Regardless of Role: A Community Engagement Festival as a Unique Space for Differentiated Learning Outcomes for Student Leaders and Participants

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ABSTRACT

Living-Learning Programmes (LLPs) in Residential Colleges (RCs) foster leadership, learning and sense of belonging amongst students. Any community engagement or service-learning initiative that takes place in such a context would benefit from the unique outcomes of LLPs. Building on this principle, we argue that the Community Engagement Festival (CE Fest), a unique, student-led, flagship event of a RC in an Asian university, functions as a platform to develop a diverse range of benefits amongst students involved in the programme – both student leaders, who design and execute CE Fest, and students who are participants in the event. This assertion is tested through: (1) analysis of the types of learning outcomes achieved by both groups of students; and (2) analysis of the features of CE Fest that enable the development of these learning outcomes. We employ the validated SErvice LEarning Benefit (SELEB) scale to capture the range of benefits experienced by both groups of students. A factor analysis of all 20 benefits in the SELEB scale found three categories of benefits: (i) civic consciousness, (ii) skills, and (iii) interpersonal relationships. A means comparison found that civic consciousness was the most successfully achieved learning outcome by both student leaders and participants alike, which aligns with the ethos of the RC. Additionally, student leaders were more likely than participants to have achieved outcomes related to skills and interpersonal relationships. Triangulation of the findings from the survey with qualitative data collected from student leaders and participants indicates that various structures and processes of CE Fest facilitated the development of specific outcomes, such as empathy and civic consciousness. As such, CE Fest is a unique learning space within LLPs that offers differentiated learning opportunities for students across various roles, while ensuring civic consciousness remains a central benefit to all students regardless of the nature of their participation.

Introduction

Living-Learning Programmes (LLPs) are increasingly found within Institutes of Higher Learning (IHLs) as complementary to formal academic curricula. LLPs can be broadly defined as "communities in which students not only pursue a curricular or co-curricular theme together but also live together in a reserved portion of a residence hall" (Inkelas, Vogt, Longerbeam, Owen & Johnson, 2006: 40). Undergraduate LLPs across universities are not homogenous and can differ in size, extent of resources, and various points of focus such as student life, academia or residential life (Inkelas, Soldner, Longerbeam & Leonard, 2008). Other common features of LLPs include both in-classroom and out-of-classroom learning, as well as intra-student engagement and engagement with faculty (Inkelas & Soldner, 2011; Buell, Love & Yao, 2017). An LLP situated within a Singaporean university is described as tying into the university's framework of interweaving academic and co-curricular programmes with reflective practices, as well as personal and social development (Lee, 2016).

LLPs provide greater access and opportunities for students to participate in college activities and programmes. Students who participated in LLPs were "more engaged and involved on campus and in the community" (Mach, Gordon, Tearney & McClinton, 2018: 20). A residential setting in which students live closely together, enrol in the same formal curriculum and form social networks, could in turn create a "supportive and collaborative environment" (Mach et al., 2018: 13) which contributes to academic achievement. Research has also documented a myriad of learning outcomes for students enrolled in LLPs in terms of personal and intellectual growth and self-confidence (Mukhopadhyay & Tambyah, 2019), as well as competency in critical thinking skills, knowledge application, enjoying intellectual pursuits, academic self-confidence and appreciation of diversity (Inkelas et al, 2006). Enrolment in LLPs also facilitates the development of a stronger sense of community and belonging amongst students and fosters the growth of leadership (Spanierman, Soble, Mayfield, Neville, Aber, Khuri & De La Rosa, 2013).

LLPs pursue different educational learning outcomes. Student outcomes also vary across residential colleges based on specific academic or interdisciplinary themes adopted by the college, such as multiculturalism (Buell, Love & Yao, 2017). In this case study, we examine an LLP with community engagement as its central theme. This concept finds correspondence with the concept of 'service-learning', which "connects theory and practice by giving students the opportunity both to participate in a service that meets community needs and to reflect on the experience in class in order to gain a deeper understanding of the course content and an enhanced sense of civic engagement" (Resch &

Schrittesser, 2021: 1). However, the concept of community engagement has an additional dimension of civic responsibility and can be characterised as follows:

> "In the last decade many institutions have chosen to reframe their service learning as "community-engaged learning," "civic engagement," or "community engagement." These terms provide a broader umbrella for experiential learning in the community through volunteerism, research, advocacy, and other means, with service learning being one pedagogical strand" (Stanton & Giles, 2017: 8).

In this paper, we will refer to service-learning as 'community engagement' (CE); the College's definition of CE overlaps with service-learning and embodies the following features: (1) a focus on relationship-building with communities instead of service provision, and (2) no formal assessment or grading. This definition can be found in the College's ethos and educational mission. While we differentiate CE from service-learning, we draw from literature on service-learning to highlight the benefits of CE given the commonalities between both concepts.

Service-learning in IHLs offers a diverse range of benefits for students: improvement in academic outcomes (Astin, Vogelgesang, Ikeda & Yee, 2000), opportunities to apply formal education to real-world situations (Astin et al, 2000), and increase in cognitive development (Batchelder & Root, 1994). Benefits from service-learning are not solely focused on the self; studies also note the role of service-learning in facilitating the development of civic responsibility (Reising, Allen & Hall, 2006), empathy for others (Wilson, 2011), and social justice advocacy (Grapin, Cunningham & Sital, 2021). Service-learning participation offers a myriad of opportunities for skills development as well, ranging from communication skills and leadership skills (Astin & Sax, 1998), to research skills involving data collection and analysis (Schindler, 2011). Most outcomes of service-learning may also be dependent on the varying goals and mission statements of IHLs. Toncar, Reid, Burns, Anderson and Nguyen (2006) condense the myriad benefits associated with service-learning into a 20-item scale known as the 'SErvice LEarning Benefit' (SELEB) scale (Toncar et al, 2006). A list of all 20 benefits can be found in the results section of this paper.

