



UNIVERSITY OF
CENTRAL
ARKANSAS™

SERVICE-LEARNING

Service-Learning Annual Report

2015-2016

Letter from the Program Coordinator

When I entered the Service-Learning Program Coordinator position in July 2015, UCA had already taken a number of important steps to institutionalize community engagement on our campus, the creation of an official Service-Learning Program being one. The Service-Learning Faculty Fellows Program was already providing rich faculty development opportunities through an interdisciplinary cohort, the Service-Learning Awards offered a chance to celebrate and recognize all those involved in service-learning projects and partnerships, and the Community Partner Breakfast and Nonprofit Workshop Series were events that convened community partners for networking and input into the program as well as professional development.

I made it a priority early on to meet individually with as many of our community partners as possible to discuss their partnership experiences and interests. The collaborative model between the Service-Learning Program Coordinator, Service-Learning Faculty Liaison, and Center for Teaching Excellence, as well as the advisory committee, were instrumental in helping me understand the history of the program and become part of the UCA campus community, and I sought additional professional support from my peers at other Arkansas higher education institutions, who came together to form the Arkansas Engaged Learning Network in January 2016. UCA's membership in Campus Compact has been another vital resource, offering us the opportunity to nominate students and faculty members for national recognition and to be a part of the picture of the community engagement work that higher education institutions are doing nationwide through the Campus Compact annual survey.

As I look back at the past academic year and forward to the coming one, I see a firm foundation for progress and the potential for UCA to become a leader in community engagement in the state of Arkansas. I look forward to continuing to bring campus and community stakeholders together to support the culture of service at UCA and build partnerships that are truly transformative.

Yours in Service,

Lesley Graybeal
Service-Learning Program Coordinator

Table of Contents

Letter from the Program Coordinator	2
Definition of Service-Learning.....	4
Program History and Structure.....	4
Project Examples.....	4
By the Numbers: Program Outputs.....	5
Student Outcomes.....	9
Student Success.....	12
Faculty Outcomes.....	13
Community Partner Outcomes.....	15
Listening to Stakeholders: Challenges and Impacts	17
Partnership Development.....	18
Faculty Development.....	19
Recognition of Service-Learning	21
Professional Collaborations.....	22
Co-Curricular Service.....	23
Appendix A: Service-Learning Program Assessment Plan.....	24
Appendix B: Service-Learning Advisory Committee	25
Appendix C: List of Service-Learning Faculty	27
Appendix D: List of Community Partners.....	28
Appendix E: Summary of Institutional Self-Assessment Results.....	29
Institutionalization of Service-Learning in Higher Education	29
Campus Compact Annual Member Survey.....	32

Definition of Service-Learning

Academic service-learning is a course-based teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

Program History and Structure

The University of Central Arkansas Service-Learning Program advances the university's mission to engage with local, national, and global communities by providing central coordination for academic service-learning and co-curricular service opportunities in partnership with community organizations. While many UCA faculty members were using service-learning pedagogy in their classes prior to the creation of a formal program, the Service-Learning Program officially began operations in 2013. The Service-Learning Program is housed in the Division of Outreach & Community Engagement and additionally supported by the Service-Learning Faculty Liaison and the Center for Teaching Excellence.

Project Examples

Service-Learning is often best understood through the use of examples, and UCA faculty have guided their students through many unique and engaging projects in 2015-2016, including

- Conducting archaeological research on artifacts held by the Faulkner County Museum
- Providing concepts for app development to meet the needs of the Conway Alliance for the Arts, students at Woodrow Cummins Elementary, and other community partners
- Selecting and providing books for youth served by the Children's Advocacy Alliance
- Learning the Art & Science of Occupation by working with youth and adults at Community Connections, Equestrian Zone, Faulkner County Boys & Girls Club, Faulkner County Day School, and other community partners
- Using informational bookmarks and dance to create awareness about and prevent domestic and sexual violence with One Billion Rising
- Surveying Conway residents on community issues
- Assisting Latino/a immigrants to Arkansas through El Zocalo
- Hosting booths at UCA Science Nights for several local schools
- Providing a fitness club for residents at College Square Retirement Community
- Hosting activities at the Faulkner County Museum open house event
- Teaching social media awareness at Glenhaven Sparks Out of School program and at Bethlehem House
- Teaching Spanish at Julia Lee Moore Elementary
- Leading a Lego robotics unit for the Glenhaven Sparks Out of School program
- Performing a social justice theatre production
- Creating a public relations campaign for HAVEN House

By the Numbers: Program Outputs

Community Partners Served	46
Number of Service-Learning Courses	66
Number of Service-Learning Faculty	36
Number of Service-Learning Students	1008
Number of Departments Represented	22
Number of Colleges Represented	5
Estimated Hours Served	9085
Estimated Value of Community Service*	\$173,887

