



**University of British Columbia-Community Learning Initiative  
First Annual Report to the J.W. McConnell Family Foundation**

**July 2007**

## **Introduction**

This report summarizes the progress made in the past year by the UBC-Community Learning Initiative<sup>1</sup> (UBC-CLI), a model for the advancement of curricular Community Service-Learning (CSL) projects that take place in the non-profit sector. The UBC-CLI is supported by a generous five-year grant from the J.W. McConnell Family Foundation made through its University-Based Community Service Learning Program and by complementary funding from the University of British Columbia (UBC). The first part of this report summarizes the activities of the first year of the initiative (April 1, 2006 to March 31, 2007); the second outlines the plans for the coming year.

The goals of the UBC-CLI as stated in the original proposal are as follows:

1. To enhance students' learning: about themselves and their roles as global citizens; about critical community issues; and about academic fields of knowledge.
2. To apply the resources of the university (people, knowledge, and methods of inquiry) to critical community issues (social, ecological, and economic).
3. To build the capacity of the university and community organizations to engage in successful university-community partnerships.
4. To evaluate the processes and outcomes of the UBC-CLI and disseminate the results so that the lessons learned through the planning and implementation of the UBC-CLI can benefit the CSL field.

In its first year, the UBC-CLI has made significant progress with respect to these goals, despite having encountered several challenges. The next section of this report summarizes the progress that has been made and briefly discusses the challenges and the ways in which they were addressed.

## **Summary of Year One Activities, Successes, and Challenges**

### **Governance and Administration**

In recognition of Margo Fryer's leadership in relation to the advancement of CSL at UBC and her involvement in the development of the proposal for the UBC-CLI, Dr. Fryer was named Director of the UBC-CLI. In keeping with UBC's efforts to advance curricular CSL as a collaboration of the Vice-Presidents Academic, External, and Students, it was decided that Margo would report jointly to these three Vice-Presidents.

A steering committee for the UBC-CLI was created, chaired by Anna Kindler, Vice Provost and Associate Vice-President, Academic Affairs. This committee provides overall policy and strategic direction to the UBC-CLI. Current steering committee members include: the Vice-President, Students; Associate Dean for Faculty Programs in the Faculty of Arts; Associate Dean for Curriculum in the Faculty of Science; President

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<sup>1</sup> The original name for the model was "UBC-Community Learning Institute." As part of the finalization of the governance structure for the UBC-CLI, it was decided that "initiative" was a more appropriate label since the term "institute" carries connotations within academic settings that are not satisfactorily descriptive of the goals or activities of the UBC-CLI.

of the Alma Mater Society (student government); Senior Director, Student Development; Director, UBC-CLI; and the CEO of YWCA Vancouver. This committee met twice during the past year.

A second committee has been created to facilitate a coordinated, institution-wide approach to the planning, implementation, and evaluation of the UBC-CLI. This committee is chaired by the Director of the UBC-CLI and consists of faculty members from the faculties of Land and Food Systems, and Applied Science; the head of the Geography Department (Faculty of Arts); the Director of Teaching and Academic Growth (TAG) and the Institute for the Scholarship of Teaching and Learning (ISOTL); the Director of Planning and Institutional Research (PAIR); the Senior Director of Student Development; the Director of Organizational Development and Learning in Human Resources; representatives from two non-profit organizations who have hosted UBC-CLI projects: Munroe House (a transition house for women leaving abusive relationships) and the Richmond Fruit Tree Sharing Project; and two students who participated in UBC-CLI projects this year. This Planning, Implementation, and Evaluation committee (PIECe) met twice this year. In addition, three ad hoc working groups have been active this past year: the research and evaluation working group; the group that developed and delivered the training program for project leaders; and a capacity-building working group.

The UBC-CLI was launched by a staff team consisting of the Director, an Associate Director, two part-time program coordinators, a program assistant, and a part-time research assistant. Two professionals from Volunteer Vancouver participated in some UBC-CLI planning activities, but Volunteer Vancouver did not play as large a role in the development and implementation of the initiative as had been originally expected.

A summary of expenditures compared to the original budget for the UBC-CLI to the end of March 2007 is presented in Appendix A.

### **Course and CSL Project Activities**

The original UBC-CLI proposal specified several features of the UBC-CLI model:

- The CSL experience will combine students' learning in an academic course with meaningful short-term, immersion CSL projects that meet community needs or goals and will include a variety of structured reflection activities
- Courses with CSL projects will be offered three times a year: February/March (Reading Week); May/June (Spring) and July/August (Summer)
- CSL projects that meet objectives identified by a non-profit community organization will be done by teams of five to fifteen students
- UBC staff, faculty, graduate students, faculty emeriti, or alumni will lead student teams in the completion of their projects
- The community projects will link the community organization's mission and specific project objectives with one or more particular fields of academic study and with one or more of the three themes that are central to UBC's Trek 2010 vision (preparing students for global citizenship, strengthening civil society, and promoting sustainability).

The first round of CSL projects/courses undertaken in Winter Term II (January to April, 2007) was a resounding success. One-hundred and ninety-five undergraduate students worked with 14 community organizations on 23 different projects that were completed during Reading Week in February. The number of students exceeded the original target of 150 student participants in the first round of projects/courses. The community projects ranged in scope and location, including one project at UBC Okanagan that was coordinated through the newly-established UBC Okanagan Learning Exchange. The students were enrolled in 11 different courses in the faculties of Arts, Applied Science, Science, and Land & Food Systems at UBC Vancouver and in an Education course at UBC Okanagan. Brief descriptions of the CSL projects are presented in Appendix B.

