

**COMMUNITY SERVICE-LEARNING (CSL)
2013-2014 EVALUATION REPORT**
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Introduction

The 2013/2014 academic year marks the ninth annual Community Service-Learning (CSL) Evaluation Report. The evaluation report informs the program development of the University of Alberta CSL program. 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 areas for improvement in the program.

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.

Terminology

The following terms are used in the evaluation report and are defined below:

- **CSL courses** – refers to courses with either an optional or mandatory CSL placement component.
- **CSL placement**– refers to a 20 hour placement with a community partner in a subject area that is related to the course material.
- **Community Partners** – refers to representatives from organizations (eg. non-profits, schools, and government department and agencies) who partner with the CSL program to offer 20 hour community placements to students. Specific partners will be paired with a particular course.
- **CSL placement-based students** – refers to students who complete a CSL placement in their course. In courses where CSL is mandatory, all students are considered CSL placement-based students.
- **Classroom-based students** – In courses where CSL is optional, students who do not choose to complete the CSL component of the course are considered classroom-based students. **Note:** *In past evaluation reports we have referred to these students as “non-CSL” students. This year, we have changed the terminology to “classroom-based students” for students who do not choose the CSL option. We have chosen this terminology because it is more reflective of the idea that the benefits of CSL can also be felt in the classroom by students who do not choose the CSL option.*
- **Instructors** – refers to the individuals (eg. professors, sessionals, and/or graduate students) who teach a course with a CSL placement component. Some graduate students do not teach a CSL course but help with the course as a teaching assistant.
- **SPSS (Statistical Package for the Social Sciences)** – refers to the computer statistical program that is used to organize quantitative data from evaluation surveys and calculate quantitative trends in the data
- **Fluid Surveys** – refers to the computer program that is used to create and deliver the evaluation survey to community partners online

- **NVivo** – refers to the computer program that is used to analyze the qualitative data for themes
- **Contextual Learning** – refers to the learning that takes place when students relate their academic material to practical situations and/or daily life¹
- **Student Guidebook** – refers to a student handbook that is produced by the University of Alberta CSL program. The guidebook is intended to provide an overview to students about the CSL program so that they understand their responsibilities and how the process unfolds over the term.
- **Student Agreement Forms** – refers to a form that is filled out by the CSL placement-based students in collaboration with their community supervisor. This form outlines the project and expectations for completion and communication.

Methodology

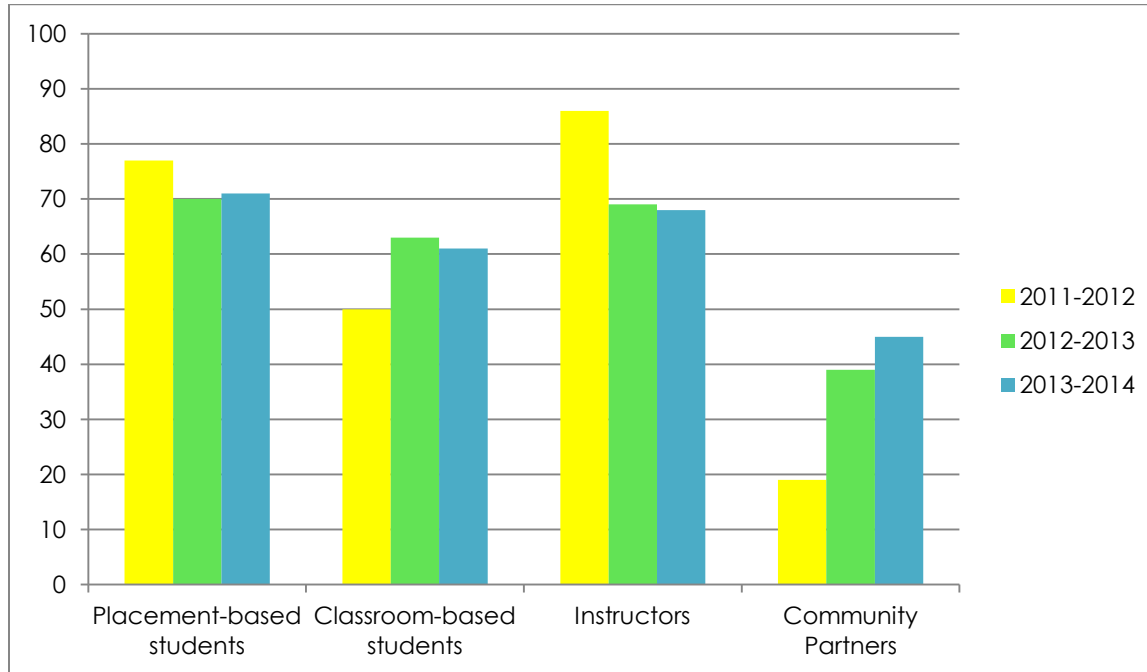
The University of Alberta CSL program distributed the surveys at the end of the term to CSL placement-based students, classroom-based students, instructors, and community partners. Students and instructors filled out their evaluations during class time at the end of term. The survey for community partners was posted online using the Fluid Surveys tool. Partners were sent a link for the survey in an email.