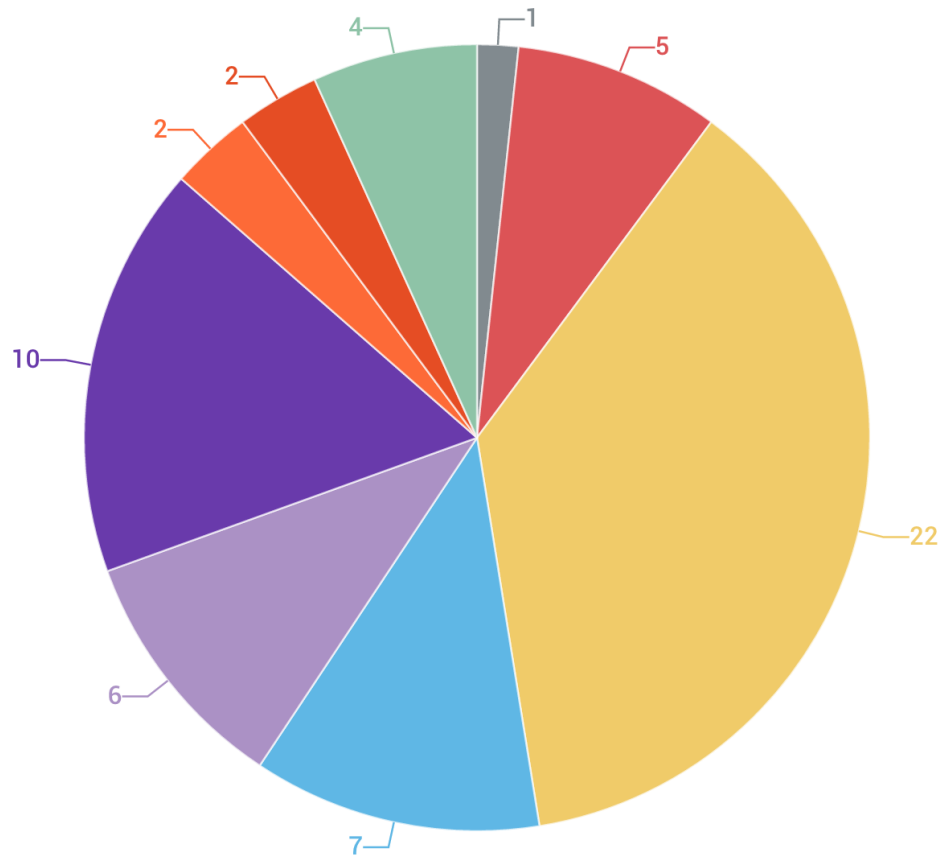
*The value of volunteer service is estimated at \$19.14/hour in the state of Arkansas. Source: Independent Sector, "The Value of Volunteer Time." Available from https://www.independentsector.org/volunteer_time

Since 2013-2014, the following trends can be observed:

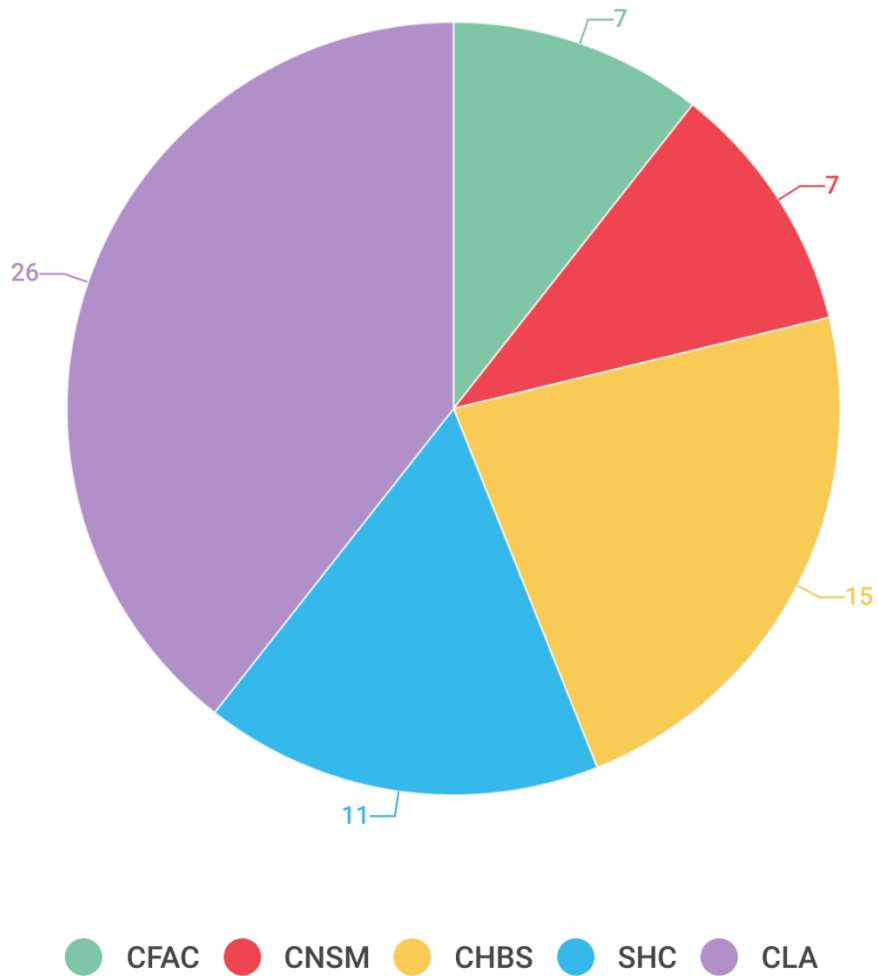
Criterion	2013-2014	2014-2015	2015-2016	% Change
SL Faculty	29	30	36	+24%
SL Courses	48	65	66	+38%
SL Students	720	855	1008	+40%

The Service-Learning Assessment Plan targets the faculty outcome that the number of service-learning course offerings will increase 10% every year for the first five years of the program. This target was met from Year 1 to Year 2 (35%), but not from Year 2 to Year 3 (2%).

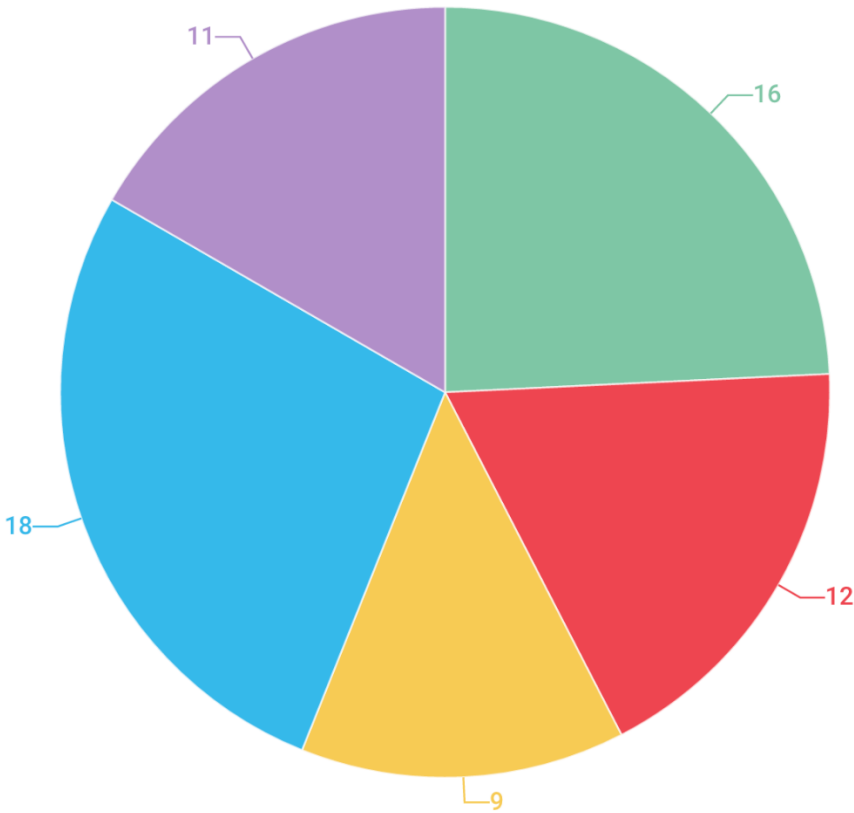
Types of Community Partner Organizations



