



UNIVERSITY OF
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SERVICE-LEARNING

Service-Learning Annual Report

2021-2022

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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

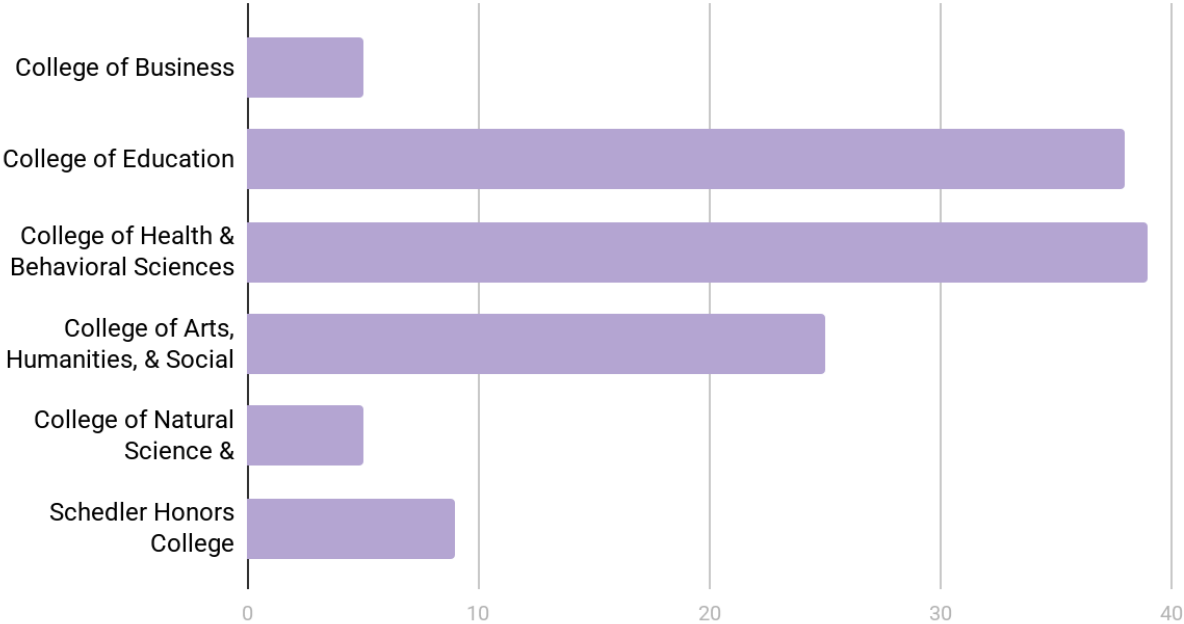
The University of Central Arkansas Service-Learning Program advances the university's mission to engage with local, national, and global communities by providing central coordination for academic service-learning and co-curricular service opportunities in partnership with community organizations. While 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.

By the Numbers: Program Outputs

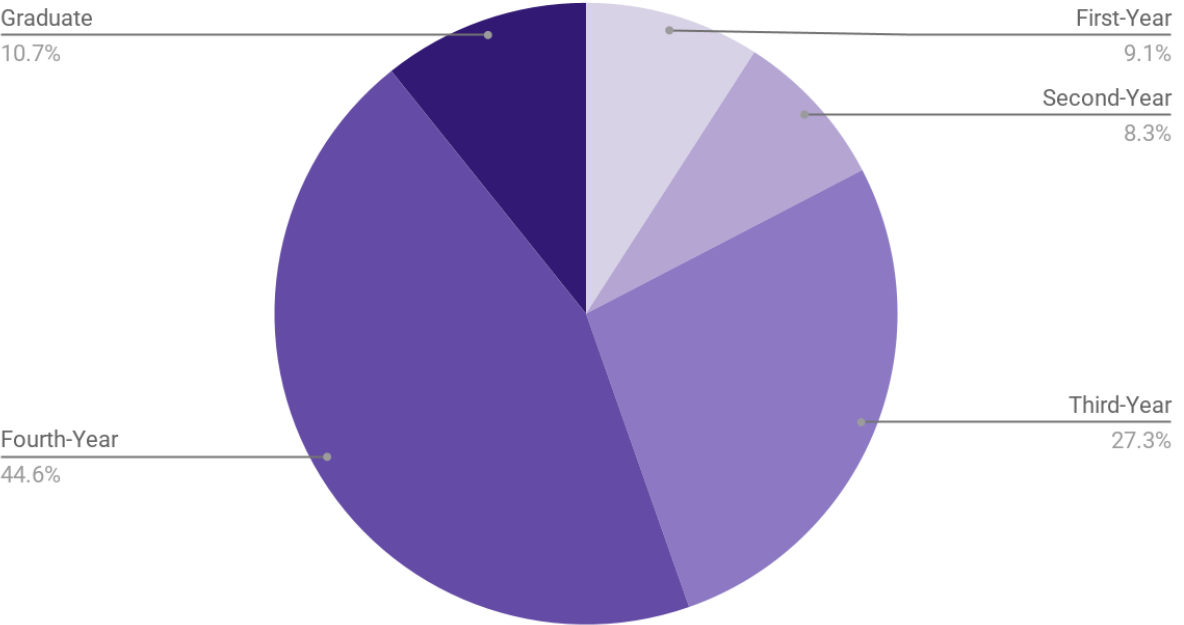
Number of Service-Learning Courses	120
Number of Service-Learning Faculty	62
Number of Service-Learning Students	1747
Number of Academic Programs Represented	30
Number of Colleges Represented	7
Estimated Hours Served	21,174+
Estimated Value of Community Service*	\$503,729.46

