

The Clemente Course in the Humanities

Longitudinal Evaluation Study (2006-2011)

Final Summary Reports on Clemente Graduates and Alumni:

Part 1: Graduates at the Time of Graduation

Part 2: Alumni 12-18 Months after Graduation

Part 3: Alumni Three or More Years after Graduation

Sites: Boston, New Bedford, and Holyoke, Massachusetts

A Program of the Mass Humanities

**In partnership with Codman Square Health Center in Boston,
PACE, Inc. in New Bedford, the University of Massachusetts/Dartmouth,
The Holyoke Health Center, and Bard College, New York**

Report prepared by:
Christina M. Rosi, MPA
Evaluation Consultant
August, 2011

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The Clemente Course in the Humanities

Longitudinal Evaluation Final Summary Report on Clemente Course Graduates Part one: Graduates at the Time of Graduation

Graduating Classes of 2007, 2008, 2009, 2010

Sites: Boston, New Bedford, and Holyoke, Massachusetts

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Introduction

In the spring of 2006, the Mass Humanities (MH) began a longitudinal, multiple-methodology evaluation of the Clemente Course in the Humanities. The following **Final Summary Report (Part One) on Clemente Graduates at the time of Graduation** represents the fifth year of the longitudinal study, and is based on quantitative and qualitative data collected from graduates at the time of graduation from eleven courses from the Clemente Classes of 2010, 2009, 2008, and 2007 at all three sites (Boston, New Bedford, and Holyoke). The following sources of data collection were used:

- A 32-question survey administered in writing to all in-coming students on-site at the beginning of the Clemente Course during all 4 years (fall of 2006, 2007, 2008, 2009);
- A 52-question survey administered in writing to students who were at the point of graduation in the late Spring during all 4 years (May/June 2007, 2008 2009, 2010);
- Data collected over a four and a half year period from a selected sample of case study interviews at all three sites, consisting of 11 open-ended questions posed during individual face to face case study interviews which lasted from 45 to 75 minutes. A total of 48 interviews were conducted in person at the Boston, New Bedford and Holyoke Clemente sites at the time of graduation during all 4 years, and graduates represented eleven Clemente courses.

A total of eleven Clemente Courses were offered in three sites over the past 4 years:

- Four Boston Clemente Courses, in partnership with Codman Square Health Center and DotWell, Inc.. in Dorchester;
- Four New Bedford Clemente Courses, in partnership with PACE, Inc.;
- Three Holyoke Clemente Courses, in partnership with the Holyoke Health Center for the Class of 2009, and with the Care Center in Holyoke for the Classes of 2007 and 2008. The Holyoke Clemente course was not offered in 2009-2010 due to inadequate funding for the program.

This final report of graduates at the time of graduation represents a synthesis of all quantitative and qualitative data that was analyzed from the 129 graduates of eleven Clemente Courses held over the past 4 years (2006-2010).

Overview of the Established Goals of the Clemente Course:

The following program goals were established for the Clemente Course in 2005¹:

- To provide students with a bridge to continuing education in their lives;
- To foster students' awareness and appreciation of the cultural heritage encompassed by the traditional humanities disciplines;

¹ *Program Evaluation for the Clemente Course in the Humanities: The Design of Survey and Case Study Instruments*. Devlin, Gee, Mendoza and Smith. University of Massachusetts at Amherst, Center for Public Policy and Administration, May, 2005.

- To foster students' intellectual development, promoting their engagement in political life and furthering their ability to improve their own lives and those of their families.

Overall goals for individual graduates of the Clemente course are organized into activity goals, bridging goals, and outcome goals. These are listed in the following section.

During the ongoing longitudinal evaluation of the Clemente Course, quantitative and qualitative data gathered at the start of the academic year and at graduation is used to measure the achievement of each set of goals, overall and in particular subcategories.

Indicators of Achievement of Activity, Bridging and Outcome Goals

The following indicators have been established to measure progress toward activity goals, bridging goals, and outcome goals.

I. Activity Goals:

1. Teach students knowledge about traditional humanities disciplines
2. Provide knowledge about reflective, critical, and political thinking and writing
3. Encourage active participation in class discussion, expression, and communication
4. Facilitate learning by providing necessary conditions
5. Provide transferable credits to eligible students

II. Bridging Goals:

1. Promote students' intellectual development
2. Enhance students' self-esteem
3. Enhance students' self-efficacy
4. Enhance students' self-confidence
5. Increase students' awareness of importance of education
6. Foster students' appreciation of the traditional cultural heritage of the humanities

III. Outcome Goals:

1. Increase students' engagement in democratic society
2. Improve students' ability to take charge of their own lives
3. Improve students' ability to ameliorate the lives of their families

It must be noted that the significance of measured results of goal achievement by category may vary. Oftentimes categories will overlap, so that goals with different indicators may complement each other. The achievement of a goal in one category may be inseparable from the achievement of goals within other categories, and success can be measured in multiple categories simultaneously. Critical analyses in this final report represent a synthesis of outcome measurements based on evidence of results across goal categories along with the measurement of overall impact of the Clemente Course on graduates at the time of graduation from eleven different Clemente courses in Boston, New Bedford, and Holyoke over the course of 4 years.

Summary Results for the Clemente Graduating Classes of 2007, 2008, 2009 and 2010

Total number of graduates from eleven Clemente Courses over 4 years in all three sites

Class of 2010 in Boston and New Bedford sites: total of 32 graduates

Class of 2009 in Boston, New Bedford and Holyoke sites: total of 25 graduates

Class of 2008 in all 3 sites: total of 34 graduates

Class of 2007 in all 3 sites: total of 38 graduates

Total: **129 graduates**

Significant Demographic Characteristics:

Race/Ethnicity:

1. African American/Black: 57 graduates - 44%
2. White: 28 graduates - 22%
3. Latino: 22 graduates- 17%
4. Multi-racial/bi-racial: 6 graduates - 5%
5. Other: 23 graduates- 18%

(Write-in responses:)

- Native-American: 6 graduates - 5%
- Cape Verdean: 6 graduates- 5%
- Haitian: 3 graduates - 2%
- Asian American/Pacific Islander: 1 graduate
- Chinese: 1
- North African: 1
- Brazilian: 1
- Caribbean: 1
- Trinidad: 1
- Woman of Color: 1
- American: 1

Gender:

- 83% female - 107 graduates out of 129
- 17% male - 22 graduates out of 129

Age:

- 17-25 years- 18%
- 26-35 years- 26%
- 36-45 years- 17%
- 46-60 years- 38%
- 61 and over- 1%

Concurrent enrollment in non-Clemente academic programs:

At enrollment:

- Yes - 17%
- No - 82%

At graduation:

- Yes - 25%
- No - 74%

Sources of financial support:

- Regular work –52%
- Unemployment benefits –8%
- Occasional work –11%
- Spouse/parents/family –20%
- Social Security –19%
- Other public assistance –15%
- (Write-in response):
 - Child Support - 5%
 - Disability - 2%
 - Friends - 2%
 - Severance pay - 1%
 - AmeriCorps stipend- 1%

Number of hours of work per week:

At enrollment:

- Over 30 hours –39%
- 20 to 30 hours- 14%
- under 19 hours –7%
- none/do not work - 41%

At graduation:

- over 30 hours –38%
- 20 to 30 hours –12%
- under 19 hours –12%
- none/do not work- 39%

Housing Status:

At enrollment:

- Rented house or apartment –58%
- Own home –20%
- Temporarily with someone else –9%
- Shelter -1%

- Group home -1%
- Homeless -0
- Other - 10%
 - (Write-in response): Boston Public Housing - 1%
 - Subsidized Housing - 3%
 - Elderly Housing - 2%
 - Guardian/With Family- 3%
 - Dormitory -1%

At graduation:

- Rented house or apartment –60%
- Own home –20%
- Temporarily with someone else - 10%
- Homeless - 1%
- Shelter - 1%
- Group home -2%
- Other - 7%
 - (Write-in response): Subsidized Housing - 1%
 - Elderly Housing- 2%
 - Guardian/Family - 1%
 - Dormitory - 1%

Overall Achievement of Program Goals

Comparative data analyses were conducted using responses from incoming written student surveys (pre-course, at enrollment) and graduating student surveys (post-course, at graduation) from the Classes of '07, '08, '09, and '10 at all three sites. The data was collected from eleven Clemente courses: 4 courses in Boston, 4 courses in New Bedford, and 3 courses in Holyoke. At the end of the academic year (in June for 4 consecutive years), graduates were asked about different factors that may have changed in their lives as a result of taking the Clemente Course. Data from student responses on the pre- and post-course questionnaires was tabulated and analyzed in relation to established Activity Goals, Bridging Goals, and Outcome Goals.

The achievement of stated program goals of the 129 Clemente graduates at the time of graduations are highlighted in the following section which measures the impact of the Clemente Course on the lives of students who successfully graduated at all three sites, every June over a 4 year period, from 2007-2010.

I. Significant Activity Goals Achieved

Goals: To foster students' knowledge about the traditional humanities disciplines; to provide knowledge about reflective, critical and political thinking and writing; and to encourage active participation in class discussion, expression, and communication

- **Awareness of culture:** A total of 93% of respondents described themselves as more aware of culture in their world as a result of the Clemente Course; 62% answered that they were “much more aware of culture,” and 31% said that they were “a little bit more aware of culture.”
- **Appreciation of culture:** A total of 94% of respondents said they appreciated culture more as a result of the course: 72% of respondents said they “appreciate culture much more,” and 22 % said that they “appreciate culture a little bit more” since taking the Clemente Course.
- **Improved writing abilities:** 99% of respondents said the Clemente course was helpful for improving their ability to write. A total of 79% of respondents said that they found the Clemente Course “very helpful” in improving their writing abilities; 19% found it “somewhat helpful.”
- **Self-expression:** 67% of respondents reported that during the course of the year they had become “more comfortable than (they) would normally feel” expressing their opinions in front of groups because of their experience in the Clemente course.

Goal: To facilitate learning by providing the necessary conditions

In order to facilitate the learning process and remove any potential barriers to continued attendance, the program provided the following free support services to all students who needed them:

- transportation vouchers for students to attend class (including their children)
- childcare services (in the same building next to the classroom)
- ESL tutoring
- Writing tutoring

Goal: Provide transferable credits to eligible students and have a positive impact on new courses and learning situations

- **Furthering their education:** Of the 46% of graduates who enrolled in other kinds of coursework to further their education while taking the Clemente course, 92% responded that Clemente had a positive impact on the course(s) in which they enrolled.

II. Significant Bridging Goals Achieved

Goal: Enhance students' self-esteem, sense of self-efficacy, and self-confidence

- **Belief in one's own abilities:** 95% of respondents said that they believed more in their own abilities after taking the Clemente Course; 65% said "much more," and 30% "a little bit more."
- **Self-knowledge:** 92% of respondents felt that they knew more about themselves after taking the course. 67% said they knew "much more about themselves" and 25%, "a little bit more."
- **Self-esteem:** 81% of respondents said that they liked themselves more as a result of their Clemente Course experience; 61% said "much more," and 20% said "a little bit more." 16% responded "I like myself the same."

Goal: Increase student awareness of importance of education; promote student intellectual development and the setting of educational goals in their lives

- **Educational goals:** 84% of respondents said that the Clemente Course had helped them work toward their specific educational goals.
- **Importance of education:** 56% of students reported that as a result of taking the Clemente course, they valued education more than they did before taking the Clemente course; 40% of respondents said that they placed the same value on education after taking Clemente as they had before taking the course.
- **Impact on other learning:** Of the 46% of students who enrolled in some form of educational coursework after enrolling in the Clemente course, 92% reported that the course had a positive impact on their learning in relation to the courses, educational workshops and/or educational trainings in which they enrolled.

III. Significant Outcome Goals Achieved:

Goal: Improve students' ability to take control over their own lives

- **Life goals:** 94% of respondents answered that they "work more toward their life goals as a result of taking the Clemente course"; 70% responded "much more" and 22% responded that they worked "a little more" toward their life goals.
- **Command over personal life:** 88% of respondents said that they felt "more in command of their personal lives" as a result of taking the Clemente course, 59% describing themselves as "much more in command," and 29%, "a little more in command." 6% of respondents felt "the same amount" in terms of command over their personal lives.

Goal: Improve students' ability to ameliorate the lives of their families

- **Encouraging friends and family:** 92% of respondents said that as a result of taking the Clemente course, they “encourage friends and/or family to pursue education more” than before taking the course; 78% said they “encourage family and friends much more” and 13% reported that they offer encouragement “a little more.”
- **Higher level of confidence:** 83% of respondents said that as a result of taking the course they felt more confident in dealing with issues that their families face.
- **Use of knowledge gained:** 75% of respondents said that since enrolling in the Clemente Course, they had discussed their life goals, personal development, and their dreams with their families and/or friends; 93% of those who responded affirmatively said that during their discussions, they used the knowledge acquired in the Clemente Course to help their families and friends.
- **Helping families:** When asked if they had used anything they had learned in the Clemente course to help their families and friends, 74% answered in the affirmative, giving the following examples (summary highlights of 129 written responses):
 1. Ability to **help children with school** work more than before and encouraging them to do well in school.
 2. Being proud of becoming a **role model** for children and family members.
 3. Discussing and **sharing Clemente books and material** with family and friends in all fields: American History, Philosophy, Art History, Literature, and Political Theory, and **feeling knowledgeable and competent** as a result.
 4. Learning how to **become a better listener** and be **more tolerant** of other’s viewpoints.
 5. Becoming a **better problem solver and mediator** for issues related to family members at home and in school, co-workers at work, and personal relationships.
 6. Using the **ability to communicate** learned in the Clemente classroom community to talk more clearly to family members, children’s teachers, community members, and co-workers.
 7. Use of **creative thinking, reading and writing** skills learned in Clemente and sharing those with family members and friends.
 8. Having a **more positive attitude** in general with family and friends and toward oneself and life.
 9. Building up **self-confidence** with family, friends, and co-workers to discuss problems that arise and trying more to solve them.
 10. **Newly acquired interest in art history, art**, and visiting museums with family members and friends for the first time.
 11. Ability and desire to write down and/or express personal feelings; **more confidence with writing skills**.
 12. **Overcoming own fears and insecurities** about not being able to finish the Clemente course resulted in **respect** from family members and friends who then realized they could also succeed by pursuing education.
 13. Being able to complete the Clemente course while raising young children opened **new possibilities**.
 14. Contributing more to the community, and **participating more in community** events together.

15. Acquiring a **deeper self-knowledge** and reaffirmation of one's values.
16. Helping family members to **set goals** to accomplish in the future and placing **more value on education**.

IV. Case Study Interviews: Synthesis of Significant Results

During the months of May and June of 2007, 2008, 2009, and 2010, a sampling of individual case study interviews were conducted with a total of 48 students from all 3 sites who were about to graduate after completing the yearlong Clemente course. The 48 interviewees represented eleven Clemente courses over a four year period. Each interview lasted approximately 45-75 minutes, and included an eleven-part open-ended questionnaire on the following topics:

- Educational goals, plans and aspirations
- Perceptions of the role of education
- Awareness and connection to the humanities
- Interaction with the community, both in the classroom and beyond
- General life goals and expectations
- Impact on self-confidence and self-esteem
- Changes made affecting the quality of life and family life
- Impact on role as a citizen
- Suggestions for improvement in the course; further comments

The “purposeful sampling of maximum variation” technique was used for the selection of interview subjects in all three sites: Boston, New Bedford and Holyoke. Students of different demographic characteristics, backgrounds, and academic achievement in the course were chosen for the interviews in order to give a fair representation of the class.

At graduation time in May/June 2007, 2008, 2009 and 2010 a total of 48 students were interviewed: 23 students from the Boston Clemente, 17 from the New Bedford Clemente, and 8 from the Holyoke Clemente. These 48 students at graduation time represented eleven Clemente courses, and approximately 37% of the total number of graduates during the 4 year period from all three sites (from the total of 129 graduating students over the four year period).