Service-Learning Courses by College



Service-Learning Courses by Course Level



● 1st Year ● 2nd Year ● 3rd Year ● 4th Year ● Graduate

Student Outcomes

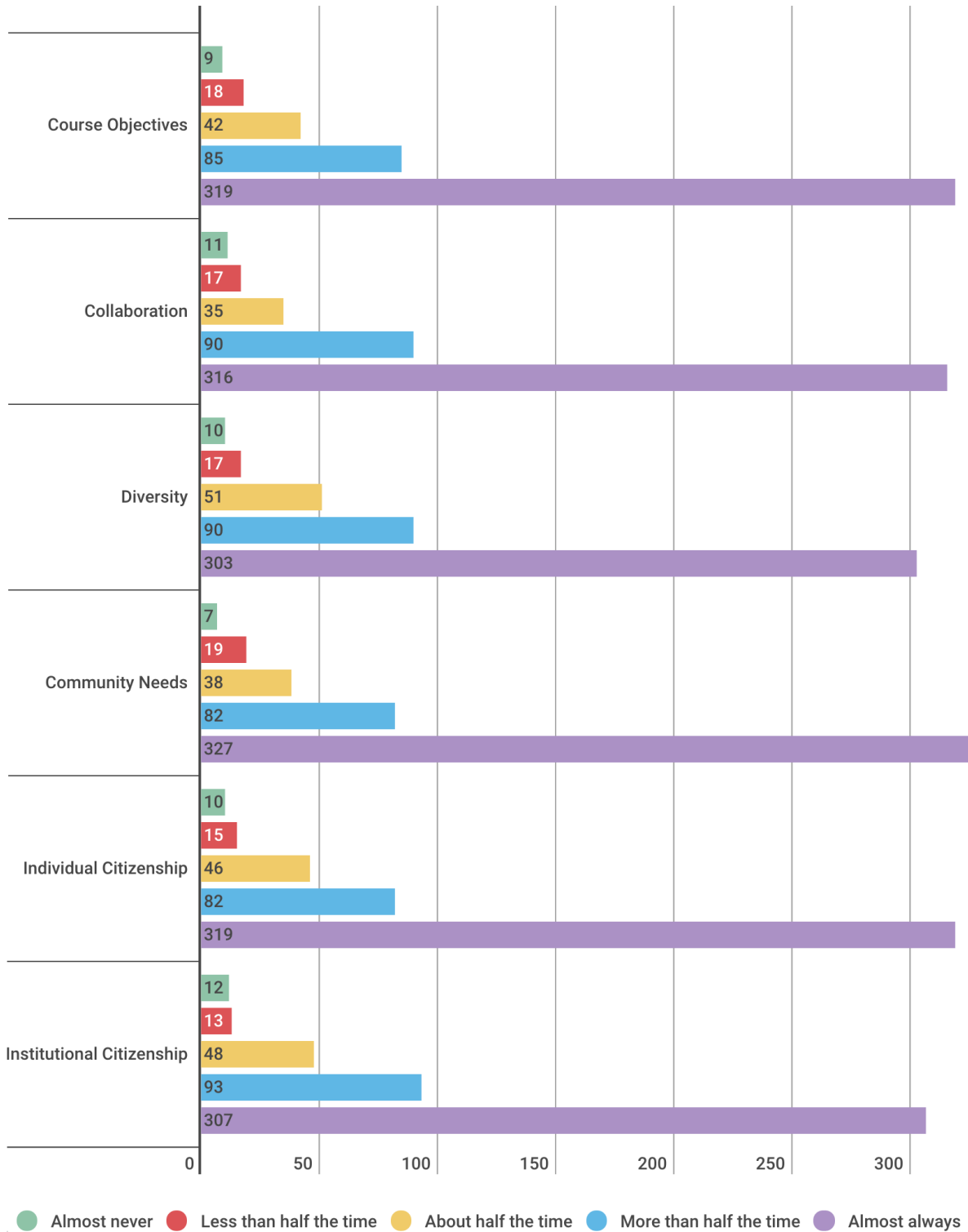
Student learning outcomes are measured in the Service-Learning Program assessment plan through six items (scored on a 5-point scale) included on the end-of-semester course evaluations of courses designated with a service-learning attribute, as well as through faculty assessment of a student learning artifact from their course using a standard rubric. Student SmartEvals data represent 473 of 1008 students (47%) enrolled in service-learning courses.

The assessment plan set a target outcome of 85% of students responding with the top two ratings (“more than half the time” and “almost always”) to all six items.

