholarship that is awarded every year"

Course: "Sociology"

Agency: "Beverly Hospital – Child development center"

Project: "Worked with infants in a day care"

Course: "Sociology"

Agency: "Winning-moves Games"

Project: "Help put together games, computer work, mailing, file papers, place orders, watched the accounting lady work."

Course: "Sociology"

Agency: "Masconomet Regional High School"

Project: "Worked with students in the alternative program"

Course: "Community Problems"

Agency: "North Shore Education Consortium"

Project: [no response]

Course: "Nursing"

Agency: "Beverly Hospital"

Project: "Student Nurse"

Course: "Pediatrics"

Agency: "School System / under privileged community / families low income"

Project: "Provided age appropriate learning / fun activities for parents to provide for their children on a budget"

Course: "Composition I – LC2"

Agency: "World Revival Church in Boston"

Project: "I supervised a class of children between ages 3-10 and helped the professors to teach the class."

Course: "Composition 101 – LC2"

Agency: "World Revival Church"

Project: "Supervise child-care (between ages of 3-10) and helped teachers teach the class."

Course: "College Success Seminar"

Agency: "Project Elf"

Project: "Getting students to participate in buying gifts for homeless children. Decorating and making signs to advertise."

Course: "At The Red Cross in Peabody, Preparing and sorting gifts for underprivileged children, for the holidays"

Agency: "The Red Cross"

Project: "Sorting gifts that were donated into age groups, for the holiday season."

MALE:

Course: "Introduction to Sociology"

Agency: "St. John's Catholic Church, Essex, MA"

Project: "Taught 6th grade Sunday School"

Course: "Intro. To Sociology"

Agency: "EMARC"

Project: "helped assist a man who had Downs Syndrome"

Course: "Sociology – race, gender, class"

Agency: "MSPCA"

Project: "help clean and maintain the order of shelter, whatever needed to be done"

Note: On his survey, this respondent checked "Neutral" for the statement "I have become more politically active as a result of my NSCC Service-Learning experience," and wrote the following comment immediately following this statement: "but I have altogether."

Course: "Crisis Intervention, Security Administration, Investigations, Constitutional Interpretations I"

Agency: "Project Y.E.S."

Project: "Being a mentor and tutor for at-risk students."

Course: "Comp I and currently Crisis Intervention"

Agency: "Challenge Unlimited at Ironstone Farm"

Project: "I assist with the young physically challenged clients in their horseback therapy as a spotter or leader."

Course: "Success Seminar"

Agency: "Crombie St. Shelter – Salem, MA"

Project: "Helping the Homeless"

Course: "It was very helpful because it gave me a better understanding of the real world."

Agency: "It was very good for me to learn and get the experience because it would help me in the long run."

Project: "My service-learning projects were fun because you worked with others as a team."

25 – 34

FEMALE:

Course: "Sociology"

Agency: "St. Vincent de Paul"

Project: "Cook & serve the less fortunate"

Course: "Sociology"

Agency: "Wellspring"

Project: "Kitchen work at shelter / education center"

Course: "Sociology"

Agency: "The Torigian Life Center"

Project: [no response]

Course: "OTA"

Agency: "1) Head Start + 2) SNF – Find a prob & create a solution"

Project: "Come up w/ a program for the children (+1 hr)"

Course: "TAM I, II & III"

Agency: "Lynn Public Schools, Skilled Nursing / Assisted Living Community – Beverly, MA, Community Action / Salem"

Project: "Backpack Awareness, Install walking program (exercise & walking club), Infant & Child Development Awareness to new mothers of low income families"

Note: At the bottom of her survey, this respondent wrote the following comment: "Thank you for the opportunity to participate in service learning. It is a valuable asset to my professional portfolio, résumé & experience!"

