

SERVICE-LEARNING EVALUATION REPORT 2010-2011

University of Washington

*Carlson Leadership
& Public Service
Center*

Carlson Leadership & Public Service Center

The Carlson Leadership & Public Service Center develops service-learning, community-based participatory research, and leadership opportunities for UW students that sustain reciprocal partnerships, deepen learning, advance civic engagement, and contribute to our greater community.

Service-Learning

Service-learning is a learning experience that combines service with the community with structured preparation and reflection opportunities. Service opportunities are tied to academic coursework and address concerns that are identified and articulated by the community. As students engage in service-learning, they learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as community members.

Overview of Report

During the 2010-2011 academic year, the Carlson Center worked to connect **2,752 students** to service-learning opportunities in the non-profit and public sector in the greater Seattle area. This represents a **27% growth rate** from the 2009-2010 academic year and **54% growth** from the 2008-2009 academic year. The table below shows the Carlson Center's service-learning enrollment for each quarter of the past three academic years.

Total Number of Service-Learning Students by Quarter, 2008-2011

	Autumn	Winter	Spring	Total
2008-2009	447	484	354	1,285
2009-2010	653	632	740	2,025
2010-2011	889	902	961	2,752

With significant growth in our programs, the Carlson Center is committed to ensuring it provides quality service-learning experiences for its students, faculty, and community partners. At the culmination of each academic quarter during the 2010-2011 academic year, the Carlson Leadership & Public Service Center surveyed all students who participated in service-learning through our Center. The 1,223 service-learning students who responded to our survey (a 46% response rate) reported:

- Service-learning course experiences that trended positively
- Experiences with service-learning community organizations that were solidly positive
- Experiences interacting with the Carlson Center that trended positively

Student evaluation data and comments from 2010-2011 have been compiled into the three following sections:

- i. Service-learning courses (page 2)
- ii. Community organizations (page 4)
- iii. Working with the Carlson Center (page 6)

I. Service-Learning Courses

Overview

During the 2010-2011 academic year, the Carlson Center supported **94 service-learning courses**. Below is a list of majors and departments with which the Carlson Center supported service-learning opportunities:

American Ethnic Studies	International Programs/Educational Outreach
Asian/Pacific American Studies	Law, Societies, and Justice
Anthropology	Mathematics
Biology	Nursing
Communication	Political Science
Community, Environment, and Planning	Program on the Environment
Comparative History of Ideas	Psychology
Early Childhood and Family Studies	Religion
Education	Robinson Center for Young Scholars
English	School of Forest Resources
General Studies	School of Social Work
Gender, Women, and Sexuality Studies	Spanish
History	Sociology
International Studies	

Data

The following survey results reflect students' reactions to the course component of their service-learning commitment.

N = 1266 (46% of all 2010-2011 service-learning students)

Means reported are based off a 5 point scale where 1 = strongly disagree and 5 = strongly agree.

Among all surveyed service-learning students, results showed that student responses relating to their service-learning courses trended positively.

- More courses at the University of Washington should incorporate a service-learning component [M = 3.87]
- My service experience helped me to understand the relevance of this course's subject matter in everyday life. [M = 3.85]
- I have learned more in this class than I would have if I had not participated in a service experience. [M = 3.71]
- I was satisfied with the inclusion of service-learning in this course. [M = 4.07]
- My service experience will have an impact on my future academic and career choices. [M = 3.83]

Service-Learning Course Data by Academic Quarter, 2010-2011

	The university would benefit from more service-learning courses.	Service-learning helped me understand my course's relevance in everyday life.	I learned more in this class than if I would not have participated in service-learning.	I was satisfied with the inclusion of service-learning in my course.	My service-learning experience will have an impact on my future academic and career choices.	Composite Score
Autumn	3.60	3.56	3.47	3.81	3.63	3.61
Winter	3.80	3.90	3.80	3.90	3.90	3.90
Spring	4.05	4.00	3.81	4.18	3.91	3.99
2010-2011	3.87	3.85	3.71	4.07	3.83	3.87

Student comments relating to their service-learning course:

“The service-learning experience was an invaluable way to ground the readings and lectures in some actual practice. It kept me motivated, and made everything matter more. It also motivated me to do similar work on my own. I realized how great volunteering can be towards getting life experience, meeting people, and directing yourself towards a career.”