SmartEvals Item	Mean Score	Top Two Ratings
The service-learning experience helped me achieve course objectives.	4.45	85.41%
The service-learning portion of this course helped me learn to work well with others to achieve common goals.	4.46	86.57%
The service-learning portion of this course helped me understand and appreciate local, national, and/or global diversity.	4.40	83.44%**
The service-learning portion of this course helped me understand how this academic discipline can serve the needs of the community/nation/world.	4.49	86.47%
The service-learning portion of this course helped me understand my role as an engaged and informed citizen.	4.45	84.95%
The service-learning portion of this course helped me understand the importance of UCA’s responsibility to help address the needs of the community/nation/world.	4.42	84.56%

**Assessment plan target not met for this item.

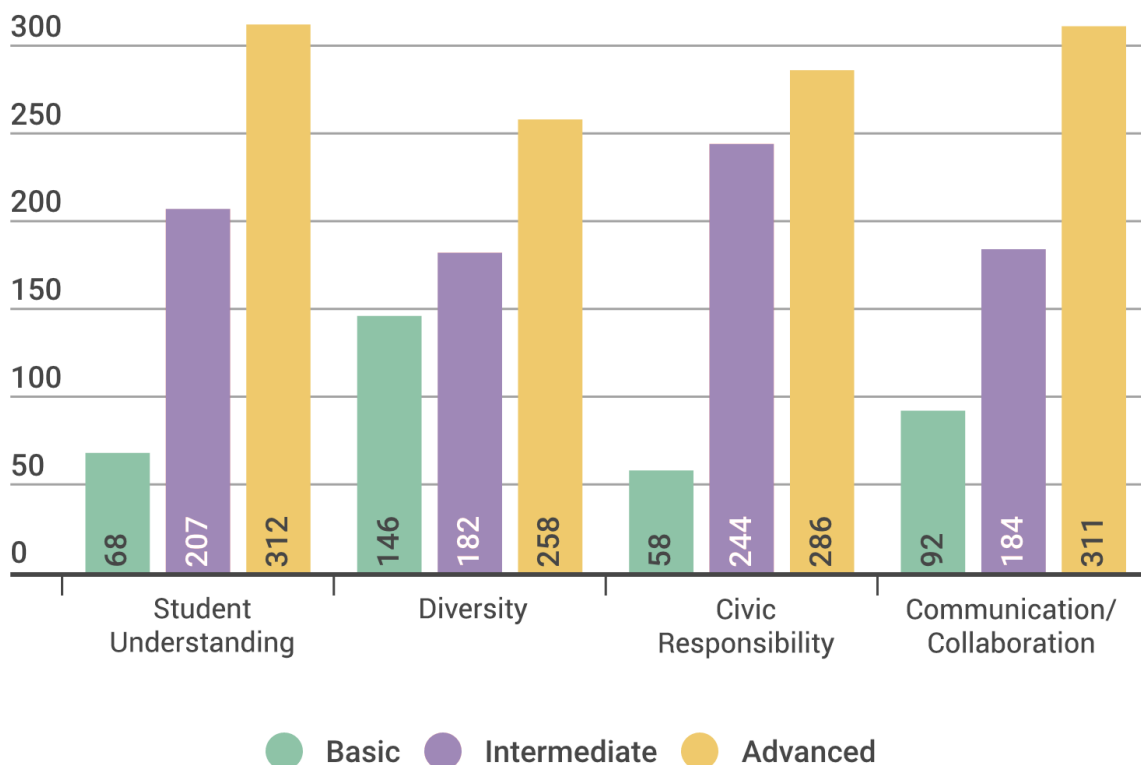
SmartEvals Responses



Faculty assessment with the service-learning rubric from Fall 2015 and Spring 2016 represented outcomes for 614 of 1008 students (61%) enrolled in service-learning courses. Faculty assessed their service-learning students' learning outcomes in four areas using the rubric below.

Goal	Basic	Intermediate	Advanced
Student Understanding: Understand how this academic discipline can serve the needs or address the issues of the community/ nation/world	Students understand service-learning but are unable to articulate discipline specific connections	Students demonstrate awareness of how discipline-based knowledge can impact social needs/issues	Students analyze and evaluate how disciplinary expertise can impact the social needs/issues
Diversity: Appreciate cultural and community diversity	Students articulate one's own cultural and/or community values and assumptions	Students compare cultural and/or community values across a range of contexts	Students respond to complex questions with answers that reflect multiple cultural and/or community perspectives
Civic Responsibility: Value their role as engaged and informed citizens	Students identify community/national/international issues or needs	Students recognize their responsibility and research their role in addressing issues or needs	Students take responsible and informed action to address an issue or need
Communication, Collaboration and Community: Demonstrate the ability to work with others toward shared goals	Students understand the need to work collaboratively with peers and/or community/national/international partners to address issues/needs	Students work collaboratively with peers and/or various partners to address issues/needs	Students work collaboratively with peers and/or various partners to produce positive outcomes to address issues/needs

Faculty Rubric Data



Student Success

Course grade distributions and GPAs were collected for service-learning courses that were offered the same semester as at least one non-service-learning section of the same course. The average GPA*** for these 13 service-learning courses was 3.21, while the average GPA of the non-service-learning sections was 3.15.

The assessment plan targeted the outcome that students who took service-learning courses would have higher course grades than other students who took a similar non-service-learning course. This outcome was not achieved at the course level, but is demonstrated in the aggregate.

***Average GPAs were calculated by first averaging all service-learning or non-service-learning *sections* of a course, then calculating the average of the averages for all 13 *courses* offered as service-learning and non-service-learning in the same semester.

Faculty Outcomes

Faculty outcomes are measured in the Service-Learning Program assessment plan through eight Likert-type items and four open-ended questions in an end-of-semester evaluation of their participation in the service-learning experience. Faculty evaluation data represent 15 of 36 faculty members (42%) teaching service-learning courses in 2015-2016.

The assessment plan set a target outcome of 85% of faculty responding that they agree or strongly agree that they were satisfied with the Faculty Fellows Program and that they were satisfied with the overall support they received to develop and launch a service-learning course.