The CSL Evaluation Coordinator used SPSS to calculate the frequencies of the quantitative data. The quantitative results were also compared to those from previous years. Qualitative results were coded for themes using NVivo.

¹ See Komalasari, K. (2009) at p.262.

The following are the response rates to the survey for each participant group:

Figure 1



The response rates are consistent with the previous years' response rates. Student and instructor response rates tend to be higher because the survey is carried out during class time. In contrast, community partners must fill out the survey on their own time. There has been a steady increase in community partners' response rate since 2011/2012. This year is the first year where community partner surveys have been online for both the fall and winter term. In the past, a paper copy of the survey was mailed to community partners, which they then filled out and returned by mail. Last year, the CSL program started using an online survey during the winter term. In addition to sending out an initial email with a link to the online survey, reminders were sent. This method has increased the response rate for community partners dramatically. In 2011/2012, when the paper surveys were used for the full year, the response rate was 19%. It increased to 45% in 2013/2014, where the online survey was used all year.

Statistics at a Glance:

EVALUATION 2013-2014

CSL PLACEMENT-BASED STUDENTS

- 1131 registered in placement component
- 76% in a CSL course for the first time
- 81% have volunteered outside of CSL

Gender:
Female: 71%, Male: 28%

Age:
71% are under 23 years

Mean years of post-secondary:
3.9 years

Working towards a CSL certificate: 12%

Had a good impression of CSL: 83%

Would recommend CSL to peers: 81%

Increased awareness of knowledge generated by community organizations: 78%

CSL provided an opportunity to apply classroom knowledge: 76%

CLASSROOM-BASED STUDENTS**

- 789 registered in non-placement component
- 66% have volunteered outside of CSL
- 79% in a CSL course for the first time

Gender:
Female: 68%, Male: 30%

Age:
81% 22 years or younger

Mean years of post-secondary:
3.3 years

Had a good impression of CSL: 66%

Would consider participating in CSL in the future: 53%

Being in a CSL class made student more aware of knowledge generated by community organizations: 51%

INSTRUCTORS + COURSES

- 56 different instructors
- 76 courses

Gender:
Female: 59%, Male: 33%

Mean years of teaching:
11 years

Taught CSL for the first time:
22%

CSL students learned a lot overall: 80%

Would recommend CSL to peers: 86%

CSL made students more aware of knowledge generated by community organizations: 76%

COMMUNITY PARTNERS

- 180 community partners
- 40% involved in CSL for the first time

Mean number of years worked in the non-profit sector:
9.7 years

Students completed their CSL projects:
90% said "Yes"

Students learned a lot overall: 92%

Would recommend CSL to peers: 95%

Deepened university relations: 85%

CSL helped the community organization meet some of its project needs: 87%

**students who are in a CSL class but not enrolled in the CSL component

Profile of Respondents

Below is a comparison of the profile of the respondents over the past three years:

Table 1

CSL Placement-based Students

Category	2011/2012	2012/2013	2013/2014
Average age	22 years	22 years	23-25 years
Average years of post-secondary	4 years	3.7 years	3.9 years
Gender	76% female 22% male	71% female 27% male	71% female 28% male
Number of CSL participants	799	940	1131

Table 2

Instructors

Category	2011/2012	2012/2013	2013/2014
Number of instructors²	44	50	56
Number of new instructors	15	18	19
Number of CSL courses	63	64	76

Table 3

Community Partners

Category	2011/2012	2012/2013	2013/2014
Number of Community Partners	102	164	180
New community partners (% of total)	25%	55%	40%
Mean number of years in the non-profit sector	7.8 years	11.2 years	9.8 years

² Some instructors teach multiple CSL courses in a year. This is the number of individual instructors teaching with CSL in the particular year.

