

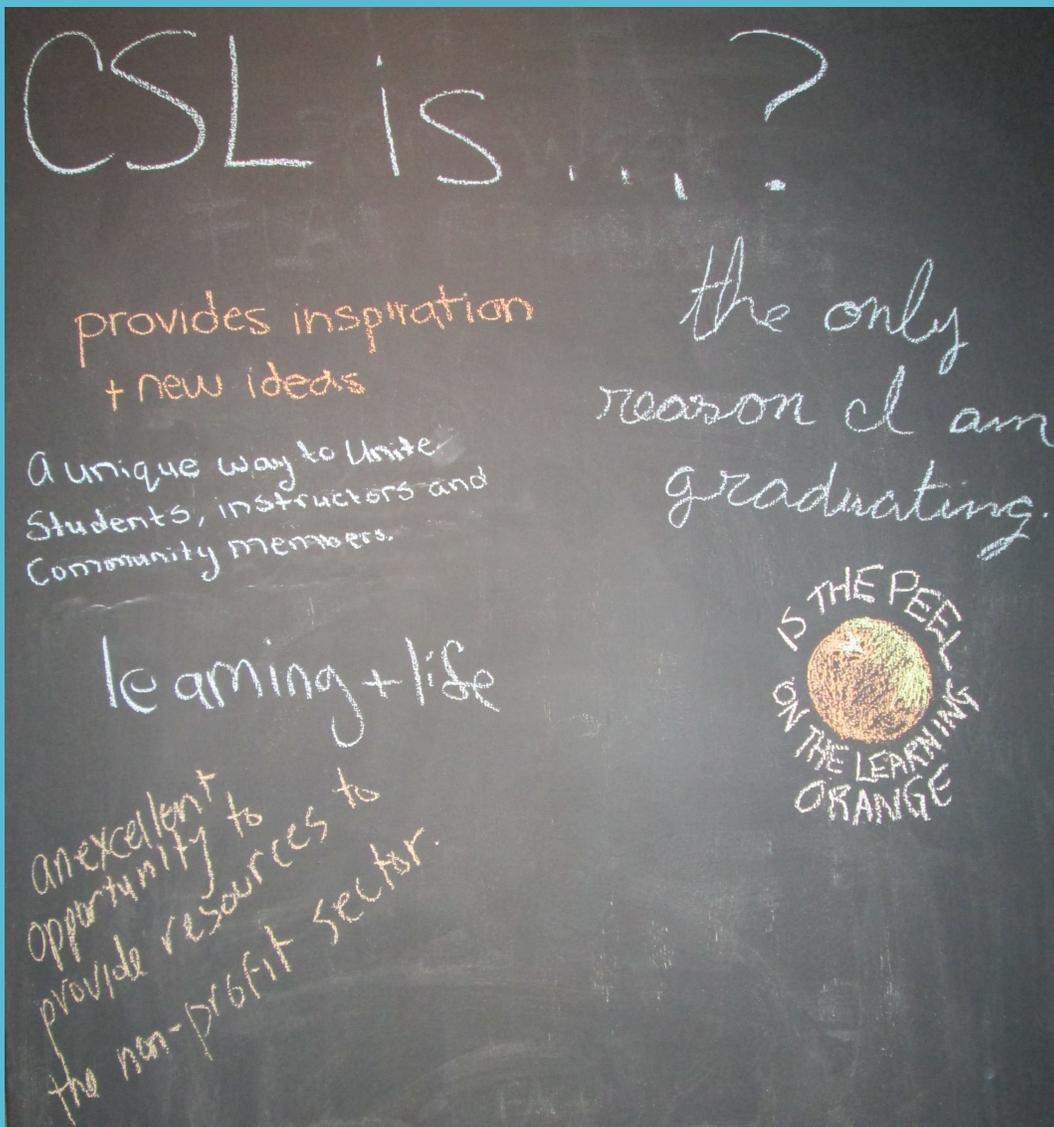


UNIVERSITY OF ALBERTA  
FACULTY OF ARTS



# COMMUNITY SERVICE-LEARNING (CSL) 2012-2013 EVALUATION REPORT

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## Table of Contents

Introduction.....	3
Methodology.....	4
Statistics at a Glance.....	5
Profile of Respondents.....	6
Quantitative Questions: Findings and Analysis.....	7
Open Ended Questions: Findings and Analysis.....	15
Conclusion.....	21

## Introduction

The 2012/2013 academic year marks the eighth annual Community Service-Learning (CSL) Evaluation Report. The evaluation program assists the University of Alberta CSL program with learning more about the program's strengths and areas of improvement. The following pages outline our findings and analysis in key areas such as overall satisfaction with the program, areas of learning, benefits of the CSL program for those involved, and barriers for participation in CSL.