MALE:

Course: "Community Problems & Social Issues Mett 205"

Agency: "NSCC's Disability Services Department"

Project: "Designed, developed & implemented 'Project Accessibility Day' 1 day information table outside Lynn campus cafeteria that encouraged students about people who are bound to wheelchairs"

Course: "PTA-213 – Therapeutic Exercise 2"

Agency: "Brooksby Village Retirement Community"

Project: "Stroke Prevention / Coping"

35 – 44

FEMALE:

Course: "Sociology"

Agency: "Spar & Spindle Brownie Troop"

Project: "Helped the brownie troop earn badges. Went on parades."

Course: "Sociology"

Agency: "Girls Incorporated of Lynn"

Project: "assist girls with their homework assignments"

Course: "Intro to Sociology"

Agency: "Little Zion Church"

Project: "I work help organized – Aids Committee"

Course: "SOC 101"

Agency: "Beverly Hospital"

Project: "Maternity Unit Volunteer"

Note: On her survey, this respondent checked "Strongly Agree" for the statement "Because of my NSCC Service-Learning experience I have remained involved with the Community Service Agency or have become involved with a different Community Service Agency," and wrote the following comment immediately following this statement: "I work there now!"

Course: "Implementation of Health & Wellbeing"

Agency: "Essex Senior Center"

Project: "Fall prevention in your home"

Course: "Planning & Implementing of programs for Health & Wellbeing"

Agency: "Herrick House, Beverly, MA"

Project: "Fall prevention for the elderly population"

Course: "Planning & Implementing for Health & Wellbeing"

Agency: "Haverhill MA Citizens Center"

Project: "Presentation on memory enhancement techniques & promotion of occupational therapy."

Course: "Planning and Implementation of Programs"

Agency: "Marland Place"

Project: "Living with Arthritis – symptoms of arthritis, techniques & devices that can be used to alleviate pain and discomfort."

Course: "Psy118"

Agency: "Lynn Housing – After school program"

Project: "Helping children with their homework"

Course: "Head Start Child Care (Human growth & development)"

Agency: "Head Start at NSCC"

Project: "Play games, spend time, completed graduation binders."

Course: "Nursing – RN"

Agency: "Danvers Senior Center, Salem Hosp, Lynn Union Hosp, Kindred Hosp, Bayridge Hosp, Beverly Hosp"

Project: "Pediatrics, OB, Geriatrics, Psych, Community Living"

Course: "Nurse Education"

Agency: "Danvers Senior Center, Salem Hospital, Lynn Union Hospital, Beverly Hospital"

Project: "Nurse Clinical Rotations"

Course: "Occupational Therapy Assistant"

Agency: "Haverhill Senior Citizen Center"

Project: "Seminar on memory"

Course: "Physical Therapy Procedures II"

Agency: "Cardiovascular information – Tips on healthy diet and exercise, patient education on avoiding risk factors which cause heart attacks."

Project: "We went to the YMCA and provided healthy snacks and demonstrations on adhering to healthy lifestyle."

Course: "Walk for H.A.W.C."

Agency: "Walk for H.A.W.C."

Project: "I organized a small group of friends to collect pledges for annual walk for Help for Abused Women and Children and presented findings to my class"

Course: "Keyboarding 3 – Mrs. Brenda Clark"

Agency: "The Salvation Army Chelsea/Lynn (I think its been a while)"

Project: "I was already a member and I did a lot of community service whether it was working with the elderly or serving lunch at the food bank. I also work with the youth and taught Sunbeams, Girl Guards, After School program and more."

Note: On her survey, this respondent checked "Strongly Agree" for the statement "I gained deeper understanding of the issue(s) my Community Service Agency addresses (e.g., homelessness, gang violence, domestic abuse, etc.) through my NSCC Service-Learning experience," and wrote the following comment immediately following this statement: "And I lived it daily." Also, this respondent checked "Agree" for the statement "I feel that the service I provided through my NSCC Service-Learning experience benefited the community," and wrote the following comment immediately following this statement: "Myself as well."

Course: "Comp I"

Agency: "The First Church of Ipswich"

Project: "I conducted church school (4th grade)"

MALE:

Course: "Community Problems & Social Issues"

Agency: "Caring & Sharing"

Project: "Collecting money for toys for the needy at Christmas"

Course: "Mental Health"

Agency: "Beverly Hosp."