*The value of volunteer service is estimated at \$23.79/hour in the state of Arkansas. Source: Independent Sector, "The Value of Volunteer Time." Available from https://www.independentsector.org/volunteer_time

Service-Learning Courses by College



Service-Learning Courses by 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 data represent 632 of 1747 students (36%) enrolled in service-learning courses.

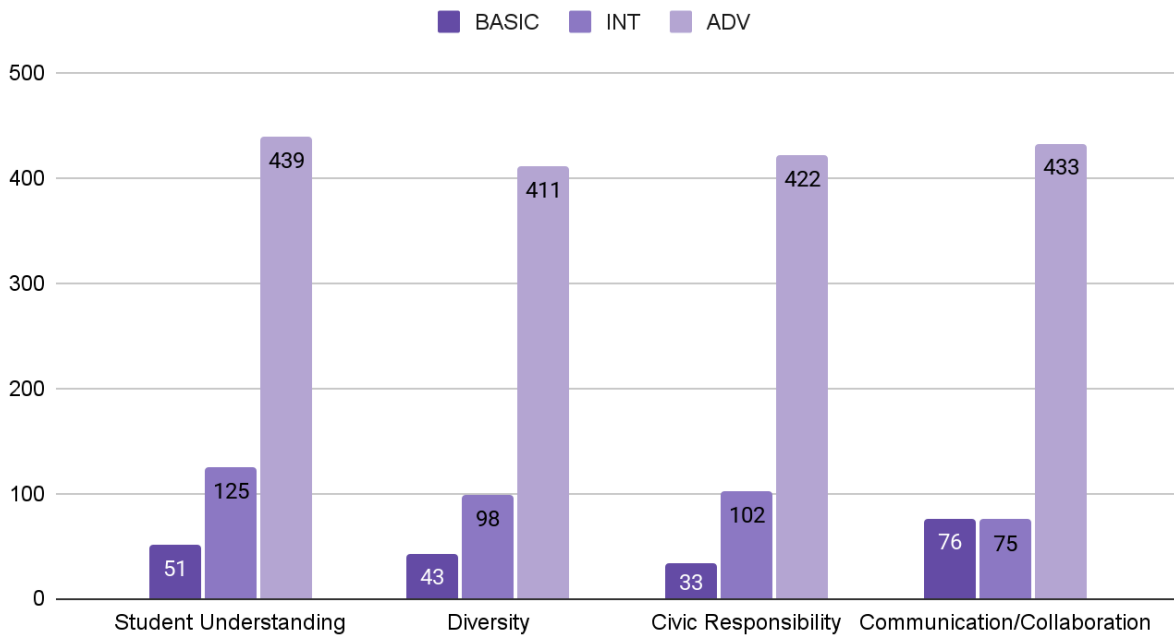
The assessment plan set a target outcome of 85% of students responding with the top two ratings (“more than half the time” and “almost always”) to all six items.

Course Evaluation Item	Mean Score	Top Two Ratings
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.	4.67	92%
The service-learning experience helped me achieve course objectives.	4.67	92%
The service-learning portion of this course helped me understand and appreciate local, national, and/or global diversity.	4.64	90%
The service-learning portion of this course helped me understand my role as an engaged and informed citizen.	4.65	90%
The service-learning portion of this course helped me understand how this academic discipline can serve the needs of the community/nation/world.	4.60	88%
The service-learning portion of this course helped me learn to work well with others to achieve common goals.	4.67	91%

Faculty assessment with the service-learning rubric form represented outcomes for 623 of 1747 students (36%) 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



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 20 of 62 faculty members (32%) teaching service-learning courses in 2021-2022.

