



UNIVERSITY OF
CENTRAL
ARKANSAS™

SERVICE-LEARNING

Service-Learning Annual Report

2022-2023

Service-Learning Annual Report	1
Definition of Service-Learning	3
Program History and Structure	3
By the Numbers: Program Outputs	3
Student Outcomes	5
Faculty Outcomes	7
Community Partner Outcomes	9
Faculty Development and Support	9
Recognition of Service-Learning	10

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

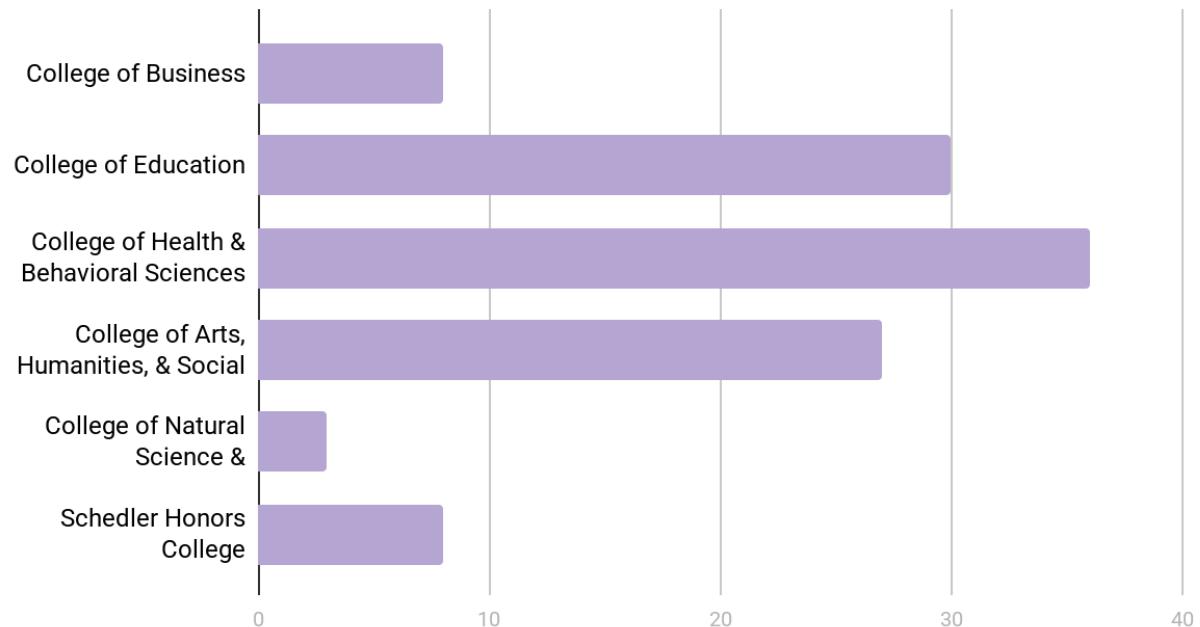
The University of Central Arkansas Service-Learning Program advances the university's mission to engage with local, national, and global communities by providing central coordination for academic service-learning and co-curricular service opportunities in partnership with community organizations. While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