The CSL project activities of each of the student teams were facilitated by a project leader who was a UBC staff member who was either given release time to play this role or took vacation time during Reading Week (12 leaders), a volunteer graduate student (six), or a volunteer alumnus (one). All but three of the project leaders took part in a three-day training program that prepared them for their role. Appendix C presents the agenda for the leadership training program. This program was developed by the Director and a staff consultant from UBC's Organizational Development and Learning unit and the UBC-CLI Director and Associate Director. This training program will be used as the foundation for future training sessions for UBC-CLI project leaders. The other three project leaders were enrolled in a graduate course in planning taught by the UBC-CLI Director and were prepared for their role through this course.

### **Research and Evaluation**

This year's research and evaluation efforts included a formative evaluation of the operational aspects of the initiative and a preliminary assessment of the effects of CSL on students. For the formative evaluation, students completed a short questionnaire at the end of their project experience (see Appendix D for the questionnaire and an analysis of the results from the UBC Vancouver students). In addition, the UBC-CLI research assistant (a PhD candidate in Education) conducted personal interviews with instructors from all but one of the courses at UBC Vancouver and all but one of the community organizations. (Appendix E presents the interview guides that were used.) The Learning Exchange Manager at UBC Okanagan conducted de-briefing interviews with the faculty and community representatives who were involved in the Kelowna project.

In order to lay the groundwork for research into the outcomes of the UBC-CLI, the research working group<sup>2</sup> identified a list of possible outcomes (both intended and unintended) for each of the relevant "stakeholders" in CSL: students, community organizations, faculty, and the university. In addition, a list of key variables that are likely to influence these outcomes was generated. After consideration of the scope of possible outcomes of CSL and the challenges related to conducting research about some of the outcomes which are only loosely conceptualized, the research working group decided to

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<sup>2</sup> The research working group consisted of the Directors and staff from the UBC-CLI and Planning and Institutional Research (PAIR) with input from the Director of UBC's Institute for the Scholarship of Teaching and Learning (ISOTL)

focus first on outcomes for students. The concepts and indicators in the list of student outcomes that had been created (including outcomes related to concepts such as global citizenship) were linked to key concepts identified in two well-known frameworks.<sup>3</sup> This “conceptual map” is serving as a reference point in the development of the UBC-CLI outcomes research program.

In order to begin exploring outcomes for students who took part in CSL through the UBC-CLI this year, the research working group used a modified version of the National Survey on Student Engagement (NSSE) to determine if participating in CSL influenced students’ NSSE scores.<sup>4</sup> The approximately 400 students who were enrolled in courses that included a CSL project through the UBC-CLI were invited to take part in the survey. The analysis of the 142 completed surveys separated the students into three groups: those who took part in a CSL project; those who wanted to take part in a CSL project but were unable to do so (e.g., because of prior commitments during Reading Week); and those who did not want to take part in a CSL project.<sup>5</sup> Significant differences between the group of students who did CSL compared to those who did not were found for one of the five NSSE benchmark measures: the subscale for “active and collaborative learning.” The plan was to also conduct personal interviews and focus groups with students who took part in a CSL project in order to explore students’ perspectives on the learning outcomes of the CSL experience, but unfortunately, this effort was hampered by a very low response rate.

### **Successes**

The launch of the UBC-CLI occurred in an institutional atmosphere that is very supportive of Community Service-Learning. For example, CSL is prominent in UBC’s strategic vision, Trek 2010. UBC’s President, Stephen Toope, is an enthusiastic champion for CSL, as are the members of his executive team. The importance of this support from the leadership of the university has been crucial to the early success of the UBC-CLI. In addition, the receipt of funds from the J.W. McConnell Family Foundation added vitally important momentum for the advancement of curricular CSL at UBC. The UBC-CLI is being seen as a key component of UBC’s efforts to improve undergraduate teaching and learning while applying the university’s resources to critical issues in the community.

Through the process of organizing the first round of CSL projects and courses, the UBC-CLI staff team successfully established new relationships with nine community organizations which had previously not been involved with CSL at UBC as well as strengthening relationships with organizations that had previously been involved with the Learning Exchange. Community organizations were very receptive to the CSL concept and eager to be involved with the university and its students. The UBC-CLI engaged eight new instructors in CSL as well as building on existing relationships with faculty

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<sup>3</sup> Pascarella and Terenzini (2005) How College Affects Students and Gelmon et al (2001) Assessing Service-Learning and Civic Engagement.

<sup>4</sup> In general, NSSE scores for large Canadian universities tend to indicate low levels of student engagement in their own learning and in their university.

<sup>5</sup> Participation in a CSL project was an option in the courses, not mandatory.

members. Perhaps as a result of the increasing profile of CSL within the university over the past few years, most faculty members that were approached this year were enthusiastic about getting involved in the UBC-CLI.

All the categories of participants in the UBC-CLI found the experience to be worthwhile. Data from the student satisfaction survey (with 97% of UBC Vancouver students responding) show that students' experiences with the first UBC-CLI projects were extremely positive. Students were happy that they took part in the CSL project and reported that not only would they participate again, but they would encourage other students to take a course that included a CSL project. Students also felt that their participation in the project was relevant to the courses they were taking and that their experiences during the project helped them to understand what it means to be a responsible citizen. Students agreed that their reflections on their experiences during the project helped them to see connections between community issues and what they were studying. Students indicated they learned a lot about community issues through taking part in their project and believed the projects were valuable for the community organizations where they worked. (See Appendix B for further detail.)

The seven students who took part in personal interviews expressed strong appreciation for their curricular CSL experience. These students talked about what they had learned as well as the ways in which CSL differs from other forms of learning. (See Appendix F for the list of questions asked in these interviews.) Extracts from some of these interviews follow.