Project: "Transporting Patients"

Course: "Juvenile Justice"

Agency: "Essex County Court System"

Project: "Member of CHINS panel – children who were CHINS candidates – reviewed cases & provided services to prevent adjudication"

45 – 54

FEMALE:

Course: "Sociology"

Agency: "Our Lady of Hope Church"

Project: "I helped the director or CCD classes on Mondays"

Course: "Sociology"

Agency: "Private"

Project: "3 hours per week w/ young Down Syndrome adult for outing and to provide respite for his widowed mom."

Note: On her survey, this respondent checked "Agree" for the statement "Combining work in the community with college coursework should be practiced in more classes at NSCC," and wrote the following comment immediately following this statement: "Esp. for younger students."

Course: "Community Issues & Social Problems"

Agency: "Neighbor to Neighbor, Lynn, 112 Exchange Street"

Project: "voter education & registration, Legislative lobbying, protests, phone banking and signature collecting for healthcare reform."

Course: "Community Problems and Social Issues"
Agency: "North Shore 'Bootstraps'"
Project: "I helped with mailing and the clothes closet"

Course: "Community Problems"
Agency: "Open Door, Brothers Table, Gloucester Seafood Festival"
Project: "served food to the needy/homeless, passed out literature on Gloucester Seaport."

Course: "Intro to Mental Health"
Agency: "Lynn Shelter Association + Bridge House Shelter"
Project: "Volunteer at Day Shelter and Bridge House Family Shelter"

Course: "Nursing"
Agency: "VNA Wakefield"
Project: "Travel with Nurse"

Course: "OT"
Agency: "Lynn – Adult Day Program"
Project: "Activity"

Course: "Field Placement III & IV, I & II"
Agency: "John Bertram House & Lynn Council on Aging (LCOA)"
Project: "First one was to create an ideal job description, 2nd one was to prepare a project for Haitian elders to join (LCOA)"

Course: "Criminal Justice"
Agency: "Department of Social Services"
Project: "I was a volunteer participating in foster-care case reviews"

MALE:

Course: "Associate in Nursing Science"
Agency: "Lynn Community Health Center, various other community health projects"
Project: "Healthcare Providers"

Course: "OTA"
Agency: "Peabody Senior Service / Adult Comm Ctr, Head Start – Beverly"
Project: "Fall prevention presentation @ elderly apts. / Prehandwriting activities – Head Start Beverly"

Over 54

FEMALE:

Course: "MEH205 – Community Problems & Strategies for Challenging Behaviors"
Agency: "Student Anti-Violence Club"
Project: "NSCC hosted a public forum with many professional & civic leaders and a large contingent of jr. high school students. The team involved with this undertaking were inspiring but other (not this subject . . . like marches to state house – I did not like the mob mentality. Just a body but not a voice.) efforts were politically biased and I feel people were being used."

Course: "Community Problems & Social Issues"
Agency: "Project Access – NSCC"
Project: "Classroom aide in program designed to involve, integrate & provide educational opportunities to people with disabilities."

Course: "Gerontology"
Agency: "North Shore Elder Services, Inc."
Project: "Money Management for hearing impaired elder."

MALE:

Course: "Gerontology"
Agency: "Danvers Senior Center & North Shore Elder Services"
Project: "Presentations & Leading of small groups"

Sample of cover letter utilized in this research study



www.northshore.edu
**NORTH SHORE
COMMUNITY COLLEGE**
DANVERS • LYNN • BEVERLY

November 13, 2006

Dear [name of student via mail merge],

We are happy that you took the opportunity to participate in the Service-Learning program while studying here at North Shore Community College (NSCC). We are now conducting valuable research regarding your Service-Learning experience.

The enclosed survey seeks information about your NSCC Service-Learning experience. The average time taken to complete this survey in a pilot study was 10 minutes. Your privacy and confidentiality will be strictly maintained, and your responses to the survey will be kept anonymous.