Analysis:

Tables 1, 2 and 3 indicate that there has been tremendous growth in CSL over the past two years in terms of the number of students, instructors, and community partners who have become involved in the program. The number of CSL placement-based students increased by 20% this year. The number of instructors has increased by 12% over the last year and the number of community partners by 10%. The increases over the last two years are even more significant. There has been a 40% increase in the number of CSL placement-based students, a 20% increase in the number of CSL courses, and a 78% increase in the number of community partners. There are challenges with supporting this growth under existing staffing and funding levels. This challenge of managing significant growth without increasing organizational capacity is reflected in some of the findings below. In each of the following sections, we have outlined steps that the CSL program plans to take to address some of these issues. However, ultimately the program will have to determine whether it can continue growing without increases to staff and funding, or whether there should be a limit imposed on the number of CSL courses per term in order for the program to effectively meet its mission.

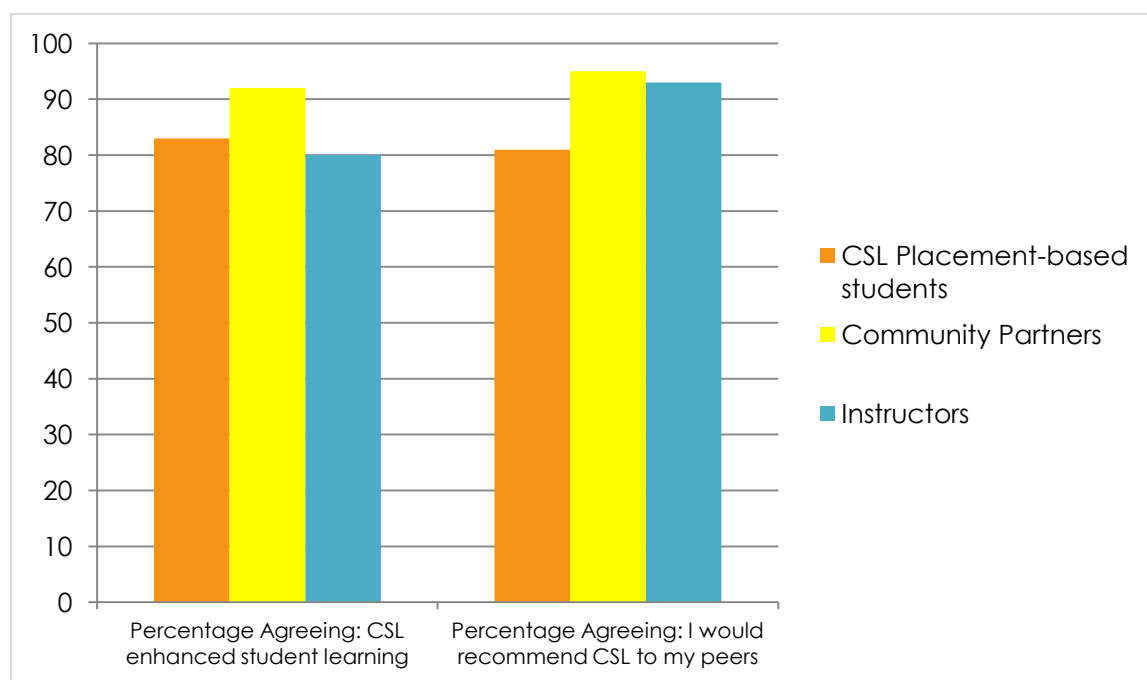
Quantitative Questions: Findings and Analysis

The results of the surveys have been divided into seven categories: (1) satisfaction rate for CSL as a pedagogical process, (2) areas of contextual learning, (3) the CSL program structure, (4) communication, (5) connections between course learning and placement learning, (6) benefits to participating in CSL, and (7) reasons that classroom-based students chose not to participate in CSL. The percentages indicated in this section represent the number of respondents who indicated that they 'agree' or 'strongly agree' with a particular statement about CSL.

Category 1: Satisfaction rate for CSL as a pedagogical process

These questions measure respondents' overall satisfactions with CSL as a pedagogical tool.

Table 4



Analysis:

Consistent with the previous years, there is a general consensus that community-service learning enhances student learning. Interestingly, there is a slightly higher percentage of community partners and instructors who would recommend CSL than the percentage who found CSL to be an effective tool for enhancing student learning. This discrepancy may be an interesting question to ask instructors and community partners.