Student outcomes of service-learning may also be influenced by specific structures and processes of the programme. Garcia-Pletsch and Longo (2016) call for the re-shifting of power from institutional authority back to students in service-learning; they advocate for a deinstitutionalisation of service-learning design, so students can be active leaders and stewards of their own service-learning journeys, thus enhancing civic engagement. Morgan and Streb (2002) also found that student leadership in service-learning projects increased the likelihood of students' political participation and civic activism in the future. These examples demonstrate the benefits of student leadership and

stewardship in designing and executing service-learning programmes. Other pedagogical or practical aspects of service-learning can impact student outcomes as well. Ngai, Chan and Kwan (2018) found three pedagogical elements of service-learning that impact intellectual, social and civic outcomes for students: whether the tasks were challenging, whether students had a good relationship with their fellow peers in the programme, and whether there was pre-existing interest in the service-learning subject.

An established practice of service-learning can be traced back to 1985 with the formation of 'Campus Compact', a coalition of IHLs which institutionalises service-learning, providing a platform to exchange resources pertaining to service-learning[1]. Data and resources on service-learning pedagogies, best practices and evaluation tools are readily available on the organisation's site. The goal of this coalition is a testament to the growing importance of investment in not only service-learning but in designing successful service-learning. While markers of successful service-learning differ across various institutes, there are methods of conceptualising and executing service-learning programmes that increase the probability of maximising student learning outcomes. Resources on evaluation criteria, tools and methods then emphasise the importance of evaluating service-learning programmes to contribute to a repository of evidence that service-learning strengthens academic learning; as well as to continue refinement of best practices and pedagogies of service-learning (Steinke & Fitch, 2007).

In evaluating service-learning in the context of LLPs, which provides more opportunities for students to be involved in various non-academic pursuits, we are particularly interested in examining potential differences in outcomes between students who take up leadership positions, and those who do not. Leadership can be measured through the extent of involvement in LLP activities – the greater the extent of involvement, the more benefits reaped out of their LLP experience (Astin, 1984). Leadership positions were also more likely to reap additional benefits for students: students who participated in community-centric programmes in a community college were more likely to achieve benefits that primed them to be community leaders and good citizens. Leadership positions in LLP activities in a residential college in Singapore were also found to be positively related to the learning outcomes of the residential college (Mukhopadhyay & Tambyah, 2019); however, the authors also found that minimal levels of involvement[2] may be sufficient to induce achievement of learning outcomes. These benefits were also unique to LLPs and residential colleges – students in

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[1] Campus Compact website: https://compact.org/
[2] In their study, the authors defined 'minimal' involvement as being at least 'somewhat involved' in the College, which is a Likert scale option that is part of their questionnaire (Mukhopadhyay & Tambyah, 2019).

residential colleges had more time and opportunities to participate in activities and programmes, which furthers their chances of reaping benefits (Eklund-Leen & Young, 1997).

This paper intends to investigate the unique benefits offered to students enrolled in LLPs – academic achievement, a greater sense of belonging, and higher rates of college involvement, through reporting the outcomes for students enrolled in an LLP within a Singaporean residential college with community engagement as its interdisciplinary theme. As outcomes are calibrated according to differing extents of involvement in LLP activities and programmes, we are interested in measuring differences in outcomes based on extent of involvement, defined by whether students take up leadership positions in the college. To examine this research question, one specific programme within the LLP will be used as a case study.

Research Context

Community Engagement Festival

Our research is situated within a residential college in Asia that runs an LLP foregrounded by an ethos of community engagement (CE) and active citizenship. The college has a formal curriculum which incorporates the above-mentioned themes, as well as a complementary informal curriculum centred on community engagement. While the informal curriculum constitutes a spectrum of programmes from faculty-led reading groups to student-run interest groups, we intend to evaluate student-directed, out-of-classroom, experiential learning, which takes place through interactions and relationships with communities outside of the college. CE programmes within the informal curriculum are governed by four learning outcomes in the college, in no particular order: awareness, empathy, understanding, and skills. These CE programmes thus provide the necessary platforms and opportunities to facilitate the development of these outcomes. It is useful to note that while structured by learning outcomes, CE programmes are not formally assessed and do not bear credits, with student participation being voluntary.

A primary feature of CE programmes in the college is student leadership, which is part of the repertoire of skills built through participation in community engagement. Students are granted autonomy in planning, designing, and executing these programmes, with guidance from faculty members. The process through which student leaders curate learning activities will be further elaborated through the CE Festival (CE Fest) as a case study. In particular, this paper aims to evaluate

how learning is differentiated among student leaders and student participants for an event such as this particular CE Fest. This festival is a once-off, student-led, annual flagship college event with the goal of facilitating student learning and interaction with communities, as well as celebrating the University-Community Partnership (UCP) between the college and its community partners. Having undergone several iterations in terms of structure over the years since its inception in 2014, the structure of the CE Fest has stabilized, consisting of (i) pre-engagement sessions, (ii) community trails and (iii) a finale.

The pre-engagement sessions are a precursor to the actual event, consisting of critical engagement with various materials (e.g., articles, videos), as well as community partner guest speakers. These informative sessions are facilitated by student leaders and provide student participants the opportunity to engage with their pre-conceived notions and biases of particular communities, topics or organisations. The main event features community trails with the following characteristics: (i) a focus on specific topics or communities, (ii) locations external to the college, and (iii) structured and intentional activities to facilitate achievement of learning outcomes. Student participants would typically venture out to community partner organizations or locations frequented by community members, with the guidance of student leaders and community partners. These sessions allow for greater insight into various topics and provide opportunities for interaction with community partners. Debrief sessions, held after the community trails, provide opportunities for students to meaningfully reflect on their engagement with the communities. The event culminates in a finale session where student participants, student leaders, community partners, and faculty members congregate in the College to reflect on the trails, communities engaged, and learning experiences.

