



Service-Learning Course Survey¹ Results: Spring 2009

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Overview

In May 2009, the Assistant Director for Service-Learning in the Office of Leadership and Service-Learning (OLSL) asked faculty who teach service-learning courses at UNCG to solicit their students' participation in an on-line survey administered by OLSL. Seventy students from twelve courses completed the on-line survey (38.8% response rate). As an incentive to complete the survey, respondents were entered into a raffle to win an iPod Shuffle. A list of courses and their community partners for service-learning are included at the end of this report.

Overwhelmingly, respondents' reports of their service-learning experiences were positive, as shown in their responses to survey items, as well as in the open-ended portion at the end of the survey. The responses to the multiple choice survey items are grouped into six categories: academic enhancement; community involvement, benefit, and awareness; efficacy and responsibility for learning; self-awareness; planning and communication; and service-learning as a learning strategy. An open-ended question was also included at the end of the survey to capture qualitative data that would lend additional insight to participants' experiences in their service-learning courses.

Demographics

Ethnicity

Of the 70 surveys completed by students enrolled in twelve (12) classes during the spring 2009 semester, 67.1 percent identify themselves as Caucasian/White, 1.4 percent as Hispanic, 28.6 percent African American, and 2.9 percent "Other".

Sex

68.6 percent of the respondents are female, 28.6 percent are male, and 2.9 percent gave no answer.

Age

The surveys taken represented all age groups. 70 percent of the respondents are under 25, 17.1 percent are 25-34, 1.4 percent are 35-44, 7.1 percent are 45-54, and 4.3 percent are over 55.

¹ Survey adapted from Gelmon, S.B., Holland, B.A., Driscoll, A., Spring, A., & Kerrigan, S. (2001). *Assessing Service-Learning and Civic Engagement: Principles and Techniques*. Campus Compact.

Academic standing

With regards to class level, 14.3 percent are freshman, 14.3 percent are sophomores, 24.3 percent are juniors, 22.9 percent are seniors, 22.9 percent are graduate students, and 1.4 percent are "other".

Employment

Though the majority (32.9%) of respondents did not have a job, 10 percent worked 1-10 hours per week, 25.7 percent worked 11-20 hours, 14.3 percent worked 21-30 hours, 10 percent worked 31-40 hours, and 5.7 percent worked over 41 hours per week. One student (1.4%) gave no answer.

Prior volunteer experience

Prior to taking the course, 32.9 percent of the students had volunteered a cumulative of one (1) to 15 hours in their community; 17.1 percent had volunteered between 16 and 30 hours, 1.4 percent volunteered between 31 and 45 hours, 4.3 percent volunteered between 46 and 60 hours, and 30 percent had volunteered over 61 hours. For several students (12.9%), the service-learning course was their first experience with volunteering.

Responses to Survey Items

In the questionnaire, students were asked to respond to a series of questions about their experiences within the service-learning class, as well as their attitudes towards service, using a 5-point Likert scale. (1=strongly disagree and 5 = strongly agree)

Academic Enhancement

The majority of student respondents felt that the community participation aspect of the course helped her/him to see how the *subject matter can be learned in everyday life* (41.4% agree; 42.9% strongly agree); the community work she/he did through the course helped her/him to *better understand the lectures and reading in the course* (42.9% agree; 30% strongly agree; 17.1% neutral).

Community Involvement, Benefit and Awareness

Although the majority of students were already involved in some service work in their communities, the majority also responded that the community participation aspect of the course *showed them how to become more involved in their communities* (44.3% agree; 40% strongly agree). A strong majority felt that the work they did in the community as part of the service-learning course *benefited the community* (55.7% agree; 34.3% strongly agree), helped them to be *more aware of the needs of their communities* (44.3% agree; 37.1% strongly agree).

Efficacy & Responsibility for Learning

A majority of students felt that they *could make a difference in their communities* (33.3% agree; 63.8% strongly agree). Surprisingly, only one student (1.4%) strongly disagreed and one student (1.4%) was neutral regarding this statement. The majority of students also felt *responsible for the quantity and quality of knowledge* obtained from the course (35.7% agree; 42.9% strongly agree).