Significant student responses and observations synthesized by category will be summarized in this report, illustrating the impact of the experience of the year long Clemente course at graduation time for students of eleven Clemente Courses from 2007 to 2010. Overall trends and frequent similar responses are grouped together under each category. Some responses may overlap or fit into more than one category.

The four End of Year Reports (from 2007 to 2010) that detail student data collected from all case study interviews and pre and post written survey responses can be viewed, along with 48 individual Case Study Record Reports for each face to face interview that was conducted. These ongoing yearly reports document exact quotes pertaining to student responses and observations from the interviews by category and according to the case study interview instruments.

A selection of the same case study students over four years have been or are to be interviewed one year after their Clemente graduation and then approximately three years after graduation, in order to gain a better understanding of the long-term impact of the Clemente course.

Educational goals and awareness of the role of education:

Upon completing the Clemente course, the 48 case study interviewees spoke about their plans to further their education in pursuit of a wide variety of personal goals. Many graduates felt deeply inspired by what they had learned in Clemente and felt the desire to make an impact in their communities by furthering their education and pursuing long term career goals. Here is a summary of the 48 graduates' short and long-term educational goals at the time of graduation from the course.

- Twenty three Clemente graduates (48%) stated that their educational goal was to pursue an Associate's Degree or Certificate from a local Community College in the following fields: Early Childhood Education (4); Human Services (4); Business Management (4); Psychology(3); Nursing (3); Nutrition; Criminal Justice; Accounting; English; Education; Art and Landscape Design; Art and Business; Computer science; Ultrasound Technology; Medical Assisting.
- Twenty eight Clemente graduates (58%) stated that their educational goal was to pursue a Bachelor's Degree in the following fields: Counseling/Psychology (5); Nursing (5); Business (4); Social Work/Human Services (4); Early Childhood Education (5); Secondary and Elementary Education (4); Healthcare Administration (3); Law; Education Policy; Computer Engineering; Women's Studies; Economics; Humanities; Culinary Arts; Drama/Theater/Dance; Biology/Pre-Med.; Midwifery; Labor Studies; Gerontology; Human Services management; Medical or Court Interpreting. (**Some graduates designated more than one major and some planned to go to Community College first and then transfer to a four year institution.)
- Clemente graduates hoped to enroll in the following institutions in pursuit of furthering their education after graduation: Bunker Hill Community College; Bristol Community College; Greenfield Community College; Holyoke Community College; Massasoit Community College; U/Mass Boston; U/Mass Dartmouth; Tufts Medical School; Northeastern University; Mass College of Art and Design; Urban College of Boston; Ashford College; Smith College in partnership with Greenfield Community College; Elms College; Gallaudet University.
- Three graduates set educational goals to obtain Master's degrees (in public health; education; and science); one graduate planned to get a PhD; two planned to go to medical school; and one to law school. (A total of seven hoped to go beyond the Bachelor's degree.)
- One Clemente graduate at the time of graduation had already begun the enrollment process at Gallaudet University in Washington, DC for the hearing impaired. (She used a sign language interpreter during her yearlong Clemente experience and during the case study interview at the time of graduation as well.)
- Clemente graduates shared the following career goals: Teacher (9), including early childhood, elementary, and secondary school teachers; nurse (5); business owner (3), including an after school program owner, owner of non-profit for at risk youth; a restaurant owner ;

therapist/psychologist (3); social worker (2); case manager for the elderly; accountant; playwright/screenwriter; sports manager/trainer; professional dancer/ actress; probation officer; food services manager; medical or court interpreter; court advocate for youth; lawyer; Community Healthcare worker; nurse/midwife; doctor.

Clemente graduates commented on how inspired they were by their Clemente experience to continue their education. Many graduates felt that a college education was now more accessible to them and they felt optimistic about setting their goals for future education, even if they would only be able to complete a degree or certificate step by step, over time. Older students felt more confidence in their ability to succeed in a college classroom with younger students. Graduates who had never dreamed of going to college felt that a college education was now an option for them.

A majority of graduates (all age groups) worked one or more jobs, and did not plan to attend college full time. There were several students who felt that financial constraints would hinder their progress significantly; one student had already been accepted to a private 4 year college at the time of Clemente graduation, but she was unable to attend because she could not afford it.

All students interviewed expressed their desire to continue learning in the future in one form or another after Clemente, and also felt that they had developed a stronger belief in their own ability to work toward their future education and career goals because of their yearlong Clemente experience. A majority of students planned to enroll soon after graduation to pursue college courses or future trainings/workshops.

Graduates commented frequently on how different the learning environment was in the Clemente course from their previous educational experiences: that the Clemente approach was much more conducive to classroom community building, self-discovery, and the love of learning, for the sake of learning. Many graduates commented that the Clemente experience led to increased sense of self-respect, higher self-esteem, more self-confidence, and/or more self-discipline; and the Clemente classroom community experience led students to reach a deeper understanding of each other . (**Please see previous year end reports for detailed student quotations from all case study interviews.)

The importance of the humanities:

Information gathered from case study interviews with graduates further revealed how the Clemente experience led to graduates feeling a change in awareness and an increased sense of the importance of the humanities in their lives. A majority of graduates reported sharing their heightened awareness and increased knowledge in multiple ways with family members at home, in the workplace, and in their communities.

- A majority of graduates commented on how their appreciation of art had increased significantly as a result of Clemente course visits to art museums and the theater, including the Museum of Fine Arts, the Metropolitan Museum of Art, and various theater productions as well. Many felt more comfortable going to museums and the theater and planned to go again with friends and family. Some graduates had never been to an art museum before Clemente, including one who lived right next to the MFA her whole life.
- Graduates commented on how their Clemente readings in history, philosophy, and literature “awakened” them, thus changing their awareness about society around them and life in general.

- Learning about different perspectives of American history not usually taught in high school had a significant impact on students. Many Clemente graduates in all sites commented that their awareness had changed as a result of their Clemente readings and “eye opening” class discussions about history and its impact on the present political and socioeconomic situation in the United States and the world.
- Many graduates spoke about how class readings and discussions in philosophy, especially the works of Socrates, changed their perspective on questions of morality, what is just in society, and how one discovers the difference between right and wrong.
- Graduates commented on how the type of material that they are reading after completing Clemente has changed significantly as well, that reading original works in Clemente was particularly enlightening. Acquiring an increased motivation to read and to learn more was also frequently mentioned as an outcome of taking the Clemente course.
- Clemente students spent more time in public libraries than before Clemente, and many continue to go to public libraries more often.
- Graduates gained confidence in their writing abilities and used skills gained in Clemente at work and for journal writing. Several had begun writing novels, short stories, and autobiographies for the first time, crediting Clemente not only for inspiring them to write but for helping them gain the self-confidence to keep writing and expressing themselves and their own unique voices.
- Mothers and fathers in Clemente commented on how they felt they served as stronger role models for their children at school, and that they were better able to help them with their homework because of what they had learned in Clemente. Being able to complete all the requirements of the Clemente course served as an example for older children, parents commented, and encouraged them to finish high school and go on to college. Clemente parents were proud that their children were proud of them.
- More tolerance of others was often mentioned as one of the outcomes of the Clemente experience, along with a better understanding of society and what makes us all human. Students commented on how they felt more accepting of differences of opinion and more respect toward others after Clemente discussions and the experience of learning together as a group throughout the year.

Impact on self-esteem and self-confidence and achieving life goals:

In many ways, students reported that the Clemente course had helped them to build their self-confidence and inspired them to set higher goals for themselves with an increased faith in their ability to improve their own lives. Graduates expressed great pride in the skills they had developed throughout the course, such as reading and understanding difficult texts by original authors, the analysis of complex ideas, and the expression of their own ideas in writing. Here are some highlights of the ways in which graduates expressed their sense of accomplishment after completing the Clemente course:

- For many, completing the Clemente course was a major accomplishment, because the idea of taking college courses had been something unimaginable before Clemente. Being able to reach graduation and complete the course requirements for college credit led many to feel the confidence to continue with their education and take more college courses.

- Graduates often commented that the Clemente course helped them to communicate better overall, to listen to others' opinions and points of view, and to speak up for themselves within their own families and workplaces - without reacting in a negative or confrontational way.
- Graduates who had been battling with mental illness or substance abuse before (and during) the course commented that the Clemente experience helped them to increase their self-esteem and establish the belief that they could continue their college education. Clemente also inspired them to want to help others in the community with similar struggles.
- Learning how to prioritize and focus on what was important to fulfill their Clemente course responsibilities was often mentioned by graduates as a major goal that they accomplished that affected their approach to life in general.
- Often, students commented that Clemente taught them that it was good to question things, and that by questioning, one became more informed about relevant issues and understood one's own values and position more clearly.
- Taking the step to fulfill oneself and one's spiritual and intellectual needs was also often mentioned as a positive outcome of taking Clemente, especially by older students with children who had not been in school for many years.
- Words such as transformation, meeting the challenge, and overcoming fear were often used to express what happened during the yearlong learning experience of the Clemente course.

Role as a citizen and interaction with the community:

Graduates commented specifically on how Clemente made them more aware of the importance of their role as a citizen in a democracy, and how their perception of that role had changed for them since taking the course. They spoke about how the Clemente experience helped them to become more politically, culturally, and/or philosophically aware, more capable of understanding and respecting others, leading them to participate more in their communities, as a result. Graduates frequently described the Clemente classroom itself as a community of learning and friendship, where students supported each other in their academic work and provided ongoing moral support inside and outside the classroom community.

Here are some examples that were often cited by graduates who felt that their Clemente experience had helped them to have more of an impact in their local communities:

- Many students commented on a newfound ability to speak up and speak out about issues of importance or of concern to them in their families and communities. Because the Clemente course involved a great deal of discussion and speaking in front of the group, graduates felt that the experience helped them gain confidence in expressing themselves in order to help in their own community - be it their family, the workplace, or in the neighborhood.
- Many graduates felt inspired by Clemente readings about historically important role models who were responsible for great movements of social change; graduates felt that they too should follow in their footsteps, even in small ways, in order to fulfill these idealistic visions.
- A majority of graduates said that they have become more actively engaged with their communities as a result of Clemente, especially their children's schools, in political campaigns, or in their workplaces.

- For those who were already very active in their communities before taking Clemente, a majority felt that Clemente helped them to be even more effective by helping them to improve their writing, organizational, and communication skills.
- Graduates commented frequently that the diversity of the Clemente classroom community helped them to understand and interact with people in their own neighborhoods and communities from different cultural backgrounds and belief systems.
- By furthering their education through the completion of the Clemente course for college credit, students believed that they could participate more actively in decision-making, both within their own families and in civic life.
- Graduates believed that by becoming more aware of history, philosophy, and the American political system through the Clemente course, they were able to better understand the voting process as well as the way to become more informed voters and informed citizens. Many felt more strongly than before Clemente that their vote truly did matter, and that every voice should be heard, that they were no longer invisible.
- In general, graduates spoke about feeling less isolated as a result of the Clemente experience, more connected to their communities and to what is going on in society and the world around them.

Improving quality of life and quality of family life:

A majority of graduates spoke about how the Clemente Course had a positive effect on their quality of life and their ability to improve the lives of their family members and friends. They took pride in the skills they had developed through the course that could put to use in their daily lives at home, or with friends and co-workers. Graduates expressed an increased desire, since taking Clemente, to make positive changes in their lives in order to help their families and communities. A majority of graduates also said that the course had increased their self-awareness, led them to self-improvement, and that often they became more positive role models for their family members and friends. Frequent examples cited included increased volunteering in children's schools, speaking out or advocating for loved ones, increased ability to discuss instead of argue, increased ability to listen and observe in order to become more informed about relevant issues of concern. Graduates also spoke about sharing their belief with family and friends that it is never too late to get an education or to improve oneself by learning. Encouraging family and friends to vote and participate in elections was also cited frequently by graduates as a positive outcome of the Clemente learning experience.

(Please see previous sections for relevant responses, as well as individual case study reports.)

Synthesis of Significant Student Comments and Suggestions for improvements in the Clemente Course:

A majority of graduates in the eleven Clemente courses expressed enthusiastic appreciation for all of their Clemente instructors and Clemente courses, and many commented on the passion and deep commitment of all of their professors. Gratitude was frequently shown for the free support services of childcare, transportation vouchers, tutoring, and free textbooks and material that had been provided. (**Please see End of Year reports for specific and detailed student comments at the end of each year.)

Many graduates hoped that there could somehow be a second part to the course and expressed their desire to maintain the connection to the Clemente community after the course ended. One successful example of a “next step” after Clemente was an ongoing women’s writers’ workshop that was formed during the year and continued into the summer, led by one of the Tufts Fellows from the Clemente writing program in the Boston Clemente.

The issue of retention and significant numbers of students dropping out of the Clemente course during the year was raised quite a few times in all 3 sites over the four year period. Some graduates who spoke about this issue felt that perhaps the screening process for the course needed to be changed so that prospective students understood exactly what was going to be required of them during the whole year of Clemente, especially the necessary commitment. Others felt that those who dropped out later on in the course took away too much time from the academic directors and the instructors and that this should somehow be avoided because it was detrimental to the other students. Finally, some graduates felt emotionally affected by the experience of losing their classmates and missed their presence, but did not know what the solutions could be for overcoming the barriers and difficult situations faced by students who dropped the course.

Improving publicity about Clemente was another issue that was often raised, and many graduates hoped that more people in their communities would be able to have the opportunity to take the Clemente course. Some graduates commented that they only found out about Clemente by chance when looking for other services.

Suggestions for improvement in the course related to stronger support systems during and after Clemente including the following: academic advisors for assistance outside of scheduled class time; scheduled study groups; more tutoring for academic support; help with filling out application forms and/or financial aid forms for college; and help with understanding and navigating the college system in general. One suggestion that was made in several courses by graduates was to have a session devoted to post-Clemente plans and preparation for future education.

Conclusion:

Clemente students who are able to complete the rigorous yearlong requirements of the course reach graduation feeling a significant and well-earned sense of accomplishment. In this phase of the longitudinal study, analysis of the data collected over the past four years clearly reveal the direct, positive outcomes of the course upon its successful completion. Quantitative and qualitative data were collected from all in-coming Clemente students and from all of the 129 Clemente graduates, at the time of graduation, from eleven Clemente courses over a four year period. A total of 48 graduates were interviewed in person, and represented a case study selection of the eleven Clemente courses from the classes of 2007, 2008, 2009, and 2010 at all three sites (Boston, New Bedford, and Holyoke). It is evident that the lives of graduates and their families were positively impacted in multiple ways; *overall, the stated goals of the Clemente course were met by a majority of graduates at the time of graduation.*

Data from written responses to both pre and post-course surveys and qualitative data from face to face case-study interviews from each graduating class over four years clearly indicates that a majority of graduates experienced positive changes in every area identified for goal measurement in the evaluation

study. The Clemente Course significantly affected a majority of students' self-esteem and self-confidence after the yearlong Clemente experience. It increased students' self-knowledge, their awareness of the humanities, and the belief in their own potential to participate as citizens in a democratic society. Students developed their own educational and life goals during the course, and almost all of the 129 graduates from all 4 years (from eleven courses) expressed their intention to pursue their education and other life goals after graduation. After taking the year long Clemente Course and fulfilling all course requirements, a majority of graduates gave examples of how they had already improved their own lives and the quality of life for their families, friends and communities. The effects of the Clemente experience and resulting changes in awareness and gain in knowledge are felt by most graduates from the moment they begin Clemente, throughout the year, and all the way through to graduation time. There is no doubt that the Clemente course has a transformational effect on the majority of graduates who are able to successfully complete the course requirements. The next two final summary reports for this longitudinal evaluation study will encompass a selection of Clemente alumni (including case study interviews) one year after graduation, and three or more years after graduation, in an attempt to further measure the impact of the Clemente course in the longer term.

