



UNIVERSITY OF
CENTRAL
ARKANSAS™

SERVICE-LEARNING

Service-Learning Annual Report

2016-2017

Letter from the Director

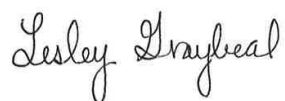
This year has been an opportunity to continue the traditions established with the founding of the Service-Learning Program while growing and evolving our work to engage faculty and students in the community. We saw unprecedented growth in the number of service-learning courses being offered and in the number of students able to participate in the Service-Learning Program. We also commemorated Dr. Peter Mehl's service as UCA's first service-learning faculty liaison with the naming of the Peter J. Mehl Service-Learning Faculty of the Year Award, and we look forward to Dr. Lorrie George-Paschal taking on the role in 2017.

In September 2016, the UCA Service-Learning Program and the Arkansas Community Foundation of Faulkner County launched the Board Development Workshop Series, which brought four weeks of professional development and networking to teams of nonprofit leaders and board members. This series added to the professional development and networking opportunities already provided to nonprofit leaders through the annual UCA-United Way of Central Arkansas Nonprofit Workshop Series.

Through our membership in Campus Compact, our first Newman Civic Fellow, Lillian McEntire, was able to attend a convening of other civically-engaged undergraduates in Boston at the Edward M. Kennedy Institute, and we also named our second Newman Civic Fellow, Morgan Sweere, using a campus-wide nomination and selection process.

Finally, UCA welcomed President Houston D. Davis in January 2017, and we have been excited to learn more about President Davis's goal for our university to be a leader in providing students with service-learning and experiential learning opportunities. With a firm foundation and visionary leadership, the future of community engagement at UCA has never been brighter.

Yours in Service,



Lesley Graybeal
Director of Service-Learning

Service-Learning Annual Report

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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

- Hosting a dinner featuring local food as a fundraiser for nonprofit The Locals
- Collecting teddy bears for law enforcement officers to distribute to children involved in domestic calls
- Conducting a falls prevention workshop at dozens of retirement communities, assisted living facilities, healthcare facilities, and senior centers throughout Central Arkansas
- Facilitating a mentoring program or social justice theatre program at the Faulkner County Juvenile Court
- Creating new display signage for the Arkansas Museum of Automobiles
- Planning an on-campus event to raise awareness about and prevent domestic and sexual violence with One Billion Rising
- Providing a fitness club for residents at College Square Retirement Community
- Hosting activities at the Faulkner County Museum open house event
- Leading a Super Science Saturday event for children with special needs through Community Connections
- Creating a public relations campaign for the Arkansas Hunger Relief Alliance
- Participating in trail building on the Buffalo National River
- Teaching a Spanish class through the Community Language School
- Hosting a respite care event to provide relief for caregivers of children with special needs

By the Numbers: Program Outputs

Community Partners Served	98
Number of Service-Learning Courses	117
Number of Service-Learning Faculty	48
Number of Service-Learning Students	1,738
Number of Departments Represented	20
Number of Colleges Represented	6
Estimated Hours Served	16,267
Estimated Value of Community Service*	\$319,809.22