Faculty Evaluation Item	Mean Score	Agree / Strongly Agree
Students in the service-learning course benefited academically.	4.40	93%
After completing the service-learning course, students had a stronger sense of civic responsibility and community collaboration.	4.53	93%
Students in the service-learning course had an increased awareness of diversity, of various cultures, and of racial and class background.	4.47	100%
Students who participated in the service-learning course will say it was a beneficial experience and were satisfied with the service project overall.	4.27	100%
As a faculty member, I was strongly satisfied with the information I received in the Faculty Fellows Program.	5.00	100%
As a faculty member, I was strongly satisfied with the support from Outreach & Community Engagement and the Service-Learning Program Coordinator.	4.77	92%
As a faculty member, I was strongly satisfied with the overall support I received to develop and launch my service-learning course.	4.40	87%
I plan to continue offering service-learning courses in the future.	4.73	93%

When asked **what made them interested in teaching a service-learning course**, faculty respondents cited factors including

- Enhancing the relevance of course material for students
- Providing students with real-world opportunities to apply learning
- A personal and professional commitment to community engagement
- Prior experience with service-learning as a student or faculty member

When asked **what aspects of the service-learning project worked particularly well in the course**, respondents cited elements such as

- Use of reflection activities to facilitate critical thinking and problem solving
- Blending of academic and civic learning outcomes in the course
- Student integration into the Conway community
- The variety of community partnerships utilized
- Students' exposure to diversity
- Collaborative goal-setting with the community partner

When asked **what aspects of the course needed improvement**, respondents identified issues such as

- Needing to devote more time to preparing students for the project, allowing students to complete the project, and debriefing about the project in class
- Students needing more guidance throughout the project and more clarity on how the service-learning project fit into the course as a whole

When asked **what additional support is needed from their college or department, the Center for Teaching Excellence, or Outreach & Community Engagement**, respondents offered the following suggestions:

- Additional funding opportunities at the department and college level
- Lower caps for student enrollment in service-learning designated courses
- Opportunities for new or prospective service-learning faculty to observe another faculty member's service-learning project
- Collaboration with advising
- More community partnerships in healthcare
- More advertisement of service-learning designated courses
- Integration of service-learning student waiver into Blackboard

Community Partner Outcomes

Community partner outcomes are measured in the Service-Learning Program assessment plan through eleven Likert-type items and four open-ended questions in an end-of-semester evaluation of their participation in the service-learning experience. Community partner evaluation data represent 15 of 46 organizations (33%) partnering with service-learning courses in 2015-2016.

The assessment plan set a target outcome of 85% of community partners responding that they agree or strongly agree that service-learning students added value to the programs/services they provide and that they would be interested in hosting service-learning students in the future.

Community Partner Evaluation Item	Mean Score	Agree/ Strongly Agree
The Service-Learning students added value to the programs/services we provide.	4.93	100%
The Service-Learning experience allowed us to build organizational capacity.	4.40	80%
The Service-Learning students' work was high quality.	4.73	100%
Materials that Service-Learning students prepared for our organization will be used in the future.	4.27	82%
The students' Service-Learning experience was properly designed to serve our clients.	4.73	93%
Communication between our organization and UCA faculty and students was positive.	4.80	100%
Service-Learning students were prepared to serve our organization.	4.73	100%
Our organization is interested in hosting Service-Learning students in the future.	5.00	100%
Working with Service-Learning students was a positive experience.	4.93	100%
We felt prepared to work with Service-Learning students.	4.80	100%
Working with the Service-Learning Program Coordinator was a positive experience.	5.00	100%

When asked **what could be improved for future service-learning experiences**, community partner respondents suggested

- Designating one student liaison to communicate with the community partner throughout the project
- Expanding service-learning to more departments and courses
- Adjusting service-learning students' service schedules to more closely fit community partner needs
- More effort to communicate to students the value of service-learning as a skill-building and resume-enhancing exercise
- Making tracking of the number of students and number of hours available to community partners
- Ability to contact and communicate with students directly to hold accountable

When asked about **negative experiences with service-learning students**, only two respondents had negative experiences to share, both of which were highly contextual. One community partner encouraged communication by text, but would have preferred to not be contacted after business hours; another felt that students were not fully engaged in a particular research activity.

When asked about **positive experiences with service-learning students**, respondents observed qualities such as

- Enthusiasm and willingness to become involved beyond the scope of the project
- Ability to connect with community members/clients
- Positive attitudes and helpfulness
- Willingness and ability to contribute new ideas and creative solutions
- Good communication
- Specialized knowledge and skills
- Professionalism
- "A step above the average community volunteer"

Finally, when asked how, *beyond service-learning*, UCA can help community partners accomplish their mission, respondents consistently identified the need for (1) additional volunteers and interns, (2) more exposure for community partner organizations on campus, and (3) incentives for students to participate in service activities.

Partnership Development

The Service-Learning Program hosted a Community Partner Breakfast featuring keynote speaker Phillip Fletcher of City of Hope Outreach and faculty panelists Candice Barnes, Riva Brown, Amy Hawkins, Leah Horton, and Li Zeng.

The event kicked off the Nonprofit Workshop Series, which included the following speakers and topics:

- Poverty Awareness Institute, Michelle Ford
- Avoiding Burnout, Shelley Mehl, Ashley Mann, Susan Webb, and Nicole Burk
- Fundraising for Nonprofits, Kelly Fleming
- Using Social Media to Promote Your Nonprofit, Drew Spurgers

Participation in the series included 110 individuals registering for at least one event, 79 individuals attending at least one event, and 29 individuals attending at least two events in the series.

Evaluations of all programs were distributed to participants and the following aggregated scores calculated (out of 4 total points) for each presentation and for the overall event:

Presentation Content and Clarity	Usefulness	Enthusiasm and Knowledge of Topic	Preparedness
3.66	3.55	3.8	3.8

Atmosphere of Learning	Interest and Relevance	Facilities	Marketing and Advertising
3.78	3.75	3.78	3.53

Faculty Development

The following faculty development programming in service-learning was offered through the Center for Teaching Excellence in 2015-2016:

- Lunch & Learn: Service-Learning Speed Date Interactive Workshop
- Lunch & Learn: Why Do Service-Learning? Panel Discussion

The Service-Learning Faculty Fellows Seminar was offered for the fourth time in July 2016. Four information sessions were held in February 2016 for faculty interested in applying to the program. Applications were reviewed by department chairs and college deans, with deans selecting the participant(s) from their college.