The Clemente Course in the Humanities

Longitudinal Evaluation Final Summary Report on Clemente Alumni Part Two: One Year after Graduation

**Sites: Boston, New Bedford, and Holyoke, Massachusetts
Classes of 2007, 2008, 2009, 2010**

**A Program of the Mass Humanities
In partnership with Codman Square Health Center in Boston,
PACE, Inc. in New Bedford, the University of Massachusetts/Dartmouth,
The Holyoke Health Center and Bard College, New York**

Report prepared by:
**Christina M. Rosi, MPA
Evaluation Consultant
July, 2011**

Introduction

In the spring of 2006, the Mass Humanities (MH) began a longitudinal, multiple-methodology evaluation of the Clemente Course in the Humanities. The following **Final Summary Report (Part Two) on Clemente Graduates One Year After Graduation** is based on quantitative and qualitative data collected from a sampling of graduates from the Clemente Classes of 2007, 2008, 2009, and 2010 at all three sites (Boston, New Bedford, and Holyoke) one year to 18 months after graduation. The following sources of data collection were used:

- Data were collected from a selected sample of 27 face to face case study interviews at all three sites; the interview instrument was identical to the one administered at graduation time, and consisted of 11 open-ended questions asked during individual interviews lasting 45 to 75 minutes. The 27 interviews were conducted in person at the Boston, New Bedford and Holyoke Clemente sites 12-18 months after graduation (with one phone interview).
- Data from a 54-question written survey were also collected from a sampling of Clemente alumni one year after graduation from the Clemente classes of 2007, 2008, 2009, 2010.

Overview of the Established Goals of the Clemente Course:

The following program goals were established for the Clemente Course in 2005²:

- To provide students with a bridge to continuing education in their lives;
- To foster students' awareness and appreciation of the cultural heritage encompassed by the traditional humanities disciplines;
- To foster students' intellectual development, promoting their engagement in political life and furthering their ability to improve their own lives and those of their families.

Overall goals for individual graduates of the Clemente course are organized into activity goals, bridging goals, and outcome goals. These are listed in the following section.

During the ongoing longitudinal evaluation of the Clemente Course, quantitative and qualitative data gathered at the start of the academic year, at graduation, and 12-18 months after graduation has been used to measure the achievement of each set of goals overall and in particular subcategories.

Indicators of Achievement of Activity, Bridging and Outcome Goals

The following indicators have been established to measure progress toward activity goals, bridging goals, and outcome goals.

V. Activity Goals:

1. Teach students knowledge about traditional humanities disciplines

² *Program Evaluation for the Clemente Course in the Humanities: The Design of Survey and Case Study Instruments*. Devlin, Gee, Mendoza and Smith. University of Massachusetts at Amherst, Center for Public Policy and Administration, May, 2005.

2. Provide knowledge about reflective, critical, and political thinking and writing
3. Encourage active participation in class discussion, expression, and communication
4. Facilitate learning by providing necessary conditions
5. Provide transferable credits to eligible students

VI. Bridging Goals:

1. Promote students' intellectual development
2. Enhance students' self-esteem
3. Enhance students' self-efficacy
4. Enhance students' self-confidence
5. Increase students' awareness of importance of education
6. Foster students' appreciation of the traditional cultural heritage of the humanities

VII. Outcome Goals:

1. Increase students' engagement in democratic society
2. Improve students' ability to take charge of their own lives
3. Improve students' ability to ameliorate the lives of their families

The significance of measured results of goal achievement by category may apply to more than one category. Oftentimes data gathered from different categories will overlap, so that goals with different indicators may complement each other. The achievement of a goal in one category may be inseparable from the achievement of goals within other categories, and success can evidently be measured in multiple categories simultaneously. This report represents a synthesis of outcome measurements based on evidence of results across goal categories, along with the measurement of overall impact of the Clemente Course on graduates 12 to 18 months after graduation during a three year period.

Summary Results of Written Surveys of Graduates One Year after Graduation

Total number of graduates who responded to the written survey one year after graduation: **39**

Results were tabulated and analyzed from alumni surveys that were returned from the New Bedford classes of '07 and '09; from the Boston classes of '09 and '10; and from the Holyoke classes of '07 and '08.

Demographic Characteristics:

Race/Ethnicity:

- White/Caucasian: 35%
- Hispanic/Latino - 25%
- African American/Black - 18%
- Other: 25% (Write-in responses included: Multi-racial; Bi-racial; Brazilian; Black and Mexican)

Gender:

- 78% female
- 22% male

Age:

- 17-25 years- 11%
- 26-35 years- 36%
- 36-45 years- 21%
- 46-60 years- 25%
- 61 and over- 7%

Enrolled in school:

- Yes - 61%
- No - 39%

Type of School Attending:

- High school, GED program, MCAS - 6%
- Trade, vocational or certificate (not community college)- 24%
- Community College-35 %
- Adult Education (not for credit) - 18%
- Four year college or university - 18%

Alumni in school who used Clemente credits to help complete requirements for coursework: 41%

Sources of financial support:

- Regular work –54%
- Unemployment benefits –4%
- Occasional work –7%
- Spouse/parents/family –18%
- Social Security –18%
- Other public assistance –4%

Number of hours of work per week:

- Over 30 hours –46%
- 20 to 30 hours- 14%
- under 20 hours –11%
- none/do not work - 29%

Housing Status:

- Rented house or apartment –64%
- Own home –21%
- Other - 14%

(Write-in response): Boston Public Housing – 2; Subsidized Housing – 1; With Family- 1

Overall Achievement of Program Goals

Alumni were asked to fill out a written survey one year after graduation about different factors that may have changed in their lives as a result of taking the Clemente Course. Responses were analyzed from 39 written alumni surveys that were returned from the Classes of '07, '08, '09, and '10 one year after graduation. Data was collected from the alumni surveys that were returned from the 2 New Bedford classes of '07 and '09 ; from the 2 Boston classes of '09 and '10; and from the Holyoke classes of '07 and '08. Results were measured in relation to the originally established Activity Goals, Bridging Goals, and Outcome Goals for the Clemente course outlined in the previous section and in previous reports.

Achievement of stated program goals by Clemente alumni are presented in the following section, measuring the impact of the Clemente Course on the lives of a selection of alumni one year to 18 months after graduation at all three sites.

I. Significant Activity Goals Achieved

Goals: To foster students' knowledge about the traditional humanities disciplines; to provide knowledge about reflective, critical and political thinking and writing; and to encourage active participation in class discussion, expression, and communication

- **Awareness of culture:** A total of 93% of respondents described themselves as more aware of culture in their world as a result of the Clemente Course; 68% answered that they were "much more aware of culture," and 25% said that they were "a little bit more aware of culture."
- **Appreciation of culture:** A total of 92% of respondents said they appreciated culture more as a result of the course: 71% of respondents said they "appreciate culture much more," and 21 % said that they "appreciate culture a little bit more" since taking the Clemente Course.
- **Knowledge of the humanities:** 79% of respondents strongly agree that as a result of taking the Clemente course, they understand what the humanities are.

Goal: To have a positive impact on new courses and learning situations and to provide transferable credits for eligible students

- **Furthering alumni education:** 64% of graduates enrolled in different kinds of coursework to further their education during the year after graduation and responded that Clemente had a positive impact on the course(s) in which they enrolled; 41 % said that they used Clemente credits to help complete requirements for their coursework.

II. Significant Bridging Goals Achieved

Goal: Enhance students' self-esteem, sense of self-efficacy, and self-confidence

- **Belief in one's own abilities:** 100% of respondents said that they believed more in their own abilities after taking the Clemente Course; 79% said "much more," and 21% "a little bit more."
- **Self-knowledge:** 93% of respondents felt that they knew more about themselves after taking the course. 75% said they knew "much more about themselves" and 18%, "a little bit more."
- **Self-esteem:** 93% of respondents said that they liked themselves more as a result of their Clemente Course experience; 64% said "much more," and 29% said "a little bit more."

Goal: Increase student awareness of importance of education; promote student intellectual development and the setting of educational goals in their lives

- **Educational goals:** 68% of respondents said that the Clemente Course had helped them work toward their specific educational goals.
- **Importance of education:** 57% of students reported that as a result of taking the Clemente course, they valued education more than they did before taking the Clemente course.

III. Significant Outcome Goals Achieved:

Goal: Improve students' ability to take control over their own lives

- **Life goals:** 83% of respondents answered that they "work more toward their life goals as a result of taking the Clemente course"; 54% responded "much more" and 29% responded that they worked "a little more" toward their life goals.
- **Command over personal life:** 100% of respondents said that they felt "more in command of their personal lives" as a result of taking the Clemente course, 57% describing themselves as "much more in command," and 43%, "a little more in command."

Goal: Improve students' ability to ameliorate the lives of their families

- **Encouraging friends and family:** 90% of respondents said that as a result of taking the Clemente course, they "encourage friends and/or family to pursue education more" than before taking the course; 79% said they "encourage family and friends much more" and 11% reported that they offer encouragement "a little more."

- **Higher level of confidence:** 86% of respondents said that as a result of taking the course they felt more confident in dealing with issues that their families face.
- **Use of knowledge gained:** 79% of respondents said that since enrolling in the Clemente Course, they had discussed their life goals, personal development, and their dreams with their families and/or friends; 91% of those who responded affirmatively said that during their discussions, they used the knowledge acquired in the Clemente Course to help their families and friends.
- **Helping families:** When asked if they had used anything they had learned in the Clemente course to help their families and friends, 64% answered in the affirmative, giving the following examples (summary highlights of alumni written responses):
 - ✓ “**Encourage my family members to get more involved** in arts, literature (reading and writing), music (concerts) politics, community service (volunteering)”
 - ✓ “**Being proud** of becoming a **role model** for children and family members.”
 - ✓ Discussing and **sharing Clemente books and material** with family and friends in all fields: American History, Philosophy, Art History, Literature, and Political Theory.
 - ✓ “Helped members of my family to understand Art History and its place in terms of art museums; **going to museums** of art displays local and named art. Then with my child look up more information on the computer.”
 - ✓ “Talk more about **philosophy** and the impact it has on our lives.”
 - ✓ “**Encouraging them** to pursue higher education or work toward a career goal; **follow their dreams.**”
 - ✓ “That **it is never too late**, you must always be **open to change** and meet life’s experiences; no matter what, you can make things happen; when one thinks there’s no path, there is - I found Clemente!”
 - ✓ “I talk to my children on how to **look at all kinds of things differently** and more objectively.”
 - ✓ “**Listening skills, organization, patience and open-mindedness.**”
 - ✓ “My knowledge of **writing** and explaining art history and my **ability to discuss** with my children about history.”
 - ✓ “The goodness of a day’s work. **Knowledge is a power** that will help in any situation. Teaching my daughters the value of both of these.”
 - ✓ “I am **more confident** in helping my son with his education and encouraging him to be more positive about himself and his abilities. I also **take a stand** with the school when I feel his educational needs are not being met.”
 - ✓ “Much **better communication** and listening to their opinions. Also, letting them know how important an education is.”
 - ✓ “**Keep on learning.**”

VIII. Case Study Interviews with Alumni One Year Later: Synthesis of Significant Results

Individual case study interviews were conducted with a total of 27 alumni one year to 18 months after graduating from the Clemente course. All three sites were represented during the period of interviews from June 2008 to July 2011. Each interview lasted approximately 45-75 minutes, and included an eleven-part open-ended oral questionnaire identical to the instrument used at graduation, covering the following topics:

- Educational goals, plans and aspirations
- Perceptions of the role of education
- Awareness and connection to the humanities
- Interaction with the community, both in the classroom and beyond
- General life goals and expectations
- Impact on self-confidence and self-esteem
- Changes made affecting the quality of life and family life
- Impact on role as a citizen
- Suggestions for improvement in the course; further comments

A total of 27 alumni participated in the in-depth case study interviews: Thirteen alumni from the Boston Clemente, 12 alumni from the New Bedford Clemente, and three alumni from the Holyoke Clemente. All of these alumni had previously been interviewed at the time of graduation. Significant student responses synthesized by category will be summarized in this report, illustrating the impact of the experience of the year long Clemente course on alumni, one year after graduation. Overall trends and frequent similar responses to questions are grouped together under each category. Some responses may overlap or fit into more than one category. Individual case study interview reports give detailed quoted responses.

Four *End of Year Reports* from the classes of 2007 to 2010 detail student data collected from all case study interviews and pre and post written survey responses. End of Year reports can be viewed for more detail, along with 48 individual Case Study Record Reports for each face to face interview that was conducted with graduates at the time of graduation. Detailed individual case study records of the 27 alumni who were interviewed a year after graduation are also available. Exact quotes reflecting student responses are documented from the interviews by category, according to the case study interview instruments and outcome measures used.

A selection of case study alumni will be interviewed three years after their Clemente graduation as well, in order to continue to gain a better understanding of the long-term impact of the Clemente course on the lives of Clemente graduates, their families, and communities.

Educational goals and the role of education:

During the 12-18 month period following graduation from the Clemente course, the 27 case study interviewees spoke about their accomplishments and future plans to further their education in pursuit of a wide variety of life goals. Alumni continued to express the ways in which they felt inspired by what

they had learned in Clemente, along with their continued desire to improve their lives and make an impact in their communities.

Following is a summary of the 27 case study graduates' educational accomplishments and short and long-term goals met, 12-18 months after graduation.

Alumni who enrolled in community colleges and 4 year colleges/universities:

- A total of 67% of Clemente alumni interviewed one year after Clemente had completed college coursework at community colleges or 4 year colleges/universities.
- 15% had completed one year of full-time coursework in pursuit of a bachelor's degree at a 4 year college or university.
- 23% had completed one year of full-time coursework for an associate's degree or certificate at a community college.
- 30% had completed part-time coursework at a community college, 4 year college/university, or through an online college/university.
- The 67% of alumni who had completed college courses planned to major in the following fields: Psychology; Nursing; Social Work; Accounting; English; Education; Criminal Justice; Business; Computer science; Medical Office Administration; General Studies; Liberal Arts.
- Some alumni designated more than one major and some planned to go to community college first and then transfer to a four year institution. Others planned to complete coursework part-time online and then transfer to a 4 year institution.
- Clemente alumni 12-18 months after Clemente enrolled in the following institutions of higher learning after graduating from Clemente: Bunker Hill Community College; Bristol Community College; Greenfield Community College; Holyoke Community College; Roxbury Community College; UMass Boston; UMass Dartmouth; Elms College; Harvard Extension School; Ashford University; Johns Hopkins (online courses).
- Clemente alumni one year to 18 months after graduating from Clemente were pursuing the following career goals at the colleges/universities in which they had already completed coursework: educator, including early childhood, elementary, secondary school teacher; college professor; nurse; business owner; therapist/psychologist; social worker; lawyer; community healthcare worker; criminal justice; midwife; artist.

Alumni who completed coursework at vocational/technical schools and in adult education:

- 25% of alumni 12-18 months after graduating from Clemente had completed coursework in institutions of Adult/Continuing education, including the Mass Horticultural Society.
- 11% of alumni completed coursework at regional vocational/technical schools.
- Some alumni had enrolled simultaneously in college courses and in adult education courses during the 12-18 months following Clemente graduation.

Alumni who were unable to pursue their educational goals at this point in time:

- 22% of alumni 12-18 months after graduating from Clemente were unable to pursue any of their educational goals and gave the following reasons: unemployment and/or financial issues; personal problems and/or family problems that needed attention; serious personal health issues; family responsibilities such as raising young children.
- Of the 22% of alumni who did not enroll in any kind of coursework after Clemente, all were interested in pursuing their educational goals at a future time – 50% stated that they had already been to financial aid counselors and/or admissions officers at various colleges and universities to find out about “next steps”.