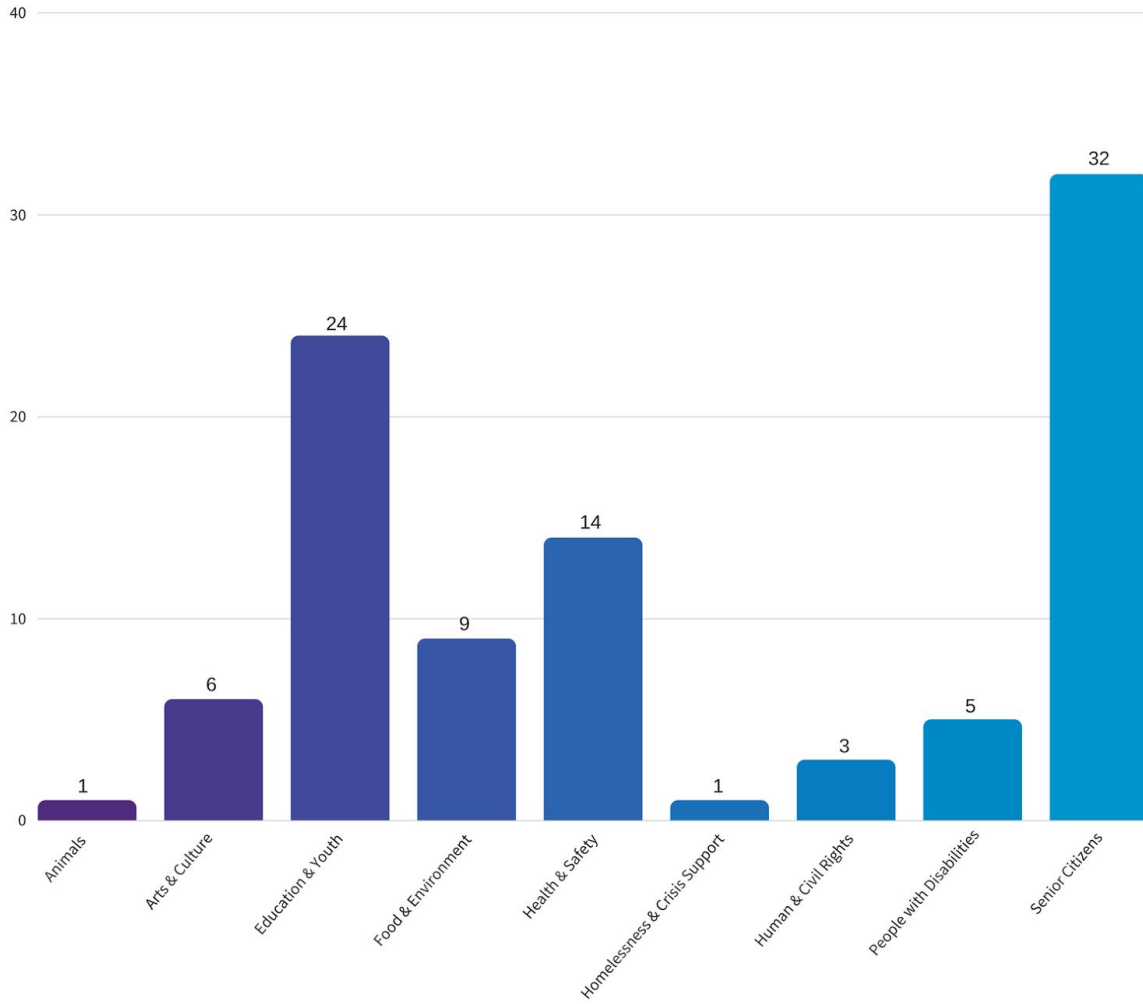
*The value of volunteer service is estimated at \$19.66/hour in the state of Arkansas. Source: Independent Sector, "The Value of Volunteer Time." Available from https://www.independentsector.org/volunteer_time

The following year-to-year trends can be observed:

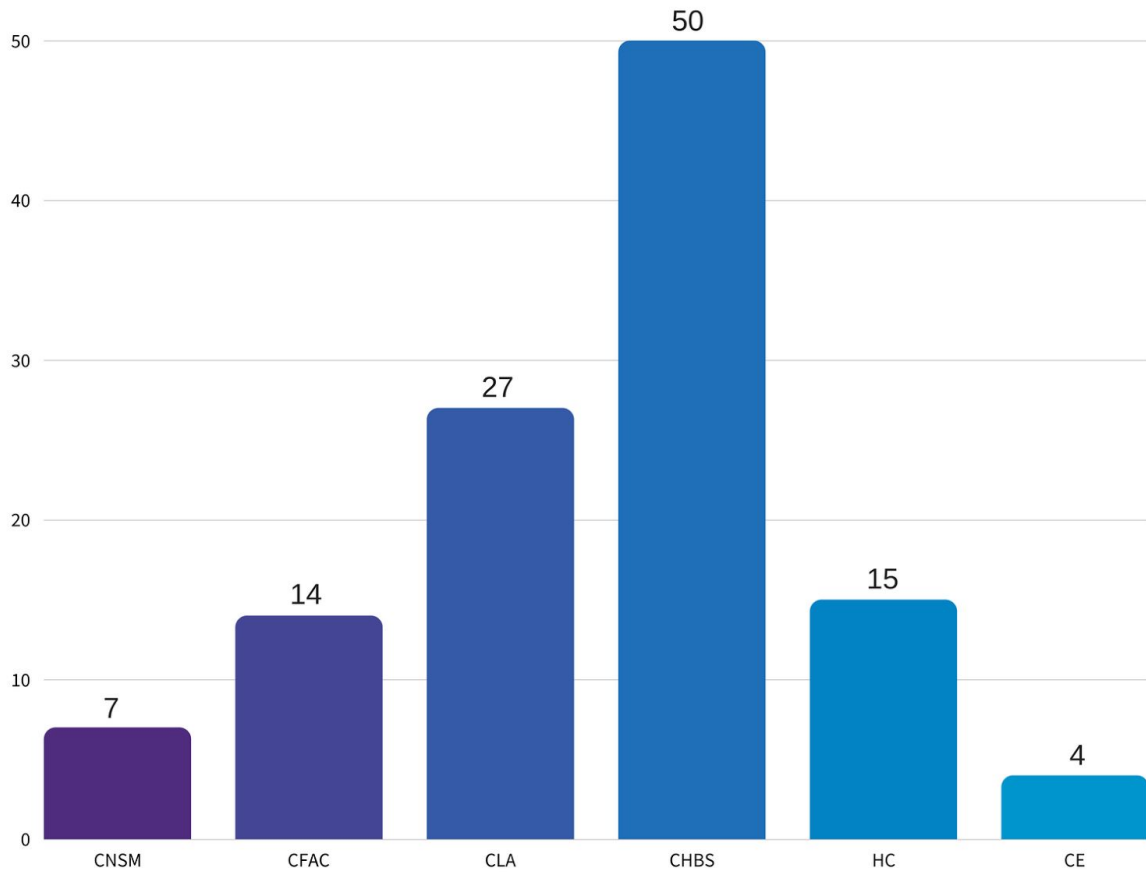
Criterion	2015-2016	2016-2017	% Change
SL Faculty	36	48	+33%
SL Courses	66	117	+77%
SL Students	1,008	1,738	+72%

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.

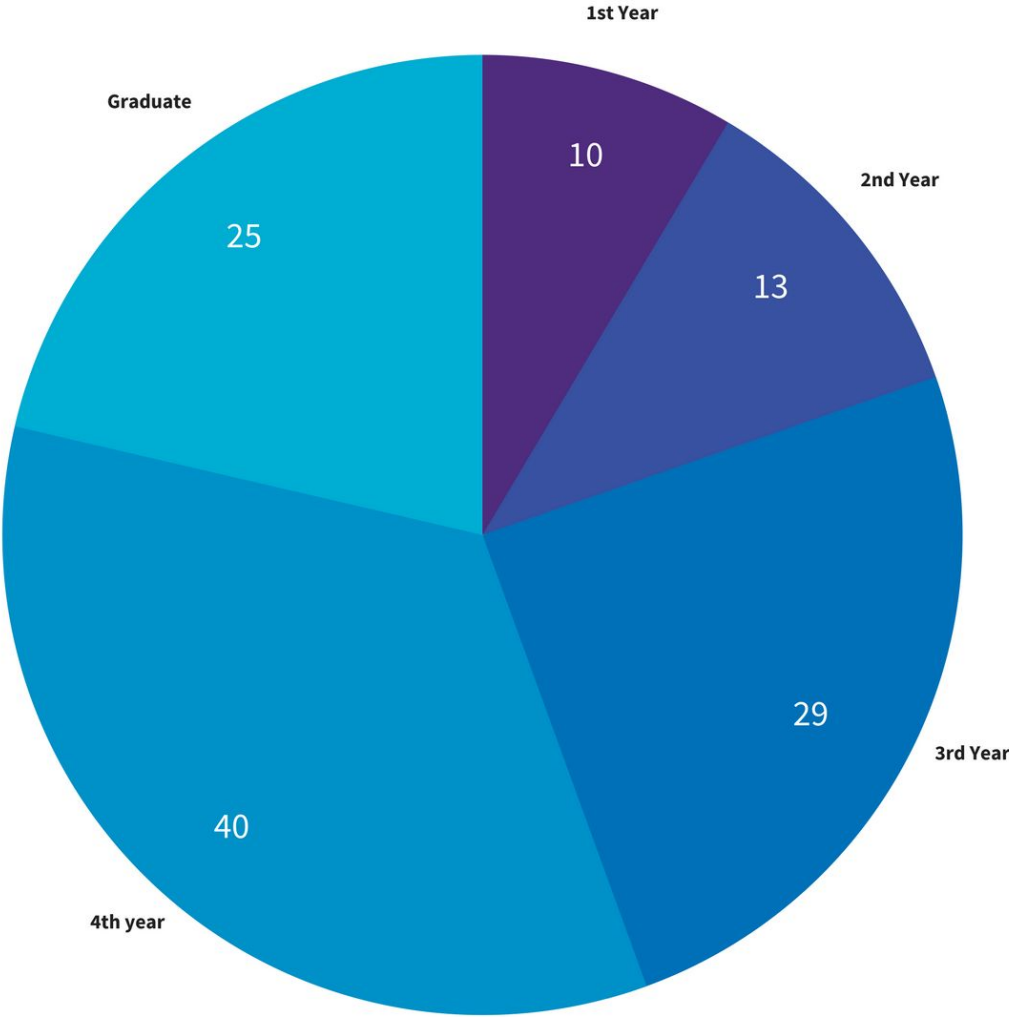
Types of Community Partner Organizations