To see previous evaluation reports or to learn more about the CSL program at the University of Alberta, please visit our website at [www.csl.ualberta.ca](http://www.csl.ualberta.ca).

### **Note on Statistical Significance:**

*In this study, we look at how the averages from survey questions this year compare to averages from last year for the same questions. In order to calculate whether the difference represents a systemic increase or decrease in satisfaction rates or whether it was simply a fluctuation in a few answers, we calculate the statistical significance. A statistical significance calculation looks at whether a difference between two statistics is reliable or whether it may have occurred by chance. As you will see in this study, sometimes a small change in satisfaction rates in one group will be considered statistically significant while a larger percentage change in a different group will not be considered statistically significant. This is because the different groups (eg. students, instructors, and community partners) have vastly different sample sizes. For instance, the number of student respondents was over 600/year while the number of instructor respondents was between 40 and 50/year. Therefore a 10% increase in satisfaction rate for students meant that over 60 surveys increased in satisfaction rate while a 10% fluctuation in instructor survey results would only be due to 4-5 respondents. As you will see in this report, more fluctuations in student satisfaction numbers were found to be statistically significant because there were more respondents in this category. It is also important to note that while the CSL program has calculated statistical significance, we have noted all of the fluctuations in satisfaction rates (both increases and decreases). We will be working hard in the coming year towards higher satisfaction rates across the board.*

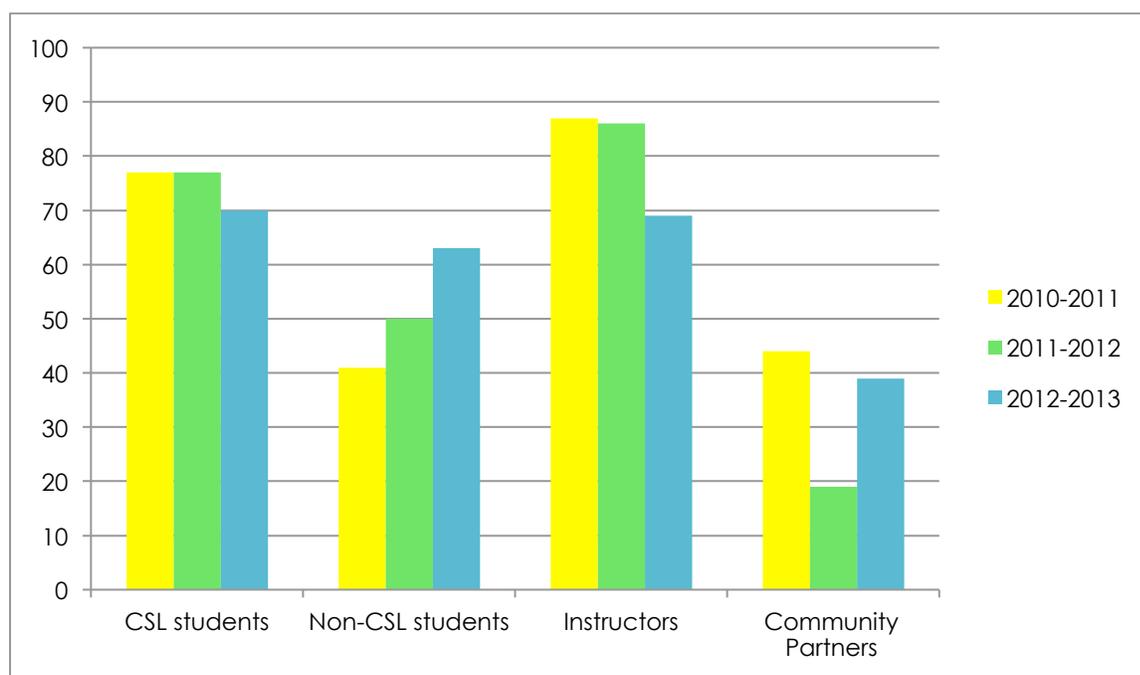
## Methodology

Surveys were distributed at the end of the term to CSL students, non-CSL students<sup>1</sup>, instructors, and community partners. Students and instructors filled out their evaluations during class time at the end of term. During the fall term, community partner surveys were emailed as an attachment. As a result of their feedback, the survey was made available to community partners online (using Fluid Surveys tool) in the winter term.

Quantitative results were entered into the SPSS statistical program and frequencies were run. The quantitative results were also compared to those from last year and the statistical significance between the two sets of results was calculated. Qualitative results were coded for themes.

The following are the response rates for the surveys that were distributed:

Figure 1



The response rate for the CSL students and instructors decreased slightly this year. This is due in part to some participants choosing to not fill out the survey and in part from absences in class at the end of the term. There was a marked increase in community partners response rate. This is likely due to the convenience of the online survey format for the Winter 2013 term.

<sup>1</sup> Non-CSL students are students who choose not to participate in the CSL component of a course where CSL is optional.