Clemente alumni continued to comment on how inspired they were by their Clemente experience to progress further with their education. A majority of alumni felt that a college education was still more accessible to them and were optimistic about setting their goals for future education, even if they would only be able to complete a degree or certificate over time. Older alumni continued to feel more confidence in their ability to succeed in a college classroom with the younger generation, due to their positive Clemente experience. Alumni who had never dreamed of going to college before Clemente believed that a college degree was now an option for them.

All Clemente alumni interviewed expressed their desire to continue learning in the future in one form or another, with a stronger belief in their own ability to work toward their future education and career goals. Many commented that the Clemente learning experience led to an increased sense of self-respect, higher self-esteem, self-confidence, more self-discipline and an increased sense of structure and purpose in their lives. When looking back at the the Clemente classroom community experience, alumni reaffirmed their belief in the importance of education in their lives as a way to better themselves and their communities.

**Please see individual case study alum reports and previous year end reports for detailed quotations from the in- depth case study interviews.

The importance of the humanities:

- ✓ Information gathered from case study interviews with alumni one year after graduation further revealed how the Clemente experience has led to a lasting change in awareness and an increased sense of the importance of the humanities in their lives. A majority of graduates reported consciously sharing their heightened awareness and increased knowledge related to the humanities in multiple ways with family members at home, in the workplace, and in their communities.

Different quotes from alumni show how profound such a change can be, and that a change in awareness can affect the choices that one makes in all aspects of life.

- ✓ “Clemente brought my intellect to another level, to the way that knowledge opens your mind, instead of being narrow.... now knowing there’s so much more beyond.”

- ✓ “Clemente has a way of being in the world. It supports anybody’s endeavors to stand tall and be who they are. It really does minimize the significance of poverty in a kind of way...”
- ✓ “All of my Clemente books are still on my shelf, and I read them, and each time I have a different perception. I call them my guide.”
- ✓ “I was so motivated after Clemente, since I was afraid that if I stopped, I’m going to forget everything. I feel a hunger to keep going. I’m afraid to stop. I’m still going, and I’m not going to stop!”
- ✓ “This is a remarkable experience. It helps you to make the right choices for yourself, and to know that for yourself.”
- ✓ “Clemente’s still giving me ideas.”
- ✓ “There was always some type of dialogue going on in (Clemente), and debates - but in a safe environment - to be creative and for learning. But not just for learning: it’s about growing.”
- ✓ “I keep Clemente with me all the time.”

Clemente alumni described in multiple ways how the course continued to enrich their lives one year after graduation:

- Alumni described how their Clemente readings in history, philosophy, and literature “awakened” them, thus changing their awareness about society around them and about life in general. This ongoing heightened awareness of current events and the importance of history and its impact on the present was frequently mentioned.
- Alumni commented on how their appreciation of art and culture had increased as a result of Clemente course visits to art museums and the theater for the first time, and that they felt more comfortable going to museums, the theater and cultural events in their communities a year later.
- One year after graduation, alumni continued to comment on the impact of class readings and discussions from Clemente philosophy, especially the works of Socrates, perspectives on questions of morality, what is just in society, and how one discovers the difference between right and wrong in daily life.
- Alumni commented on how the type of material that they are reading and the kinds of programs that they are watching on television a year after completing Clemente has changed significantly as well, and that they have not lost their motivation to keep on learning, even if they cannot directly continue their education by enrolling in college courses.
- Alumni attributed a higher level of confidence in their writing abilities to Clemente. Writing skills gained in Clemente were used at work and for personal goals. Alumni had been writing novels, short stories, journals and autobiographies. One comment illustrates this point:

“They call it a humanities course, but it teaches you how to live life in general. I have a lot of silence inside... I’m very hopeful. When I get upset, I read all my books from Clemente, especially history and poetry, and I write, write, write. My Clemente writing teacher helped me to put (my) thoughts together and write it all down...”

- Increased tolerance of others was often mentioned as one of the outcomes of the Clemente experience, along with a better understanding of how society functions and what makes us all human. One quote illustrates this point:

“The humanities taught me how to be human, to be a good person, and what values are.”

Impact on self-esteem and self-confidence and achieving life goals:

Clemente alumni 12-18 months after graduation reported that the Clemente course continued to help them to build their self-confidence and self esteem through the skills and knowledge that they had acquired in their Clemente classroom. They continued to challenge themselves to accomplish goals they had set for themselves with an ongoing faith in their ability to improve their own lives. Alumni expressed pride in the skills and knowledge base they had developed throughout the course and a continued sense of accomplishment one year later.

- These representative quotes illustrate how Clemente alumni felt overall about their ability to improve their own lives during the year after graduating from Clemente:

“I don’t feel as if I’m stuck, or that I have to settle for less. More doors can be opened. I don’t take ‘no’ for an answer. I was really shy and quiet. Now I have a lot to say. My mind runs on overdrive. Before I was afraid of offending people.... now I say something.”

“Clemente helped me to improve. Before Clemente I would just give up. I wasn’t optimistic....Clemente gave me the ability to know and to be aware, and also my ability to improve myself and help others. Clemente opened up my mind and my eyes...I’m still feeling Clemente working in me.”

“Clemente just made me feel better prepared, and I feel that I’m more ready to tackle anything that comes my way. I just feel like a survivor now.”

- Completing the Clemente course was a major accomplishment that motivated many alumni to continue to build their self- confidence in pursuit of further education. A total of 67% of Clemente alumni one year to 18 months after Clemente had completed college coursework at community colleges or 4 year colleges/universities. (See previous sections on educational goals accomplished, for more details.)
- Alumni stated that the Clemente experience still helped them with their current classes and that they did not feel as intimidated by the college classroom or college professors anymore.

“In my English literature class I got up there and presented to the class. And I did it! I didn’t crumble. I was able to talk to my professors. I interact in the classroom a lot. I wouldn’t have been able to before Clemente....I wasn’t afraid. I didn’t give up. I was determined.” (This alumna’s grade point average was a 4.0 after one year of full-time college coursework after Clemente. She proudly showed her transcript.)

“If I didn’t have the Clemente experience, I don’t think I would have been eager, I would not have pushed myself to go to college. I cannot imagine not having the Clemente experience and going blindfolded, so to speak, to college. Actually I think that I would not have made it as far as I have today.” (This alumna had successfully completed 3 semesters of full-time college courses in pursuit of her Bachelor’s degree at a 4 year college.)

- Alumni frequently referred to the change in awareness that resulted from their Clemente experience. Clemente had helped them to realize that it was good to question everything, and that by questioning and investigating different perspectives, one became more informed about relevant life issues so as to better understand one’s own values and position more clearly.
- Alumni continued to build on their writing skills from Clemente and used those skills in their workplaces for report- writing and to better their work situations. One example that stands out is an alumna who credited Clemente with helping her to create and write her own pamphlets and brochures for her own non-profit organization called, *Mothers With Courage*, for mothers whose sons have been incarcerated or murdered on the street. [**See case study interview report BOS14(08). Also *Boston Globe* article, “They’re Saving a City, One Child at a Time” October 19th, 2008.]
- Alumni affirmed that their Clemente experience continued to help them to communicate better orally, to listen to others’ opinions and points of view, and to speak up for themselves within their own families, community meetings, and workplaces - without reacting in a negative or confrontational way. For example, one alumna commented that the biggest change that she was able to bring about in herself was her getting actively involved in the Boston Public School committee to raise community awareness and participation in new initiatives for the prevention of youth violence.
- Alumni who had been struggling with mental illness or substance abuse before (and during) the Clemente course commented that the Clemente experience helped them to “keep the balance” in their lives, build their self-esteem and reinforce their belief in themselves- the belief that they could continue their education and pursue life goals.
- Older alumni often referred to Clemente as the path to rediscovering their true selves and talents that had been dormant or “put on hold” for years.
- Alumni credited Clemente with helping them to focus better-- on daily life issues as well as long term plans and educational goals. One comment illustrates this:

“I think that I feel more comfortable now with the ability to focus on something and to see it through. Clemente brought positive thinking into my life. Had I not taken Clemente, I wouldn’t be in the same position that I am now.”

- Two alumni credited Clemente with helping to build their self- confidence and motivation to apply for U.S. citizenship after Clemente.

Role as a citizen and interaction with the community:

Alumni reaffirmed how the Clemente course made them more aware of the importance of their role as citizens in a democracy. Here are some examples that were given by graduates who felt that their Clemente experience had helped them to participate more in their local communities.

- Alumni commented on how they have continued to speak up and speak out about issues of importance and of concern to them and their families and communities; they credit their increased confidence and ability to help bring about positive changes to the Clemente course. Some worked for the first time on election campaigns; others organized community workshops, fundraisers and/or after school programs for youth.

One alum who began volunteering for election campaigns after her Clemente graduation commented:

“Political activism has become even more important to me. Clemente reawakened pieces of me that had gone dormant. I feel a sense of excitement in participating again in life. My community activism was stimulated by the classroom and the Clemente professors and I don’t want to be ‘not aware’ anymore.”

Another alumna 18 months after Clemente, as a sophomore at a four year college, took it upon herself to do fundraising for Hispanic youth projects in the inner city. She took the initiative to meet with her college president to ask for sponsorship. She commented:

“For me it was very important to get the president to listen to me. This is what I’m capable of...all I did was ask, had a meeting with him, and that’s what I accomplished! You don’t know what you are capable of until you ask. Everything that I’m doing right now and everything that I will be doing in the future has to do with the Clemente Program. Clemente was the starter. It was kind of like when you turn on the engine - you put the key in, you turn it on, and you go from there. And that’s pretty much how the Clemente is.”

Crediting Clemente for inspiration and knowledge, another alumna referred to her new website that was up and running the year after Clemente: www.motherswithcourage.org. She commented:

“I’m thankful for the motivation from Clemente. It will leave an impact on me.”

One alumna who credited Clemente with giving her the confidence to apply for U.S. Citizenship commented:

“Clemente helped me to show respect for my fellow citizens and to be an activist about the things that I am passionate about. I’m passionate about politics and how I can get involved.

Before I couldn't participate because I could not vote, I was not a citizen. Clemente encouraged me to get my citizenship. Since then I've voted in two major elections in the US. That's great! I feel that I can participate now....It gives me a voice."

(This alum is from Jamaica originally and has been in the US since 1981, but had never applied for citizenship before.)

- Alumni who were parents and grandparents, or uncles and aunts, said that they have become and continue to be more actively engaged with their local schools as a result of what they learned in Clemente. One Clemente mother who wants to become a social worker or psychologist and is now in college, this year became co-chair of the BPON (Boston Parents Organizing Network) and participated in the Boston Public school committee meetings. She commented:

"Clemente made me talk more and I feel like I have a lot to say...My main role as a citizen is encouraging other people to get involved, mostly through school council meetings based around the Boston public schools. I help put out flyers to see what people in the community can do to help with different types of crime. I feel stronger about getting people to come and asking them to. In one Clemente professor's class we spoke about justice and always going out to the people, to get people to vote, and speak about what they felt and what was unjust. Like Socrates and how he saw justice, basically involved - getting people involved."

- Alumni believed that by becoming more aware of history, philosophy, and the American political system through the Clemente course, they were able to better understand how society works, as well as how to become more informed citizens who can make an impact by taking responsibility for what is going on around them. Here are some key quotes from 5 alumni:

"I really didn't think it was important to be a part of the system at all before Clemente. I just didn't want any part of it. Then I got a new perspective on it. Now I'm registered to vote, I'm a law abiding citizen....I just found out that if you work with the system, it works with you." (Alumna who was 18 when she graduated and then voted for the first time in the US presidential election in 2008.)

Another alumna felt that Clemente helped change her awareness about the importance of her role as a citizen: "We need to do everything we can to change the narcissistic attitude in the United States. Everybody's out for themselves. Before Clemente I didn't realize this. It hit me, and now I know why...Especially the philosophers' ideas in Clemente stuck with me and I want to go back (to read them). It's so great what they said...on right and wrong."

"Yes, I'm a more concerned citizen than I was before Clemente. Before I would say, 'It's not my problem.' Now I listen more, I look out for my neighbors more; I look out for my community all around me."

"There were a lot of things that I learned about politics and history in Clemente that never came up in high school...like from the protesting during the civil rights time. I don't usually look, but the other day I was walking in the park - I had never paid any attention to monuments of people in New Bedford. There had been an African-American mayor and there was a park named for him. I went through the whole school system in New Bedford

and I never knew he was the mayor in the 1800's. Frederick Douglas is from this area too, and I never knew." This alum emphasized that he was surprised that after having lived over 40 years in New Bedford growing up as an African-American, so much of the city's history that he learned about in Clemente was completely new to him..."

"Clemente makes me feel like my role is important, even though I was made to think differently because it only takes one person to make a change, or to commit an act of kindness. So I think that my role is very important. You count, no matter what, you count."

- Many alumni who felt empowered by their Clemente experience gave an optimistic view of their role as citizens who could make a positive impact on society for the future. These comments represent this view:

"Clemente made me more conscious of when we couldn't vote, and our history, and how it used to be. Studying Black history helped me to realize how important it is to vote. It's growth - you can't add anger with growth, then it stops. When you're angry you don't do anything, can't accomplish anything; you just think about 'why I'm angry'. If I want to grow, can't stay in that mode. I have to recognize it, and I have to grow. We can't stop. We want to grow. This generation, they don't see color, young people are breaking these barriers, they don't see color."

"Before Clemente I guess I was a hard person; didn't care about anybody or anything. I know I care more about people now. The way the situation is with the economy...I see how hard it is for people to get through all this and it's going to get worse." This alum helps people in his community all the time now since his Clemente graduation by organizing yard sales and fund-raisers, shoveling snow for others, delivering necessities to senior citizens.

Improving quality of life and quality of family life:

One year after graduating from the Clemente course, alumni spoke about how the Clemente experience continued to have a positive and lasting effect on their quality of life and their ability to improve the lives of their family members and friends. Clemente professors, memorable class discussions, and readings continued to inspire them during the year and a half after graduating from Clemente. They spoke of how their Clemente experience had impacted them and continued to have an impact on their daily lives as parents, friends, and neighbors.

- Clemente alumni spoke of how important it was since Clemente to have a positive influence on others as role models and mentors for their family members and friends. Frequent examples cited included increased volunteering in children's schools; speaking out or advocating for family members in the school system or in healthcare systems; increased ability to discuss and truly communicate instead of argue with family members; increased ability to listen and observe in order to keep an open mind and stay informed about relevant issues of concern.

One mother of two school aged children credited her Clemente experience with her ongoing involvement in her children's schools and learning:

"I'm encouraging my daughter to write poetry. She entered the Library Poetry Contest at (the University.) Before I would not have done it. After Clemente I encourage my daughter to be involved in everything. Before Clemente I didn't want to get involved, now I do. I have more courage. I even encourage my husband to go to the PTO!"

Another mother spoke about how her graduating from Clemente had a direct effect on her approach toward her children's schooling and ongoing future plans:

"Clemente's helped me set an example for the kids. Most in my family did not go to college. I want my kids to know that college is not a choice - it's mandatory. In their head already I want it reinforced. I want them to see it's important. I'm a role model for them. Now I've gone and got college credits. Now they know that college is there."

- A majority of alumni commented that Clemente had increased their self-awareness and led them to self-improvement in many aspects of life, including making a down payment on material property such as a car or an apartment; changing living situations for the better; leaving negative relationships; making new friends and leaving negative friendships; having better communication with children and other family members; better self-expression and communication at work that led to job promotion(i.e.; obtaining a permanent State position; being promoted).

"My goals became higher. I knew I could do things. Clemente let me know that even if it's hard, I've got to keep on, can't stop. Just so I have a better life...I should have more choices than I have now. I want to be comfortable in my life-- not always on the edge."