As such a large-scale event would require a substantial amount of manpower, planning would precede the event by at least a year. This includes the recruitment of Project Directors (PDs) and an Executive Committee (EXCO) that oversee various aspects of the event. The team also abides by administrative guidelines and protocols set by the college, which includes templates for proposals, budgets and risk assessments. These protocols, while providing some structure and guidance, operate alongside student autonomy to ensure that the student-led nature of this event is not undermined. The committee (PDs and EXCO) would also perform other duties such as liaising closely with community partners for designing trails that meet the goals of the College, the students, and the organisation, recruiting facilitators who would lead the community trails in CE Fest, as well as conducting training workshops for facilitators. Refer to Figure 1 for a visual depiction of the process.
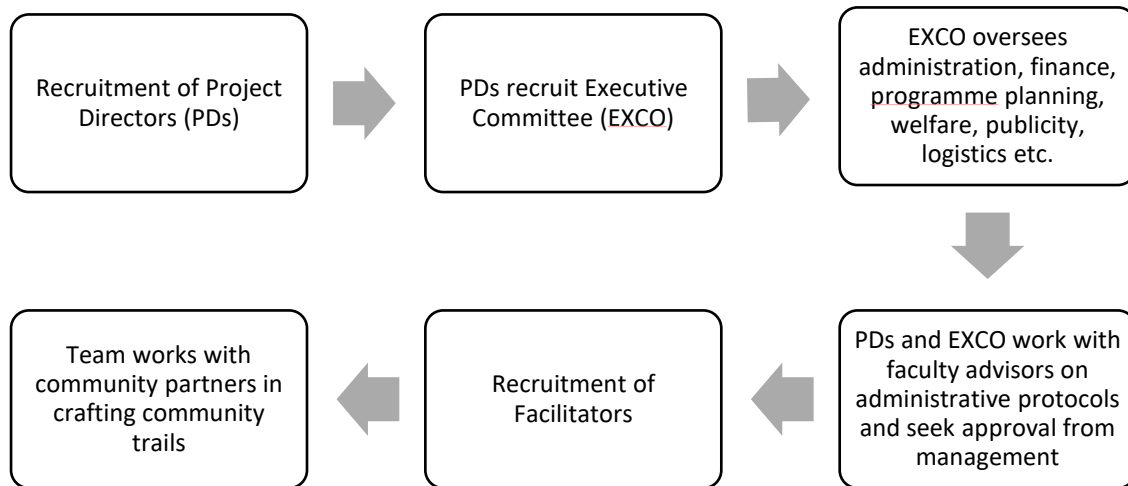
Figure 1: A flow chart of administrative processes

While previous runs of the programme saw facilitators' sole role to be leading the trails on the actual day of the programme itself (with no input in design), the 2021 run of CE Fest saw the inclusion of facilitators earlier in the planning process – facilitators in this run mirrored the role of committee members planning the programme, liaising with community partner organisations, and designing the specific learning activities within each trail. The team of student leaders also work closely with faculty advisors through the entire planning process. For the purposes of this study, both facilitators and committee members (including EXCO) were classified as student leaders. The process of appointing student leaders for CE Fest is student-led; the leaders are first identified via applications, and then selected through rigorous screening processes conducted by an independent committee comprised of student leaders in the College.

Student leaders then proceed to recruit participants for the event, through various modes of publicity such as advertising CE Fest through social media (telegram group chats, Instagram). The role of student participants is defined through attendance of pre-engagement sessions, community trails and debrief sessions, as well as engagement with the relevant topics and communities for the sessions. As part of the framework for designing CE programmes, student leaders are handed a list of community partners that the College is familiar with. Students can either opt to work with community partners previously involved in CE Fest or other College CE programmes, or they can suggest working with new community partners. Upon approval from advisors, students then approach community partners to invite them to participate in CE Fest. Their participation entails co-designing community trails with student leaders, hosting participants on said trails, and attending the CE Fest Finale.

Once the programmes have been finalised, student leaders proceed to organise all three components of CE Fest in collaboration with community partners: the pre-engagement sessions, actual trails, and finale session. The pre-engagement sessions and actual trails are organised by student leaders and facilitators in charge of the trails, and the finale is organised by the EXCO team. Student leaders are provided a budget (subject to approval), as well as any other tools or resources they may require which aids in the execution of the event. The pre-engagement sessions run for 2-3 days before the CE Fest Finale session, while the community trails run the day before, as well as on the day of the CE Fest.

While the 2020 iteration of CE Fest witnessed the migration of some trails to a virtual medium of engagement (Zoom) due to pandemic-related guidelines, the 2021 iteration of CE Fest provided the opportunity for face-to-face engagement with communities, in line with government and university safety management measures. Student leaders, in close conjunction with community partners, adapted to the current climate of constantly evolving guidelines, creating contingency plans for both physical and virtual engagements. There was a total of 17 community trails in this iteration, with the addition of communities and topics that have not previously been engaged with before. Refer to Table 1 for a list of the communities and topics engaged in the trail. Refer to the appendix for more detail on all 17 trails.