Self-Awareness

The majority of respondents believed the community work made them *aware of some of their own biases and prejudices* (44.3% agree; 27.1% strongly agree).

Planning and Communication

The majority believed the community work helped them learn how to *plan and complete a project* (42.9% agree; 27.1% strongly agree), *enhanced their leadership skills* (57.1% agree; 28.6% strongly agree) and their ability to *communicate ideas in a real world context* (50% agree; 30% strongly agree).

Service-Learning as a Learning Strategy

The majority of students surveyed believed that the idea of combining work in the community with university coursework *should be practiced in more classes at the university* (34.3% agree; 35.7% strongly agree; 24.3% neutral).

Responses to Open-Ended Questions

At the end of the survey, students were asked, "Overall, how would you describe your service-learning experience?" and "Please share any additional thoughts related to the course". The data was analyzed according to three learning goals associated with service-learning: academic enhancement, civic engagement, and personal growth (Ash, Clayton, and Moses (2008). Responses that included negative statements (such as frustration or disappointment) were categorized as challenges and are described below. Students' responses are presented verbatim in the following sections.

Civic Learning

Responses are categorized as *civic learning* if they explore "how people act as part of larger processes to generate change in the world around them" (Ash, Clayton, Moses, 2008). Civic learning occurs when students consider how and why change occurs, how power and privilege affects individuals, communities, or society at large, and one's roles and responsibilities with their community.

- "My service learning experience was incredibly positive and I learned so much not only about the Greensboro Community but about myself and the role I can play in someone's life, just by giving a few hours of my time."
- "My service-learning experience was educational. I had never volunteered with senior citizens before or senior citizens with special needs. The agency was very nice and welcoming."
- "My service learning experience was fulfilling; it was nice to be able to be of service to an organization which strives to make sure those in need have the basic necessities of food, clothing, and shelter."
- "It was very meaningful and eye-opening. It turns a kind of shallow sympathy into a sincere caring and longing to help. It brings the distant problems to life and although it makes you feel bad, you can feel good helping others."
- "A great experience; interesting to work with so many different people."
- "I thought that it was a very positive learning experience. It has also changed my view on my community."

- "It was an opportunity to interact with people from different ages and ethnic backgrounds, also this opportunity made aware of the great need of volunteers who are willing to help people who did not have the opportunity that we had."
- "I really enjoyed my service-learning experience at The Guilford County Animal Shelter. It showed me the importance of getting involved in my community and the importance of meeting and interacting with others in my community."
- "I strongly believe that service-learning courses should be a requirement for graduation in both undergraduate and in graduate programs. I feel that this is more important than our speaking intensive or writing intensive markers that are required for undergraduate students. It is the responsibility of the university to be involved in the community and to teach its students the importance of social responsibility."
- "When I helped as Spanish English interpreter, I had the opportunity to use my knowledge to help mothers who did not speak English to communicate with their children's teachers, and sadly I found out that many children are struggling because the teachers in some cases are not even aware of the children learning disabilities, and the worse part is that the parents are aware of these situations but they can not communicate that to the teachers because they don't speak the language."
- "I feel that service learning is a useful learning tool - especially to those who may not have any previous volunteering experience. It enables you to put into practice what you have learnt in the classroom and also shows you that some of your thoughts and biases that you may have had about communities and social groups are not necessarily true."

Academic Enhancement

Academic lessons are enhanced (academic enhancement) when students make meaningful connections between the service in which they are engaged, and the course texts and classroom discussions (Ash, Clayton, & Moses, 2008). This may be an "Aha!" moment where students piece together how theory can inform practice (and vice versa).

- "The service-learning experience was better than I expected. I worked with a non profit agency that provides mental health counseling and a host of other services. I've worked in the field of education for the past 7 years, and working in social services was a new experience and I learned quite a bit."
- "It was a pleasure serving El Buen Pastor Latino Community Services. Not only was I learning how to conduct a philanthropic effort, but I was practicing and really helping the small nonprofit which was so grateful for the help. This project/course was one of the most rewarding experiences that I have had in my educational career."
- "It was beneficial to practice the ideas we were learning in class."
- "It was a positive learning experience. Getting out in the community through this service learning experience gives you a hands on idea of what it is like to work with others and I think it should be required in at least one of the GEC requirements."
- "I enjoyed working in the site that I was placed in and it helped me to understand the coursework better."
- "My service learning experience was helpful and necessary in applying the course information to real life situations."