Service-Learning Courses by College



Service-Learning Courses by Course Level



Student Outcomes

Student learning outcomes are measured in the Service-Learning 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 880 of 1738 students (51%) 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.	4.48	85%
The service-learning portion of this course helped me learn to work well with others to achieve common goals.	4.53	86%
The service-learning portion of this course helped me understand and appreciate local, national, and/or global diversity.	4.47	85%
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	85%
The service-learning portion of this course helped me understand my role as an engaged and informed citizen.	4.51	86%
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.	4.46	85%

Student Spotlight: CaLynn Blacklock

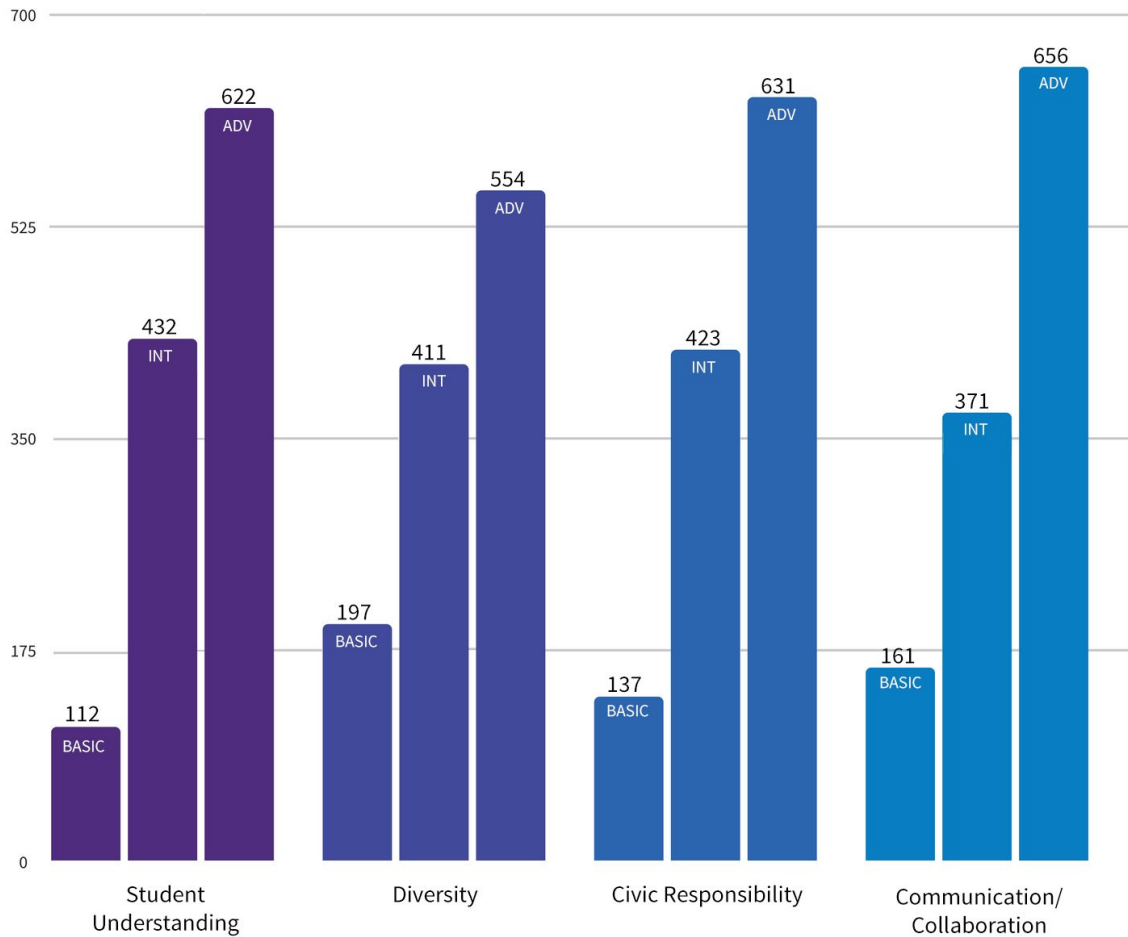


“My [Occupational Therapy] peers and I who were involved with ACTS Jr. for our service-learning were able to be really involved in the entire process. We helped the students work through each week putting the play together and we even got to participate with our own roles in the show! It was amazing to see the end product and be able to be a part of what we had all been working so hard on over the course of several weeks.”

Faculty assessment with the service-learning rubric from Fall 2016, Spring 2017, and Summer 2017 represented outcomes for 1166 of 1738 students (67%) 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



Outcome levels: BASIC, INT = INTERMEDIATE, ADV = ADVANCED

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. Twenty-seven course sections of 19 courses met this criterion, and in nine courses, the average GPA** was higher in the service-learning sections. 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 in 2016-2017.

**Average GPAs were calculated by averaging all service-learning or non-service-learning sections of a course, then comparing the average GPA of the service-learning sections to the average GPA of the non-service-learning sections.

Faculty Outcomes

Faculty outcomes are measured in the Service-Learning 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 19 of 48 faculty members (40%) teaching service-learning courses in 2016-2017.

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.	4.47	97%
After completing the service-learning course, students had a stronger sense of civic responsibility and community collaboration.	4.34	92%
Students in the service-learning course had an increased awareness of diversity, of various cultures, and of racial and class background.	4.29	92%
Students who participated in the service-learning course will say it was a beneficial experience and were satisfied with the service project overall.	4.41	97%