By the Numbers: Program Outputs

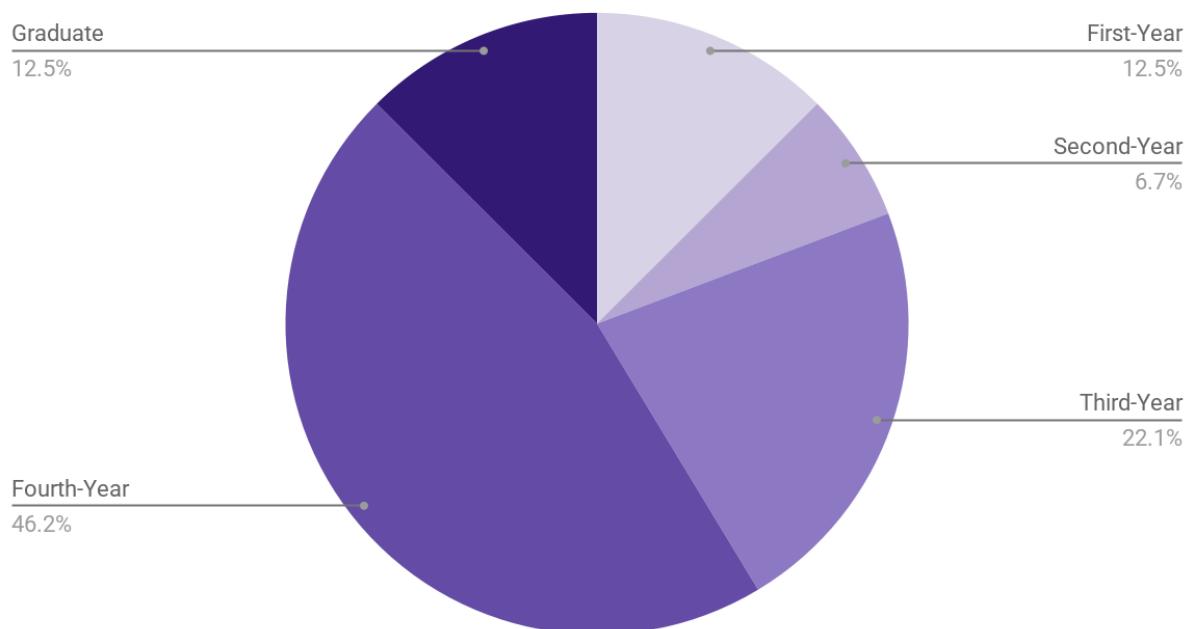
Number of Service-Learning Courses	106
Number of Service-Learning Faculty	58
Number of Service-Learning Students	1573
Number of Academic Programs Represented	30
Number of Colleges Represented	7
Estimated Hours Served	14,767
Estimated Value of Community Service*	\$378,921.22

*The value of volunteer service is estimated at \$25.66/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 503 of 1573 students (32%) enrolled in service-learning courses.

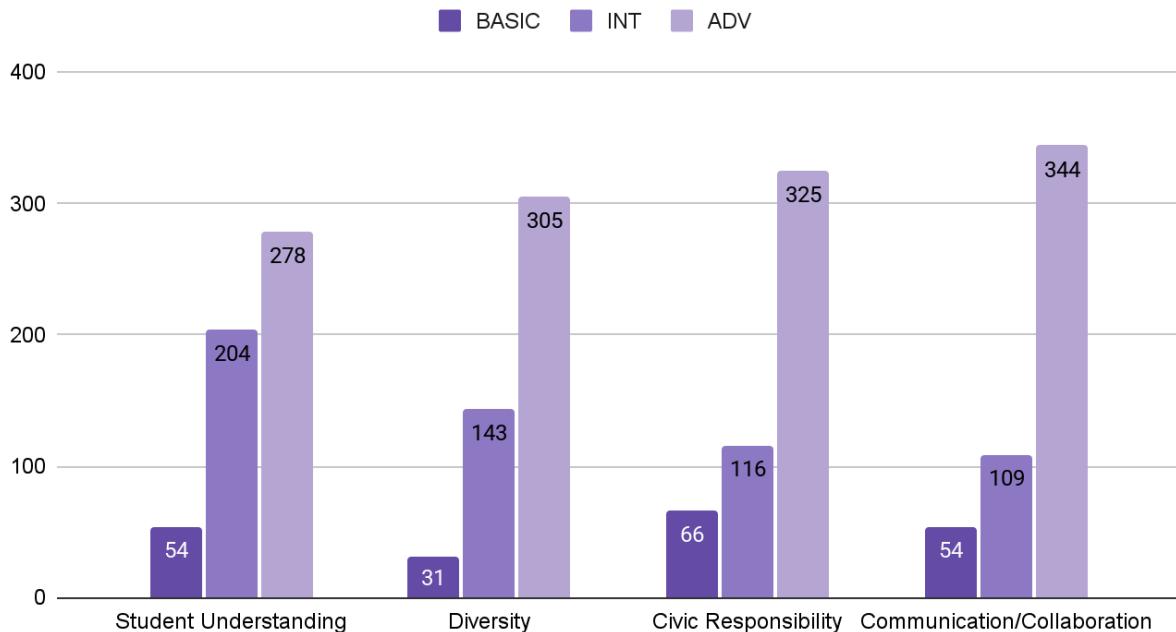
The assessment plan set a target outcome of 85% of students responding with the top two ratings (“more than half the time” and “almost always”) to all six items.