- "My experience was extremely positive. I learned about poverty and homelessness in my community and how I could make a difference. I was able to connect these issues on a macro level to class standing in the U.S. and the world. I learned a great amount from the readings and class discussions; however, I received the most satisfaction from the volunteer work that I did for the course. It has helped me see that I want to possibly major in social work or something related so that I can continue to help people in need."
- "I feel that my service-learning was beneficial to me in that, it gave me knowledge that I can use in my future endeavors. I didn't have a lot of one on one contact, but I gained a lot of information about nutritional values."
- "These types of courses allow students to grow as individuals and as leaders within their communities. It allows students to apply the classroom knowledge to real life situations. It is the type of knowledge college courses should be teaching for taking tests can only examine true knowledge to an extent. It is the ability to properly execute and apply the learned skills that determines the real life success of the students."

Personal Growth

Personal growth moments may be the most transformational because it is when students learn more about who they are (their strengths, weaknesses, assumptions, skills, convictions, etc.), who they want to be, and how they can be responsible for their own growth (Ash, Clayton, Moses, 2008).

- "My service-learning experience was a very enjoyable one. I went to my community partner with intentions of only serving them, but in the end I feel like more was given to me during my time there."
- "Amazing, that is why I plan on volunteering more in my community."
- "I feel that service learning is a great opportunity, however you can only get as much as you put into the work. I liked this service learning course because it helped me see more to Greensboro than just the campus, it also allowed me to meet new people."
- "I was a bit hesitant at first in participating in a community project - especially as I had to choose it myself and knew not a lot about it. Once I was there my apprehensions were pushed to one side and I thoroughly enjoyed my experience. I thought that the environment that I would be working in would feel quite communal and shared but I now realize that was not the case, it was a very welcoming environment with a nice homely feel."
- "It was frustrating at first because I couldn't find MY place. But once I realized the level of interaction that I was comfortable with, I really felt like I could make a difference."
- "It was a great experience with lots of opportunities for growth in many ways."
- "I feel that it was a positive experience. I enjoyed the class and I enjoyed working with my community partner even though actually doing the work was difficult."
- "My service learning experience was great. I had an opportunity to work somewhere that I would never have realized I had the opportunity to do so. I loved

working with the students at the high school and look forward to continuing to be apart of this service project."

- "I am a volunteer and have been for some time now. This course helped me to learn of other areas that I can volunteer and give back to the community."
- "I enjoyed my service learning experience. It has helped me to give back to my community in a small way. I have been able to appreciate the necessities in life more than I did before."
- "I learned about my ability to make a difference in communities if I make the time to do so. I realized that the need for community service is always present however, as a volunteer it is my duty to take the initiative to actually participate in order for real growth to take place. I can make a difference and will continue to do so my local, national, and global communities."
- "I had never really done anything like this and I was very worried about it at first. However, I was able to get over it and overcome my usually shy nature because I knew that it was worth coming out of my comfort zone considering how rough these people had it. I am looking forward to doing more of this in the future and I would definitely recommend that people do it. I wish my high school had a program like this (We had to complete 15 hours but it was a different setup that made it easy to do something shallow). Again, I am glad that I had this experience."

Remaining Challenges for Instructors & Students

Although many students have excellent experiences at their service-learning site, some experience challenges and frustration both in the classroom and at their service-learning partner site. Some frustrations may be genuinely tied to miscommunication or lack of adequate preparation on the instructor's part, while others, we suspect, are the result of engaging students in a pedagogy that is new and which challenges traditional teacher-student relationship roles. Therefore, we provide a brief review of research on experiential pedagogies on student development at the end of this section.