- Alumni took pride in the skills they had developed through the Clemente course that they could concretely put to use in their daily lives at home by encouraging family, friends and neighbors. Examples such as helping friends and family to write job application letters, correcting homework and school projects were cited repeatedly as ways in which the Clemente course affects the lives of alumni families and friends.
- Alumni expressed an increased desire, since taking Clemente, to continue to make positive changes in their lives in order to help their families and communities, even if they were not able to pursue educational plans at the time.
- Encouraging family and friends to vote and participate in elections and in community initiatives for change was also cited frequently by alumni as one of the positive outcomes of the Clemente learning experience. One alumna commented:

"To learn more about humanity and the way people think makes you aware of what people should be doing as citizens- and our responsibilities. We all have a responsibility. We should be a lot more thankful and take advantage of the opportunities and not sleep on them - in places like community centers, schools.... that help people to be better. In (our) community we don't take advantage of opportunities. We quit, don't go back, don't follow

through. They're not always going to be available. I try not to be a person like that, so I can be a better citizen and person, and so I can live a better life as well."

(**Please see previous sections on community involvement and awareness about the humanities for relevant responses as well.)

Synthesis of Significant Alumni Comments and Suggestions for Improvements in the Clemente Course:

Alumni expressed a strong desire to maintain the connection to the Clemente community and to network with their professors and alumni. Being contacted personally every year to rejoin their classmates and professors at the Clemente graduation ceremonies (and for the first alum reunion) was definitely appreciated. Alumni hoped to further their connections with Clemente by returning to the classroom as mentors, for example, and by creating more alum networks. Some quotes illustrate the strength of the Clemente bond that has been established:

"I have a long-lasting feeling of friends in Clemente, and of not thinking about myself. I will be a part of it for the rest of my life. I want to stay in touch with Clemente alums and professors...."

"Like soul-mates! You meet people, but you only get that connection with a few. Are we brothers? Are we soul mates? Of the hundreds of people you meet, only rarely do you get that connection."

"After Clemente, if there can be something to connect people. If we could have something else-- a place, or resources after the course to connect, network to people. A link with information to the Clemente course, to share ideas. This is how we can help you."

"I was thinking after I graduated and felt that loss of not coming to class anymore. It truly is a loss. I was thinking of doing a program for people that have already graduated...continuing."

"Clemente gave me family."

"This Clemente is ours and we need to honor it..." This alumna hoped to develop a network with Clemente students and graduates from all over, "not just from my class. I could meet people in Darfur by internet, by mail, just to know that connection is there....I'm grateful to be able to remember Clemente."

Alumni expressed enthusiastic appreciation for their Clemente professors and courses, and many commented on how they felt the passion and deep commitment of all of their professors. Please see End of Year reports along with individual case study interview reports for specific and detailed comments by graduates and alumni. Here are a few from alumni one year later:

"The professors really care. I really feel like they cared. There was always someone there. They were great mentors."

“I will never forget the passion that these professors have for us. These people are remarkable. What they teach, they are living it...they are in my heart, they are my family.”

“To all my professors, I owe it to them, that gratitude... I thank you all. I am so joyful to have had them. Clemente is a learning experience that I never experienced anywhere else. It’s hard to explain that passion they have. They are so straightforward with us; they know you up and down.”

Concern about the Clemente program’s basic funding being cut was expressed by alumni who hoped to see many more in their communities go through the Clemente experience to reach Clemente graduation and beyond.

“Whoever has the power to keep Clemente moving forward: Do it! This...cannot die. It has enriched a lot of people’s lives, had such a positive impact. Being part of Clemente was one of the biggest blessings I received in my life. If this program doesn’t continue, a lot of lives will be lost. Thousands of lives have been enriched by Clemente.”

“Clemente would be very helpful to others. My wish is to keep it alive. As I feel I was helped, I hope others can have the same.”

“I’m concerned that the Clemente course should keep going. I think it’s the greatest thing! People should support it. It’s a great course for anybody without an opportunity for an education.”

Improving publicity about Clemente was an issue that was raised by alumni who believed that more people in their communities would take advantage of the opportunity to take the Clemente course if they were aware of it. Some alumni remembered that they only found out about Clemente by chance when looking for other community services.

“I don’t think a lot of people know about Clemente - only (local) folks. I don’t think flyers get out. You need to put a piece in the (local newspapers). Use alums as referrals to Clemente, and good source to connect with other alums, and more. I know if people are committed when I see them, and I know friends who would.”

Suggestions about the initial screening process to determine enrollment were made by alumni (as well as graduates in previous years) who felt that the high number of students who dropped out of Clemente without graduating negatively affected the group. The following statements capture this sentiment:

“What I think could be changed about the program is the initial students who get into the program. I really think that in the screening process they should really pick people who start and want to finish. Screen for people who they know can take on the assignments and complete them, and finish the program.”

“Too much of the professors’ time was wasted. Commitment is important.” This alumna suggested that from the beginning there should be “some sort of filtering to weed people out.”

“Not everyone who gets into the program knows what they are getting into. They go half way and then they drop it. There are people who are taking space from others. People need to have a better idea of what to expect from the program before they begin.”

“We need to screen (candidates) a little more to begin with. We need someone in Clemente who has plans to move on in life. A lot of people are not ready. It’s serious. It’s really hard for people to commit. To see if they can commit you could have alumni to screen some of the candidates...so there are not so many dropouts. They can tell if someone is serious. A counseling piece should be put in, to help people having trouble during the year. (Clemente) is wasted when they drop out.”

Alumni suggested more oral presentations/ public speaking in front of the class, including more musical and artistic performances if possible by graduates and alumni:

“One way to improve the course would be to have people do more presentations and public speaking. (That’s) one way to give people ownership of what they are doing. It’s empowering... it’s important to present.”

“There should be some kind of artistic performances from the graduating class every year.”

Conclusion:

In this final phase of the Clemente longitudinal evaluation study (Part Two), analysis of the data collected over the past three years from Clemente alumni 12-18 months after graduation clearly reveals the positive outcomes of the course and its long-lasting impact on alumni. Quantitative and qualitative data was obtained from a selection of Clemente alumni during a three period from June 2008 to July 2011. A total of 39 written surveys were returned and analyzed and 23 alumni were interviewed in person (one by phone) for approximately one hour, representing the Clemente classes of 2007, 2008, 2009, and 2010 at all three sites(Boston, New Bedford, and Holyoke).

Results clearly show that the lives of alumni and their families continue to be positively influenced in multiple ways by the Clemente course, and that the stated goals of Clemente were achieved by the majority of alumni surveyed 12-18 months after graduating from Clemente. Clemente proved to be a life- altering experience for many alumni, and when looking back at the Clemente course one year later, a majority felt just as passionately about Clemente as when they graduated.

Data indicates that a majority of graduates experienced positive changes in every area initially identified for goal measurement in the evaluation study. The Clemente Course continued to positively affect a majority of students’ self-esteem and self-confidence 12-18 months after graduation from the yearlong Clemente course. It continued to help alumni foster their connection to the humanities, their self-knowledge, and their belief in their own potential to participate as citizens in a democratic society. Alumni pursued their own educational and life goals during the year after the course: 67% of alumni had completed college courses at community colleges or a four year colleges or universities. All alumni expressed their intention to continue to pursue their education and other life goals in the future. A majority of alumni gave examples of how they had already improved their own lives and the quality of life for their families, friends and communities during the year after graduation, as seen in the case study interview records and alumni responses to the written questionnaires.

The effects of the Clemente experience continue to be felt by the alumni who shared their powerful personal stories for this study. There is no doubt that the Clemente course has had a transformational effect on the majority of alumni who are able to successfully complete the yearlong course and graduate. Countless lives have been changed by Clemente as we have heard from the voices of Clemente alumni - as the course begins, during the yearlong course, at the time of graduation, and beyond.

Part Three of this final evaluation study will look at a selection of Clemente graduates three or more years after graduation from the Clemente course, in an attempt to further measure the impact of the Clemente course on the lives of alumni, their families and communities.

The Clemente Course in the Humanities

Longitudinal Evaluation Study Final Summary Report on Clemente Alumni Part 3: Three or More Years After Graduation

Sites: Boston, New Bedford, and Holyoke, Massachusetts

A Program of the **Mass Humanities**
In partnership with **Codman Square Health Center** in Boston,
PACE, Inc. in New Bedford, the **University of Massachusetts/Dartmouth**,
The Holyoke Health Center, and **Bard College**, New York

Report prepared by:
Christina M. Rosi, MPA
Evaluation Consultant
August, 2011

Introduction

In the spring of 2006, the Mass Humanities (MH) began a longitudinal, multiple-methodology evaluation of the Clemente Course in the Humanities. The following **Final Summary Report (Part 3) on Clemente Graduates Three or More Years After Graduation** is based on quantitative and qualitative data collected from a sampling of graduates from the Clemente Classes of 2007, 2008 and other classes before 2007 at all three sites (Boston, New Bedford, and Holyoke). The data was collected 3 or more years after graduation and used in comparison to previous data collected earlier at graduation and one year after graduation. The following sources of data collection were used:

- Data were collected from case study interviews of alumni from three sites, most of whom had been interviewed at graduation and/or one year after graduation. The interview instrument was identical to the one administered at graduation time and one year after graduation. The interview consisted of 11 open-ended questions asked during individual interviews lasting 45 to 75 minutes. Ten interviews were conducted with alumni from the Boston, New Bedford and Holyoke Clemente sites, three or more years after graduation.
- Data from a 54-question, written survey was also collected from the 15 surveys that were completed by Clemente alumni three or more years after graduation from the Clemente classes of 2007, 2008, including several from previous classes.

Overview of the Established Goals of the Clemente Course:

The following program goals were established for the Clemente Course in 2005³:

- To provide students with a bridge to continuing education in their lives;
- To foster students' awareness and appreciation of the cultural heritage encompassed by the traditional humanities disciplines;
- To foster students' intellectual development, promoting their engagement in political life and furthering their ability to improve their own lives and those of their families.

Overall goals for individual graduates of the Clemente course are organized into activity goals, bridging goals, and outcome goals. These are listed in the following section.

During the ongoing longitudinal evaluation of the Clemente Course, quantitative and qualitative data gathered at the start of the academic year, at graduation, 12-18 months after graduation and three or more years after graduation has been used to measure the achievement of each set of goals by alumni overall and in particular subcategories. The same indicators and outcome measurement standards have been used in all three phases of the evaluation as seen in parts one, two, and three of the final summary reports of the study.

³ *Program Evaluation for the Clemente Course in the Humanities: Design of Survey and Case Study Instruments*. Devlin, Gee, Mendoza and Smith. University of Massachusetts at Amherst, Center for Public Policy and Administration, May, 2005.

Indicators of Achievement of Activity, Bridging and Outcome Goals

The following indicators were established to measure progress toward activity goals, bridging goals, and outcome goals.

Activity Goals:

1. Teach students knowledge about traditional humanities disciplines
2. Provide knowledge about reflective, critical, and political thinking and writing
3. Encourage active participation in class discussion, expression, and communication
4. Facilitate learning by providing necessary conditions
5. Provide transferable credits to eligible students

Bridging Goals:

6. Promote students' intellectual development
7. Enhance students' self-esteem
8. Enhance students' self-efficacy
9. Enhance students' self-confidence
10. Increase students' awareness of importance of education
11. Foster students' appreciation of the traditional cultural heritage of the humanities

Outcome Goals:

12. Increase students' engagement in democratic society
13. Improve students' ability to take charge of their own lives
14. Improve students' ability to ameliorate the lives of their families

The significance of measured results of goal achievement by category may apply to more than one category. Oftentimes data gathered from different categories will overlap, so that goals with different indicators may complement each other. The achievement of a goal in one category may be inseparable from the achievement of goals within other categories, and success can evidently be measured in multiple categories simultaneously. This report represents a synthesis of outcome measurements based on evidence of results across goal categories, along with the measurement of overall impact of the Clemente Course on alumni, their families, and their communities, 3 or more years after graduation from the course.

Summary Results from Written Surveys Completed by Clemente Alumni Three or More years after Graduation

Total number of graduates who responded to the written survey 3 or more years after graduation: **15**

Results were tabulated and analyzed from alumni surveys that were returned from the New Bedford classes of '07 and '08; from the Boston classes of '07 and '08; 5 surveys were also filled out by alumni at an alumni reunion in Boston in April 2011, including graduates from the classes of '02, '03, '04, and '05 .

Demographic Characteristics:

Race/Ethnicity:

- African American/Black - 46%
- White/Caucasian: 33%
- Hispanic/Latino - 13%
- Other: 13% (Write-in responses included: “American Indian”; “Human”)

Gender:

- 93% female
- 7% male

Age:

- 17-25 years- 7%
- 26-35 years- 20%
- 36-45 years- 13%
- 46-60 years- 46%
- 61 and over- 13%

Enrolled in school:

- Yes - 47%
- No - 53%

Type of School Attending:

- Community College- 57 %
- Four year college or university - 43%

Alumni in school who used Clemente credits to help complete requirements for coursework: 50%

Sources of financial support:

- Regular work –73%
- Occasional work –7%
- Other public assistance –13% (write-in: “child-support”)
- Other- 20% (write-in: “self-employed”)
(*alumni may give more than one response)

Number of hours of work per week:

- 20 to 30 hours- 53%
- over 30 hours –20%
- under 20 hours –13%
- none/do not work - 13%

Housing Status:

- Rented house or apartment –53%
- Own home –47%
- Other (public housing, group home, shelter, etc.): none

Overall Achievement of Program Goals

Alumni were asked to fill out a written survey three or more years after graduation about different factors that may have changed in their lives as a result of taking the Clemente Course. Responses were analyzed from 15 written alumni surveys that were returned from the Boston and New Bedford Classes of '07, '08, (and from other previous classes at an alumni reunion). Results were measured in relation to the originally established Activity Goals, Bridging Goals, and Outcome Goals for the Clemente course outlined in the previous section and in previous reports.

Achievement of stated program goals by Clemente alumni are presented in the following section, measuring the impact of the Clemente Course on the lives of a selection of alumni three or more years after graduation.

I. Significant Activity Goals Achieved

Goals: To foster students' knowledge about the traditional humanities disciplines; to provide knowledge about reflective, critical and political thinking and writing; and to encourage active participation in class discussion, expression, and communication

- **Awareness of culture:** A total of 85% of respondents described themselves as more aware of culture in their world as a result of the Clemente Course; 69% answered that they were “much more aware of culture,” and 15% said that they were “a little bit more aware of culture.”
- **Appreciation of culture:** A total of 92% of respondents said they appreciated culture more as a result of the course: 85% of respondents said they “appreciate culture much more,” and 7 % said that they “appreciate culture a little bit more” since taking the Clemente Course.
- **Knowledge of the humanities:** 69% of respondents strongly agree that as a result of taking the Clemente course, they understand what the humanities are.

Goal: To have a positive impact on new courses and learning situations and to provide transferable credits for eligible students

- **Furthering their education:** 77% of alumni who enrolled in different kinds of coursework to further their education three or more years after their Clemente graduation responded that Clemente

had a positive impact on the course(s) in which they enrolled; 50% of alumni said that they used Clemente credits to help complete requirements for their coursework.

Following are the highlights of significant comments written by alumni about the positive impact of Clemente on their educational pursuits :

- ✓ “I completed my BS & MS since taking the Clemente course.”
- ✓ “Absolutely! I’m simply more prepared for a college setting. I understand how a class functions and have foundation knowledge.”
- ✓ “The enlightenment I received was so bright that “it” continues to burn. I’m in college and loving it. I’m living a more political life.”
- ✓ “Clemente course strengthened my reading skills and helped to strengthen my voice to express my views, thoughts and ideas.”
- ✓ “If I could make it happen with Clemente, I can surely continue to improve with all the help I received there.”
- ✓ “The course helped me to realize how important education is at any age.”
- ✓ “I was able to transfer the fundamentals of the humanities into my educational life.”
- ✓ “The Clemente Course prepared me for all future college courses.”
- ✓ “I have always wanted to complete a college degree. Clemente has helped me realize that I am able to accomplish just that.”
- ✓ “Clemente gave me the confidence to believe in myself.”
- ✓ “Clemente gave me a foundation to get me closer to my goals.”
- ✓ “It’s given me the confidence to not give up when things seem difficult.”
- ✓ “The Clemente Course helped me consider having goals.”
- ✓ “Nothing is impossible with help, encouragement and good will.”