## Statistics at a Glance:

# EVALUATION 2012-2013

### CSL STUDENTS

- 940 registered in CSL component of course
- 76% have volunteered outside of CSL
- 78% in a CSL course for the first time

Gender:  
Female: 71%, Male: 27%

Age:  
72% 22 years or younger

Mean years of post-secondary:  
3.7 years

Working towards CSL certificate:  
16%

Learned a lot overall: 84%

Would recommend CSL to peers: 81%

Developed transferable skills: 72%

Course work & instruction enhanced understanding of community: 75%

### NON-CSL STUDENTS

- 525 registered in CSL courses
- 63% have volunteered outside of CSL
- 84% in a CSL course for the first time

Gender:  
Female: 66%, Male: 34%

Age:  
75% 22 years or younger

Mean years of post-secondary:  
3.6 years

Working towards a CSL certificate:  
2%

Had a good impression of CSL: 60%

Would consider participating in CSL in the future: 63%

Being in a CSL class made student more aware of knowledge generated by the community: 56%

### INSTRUCTORS + COURSES

- 50 different instructors
- 64 courses

Gender:  
Female: 65%, Male: 33%

Mean years of teaching:  
9.5 years

Taught CSL for the first time:  
28%

CSL students learned a lot overall: 95%

Would recommend CSL to peers: 90%

CSL enhanced students' ability to apply course material: 82%

Good fit between CSL placement and course: 90%

### COMMUNITY PARTNERS

- 164 community partners
- 55% involved in CSL for the first time

Gender:  
Female: 78%, Male: 20%

Mean number of students mentored:  
4 students

Students completed their CSL projects:  
84% said "Yes"

Students learned a lot overall: 92%

Would recommend CSL to peers: 91%

Deepened university relations: 89%

CSL made students more aware of knowledge generated by community organizations: 89%

## Profile of Respondents

Below is a comparison of the profile of the respondents over the past three years. Because the response rate from community partners is below 50%, their profile characteristics have not been included:

Table 1

### CSL Students

Category	2010/2011	2011/2012	2012/2013
<b>Average age</b>	21 years	22 years	22 years
<b>Average years of post-secondary</b>	4 years	4 years	3.7 years
<b>Gender</b>	78% female 21% male	76% female 22% male	71% female 27% male
<b>Number of CSL participants</b>	459	799	940

Table 2

### Instructors

Category	2010/2011	2011/2012	2012/2013
<b>Number of different Instructors</b>	34	44	50
<b>Number of new Instructors</b>	9	15	18
<b>Number of CSL courses</b>	55	63	64
<b>Courses where CSL is mandatory</b>	10	26	28

Table 3

### Community Partners

Category	2010/2011	2011/2012	2012/2013
<b>Number of Community Partners</b>	102	102	164

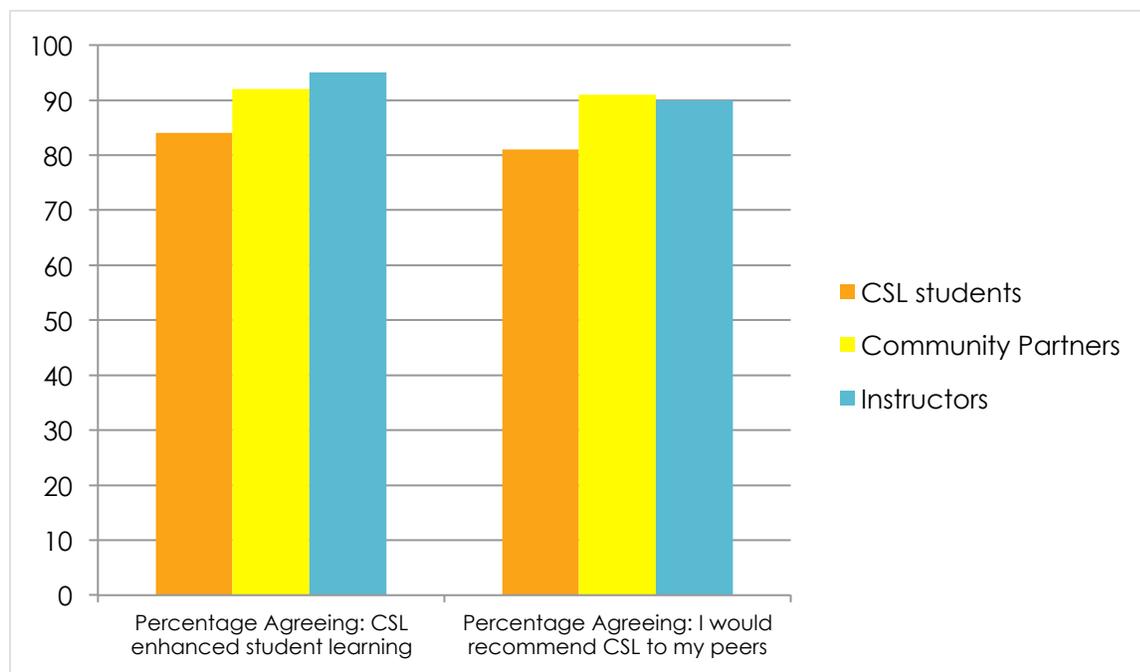
## Quantitative Questions: Findings and Analysis

