



UNIVERSITY OF  
CENTRAL  
ARKANSAS™

SERVICE-LEARNING

---

## Service-Learning Annual Report

2023-2024

<b>Service-Learning Annual Report</b>	<b>1</b>
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

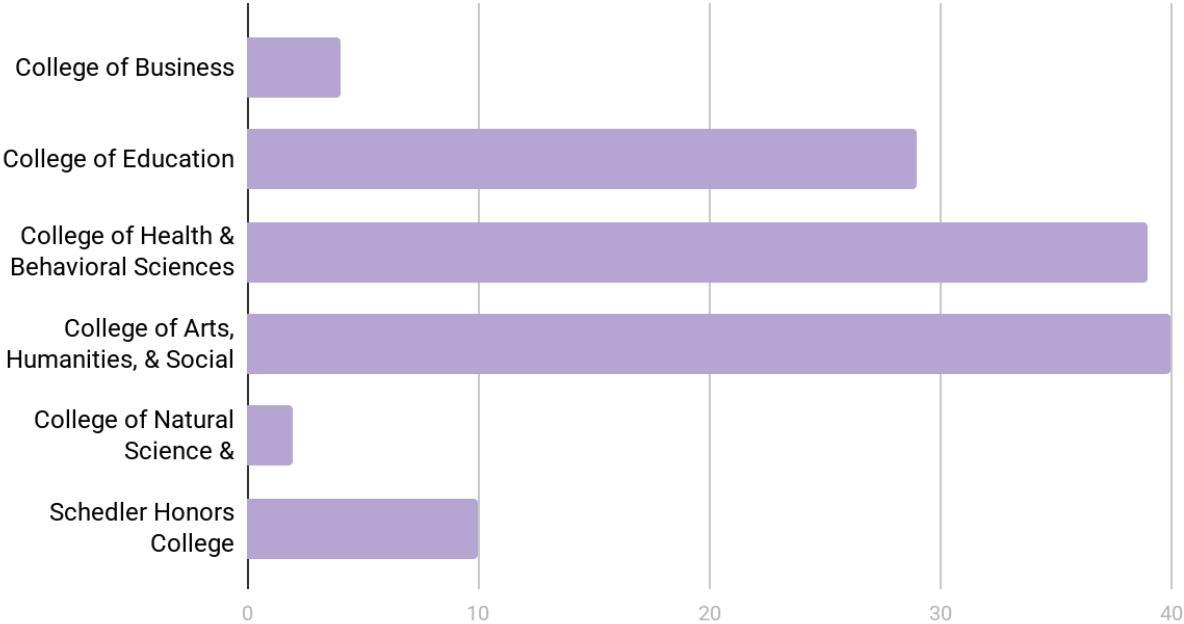
The University of Central Arkansas Service-Learning Program advances the university's mission to engage with local, national, and global communities by providing central coordination for academic service-learning and co-curricular service opportunities in partnership with community organizations. While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

## By the Numbers: Program Outputs

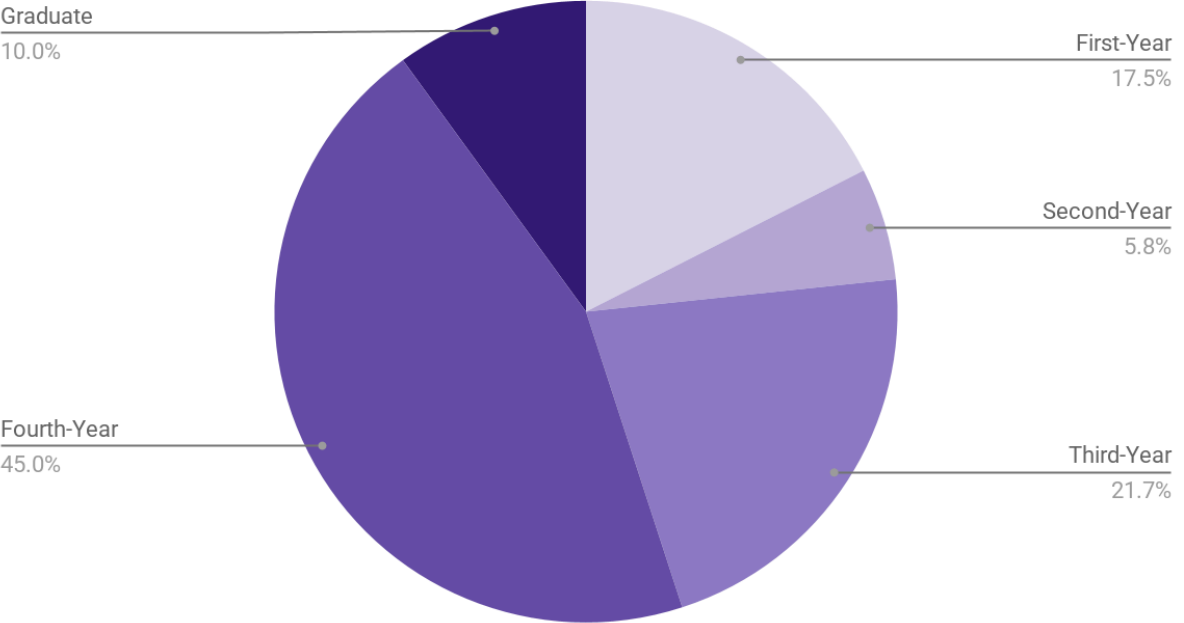
Number of Service-Learning Courses	122
Number of Service-Learning Faculty	67
Number of Service-Learning Students	2108
Number of Academic Programs Represented	32
Number of Colleges Represented	7
Estimated Hours Served	20,724+
Estimated Value of Community Service*	\$574,883.76