The Service-Learning Assessment Plan targets the outcome that Faculty Fellows applications will increase every year over the first five years of the program. In 2016, nine applications were received. A record of how many applications were received in prior years was not maintained, but the Faculty Fellows Program included nine faculty participants in 2013, six in 2014, seven in 2015, and seven in 2016. The following Faculty Fellows were named for 2016:

- Nelle Bedner, Communication
- Denise Demers, Health Science
- Amber Files, Nursing
- Adam Frank, Honors
- TJ Hendrix, Teaching and Learning
- Mary Pearson, Elementary, Literacy and Special Education
- Sherry Skaggs, Sociology

Finally, Service-Learning Seed Grants of up to \$250 each were awarded to seven faculty members in 2015-2016 to cover costs associated with service-learning projects.

Faculty Member	Course	Project Expense
Sonya Fritz	Literature for Adolescents	Books for Children's Advocacy Alliance
Tucker Staley	Local Government & Politics	Conway community survey t-shirts and supplies
Kim Little	American Nation II	Tote bags for Faulkner County Museum open house event
Amy Hawkins	Public Relations Cases & Campaigns	Campaign proposal printing for HAVEN House
Peter Mehl	Deliberative Democracy and Civic Engagement	Poster displays and food for on-campus voter engagement
Debra Burris	University Physics/College Physics 3	Robot kits for Glenhaven Sparks Out of School Program
Adam Frank	Theatre and Social Justice	Honorarium for social justice playwright Carolyn Wright
Kim Little	American Environmental History	Travel expenses for Buffalo National River trail building

Recognition of Service-Learning

The UCA Service-Learning Program has hosted a Service-Learning Awards event each year since the program's inception. Award criteria are detailed on the [Service-Learning Program website](#).

The following individuals were recognized in 2015-2016:

- **Madison Sewell**, Leadership in Service-Learning
- **Casey Stewart**, Spirit of Humanity
- **Brooke Skinner**, Exceptional Achievement in Service-Learning
- **Dr. Kim Little**, Service-Learning Faculty Practitioner of the Year
- **Faye Shepherd**, **Faulkner County Juvenile Court**, Community Partner of the Year

The Service-Learning Program additionally nominated one student and one faculty member for national awards through Campus Compact.

- **Lillian McEntire**, Newman Civic Fellows Award
- **Dr. Lorrie George-Paschal**, Thomas Ehrlich Civically Engaged Faculty Award

Professional Collaborations

The UCA Service-Learning Program was represented in a number of state and regional professional collaborations in 2015-2016.

- Community engagement professionals from across the state of Arkansas convened at UCA Downtown in January 2016, Hendrix College in March 2016, and the Clinton School of Public Service in June 2016 to establish the Arkansas Engaged Learning Network.
- Lesley Graybeal, Service-Learning Program Coordinator, served as a guest presenter for the Arkansas Volunteer Coordinators Association in Little Rock in January 2016.
- Lesley Graybeal, Service-Learning Program Coordinator, facilitated a workshop with Amy Hawkins, Assistant Professor of Communication and Director of the Center for Teaching Excellence, and Debra Burris, Associate Professor of Physics, at the Gulf South Summit on Service-Learning and Civic Engagement through Higher Education in April 2016 in Savannah, Georgia.

Co-Curricular Service

In 2015-2016, the Service-Learning Program also collaborated with the Office of Student Life to promote and track co-curricular community service (community service opportunities not associated with an academic course) using the OrgSync Volunteer Opportunities portal. While students also logged community service involvement in other organizations' portals on OrgSync, **84 students** recorded a total of **2,286 hours** in the Volunteer Opportunities portal this year.

Additionally, the Service-Learning Program offered recognition of students for co-curricular community service for the first time with the Bears Serve Challenge, which recognized students who logged at least 30 hours of community service in one academic year, and with the community service graduation cord, awarded to graduating students who logged at least 100 hours of community service during their time at UCA. In the first year of both recognition programs, **53 students** completed the Bears Serve Challenge, and **19 students** received graduation cords.

Appendix A: Service-Learning Program Assessment Plan

Student Goals	Measures	Outcomes
Student Understanding	Semester GPA Survey and focus groups Faculty S-L rubric report using reflection artifact	Students who took service-learning courses that semester will have higher GPAs than other students in a similar course who did not take service-learning courses. 85% of students will report that their service-learning course helped them achieve course objectives more than half the time or almost always. 85% of students will report that their service-learning course helped them understand how the relevant discipline can serve the needs of the community more than half the time or almost always. Faculty will report ___% of students at an intermediate or above level.*
Diversity	Survey and focus groups Faculty S-L rubric report using reflection artifact	85% of students will report that their service-learning course helped them understand and appreciate local, national, and/or global diversity more than half the time or almost always. Faculty will report ___% of students at an intermediate or above level.*
Civic Responsibility	Survey and focus groups Faculty S-L rubric report using reflection artifact	85% of students will report that their service-learning course helped them understand their roles as engaged, informed citizens more than half the time or almost always. 85% of students will report that their service-learning course helped them understand the importance of UCA's responsibility to address the needs of the community, nation, and world more than half the time or almost always. Faculty will report ___% of students at an intermediate or above level.*
Communication, Collaboration, and Community	Survey and focus groups Faculty S-L rubric report using reflection artifact	85% of students will report that their service-learning course helped them to work well with others towards shared goals more than half the time or almost always. Faculty will report ___% of students at an intermediate or above level.*
Faculty Goals	Measures	Outcomes
Interest	Faculty Fellows participation Course offerings	Faculty Fellow Applications will increase every year over the first 5 years. The number of service-learning courses will increase 10% each year for the first 5 years of the program.
Satisfaction	Survey and focus groups	85% of faculty survey respondents will agree or strongly agree that they were satisfied with the Faculty Fellows Program 85% of faculty survey respondents will agree or strongly agree that they were satisfied with the overall support they received to develop and launch a service-learning course.
Community Goals	Measures	Outcomes
Satisfaction	Survey and focus groups	85% of community partner survey respondents will agree or strongly agree that service-learning students added value to the programs/services they provide. 85% of community partner survey respondents will agree or strongly agree that they would be interested in hosting service-learning students in the future.

*Faculty S-L rubric report benchmarks to be set following assessment data collection in 2015-2016. Insufficient data were available in 2014-2015.