II. Significant Bridging Goals Achieved

Goal: Enhance students’ self-esteem, sense of self-efficacy, and self-confidence

- **Belief in one’s own abilities:** 100% of respondents said that they believed more in their own abilities after taking the Clemente Course; 77% said “much more,” and 23% “a little bit more.”
- **Self-knowledge:** 100% of respondents felt that they knew more about themselves after taking the course. 69% said they knew “much more about themselves” and 31%, “a little bit more.”
- **Self-esteem:** 92% of respondents said that they liked themselves more as a result of their Clemente Course experience; 62% said “much more,” and 31% said “a little bit more.”

Goal: Increase student awareness of importance of education; promote student intellectual development and the setting of educational goals in their lives

- **Educational goals:** 77% of respondents said that the Clemente Course had definitely helped them work toward their specific educational goals.

Following are highlights of significant comments written by alumni on specific educational goals:

- ✓ “To complete at least my Bachelor’s degree in Management.”
- ✓ “Get my bachelor’s (which I have done) continue on to my master’s (which I’m looking into doing within the next year or so).”
- ✓ “To continue my education & try teaching.”
- ✓ “To go to college. Be a nurse that changes.”
- ✓ “I have taken classes at BCC and had to take time off due to illness, but am going back.”
- ✓ “I am doing registration for nursing and then will enroll in nursing program.
- ✓ “I still have the same educational goals but I have a new direction. Instead of pursuing a degree in psychology, I’m looking into a degree in policy studies and/or social law.”
- ✓ “I want to receive a certificate in UMass program. Then attend their BA program.
- ✓ “Return to school for a Bachelor’s degree in Human Services.”
- ✓ “PhD.”

Importance of education: 54% of students reported that as a result of taking the Clemente course, they valued education more than they did before taking the Clemente course.

III. Significant Outcome Goals Achieved:

Goal: Improve students’ ability to take control over their own lives

- **Life goals:** 92% of respondents answered that they “work more toward their life goals as a result of taking the Clemente course”; 54% responded “much more” and 39% responded that they worked “a little more” toward their life goals.
- **Command over personal life:** 92% of respondents said that they felt “more in command of their personal lives” as a result of taking the Clemente course, 62% describing themselves as “much more in command,” and 30%, “a little more in command.”

Goal: Improve students’ ability to ameliorate the lives of their families

- **Encouraging friends and family:** 100% of respondents said that as a result of taking the Clemente course, they “encourage friends and/or family to pursue education more” than before taking the course; 92% said they “encourage family and friends much more” and 8% reported that they offer encouragement “a little more.”
- **Higher level of confidence:** 100% of respondents reported that as a result of taking the Clemente course they felt more confident in dealing with issues that their families face.
- **Use of knowledge gained:** 100% of respondents reported that since enrolling in the Clemente Course, they had discussed their life goals, personal development, and their dreams with their

families and/or friends; 100% also wrote that during their discussions, they used the knowledge acquired in the Clemente Course to help their families and friends.

- **Helping families:** When asked if they had used anything they had learned in the Clemente course to help their families and friends, 100% answered in the affirmative, giving the following examples. Below is a summary of highlights of alumni written responses showing how they shared their Clemente experience with family and friends and how families were impacted:
 - ✓ “Cultural awareness and community-based fact.”
 - ✓ “Knowledge about the humanities in general.”
 - ✓ “Critical thinking - analyzing.”
 - ✓ “Mostly perseverance and a can-do attitude.”
 - ✓ “Looking for opportunity ‘outside the box’ and focus on self in a way they didn’t feel they had a right to.”
 - ✓ “Understanding how Blacks played such positive roles in America.”
 - ✓ “Encouraged them to take the course.”
 - ✓ “Teach them the understanding of knowing their culture.”
 - ✓ “Able to write letters for family members, share knowledge.”
 - ✓ “I encourage them to do more reading and writing. My youngest loves to write big stories. My oldest loves to read.”
 - ✓ I used everything I learned to help get myself into school and through school as well as help advise my family members on things like study habits.”
 - ✓ “Since the Clemente course I have continued on with my educational goals and have since obtained a bachelor’s degree which has helped me secure a higher position in my job and has given (us) more financial security.”
 - ✓ “To become a better scholar but most of all a Humanitarian. American History - cultural events that relate today. Philosophy - enhancing my family & friends to socially engage more in the community. Art History - the beauty of the arts. Take time to go to the museum. Literature- the love of Shakespeare.

Obstacles to Data Collection during the Longitudinal Evaluation Study:

The following section highlights the obstacles to data collection that were encountered during the longitudinal evaluation study, indicating why there were not a higher quantity of written alumni surveys returned, as well as possible reasons why it was difficult to reach Clemente alumni for interviews, 12-18 months after graduation or 3 years after graduation:

- Lack of updated contact information. Clemente alumni had moved and could not be located; addresses, cell phone, work phone and/or home phone numbers had changed.
- There were three known cases of domestic violence against Clemente graduates who after graduation had subsequently moved to a different unknown location.
- There were Clemente alumni who were unable to have an interview due to serious health conditions, or alumni who had children with serious health conditions.

- There were Clemente alumni who did not return phone calls from Academic Directors (or program coordinators) and/or did not respond to written surveys sent in the mail, even if a return postage paid envelope was included.
- At one Clemente site, the community partner agency changed, and it was not possible to obtain any follow-up information on Clemente alumni from the former agency partner.
- At another Clemente site, a program coordinator left on negative terms, and alumni written surveys were either discarded or had not been administered.
- Insufficient funding for the longitudinal evaluation study to continue to follow subsequent classes of Clemente alumni three or more years after graduation. (Clemente classes of 2009,2010, and 2011)

Case Study Interviews with Alumni Three or More Years Later: Synthesis of Significant Results

Individual case study interviews were conducted with 10 alumni three or more years after graduating from the Clemente course. All three sites were represented during the period of interviews from June 2010 to July 2011. Each interview lasted approximately 45-75 minutes, and included an eleven-part open-ended oral questionnaire identical to the instrument used at graduation and one year after graduation, covering the following topics:

- Educational goals, plans and aspirations
- Perceptions of the role of education
- Awareness and connection to the humanities
- Interaction with the community, both in the classroom and beyond
- General life goals and expectations
- Impact on self-confidence and self-esteem
- Changes made affecting the quality of life and family life
- Impact on role as a citizen
- Suggestions for improvement in the course; further comments

Profile of alumni interviewed 3 or more years after graduation:

- 50% of alumni were from the New Bedford Clemente
40% of alumni were from the Boston Clemente
10% of alumni were from the Holyoke Clemente.
- 80% female; 20% male
- Race/ethnicity: 40% African-American;
40% White;
10% Hispanic;
10% Haitian
- 40% unemployed
- 30% suffering from depression/mental illness
- 30% with serious health condition

- 20% with a child with a serious health condition
- 40% single parents

Significant alumni responses synthesized by category are summarized below with alumni quotations from the interviews, illustrating the impact of the experience of the year long Clemente course, three or more years after graduation. Overall trends and frequent similar responses to questions are grouped together under each category. Some responses may overlap or fit into more than one category. Individual case study interview record reports document detailed quoted alumni responses during this final phase- 3 or more years after graduating from Clemente. Responses from the previous case study interview reports from (12-18 months after graduation and at the time of graduation) are also taken into account and incorporated into the final analyses.

Educational goals and awareness about the role of education:

During the three year period of time (or longer) following graduation from the Clemente course, ten case study interviewees spoke about their accomplishments and future plans to further their education in pursuit of a wide variety of life goals. Alumni continued to express the ways in which they felt inspired by what they had learned in Clemente three or more years before, along with their continued desire to improve their lives and make an impact in their communities.

Following is a summary of the 10 case study graduates' educational accomplishments and short and long-term goals that were met, 3 or more years after graduating from the Clemente course. Interviews were conducted from June 2010 to July 2011.

Of the case study alumni interviewed, 90% had pursued their education during the three or more years after graduating from Clemente.

- 40% of alumni completed college courses at a four year college or university since their Clemente graduation:
 - One alumna graduated from Harvard Extension School in June, 2011 with a Bachelor's in Liberal Arts with a focus on Social Sciences.
 - One alumna is about to graduate from Northeastern University with a B.S. in Sociology; she is finishing up her last course. The year after graduating from Clemente, she took courses at Simmons College in Sociology and Africana Women's Studies and then transferred to Northeastern to complete her degree.
 - One alumna is registered for fall 2011 courses at UMass/Boston for a degree in Social Psychology (with a minor in Dance) after recently completing her Associate's degree at Bristol Community College (BCC) in Sociology and Psychology. She also went to Quincy College before transferring to UMass.
 - Two alumni completed college courses online, one at Strayer University in Criminal Justice and one at Northeastern University.

- 30% of alumni completed college courses at community colleges since Clemente:
 - One completed her Associates Degree in Psychology and Sociology
 - One is in her fourth semester, taking courses part-time in Nursing to complete her RN degree at Bristol Community College
 - One has taken one college course so far and plans to continue for her Associate's Degree in Early Childhood Education

- 40% of alumni took courses in Adult/Continuing Education or vocational schools:
 - One enrolled in classes at the Mass Horticultural Society one year after Clemente graduation, completed 60 hours of volunteer work and received her Master Gardner Certificate this past year.
 - Two alumni completed several courses in art and painting.
 - One completed a creative writing course.
 - One is studying for his Constable license and has taken a training to become a private detective.

Alumni who completed courses at colleges and universities three or more years after Clemente graduation:

- The 70% of alumni who had completed college courses chose majors in the following fields: Liberal Arts with a focus on Social Sciences; Psychology; Social Psychology; Nursing; Sociology; Early Childhood Education; Africana Women's Studies; Human Services; Criminal Justice; Dance; General Studies.
- Clemente alumni 3 or more years after Clemente enrolled in the following institutions of higher learning after graduating from Clemente: U/Mass Boston; Northeastern University; Harvard Extension School; Bristol Community College; Strayer University; Quincy College.
- Some alumni designated more than one major and some planned to finish their degrees at a community college first and then transfer to a four year institution. Others planned to complete coursework part-time online and then transfer to a 4 year institution.
- Clemente alumni 3 or more years after graduating from Clemente were pursuing the following career goals at the colleges/universities in which they had already completed coursework: Nurse (RN); organizational development consultant for non-profits and corporate world; educator/teacher; college professor; business owner; accountant; therapist/psychologist; social worker; community healthcare worker; lawyer; artist/dancer.

Alumni who completed coursework at vocational/technical schools and in centers for adult education 3 or more years after graduation from Clemente:

- 40% of alumni 3 or more years after graduating from Clemente had completed coursework in institutions of Adult/Continuing education , including the Mass Horticultural Society.
- 10% of alumni completed coursework at a regional vocational/technical school.
- Some alumni had enrolled simultaneously in college courses and in adult education courses during the 3 or more years following Clemente graduation.
- Clemente alumni who took adult education courses expressed their interest in taking college courses at a 2 or 4 year college/university in the future in the following majors: anthropology and art; horticulture; human services/counseling; journalism and creative writing; humanities.

Alumni who were unable to pursue their educational goals at this point in time three years after Clemente:

- Only one alumna 3 or more years after graduating from Clemente was unable to pursue any of her educational goals due to the following reasons: financial difficulty (unemployed) and serious personal health issues. She is still definitely interested in pursuing her educational goals at a future time; she would like to go to college and become a school counselor or work in the human service field to help others in her community, with a focus on teenage girls.

Clemente alumni three or more years after graduation from Clemente continued to comment on the ways in which their Clemente experience inspired them to progress even further with their education. All Clemente alumni interviewed expressed their desire to continue learning in the future, in one form or another, with a stronger belief in their own ability to work toward their future education and career goals. Many commented that the Clemente learning experience changed their awareness about education, and led to increased sense of self-respect, higher self-esteem, more self-confidence, self-discipline and an increased sense of structure and purpose in their lives. When looking back at the Clemente classroom community experience 3 or more years later, alumni again reaffirmed their belief in the importance of education in their lives, not only as a path to knowledge and increased self-awareness, but also as a way to better themselves and their communities. The following selection of quotations illustrates these points:

- ✓ “I’m graduating from Harvard Extension School tomorrow--Tomorrow is my graduation day! (May 6th, 2011). The Clemente program was very beneficial to me. It opened my eyes to look at different things from a different perspective. It was so open to any ideas, any thoughts. They pushed you to think and listen to other people’s thoughts and ideas, and it allowed me to express myself. Clemente was a good preparation for the Harvard Extension School....You get a taste of something good, and you don’t want to stop!” (Clemente alumna, class of 2007.)
- ✓ “I felt it was possible - to open a door of possibility for my going back to school. I thought this wasn’t possible before Clemente.” (Clemente alumna, Class of 2004 due to graduate from Northeastern University in September, 2011.)
- ✓ “Clemente did make me think differently about education. It helped me realize how important it is. It helped me prepare for community college, a stepping stone for me to build my confidence.” This alumna felt that because of Clemente, she had the courage to continue her

education and go to college to become a nurse. She is proud to report that she is in her 4th semester of college with a 3.98 GPA.

- ✓ “I think very highly about education now. The Clemente course provided me with the tools to put myself at the doors of colleges and universities. It also opened the windows of opportunity with college credits to fulfill my dream of an education in the future.”
- ✓ “My vision of education did change because my professors wanted me to go further. It had been a long while since I had been in school. My Clemente teachers helped me look at another field of study, instead of early childhood education (I had this job for many years), so I could be branching out into human resources or human services.”
- ✓ One alumna said that she realized the value of education even more after taking Clemente: “It’s crucial today. You have to have an education to get anywhere.”
- ✓ Alumni have frequently commented on how different the classroom experience is in Clemente, compared to their past educational history: “Clemente changed how I think about education. I’m still skeptical of most educational settings. However, because of the way the courses are taught through Clemente, I think I can see education in its ideal form.”
- ✓ Alumni parents with school-aged children during the Clemente course have often commented that their awareness about education changed, not only in terms of their own potential to pursue their education further, but also in terms of their expectations and hopes for their own children:

“Now I’m encouraging my kids to go forward with their education, which I didn’t have growing up. When I was young, I went into the military, which is all about having a skill. With my kids, they can get a skill later. I was not encouraged as a child. I am encouraging the humanities for my children. When growing up, we were poor, and I was not encouraged to get an education. I will encourage my children to do art, take instrument lessons, do theater.”

The importance of the humanities:

Information gathered from case study interviews with alumni, three or more years after completing the Clemente course, further revealed how the Clemente experience has led to a lasting change in their awareness and an ongoing sense of the importance of the humanities in their lives. Clemente alumni, even three or more years after graduation, are still consciously sharing the heightened awareness and increased knowledge gained in Clemente in multiple ways - with family members at home, in the workplace, and in their communities. The following representative quotes from alumni (3 or more years after graduating from Clemente) reveal how profound and long-lasting such a change in awareness can be, and that this kind of change can affect the choices that one makes in all aspects of life:

- ✓ “The Clemente classroom was educational in itself. It broke stereotypes. There were a lot of stereotypes of what we all perceived each other to be. It was really nice to have a mix of Hispanics, African-Americans, European Whites from different backgrounds, younger and older

women, and all women....We all struggled, and could all relate to each other, which made it great. We all learned from each other.”