“Being able to, even in a sort of abstract way, to apply something that we’re learning to an experience that helped someone or gives us some perspective on the community that we’re living in, the city we’re living in, or the people that live in it . . . that’s education. Because, to me, the problem with this university often times is that we spend an awful lot of time being talked at, and writing papers, and doing things that are extraordinarily difficult to apply to anything. . . . But to be involved, and to actually do something, beyond the usual academia, is necessary for a well rounded education.” (Sociology student at YWCA Monroe House)

“A lot of people going into the project, myself included, thought that it would just be about giving back to the community, but as we found out pretty quickly, we were given all of this information . . . so I think it kind of worked out both ways. We both benefited from it, a mutual relationship, as opposed to us giving or them receiving. I think this has kind of made the world a little bit smaller.” (Sociology student at BC Borstal Association)

“The fact that I could write a better paper . . . it wasn’t just that I was doing research, and spitting out results. It was actually . . . I went and did it, and therefore I had a higher understanding, better learning. I learned about more things. Most of the time when I do a research project, a few months down the road I’m not going to remember it. . . . But this is something that, I guess, that by physically doing it . . . it took a lot

out of my day, and my time. . . . I guess I was mentally more there because I was physically more there.” (Sociology Student at Habitat for Humanity)  
“Sometimes we get very stuck in the mundane. . . writing an essay, or writing an exam, and it starts to become so boring, and stressful too. . . but it was a chance to not be at the university, to be out in the community, but still have a connection to what you’re learning. I think it’s great. I think everyone should have a chance to do it, regardless of whether you’re taking an Italian class, or . . . a sociology class.” (Italian Studies student at the Italian Cultural Centre)

“I wouldn’t have done it if it weren’t part of class work. Now that I have, I would do it again.” (Biology [Arts] Student at the Terra Nova Schoolyard Society)

With the exception of one instructor who was uncertain, all of the faculty members involved said they wanted to be involved with the UBC-CLI in future. Faculty members made several observations about the outcomes of CSL for students.

“The students had fun. They made new relationships, gained a sense of altruism, and had their eyes opened to social issues and problems. Some of the students are continuing to volunteer with their organizations. Students said they loved it and that it was one of the best things they’d done. The students who worked with Coast Mental Health were blown away by it. Their experiences changed their ideas about working with mentally ill people.”

“Students gained a sense of community—among themselves and as part of a bigger community. They developed a sense of value in themselves and in the work they were doing. They were able to look at how they can apply what they’re learning to work in the community. The students became more open to new ideas.”

“Critical reflection was included in the written part of the project assignment. Students found it useful to have the opportunity to think about what they actually got out of their experience. Reflecting on their experience made them value it more.”

The non-profit organizations that hosted groups of students were also very enthusiastic about their participation in the UBC-CLI and all hoped to continue their involvement. One representative commented that having two groups of students for 6-8 hours/day for three days meant that more than 400 hours of work was done, which was highly beneficial for his organization. Another community partner said that the work done by UBC students was “amazing.” He felt that the UBC students went beyond the parameters set for the project. He felt his overall experience working with UBC students was “very positive.” He is happy to see that UBC is taking steps to integrate theory and practice—to give students a “real-life experience.” A representative from a third organization said that the overall experience of working with students was positive, the end result was excellent, and she enjoyed the interaction with the students. “One student wants to volunteer, one works at Starbucks and now donates coffee from there, some stopped by after the project was completed to say hello and see if there was anything that was needed.” She was happy with the process and the results. “Great people and great outcomes!” A community mental health organization reported that many of the UBC

students did not have any prior experience working with people with mental health issues, and that they learned a lot through their volunteer experience. She was “very satisfied” with the outcome of the project, and felt that everyone benefited: the organization, the clients and the students.

Those who played roles as project leaders were also very pleased to have been involved. Some leaders offered unsolicited appreciative comments via email.

“This opportunity was such a wonderful experience and I did not expect to receive so many different rewards and gifts (mentally . . . not monetarily). . . . The students were the highlight of the project as it was great to bond with them and watch them grow!”

“I have absolutely loved working on this project and have come to realize how much I enjoy being part of students’ learning and development.”

“The openness of the Musqueam Band members that interacted with us over the lunch hours was greatly appreciated. We learned a lot of interesting and eye-opening things, and subsequently I think we all have a greater sensitivity and awareness of the past and present issues facing the Musqueam.”

### **Challenges**

The UBC-CLI did face some challenges. The two primary pedagogical challenges were first, making strong and obvious connections between course content and the community projects, and second, facilitating effective critical reflection. Although the student satisfaction survey results indicate that these issues were not overly problematic, the evaluation interviews with instructors and the observations of project leaders indicate that not all students saw a clear connection between the content of the course in which the CSL project was done and the particular community project. The evaluation interviews showed that some community organizations are eager to have more and earlier contact with instructors, so they can design their project(s) to be a more effective complement to the course. Some faculty members also wanted more contact with their community partner in order to increase the fit between the course and the project(s). It will be important to determine if the connections between course content and projects become stronger as instructors and community organizations become more experienced with CSL and more engaged with each other.

Reflection is the key to powerful learning outcomes in CSL: it is the bridge between course content, the community experience, and the student’s own thoughts, attitudes, feelings, and values. It is not easy to engage students in high-quality reflection activities. Some students are confused by the expectation that they will engage with their own thoughts and feelings in the context of a university course when other pedagogical approaches and some professors discourage them from being “too subjective.” In some courses/projects, students do not know each other well and so are shy about expressing their opinions. In some contexts, where the projects require students to be physically active, it is difficult to get students to shift gears and become quietly reflective. It seemed that among course instructors there was a range of

commitment to and comfort with the goal of including reflection activities in the CSL experience. Some instructors were happy to include reflection activities in the course before and after students' project work; others indicated that there was no time in the course structure to allow for reflection during class time. Some project leaders had more success than others getting students to engage in journal writing or reflective dialogue during the project work. Given the key role of reflection in CSL, determining how to do it effectively will be an important focus in the coming years. For example, capacity building efforts will emphasize reflection (e.g., more training and support regarding reflection will be given to project leaders and course instructors), and different ways of doing reflection (e.g., more informal forms of reflection that are better integrated into project work) will be tested and their outcomes assessed.