Given the function of LLPs and service-learning in providing students opportunities to develop a myriad of educational outcomes and skills, this paper intends to evaluate the benefits of participation in CE Fest 2021, situated within an LLP in a residential college. Findings from this research contributes to the larger literature on the educational and vocational benefits of service-learning and community engagement. Through the use of the SELEB scale by Toncar et al (2006), we intend to analyse the specific benefits that student participants and leaders achieve through participation in CE Fest, as well as document differences in the benefits that accompany leadership positions. As this paper is centred on capturing the benefits of CE for students to improve the processes and outcomes of CE programmes in the College, benefits gained by community partners were not measured. The overlap between SELEB scale and the learning outcomes established for CE programmes in the college prompted the utilisation of the scale. Data was analysed across several points of focus: a means comparison of scores across all items in the scale, a factor analysis to systematically categorise all 20 items while validating the scale, regression analyses to identify the statistical significance of the outcomes in the SELEB scale, and NVivo analysis of qualitative feedback

from students. The data analysis section of this paper will expand on the findings from the above-mentioned tests, and the discussion section will triangulate findings from all modes of analyses.

Table 1: Details of CE Fest 2021

Communities engaged in Trails	Sex workers Buskers The college's housekeeping team Ex-offenders Persons with autism Morticians[3] Elderly cardboard collectors Interracial families Migrant workers LGBTQ+ community Persons with unsupported pregnancies Persons recovering from addiction Rough sleepers[4]
Topics engaged in Trails	Urban farming Interfaith understanding Waste repurposing Vanishing trades[5]
Total number of students involved	255 students: 38 students in committee, 27 trail facilitators, and 190 participants

Methodology

To understand the range of outcomes that emerge through participation in CE in the college, we adopt a quantitative method of inquiry through self-reporting from student leaders and student participants of CE Fest. This is reflected in the form of their perceived benefits of participation in CE Fest, captured through post-engagement surveys.

Participants

As this was an evaluation study of a particular programme, all students who participated in the 2021 run of the CE Fest were automatically recruited for the study. This includes both the participants of CE Fest Trails, as well as the student leaders who planned and executed the entire CE Fest programme (committee members and facilitators). The sample size of this survey was n=226; the sample size of student participants was n=170; and the sample size of student leaders was n=56.

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[3] Those who work with deceased bodies (e.g., arranging funerals, cleaning bodies).
[4] The homeless population in Singapore.
[5] Specific trades in Singapore that have low succession rates and face the possibility of extinction (e.g., puppetry, manufacturing of soy sauce).

Instruments

To evaluate CE Fest, this study made use of a methodological tool known as the SELEB scale (Toncar et al, 2006) to capture students' perceived benefits of service-learning in Institutes of Higher Learning (IHLs). The SELEB scale is a validated scale, that has been employed by several IHLs to measure the impact of service-learning on students. As various items in this scale capture the four learning outcomes established for CE programmes in the college, this scale was a useful tool to measure the extent to which students perceive the achievement of the four intended learning outcomes and is thus indicative of the efficacy of the event. Quantitative data from the survey was triangulated with qualitative data which captured feedback on learning from the event.

The survey had two different versions, one for student leaders and one for student participants, and it was administered to both groups separately. While the SELEB scale was incorporated into both versions of the survey, additional questions pertaining to the process of planning and execution were factored into the survey for student leaders. For this report, the results of the SELEB scale will be reported separately for both groups.

Data Collection

A post-event survey featuring the SELEB scale and other questions related to their demographics, choice of trails, satisfaction with the event, and other open-ended questions, was administered immediately after the conclusion of the event. The survey was administered to participants online with the assistance of student leaders and was self-administered by the student leaders. Out of the 255 students who participated in CE Fest (65 student leaders and 190 student participants), a total of 226 responses from students was captured (an 89 percent response rate). Out of the 226 responses, 170 were from student participants and 56 were from student leaders. Given that the survey was self-administered, a hundred percent response rate from all 255 participants could not be ensured.

Data Analysis

To better understand the differentiated outcomes achieved through participation in the CE Fest and to extract potential patterns in benefits achieved, we performed a factor analysis using SPSS on all 20 items in the SELEB scale. Given that the surveys were conducted separately for student leaders

and student participants, the factor analysis was performed only on the participant sample (n=170), as the student leader sample was not large enough to run a factor analysis with n=56.

A means comparison using SPSS was conducted to identify the types of benefits that were more likely to be achieved by both student participants and student leaders who participated in CE Fest 2021. Regression analyses using SPSS were also conducted to determine the factors that were more likely to affect the achievement of certain types of learning outcomes for both groups of respondents (student participants and leaders).

Word frequency tests were conducted through NVivo software, with qualitative feedback in survey responses from both student participants and leaders. This test was performed to analyse the frequency of certain words appearing in the feedback, indicative of certain learning outcomes perceived by both groups of students. To support findings from quantitative data analyses, qualitative data was also thematically coded using grounded theory (Strauss & Corbin, 1990).

Results

Demographic Trends

An analysis of demographic trends of CE Fest student participants found that there was a larger proportion of female students (60.4 percent) in comparison to males (39.6 percent). The same trend was witnessed for student leaders (69.6 percent female student leaders; 28.6 percent male student leaders). Students in their first year of study (Year 1) were also more likely to be participants, while students in subsequent years of study (Year 2, Year 3, Year 4) were more likely to be leaders.

Before analysing the results from the SELEB scale, we first identified two potential factors that might affect the level of perceived benefits gleaned from participation in CE Fest: (1) participation in CE or service-learning prior to participating in CE Fest, and (2) if they were participating in a trail of their choice. Results show that a large proportion of student participants (84.1 percent) had had some CE or service-learning experience prior to CE Fest. Similarly, most student leaders had had prior experience in leadership and planning roles both inside of the college (75 percent) and outside of it (80.4 percent).

While there was a diverse range of 17 trails, some trails were more popular than others. As a result, slightly more than a third of the student participants were unable to participate in a trail of their choosing (34.1 percent). Amongst these students, 24.1 percent had selected the 'Morticians' trail, another 24.1 percent had selected the 'Vanishing Trades' trail, 19 percent had selected the 'Sex Workers' trail, and 10.3 percent had selected the 'Unsupported Pregnancy' trail, alluding to the popularity of these trails.