Presentation of results from the surveys have been divided into five categories: (1) satisfaction rate for CSL as a pedagogical process, (2) areas of contextual learning, (3) the CSL program structure, (4) connections between course learning and placement learning, and (5) benefits to participating in CSL. For the first four categories, similar questions have been asked of the different respondents in order to compare results across groups. In the final section, the questions about benefits vary according to the respondent group that was surveyed. The results were compared to the results from the 2011-2012 school year. Differences in results were analyzed for statistical significance. The results with an asterisk denote a statistically significant difference between the results from this year and the previous year.

### Category 1: Satisfaction rate for CSL as a pedagogical process

This group of questions measures respondents' overall satisfactions with CSL as a pedagogical tool.

Table 4



### Analysis:

There is a generally high satisfaction rate with CSL as a pedagogical process and a high rate of participants stating that they would recommend CSL to their peers. Consistent with last year, there is a slightly lower level of satisfaction among students than community partners and instructors. The latter two groups may be more primed to think about how CSL enhances student learning because they are involved in designing the

course. The students, on the other hand, may find it difficult to assess their learning at the time. The CSL program is currently engaged in follow up studies with past students to find out more about long-term outcomes from their CSL placement. Another factor to consider is that students are coming from a variety of backgrounds. As some of the qualitative comments indicate, a student who has worked extensively in the non-profit sector may not feel like they have had as many new learning experiences as someone who is experiencing the non-profit sector for the first time.

## Category 2: Areas of contextual learning

This group of questions measures how a student has developed their skills and knowledge in relation to their CSL experiences in the community.

Table 5

		CSL Students	Non-CSL Students	Instructors	Community Partners
CSL helped students understand how to contribute to social change.	<b>2012/2013</b>	<b>75%*</b>	<b>43%*</b>	<b>83%</b>	<b>94%</b>
	2011/2012	70%	39%	90%	89%
CSL helped students to develop skills.	<b>2012/2013</b>	<b>72%*</b>	N/A	<b>90%</b>	<b>92%</b>
	2011/2012	66%	N/A	88%	89%
CSL helped students understand some of the complexities of social issues.	<b>2012/2013</b>	<b>77%*</b>	<b>46%</b>	<b>85%</b>	<b>92%</b>
	2011/2012	71%	36%	94%	78%
Involvement in CSL made students more aware of the knowledge generated by both community organizations and universities.	<b>2012/2013</b>	<b>79%*</b>	<b>56%*</b>	<b>90%</b>	<b>89%</b>
	2011/2012	74%	50%	82%	83%

*\*The difference in the result between the two years is statistically significant.*

### Analysis:

The results in Table 5 show that there is a statistically significant increase in student satisfaction in all areas of contextual learning. There was also an increase, particularly during the winter term, of courses where CSL was mandatory. In these classes, the instructors may be more able to devote time to working with students to make

connections between their CSL experience and the course material. This may lead to students feeling that there is a higher level of contextual learning.

It is also interesting that there is an increase in reported contextual learning for non-CSL students as well. While these students are not participating in CSL, more students are reporting that they are benefitting from having a CSL component in their course. This statistically significant increase has occurred while there was an overall decrease in non-CSL students. Last year there were 763 non-CSL students registered in CSL courses while this year there were only 525. In addition, there are more non-CSL students in smaller, non-lecture classes. This classroom environment may allow for a deeper discussion of CSL that benefits these students as well. It may be useful to analyze these areas by class size for non-CSL students to see if there is correlation between class size and contextual learning.

While not statistically significant, it is also important to note that there was a general increase in instructors' and community partners' perception that contextual learning was taking place.

### Category 3: The CSL program structure

These questions evaluate respondents' perceptions about how well the CSL program is set up.