The UBC-CLI faced some logistical challenges as well, including an initially low response from students who were asked to take part in the outcomes research, staff resignations, and a lack of success in getting CSL projects linked with courses that take place in the summer.

The research regarding student outcomes was hampered by students' lack of response to the invitations to take part in both the NSSE survey and the personal interviews or focus groups. Students were first invited to take part in a 1:1 interview or a focus group two weeks after the end of their projects. Fewer than ten of the 191 UBC Vancouver students who took part in a project responded to this invitation and later reminders. Efforts were made to adapt the research protocol to allow for an incentive to be offered to students to participate (a chance to win a gift certificate to the university bookstore) but the university's research ethics board did not respond quickly enough to repeated attempts to determine whether and how this could be done. When the invitation to complete the NSSE survey was sent to students in April, there was a similar lack of response. It was clear that students were not going to respond to the survey without being offered an incentive, so the invitation was sent again, this time offering students a chance to win a \$100 UBC Bookstore gift certificate if they completed the survey. This revised invitation immediately prompted an acceptable response rate. The UBC ethics review board subsequently approved an amendment to the research protocol. While it is discouraging that students seem unwilling to take part in research, even when it is related to learning innovations they value, and even in an institution where research is such a significant part of the environment, at least this reality can be taken into account in the future.

Another important challenge relates to the departure of all of the professional staff that worked on the UBC-CLI in the past year (other than the Director). These departures, all in the period from early March to late May, occurred for a variety of reasons, including maternity leave, a family's move to another city, and advancement to a more responsible position with another employer. While the loss of these employees was difficult, as noted in the next section of this report, it also provided an important opportunity to re-design the approach to allocating resources in the UBC-CLI.

Partly as a result of the departure of staff, partly because of the focus on getting the first round of projects/courses completed, and partly because of the lead time necessary for

faculty to change their course scheduling from the regular academic year to the summertime, the UBC-CLI did not manage to get CSL projects integrated into any courses this summer. While this is disappointing, recent adaptations to the model should enable the UBC-CLI to still meet its original student participation targets.

## **Plans for Year Two**

As noted above, in the period from March to May, all of the UBC-CLI professional staff members left their positions. At the same time, several faculty members approached the UBC-CLI Director with ideas about how to either create a new course or substantially re-design a course using CSL as a central pedagogy. These faculty members wondered if the UBC-CLI could provide funds to enable them to hire graduate students or post-doctoral fellows to help with course design and coordination and to act as teaching assistants. These developments, combined with data from the operational evaluation that suggested ways in which the logistics of the model could be improved (including having fewer “cooks in the kitchen” and encouraging more contact between faculty and organization representatives), and the realization that the link between course content and community projects needed to be strengthened, all provided the impetus to significantly re-think the way in which UBC-CLI financial resources are allocated.

Discussions with members of the UBC-CLI steering committee and PIECe committee resulted in a strong consensus for a plan to distribute funds to faculties and other units rather than rebuilding a team of centralized professional staff. While the funds will be used to support activities undertaken by people in different positions than originally expected, the amount of funding being allocated to different categories of expenditure (e.g., coordination of projects/courses, research and evaluation, or operational expenses) will not change significantly. The revised budget and original budget for Year Two are presented in Appendix G.

The key features of the new approach are as follows:

- Funds will be allocated to faculty members teaching three courses that will together engage approximately 500 students in CSL projects. A third-year core course in Land & Food Systems that focuses on food security and sustainability will involve about 300 students in CSL projects of varying intensity: some self-led student groups will do research for a community organization; other groups will undertake a hands-on, action-oriented project in addition to the research. Students will work with organizations in Vancouver or organizations in rural settings. The second course is a new Coordinated Arts Course on the theme of “civil society” that will involve a cohort of about 100 students who will work in small groups of three or four to engage seniors in conversations about their past and current involvement in civil society. Some of these conversations will take place in the context of hands-on projects that the students and seniors will do together. The third new UBC-CLI course is the first core course<sup>6</sup> taken by second year engineering students who have chosen to become civil engineers. Its focus is on

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<sup>6</sup> Students actually enroll in two one-term courses but both are mandatory and sequential. For UBC-CLI purposes this is being considered one course.

building teamwork skills and introducing students to key concepts related to both sustainability and professional ethics. Groups of six or seven engineering students will do CSL projects during Reading Week under the leadership of graduate students from the School of Community and Regional Planning (SCARP) whose participation will be part of a course taught by the UBC-CLI Director. Faculty who are teaching these courses will receive funds for course coordination, research assistants and expenses, and teaching assistants. The allocation of funds has been determined based on the instructors' need for resources, the number of students, and the duration of the course. Faculty will contribute to the UBC-CLI research and evaluation program as well as being encouraged to pursue their own research questions related to CSL.

- In addition, about 180 students will be involved in a variety of courses where CSL projects will take place during Reading Week. These courses/projects will be developed and implemented in a similar way to the courses/projects done this year. In order to strengthen existing relationships, as much as possible, courses and projects will involve organizations and faculty who participated last year. Project ideas will be developed by the recently-hired UBC-CLI coordinator (who will be the only central staff person) with help from a co-op student. This year, project leaders will become involved with the community organization, course instructor(s), and students earlier in the project planning process, in an attempt to streamline this process and reduce the potential for miscommunication.
- Funds will be allocated to Teaching and Academic Growth and the Institute for the Scholarship of Teaching and Learning to enable them to sponsor CSL-related workshops and seminars for faculty members and teaching assistants, host visiting scholars and speakers, etc.
- Funds will be allocated to Student Development to allow them to add a CSL component to the existing Student-Directed Seminar (SDS) program that enables students to work with a faculty mentor to develop and lead a seminar course on a topic not covered in existing courses. Funds will be used to build students' capacity to lead high-quality CSL projects. Students who design a SDS course that incorporates a CSL project will be eligible to receive a student award (i.e., a stipend) in recognition of the extra time and effort required to develop a relationship with a community organization and design a CSL project.
- Funds will be allocated to Organizational Development and Learning, part of Human Resources, for the coordination and further development of the project leader training program. This year, this aspect of the UBC-CLI will advance further towards the goal of becoming a formal certificate program in community leadership that will be a unique professional development opportunity open to UBC staff as well as other groups such as UBC alumni.