- ✓ Alumni commented on how a change in awareness through Clemente continues to have an effect: “You see that there’s more going on in the world than before the course. It’s crucial to understand what’s happening and what you can do to help. Clemente opened your eyes more -- that you’re not the only one. I encourage my kids, telling them: ‘Just help one another. Don’t be selfish. Be giving. The more you think of others, the better.’ It helped both of my kids at school.”
- ✓ “Clemente has broadened my view of the world and it has made me more inquisitive.”
- ✓ “Now I take my girls to cultural events. I want them to be cultured. I take them to ‘Nuestras Raices’ (Our Roots) celebration in downtown Holyoke with African drumming ceremonies and costumes, etc. We celebrate MLK day downtown. I take my daughters to plays, musicals and the theater. It’s me educating my children to be tolerant, cultured. I’m teaching them history, culture and tolerance, and I let them have a voice.”
- ✓ Clemente alumni commented on how the course had inspired them to write - journals, novels, even their own autobiographies: “My Clemente English class gave me new insight into anything about myself. One day maybe I’ll have my autobiography. I have written here and there, step by step. Before I’d never thought about doing something like this. Yes, it’s a possibility. I can do this. It’s not impossible.. Once you start it, it will flow....I’ve been living for so many years. After what I’ve seen, maybe somebody can find some interest in my life stories.”
- ✓ “I really enjoyed the Clemente course books they provided us. They were mind-boggling and eye-opening. I took Clemente with me and there was always a connection between my Harvard courses and my Clemente readings. Like *The Women of Brewster Place* and *Little Women*. At Harvard I went back to what I learned in Clemente. I loved all my Clemente courses and used my books.”
- ✓ “I still have my Malcolm X Biography and remember how emotional I was when first reading it. My Clemente professor whetted my appetite for this field. Now I tweet about Black history and Facebook (too). I’m followed by Black history students and fans in the UK! “
- ✓ “I carry my Clemente English and Poetry book with me everywhere, and everywhere I go, I write. Poetry awakens something in my mind...I say this is my medication - healthy for your mind and healthy for the soul. This is my medication. I remember the poetry from Clemente and the quilting... Before Clemente I used to dislike poetry.”
- ✓ “Yes, I’m more aware of the humanities - I’m more into poetry. I read the poetry book given to us at the Clemente graduation regularly. I’m really into the arts now. I’m more aware of art in general - the artwork and sculptures in offices, stores, people’s houses. For example I was looking at “Starry, Starry Night” by Van Gogh in my doctor’s office yesterday. I remember it from my Clemente Art History textbook! I’m looking at art a lot now, everywhere in my life. I would never have noticed it (the Van Gogh painting) before Clemente.”

- ✓ “I still have my Clemente books from philosophy and political theory. I took philosophy and ethics at Northeastern because I wanted to know more since taking philosophy in Clemente. I used my Clemente books in class - like Dante’s Inferno, Hobbes’s Leviathan.”

Clemente alumni remembered how inspired they were and continued to be by field trips to art museums and the theater (often for the first time during the Clemente course):

- ✓ “The Roxbury African American Museum was a real eye-opener for me. That opened doors for me, for my life and the life of my family.”
- ✓ For one alum, the Clemente field trip to the MFA was his first time there. “I go whenever I can now. I look at a painting and say - why? I look at them differently now after Clemente art history. I see the details, the background I wasn’t aware of before...new details.”
- ✓ “I didn’t really think of the humanities before (Clemente). Like art history and philosophy... a lot of questioning is beneficial. I realize there is a side people aren’t presenting. I try to find that missing link now. Especially in history, the history of the U.S.”
- ✓ “Sometimes I feel like I’m at war with a million factions. One of the few places I can go to as a refuge in my being is to all the material we read in Clemente- to the sculptures, to the painters, to the literature, to all the memories of the Clemente classes and what I learned. They are more like weapons now, more like tools. It is not enough that the humanities create beauty or solace or truth. People seem to be dedicated to wiping them out. For me literature, art, art history, American history - all of them have become weapons for me. In that sense the humanities is different for me now. A lot hinges on the humanities. Humanities has to be more, especially in these times of callousness. I never would have expected that.”
- ✓ “I believe humanities call you to be a server. I believe in being a humanitarian; doing good deeds every day of my life is living the humanities. Giving away clothes, helping the elderly on busses...for those who get discriminated against and the mentally ill as well. We have to help them, love them, and respect them....I am inspired by the humanitarian works of others in history that I remember from Clemente.”

Effect of Clemente on self-esteem, self-confidence and achieving life goals:

Clemente alumni reported that the Clemente course continued to help them to build their self-confidence and self esteem by using the skills, knowledge, and awareness that they had acquired in the Clemente classroom three or more years earlier. They continued to challenge themselves to accomplish goals they had set for themselves, with an ongoing faith in their ability to improve their own lives and overcome past fears, anxieties and old voices of failure. Alumni expressed pride in the skills and knowledge base they had developed in the Clemente course which they continued to use as support and inspiration in pursuit of educational and life goals. Alumni also expressed a continued sense of accomplishment in their lives, linking their personal successes to the Clemente experience, as seen in the following representative quotes:

- ✓ “Yes, a change in awareness (since Clemente graduation)- awareness of who I’m around and who I socialize with. I have a whole new values system and approach to life. Doors have opened since Clemente and you either choose to walk through them or not. With Clemente I was so disbelieving that the rug was not going to be pulled out from under me. I was in utter disbelief that I would be comfortable and safe. They asked us to take a leap of faith at Clemente orientation...and it wasn’t a trick or a joke, no. It’s the first time I experienced that - with Clemente, and now with (this Certificate.) I’m not sure I would have been there to do it without Clemente. Now I continue to take steps of faith....continued growth and healing in my personal life.”
- ✓ “I’m working toward a lucrative career. I’m in school now because of Clemente. I know I can’t reach my goal now without having an education....Clemente helped me to have enough courage to get my education - something I was afraid of. I’m there at community college, doing it! My ultimate goal is to be an RN. I may go even further - management at the hospital. My goal is also to get my Master’s degree.” This alumna will be sponsored by the new company she works for at the hospital to obtain her degree in nursing.

Alumni spoke about how the Clemente experience and all the encouragement received from professors continues to inspire them to keep going in whatever challenge they are facing in life. In one alumna’s words:

- ✓ “Yes, Clemente made you realize that learning never stops, no matter how old you get. I’m still in pursuit. When it gets really tough and you want to quit, you see (the Clemente Academic Director’s) face. We see Mark’s face in our dreams...even in our dreams! You overcome it all. He wanted everybody to graduate, telling us, ‘Don’t worry, keep going... you can do it!’ You’ve got to have someone there pushing you. All the (Clemente) teachers encourage and they made it possible. No matter what, they are supporting. It was good to have someone egging you on, encouraging you - a good nudge! You don’t see teachers doing that at (the community college).”

When commenting on her Clemente learning experience, in the words of one alumna who is about to graduate from Northeastern University:

- ✓ “I definitely started journal writing in Clemente and feeling comfortable expressing myself in writing.... I was a blogger for Northeastern for a while and wrote for their College of Professional Studies (last year). Clemente definitely affected my writing abilities. I wrote every week. I participated in an online module for working adults and non-traditional students.”
- ✓ “I became a better thinker, a better decision-maker. You get a better assessment of life. That’s the key factor in your life that stays with you forever. In applying for University I was freaked out. So for my applications I used my writing skills that I learned in Clemente - an Intro, supporting paragraphs and a conclusion.”
- ✓ “One of my life goals is to write a children’s book, but I’m putting it off and I’m afraid I’m going to fail. I have great ideas and I need to put them all down on paper. I plan to work on that this summer-- while I’m in the garden, since I’m unemployed. Yes, this is my life goal - I would like to write it and publish it. If so many others did it, why can’t I? Clemente had me thinking about this more and more. In literature class we had to write stories, and Clemente

helped me with my writing skills and showed me how to use proper skills for writing and storytelling.”

- ✓ “I have the discipline to study and I have that from the Clemente course. I believe it helped me with my writing skills. I’m more calm and more relaxed. When I came here to Clemente I was so anxious....I keep trying until I get it perfect. I don’t feel like a failure no more. I keep trying. I don’t give up.”
- ✓ “I am much more empowered in my speaking and writing since Clemente. I am not as afraid to speak. Before Clemente I had more fear of speaking up. Now I talk without fear, without judgment. Clemente gave me the ability to talk to State Reps, to the CEO of Holyoke Health Center (about veteran’s issues).”
- ✓ “Clemente made college less scary. Instead of never starting, I started. I couldn’t have done it without the help of Clemente. It gave me the experience of a college classroom, gave me a base and a foundation of knowledge.” This alumna gave the example that knowing what a syllabus was in Clemente before taking college classes helped her to know what to expect from a course.
- ✓ “I moved. I’m in school. I have a higher paying job. I feel Clemente helped me move up in all sorts of ways.”
- ✓ “A lot of things you learn with Clemente classes you don’t know until you go through it and do it, with a kind of persistency. Now I have to be phenomenally persistent- being backed by something like Clemente. Having done it, I feel anchored and I do feel supported by this experience called Clemente.”
- ✓ One alumna commented that her Clemente experience helped her to build her belief in her own capabilities, and that she “linked confidence and knowing to Clemente. You might see something and think it’s not in your reach, but if you go for it and try, you never know what the outcome is going to be, unless you try....Clemente education expands your mind and you see the world from a different place. It’s different the way you see things - you educate yourself. There’s no turning back.”
- ✓ “My goal was to get that bachelor’s degree. In Clemente they were the door that opened up for me, and they helped me go for my degree. I have a Bachelor’s of Liberal Arts with a focus on the Social Science (from Harvard Extension)... I have wanted to get my education for so long. Clemente inspired me...I got my college degree! This was all part of my drive and my goal in Clemente, and I have achieved it.”

Improving quality of life and quality of family life:

The Clemente experience continued to have a positive and lasting effect on the quality of life of alumni three or more years after graduation. Clemente also continued to positively affect their ability to improve their own lives and the lives of their families, friends, and neighbors. Alumni spoke of how important it was since Clemente to try to have a positive influence on others, having themselves become

role models and mentors for their family members, neighbors and friends, since graduating from Clemente. Frequent examples of improvement cited included increased volunteering in children's schools; speaking out or advocating for family members in the school and healthcare systems, an increased ability to discuss and openly communicate with family members; and increased ability to stay informed about important issues; an increase in attendance at cultural events and museums with family and friends.

Alumni three years or more after graduating from Clemente took pride in the skills they had developed through the Clemente course, skills that they still put to use in their daily lives - not only at work, but also at home and in their communities. A majority of alumni commented that Clemente had increased their self-awareness and the awareness of their family members as a consequence, leading to ongoing self-improvement in many aspects of life, such as changing living situations or moving; leaving negative relationships; making new friendships; better and more open communication with children and other family members; improved self-expression and communication at work and at home. The following quotes illustrate some of the above mentioned points regarding the long-lasting impact of Clemente on family life:

- ✓ “Yes, Clemente has helped me and my kids. I feel like I didn’t get educated, and right now I need to be there for them.” This single mother began advocating for her children in the school system for the first time when she was taking the Clemente course four years ago, and she continues to do so. She commented that since Clemente, she speaks up about issues of concern in the schools and in her community, and that she learned in Clemente that: “I’m going to say something. I’m tired of keeping my mouth shut.”
- ✓ An alumna who just graduated from Harvard Extension commented: “My children - my daughter and my son - are both adults. I said to them, when I was taking Clemente, ‘OK, I’ll challenge you (to get a college degree)’ and I beat them! I did it; I beat them! That was a game that we challenged ourselves to, and they’re so proud of mom! They are inspired to go on and get more education. They both dropped out of college. Now my daughter is taking classes online. There are many possibilities for education.”
- ✓ “I have a new focus since Clemente - thinking that I matter enough to take care of myself. There has to be some kind of like-mindedness in family. My family has become Clemente. Clemente has redefined what family means. Clemente takes away the shame of neglect - of society’s neglect, of other people’s neglect. Family has been redefined. Now I attend church and volunteer in a homeless shelter. I encourage people to take Clemente. Clemente is like my alma mater now. Even though we are not seeing each other every week, Clemente is not less substantial, not less important.”
- ✓ “I give my younger sisters advice about school, going to college and summer camps. I know how to fill out applications....not being afraid to walk into an office and ask questions. I tell people about Clemente and my being in school (university) as a result of it. And advising people - I can tell people what to take and what could be tough.”
- ✓ “I encourage all of my family members to go to college. I can do it part-time and have a life and a family. It’s that important. I must get educated. I’ve made a lot of improvisations. My son is

10 and my daughter is 14. I keep hammering it into their heads how important it is to get an education, achieve their goals in life. Now they're at a charter school - an excellent education."

- ✓ "I believe I became like an educator to my child. Like writing papers - helping him. I went and bought books for him to build his vocabulary, accessing words I thought I never knew. I realized that knowledge is power. I believe if you put your mind and heart, you can win. I still influence. I don't give up. I tell all my friends and neighbors to get their GED and go to Clemente."
- ✓ One Clemente alumna commented that she repeatedly tells her grandchildren: "It doesn't matter what your age is, you can always pursue an education. Don't let them stop you. Nothing, no one can get in your way. Make sure and finish your education! My granddaughter is in 8th grade, and this is my legacy for my grandchildren, thanks to Clemente!"

Role as a citizen and interaction with the community:

Alumni reaffirmed how the Clemente course helped to make them more aware of the importance of their role as citizens in a democracy. Three or more years after graduating from Clemente, they continued to believe that by increasing their knowledge of history, philosophy, art history, and the American political system through the Clemente course, they were better able to understand how society functions, as well as how to become more informed citizens who make an impact by taking responsibility for what is going on around them. Alumni commented on how they have continued to speak up and speak out about issues of importance and of concern to them and their families and communities; they credit their increased confidence and ability to help bring about positive changes to the Clemente course. Alumni also spoke about the effect of the Clemente classroom community and the Clemente learning experience on their awareness about the true meaning of community. Here are some examples that were given by alumni three or more years after graduation who believed that their Clemente experience had a significant lasting impact on their ability and desire to participate in their local communities as active citizens:

- ✓ "The Academic Director opened my eyes. Because of (him) I read the U.S. Constitution. It was so impactful. I wanted to understand and see what those laws are, understand them. Now when I go to vote I make sure I read, I watch, I listen, I understand the issues. Now I have a much clearer understanding of how the world is shaped, and how other countries impact the USA. It was not only reading the Constitution but because of all of my Clemente courses.... In Clemente they made you so aware, you just don't take things for granted anymore."

Alumni commented on how Clemente helped them become more aware of the issues surrounding the elections, and several alumni commented that they started voting after Clemente.

- ✓ "Clemente helped me make decisions. The teachers broke it down so we could understand the Congressmen and the system. I do vote now. That's part of what Clemente means for us."

- ✓ “I vote now. I didn’t want to at all before Clemente. I didn’t feel part of the system. Reading *A People’s History* made me feel that I can make it work for me. I’m a volunteer for an art group for youth - *Cinder Block Hustle* - and AmeriCorps’s *Conflict Resolution For Kids*.”
- ✓ “As a citizen, Clemente changed me. I realized that everyone should be treated equally and fairly... not for political gain. In the Clemente course you study history and politics, and we used to argue...but we compromised, and that’s beautiful. I don’t get involved in arguments on the street now. You present yourself the best that you can, because when you speak, people can see who you are, even if you have a strong accent. I’m definitely a better citizen.”