Category 2: Areas of contextual learning

These questions measure how a student has developed their skills and knowledge in relation to their CSL experiences in the community.

Table 5

	Placement-based Students	Classroom-based Students	Instructors	Community Partners
CSL helped students understand how to contribute to social change. ³	68%	41%	80%	91%
CSL helped students understand some of the complexities of social issues.	69%	44%	86%	87%
Involvement in CSL made students more aware of the knowledge generated by community organizations.	77%	51%	76%	91%

Analysis:

The CSL program at the University of Alberta has historically aligned itself with the social change model of CSL. This model focuses on building relationships with community stakeholders and examining the root causes of social issues.⁴ The mission statement of the program is inspired by this goal: *to foster reciprocal relationships between instructors and community partners that create opportunities for students to reflect on and explore classroom and community learning.*⁵

Table 5 reports on questions that reflect the social change goals of service learning and that have been asked over the last 4 years. Responses to these questions have fluctuated over the years. For instance, in response to the question that CSL helped students understand the complexities of social issues, placement-based students reported higher rates during the 2010-2011 and 2012-2013 school years (80% and 77% respectively) and slightly lower rates during the 2011-2012 and 2013-2014

³ The social change model of service learning focuses on building relationships with stakeholder groups and creating a learning environment that examines the root causes of social issues. This model is considered the “gold standard” of service-learning. See Morton (1995) on p.22-23.

⁴ See Morton (1995) on pp.22-23.

⁵ See “Mission-Vision-Values” at www.csl.ualberta.ca.

school years (71% and 69% respectively). One explanation for this fluctuation may be that some CSL courses are inherently about social change and social issues (eg. women and gender studies, native studies, and sociology) while other CSL courses are more technical in nature (eg. translation, physical therapy). However, some instructors in more technically focused courses have incorporated a social change approach to their CSL courses. For instance, Dharamsi *et al.* (2010) wrote about some of the initial resistance from dental students when a service-learning component that followed the social change model was introduced into their course. However after the course was complete, the authors found that it “increase[d] students’ awareness of unmet health needs and their responsibility to address health disparities among vulnerable populations” (p.910). As the CSL program at the University of Alberta continues to grow into more disciplines outside of the social sciences, the CSL staff may have a bigger role to play in supporting instructors who wish to integrate a social change approach to CSL into their courses. It is also important to note that some community projects are more focused on social change goals than others. Therefore, there will always be some variation in how strongly the social change approach is promoted.

In the past surveys, CSL placement-based students were asked a general question about whether they developed transferable skills as a result of their placement. This year, the survey solicited further responses by asking students to indicate how much they developed particular skills through their CSL placement:

Table 6

My involvement with CSL helped me develop:	2013/2014
...leadership skills	58%
...research skills	49%
...communication skills	80%
...other employment-related skills	65%
...ability to think critically	66%
...ability to work effectively with others	80%

Analysis:

Table 6 contains new questions that ask CSL placement-based students about skills that they are developing through CSL. It is important to note that CSL placements vary. A placement might be strongly research-based because a student is developing a resource for an organization while other placements might be more group facilitation-based (eg. leading a class). Therefore, the kind of skills that students may feel they are developing varies based on the placement. This is supported by a recent

follow-up study of the University of Alberta CSL program which found that the primary activities of student placements differed. Dominant activities could range from teaching and mentoring to research to frontline activities with clients (Taylor and Raykov, 2014, p.8).

Category 3: The CSL program structure

The questions in this category evaluate respondents' perceptions about how well the CSL program is implemented.

Table 7

	Placement-based Students	Classroom-based Students	Instructors	Community Partners
Overall, there was a good fit between the placement and the course.	73%	N/A ⁶	90%	N/A
CSL staff provided assistance and support in integrating CSL into my work.	N/A	N/A	75%	81%
I knew enough about the aims of CSL.	63%	62%	88%	73%

Analysis:

There has been a decrease in the percentage of instructors that feel supported in integrating CSL in their work. This drop may be due to the increase in CSL courses and instructors over the past years. The CSL program is addressing this decrease in a few ways. It will be developing resources for instructors on best practices for integrating CSL into their courses. We will also be including a question on the survey next year to ask instructors about the kinds of supports they would like to see from the CSL office.

There is also a decline from last year in the percentage of students and community partners indicating that they know enough about the aims of CSL. However

⁶ N/A denotes if a question was not asked of a particular participant group. For instance, classroom-based students were not asked if there is a good fit between the placements and the course because they are not completing a placement.

it is also important to note that these rates have been historically low.⁷ This indicates that the CSL office and instructors must work harder to communicate these aims.