This new approach to resource allocation is in keeping with the guiding principles outlined in the original UBC-CLI proposal. In fact, it is expected that this new approach will significantly enhance our ability to operationalize three of those principles:

enhancing students' leadership skills; making research and evaluation an integral part of the model; and building a dispersed rather than centralized infrastructure for CSL. The following table shows how the funds for course coordination, research and teaching support will be allocated. For further information about the allocation of funds to the various units noted above, see Appendix G.

**Table 1: Resource Allocation for Courses Year Two (April 2007 to March 2008)**

Course	Term	Funds for Course Coordination	Source of Leaders	Funds for Research	TAs	Estimated # of Students enrolled in course <sup>7</sup>	# Projects
Land and Food Systems	Winter I (Sept to Dec)	\$15K (PhD student)	No leaders	\$10K (PhD student)	\$4K	300	TBD
Coordinated Arts Program	W I & W II	\$10K (Post-doc/grad student)	No leaders	\$4K for RA + \$1K expenses	\$4K	100	TBD
Applied Science	W I & W II	-----	SCARP Grad Students	\$4K + \$1K	\$4K	100	20
Reading Week – Various	W II (January to April)	\$15K (co-op students x 2)	Staff/Grad students	\$8K + \$2K	\$8K	200	20
<b>Total</b>		<b>\$40K</b>		<b>\$30K</b>	<b>\$16K</b>	<b>700</b>	

It is important to note that this new approach deviates to some extent from the original plan to focus on doing CSL projects during Reading Week and the two summer terms. As noted previously, despite earlier indications of faculty interest in the idea of doing courses with CSL components in the summer, this idea has not come to fruition. The current revision of the approach to resource allocation is a response to the lack of uptake of the idea of doing CSL in summer courses and the enthusiasm of faculty members who have come forward asking for support.

The original proposal included a table showing projected estimates of student participation in the UBC-CLI during the five years of McConnell funding. That table used the academic year as the reference point (September to August). Since this report is using the fiscal year (April to March) as the reference point, a revised table of

<sup>7</sup> It is expected that not all the students enrolled in the first three courses in the table will take part in a CSL project, since doing CSL is not mandatory in all these courses. We expect that, from these courses, we will meet our original target of engaging 550 students in the second year of the UBC-CLI.

participation targets follows. The expected total student participation over the project time period is the same as in the original proposal.

**Table 2: Student Participation in the UBC-CLI by Fiscal Year**

<b>Fiscal Year</b>	<b>Projected Number of Undergraduate Student Participants at UBC Vancouver</b>	<b>Actual Number of Undergraduate Student Participants at UBC Vancouver</b>
2006-2007	150	191
2007-2008	550	
2008-2009	900	
2009-2010	1400	
2010-2011	1200	
<b>Total</b>	<b>4,200</b>	

## **Conclusion**

The successful launch of the first round of courses and CSL projects done this year has provided a strong foundation for the further development of the UBC-CLI. The emerging interest in not only adding CSL to existing courses but designing courses where CSL is a central component of the instructors' approach to accomplishing the course objectives, plus the interest among faculty in taking part in collaborative research and evaluation, and the enthusiasm among faculty and associated support units for the new approach to resource allocation, are very promising indicators of the potential for both continued growth in the number of students who take part in CSL through the UBC-CLI and continued evolution of the UBC-CLI model. UBC is very grateful for the strong vision and leadership shown by the J.W. McConnell Family Foundation in their support of the UBC-CLI and the other nine universities across Canada that have been funded to advance the development of CSL in the country.

## **Appendix B: Description of Courses and Projects February 2007**

### **Musqueam First Nations Band**

- Introduction to First Nations Studies 200: Students worked to revitalize an essential salmon-spawning creek in collaboration with the Musqueam First Nations Band.

### **Dr. Sun Yat-Sen Chinese Garden**

- Sociology; Canadian Studies 310: Students worked with the Dr. Sun Yat-Sen Chinese Garden in Vancouver's Chinatown to develop an informative display about the garden's unique history and place in the Vancouver community.

### **Terra Nova Schoolyard Society**

- Food, Nutrition & Health 473: Students worked with the Terra Nova Schoolyard Society in Richmond to develop educational activities and resources to help local children understand issues related to food security.
- Biology, Human Ecology 345: Students developed hands-on and low-cost educational activities that enable children to learn about urban agricultural issues.
- Food, Nutrition & Health 250: Students developed fun and educational games and activities for children to help them learn about food, cooking, and nutrition.

### **BC Borstal Association**

- Sociology, Crime & Society 250: Students assembled resources for the BC Borstal Association, an organization that supports ex-offenders, about the "NIMBY"—Not in my Backyard—phenomenon.

### **Italian Cultural Centre**

- Italian 101: Students worked with a group of seniors and children to create story boards that tell people's stories about living in Italy and immigrating to Canada. All of the creations will be displayed at the Centre during Italian Cultural Week.

### **Coast Mental Health**

- Food, Nutrition & Health 473: Two teams of students worked to involve facility residents in interactive workshops about nutrition, and healthy living. The students also developed resources to be used by staff and residents at the facilities.
- Foundations 102, People in the Natural World: Students worked at a Coast Mental Health facility to engage residents in creating art pieces to brighten their communal garden space.
- Interdisciplinary Health & Human Services 200: Students engaged residents in a variety of social and recreational activities, including a Chinese New Year's Celebration.