SELEB Scale

A means comparison of all 20 items of the SELEB scale for student participants and leaders can be found in Tables 2 and 3 respectively. The top three benefits as listed by student participants include 'empathy and sensitivity to the plight of others' (M=4.29), 'development of caring relationships' (M=3.89), and 'community involvement' (M=3.89). 'Leadership skills' was ranked the lowest (M=2.38). The top three benefits as listed by student leaders include 'empathy and sensitivity to the plight of others' (M=4.29), 'ability to work with others' (M=4.21), and 'communication skills' (M=4.05). 'Conflict resolution' was ranked the lowest (M=4.21). In comparing Tables 2 and 3, it can be observed that student leaders perceived the achievement of a wider range of benefits than student participants and ranked the achievement of all 20 benefits higher than participants did.

Table 2: Ranking of SELEB scale benefits as perceived by student participants

	SELEB Items	Mean
1.	Empathy and sensitivity to plight of others	4.29
2.	Development of caring relationships	3.89
3.	Community involvement	3.89
4.	Social responsibility and citizenship skills	3.85
5.	Applying knowledge to the 'real world'	3.74
6.	Personal growth	3.74
7.	Understanding cultural and racial differences	3.68
8.	Communication skills	3.58
9.	Ability to make a difference in the community	3.54
10.	Skills in learning from experience	3.39
11.	Gaining the trust of others	3.36
12.	Social self-confidence	3.33
14.	Problem analysis and critical thinking	3.25
14.	Ability to assume personal responsibility	3.23
15.	Connecting theory with practice	3.12
16.	Workplace skills	3.00
17.	Ability to work with others	2.94
18.	Conflict resolution	2.60
19.	Organisational skills	2.55
20.	Leadership skills	2.38

Table 3: Ranking of SELEB scale benefits as perceived by student leaders

	SELEB Items	Mean
1.	Empathy and sensitivity to plight of others	4.29
2.	Ability to work with others	4.21
3.	Communication skills	4.05
4.	Community involvement	4.04
5.	Social responsibility and citizenship skills	4.02
6.	Development of caring relationships	3.93
7.	Ability to assume personal responsibility	3.91
8.	Organisational skills	3.77
9.	Skills in learning from experience	3.77
10.	Personal growth	3.89
11.	Applying knowledge to the 'real world'	3.89
12.	Gaining the trust of others	3.89
14.	Problem analysis and critical thinking	3.75
14.	Social self-confidence	3.75
15.	Leadership skills	3.64
16.	Workplace skills	3.54
17.	Connecting theory with practice	3.54
18.	Ability to make a difference in the community	3.45
19.	Understanding cultural and racial differences	3.43
20.	Conflict resolution	3.21

Factor Analysis

A factor analysis on all 20 items of the SELEB scale (n=170) found three major categories of outcomes centred around (1) self in relation to skills, (2) self in relation to civic consciousness, and (3) self in relation to interpersonal relationships. The first category includes outcomes that are related to specific skills such as leadership, workplace and organizational skills; the second category includes outcomes related to civic engagement, borne out of interacting with marginalized or disenfranchised communities – such as empathy, sensitivity to the plight of others, community involvement, social responsibility and citizenship skills; the third category includes interpersonal outcomes related to interpersonal relationships and communication, such as social self-confidence, and understanding racial and cultural differences. However, it must be noted that there can be slight overlap between categories, given the social nature of most of the outcomes. Refer to Table 4 for a factor analysis of the SELEB scale results.

A means comparison across all three categories of outcomes can be found in Table 5. Both student participants (M=3.86) and student leaders (M=3.95) ranked the achievement of civic consciousness the highest, which is indicative of the relative success of the CE Fest 2021 in facilitating the growth of civic engagement and social responsibility amongst students. Student leaders (M=3.67) were also more likely than participants (M=3.03) to have perceived the development of skills through

participation in CE Fest. This is expected, given the strong planning role the student leaders play in CE Fest.

Table 4: Factor analysis results of the SELEB scale

SELEB items	Component		
	1	2	3
Factor 1: Self in Relation to Skills			
Organisational skills.	**0.81**		
Workplace skills.	**0.78**		
Connecting theory with practice.	**0.68**		
Problem analysis and critical thinking.	**0.66**		
Skills in learning from experience.	**0.65**	0.40	
Conflict resolution.	**0.65**		0.44
Leadership skills.	**0.64**		0.46
Applying knowledge to "real world".	**0.54**	0.50	
Ability to assume personal responsibility.	0.47		0.42
Factor 2: Self in Relation to Civic Consciousness			
Empathy and sensitivity to plight of others.		**0.81**	
Development of caring relationships.		**0.73**	
Community involvement.		**0.70**	
Social responsibility and citizenship skills.		**0.61**	
Personal growth.		**0.60**	
Ability to make a difference in the community.	0.54	**0.59**	
Factor 3: Self in Relation to Interpersonal Relationships			
Understanding racial and cultural differences.			**0.70**
Gaining the trust of others.			**0.61**
Social self-confidence.	0.51		**0.61**
Communication skills.			**0.60**
Ability to work with others.	0.49		**0.51**

Note. N = 170. The extraction method was Principal Component Analysis (Varimax with Kaiser Normalization) rotation. Rotation converged in 7 iterations. Factor loadings above .50 are in bold. Adapted from Toncar et al (2006).

Table 5: Means comparison across categories of outcomes

	Mean	
	Student Participants	**Student Leaders**
Civic Consciousness	3.86	3.95
Skills	3.03	3.67
Interpersonal Relationships	3.38	3.87

Regression Analyses

To determine the types of benefits that were statistically significant for both student participants and leaders, regression analyses were conducted across all three types of benefits for both groups of respondents. Across all three categories of benefits, only the regression model with civic consciousness as an outcome for student participants was statistically significant ($p=0.031$, $p<0.05$).