- Service-learning student, The UW Farm (Biology 240: The Urban Farm)

“As a student in the Humanities disciplines at the UW, it is not always clear exactly how the "Research Institution" component of the University is relevant to my course work... However, through service-learning, I was able to conduct a mini ethnography project, which is equivalent to a lab or research component, in the context of Anthropology. This was a valuable and appreciated opportunity!”

- Service-learning student, Columbia Lutheran Home (Anthropology 322/Religion 322: Comparative Study of Death)

“Service-learning is the best way to incorporate the knowledge and skills we have gained through academia and put them to work in our own communities. Building relationships within our communities and using our education to interact with and improve the world is essential.”

- Service-learning student, Union Gospel Mission (Geography 331: Global Poverty and Care)

“I could not have asked for a better way to learn about anthropology methods. The hands-on experience was the best and it has easily been one of the best classes I've ever taken at UW. I would feel completely differently without the service-learning partnership with the Senior Center. It makes all the difference!”

- Service-learning student, Pike Market Senior Center and Downtown Food Bank (Anthropology 469: Participatory Methods)

II. Community Organizations

Overview

During the 2010-2011 academic year, the Carlson Center worked with between **340-350 community organizations** each quarter. This represents a **21% growth rate** in the number of community organizations we have worked with each quarter during the previous academic year.

Data

The following data reflects students' reactions to their service-learning sites.

N = 1225 (45% of all 2010-2011 service-learning students)

Means reported are based off a 5 point scale where 1 = strongly disagree and 5 = strongly agree.

Students reported positive engagements with and reactions to their service-learning sites regarding orientation, supervision, and communication. Students agreed that:

- The orientation/training at my service-learning site from the supervisor was useful [M = 4.06]
- The supervision from the organization while on site was adequate [M = 4.24]
- There was strong communication from the organization supervisor/staff while on and off the site [M = 4.04]

In reflecting on their overall service-learning experience, students agreed:

- There were ample opportunities to contribute significantly to the mission of the organization [M = 4.06]
- I was satisfied with the volunteer portion of my service-learning experience [M = 4.41]
- I believe that the Carlson Center should continue to partner with this organization [M = 4.51]

Service-Learning Organization Data by Academic Quarter, 2010-2011

	My site orientation was adequate.	I had adequate supervision.	There was strong communication from the organization supervisor/staff while on and off site.	I felt I was making meaningful contributions to the organization.	I was satisfied with the volunteer portion of my service-learning.	The Carlson Center should continue to partner with my organization.	Composite score
Autumn	4.03	4.19	3.97	3.97	4.34	4.47	4.16
Winter	4.10	4.30	4.10	4.10	4.40	4.50	4.30
Spring	4.08	4.23	4.05	4.08	4.44	4.53	4.24
2010-2011	4.06	4.24	4.04	4.06	4.41	4.51	4.22

Student comments relating to their service-learning site:

“My specific location had a great staff of attorneys, law students and paralegals all of whom were more than willing to explain things, show you how to look up anything and were just extremely helpful overall. I liked the experience so much that I will be staying on with the LAC throughout the summer.”

- Service-learning student, Legal Action Center, King County-CSS (Womens Studies 200: Introduction to Womens Studies)

“I really enjoyed volunteering at Ballinger Homes as a Homework Factory Tutor/Mentor. I learned a lot about the course material as well as myself through my service-learning experience.”

- Service-learning student, Shoreline Center for Human Services (Sociology 110: Survey Sociology)

“Wellspring’s staff and mission have inspired me beyond the capacity I have to explain in this little box. The experience that I had was truly life changing. The inspiration I obtained for my professional future is monumental.”