As a faculty member, I was strongly satisfied with the information I received in the Faculty Fellows Program.	4.44	88%
As a faculty member, I was strongly satisfied with the support from Outreach & Community Engagement and the Service-Learning Program Coordinator.	4.68	95%
As a faculty member, I was strongly satisfied with the overall support I received to develop and launch my service-learning course.	4.50	91%
I plan to continue offering service-learning courses in the future.	4.78	94%

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

- Expanding pedagogically
- Exposing students to diversity
- Fostering community involvement and student understanding of current issues
- Motivating students and sustaining their interest in the discipline
- Creating a gratifying experience for students and faculty
- Providing practical, hands-on, experiential learning opportunities for students
- Prior experience with service-learning, or a requirement in the program

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

- Application of theory to practice
- Scheduling of class to allow time for student reflection
- Having students teach others about what they had learned
- Teaching research skills through community-based research
- Exposure to diversity and interaction between students and community members
- Allowing students to choose projects that best suited their interests
- Flexibility of the community partners and the students
- Allowing less time-intensive projects, projects closer to home, or indirect service-learning projects for students with very busy schedules
- Providing space and guidance for student-led projects
- Creating opportunities for students to network with professionals from other disciplines
- Community partners coming to class to present their needs

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

- Evaluation of barriers to success
- More upfront preparation and planning
- Better integration of academics and service
- Improving logistics to ensure student success
- Improved time management and correspondence
- Evaluation and research for potential journal articles
- Better educating students on the service-learning project and expectations
- Ensuring students have adequate time and assistance throughout the process
- Having students reflect throughout the semester and allow more time for debriefing
- Clarifying whether or not students should record hours for indirect service-learning
- Providing an official evaluation form for community partners regarding student performance and professional behaviors during the experience
- Encouraging students to log their hours on OrgSync and record them in a timely fashion

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:

- More information about services and resources available
- Advertising all courses designated as service-learning
- Connections with additional community partners
- Additional funding for service-learning courses
- Research design assistance
- Working with athletic advising to avoid scheduling conflicts with service-learning projects
- The ability to limit class size
- A think tank with faculty, staff, and students to develop the program as a community
- Student training workshops or in-class demonstrations for logging hours on OrgSync
- Integration of the waiver and hours tracker into course scaffolds rather than OrgSync (or, in addition to OrgSync)
- Participation in the Faculty Fellows Program to be better oriented for student training
- An online version of the Faculty Fellows Program, maybe over the course of 10 weeks, for individuals who are employed full time, so they could also benefit from service-learning theory and best practices
- Pairing new faculty and experienced service-learning faculty for observations of service-learning projects being implemented

Faculty Spotlight: Dr. Alejandro Gonzalez Landeros



“The most memorable experience that I had teaching this [Border Literature service-learning] course was reading the trip reflections that students wrote as part of the course. Being able to read how a single day of interactions with immigrants who traveled in some cases over 1, 200 to 1,400 miles to pursue their dream of living a decent life, a life without fear of hunger or death, changed my teaching perspective. Judging by their comments, the students were also affected with this opportunity. Their memoirs allowed me to recognize the importance of combining the classroom with service-learning experiences.”

Community Partner Outcomes

Community partner outcomes are measured in the Service-Learning 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 40 of 98 organizations (41%) partnering with service-learning courses in 2016-2017.

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.	4.70	95%
The Service-Learning experience allowed us to build organizational capacity.	4.20	82%
The Service-Learning students' work was high quality.	4.64	93%
Materials that Service-Learning students prepared for our organization will be used in the future.	4.44	90%
The students' Service-Learning experience was properly designed to serve our clients.	4.74	98%
Communication between our organization and UCA faculty and students was positive.	4.80	100%
Service-Learning students were prepared to serve our organization.	4.70	95%
Our organization is interested in hosting Service-Learning students in the future.	4.82	98%
Working with Service-Learning students was a positive experience.	4.85	98%
We felt prepared to work with Service-Learning students.	4.63	95%
Working with the Service-Learning Program Coordinator was a positive experience.	4.81	96%

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

- More educational visits from students
- Better communication and organization
- A service-learning evaluation from the class
- Feedback from the service-learning students
- Allowing access to UCA Downtown for events
- A clearer outline of expectations and desired outcomes
- Student understanding of community partner timelines
- Advanced notice of classes and students available to work
- A schedule more compatible with the community partner site
- Providing more student education on the purpose of service-learning
- A list of ways in which the students can benefit or enhance the organization
- Increased availability of students- larger groups and for a longer period of time

When asked about **negative experiences with service-learning students**, community partners offered constructive feedback that included

- Students seemed reluctant about the research part of their projects
- Student schedules being more compatible with their service-learning site
- Improving efficiency in communication and having a faster response time to inquiries or requests
- Receiving an evaluation from the specific class in which the student is enrolled for the service-learning experience
- Providing better communication and clarification of the expectations of student(s) both to the student(s) and to the community partner
- Preventing after-hours contact (“This year I encouraged communication by text, but I will definitely be more specific as to when they should text me.”)

When asked about **positive experiences with service-learning students**, community partners provided the following responses

- Good communication from students and faculty
- Constituents enjoying interaction with the students
- Students providing a lot of materials and information
- Improvement of consumer qualities following the experience
- Students’ knowledge and awareness of persons with different needs
- Particular observations, projects, and interactions the students were able to engage in
- Several positive attributes of the service-learning students such as professional, eager to learn, enthusiastic, respectful, dedicated, and proactive

Finally, when asked how, *beyond service learning*, UCA can help community partners accomplish their mission, respondents identified the need for

- On-going volunteers, groups of volunteers, and interns
- A working relationship with various departments
- Students as an educational resource
- An appropriate amount of service-learning projects within a given time frame
- A campus visit for the youth served by specific organizations
- Continued education of students on leadership and personal growth
- Incentives for students to participate in service activities
- More exposure for community partner organizations, including a listing of events in the community that students can attend
- Help with marketing and promotion of organizations and events
- On campus supply drives and financial support

Community Partner Spotlight: Faulkner County Juvenile Court



“We’re seeing volunteers step up, and we’re seeing the direct impact on our youth. We have fewer kids going to jail, we have fewer kids coming back into court, and more kids in school, more kids in home, and more kids having a clear picture of what their future looks like. And so I guess to summarize all that, what does UCA’s involvement in our court mean? It means changing lives. It means reform. It’s what we need to continue to make strides in our court. It’s hard to find a program that we’ve got going that doesn’t involve UCA.”