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.	4.63	84%
The service-learning experience helped me achieve course objectives.	4.68	86%
The service-learning portion of this course helped me understand and appreciate local, national, and/or global diversity.	4.64	84%
The service-learning portion of this course helped me understand my role as an engaged and informed citizen.	4.68	85%
The service-learning portion of this course helped me understand how this academic discipline can serve the needs of the community/nation/world.	4.60	82%
The service-learning portion of this course helped me learn to work well with others to achieve common goals.	4.67	84%

Faculty assessment with the service-learning rubric form represented outcomes for 575 of 1573 students (37%) 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 18 of 58 faculty members (31%) teaching service-learning courses in 2022-2023.

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.	4.56	94%
After completing the service-learning course, students had a stronger sense of civic responsibility and community collaboration.	4.28	78%
Students in the service-learning course had an increased awareness of diversity, of various cultures, and of racial and class background.	4.44	83%

Students who participated in the service-learning course will say it was a beneficial experience and were satisfied with the service project overall.	4.39	83%
As a faculty member, I was strongly satisfied with the information I received in the Faculty Fellows Program.	4.79	93%
As a faculty member, I was strongly satisfied with the support from Outreach & Community Engagement and the Service-Learning Program Coordinator.	4.78	89%
As a faculty member, I was strongly satisfied with the overall support I received to develop and launch my service-learning course.	4.73	87%
I plan to continue offering service-learning courses in the future.	4.94	100%

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

- Providing a valuable learning experience for students
- Continuing a long-standing and impactful community program
- A “natural fit” with a course’s professional focus
- Providing opportunities for students to gain confidence
- Exposing students to different perspectives in the community
- The benefits of authentic and experiential learning for students
- Effectiveness of service-learning as a pedagogy
- A desire to increase student engagement with course material
- A commitment to the values of civic responsibility and collaboration

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

- Students’ demonstrated ability to empathize with community members
- Longstanding partnerships in the community
- Opportunities for student voice in the project design and implementation
- Collaboration among student teams
- Communicating the impact of the service-learning project to students

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

- Training and orientation provided for students within the course
- Timing of the service-learning project within the course
- Communication with community partners

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

- Faculty appreciate service-learning seed grant funding and are interested in increased availability of funds, particularly to start up a new project
- Faculty appreciate the contributions of partnerships to the success of service-learning
- Faculty are interested in learning from one another about other service-learning projects and partnerships

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. Fewer than five community partner evaluation surveys were received in 2022-2023, so data are not included in this report.

Faculty Development and Support

The following faculty participating in the **Service-Learning Faculty Fellows** summer seminar in Summer 2023:

- **Stephanie Alsbrook**, Nutrition and Family Sciences
- **JoAnna Cupp**, Nutrition and Family Sciences
- **Carmen Eddington**, School of Communication
- **Bailey Fairbanks**, Government, Public Service, and International Studies
- **Kisha Hardwick**, Government, Public Service, and International Studies
- **Kyle Mattson**, School of Communication
- **Ruby Mongno**, School of Communication
- **Stefanie Sorbet**, Elementary, Literacy, and Special Education
- **Brigid Appiah Otoo**, Computer Information Systems and Analytics

Service-Learning Seed Grants of up to \$250 each were awarded to the following faculty members in 2022-2023 to cover costs associated with service-learning projects.

Faculty Member	Course	Project Expense
Stephanie Alsbrook	Foundations of Nutrition	Curriculum books and supplies
Alicia Brown	Special Education Practicum	Event supplies and decorations for Compass Academy prom

Riva Brown	Multicultural Public Relations	Supplies for tabling event
Kathryn Carroll	Advanced Personal & Family Finance, Professional Practice	Large-print books
Adam Frank	Theatre and Social Justice	Supplies for mask-making activity
Crystal Harris	Exploring Community	Museum display case
Amy Hawkins	Public Relations Cases and Campaigns	Printing campaign materials
Yaqian He	Geographic Field Techniques	Clinometer
Amanda Martin	World History I	Shelving, trays, and soil for seed starting project
Adele Okoli	Glocal Applications of French	Digital camera
Jennifer Parrack	Intermediate Spanish II	Event supplies for language festival
Joan Simon	School Psychology Practicum	Toolkit books

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:

- **Kaidan Zheng & Harris Felton**, Leadership in Service-Learning
- **Heather Amaro**, Spirit of Humanity
- **Lena Rocole, Brady Bowers, & Claudia Harper**, Exceptional Achievement in Service-Learning
- **Dr. Adam Frank**, Peter J. Mehl Service-Learning Faculty of the Year
- **United Way of Central Arkansas**, Community Partner of the Year

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

- **Haydyn Hudnall**, Newman Civic Fellows Award