One alumna began advocating for female veterans after Clemente and filed a disability claim with the federal government:

- ✓ “I have made a claim for disability, and a lot of healing has gone on for me during the past 3 years. I am a voice for that and a voice for other women. There needs to be safety for women in the military, and I’m advocating for that...” She also spoke about the recent threat to close the State-funded outpatient department of the Soldier’s Home, and that she decided to talk to the Director of the organization and the CEO at the Holyoke Health Center about the fact that there was no other facility for handicapped veterans in the area. “I advocated for vets and asked them, how can they close outpatient services when there are no other services available? They ended up keeping it open.”
- ✓ “One of the Clemente courses introduced me to the world of art. I said, ‘wow this is my community,’ and I became so impacted I wanted to share it with everyone. I wanted to take my family to museums. Like the Roxbury Community Afro-American Museum and the MFA -- a totally different world that opened up to me and my family as a result. My relatives are coming up from Baltimore this month, and I plan to take them there. “
- ✓ “Clemente gave me a community. One of my peak experiences was giving the graduation speech. I recognized I wasn’t alone. I now have a thing like a really strong thread connected in the heart - I was astonished. I realized this was my tribe; these were my people. Clemente is my community. I have kept in touch with Clemente and go to graduation every year and feel the connection, seeing new members of the tribe at Clemente graduation. Once you’ve done something like Clemente, something happens. The intimacy of communication is there...The things the Clemente community gives you are things that nobody can take away. It’s not just this finite period of time. It’s much bigger than classes and papers... I’m part of this larger thing that is the Clemente community. It’s a permanent state. And all those intangible things made it possible for me to do it.”
- ✓ “I always was a good citizen. Because of the awful things that have happened to me to challenge my very existence, I had to make choices. But, the bottom line now (after taking Clemente) is not what is being done to you; it’s what you’re going to do about it. I have to keep redefining what it means to be a citizen....I’m in a country where I can prize my citizenship highly, not like people in Darfur. I have the gift of my citizenship in the best way possible, like a tool to give me substance and existence. It builds on itself.” This alumna now belongs to a neighborhood group that she is active with, largely made up of Cape Verdeans. She commented, “It’s only

now that it makes more sense to me when I think of my definition of citizenship (and family). And everyone from my neighborhood group was there at graduation when I spoke.”

- ✓ “Yes, Clemente helped me out, so I’m more active in my community. I like to give back to the community. I’ve worked at food pantries with (organizing) the donations of canned goods. It is important to give back. I have to do it.” This alumna also volunteers more now in her children’s schools since graduating from Clemente. When speaking about how the Clemente experience made a difference in her life, she responded: “I’m more apt to be out there, to seek different things, to contribute, to participate.”
- ✓ “Yes, I’ve been more active in my church group, since I graduated from Clemente, especially last year. Today I am going to cook dinner for the elders coming from Springfield.”
- ✓ “I’m very involved in the Boston Ward 15 Democratic Committee in my neighborhood. I also volunteered for the Mayoral campaign. I’m interested in conflict resolution - people need it. I’ve told people about Clemente. I learned about it in the Bay State Banner. I encourage people; tell them about the things I’ve learned in Clemente. I spoke at graduation. You don’t forget them - the bigger Clemente community.”

Alumni comments and suggestions for improvements in the Course:

Three or more years after taking the Clemente course, alumni expressed a strong desire to maintain the connection to the Clemente community and to network with their professors and alumni. Alumni continued to express enthusiastic appreciation for their Clemente professors and all their courses, and many commented on how they were still affected by the passion and deep commitment of their professors and of the supportive learning environment of Clemente as an experience they would not forget. Alumni appreciated being contacted personally every year to rejoin their classmates and professors at the Clemente graduation ceremonies. Some also hoped to strengthen their bond with Clemente by connecting more frequently in different ways, such as returning to the classroom at orientation, as mentors during the year, by creating more alum networks, or by connecting more through social networking sites and the internet. Here are some comments and suggestions from Alumni looking back at Clemente and reflecting on how the experience had affected them over the past three years (or more):

- ✓ “Having that supportive environment in Clemente has to go a long way. Somebody cares about us. Clemente cared about us enough that they created a program for us to help people that would normally not go to college. They gave hope to those who felt there wasn’t any hope. That’s what impressed me the most about Clemente.”
- ✓ “Keep on doing what they are doing and be there for the students -- where they are. I wouldn’t change what they’re doing. They do more than any other teachers do. I wouldn’t have made it through the year without them. There was no excuse not to ask for help. No matter how much of a struggle you had... they never gave up on the class. No, I wouldn’t change anything they are doing at all. They’re there for you more than anybody.”
- ✓ “I think the program is excellent. If one person furthers their education, it’s a success.”

- ✓ “The male teachers really helped bring awareness to women in Clemente. That’s what really helped me. They’re not like the military role models I’m used to. They give you everything: transportation, childcare, glasses. I can’t see - they gave us glasses. Clemente took away all obstacles to poor people getting to school. Some of the women took it in the daytime since their husbands wouldn’t let them otherwise. (This alumna mentioned some cases of domestic violence in her class.) A great awareness of the obstacles to taking college courses and such an opportunity for everyone.”
- ✓ “It doesn’t matter that we only had seven graduates. It’s about the next generation showing their children, ‘you can do it.’ Moms are showing their kids the importance of education. Clemente has helped graduates and all their children as well. All the teenage moms could also see Clemente women going to college as role models. There are so many underlying things that nobody would even think of - that Clemente impacts in all of us.”
- ✓ “The comment that I will make is that the Clemente course is a good thing in and of itself. All people will feel the benefits when exposed to the course... as when I experience the depth of art when I go to museums. I’m certain that everyone will experience it too. I was very, very glad to have Clemente. Everything was really up to my expectations.”
- ✓ “That’s where the humanities in Clemente came in. It makes you human. In the military they don’t want to see you as human, so you can kill....That’s why taking this course was so important to me. It makes you think that you are part of a much bigger world than yourself that we are all one, even though we are all different. And we’re all in it together, and that’s what I’m teaching my girls, (which) is really hard to teach in today’s culture.”
- ✓ “I don’t think anything should be changed. I liked Clemente a lot. It was really good for me. It’s been great for my life!”
- ✓ “My Clemente experience was just awesome! Awesome, awesome instructors! They bent over backwards to help you; get you to that next point. No improvements suggested. Clemente was a very, very positive experience for me.”

Alums desiring to reconnect more often commented:

- ✓ “The only improvement would be if there could be more of Clemente. There could be a reason to be in each other’s company, like alumni where you have a gathering. If there could be a connection electronically like a website. It’s not a bad idea to have reunions of some kind. An opportunity to meet new people, old people in Clemente. Even the possibility of meeting Earl Shorris...”
- ✓ “I always wish we could get together with the Clemente teachers. It wouldn’t have worked without them. I wonder how they’re doing... They really cared.”
- ✓ “Clemente was the perfect blend of 5 subjects. I don’t know what Clemente is doing now or how it has changed. I missed the reunion. I hope to see my Clemente classmates in the future. I

see a few people here and there. I saw some on TV on BNN about Haiti. I looked up Clemente on Facebook. I really like the Clemente Facebook! It's great to be connected, good to know about group events."

- ✓ "The Clemente course was excellent! The teachers were so helpful. The whole experience went by too quick. We need a part two! Clemente should have been longer or should have a second part. I don't think it can be improved upon. Yes, it went by too fast."
- ✓ One alum commented that it was difficult to keep in touch with her Clemente classmates and professors, but that she would like to continue the Clemente experience in a different way: "Maybe set up another program for graduates - more humanities on another level."
- ✓ "I wish I could come back. All the staff did an excellent job. Every professor was with us. They respected us. I believe they love us. I think Clemente provides the tools for everybody that graduates...to begin a journey to an education and a career in the future, where every little step counts along the way. I still feel optimistic, even though life is hard. You've got to keep going. I remember how inspired I was by Clemente...and when I look back, how much we accomplished. It gave me the inspiration to go on. I want to come back and wish it could be so!"

Recommendations based on the voices of Clemente graduates and alumni:

The following recommendations are based on comments and suggestions made by graduates and alumni that appeared repeatedly in the data collected over 4 years of the longitudinal evaluation. In these difficult times where budgets are tight, funding sources to implement these ideas understandably may be difficult to find. However, these suggestions are worth thinking about for improving the positive long-term outcomes of the Clemente course as well as for strengthening the Clemente community. In some cases, these ideas and suggestions (originating from the voices of Clemente graduates and alumni themselves) may already be taking place. Here are the highlights:

- Hold regular annual alumni reunions to bring the Clemente community together more often. (This could include a regional reunion of all sites in Massachusetts and the region.)
- Hold reunions that center around a cultural event or a visit to the theater or museum, such as "Shakespeare in the Park," held one summer for Clemente graduates in Holyoke. Include Clemente alumni in regular Clemente field trips during the year.
- Create a mentor program for Clemente alumni who would like to return and "give back" to the Clemente program by helping current students make it through the yearlong course.
- To improve retention, review the initial screening process so that incoming students are even more aware of the rigorous nature of the coursework and the commitment needed.
- Include Clemente alumni as part of the fall orientation so that the new students can hear their voices and make contact with Clemente alumni who have completed the course.

- Employ Clemente graduates as tutors and coaches (paid and/or as volunteers).
- Provide a session at the end of the Clemente course devoted to post-Clemente plans and preparation for their future education after graduation.
- Hold annual college fairs and career fairs to help Clemente graduates and alumni network and begin to navigate the systems of higher education (including counselors/advisors for financial aid/FAFSA, scholarship opportunities, career development workshops, etc.)
- Set up workshops or mini-courses for Clemente alumni, such as the Women Writers' Workshop that occurred one summer in Dorchester. Participants included recent Clemente graduates, Clemente alumni, Clemente staff members, and community members.(Run by Tufts writing professor).
- Contact Clemente graduates 6 months after graduation to see how everything is going. Personal contact from academic directors and professors would be ideal. (One alumna said that this one follow-up phone call helped her to overcome her doubts at that time, leading her to enroll at college. She is now about to graduate from a 4-year university.)
- Inform all alumni about the Clemente national website and the local Clemente websites, along with Facebook pages and other social networking sites for Clemente locally and nationwide. Many alumni did not know about these resources.
- Continue to develop social networking among Clemente students and alumni, electronically and through reunions. Alumni expressed interest in finding out about and connecting with other Clemente programs and alumni, both nationwide and internationally.

Final Conclusion:

In the final phase of the Clemente Longitudinal Evaluation Study (Part Three), analysis of the data collected over the past year from Clemente alumni (three or more years after graduation) shows the positive outcomes of the Clemente course and further reveals its significant, long-lasting impact on graduates and alumni. Data collected continues to show how Clemente opened many doors of possibilities for Clemente graduates and alumni. In Part Three of the Final Report, quantitative and qualitative data were obtained from a selection of Clemente alumni over the past year (June 2010-July 2011) and compared to data collected in previous years. Over the past year, a total of 15 written surveys were returned and analyzed, and 10 case study alumni were interviewed for approximately one hour. These alumni represented the Clemente classes of 2007, 2008, and alumni from other previous classes from all three sites (Boston, New Bedford, and Holyoke). Data were also collected on an ongoing basis from alumni from different Clemente classes, 12-18 months after completing the Clemente course for part two of the Final Report.

Comparative results of data collected (including approximately 400 pages of interview responses) were used along with written survey data to compile the Final Summary Reports (Parts One, Two and Three.) The same data collection instruments were used in all three phases of the evaluation: an eleven open-ended question interview survey; a written pre-course and post-course survey for graduates of the

course; and a written survey for alumni. A total of 85 case study interviews were conducted over a 4 year period (2007 to 2011) for the three phases of the longitudinal evaluation study. Individual case study record reports were prepared for each interview, based on personal responses given by graduates and alumni at different time periods during the longitudinal evaluation study. A total of 183 written surveys were collected from graduates and alumni: 129 surveys from graduates at the time of graduation (from eleven Clemente courses); 39 surveys from alumni 12-18 months after graduation; 15 surveys from alumni 3 or more years after graduation.

The 85 case study interview record reports document exact quotes by graduates and alumni, along with summaries of significant responses from the interviews by category, according to the case study interview instrument questions and outcome measurements originally established for the evaluation study. The same case study interview instrument was used for interviews conducted at graduation and thereafter. Case study interviews were held with graduates and alumni from the following classes:

- 48 graduates from eleven Clemente courses over 4 years from the Clemente classes of '07, '08, '09, and '10 were interviewed at the time of graduation, from all three sites.
- 27 alumni were interviewed 12-18 months after graduation from all 3 sites over 3 years.
- 10 alumni were interviewed three or more years after graduation from all 3 sites during the past year (June 2010-July 2011).

Results from the data collected over time clearly show that the lives of Clemente alumni and their families have been and continue to be positively influenced in multiple ways by the Clemente course, and that the stated goals of Clemente course were achieved by the majority of alumni surveyed at graduation, 12-18 months after graduating from Clemente, as well as 3 or more years after graduation. Clemente proves to be an ongoing life-altering experience for many graduates and alumni, and when alumni looked back at the Clemente experience (one year later and three or more years later), a majority felt just as passionately about how the Clemente experience affected them as when they graduated.

Data indicates that a majority of graduates and alumni experienced positive changes in every area initially identified in 2006 for goal and outcome measurements for the Longitudinal Evaluation study. The Clemente Course continued to positively affect a majority of students' self-esteem and self-confidence 3 or more years after graduation from the yearlong Clemente course. It continued to help alumni foster their connection to the humanities, their self-knowledge, and their belief in their own potential to participate as citizens in a democratic society. A majority of Clemente alumni successfully pursued their own educational and life goals three or more years after completion of the Clemente course: 70% of alumni interviewed had completed college courses at community colleges or a four year colleges or universities. All alumni expressed their intention to continue to pursue their education and other life goals in the future. After taking the Clemente course, alumni have reported how their Clemente experience has helped them to make positive and constructive choices, in order to live their lives differently. A majority of alumni gave examples of how they had continued to improve their own lives and the quality of life for their families, friends and communities, three or more years after graduation from Clemente.

The effects of the Clemente course continue to be felt by the alumni who have shared their personal stories for this longitudinal evaluation study. Positive outcomes of the course can be demonstrated for

those who graduate from the course, for alumni 12-18 months after graduating from Clemente and for alumni three or more years after graduation. There is no doubt that the Clemente course has a transformational effect on the majority of alumni who are able to successfully complete the yearlong course and graduate. Countless lives have been changed by Clemente as the data has indicated - as the course begins , at the time of graduation, 12-18 months after they have graduated and three or more years after graduation from the Clemente course.

In his book *Riches For the Poor*, Earl Shorris, original founder of the Clemente course, refers to the question of what happens to Clemente graduates after they graduate, and if Clemente alumni could “sustain the advantage they had gained” by completing the course. (Shorris, p. 217-218) He asks about what happens to Clemente alumni after the yearlong Clemente experience is over: “Would they become a part of the public world? Citizens? Would they exercise their legitimate power? Would they continue to live reflectively rather than reactively? The answer to these questions, based on the data collected from this longitudinal evaluation study, would be a definitive “Yes.”

Final note:

All Clemente Longitudinal Evaluation Reports from 2007-2011, including 85 case study record reports were written and prepared by:

Christina Rosi, MPA
 Clemente Program Evaluator
 C.M. Rosi Consulting
 e-mail: christina.rosi@princeton-ma.us
c_rosi@mwcc.mass.edu

*Written Surveys were administered by Clemente Academic Directors and/or program coordinators of Clemente partner agencies from 2006-2011.

*Data entry of written survey responses for Clemente database was conducted at Mass Humanities (MFH).

*85 Individual Case Study record reports (approximately 400 pages in total) prepared by Christina Rosi are available at MFH, along with the four End of Year Reports on 11 Clemente courses at graduation time and the Final Summary Reports of the Longitudinal Evaluation Study (parts one, two, and three.)

RETENTION AND CREDITS AT DORCHESTER AND NEW BEDFORD, 2006-2011

YEAR	Dorchester			New Bedford		
2011	24 (21)	15	14	27 (19)	11	10
2010	27 (26)	24	20	26 (18)	9	8
2009	25 (23)	14	13	25 (17)	8	6
2008	27 (26)	18	14	22 (19)	11	8
2007	29 (21)	20	18	28 (20)	12	10
2006	No program			24 (19)	7	7
	Enrolled	Completed	Rec'd credits	Enrolled	Completed	Rec'd credits