For student leaders, only the regression model with skills as an outcome was statistically significant (p=0.027, P<0.05).

Student Participants and Civic Consciousness

Multiple regression analysis was used to test if the type of trails significantly predicted student participants' level of civic consciousness. The results of the regression indicated that the varying types of trails explained 18.4 percent of the variance (R^2 = 0.184, $F_{(19, 149)}$=1.77, p<0.05). It was found that the trails featuring the following communities significantly predicted an increase in civic consciousness (in comparison to the sex workers trail): **buskers** (B=3.47, p<0.05), **morticians** (B=3.66, p<0.05), **elderly cardboard collectors** (B=4.60, p<0.01), **LGBTQ+** (B=4.17, p<0.05), **ex-offenders** (B=3.70, p<0.05), **persons with autism** (B=4.12, p<0.05) and **persons with unsupported pregnancies** (B=3.34, p=0.05). Refer to Table 6 for the regression analysis.

Table 6: Regression model for civic consciousness as an outcome for student participants

	Unstandardised Coefficients		Standardised Coefficients B	95% CI		*p*
	B	SE		*LB*	*UB*	
Fixed effects						
Intercept						
Buskers	3.468	1.742	0.185	0.026	6.911	0.048*
Housekeeping	3.573	1.893	0.169	-0.168	7.313	0.061
Climate Change	-1.173	1.776	-0.062	-4.682	2.335	0.51
Morticians	3.664	1.651	0.214	0.403	6.926	0.028*
Elderly Cardboard Collectors	4.604	1.736	0.245	1.173	8.035	0.009**
Interfaith	-0.018	1.694	-0.001	-3.365	3.33	0.992
Interracial Families	0.715	1.642	0.042	-2.529	3.959	0.664
LGBTQ+	4.172	1.726	0.233	0.762	7.582	0.017*
Ex-Offenders	3.699	1.544	0.242	0.648	6.751	0.018*
Migrants	2.036	1.855	0.102	-1.629	5.702	0.274
Persons with Autism	4.119	1.84	0.207	0.483	7.754	0.027*
Addiction Recovery	2.064	1.835	0.104	-1.562	5.69	0.262
Rough Sleepers	3.302	1.691	0.193	-0.039	6.643	0.053
Waste Repurposing	-0.256	1.828	-0.013	-3.868	3.356	0.889
Unsupported Pregnancies	3.336	1.692	0.187	-0.007	6.68	0.05*
VanishingTrades	1.087	1.672	0.066	-2.216	4.391	0.516
Prior CE Experience	0.004	0.892	0	-1.758	1.766	0.997
Years 2 to 4	-0.442	0.682	-0.052	-1.788	0.905	0.518
Female	0.225	0.708	0.026	-1.174	1.623	0.751

*P < .05, **P < .01, ***P < .001

Omitted categories: Trail featuring sex workers, students with no prior CE experience, Year 1 students, and male students.

Student Leaders and Development of Skills

Multiple regression analysis was used to test if the role student leaders played in CE Fest (facilitators versus committee members) significantly predicted student leaders' achievement of skills. The results of the regression indicated that the role student leaders played in CE Fest explained 19.4 percent of the variance ($R^2 = 0.194$, $F(4, 50)=3.01$, $p<0.05$). It was found that playing the role of facilitators significantly predicted a decrease in level of skills achieved, as compared to playing the role of committee member ($B=-5.10$, $p<0.01$). Refer to Table 7 for the regression analysis.

Table 7: Regression equation for skills as an outcome for student leaders

	Unstandardised Coefficients		Standardised Coefficients B	95% CI		*p*
	B	SE		*LB*	*UB*	
Fixed effects						
Intercept						
Facilitators	-5.096	1.577	-0.445	-8.264	-1.929	0.002**
Female	-1.561	1.729	-0.125	-5.033	1.91	0.371
Year 1	1.502	1.525	0.126	-1.561	4.565	0.329
Prior CE Experience	2.014	1.873	0.137	-1.748	5.776	0.287

*P < .05, **P < .01, ***P < .001
Omitted categories: Student leaders in the committee, male students, Year 2-4 students, and students with no prior CE experience.

NVivo Word Frequencies

Word frequencies with NVivo software were also conducted to analyse the patterns of outcomes amongst respondents across two questions: (1) which aspect of the CE Fest respondents liked, and (2) what their main learning point was, with the software analysing the first 1000 words. These two nodes of analysis were combined given the similarity in questions and applied separately for both student participants and student leaders, yielding a total of two nodes of analysis. Refer to Table 8 for the most frequently appearing words for both student leaders and student participants in terms of learning.

Table 8: NVivo Word Frequency analysis

Most frequent word (Weightage %)	Student Leaders	Student Participants
Which aspect of CE Fest students liked the most/Learning points for CE Fest	Partners (2.43)	People (1.47)
	Planning (1.74)	Community (1.17)
	Communication (1.27)	Different (1.17)
	Work (1.27)	Learning (1.12)
	Community (2.30)	Experience (1.42)
	Interact (1.09)	Interact (1.08)

Discussion

Civic Consciousness as Integral

Our findings demonstrate that both student leaders and participants were as likely to achieve empathy as a learning outcome of CE Fest, as seen in the scores across all 20 items of the SELEB scale. Similarly, civic consciousness was the most highly ranked category of benefits across both groups. This finding indicates that civic consciousness – which consists of empathy, community involvement, development of caring relationships, social responsibility, citizenship skills, personal growth and ability to make a difference in the community proved to be outcomes that were consistently achieved through participation in CE programmes, regardless of the extent of student leadership. This is also supported by the NVivo word frequency analyses: words that appear frequently in participants' feedback include 'different', 'people', 'learning', 'community', 'experience', and 'interact' (refer to Table 8). These words also frequently appeared in the feedback provided by student leaders (refer to Table 8).