Table 6

		CSL Students	Non-CSL Students	Instructors	Community Partners
<b>Overall, there was a good fit between the placement and the course.</b>	<b>2012/2013</b>	<b>76%*</b>	N/A	<b>90%</b>	<b>N/A</b>
	2011/2012	71%	N/A	90%	100%
<b>There was adequate communication between the student, the instructor, and the community partner to facilitate a meaningful CSL experience.</b>	<b>2012/2013</b>	<b>68%</b>	N/A	<b>60%</b>	<b>81%</b>
	2011/2012	66%	N/A	73%	78%
<b>CSL staff provided assistance and support in integrating CSL into my work.</b>	<b>2012/2013</b>	N/A	N/A	<b>90%</b>	<b>80%</b>
	2011/2012	N/A	N/A	94%	94%

<b>I knew enough about the aims of CSL.</b>	<b>2012/2013</b>	<b>68%*</b>	<b>69%*</b>	<b>93%</b>	<b>81%</b>
	2011/2012	42%	56%	82%	72%

*\*The difference in the result between the two years is statistically significant.*

### **Analysis:**

There is a statistically significant increase in students feeling that there is a good fit between their CSL placement and the course. This may be due to the fact that there are now two Partnership Coordinators at the CSL program, resulting in greater capacity to help instructors and community partners make the connections between the course and the placement. In turn, the instructors and community partners may be better positioned to then help students make the connection between the course and the placement.

There is also a statistically significant increase in students (and a non-statistically significant increase in community partners and instructors) reporting that they knew enough about the aims of CSL before choosing whether or not to participate in the program. There are a number of reasons that may account for this increase. There could be more repeat students, instructors, and community partners who are familiar with the aims of CSL. There is also the possibility that awareness about CSL has increased throughout campus. The program has increased its social medial presence and has continued to increase its presence at campus events. Despite these increases, the CSL program plans to continue to work on communicating the aims of the program to students so that they all feel like they have adequate information before deciding whether or not to participate in the program.

The CSL program also plans to focus on increasing satisfaction with communication. Although there were no statistically significant decreases in whether participants believed there was adequate communication, the level is lower than desired. One possible factor is that there were several new instructors and community partners this year, which meant that more information had to be communicated. There was also significant turnover in staff in the CSL program this year, particularly in fall. CSL staff members play a key role in helping to facilitate communication between instructors, community partners, and students. These factors taken together could have led to fewer participants feeling that there was adequate communication. There was also a change in communication style this year. For example, there were fewer brown bag lunches and more presentations in collaboration with other units (e.g. Centre for Teaching and Learning, Arts Resource Centre, Faculty of Graduate Studies and Research). Again, this change could have led to the perception that there was less communication. The CSL program plans to address this issue by asking instructors and community partners on the survey if they attended the CSL orientation. The CSL

program uses the orientation as a venue to connect instructors and community partners so that they can plan their CSL component for the term. We are interested to know if there is any correlation between the satisfaction levels with communication and attendance at the orientation. We also plan to include an open ended question on the survey about how to improve communication between the different stakeholders involved in CSL placements so that we can address the barriers that some participants may be feeling in this area.

Finally, although the difference is not statistically significant, the CSL program aims to increase the number of community partners who perceive adequate support from CSL staff. The drop in satisfaction may be partly related to an increased perception of confidentiality on the part of community partners with online submission of responses, and therefore increased comfort in submitting feedback about where the CSL program can improve. The program will continue to work with partners to ensure that they feel supported.

#### Category 4: Connections between course learning and placement learning

This group of questions measures the respondents' perceptions about the pedagogical connections between course learning and placements.

Table 7

		CSL Students	Non-CSL Students	Instructors	Community Partners
Students were provided with useful opportunities to reflect on and learn from my CSL experience.	<b>2012/2013</b>	<b>63%*</b>	N/A	<b>100%</b>	<b>N/A</b>
	2011/2012	75%	N/A	88%	72%
Course work and class instruction enhanced students' ability to understand their community experience.	<b>2012/2013</b>	<b>75%</b>	N/A	<b>78%</b>	<b>59%</b>
	2011/2012	74%	N/A	86%	61%
Students' community placement experience enhanced their ability to understand the course material.	<b>2012/2013</b>	<b>63%</b>	N/A	<b>N/A</b>	<b>57%</b>
	2011/2012	61%	N/A	82%	72%

\*The difference in the result between the two years is statistically significant.

**Analysis:**

There appears to be a disconnect between the perception of students and instructors that students have an adequate opportunity to reflect on their CSL experience. While there was a statistically significant decrease in students' feeling that they had an adequate opportunity for reflection, all instructors felt that they provided this opportunity. It is unclear if there is inadequate opportunity for students or if the opportunities presented are not seen as useful. It does suggest that the CSL program can perhaps do more to provide support to instructors by encouraging discussion about reflection amongst instructors and suggesting different ways to structure reflection opportunities into a CSL course. Note: This question was taken off of the community partner survey this year because it has not been part of the community partner role to provide reflection opportunities.

There may also be room for improvement around the connections that participants are making between the course material and the community placement. This may be linked to the need for increased communication among partners, instructors, and students, discussed above. For instance, community partners may not be aware of how the CSL project could lead to a better understanding of course material. While CSL has worked hard to make sure there is good communication around the planning of the placement and final products (eg. meetings between community partners and instructors at orientation; CSL partners attend end of term student presentations), the program could perhaps facilitate more communication between all of the stakeholders during the CSL placement. Highlighting exemplary models may be helpful in this regard.