\*The value of volunteer service is estimated at \$27.74/hour in the state of Arkansas. Source: Independent Sector, "The Value of Volunteer Time." Available from [https://www.independentsector.org/volunteer\\_time](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 467 of 2108 students (22%) enrolled in service-learning courses.

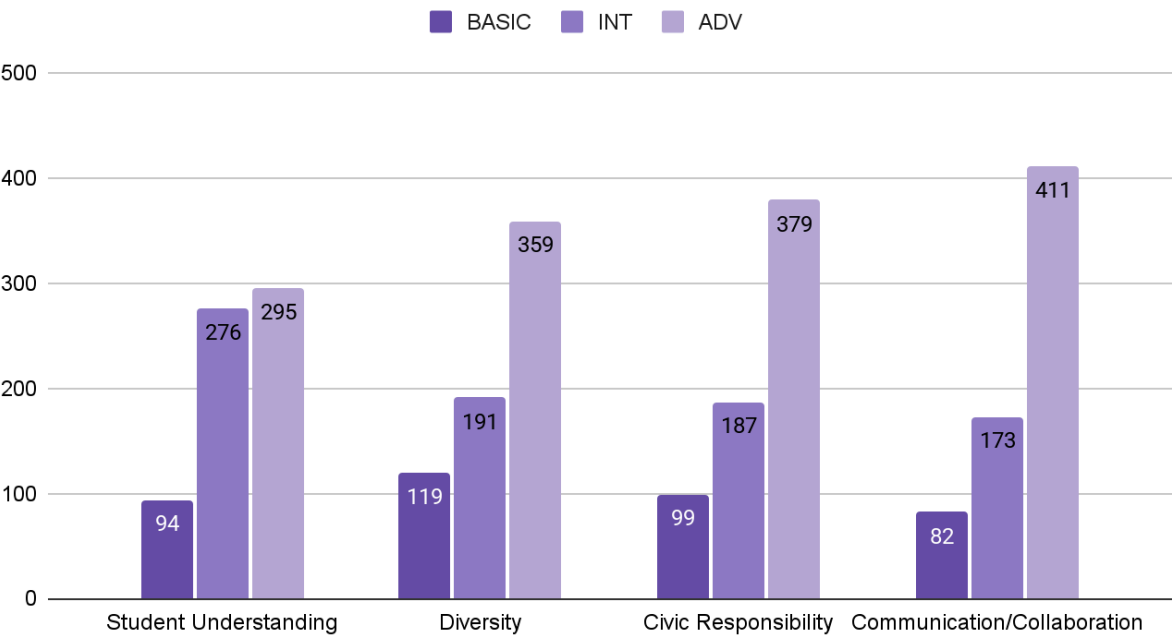
The assessment plan set a target outcome of 85% of students responding with the top two ratings (“more than half the time” and “almost always”) to all six items.

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.	4.75	95%
The service-learning experience helped me achieve course objectives.	4.72	94%
The service-learning portion of this course helped me understand and appreciate local, national, and/or global diversity.	4.68	92%
The service-learning portion of this course helped me understand my role as an engaged and informed citizen.	4.71	92%
The service-learning portion of this course helped me understand how this academic discipline can serve the needs of the community/nation/world.	4.67	92%
The service-learning portion of this course helped me learn to work well with others to achieve common goals.	4.71	92%

Faculty assessment with the service-learning rubric form represented outcomes for 678 of 2108 students (32%) enrolled in service-learning courses. Faculty assessed their service-learning students' learning outcomes in four areas using the rubric below.