Appendix B: Service-Learning Advisory Committee

Charge

To advise the leaders of the service-learning program; to recommend progressive changes that will advance the service-learning program; to assist with the assessment and evaluation of the service-learning program; to facilitate the implementation of service-learning across the university.

Membership

1. The service-learning faculty liaison, service-learning program coordinator, director of the center for teaching excellence, and provost's designee are permanent members. The service-learning faculty liaison chairs this committee.
2. In consultation with the chairs, each academic college dean appoints one faculty member, to include a faculty member from Schedler Honors College and University College appointed by the dean/director.
3. Two members will be drawn from the Conway community at large, nominated by themselves or by the committee members and approved by the associate vice-president for outreach and community engagement.
4. Two student members will be appointed by the SGA.

Except for members of the Conway community and students, who serve one-year terms, members serve staggered three-year terms. Initial appointees will draw for length of term. The service-learning coordinator and the provost's designee are non-voting members.

Member	Term	Title
Peter Mehl	Permanent, chair	Service-learning faculty liaison
Lesley Graybeal	Permanent	service-learning program coordinator
Amy Hawkins	Permanent	Director of the center for teaching excellence
Kurt Boniecki	Permanent	Provost's designee
Ken Griffin		COB
Ginny Adams		CNSM

Member	Term	Title
Candice Barnes		COE
Katherine Bray		CFAC
Joe Howard		CLA
Lorrie George-Paschal		CHBS
Donna Bowman		Schedler Honors College
Mary Wood		University College
Tess Fletcher	2016	Community
Faye Shepherd	2016	Community
Hayley Harp	2016	Student, SGA Appointment
Jacob Wickliffe	2016	Student, SGA Appointment

Meetings

Monthly on the 2nd Tuesday at x-period.

Appendix C: List of Service-Learning Faculty

The following faculty members offered at least one service-learning course during Fall 2015, Spring 2016, and Summer 2016 semesters:

Pamela Ashcraft
Gena Bennett
Donna Bowman
Katherine Bray
Debra Burris
Douglas Corbitt
Jennifer Deering
Denise Demers
Taine Duncan
Kimberly Eskola
Adam Frank
Sonya Fritz
Michael Gallagher
Amy Hawkins
Leah Horton
Ellen Hostetter
Joseph Howard
Brian James

Desmond Jones
Katelyn Knox
Chad Lairamore
Kimberly Little
Story Matkin-Rawn
Duncan McKinnon
Peter Mehl
Alana Reid
John Saunders
Brittany Saviers
Conrad Shumaker
Tucker Staley
Charlotte Strickland
Sheila Stroman
Mary Sullivan
Allison Wallace
Faith Yarberry
Li Zeng

Appendix D: List of Community Partners

The following community agencies partnered with at least one service-learning course/project during Fall 2015 and Spring 2016 semesters:

ARC Arkansas	Faulkner County Library
Arkansas Coalition for Obesity Prevention	Faulkner County Museum
Arkansas Dream Center	Faulkner County Senior Wellness & Activity Center
Aspire Christian Academy	Faulkner County Urban Farm Project
Bethlehem House	Friends of Thomas Cemetery
Bicycle and Pedestrian Advisory Board	Glenhaven Ministries
Brookdale Chenal Heights	Grow! Learning Center
Buffalo National River	HAVEN House
Children's Advocacy Alliance of North	Hospice Home Care
Central Arkansas	Humane Society of Faulkner County
City of Conway	Julia Lee Moore Elementary School
City of Hope Outreach	Kanembwe Village Primary School
College Square	Literacy Action of Central Arkansas
Community Connections	Mayflower Schools
Community Supported Agriculture	Nemo Vista Schools
Conway Alliance for the Arts	One Billion Rising
Conway Cradle Care	Simon Middle School
Conway Locally Grown	St. Joseph Schools
Conway Regional Hospital	The Locals Food Hub
El Zocalo	UCA Public Art Committee
Equestrian Zone	UCA University College
Faulkner County Boys & Girls Club	United Way
Faulkner County Day School - Workforce	Woodrow Cummins Elementary School
Faulkner County Juvenile Court	

Appendix E: Summary of Institutional Self-Assessment Results

Institutionalization of Service-Learning in Higher Education

Members of the Service-Learning Advisory Committee were invited to use Andrew Furco's (2002) rubric to individually self-assess UCA's progress towards institutionalization of service-learning. The group discussed the results at their regular committee meeting on Tuesday, November 10th. Results are summarized below by dimension, followed by opportunities for institutionalization. The committee's conclusions are also shared as a Prezi on the [Service-Learning Program website](#).

Dimension 1: Philosophy and Mission of Service-Learning

The group largely observed UCA's philosophy and mission of service-learning to be between **Stage Two: Quality Building** and **Stage Three: Sustained Institutionalization**.

- There is an operationalized definition for service-learning on the campus, but there is some variance and inconsistency in the application of the term.
- Although certain short-range and long-range goals for service-learning have been defined for the campus, these goals have not been formalized into an official strategic plan that will guide the implementation of these goals.
- Service-learning is often mentioned as a primary or important part of the institution's mission, AND service-learning is included in the campus's official mission or strategic plan.
- Service-learning is tied loosely or informally to other important, high profile efforts on campus (e.g. campus/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, writing excellence emphasis, etc.).

Strengths in this dimension: UCA is moving towards sustained institutionalization, given the inclusion of service-learning as a form of experiential learning in UCA's strategic plan and the formal ties between the Service-Learning Program, Outreach & Community Engagement more broadly, and the Center for Teaching Excellence.

Dimension II: Faculty Support for and Involvement in Service-Learning

In this dimension, the group noted that the number of faculty involved in service-learning is consistent and committed, though small relative to the number of total faculty. Overall, the group assessed UCA's faculty support for and involvement in service-learning at **Stage Two: Quality Building**.