Faculty Development

The following faculty development programming in service-learning was offered through the Center for Teaching Excellence in 2016-2017:

- Lunch & Learn: Using Service-Learning to Teach Diversity

The Service-Learning Faculty Fellows Seminar was offered for the fifth time in June 2017. Four information sessions were held in February 2017 for faculty interested in applying to the program and an informational video was distributed campuswide. 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 2017, eight applications were received, which represented a decrease by one application from the previous year. A record of how many applications were received in prior years was not maintained.

The following Faculty Fellows were named for 2017:

- **Buck Foster**, History
- **Staci Fritzges**, Communication
- **Kristin Okoli**, Languages, Linguistics, Literatures and Cultures
- **Pretrrescia Walker**, Nursing
- **Jeff Whittingham**, Teaching and Learning
- **Mary Wood**, University College

Finally, Service-Learning Seed Grants of up to \$250 each were awarded to eleven faculty members in 2016-2017 to cover costs associated with service-learning projects.

Faculty Member	Course	Project Expense
Pamela Ashcraft	Nurse as Educator	Supplies for curriculum
Kim Little	America in the Modern Era	Supplies for Faulkner County Museum open house event
Peter Mehl	Honors Senior Seminar: Democratic Citizenship	Refreshments for deliberative dialogue forum for students and community members
TJ Hendrix	Middle School Psychology, Philosophy, and Organization	Student-created curriculum for City of Hope Outreach
Nelle Bedner	Family Communication	Printing costs for materials developed for Conway Cradle Care
Buck Foster	Arkansas and the Nation	Transportation to community partner site for orientation (Museum of Automobiles)
Taine Duncan & Cindy Lea	Gender, Race, and Class; Critical Theories of Race; Honors Core II: Search for Community	Instant camera film for advocacy event
John Saunders	Persuasion	Printing costs for display materials for Museum of Veterans and Military History
Alejandro Gonzalez	Cultural Studies	Visit to border town to work with relief organizations
Sherry Skaggs	Correctional Systems	Campus visit by youth served by Arkansas Voices for the Children Left Behind

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 2016-2017:

- **Ethen Cavanaugh**, Leadership in Service-Learning
- **Garrett McKamie**, Spirit of Humanity
- **Audrey Schucker**, Exceptional Achievement in Service-Learning
- **Dr. Sherry Skaggs**, Peter J. Mehl Service-Learning Faculty of the Year
- **Conway Police Department**, Community Partner of the Year

The Service-Learning Program additionally nominated one student for a national award through Campus Compact.

- **Morgan Sweere**, Newman Civic Fellows Award

Co-Curricular Service

In 2016-2017, 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 and a “Service” category in all portals.

- **1,717 students** recorded a total of **15,614 service hours** in OrgSync from March 2016 to March 2017
- **695 students** volunteered on a single day of service through UCA’s Big Event
- **78 students** were recognized at the Student Involvement Awards for completing the Bears Serve Challenge (logging 30 hours of community service in one year)
- **35 students** received a community service graduation cord (logging at least 100 hours of community service during their time at UCA)

Newman Civic Fellow: Lillian McEntire



“Through this program, I was able to attend a national convening of Newman Civic Fellows in Boston where we attended the Edward M. Kennedy Institute for the United States Senate. It has a full replica of the actual U.S. Senate chambers. We went through a simulation in which we were given a senator's identity and then had to pass a Farm Bill together. It gave me a much better understanding of how that part of the political process works and how we always have to take everyone else's needs into consideration.”

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 baseline data collection in 2015-2016 and 2016-2017.