The lower rate for community partners may be due to the fact there has been a marked increase in community partners, courses, and CSL placement based students over the past two year (see p. 8) and there may be fewer staff resources dedicated to each community partner as a result. Also, more students are suggesting their own community partners (with the permission of instructor and the CSL office). In these cases, there is sometimes a lack of time for CSL staff to provide a formal introduction to CSL. Partnership coordinators may have to develop a communication plan for addressing this specific issue.

A strategy for increasing students' awareness may be to work with all instructors to more clearly communicate CSL aims. Currently, the CSL staff members make a short 5-10 minute presentation at the beginning of the term about CSL. Next year, the CSL office will provide a package to all instructors with CSL readings that they can assign to their students and/or use as a tool for communicating the goals of the University of Alberta CSL program.

Category 4 : Communication

In the past, a question was asked about whether there is adequate communication between the different parties involved in CSL: students, instructors, and community partners. This year, we subdivided the questions in the survey to determine which relationships have stronger communications and which ones required more support.

Table 8

Questions to CSL Placement-based Students

	CSL Students
There was adequate communication between students and instructors.	79%
There was adequate communication between students and community partners.	69%

⁷ For example, in 2011/2012, only 42 % of CSL placement-based students and 72% of community partners indicated that they knew enough about the aims of CSL before deciding to participate.

Table 9

Questions to Instructors

There was adequate communication between instructors and community partners.	51%
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Table 10

Questions to Community Partners

There was adequate communication between community partners and students.	85%
There was adequate communication between community partners and instructors.	77%

Analysis:

Survey results this year indicate that there is higher satisfaction with communication levels from the perspective of community partners. Both instructors and CSL placement-based students had a lower satisfaction rate with their communication with community partners. With regard to the 51% satisfaction rate from instructors, this may also be an acknowledgement from instructors that they feel they are not doing enough to maintain communication with community partners. Hou (2010) found that a key barrier to service-learning for instructors is time limitation for coordinating CSL (p. 88). The CSL Program is looking at creative strategies in the upcoming year to improve communications between different stakeholders.

With regard to students' lower satisfaction rate, the CSL staff could encourage students and community partners to develop a more detailed communication plan in the student agreement form (which is filled out by both parties at the beginning of the term) that outlines mutual expectations for communication.

Category 5: 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 11

	CSL Placement- based Students	Classroom- based Students	Instructors	Community Partners
Students were provided with useful opportunities to reflect on and learn from my CSL experience.	73%	N/A	78%	N/A
Course work and class instruction enhanced students' ability to understand their community experience.	72%	N/A	73%	72%
Students' community placement experience enhanced their ability to understand the course material.	65%	N/A	N/A	57%
Students' community placement experiences seemed to enhance their ability to broaden classroom knowledge.	76%	N/A	N/A	N/A

Analysis

Interestingly, there is an 11% difference between students saying CSL helped them to understand course material and students saying CSL helped them to broaden classroom knowledge. This discrepancy may be partly due to the fact that the question about broadening is at the end of the survey, after the student has had more time for reflection.

The literature on CSL discusses how the process of doing CSL is not as “neat and tidy” as pure classroom learning because it involves building relationships, dealing with challenging real world situations, and negotiating uncertainties (Dharamasi et al., 2010, p. 910). Perhaps, the CSL staff need to provide more support in this area so that students are able to make connections and adjust to the “messiness” of CSL. Moreover, the CSL partnership coordinators will continue to encourage all stakeholders to contact them if they have concerns that the placement is not matched to the course subject area.

Category 6: Benefits of CSL Beyond Student Learning

While all of the questionnaires ask participants about the benefits of CSL the questionnaires for instructor and community partners also ask about other benefits that they may experience as a result of participating in CSL.

1. Community Partner benefits of participating in CSL:

Table 12

CSL helped our organization accomplish some of our project needs.	86%
CSL helped me develop relationships with students, instructors, and the university.	83%
CSL helped me develop mentoring skills.	76%

Analysis:

These questions were asked for the first time last year and the results are consistent with last year's results. The CSL program should continue to work closely with community partners to ensure that their needs are being met.