**Category 5: Benefits of CSL****1. Community Partner benefits of participating in CSL:**

As *Table 8* indicates, there is a moderate to high perception among community partners that CSL helps them to complete some of their project needs, to develop relationships with the university, and to develop their mentoring skills. Moreover, the perception of these benefits has remained fairly stable over time. The CSL program should continue to build on these benefits and work with community partners to ensure that they feel well supported.

Table 8

<b>CSL helped our organization accomplish some of our project needs.</b>	<b>2012/2013</b>	<b>89%</b>
	2011/2012	95%
<b>CSL helped me develop relationships with students, instructors, and the university.</b>	<b>2012/2013</b>	<b>83%</b>
	2011/2012	89%
<b>CSL helped me develop mentoring skills.</b>	<b>2012/2013</b>	<b>73%</b>
	2011/2012	72%

## 2. Instructor benefits of participating in CSL:

Table 9

<b>CSL helped me deepen relationships with my students.</b>	<b>2012/2013</b>	<b>73%</b>
	2011/2012	74%
<b>CSL helped me develop relationships with the community.</b>	<b>2012/2013</b>	<b>58%*</b>
	2011/2012	78%
<b>Including a CSL component helped me to improve my teaching skills.</b>	<b>2012/2013</b>	<b>58%</b>
	2011/2012	74%
<b>CSL enhanced the class learning environment.</b>	<b>2012/2013</b>	<b>75%</b>
	2011/2012	76%

*\*The difference in the result between the two years is statistically significant.*

The results above show that many CSL instructors consistently hold the perception that CSL benefits the classroom and environment and allows them to develop positive relationships with their students. However there appears to be statistically significant drop in the perception that CSL helps them to develop relationships in the community. This could be due to the fact that more instructors have developed relationships in the community outside of CSL since the program tends to attract community-engaged instructors. This result requires further exploration, as does the lower level of instructors

feeling that CSL improves their teaching. For example, do instructors feel that CSL changes their teaching and if so, how?

### 3. ABCs of Community Service-Learning

This year, the CSL program added a new question to the student and instructor surveys asking them about whether CSL helped students to apply, broaden, and challenge course material.

Table 10

	CSL Students	Instructors
<b>Students' community placement experiences seemed to enhance their ability to <u>apply</u> the course material.</b>	74%	83%
<b>Students' community placement experiences seemed to enhance their ability to <u>broaden</u> the course material.</b>	80%	83%
<b>Students' community placement experiences seemed to enhance their ability to <u>challenge</u> the course material.</b>	59%	55%

It is clear from the data that both students and instructors feel that students are gaining a deeper understanding of course material through CSL. The community placement is helping them to apply the course material in a more meaningful way and is broadening their knowledge of the course material. Interestingly, both students and instructors did not have such a strong perception that CSL was helping students to challenge course material. This may be due to CSL instructors seeing CSL primarily as a tool to demonstrate how course material applies to real world situations. However, some instructors explicitly encourage their students to use their CSL experiences to challenge and question the course materials. We might expect that students from CSL classes that adopt a transformational approach will be more likely to report that their CSL placement challenged the course materials.

## Open-ended Questions: Findings and Analysis

This section focuses on the effects that CSL had on CSL students, non-CSL students, instructors, and community partners. It also addresses some of the challenges for students around doing CSL. Students who participated in CSL were asked about the most challenging aspect of CSL while students who did not choose the CSL component were asked about their reasons for not participating in the program.

The quotes cited throughout this section are representative of the dominant themes that were found in the responses. Themes were labeled as dominant if they were found in 10% or more of the surveys. The frequency of each theme as a proportion of the total number of surveys can be found in brackets next to each dominant theme.

### CSL Students

Table 11

**Survey Question: What was the most meaningful aspect of your CSL learning experience in the course?**

**Working with and getting to know different individuals and groups during the CSL placement - (118/655)**

- *“It was great to work with other people and connect with other segments of society, which under normal circumstances I would not have the opportunity to connect with.”*

**Experiencing personal and professional growth - (91/655)**

- *“I appreciated the opportunity to work for the community. I think the CSL program is an excellent way for students to explore their professional interests while simultaneously being productive members of society.”*

**Making a positive difference in the community and through assisting the community partner - (68/655)**

- *“The most meaningful aspect was getting to help people who were genuinely interested in learning, and know that I had given them useful information and strategies for developing their English language skills.”*

Table 12

**Survey Question: What was the most challenging aspects of your CSL learning experience in the course?**

**Time management – (56/655)**

- *“For me the most challenging aspect of CSL was finding time to volunteer with my organization with a full course load. I was able to complete it rather easily but I can only imagine how hard it must have been for those students also holding a full time job.”*

