

### Spring 2010 Survey of 1311 freshmen students

	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	
The Center for Civic Engagement representatives were helpful in introducing the local non-profit organizations and answering any questions I had.	0%	0%	<b>30.0%</b>	<b>46.7%</b>	23.3%	
The four articles I read on service-learning in class were useful in helping me better understand “service-learning” is.	3.3%	0%	3.3%	<b>50.0%</b>	<b>43.3%</b>	
My non-profit organization was useful in my volunteering experience.	0%	6.7%	<b>36.7%</b>	<b>46.7%</b>	10%	
My volunteering at the local non-profit organization conflicted with my school or work schedule.	10%	20%	13.3%	<b>40%</b>	16.7%	
My composition instructor’s input was beneficial to the outcome of the entire service-learning project.	6.7%	0%	6.7%	<b>33.3%</b>	<b>53.3%</b>	
This composition class has provided me with the opportunity to look at writing and researching from another perspective.	3.3%	0%	10%	<b>40.0%</b>	<b>46.7%</b>	
I plan to continue volunteering, if not at this non-profit organization, perhaps at another one.	3.4%	6.9%	<b>31%</b>	<b>31%</b>	<b>27.6%</b>	
	Unknown	A	B	C	D	F
Please select which letter grade you think you have earned.	<b>60%</b>	26.7%	3.3%	0%	0%	10%

**For question 1:** There are a mixed responses for this question. There were 46.7% of students who agreed that the CEC was helpful in introducing them to local non-profit organizations and answering any questions they had about volunteering. However, 30% were undecided. This could be because there were quite a few students who did not volunteer through the CEC, but had their own organizations and/or programs to volunteer.

**For question 2:** There were 50% of students who agreed and 43.3% of students that strongly agreed that reading the service-learning articles was useful in helping them better understand what service-learning is. Even though I have been leery about having readings such as these in the first-year composition classroom, I have reconsidered these thoughts and now will

incorporate readings such as these, not because they “theme” the class, but because they help the students with their critical thinking skills.

**For question 3:** This question produced mixed results, with 36.7% undecided and 46.7% agreeing that their local non-profit organizations helped them with their volunteering efforts. One way to address is to incorporate more readings on what local non-profit organizations are and what they are supposed to do for the communities they serve, as well as have more discussions in class about them.

**For question 4:** This question yielded results that were not very surprising. There were 40% of students that agreed and 16.7% of students that strongly agreed that volunteering conflicted with their work and/or school schedules. Two suggestions that I have is to integrate more fully activities and assignments with the service-learning projects, so that students would have either class time to volunteer and/or learn how to plan their volunteer hours around their work/school schedules.

**For question 5:** This question produced positive results, with 33.3% agreeing and 53.3% strongly agreeing that the composition instructor (me ☺) provided them with helpful or assistance in their overall service-learning projects. I think that keeping a positive attitude (a “can-do” attitude) is very important for students to see because it is like “modeling” behavior. Also, I think that having experience with using service-learning projects in the classroom helps as well.

**For question 6:** One of the questions that I was not sure what kind of results would yield. There were 40% who agreed and 46.7% that strongly agreed that the composition course provided them with another perspective of research and writing. I think so many students responded this way because of the nature of the assignments/projects.

**For question 7:** This question produced mixed results with 31% undecided, 31% agreeing, and 26.7% strongly agreeing that they would volunteer after this experience. The 31% undecided could be because the students are not sure what their future schools will be like.

**For question 8:** I am not surprised by the 60% of students who were undecided about what kind of grade they will receive once they are done with their service-learning project because I never focus directly on numbers and/or grades in my class.