One student expressed disappointment in not getting the full value of her textbook and classroom time: "Personally, I enjoyed the service learning, however we could have covered the text information more. We purchased a book that we hardly used. I like a class that is structured, this course was different and at times confusing. I feel I could have gotten the same results if this was a self-study class online." Another student commented that her service-learning course was "interesting, but not very educational." In both cases, the student was not making the connection between the community service and the academic pieces of his or her course.

The two most frequently mentioned challenges were issues with the partner site and dealing with stresses based on the course timeline and requirements. Four students expressed disappointment with their service-learning partners:

- "I wish that we would have had a more reliable service-learning partner. [The partner site] cancelled on us a lot!"
- "I would have enjoyed it more if [the partner site] consistently kept our meeting times. They kept cancelling the meetings and at the end we had to scramble to meet our hours. The whole. . .project is poorly organized also."

- "In the group project setting: I think it is helpful for nonprofits to understand from the beginning that it takes time up front on a project to bring the students up to speed about the organization. They also have to be comfortable sharing sensitive (budget, statistical, demographic) information. When the students have applied the learning from their coursework to the organization's situation, they are provided with solutions from a different perspective and some great suggestions. They still have to do the work to implement the suggestions."
- "I wish I would have chosen a different site. I would have liked to do something more hands-on with people."

The first three examples demonstrate the importance of establishing a good partnership with an organization before sending students to do community work so that it is understood what is expected of the organization and what the organization can expect from students. In the fourth example, the student regretted his/her choice of partner and felt that changes couldn't be made. It is important for instructors to facilitate reflection throughout the course in which they draw out these concerns and help the students adapt to their service-learning sites.

Other students expressed frustration or challenges with the course organization and requirements:

- "I believe this course should be completed over two years - the first for coursework and research and the second for actual community involvement and project development."
- "I . . . feel that 20 hours was a lot to do when you are taking 4 or 5 other courses."
- "This class would be better if more emphasis was placed on step-by-step completion. I felt overwhelmed at the end of the semester trying to account for everything while completing a ton of other assignments as well."
- "I'm not certain who is getting the benefit from [this course] being classified as a 'service-learning' course. There were times where I felt doing reflection journals were more time consuming than actually productive as the issues discussed were going to come about during class or via e-mail. The product this class produced in 2009 was going to be community-based one way or the other and the finished interpretive product relied heavily on our interactions with people in the community. Again, I'm just not certain what the point is to this course being 'service-learning' and who is getting the benefit of that designation."

The first three examples express frustration with the course organization. In the final example, the student expresses does not see the benefit of designating a course "service-learning." The student felt that this designation merely added on extra requirements that would have already been met based solely on the course content.

Students' negative responses to service-learning may also be a response to a new educational paradigm, as well as a result of where the student is in their own intellectual and personal development. For many students taking service-learning courses, it is their first experience in which the instructor is de-centered as the singular authority of knowledge and the students are expected to integrate experiences from outside the

classroom into their academic work.² The activities and responsibilities a service-learning course requires of students can be challenging (and frustrating) simply because it requires active engagement – they are not empty vessels waiting to be filled up with knowledge from the instructor, as in a ‘banking’ model, but rather, students are required to construct meaning from ‘dialogue’ to use Friere’s distinction of educational models (1970).

Perry’s³ theory of student development is also instructive for evaluating students’ responses to service-learning. William Perry (and subsequent research) suggests that college students “journey” through nine “positions” with respect to intellectual and ethical development. Students in early stages of development believe knowledge is created by authorities and that there are right or wrong answers, while students in later stages of development have a more nuanced and contextualized understanding of knowledge creation. The four categories of positions are:

1. *Dualism/Received Knowledge*: there are right or wrong answers; knowledge is created and known to Authorities
2. *Multiplicity/Subjective Knowledge*: there are conflicting answers, therefore, students should trust their inner voices and not an external Authority
3. *Relativism/Procedural Knowledge*: there are disciplinary reasoning methods and solutions must viewed in context and relative to support
4. *Commitment/Constructed Knowledge*: knowledge is a combination of learning from others, personal experience and reflection.