### **Habitat for Humanity**

- Interdisciplinary Health & Human Services 200 and Sociology, Canadian Society 310: Two teams of students worked on a communications campaign and in the

Habitat for Humanity “Restore” where used building supplies are recycled and redistributed in the community.

- Applied Science 262, Sustainability and Engineering: Students worked with Habitat for Humanity on their townhouse build site in Burnaby. The students assisted with a number of projects including dry-walling, painting, and adding the finishing touches to a children’s playground.

#### **Richmond Fruit Tree Sharing Project**

- Applied Science 262, Sustainability and Engineering: Students helped build the drainage systems and raised planting-beds for a new greenhouse that will eventually produce food for the Richmond community.
- Food, Nutrition & Health 473: Students did background research and developed a tool-kit of information about how the organization could proceed with its vision to plant an orchard. The information kit included information about the nutritional content of the fruit to be planted.

#### **UBC Farm**

- Applied Science 262, Sustainability and Engineering: Students worked on a number of projects, including the design and building of a new chicken coop for the Farm’s chicken flock.
- Biology, Human Ecology 345: Students helped prepare for the upcoming spring planting season by harvesting, seeding, preparing garden beds, and transplanting plants.

#### **YWCA Crabtree Corner**

- Introduction to First Nations Studies 200: Students engaged a group of grandparents in a fieldtrip to UBC’s Museum of Anthropology.
- Food, Nutrition & Health 473: Students developed an interactive workshop and kit to enable families to make good use of the products they get from the Food Bank.

#### **YWCA Communications Department**

- Sociology, Crime and Society 250: Students worked with the YWCA to develop resources and a display to help celebrate International Women’s Day, and inform the public about specific social issues facing women today.

#### **YWCA Munroe House**

- Sociology, Crime & Society 250: Students worked with the YWCA to develop a binder of information about different housing options and neighbourhoods for women and children who are preparing to move from a transition house into BC subsidized housing.

#### **YWCA Roof-top Garden**

- Applied Science 262, Sustainability and Engineering: Students worked at the YWCA’s downtown roof-top garden to design and built a compost system that will be able to accommodate all of the compost waste from the building and the garden.

- Food, Nutrition & Health 473: Students worked at YWCA’s roof-top garden and the YWCA Crabtree Corner to make recommendations about the food that should be grown at the rooftop for use by Crabtree clients.

### **Ki-Low-Na Friendship Society Project at UBC Okanagan**

- UBC Okanagan students from the Education program and the Peer Support Network hosted a group of aboriginal students from two Kelowna Middle Schools. UBC Okanagan students worked alongside the high school students as they played games in the gym, made slime in the Science lab, and created their own mono-prints in the Fine Arts Building. The 23 grade seven students enjoyed tours of the campus, and lunch in the cafeteria, and took part in a talking circle with First Nations Elders.

## **Appendix C: Agenda for Project Leader Training Program**

<b>Day 1</b>	<b>January 10</b>
8:30–9:00	<ul style="list-style-type: none"> <li>• Introductions, complete self-learning questions, program overview, logistics</li> </ul>
9:00–10:20	<ul style="list-style-type: none"> <li>• <i>Exercise:</i> Draw a personal timeline including the major people, circumstances and events in your life; Small group sharing; large group debriefing using Thaiqi structure</li> <li>• 10 minute break</li> </ul>
10:20–12:00	<ul style="list-style-type: none"> <li>• <i>Presentation: The Meaning of Leadership</i> (Servant Leader, Community Service Learning (CSL) model, specifics of project management, different learning modalities)</li> <li>• <i>Exercise:</i> Individual reflection: What attracted you to this program? What are your hopes and fears? How will you know you’ve been successful? Pairs and small group discussion; large group debriefing</li> <li>• <i>Presentation:</i> CSL Projects</li> </ul>
12:00-12:45	<ul style="list-style-type: none"> <li>• Lunch</li> </ul>
12:45–1:30	<ul style="list-style-type: none"> <li>• <i>Exercise:</i> Divide into two groups, play two sets of music; How does the music capture the essence of your conversations with respect to leadership? Small group discussion; large group debriefing</li> </ul>
1:30-2:45	<ul style="list-style-type: none"> <li>• <i>Exercise:</i> Choose a partner most different from yourself, interview each other using Appreciative Inquiry (AI) model; Small group discussion; large group debriefing</li> </ul>
2:45–3:45	<ul style="list-style-type: none"> <li>• <i>Presentation: Social Change Model of Leadership</i></li> <li>• <i>Exercise:</i> Divide into groups, discuss 1-2 components in each group; make presentations to large group</li> <li>• <i>Video clip: Taking the Lead;</i> debrief</li> </ul>
3:45–4:00	<ul style="list-style-type: none"> <li>• <i>Presentation:</i> CSL projects</li> </ul>
4:00–4:30	<ul style="list-style-type: none"> <li>• <i>Exercise:</i> Individual reflection: What attracts you to this concept of leadership? What are your hopes and fears? How will you know you’ve been successful? Pairs and small group discussion</li> <li>• Self-evaluation questions and closing circle</li> </ul>