- An adequate number of faculty members know what service-learning is and understand how service-learning is different from community service, internships, or other experiential learning activities.
- While a satisfactory number of faculty members are supportive of service-learning, few of them are advocates for infusing service-learning in the overall mission and/or their own professional work. An inadequate number of KEY faculty members are engaged in service-learning.
- There are only one or two influential faculty members who provide leadership to the campus' service-learning effort.
- Although faculty members are encouraged and are provided various incentives (minigrants, sabbaticals, funds for service-learning conferences, etc.) to pursue service-learning activities, their work in service-learning is not always recognized during their review, tenure, and promotion process.

Strengths in this dimension: UCA service-learning faculty are well trained in service-learning pedagogy and strongly committed to its advancement, and some resources are available to support them through the Faculty Fellows Program and Service-Learning Seed Grants; service-learning is consistent with the university mission if not explicitly outlined in it.

Dimension III: Student Support for and Involvement in Service-Learning

While information about service-learning courses is available to students, the committee agreed that much more could be done to institutionalize service-learning for students; students do not typically register for service-learning courses intentionally, have few opportunities to shape the direction of the Service-Learning Program and courses, and have only some incentives and rewards available for participation. While the group recognized that there is a wide disparity across the rubrics, we are likely in **Stage Two: Quality Building**.

- While there are some mechanisms for informing students about service-learning courses, resources, and opportunities that are available to them, the mechanisms are sporadic and concentrated in only a few programs.
- Service-learning options (in which service is integrated in core academic courses) are limited to only certain groups of students in the academy (e.g. students in certain majors, honor students, seniors, etc.)
- Few, if any, opportunities on campus exist for students to take on leadership roles in advancing service-learning in their departments or throughout the campus.
- The campus has one or more formal mechanisms in place (e.g. catalogued list of service-learning courses, service-learning notation on students' transcripts, etc.) that encourage students to participate in service-learning and reward students for their participation in service-learning.

Strengths in this dimension: service-learning courses are designated in UCA's course registration system and service-learning awards are given to students annually.

Dimension IV: Community Participation and Partnerships

The group largely observed UCA's community participation and partnerships to be at **Stage Two: Quality Building**.

- Some, but not the majority, of community agencies that partners with the college or university are aware of the campus's goals for service-learning and the full range of service-learning opportunities that are available to students.
- There is some understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities, but there are some disparities between community and campus goals for service-learning.
- There are a limited number of opportunities available for community agency representatives to take on leadership roles in advancing service-learning on campus; community agency representatives are provided limited opportunities to express their particular agency needs or recruit student and faculty participation in service-learning.

Strengths in this dimension: annual, ongoing opportunities exist for community partners to come to campus, network with faculty, and provide feedback on the program; two community partner representatives will be added to the advisory committee.

Dimension V: Institutional Support for Service-Learning

The group agreed that institutional support for service-learning had in several areas reached **Stage Three: Sustained Institutionalization**, but some areas are still clearly at **Stage Two: Quality Building**; there is room for improvement.

- The institution maintains a coordinating entity (e.g. committee, center, or clearinghouse) that is devoted primarily to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service-learning.
- The institution's official and influential policy-making board(s)/committee(s) recognize service-learning as an essential educational goal for the campus and formal policies have been developed or implemented.
- The campus houses and funds an appropriate number of permanent staff members who understand service-learning and who hold appropriate titles that can influence the advancement and institutionalization of service-learning on campus.
- The campus's service-learning activities are supported primarily by hard funding from the campus.

- The campus's administrative leaders have a clear understanding of service-learning, but they do little to make service-learning a visible and important part of the campus's work.
- Several departments offer service-learning opportunities and courses, but these opportunities typically are not part of the formal academic program of the department and/or are not primarily supported by departmental funds.
- An ongoing, systematic effort is in place to account for the number and quality of service-learning activities that are taking place throughout the campus.

Strengths in this dimension: UCA's Service-Learning Program Coordinator is a permanent, full-time position with an independent budget; the Service-Learning Faculty Liaison and Director of the Center for Teaching Excellence provide additional permanent support.

Conclusion: Opportunities for Institutionalization

Some key next steps towards institutionalizing service-learning at UCA might include:

- Draft a strategic plan for the Service-Learning Program
- Develop more incentives and formal recognition for faculty participation in the Service-Learning Program
- Develop more opportunities for student leadership in the Service-Learning Program and in service-learning courses within departments/colleges
- Develop forms of student recognition for service-learning participation beyond the annual service-learning awards (such as transcript notations, certification, or graduation cords)
- Continue to expand opportunities for community partners to share needs and input into the Service-Learning Program and to recruit students and faculty directly
- Continue to demonstrate the benefits of and need for service-learning to in order to increase and sustain administrative support at department, college, and university levels

Campus Compact Annual Member Survey

As one of only two Campus Compact member institutions in the state of Arkansas, UCA participated in Campus Compact's annual member survey for 2015. The survey captured data from the 2014-2015 academic year, and this year marked the 30th year of nationwide community engagement data collection. UCA's responses drew from data from across campus, including Outreach & Community Engagement, Student Life, Institutional Research, Financial Aid, and Advancement to capture the complete picture of community engagement at UCA.

The executive summary of national trends and full report of all survey data are available from [Campus Compact](#). As an institutional self-assessment, UCA's survey responses revealed some noteworthy trends and opportunities for our campus:

Trends

- 17% of graduating students in 2014-2015 had taken at least one service-learning course.
- Service-learning courses are offered across a range of disciplines and include first-year seminars, capstones, and learning communities.
- Students and community members have a presence and voice in decision-making on campus through a variety of mechanisms, including academic committees, budgetary committees, hiring committees, and formal opportunities to meet with administration.
- The president is involved in community engagement activities in a variety of ways, including participating in service activities, providing fiscal support for community-based work, and publicly promoting service.
- UCA has community partners in a variety of sectors, including arts, human rights, criminal justice, environmental/sustainability issues, food security, and health.

Opportunities

- Using OrgSync, UCA has made progress in tracking the number of students involved in co-curricular community engagement (volunteer service) and the hours they serve, but must continue efforts to encourage students to report these data.
- UCA has not had formal discussions about the role of the college or university as an anchor institution in the community.
- While UCA has many opportunities for community-engaged faculty to find support, more can be done to ensure that institution-level policies explicitly recognize and reward faculty for community-engaged teaching and research.