**Logistical issues with completing CSL placement – (78/655)**

- *“The most challenging aspects of CSL learning were coordinating a schedule with the organization, which is not-for-profit, and it was undergoing a very difficult time with regard to staff availability and more. “*

Table 13

**Survey Question: How has your CSL placement contributed to your learning?**

**Enriched student’s understanding of academic concepts and strengthened the connection between theory and practice – (209/655)**

- *“It has taken the theoretical knowledge gained in lectures and applied/challenged it to first hand observations, which is critical in not just educating yourself but using the education in a meaningful/important way.”*

**Developed skills – (81/655)**

- *“By teaching children and applying some of what I learned in class I now have more ways of using different techniques to present literature.”*

**Learned more about social issues and the larger social context – (77/655)**

- *“I learnt the complexities of many contributing factors of many issues. The stereotype of the homeless being “lazy” is so far from the truth. My CSL experience really put it into perspective for me.”*

**Analysis:**

There are many valuable aspects of CSL for students. Many of these benefits centre on deeper learning, skill and professional development, and becoming more familiar with a particular social context. CSL staff, instructors, and community partners should keep

these benefits and challenges in mind when working to develop CSL placements. Many of the challenges for students of completing their CSL placement concerned logistical issues such as time management and the organization of the placement. To some extent, certain organizational issues can be alleviated by community partners, CSL staff, and instructors. However other issues, such as coordinating work with fellow CSL students and time management, probably need to be addressed with students directly.

## Community Partners

Table 14

What do you think CSL students learned by being with your community organization?
<p><b>The complexity of issues in the community – (30/64)</b></p> <ul style="list-style-type: none"> <li>• <i>“The students learned about the complexity of sustainability, in a way that cannot be taught in classwork. They explored topics through real life examples, and were challenged to think through the series of questions to help guide solutions.”</i></li> </ul>
<p><b>Skills – (26/64)</b></p> <ul style="list-style-type: none"> <li>• <i>“For some student it made a big impact on their oral communication skills.”</i></li> </ul>

Table 15

What effects do you think CSL students had on your community organization?
<p><b>Helped to complete tasks that benefitted the organization – (30/64)</b></p> <ul style="list-style-type: none"> <li>• <i>“As an organization we were able to accomplish much more work than would have been possible without the students' contributions.”</i></li> </ul>
<p><b>Brought knowledge, skills, and enthusiasm – (9/64)</b></p> <ul style="list-style-type: none"> <li>• <i>“[Students] are very resourceful in bringing current thoughts and research to the organization.”</i></li> </ul>
<p><b>Were positive role models - (8/64)</b></p> <ul style="list-style-type: none"> <li>• <i>“The students that joined our programs provided our program participants with wonderful role models whom they are able to look up to.”</i></li> </ul>

**Analysis:**

Many of the dominant themes were consistent with what community partners have reported to be the benefits of CSL in previous years. It is interesting to note that several of their perceived benefits of CSL for students echoed what students listed above. An interesting theme that appears in *Table 15* is that some community partners stated that students brought a presence to the organization through their enthusiasm and their positive role modeling to others. Students may not necessarily be aware that they are making this contribution.

**Instructors**

Table 16

<b>Survey Question: What difference do you think CSL made to student learning in your course?</b>
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<b>It helped to make connections between the course and the community – (16/40)</b>
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- |  |
|--|
| <ul style="list-style-type: none"> <li>• <i>“The projects allowed students to use the different concepts taught in class and relate them with real situations.”</i></li> </ul> |
|--|

<b>It gave students real world experience – (5/40)</b>
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- |  |
|--|
| <ul style="list-style-type: none"> <li>• <i>“The biggest impact is being immersed in a community they didn't know existed.”</i></li> </ul> |
|--|

<b>It helped students to better understand the course material – (5/40)</b>
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- |   |
|---|
| <ul style="list-style-type: none"> <li>• <i>“Our CSL partner gave students access to knowledge they would otherwise have struggled to learn on their own.”</i></li> </ul> |
|---|

Table 17

<b>Survey Question: What did you learn from having a CSL component in your course?</b>
<p><b>Broadened instructor's understanding of how course material is relevant to the community – (7/40)</b></p> <ul style="list-style-type: none"> <li>• <i>"I learned new contexts in which participatory research can apply."</i></li> </ul>
<p><b>Better understanding of the logistical aspects of incorporating CSL into course – (5/40)</b></p> <ul style="list-style-type: none"> <li>• <i>"The challenges of doing [CSL] well--helping students integrate learning."</i></li> </ul>
<p><b>Helped instructors to evaluate and improve their pedagogical methods – (9/40)</b></p> <ul style="list-style-type: none"> <li>• <i>"[Having a CSL component in my course taught me] ways to facilitate discussion and reflection. I constantly learn about my own instructional approaches with individuals with developmental disabilities when I am trying to help my students problem solve."</i></li> </ul>

**Analysis:**

Instructors' perceptions of the benefits of CSL for students echoed student perceptions. But what instructors stated they learned from CSL was more diverse. CSL led some instructors to reflect on their pedagogical methods and how their course material relates to the broader community. Others simply learned more about the logistics of incorporating CSL into their course. These reflections are useful for the CSL program staff to consider when supporting instructors.