These findings support the quantitative results, which demonstrate that community engagement, one of the college's primary pillars of education, remains integral to civic education and learning for student participants and student leaders. As student leaders would be more involved in the planning processes, and much less in the actual interaction with various communities during the trails, it is expected that student leaders would be exposed to more skills development as compared to civic consciousness, which is gained largely through deep and meaningful interaction with communities that are different. However, student leaders also perceived having developed civic consciousness more than skills and interpersonal relationships – a testament to the success of the college's ethos of community engagement and active citizenship. As the college's learning outcomes for CE

programmes are also embedded within the concept of civic consciousness (awareness, empathy, understanding, and skills development), CE Fest has been successful in eliciting these learning outcomes for both student participants and leaders alike. This finding is also indicative of the diverse learning benefits available to students who take up leadership roles in the college, as well as the success of CE programmes such as CE Fest, in facilitating the growth of civic consciousness regardless of the role students play in the programme. This success also translates into long-term effects; a study on alumni members of the same College found that "respondents' CE experiences in CAPT have benefitted them in developing various skills such as personal responsibility (empathy), interpersonal skills, citizenship and practical skills" (Chang-Koh, Lai & Tambyah, 2022: 20). This shows that empathy as a result of participation in CE programmes is sustained post-graduation, and manifests in non-RC settings.

Results from the demographics section show that a large proportion of both student leaders and student participants have had experience in CE, service-learning or volunteering outside of the college. While this could have influenced the achievement of some learning outcomes, in the regression models for both student participants and leaders, we find that prior CE experience outside of the college is not significant in determining the achievement of learning outcomes. This points to other variables that may determine success in achievement of learning outcomes, such as the type of community trail and the specific role students play. This will be further elaborated in the section on the impact of processes on outcomes.

Differentiated Learning Outcomes

While civic consciousness remains the most highly ranked category of benefits for both student leaders and participants, the results also demonstrate a variation in the types of learning outcomes for both groups of students. As earlier set out in Tables 1 and 2, a means comparison of all 20 benefits listed in the SELEB scale points to some differentiation between student participants and student leaders. While empathy is the most highly ranked outcome for both, participants also perceived 'development of caring relationships' and 'community involvement' as outcomes most likely achieved, after empathy. These outcomes, which are a subset of civic consciousness, are derived from participation in activities in community trails and through communication, interaction and fostering bonds with community members, organisations and fellow students. Student leaders perceived 'ability to work with others' and 'communication skills' as outcomes most likely achieved, after empathy. These outcomes fall into the category of benefits related to skills, such as technical

and vocational skills acquired through specific roles related to planning, design and execution of the event.

As observed in the regression results, student leaders were significantly more likely than student participants to have developed skills such as workplace skills (e.g. interaction with a team). This is expected, given the strong planning and execution role the student leaders play in CE Fest (refer to Figure 1). As such, students are provided with the platform to build and develop a diverse range of transferable skills. Student participants, whose role is primarily to attend the planned events and interact with a diverse range of communities, would experience different learning outcomes. Additionally, student leaders were more likely to rank all 20 benefits higher than participants. This could stem from student leaders' sustained participation in both designing and executing CE Fest, which provides more opportunities for learning and development.

As seen in the results, participants had higher scores for civic consciousness than student leaders. This result is also expected as student participants' roles do not include any administrative processes and is heavily centred on experiential learning. Through participation in community trails and deep interaction with members of the community, participants are provided with the opportunity to build civic consciousness, which includes values such as empathy for communities that are different to them. As such, there are differentiated learning outcomes for students depending on the extent of participation in the festival.

These differentiated learning outcomes can be seen in the NVivo word frequency as well (refer to Table 8). As described previously, words that participants frequently included in their feedback were words such as 'community', 'interact', and 'experience'. However, as Figure 4 shows, when asked about their main learning points through participation in CE Fest, the words student leaders frequently included in their feedback include 'partners', 'planning', 'communication', and 'work'. These words describe the roles student leaders held, which include liaising with community partners, as well as planning the event. Here we see a divergence in terms of perceived learning outcomes, with participants tending to experience outcomes primarily related to civic consciousness, and student leaders acquiring a more diverse range of benefits, from civic consciousness to skills.

Impact of Processes

The probability of an event eliciting positive learning outcomes is also dependent on its organisational processes. One such aspect that we explored in the data analysis section is that of popularity of trails. As seen in the results, not all community trails were desirable. A substantial proportion of participants were unable to secure a trail of their choice; some of the popular choices include trails featuring vanishing trades and morticians. The inability to participate in a trail of their choice may have impacted their achievement of learning outcomes, possibly through a lack of excitement for experiential learning for a particular trail, or a lack of investment in learning about a particular community, thereby influencing their perception of learning outcomes.

Additionally, results from the regression analysis for student participants indicate that the following trails were the most likely to facilitate the development of civic consciousness amongst students: trails featuring buskers, elderly cardboard collectors, the LGBTQ+ community, ex-offenders, persons with autism and persons with unsupported pregnancies. Qualitative data derived from feedback on the above-mentioned trails supports this hypothesis. Common words and phrases that emerge across all seven trails include: "open/openness", "direct interaction/sharing", "personable", "personal stories", "engaging", and "organic". These words and phrases point to two features of a trail that would potentially increase the likelihood of students developing civic consciousness: (1) meaningful, interesting, and in-depth interaction with communities, and (2) a direct interaction with communities. The former could be facilitated through tools such as sharing personal stories, and the latter indicates direct access to communities without middlemen such as community organisations.