Service-learning is especially challenging for students who are in early positions of development because the service activities are often loosely structured and the questions (and solutions) are often open-ended. For example, students may be asked to consider how their service experience informs their understanding of a theory, or more broadly even, a profession. Students who are looking for the “right answer” to “ace the course” may feel that their time spent in service is “wasted” because they see the community as a place where service is performed, rather than as a significant opportunity to learn something that could not be learned from the instructor or a textbook.

Intentional and directed reflection, and especially classroom discussions, is an essential component of service-learning curricula because it helps students make connections between their experience and the academic content. Astin et al’s⁴ longitudinal study of 22,236 college undergraduates shows that in-class reflection is a significant factor in students having a positive service-learning experience. Additionally, the authors found that “the frequency with which professors connect the service experience to the course subject matter is an especially important determinant of whether the academic material

² Saltmarsh, J. (In press). In Fitzgerald, H. E., Burack, C., & Seifer, S. (Eds). *Handbook of Engaged Scholarship: The contemporary landscape. (Vol. 1). Institutional change*. East Lansing, MI: Michigan State University Press.

³ Perry, W. G., Jr. (1968). *Forms of intellectual and ethical development in the college years: A scheme*. New York: Holt, Rinehart & Winston.

⁴ Astin, A. W., Vogelgesang, L. J., Ikeda, E. K., & Yee, J. A. (2000). *How service learning affects students*. Higher Education Research Institute, University of California, Los Angeles. Available at <http://www.gseis.ucla.edu/heri/PDFs/HSLAS/HSLAS.PDF>

enhances the service experience, and whether the service experience facilitates understanding of the academic material” (p. iii). Furthermore, the extent to which the service experience was enhanced by the academic course material depended, in part, on the amount of pre-service training provided to the students.

Recommendations for Instructors

As shown in the sections above, when done well, service-learning provides excellent experiential opportunities for students to enhance their academic knowledge, increase awareness of their personal development, and contribute to civic development. However, the criticisms and frustrations expressed in the open-ended portion of the survey suggest that not all students experience service-learning in the same way. To ensure high quality service-learning experiences for students, we offer the following suggestions for developing course syllabi, reflection strategies, and partnerships.

Syllabus

1. Introduce the service-learning component in the description of your course and define what it is so students understand how it is academic in nature.
2. Articulate how the service experience will enhance their understanding of the course content and materials.
3. Articulate the approximate number of hours students will be expected to serve and the names of the organization(s) they may serve.
4. Include a schedule for reflection and service-learning based assignments.
5. Explain how service-learning reflection assignments will be assessed.
6. Include a statement regarding the importance of high quality service as students represent their instructors, OLSL, and the UNCG community. (Note: Please do not grade students' service. The only acceptable level of service is "A" quality work. Providing anything less is disrespectful of the community partner and may damage the relationship between the community partner and the faculty member. The quality of service can be confirmed by the community partner via phone or e-mails throughout the semester.)

Reflection⁵

1. Reflection activities are implemented *continuously* throughout the course. Multiple opportunities for reflection before, during, and after community experiences prepare students to engage effectively in community work and invite them to explore the questions, challenges, and insights that arise over time.
2. Reflection activities are *connected* to course goals and objectives. Reflection is

⁵ These four principles for reflection are adopted from *A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections* (1996) by Janet Eyler, Dwight E. Giles Jr., and Angela Schmiede.

deliberately integrative, designed to meet desired outcomes such as deep understanding and application of course material and development of particular skills (e.g., communication, teamwork, problem-solving) or attitudes and dispositions (e.g., sense of efficacy, ongoing commitment to civic engagement).