<b>Day 2 January 17</b>	
8:30-9:30	<ul style="list-style-type: none"> <li>Review of day 1, complete self-learning questions, overview of the day, logistics, icebreaker exercise</li> </ul>
9:30-11:30	<ul style="list-style-type: none"> <li><i>Exercise:</i> Play maze game (mirrors project structure and process issues); How do you want to continue to work together based on your experience with this exercise? Small group discussion; large group debriefing</li> <li><i>Group discussion:</i> Mindfulness and self care (include Web CT etiquette)</li> </ul>
11:30-12:00	<ul style="list-style-type: none"> <li><i>Presentation:</i> CSL projects</li> </ul>
12:00-12:45	<ul style="list-style-type: none"> <li>Lunch</li> </ul>
12:45-1:00	<ul style="list-style-type: none"> <li><i>Video clip:</i> <i>Galaxy Quest</i>; debrief around aspects of portrayed leadership and planning</li> </ul>
1:00-3:45	<ul style="list-style-type: none"> <li><i>Presentation:</i> <i>Two Models of Leadership</i> (7-Step Planning Paradigm and Block Building Capacity for Civic Engagement)</li> <li><i>Exercise:</i> Divide into 2 groups, plan case study on one of the models; share highlights; large group debriefing on similarities and differences</li> <li>Develop a planning framework that incorporates the best of both models</li> </ul>
3:45-4:00	<ul style="list-style-type: none"> <li><i>Presentation:</i> CSL projects</li> </ul>
4:00-4:30	<ul style="list-style-type: none"> <li>Self-evaluation questions and closing circle</li> </ul>
<b>Day 3 January 24</b>	
8:30-9:00	<ul style="list-style-type: none"> <li>Check-in, complete self-learning questions, overview of the day</li> </ul>
9:00-11:15	<ul style="list-style-type: none"> <li><i>Presentation:</i> <i>CSL Overview</i> (discussion of readings, 3 core elements, critical reflection, roles and responsibilities, safety guidelines, importance of project closure); Small group discussion; large group debriefing</li> </ul>
11:15-11:45	<ul style="list-style-type: none"> <li>CSL project selection</li> </ul>
11:45-1:30	<ul style="list-style-type: none"> <li>Lunch and one-on-one meetings to review individual projects</li> </ul>
1:30-2:15	<ul style="list-style-type: none"> <li><i>Exercise:</i> Individual reflection: How can the elements of this workshop be used in your CSL projects? Pairs discussion</li> </ul>
2:15-2:45	<ul style="list-style-type: none"> <li><i>Group discussion:</i> Is there anything else you need to feel more confident moving forward?</li> <li><i>Group discussion:</i> <i>Building Cooperative Capacity</i> (suspension of habit through AI, suspension of hierarchy through storytelling, resistance from organization, role distribution vs. role hierarchy, democratic agency and action in organizational life)</li> </ul>
2:45-3:00	<ul style="list-style-type: none"> <li>Break</li> </ul>
3:00-3:30	<ul style="list-style-type: none"> <li><i>Exercise:</i> Individual reflection: How has my personal leadership statement changed? How will I create an environment that allows this kind of leadership to be present? Pairs and small group discussion</li> </ul>
3:30-4:00	<ul style="list-style-type: none"> <li><i>Group exercise:</i> Web weaving (recognizes individual contribution and strengths of group process)</li> </ul>
4:00-4:30	<ul style="list-style-type: none"> <li>Self-evaluation questions and closing circle</li> </ul>
4:30-5:00	<ul style="list-style-type: none"> <li>One-on-one meetings to review projects</li> </ul>

## Appendix D: Summary of Student Survey Data

**Note on Data Analysis:** In order to present the survey data in an easily comprehensible way, each student’s response to each item was given a numerical score, from 1 for “strongly disagree” to 5 for “strongly agree.” Then the mean (average) for each item for each student/project group was calculated. The mean for all the students combined was also calculated (and is reported here). This way of reporting the data was considered to be more appropriate than reporting the number or percentages of students who gave each response since the number of students in each project was small and the project-specific analyses were considered equally as important as the aggregate analysis.

### *Questionnaire for Students*

Thank you very much for taking part in this week’s Community Service-Learning (CSL) project. We hope you will take a few minutes to complete this survey. Your responses will help us improve the organization and planning of future Community Service-Learning projects so that that these projects are beneficial for students and community organizations. We hope you will be open and honest in your responses. Please note you do not have to give us your name but we do need to know which project you took part in and what course the project was associated with.

Project Site and Title: Total of 22 UBC-CLI projects in Vancouver

**Please indicate your level of agreement with each of the following statements.  
Please read each statement carefully before answering.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. All things considered, I am happy that I took part in the Community Service-Learning project.					<b>4.5</b>
2. My participation in this project was relevant to the courses I am taking.				<b>4.0</b>	
3. Our group worked effectively together as a team.					<b>4.6</b>
4. I learned a lot about community issues through taking part in this project.				<b>4.2</b>	
5. I would have liked to have more say about the work I did during the project.			<b>3.0</b>		
6. I believe this project was valuable for the community organization where I worked.				<b>4.4</b>	
7. I felt supported by the project leader.					<b>4.7</b>

8. There were times when I did not feel safe during this project.		1.7			
9. I would encourage other students to take a course that included a Community Service Learning project as part of the course work.				4.2	
10. My experiences during the project helped me to understand what it means to be a responsible citizen.				4.0	
11. The project leader did a good job of facilitating the student team's work on the project.					4.5
12. I had fun working on this Community Service Learning Project.				4.3	
13. The reflection activities we did during the project were a waste of time.		2.4			
14. The in-class orientation about CSL and working in community settings that we received was valuable.			3.4		
15. The on-site orientation we received at the beginning of the project was valuable.				4.1	
16. The project leader made sure that any risks related to the project were taken care of.				4.2	
17. My reflections on my project experiences helped me to think about community issues in an in-depth way.				3.9	
18. I would choose to work on this kind of community project again if I had the opportunity.				4.2	
19. The project was brought to a satisfactory close on the last day.				4.2	
20. My reflections on my experiences during the project helped me to see connections between community issues and what I am studying.				4.0	

**Total of questionnaires: 185**  
**Total of participants in projects: 191**  
**Percentage of questionnaires answered: 97%**