- Service-learning student, Wellspring Family Services (Social Welfare 315: Community Service-Learning)

The CISC volunteer site is a great learning experience for me because it allowed me to apply the skills I learned internally within the classroom walls to the external world. Also, I had a really fun time as a tutor since I got to engage with a lot of children.

- Service-learning student, Chinese Information and Service Center (English 121F: Composition: Social Issues -- ‘I am a Promise’: Critical Inquiry and Community Engagement)

“The staff and students at the Denise Louie Education Center at Lake Washington were phenomenal and a pleasure to work with. They work to include you in all aspects of the classroom and are extremely accommodating with your schedule. I recommend this site to anyone because I know they would have a great experience.”

- Service-learning student, Denise Louie Education Center (Early Childhood and Family Studies 303: Service-Learning and Research I)

III. Working with the Carlson Center

Overview

During the 2010-2011 academic year, the Carlson Center worked to connect **2,752 students** to service-learning opportunities in the non-profit and public sector in the greater Seattle area. This represents a **27% growth rate** from the 2009-2010 academic year and a 54% growth from the 2008-2009 academic year.

Data

The following data reflects students’ interactions with the Carlson Center while enrolled as a service-learning student.

N = 1221 (44% of all 2010-2011 service-learning students)

Means reported are based off a 5 point where 1 = strongly disagree and 5 = strongly agree.

Student responses to their interactions with the Carlson Center trended positively.

- The presentation by the Carlson Center during the first week of class was valuable [M = 3.86]
- E-mails sent throughout the quarter from the Carlson Center were informative [M = 3.51]
- I was satisfied with the overall support I received from the Carlson Center throughout the quarter [M = 3.77]

Carlson Center Service-Learning Data by Quarter, 2010-2011

	The presentation by the Carlson Center during the first week of class was valuable.	E-mails sent throughout the quarter from the Carlson Center were informative.	I was satisfied with the overall support I received from the Carlson Center.
Autumn 2010	3.88	3.49	3.77
Winter 2011	3.90	3.50	3.80
Spring 2011	3.86	3.52	3.79
2010-2011	3.86	3.51	3.77

Interaction with the Carlson Center

Of the 1221 surveyed students, 431 (35%) reported contacting the Carlson Center or coming to our office. Students who came to or contacted the Carlson Center agreed that:

- Communication from the Carlson Center staff (via e-mail, phone, or in person) was helpful [M = 4.17]
- The Carlson Center was effective in problem solving my service-learning situation [M = 4.18]

Students who contacted the Carlson Center also ranked the office better on other markers of our effectiveness than students who did not contact the Carlson Center.

	The presentation by the Carlson Center during the first week of class was valuable.	E-mails sent throughout the quarter from the Carlson Center were informative.	I was satisfied with the overall support I received from the Carlson Center.
No Contact	3.74	3.33	3.61
Contact	4.08	3.85	4.07
All Students	3.86	3.51	3.77

IV. Student Response

Why would you recommend service-learning to another student?

“By far one of my most valued experiences in my college career. If you find a volunteer site that ties into your passion and what you might want to pursue after college, this is a wonderful opportunity. You might even discover a passion that you never knew you had for the population and issues that you're working with at the site you volunteer at.”

- Service-learning student, Boys and Girls Club of Kirkland (Psychology 306: Developmental Psychology)

“Doing service-learning through a class is good motivation to get out into the community. I know it’s hard to do it on your own -- life just seems to get too busy. But when it's a class requirement, it makes you get out and do it. Then you find that it's actually not that hard -- I am now more likely to volunteer in my own time because I can see that it is doable even when taking 18 credits.”

- Service-learning student, Seattle Neighborhood Farmer’s Market Alliance (Biology 240: The Urban Farm)

“There are certain things that can only be fully appreciated once you have experienced them in a real life context. For example, in my class, it is one thing to read about food scarcity, but interacting with people who do not have food on a daily basis makes the issue much more real and causes it hit home more and increase its importance to me.”