3. Reflection activities are *challenging*, requiring students to think critically. Effective reflection creates a safe space without being so comfortable that assumptions or opinions go unexamined; it is essential to foster open inquiry, encouraging students to express and consider multiple perspectives in an environment, and stressing the values of civil discourse, reasoned analysis, and reflective judgment.
4. Reflection activities are *contextualized*. Meaningful reflection addresses the course content and immediate community experience in ways appropriate to the larger curricular and community contexts, as well as students' knowledge, learning styles, and backgrounds.
5. Strategies for facilitating reflection can be accessed online at Learn and Serve America's National Service-Learning Clearinghouse's website:
http://www.servicelearning.org/instant_info/fact_sheets/he_facts/he_reflection/expanded.php

Develop Partnerships for Co-Education

1. Identify appropriate community agencies and partners where students can provide a service and achieve academic and civic learning objectives. Depending on the capacity of the agency, you may need to select more than one agency.
2. Make an appointment to meet with the volunteer coordinator or primary contact who will set up the service component in the agency. Be sure to discuss at least the following topics:
 - a. The mission of the agency and of your work as an instructor
 - b. The roles and responsibilities required to facilitate the service experience (including orientation sessions, training, and supervision)
 - c. The types of resources the service will require, if any
 - d. How the partner would like to be recognized in any publications or media attention the partnership may generate (note: this is typically an afterthought, but an important aspect for preserving relationships!)
3. Share a copy of the course syllabus and what you want students to get out of their service to help create the context in which students will be providing service.
4. Involve the community partner in planning and evaluating the structure of the service-learning experience. You are already asking them to serve in a co-educator role by virtue of assigning students to work with them. It will help your students if both of you are on the same page regarding the purpose of the service and the expectations of the students.

5. Invite your community partner(s) to campus to discuss the mission of the agency, as well as the clients they serve and the services they provide.
6. Discuss issues of transportation. Transportation to service sites is an important consideration for your students, particularly if they do not have a car on campus.
7. Have your students complete a service-learning project agreement form with their community partner before beginning service. A sample form can be obtained from OLSL.
8. Check in with your community partners via phone or e-mail (depending on their preference for communication) throughout the semester to identify any concerns before it is too late!
9. Invite your community partner to listen to students' reflections or to view their final projects related to their service sites.
10. Ask your partner for their evaluation of the service experience. How did it work for them and their staff? This evaluation shows that you care about them and whether students' efforts helped to serve their mission.

Service-learning is a proven high-impact practice⁶ that helps students to make immediate and long-lasting connections between their academic coursework and the communities in which they live. The Office of Leadership and Service-Learning provides consultations and workshops for instructors who wish to develop or revise courses to include an experiential service component. Please call Dr. Emily Janke, Assistant Director for Service-Learning, if you would like to speak about how to include service-learning – or how to improve or enhance an existing service-learning course.

For More Information About this Survey:
contact Dr. Emily Janke at emjanke@uncg.edu

For More Information About Service-Learning:
visit the OLSL website: <http://olsl.uncg.edu>

⁶ *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, by George D. Kuh (AAC&U, 2008).

APPENDIX A

Courses Included in Survey (by department)

Communication Studies
 Curriculum and Instruction
 English
 Freshman Seminar
 History
 Masters in Liberal Studies
 Political Science
 Spanish

Community Partners

Adult Center for Enrichment	Guilford Child Development
After Gateway	Higher Ground
Bald Head Island Conservancy	Hope Coordination Center
Beverly Mattis	L.L. Reid
Center for Visual Artists	Lisa Zevorich
Children's Home Society of North Carolina	Mary's house
Citizens of Greensboro	Moss Lake
CNNC	NC Zoo
Cone Mill Villages	NCCJ
	North Carolina Humanities
Dudley High School	Council
El Buen Pastor Latino Community Services	OLSL Spring Break Relief trip
Evergreens Senior Healthcare	Parents as Teachers
Family Service of the Piedmont	Recipe for Success
Friends of the Greensboro Public Libraries	SHIELD Mentor Program
Glenwood Tutoring Program	Slow Food Piedmont Triad
Goodwill	SPCA
	The Guilford County Animal
Greensboro Bicentennial Commission	Shelter
Greensboro Islamic Academy	UNC Healthcare
Greensboro Urban Ministries	YWCA

APPENDIX B

**Office of Leadership and Service-Learning
Spring 2009 Service-Learning Student Survey
(RESPONSES INCLUDED)**

We would like to better understand the impact that Service-Learning has on students. We particularly want to know how this experience has influenced your perspective on learning, your view of service, and your perspective of working in a diverse community.