As an expression of our gratitude for your completion and return of the survey, you will be eligible to win a brand-new, high-quality iPod. Simply complete the entry form at the bottom of this letter, cut along the dotted line, and return the entry form with your completed survey in the enclosed return-addressed, stamped envelope.

Also, as a participant in this vital research project, you are entitled to receive a copy of the summary of the results of this study. If you would like to receive a copy of the results report, simply check the box on the iPod entry form.

Please complete both sides of the enclosed survey and iPod entry form, and return them in the enclosed envelope not later than **November 30, 2006**.

Thank you for your participation in this important research study.

Kindest regards,

Cate Kaluzny
Service-Learning Coordinator

Karen Lauffer
Research Associate

..... ✦ cut here ✦

Brand-new, high-quality iPod drawing entry form

Name: _____

Address: _____

Phone: _____

I would like to receive a copy of the summary of the results of this survey

Sample of survey utilized in this research study

**NORTH SHORE COMMUNITY COLLEGE
SERVICE-LEARNING
POST-EXPERIENCE SURVEY**

We would like to better understand the impact that Service-Learning has on students. Your input is extremely important and of great value to us. Thank you for your participation in this survey.

The course through which I completed my North Shore Community College [NSCC] Service-Learning project was:

The Community Service Agency (Agencies) through which I completed my NSCC Service-Learning project was:

Please provide a brief description of your Service-Learning project(s):

I completed my NSCC Service-Learning project during the following academic year:

2000-2001 2003-2004 2005-2006
 2001-2002 2004-2005

The total number of hours I spent completing my NSCC Service-Learning project was:

Under 10 hours 21 to 30 hours 41 to 50 hours
 11 to 20 hours 31 to 40 hours More than 50 hours

I chose to participate in Service-Learning in this course for the following reason(s) [check all that apply]:

1. To fulfill a course requirement 5. To fulfill a scholarship requirement
 2. To have a real-world learning experience 6. To have something to put on my résumé
 3. To network with other people 7. Other:
 4. To contribute to my community

At the time of my NSCC Service-Learning experience my student status was:

Full-time student Part-time student

At the time of my NSCC Service-Learning experience my job status was:

Had full-time job Had part-time job I was not employed at the time

At the time of my NSCC Service-Learning experience I was in the following age range:

Under 25 25-34 35-44 45-54 Over 54

My racial background is:

Caucasian/White African American Asian/Asian American
 Hispanic Native American Other: _____

My gender is: Male Female

Sample of survey utilized in this research study

Please indicate your level of agreement with each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I was already volunteering in my community before my NSCC Service-Learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Based on my NSCC Service-Learning experience I would recommend Service-Learning to a friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I had the opportunity, I would do Service-Learning again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Combining work in the community with college coursework should be practiced in more classes at NSCC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that the service I provided through my NSCC Service-Learning experience benefited the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The community work involved in my NSCC Service-Learning experience helped me to become more aware of the needs in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my NSCC Service-Learning experience I have become more involved in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My NSCC Service-Learning experience made me feel more connected with my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My NSCC Service-Learning experience made me aware that I can make a difference in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I gained deeper understanding of the issue(s) my Community Service Agency addresses (e.g., homelessness, gang violence, domestic abuse, etc.) through my NSCC Service-Learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Because of my NSCC Service-Learning experience I have remained involved with the Community Service Agency or have become involved with a different Community Service Agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was politically active before my NSCC Service-Learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have become more politically active as a result of my NSCC Service-Learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My NSCC Service-Learning experience helped me clarify which college major to pursue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My NSCC Service-Learning experience helped me clarify my career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The work I accomplished through my NSCC Service-Learning experience has made me more marketable in my chosen profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The work I accomplished through my NSCC Service-Learning experience has enhanced my ability to communicate in a real-world context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



NORTH·SHORE
COMMUNITY COLLEGE

Danvers • Lynn • Beverly

1 Ferncroft Road, Danvers, MA 01923
Tel: (978) 762-4000 (Danvers) / (781) 593-6722 (Lynn) Fax: (978) 762-4120



PRINTED ON RECYCLED PAPER