2. Instructor benefits of participating in CSL:

Table 13

CSL helped me deepen relationships with my students.	65%
CSL helped me develop relationships with the community.	53%
Including a CSL component helped me to improve my teaching skills.	60%
CSL enhanced the class learning environment.	74%

Analysis:

There was a slight decrease in the perceived benefits to instructors compared to last year when these questions were asked for the first time. Hou (2010) found that some of the key benefits of CSL for instructors were enriching classroom discussion, enhancing teaching and learning, and developing deeper relationships with students (p. 85). Abes, Jackson, and Jones (2002) found that faculty were more motivated to do CSL because of the benefits to their students (eg. greater understanding of the material, personal development). It may be useful to ask an open-ended question to see if there are other benefits that we are not listing in our quantitative questions. Moreover, further analysis is needed to see if the lower rates this year are related to the high proportion of new CSL instructors (22 %).

Category 7: Reasons for Not Participating

In the past, we have asked classroom-based students, in an open-ended question, to outline their reasons for not participating in CSL. This year, we asked this as a quantitative question in order to get a better sense of how the common the dominant reasons for not participating are:

Table 14

I did not choose a CSL placement because:	
...heavy course load	59%
...extra-curricular commitments	46%
...other volunteer work commitments	28%
...other paid work commitments	42%
...schedule of placement did not work	24%
...other	28%

Analysis:

Many respondents replied that their reasons for not participating were related to having a busy schedule. This is consistent with the results in previous years. This is also consistent with Karasik's (2005) findings that the most common reason for not participating in CSL is lack of time to make a commitment of 20 hours.

Open-ended Questions: Findings and Analysis

This section focuses on the effects that CSL had on CSL placement-based students, classroom-based students, instructors, and community partners. The quotes cited throughout this section are representative of the dominant themes that were found in the responses.

CSL Placement-based Students

Table 15

Survey Question: What was the most meaningful aspect of your CSL learning experience in the course?
<p>Working with and getting to know different individuals and groups from diverse communities during the CSL placement</p> <p><i>"Seeing students excel in their own way, developing relationships with the students and learning how to adapt to meet their needs/abilities."</i></p>
<p>Skill development</p> <p><i>"The ability to communicate effectively with others was a remarkable skill that I learned because it's a skill that transcends most venues of my life."</i></p>
<p>Making a positive difference in the community</p> <p><i>"The most meaningful aspects of CSL learning occurred when I realized that I helped someone. It felt like I contributed to society."</i></p>
<p>Making a connection between coursework and the CSL placement</p> <p><i>"[CSL] connected theory with practice, thus creating a better learning experience."</i></p>

Table 16

Survey Question: What was the most challenging aspects of your CSL learning experience in the course?
<p>Time management</p> <p><i>"It was difficult to put in a lot of hours simply because of other commitment and school-work."</i></p>
<p>Placement tasks</p> <p><i>"Thinking of creative ways to individualize activities because every member has different needs."</i></p> <p><i>"Limited access to working directly with the clients."</i></p>
<p>Communication</p> <p><i>"Communicating ideas and methods effectively with our CSL group/partner."</i></p>

Analysis:

Consistent with last year's results, the most meaningful aspects of CSL for placement-based students are meeting and working with new individuals, skill development, making a positive contribution to the community, and making connections with the course material. The theme that has been by far the most commonly stated over the last two years is "meeting and working with new individuals from diverse communities". This is a positive indicator that the CSL program has had some success in promoting an approach to CSL that is grounded in treating community stakeholders as an equal partner in the process (Ward and Wolf-Wendel 2000, p.777). This aspect of CSL should continue to be promoted.

The CSL program may want to consider addressing the challenge of time management by offering tips or links to resources for students.

Placement tasks were listed as challenging for two reasons. Students either listed the tasks as a constructive challenge that they had to overcome or they found the tasks challenging because it did not meet their expectations (eg. not as much direct client contact as they wanted). In order to address this latter issue, instructors, CSL staff, and community partners should work together to ensure that the tasks are clear to students when the placement options are presented to them at the beginning of the term.

As discussed above, some of the challenges around communication between a community partner and a student could be alleviated by developing a more detailed communications plan in the student agreement form.

Community Partners

Table 17

What do you think CSL students learned by being with your community organization?

Social issues and practical knowledge

"The CSL students were able to see the unfortunate stigmatization and marginalization come to light in the Criminal Justice System that many males and females face on an on going basis. I believe they also learned about different interactions that can take place in a court room between duty counsel, lawyers, judges crown prosecutors, student lawyers and the people dealing with their charges."