70 Students Surveyed

I. First, we would like to know some information about you.

1. What is your racial background?
Caucasian/White (67.1%) African American (28.6%) Asian/Asian American (0%)
Hispanic (1.4%) Native American (0%) Other (2.9%)
2. What is your age group?
Under 25 (70%) 25-34 (17.1%) 35-44 (1.4%)
45-54 (7.1%) Over 55 (4.3%)
3. What is your gender?
Male (28.6%) Female (68.6%) No Answer (2.9%)
4. What is your class level?
Freshman (14.3%) Sophomore (14.3%) Junior (24.3%)
Senior (22.9%) Graduate Student (22.9%) Other (1.4%)
5. I have a job that requires me to work:
1-10 hrs/wk (10%) 11-20 hrs/wk (25.7%) 21-30 hrs/wk (14.3%)
31-40 hrs/wk (10%) 41+ hrs/wk (5.7%) I do not have a job (32.9%)
No Answer (1.4%)
6. Prior to taking this course, I have volunteered in my community:
1-15 hrs (32.9%) 16-30 hrs (17.1%) 31-45 hrs (1.4%)
46-60 hrs (4.3%) 61+ hrs (30%) This is my first experience volunteering. (12.9%)
7. Name of the Service-Learning course you enrolled in: _____
8. The course number: _____
9. Name of community partner/agency you worked with: _____

II. Next, we would like to gain your perspective about this community-based learning course.⁷

Please indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10. The community participation aspect of this course helped me to see how the subject matter I learned can be used in everyday life.	1%	4%	10%	41%	43%

⁷ Percentages were rounded to the nearest whole number

11. The community work I did through this course helped me to better understand the lectures and readings in this course.	1%	9%	17%	43%	30%
12. I feel I would have learned more from this course if more time was spent in the classroom instead of doing community work.	29%	37%	20%	9%	6%
13. The idea of combining work in the community with university coursework should be practiced in more classes at this university.	1%	4%	24%	34%	36%
14. I was responsible for the quantity and the quality of knowledge that I obtained in this course.	0%	3%	19%	36%	43%

III. The next set of questions relates to your attitude toward community involvement.

Please indicate your level of agreement with each statement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
15. I was already volunteering in my community before taking this course.	16%	23%	10%	21%	30%
16. The community participation aspect of this course showed me how I can become more involved in my community.	0%	7%	9%	44%	40%
17. I feel that the community work I did through this course benefited the community.	0%	3%	7%	56%	34%
18. I probably won't volunteer or participate in the community after this course.	54%	27%	7%	4%	7%
19. The community work involved in this course helped me to become more aware of the needs in my community.	1%	3%	14%	44%	37%
20. I have a responsibility to serve my community.	1%	0%	11%	39%	49%

IV. Now, we would like some of your personal reflections on this experience.

Please indicate your level of agreement with each statement

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21. Most people can make a difference in their community.	1%	1%	1%	33%	63%
22. I developed a good relationship with the instructor of this course because of the community work we performed.	4%	7%	41%	24%	23%
23. I was comfortable working with cultures other than my own.	1%	1%	9%	41%	47%
24. The community work involved in this course made me aware of some of my own biases and prejudices.	3%	9%	17%	44%	27%
25. The work I performed in this course helped me learn how to plan and complete a project.	0%	10%	20%	43%	27%
26. Participating in the community helped me enhance my leadership skills.	0%	4%	10%	57%	29%
27. The work I performed in the community enhanced my ability to communicate my ideas in a real world context.	1%	3%	16%	50%	30%
28. I can make a difference in my community.	1%	0%	1%	33%	64%

V. Concluding thoughts & comments

Please write brief responses to the following questions

29. Overall, how would you describe your service-learning experience?

30. Do you have any other comments you would like to share?

Thank you for your insights regarding Service-Learning!

Adapted from Gelmon, S.B., Holland, B.A., Driscoll, A., Spring, A., & Kerrigan, S. (2001). Assessing Service-Learning and Civic Engagement: Principles and Techniques. Campus Compact.