Additionally, student achievement of learning outcomes may be dependent on the specific role they played in the event. As seen in the regression results in Table 5, within the entire CE Fest student leadership committee members were significantly more likely than facilitators to have perceived the achievement of skills through their participation in CE Fest. Qualitative feedback from student leadership supports this discrepancy: close to one-third of responses from student facilitators were about 'communication' gaps between facilitators and committee members, which may have adversely impacted experiential learning and the potential for benefits to develop.

While most of the community trails, pre-engagement, and debrief sessions were held in-person for the 2021 run of CE Fest, there were still pandemic-related guidelines that structured the event. These guidelines included a quota on the total number of people who could attend an event at any

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given time, the physical distance between people attending the event, as well as arranging virtual modes of engagement for Zoom/in-person/hybrid engagements when the situation required it. These guidelines may have impacted the overall perception and experience of the event. For example, the qualitative feedback from student participants showed that most desired more face-to-face interaction with the community partners, which includes getting to know the community members well. This feedback is pertinent for trails featuring communities such as sex workers, addiction recovery, housekeeping, and persons with autism. This is expected as more interaction time would translate to the development of deeper understanding and empathy for a community, as that requires time and effort.

Student participants also preferred having more hands-on activities within trails, especially for activities that are directly related to the community or topic at hand. For the interfaith trail, participants expressed desire to witness the various religious rituals in action or performing the rituals themselves. In addition, for trails such as rough sleeping and urban farming, participants expressed desire to experience rough sleeping or conduct urban farming themselves. While more hands-on experience would enhance student learning, such opportunities are contingent on external factors such as university guidelines (specifically pandemic-related guidelines), or the community organisation's schedule.

Conclusion

This paper sought to evaluate CE programmes situated within an LLP in a residential college in Asia, centred on the theme of community engagement. As participation in both LLPs and CE programmes confers a diverse range of benefits such as academic achievement, civic education and skills, we intended to analyse if the achievement of specific learning outcomes was differentiated by the roles students played in these programmes – leaders and participants. The case study in question was a CE Fest, a student-led CE event. Additionally, potential differences in types of benefits based on the nature of participation (i.e. student leadership as compared to student participation) were factored into both the quantitative and qualitative analyses.

Our study found that civic consciousness was a strong outcome for both student leaders and participants, which aligns with the college's mission and serves as a testament to the relative success in the incorporation of this mission into its CE programmes. Apart from civic consciousness, our study found differential learning outcomes for both groups of students: student leaders were more

likely to have developed technical and vocational skills in comparison to participants, while participants' score for civic consciousness was higher than that of student leaders. This demonstrates potential room for the college to co-design and tailor CE programmes to fit the specific learning trajectories of students based on their nature of participation. This paper also recommends establishment of best practices for CE programmes in the college, to better refine planning and execution processes to maximise the achievement of learning outcomes for students.

Acknowledgements

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Appendix

	Community Trail	Details
1	Sex workers	Pre-Engagement: Sharing by a welfare worker on the sex workers community; documentary screening on red light district Actual Trail: Mask sewing, painting and handicraft workshop with community partner
2	Buskers	Pre-Engagement: Sharing and panel discussion by buskers Actual Trail: Walk along streets with buskers to find out common busking locations and the work that goes into each busking performance
3	The college's housekeeping team	Pre-Engagement: Sharing by representative from housekeeping organization and card-writing for the housekeeping team engaged with Actual Trail: Interaction with College's housekeeping team and clean with said team in the College
4	Ex-offenders	Pre-Engagement: Sharing by individual ex-offenders in the College Actual Trail: Interacting with residents at a halfway house
5	Persons with autism	Pre-Engagement: Sharing by representative and community partners from organization that works with persons with autism Actual Trail: Baking and interacting with interns in the organisation with autism
6	Morticians	Pre-Engagement: Sharing by morticians in the College Actual Trail: Tour to mortician organization and engagement with staff
7	Elderly cardboard collectors	Pre-Engagement: Sharing by organization that works with elderly cardboard collectors Actual Trail: Interacting with elderly cardboard collectors and following them on their routes
8	Interracial families	Pre-Engagement: Seminar led by organization that deals with issues of race and religion Actual Trail: Sharing by interracial families organization, followed by engaging with inter-racial families over a painting activity
9	Migrant workers	Pre-Engagement: Sharing by representatives from migrant worker organizations Actual Trail: Tour at migrant worker organization and walking with migrant workers
10	LGBTQ+ community	Pre-engagement: Sharing and interacting with LGBTQ+ individuals in the College Engagement: Visiting LGBTQ+ organization at their office and human library of LGBTQ+ individuals
11	Persons with unsupported pregnancies	Pre-Engagement: Sharing by organization that works with female pregnant teenagers Actual Trail: Engagement with mothers from organization who have had unsupported pregnancies
12	Persons recovering from addiction	Pre-Engagement: Sharing by representative from organization working with individuals recovering from addiction Actual Trail: Tour of organization and interacting with clients over shrink art

13	Rough sleepers	Pre-Engagement: Sharing by representative from organization that works with homeless persons in Singapore Engagement: Interact with homeless persons through the organization, walking and interacting with rough sleepers
14	Urban farming	Pre-Engagement: Sharing by student group in the College that works on climate change Actual Trail: Farm tour and engaging with farmers/ staff at the farm
15	Interfaith understanding	Pre-Engagement: Dialogue with representatives from interfaith organization Actual Trail: Inter-religious walk conducted by the Facilitators and a local temple
16	Waste repurposing	Pre-Engagement: Sharing by student group and external guest speaker who work on climate change Actual Trail: Visit thrift shop, simulate dumpster diving, and visit a lithium-ion battery recycling plant
17	Vanishing trades	Pre-Engagement: Panel discussion with external guest speaker who studies vanishing trades Actual Trail: Engagement with the different craftspeople in vanishing trades