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	2018	COB
Ginny Adams	2018	CNSM
Joe Howard	2018	CLA

Member	Term	Title
Candice Barnes	2019	COE
Katherine Bray	2019	CFAC
Lorrie George-Paschal	2019	CHBS
Donna Bowman	2017	Schedler Honors College
Mary Wood	2017	University College
Tess Fletcher	2017	Community
Faye Shepherd	2017	Community
Carly Ebinger	2017	Student, SGA Appointment
Samantha Cole	2017	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 2016, Spring 2017, and Summer 2017 semesters:

Pamela Ashcraft	Katelyn Knox
Nelle Bedner	Chad Lairamore
Donna Bowman	Alicia Landry
Alicia Brown	Emily Lane
Riva Brown	Cynthia Lea
Debra Burris	Kimberly Little
Douglas Corbitt	Peter Mehl
Jennifer Deering	Lauren Miller
Denise Demers	Letha Mosley
Sophie Dix	Mary Pearson
Taine Duncan	Clinta Reed
Buck Foster	John Saunders
Adam Frank	Rachel Schichtl
Staci Fritzges	Sherry Skaggs
Michael Gallagher	Tucker Staley
Lorrie George-Paschal	Jayme Stone
Alejandro Gonzalez	Sheila Stroman
Amy Hawkins	Chad Terrell
Tami Hendrix	Lavona Traywick
Leah Horton	Lisa Van Hoose
Ellen Hostetter	Femina Varghese
Joseph Howard	Allison Wallace
Jennifer James	Heather Yates
Kerry Jordan	Li Zeng

Appendix D: List of Community Partners

The following community agencies partnered with at least one service-learning course/project during Fall 2016, Spring 2017, and Summer 2017 semesters:

ACTS Little Rock	Conway Locally Grown	Museum of Veterans and Military History
Andover Place Retirement	Conway Police Department	Nemo Vista High School
Anne Watson Elementary	Conway Public Schools	One Billion Rising
Arkansas Children's Hospital	Conway Regional Health Systems	Options Pregnancy Center
Arkansas Hunger Relief Alliance	Deliver Hope	Park At Whispering Pines
Arkansas Museum of Automobiles	Edmonson Mayor's Office	Park Hill
Arkansas Rehabilitation Services	Elmcroft of Maumelle	Parkway Village
Arkansas State Police	Equestrian Zone	Pleasant Valley Nursing & Rehabilitation
Arkansas Voices for the Children Left Behind	Faulkner County Cooperative Extension Service	Pulaski Academy Elementary
Aspire Christian Academy	Faulkner County Day School - Work Force	Retirement Centers of AR, Inc.
Audubon Society	Faulkner County Judge	River Chase Rehabilitation & Care Center
Baptist Health	Faulkner County Juvenile Court	Salem Place Nursing & Rehab Center
Boys and Girls Club	Faulkner County Library	Sandalwood Healthcare
Briarwood Nursing & Rehabilitation Center	Faulkner County Museum	Searcy Extension Service
Brookdale Chenal Heights	Faulkner County Senior Wellness & Activity Center	Sonshine Academy
Brookdale Conway	Faulkner County Sheriff's Office	Southridge Village of Conway
Buffalo National River	Faulkner County Urban Farm Project	St. Andrews Place Nursing Home
Central Arkansas Veterans Affairs Health System	Glenhaven Ministries	STEM Residential College (UCA)
Central Arkansas Water	Good Shepherd Nursing Home	Stonehaven Assisted Living
Central Baptist Church	Grace Lutheran Childhood Development Center	The Children's Center
Central Baptist Church Preschool	Grace Methodist Church	The Lakes at Maumelle Health & Rehab
Chenal Heights Nursing & Rehab	Greater Pleasant Branch Community Fest	The Locals
CHI St. Vincent Infirmary	Greenbrier Gardens	Trinity Village Retirement Center
Chicks for Children	Greenbrier Senior Center	UCA
Children's Advocacy Alliance	Grow! Learning Center	UCA Women's Softball Team
Citizen Science Programs	Heritage Living Center	United Way of Central AR
City of Hope Outreach	Ida Burns Elementary	University of AR Cooperative Extension Service - Faulkner County
College Square	Julia Lee Moore Elementary School	Village Park of Conway, Inc.
Community Connections	Kindred Hospice	Ward Central Elementary School
Community Service, Inc.	Life Choices	Water for Christ
Compass Academy	Lucie's Place	
Conway Animal Welfare Unit	Madison Health and Rehab	
Conway Christian School		
Conway Cradle Care		
Conway First United Methodist Church		