## Non-CSL Students

Table 18

<b>How did having a CSL component in your course contribute to your learning?</b>
<p><b>Learned from the experiences that were shared in class by CSL students - (124/331)</b></p> <ul style="list-style-type: none"> <li>• <i>“CSL presentations gave me a good idea of how applicable the course content was to volunteering.”</i></li> <li>• <i>“It helped to hear the input of those who participated in CSL in conjunction to the concepts we learned in class”.</i></li> <li>• <i>“It made me aware of more types of programs that are out there and what I can do to help.”</i></li> </ul>

Table 19

<b>Briefly describe your reasons for not participating in CSL this term</b>
<p><b>Time constraints or schedule conflicts – (101/331)</b></p> <ul style="list-style-type: none"> <li>• <i>“I attempted to participate but through contact with my placement and my conflicting schedule I realized it would not work out.”</i></li> </ul>
<p><b>Holding job outside of school – (57/331)</b></p> <ul style="list-style-type: none"> <li>• <i>“I work 3 jobs and volunteer frequently on top of my full time course load. I just do not have time.”</i></li> </ul>
<p><b>Course load – (51/331)</b></p> <ul style="list-style-type: none"> <li>• <i>“I had too many other courses, therefore I wouldn't be committed to the CSL placement.”</i></li> </ul>
<p><b>Lack of interest – (32/331)</b></p> <ul style="list-style-type: none"> <li>• <i>“None of the specific programs appealed to me greatly, though I would consider CSL in the future.”</i></li> </ul>

**Analysis:**

Feedback from non-CSL students indicate that many reap benefits from being in a course with a CSL component. As discussed in a previous section, these benefits may vary according to class size and to the degree that CSL is incorporated into larger class discussions by the instructor.

The majority of non-participants indicated that time and scheduling was the main barrier to participation in CSL. This trend echoes CSL participants who also identified time management as a significant challenge.

**Conclusion**

Key findings of the 2012/2013 CSL Evaluation at the University of Alberta included the following:

- The number of students participating in CSL placements has increased by 18% and the number of community partners in the program has increased by 61%.
- Consistent with survey results from previous years, the CSL program is perceived as an effective pedagogical model with high satisfaction rates.
- There has been a statistically significant increase in both CSL and non-CSL students in service-learning courses stating that the program has enhanced their contextual learning. These areas include skill development, increased awareness of knowledge generated by the community, and a better understanding of the complexities of social issues.
- There has been a statistically significant increase in students indicating that they have an adequate understanding of the aims of CSL before deciding whether to participate. There is also a statistically significant increase in CSL participants who perceive there to be a good fit between the placement and the course.
- The majority of community partners and instructors continue to feel well supported by the CSL program office, however there has been a slight drop in the satisfaction rate.
- There is a continued need to work towards improved communication between students, instructors, and community partners.
- Both CSL and non-CSL students perceive time management to be the biggest challenge to completing a CSL placement.
- Instructors have identified a number of benefits to incorporating CSL into their courses such as an improved classroom environment, increased knowledge of how their course material is relevant to the community, and greater reflection on their pedagogical techniques.

- CSL students have identified a number of benefits to participating in CSL such as a deeper understanding of course material, personal and professional development, and a better grasp of social issues.
- Community partners have identified a number of benefits to participating in CSL such as the ability to complete more projects at their organization, the development of relationships with the university, and the contribution of students' skills and knowledge to their organization.

The following suggestions could assist in strengthening the CSL model:

1. Work on ensuring that all students have a strong understanding of the aims of CSL at the beginning of the term.
2. Continue to support strong communication between instructors, community partners, and students. The CSL program should add a specific question about communication to the surveys next year in order to pinpoint the barriers to communication and to solicit suggestions for improvement.
3. Work with instructors to ensure that course syllabi convey to students: A) the opportunities they will have to reflect upon their CSL experience, and B) the comparable time commitment involved in completing the CSL and non-CSL option in courses where service-learning is not mandatory.
4. Analyze the student data based on class size and mandatory vs. optional CSL classes in order to gain a deeper understanding of the learning that is taking place among both CSL and non-CSL students.
5. Explore ways to communicate the outcomes of CSL to all the parties involved.