## **Appendix E: Operational Evaluation Interview Guides**

### **Interview Guide for Course Instructors**

1. What community project(s) did your students work on through the UBC-CLI this term?
2. Were the projects a good fit with the content and learning objectives of your course? If yes, what made them a good fit? If no, what could have been done differently?
3. What do you think your students got out of taking part in the community project? In what ways do you think their participation in the project influenced your students' learning?
4. Did you notice any significant differences in the assignments submitted or the class participation by students who did community service-learning versus those who did not? If yes, what were the differences?
5. "Critical reflection" is a key component of community service-learning. How was critical reflection integrated into the course? What reflection strategies or activities did you find most useful? How useful was critical reflection to your students?
6. The UBC-CLI staff put together a resource package on reflection that I believe you received. That package is a "work in progress" and UBC-CLI staff would appreciate feedback on it. Did you use it? How useful was it? What would you change?
7. Did you attend the in-class orientation that the UBC-CLI staff provided during your class for your students? How would you assess the value of this in-class orientation? How well did it prepare students to do their project work in the community? How could it be improved?
8. Did you have any interactions with the community organization(s) that hosted the student project(s)? If yes, how would you describe the value of those interactions? What kind of role would you like to play in relation to community organizations involved in CSL?
9. Students who did projects via the UBC-CLI worked with a "project leader" (i.e. UBC staff, graduate student, or alumni). Did that person support the students effectively? Do you have any suggestions regarding the role of the project leader?

10. How would you describe your overall experience working with the UBC-CLI staff to integrate community service-learning into your course? What worked well? What did not work so well? What would you like to see happen differently in the future?
11. Was your TA (teaching assistant) involved in the CSL projects that your students did via the UBC-CLI? If so, what role did he/she play? Was there anything that the UBC-CLI could have done differently to better support your TA in his/her involvement in the community service-learning project?
12. Did incorporating the community service-learning project into your course involve a significant amount of time on your part? What about on the part of your TA? Can you estimate how many additional hours you and your TA spent related to your participation in the UBC-CLI? Would you say this additional time was worth it?
13. Would you be interested in integrating CSL into your course via the UBC-CLI again? If yes, what changes could the UBC-CLI make to make this a better experience for you and/or your students?
14. Is there anything else you would like to add?

### **Interview Guide for Community Organizations**

1. I know a little bit about the project(s) that the UBC students did in your organization in February, but it would be great if you could describe what the most important outcomes of the project(s) were, from your point of view.
2. How satisfied are you with the results of the project(s)? In what ways will the project contribute to your organization's mission or priorities?
3. How satisfied were you with the process of identifying ideas for the project(s) and doing the preliminary planning of the project? Were you satisfied with the goals that were identified for the project and the process of determining those goals? Were you satisfied with the process of deciding what students would do?
4. What suggestions do you have for improving the process of getting ready to have the students on-site doing the project(s)? How could you improve your own process of preparing to have students? What could UBC-CLI staff do to improve the process of preparing students to come on-site (e.g. identifying and gathering supplies, notifying organizations that students will be coming, and so on )?
5. How would you describe your experience of working with the UBC students during the project? Were there any ways that your organization found it challenging to work with the students?

6. The UBC-CLI staff did an orientation about working in the community for the students before they came to your organization to do the project. How well-prepared do you think the students were? What suggestions do you have for improving this pre-project orientation?
7. What orientation or training did you provide to students to prepare them for their roles at your organization when the project began? How well did this process work, from your point of view? What could have been done differently to make the orientation more effective?
8. Each project had a leader who was a UBC staff member, graduate student, or alumnus. How effective was this leader, from your perspective? What suggestions do you have about making this role more helpful for the community organizations where students are doing projects?
9. Did you have any interactions with the UBC instructor whose course the students were taking? How would you describe the value of these interactions? What kind of role would you like to see the instructor play in these projects?
10. Were you involved in any of the structured reflection activities that formed part of the Community Service-Learning experience for the students? If yes, how? What was your assessment of these reflection activities? Do you have suggestions about how to improve these activities?
11. How would you describe your overall experience working with the UBC-CLI to bring students to your organization? What worked well? What did not work so well? What would you like to see happen differently in the future?
12. Did incorporating the community service-learning project into your organization involve a significant amount of time on your part? Can you estimate how many additional hours you spent related to your participation in the UBC-CLI? Would you say this additional time was worth it?
13. Would you be interested in having students do a CSL project via the UBC-CLI again? If yes, what changes could the UBC-CLI make to make this a better experience for you and/or your organization? If no, it would be helpful to know your reasons.
14. Is there anything else you would like to add?

## **Appendix F: Interview Guide for Students who took part in CSL**

1. Please briefly describe the project you did in the community as part of your course.
2. What were your own personal learning goals for this community service-learning experience?
3. How did you go about identifying your learning goals? (prompt for how they did this, who/what helped or hindered this) To what extent were these goals met?
4. What did you learn about the community through this experience?
5. What did you learn in the community that connected to the content of the course? How was that connection made?
6. Did you have any concerns about working in the community as part of this class? What were those concerns?
7. Do you think you will do anything differently as a result of your experiences in this course? Has this CSL experience created any new ideas or possibilities in relation to your thinking about your educational, career or life goals?
8. What did you learn about yourself as a result of your experiences in the CSL component of this course? (Prompt: Did you become aware of biases or stereotypes? What did this teach you about your interactions with people different from yourself?)
9. In this course, did you learn from anyone other than your instructor? (Prompt: Community partner, project leader, peers, community members) What kinds of things did you learn from them?
10. Did you feel prepared to perform the work you did on the community project? If not, what would have made you feel more prepared?
11. What did you find most challenging in your community project experience?
12. What did you find most rewarding in your community project experience?
13. How does your community service-learning experience relate to “global citizenship” as you understand the concept?
14. What changes (if any) would you recommend for future courses such as this one?