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.	4.70	90%
After completing the service-learning course, students had a stronger sense of civic responsibility and community collaboration.	4.60	100%
Students in the service-learning course had an increased awareness of diversity, of various cultures, and of racial and class background.	4.26	79%

Students who participated in the service-learning course will say it was a beneficial experience and were satisfied with the service project overall.	4.70	90%
As a faculty member, I was strongly satisfied with the information I received in the Faculty Fellows Program.	4.91	100%
As a faculty member, I was strongly satisfied with the support from Outreach & Community Engagement and the Service-Learning Program Coordinator.	4.89	100%
As a faculty member, I was strongly satisfied with the overall support I received to develop and launch my service-learning course.	4.81	94%
I plan to continue offering service-learning courses in the future.	4.95	100%

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

- Prior positive feedback from students in other service-learning courses
- Passion for service and helping the community
- The benefits of hands-on, experiential learning for students
- The opportunity for students to apply learning to a real-world context
- Connections between social and emotional learning and service-learning
- The experience that students gain from the project

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

- The enthusiasm and partnership of community organizations
- Flexible and inclusive options available through virtual and indirect service
- The real-world situations in which students were learning
- A historic opportunity for students to be part of efforts to address COVID-19
- Building in opportunities for student ownership of projects

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

- Improved instructions for students demonstrating how to log service hours in GivePulse tracking platform
- Improved communication and planning with community partner organization
- Increased frequency of interactions with community partners
- Articulating to students the value of service-learning within the course overall, and increasing student buy-in in the service-learning project

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 comments:

- Faculty appreciate service-learning seed grant funding, including flexibility in awarding funds quickly and allowing faculty to adapt their projects to meet community needs
- Faculty appreciate the breadth of resources available to support faculty, including faculty development trainings and opportunities to connect with partners

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 11 organizations partnering with service-learning courses in 2021-2022.

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.	4.82	100%
The Service-Learning experience allowed us to build organizational capacity.	4.19	89%
The Service-Learning students' work was high quality.	4.59	100%
Materials that Service-Learning students prepared for our organization will be used in the future.	4.69	100%
The students' Service-Learning experience was properly designed to serve our clients.	4.65	100%
Communication between our organization and UCA faculty and students was positive.	4.76	100%
Service-Learning students were prepared to serve our organization.	4.70	100%
Our organization is interested in hosting Service-Learning students in the future.	4.76	100%

Working with Service-Learning students was a positive experience.	4.88	100%
We felt prepared to work with Service-Learning students.	4.44	100%
Working with the Director of Service-Learning was a positive experience.	4.88	100%

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

- Additional opportunities to engage with students
- Increased communication with students and faculty
- Opportunities for student leadership
- Expansion of the departments and colleges offering service-learning opportunities

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

- Challenges communicating directly with students when needed
- Challenges balancing students' schedules, especially when engaging with a group of students
- Disruptions due to COVID-19

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

- Positive relationships build between students and community members
- Professional and consistent communication throughout changes to the project
- Continued engaged from students after completion of the course
- Expanded capacity to address issues in the community

Faculty Development and Support

The following faculty participating in the **Service-Learning Faculty Fellows** summer seminar in Summer 2022:

- **Crystal Harris**, School of Language and Literature
- **Ellen Hostetter**, Schedler Honors College
- **Scotty Lewis**, Student Transitions
- **Jennifer Parrack**, School of Communication
- **Erin Shaw**, Leadership Studies
- **Sunjung Thao**, Communication Sciences and Disorders

Service-Learning Seed Grants of up to \$250 each were awarded to the following faculty members in 2021-2022 to cover costs associated with service-learning projects.

Faculty Member	Course	Project Expense
Alicia Brown	Special Education Practicum Secondary	Hosting a prom event for Compass Academy
Lisa Christman	Foundations of College Algebra	Establishing raised garden beds on campus
Denise Demers	Mental Health	Supplies for on-campus service day
Monica Lieblong	Aging and the Family	Supplies for workshops held at College Square Retirement Community
Rebekah Luong	Family and Consumer Sciences Professional Practice	Activity booth at Children's Advocacy Alliance Heroes for Hope race
Stefanie Sorbet	Positive Classroom Behavior	Books for supporting social-emotional learning in school morning meetings
Wyann Stanton	Early Childhood Education Internship	Tactile manipulatives for literacy interventions

Recognition of Service-Learning

The UCA Service-Learning Program has hosted a Service-Learning Awards event each year since the program's inception. This year, the following awards were given:

- **Drew Weld, Alyssa Rieman, and Lexi Bratton**, Exceptional Achievement in Service-Learning
- **Prof. Ashley Phillips**, Peter J. Mehl Service-Learning Faculty of the Year
- **Faulkner County Juvenile Court**, Community Partner of the Year

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

- **Jeromy Hunt**, Newman Civic Fellows Award