Skill development

"They developed and improved upon their leadership and organizational skills. The students were required to lead the groups that they planned and take care of attendance and monitoring of childrens' participation."

Table 18

What effects do you think CSL students had on your community organization?
<p>Produced a project and/or tool that will benefit the organization</p> <p><i>“The students used information we provided to develop a very sustainable marketing strategy. Their strategy is clear, concrete and reflects the current trends in this field. I hope to be using the branding...for our employment services.”</i></p>
<p>Helped to increase the organization’s capacity</p> <p><i>“The CSL students assisted our volunteers and staff in planning and running after school programming. They took time to develop a special project for a community event.”</i></p>
<p>Had a positive interpersonal presence at the organization</p> <p><i>“[Students brought] capacity, youthful energy, and spunk!”</i></p>

Analysis:

The community partner results are consistent with the results from the previous two years. Community partners perceive the main benefits of CSL placements for the student to be the gaining of skills and a greater understanding of their organization's work. The benefits that community stakeholders receive from CSL partnerships is under-reported in the literature (Ward and Wolf-Wendel 2000, p.771) and could be an area for deeper study by our evaluation program in the future.

Instructors

Table 19

Survey Question: What strategies do you find most effective for encouraging students to reflect on their community experience?
<p>Reflection assignments</p> <p><i>“Written logs were effective - I found out about how students were integrating the experience. [I] would like to integrate more reporting from students.”</i></p>
<p>Class discussion</p> <p><i>“Some in-class sharing--but hard to not take time away from other non-CSL learning that occurs and as majority of students are not doing CSL.”</i></p>

Analysis:

Many of the instructor responses to this question were reflective. Instructors indicated that they wanted to work on improving their strategies and/or that they struggled with certain strategies (eg. having an in-class discussion about CSL experiences when the majority of students are not in a CSL placement). Hou (2010) found that balancing classroom instruction with CSL is a barrier for some instructors (p. 88). As noted, the CSL program is working on developing more resources for instructors for integrating CSL into their course and to navigate challenging classroom situations that may arise.

Classroom-based Students

Table 20

How did having a CSL component in your course contribute to your learning?
<p>Learned from the experiences that were shared in class by CSL students</p> <ul style="list-style-type: none"> • “[CSL] opened my eyes to difficult topics or problems facing immigrants” • “Fellow classmates that did complete the CSL component were able to share stories and experiences that reinforced course material.” • “It was interesting to see taught musical/social theory prove itself in a tangible way”

Analysis:

Consistent with previous years, the most useful aspect of CSL for classroom-based students is hearing about the experiences of CSL placement-based students in class. The CSL program should continue to work with instructors of courses where CSL is optional to integrate it into their classroom for the benefit of all students in the class.

Conclusions

Key findings of the 2013/2014 CSL Evaluation at the University of Alberta included the following:

- Community service-learning continues to be seen by most students, instructors, and community partners as an effective pedagogical tool that they would recommend to others.
- The CSL program continues to grow at a rapid rate. Over the past two years, the number of CSL placement-based students has increased by 40%, the number of CSL courses has increased by 20%, and the number of community partners has increased by 78%.

- There is a slight decrease in the percentage of respondents who agree that CSL contributes to social change and an understanding of social issues.
- CSL placement-based students and instructors would like to improve communication with community partners.
- There is a slight decrease in the amount of support that instructors and community partners feel that they receive from the CSL office.
- The most commonly stated benefit of CSL by placement-based students is the opportunity to meet and work with different people.
- The most commonly stated benefit of CSL by classroom-based students is the opportunity to learn from the experiences of placement-based students.
- The most commonly stated benefit of CSL for community partners is that students develop tools and projects that are useful to the community organization.
- Lack of time continues to be the leading reason for classroom-based students to not choose CSL as well as one of the ongoing challenges for placement-based students while they complete the CSL placement.

The following suggestions could assist in strengthening the University of Alberta CSL program:

1. In order to ensure that the program growth does not exceed current staffing and funding capacities, set a maximum number of courses and CSL placements for each term.
2. In order to promote strong communication with community partners, the CSL program should assign fewer partners to each course so that instructors can have deeper relationships with their community partners. The program should also encourage students and community partners to develop a detailed communications plan for the placement with the existing student agreement form.
3. Include an open-ended question on the instructor and community partner surveys to determine what kinds of further supports (if any) they would like to receive from the CSL program.
4. Strengthen the social change approach to CSL within the program. The CSL office should work more closely with instructors across all disciplines to integrate CSL into their courses in a way that raises students' awareness about the complexity of social issues and the possibilities for social change. Next year the program will provide each instructor with a resource package that they can draw on for communicating the aims of CSL to their students. The CSL program should also include a question on its surveys that evaluates this initiative.