- Service-learning student, Northwest Harvest (English 121B: Composition: Social Issues -- Food Production and Sustainability)

“Often, what I have found is that what I learn from service learning does not match the course curriculum exactly, but it represents a real world application of it. Not only does it enhance interest in the course material, but it also broadens my world view. Interacting with a segment of the population that is not affiliated with the UW is an incredibly valuable learning experience.”

- Service-learning student, Seattle Central Community College - Basic Studies Tutoring Program (Psychology/Womens Studies 357: Psychobiology of Women)

“It is a rewarding experience. You get to meet know people from all walks of life. You grow as an individual which makes you feel you are capable of doing anything.”

- Service-learning student, ROOTS Young Adult Shelter (English 121C: Composition: Social Issues -- The Rhetoric of Poverty)

“Since I was taking Spanish, volunteering at Youthcare, and specifically working with undocumented minors showed me how valuable learning another language can be. This experience also inspired me to learn more about how youth are affected my deportation and the steps to educate them affectively for future success.”

- Service-learning student, YouthCare – Casa de los Amigos (Spanish 392: Experiential Learning)

“Service learning puts the practicality of complex ideas at your fingertips. In more cases than not, your comfort level and comprehension levels are stretched when dealing with real people and real world problems. The bubble we exist in as university students requires a wake-up call to how the world works outside of our state of privilege.”

- Service-learning student, Community Alliance for Global Justice (Political Science 333: Topics in International Relations: Political Ecology of the World Food System)

IV. Final Numbers, 2010-2011

Number of service-learning classes supported by the Carlson Center	94
Number of service-learning students connected to community organizations through the Carlson Center	2,752
Number of service hours given to community organizations by UW service-learning students	55,040 ¹
Estimated net worth of service given to community organizations by UW service-learning students	\$1,175,654.40 ²

¹ Assuming each student completes 20 hours (the minimum service-learning requirement)

² Independent Sector estimates an hour of volunteer service in Washington state to be worth \$21.62

Appendix

Questions from student evaluation survey

Carlson Center Questions

After the initial class presentation by the Carlson Center, did you contact the Carlson Center or come into the Carlson Center office? (Yes or No)

Communication from the Carlson Center staff (via email, phone or in person) was helpful. (Rank 1-5)

The Carlson Center was effective in problem solving my service-learning position. (Rank 1-5)

The presentation by the Carlson center during the first week of class was valuable. (Rank 1-5)

Emails sent throughout the quarter from the Carlson Center were informative. (Rank 1-5)

I was satisfied with the overall support I received from the Carlson Center throughout the quarter. (Rank 1-5)

Community Organization Questions

Was your service-learning site a Self Placement? (Yes or No)

Select the Name of your service-learning organization (Select from list)

The orientation/training at my service-learning site from the supervisor was useful. (Rank 1-5)

There were ample opportunities to contribute significantly to the mission of the organization. (Rank 1-5)

The supervision from the organization while on site was adequate. (Rank 1-5)

There was strong communication from the organization supervisor/staff while on and off the site. (Rank 1-5)

I believe that the Carlson Center should continue to partner with this organization. (Rank 1-5)

I was satisfied with the volunteer portion of my service-learning experience. (Rank 1-5)

Course Questions

For how many classes did you participate in service-learning during this quarter? (1 or 2)

In which service-learning course were you enrolled? (Select from list)

More courses at the University of Washington should incorporate a service-learning component. (Rank 1-5)

My service experience helped me to understand the relevance of this course's subject matter in everyday life. (Rank 1-5)

I have learned more in this class than I would have if I had not participated in a service experience. (Rank 1-5)

I was satisfied with the inclusion of service-learning in this course. (Rank 1-5)

My service experience will have an impact on my future academic and career choices. (Rank 1-5).

Other Questions

Do you have any additional comments regarding your experience with the Carlson Center, your volunteer site, or your course?

Would you recommend service-learning to another student? (Yes or No)

Why or why not, and what would you tell them about service-learning?

Can the Carlson Center contact you to further discuss your service-learning experience? (Yes or No)