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Appendix A: 2013-2014 CSL Courses by Faculty

Faculty of Arts

ANTHRO 420/520	Anthropology and the Twentieth Century
ART H 211	Gender, Sexuality and Visual Culture
CSL 100	An Introduction to Community Engagement
CSL 300	Theory and Practice in Community Service-Learning
CSL 350/360 550/560	Poverty Amidst Plenty in an Oil Economy
CSL 350	Learning Qualitative Methods: Childcare in the Community
CSL 350	Engaging Youth Labeled "At-Risk"
DRAMA 427/507	Intergenerational Theatre
ENGL 122	Texts and Contexts
ENGL 123 (2 sections)	Literature in Global Perspective
ENGL 124	Literary Analysis
FREN 298 (2 sections)	Advanced French II
FREN 454/554	Translation English into French
FREN 464	Topics in 20th Century Literature and Culture
HUCO 530	Project Design & Management in Humanities Computing
LA ST 210	Introduction to Latin American Studies
LA ST 311	Latin American Popular Music
MLCS 300	Introduction to Translation
MLCS 399	Special Topics: Comics
MUSIC 101	Introduction to Western Art Music
MUSIC 303	Piano Pedagogy I
MUSIC 304	Piano Pedagogy II
MUSIC 365	Introduction to Ethnomusicology (Applied Ethnomusicology and Social Responsibility)
PHIL 101 (2 sections)	Values and Society
PHIL 366	Computers and Culture
POL S 324	Topics in Canadian Politics: Research for the Community
PSYCO 300/309	Honors Seminar I

PSYCO 325	Applied Research in Developmental Psychology
PSYCO 327	Adolescent Development
PSYCO 329	Adult Development and Aging
SOC 321	Youth, Crime and Society
SOC 375	Sociology of Aging
SOC 420	Selected Topics in Criminal Justice
SOC 518	Qualitative Methods
SPAN 315	Civilization and Culture of Latin America
SPAN 405	Exercises in Translation: Spanish into English
SPAN 406	Exercises in Translation: English into Spanish
UKR 303	Ukrainian in Context I
UKR 304	Ukrainian in Context II
WGS 201 (3 sections)	Introduction to Women's Studies
WGS 431	Feminism and Sexual Assault
WRS 305	Risk Communication

School of Business

MARK 455/655	Sustainability and Responsible Marketing
SMO 438/637	Managing Not for Profit Organizations
MARK 312	Marketing Research
MARK 455/655	Sustainability and Responsible Marketing

Faculty of Native Studies

NS 430	Aboriginal Governance and Partnership Capstone
NS 550	Practicum in Native Studies

Faculty of Physical Education

- PEDS 471 Physical Activity for Individuals with Developmental Impairments
- PEDS 472 Active Living for Individuals living with Physical Impairment
- PERLS 421 Play Leadership
- PEDS 472 Active Living for Individuals Living with Physical Impairment
- PEDS 497 Neuroscience Considerations in Adapted Physical Activity
- PERLS 335 Volunteers Management in Recreation, Sport and Physical Activity

Faculty of Pharmacy and Pharmaceutical Sciences

- PHARM 300A Experiential Education Part 1: Service-Learning

Faculty of Agricultural, Life, and Environmental Sciences

- ALES 204 Communication Theory and Practice
- RSOC Special Topics: Human Dimensions of Environmental Management
400 Capstone
- AREC 173 Plate, Planet and Society

St. Joseph's College

- CHRTC 352 Bioethical Issues: Christian Perspectives
- CHRTC 349 Social Justice and Christianity in Canada

Campus St Jean

- EDUF 235 Ecole at Societe

Faculty of Medicine and Dentistry

- FoMD FoMD CSL Program

Faculty of Rehabilitation Medicine

PTher 554 (*2 sections*)

Physical Therapy electives

Faculty of Education

EDPS 360 Education and Society

EDSE 451 Integrating Theory and Practice for Drama Majors

EDSE 451 Integrating Theory and Classroom Practice in the Advanced Professional Term

EDPS 501 Changes in Professions and Professionalization

EDSE 451 Integrating Theory and Classroom Practice in the Advanced Practical Term