Goal	Basic	Intermediate	Advanced
<b>Student Understanding:</b> 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
<b>Diversity:</b> 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
<b>Civic Responsibility:</b> 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
<b>Communication, Collaboration and Community:</b> 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 19 of 67 faculty members (28%) teaching service-learning courses in 2023-2024.

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.	4.68	100%
After completing the service-learning course, students had a stronger sense of civic responsibility and community collaboration.	4.32	100%
Students in the service-learning course had an increased awareness of diversity, of various cultures, and of racial and class background.	4.47	95%

Students who participated in the service-learning course will say it was a beneficial experience and were satisfied with the service project overall.	4.47	100%
As a faculty member, I was strongly satisfied with the information I received in the Faculty Fellows Program.	4.77	100%
As a faculty member, I was strongly satisfied with the support from Outreach & Community Engagement and the Service-Learning Program Coordinator.	4.84	100%
As a faculty member, I was strongly satisfied with the overall support I received to develop and launch my service-learning course.	4.75	100%
I plan to continue offering service-learning courses in the future.	4.58	95%

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

- A “natural fit” with course learning objectives or the discipline
- Prior positive experience with service-learning courses
- Interest in trying out a new pedagogical approach
- The benefits of applied learning, experiential learning, and high-impact practices
- A desire to make an impact in the community and instill values of community engagement in students

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

- Community partner engagement
- High quality student work
- Opportunities for students to learn how to be flexible and adapt
- Opportunities for student leadership and student voice in project design
- Reflection exercises for students
- Collaboration among students

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

- Engagement of online students in a hybrid service-learning project
- Student skill level going into the project, and scaffolding of skill development
- The need for more student engagement on-site with the community partner
- Providing opportunities for students with different personalities and skill sets
- Clear communication among faculty, partners, and students



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:

- Incentives for students who offer significant services to partners in the community would be helpful
- Some projects require additional funding beyond the existing seed funds
- Faculty are interested in additional recognition of the effort involved in service-learning, as well as the impact of service-learning in the community

## 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 2023-2024, 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 2024:

- **Carrie Clark**, School of Communication
- **Debbie Davis**, School of Nursing
- **Adriian Gardner**, School of Communication
- **Faith Yarberry**, Chemistry

**Service-Learning Seed Grants** of up to \$250 each were awarded to the following faculty members in 2023-2024 to cover costs associated with service-learning projects.

Faculty Member	Course	Project Expense
Stephanie Alsbrook	Community Nutrition Practicum	Supplies for cooking demonstration and food safety posters and materials
Riva Brown	Public Relations Techniques	Supplies for campus-wide International Day of Peace celebration and SDG Action & Awareness Week events
Devon Hawkins	Honors Core II: Search for Community	Welcome bags for exchange students in Arkansas

Ellen Hostetter	Honors Core II: Search for Community	Supplies and ingredients for frozen meals for the Conway Ministry Center pantry
Sandra Kemper	Cultural and Linguistic Influences on Practice and Principles for CSD Professionals	Conversation starters, language games, and activity books
Cindy Lea	Honors Core II: Search for Community	Supplies for a low-sensory lounge in the UCA library
Ruby Mongno	Introduction to College Writing	Books for a book discussion group at Bethlehem House
Adele Okoli	Advanced French Grammar and Composition II	Supplies for hosting activities for state language festival
Krista Peppers	Women and Minorities in STEM	Supplies for elementary school science activities featuring women scientists
Darshon Reed	Psychology Apprenticeship I	Production of a periodic table of diverse scientists
Zach Smith	Asian American History in the South	Travel to community partner host sites
Stefanie Sorbet	Positive Classroom Environment	Supplies for K-12 classroom activities
Sunjung Thao	Introduction to Communication Sciences and Disorders	Supplies for after-school reading program
Ashley Wilson	Literacy Assessments and Intervention	Supplies for individualized literacy bags

## 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:

- **Dylan Silverman-Barnes**, Leadership in Service-Learning
- **Jaedynn Nooner**, Spirit of Humanity
- **Olivia Cash**, Exceptional Achievement in Service-Learning

- **Dr. Ashley McClain**, Peter J. Mehl Service-Learning Faculty of the Year
- **Syrian Emergency Task Force**, Community Partner of the Year

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

- **Abigail Wells**, Newman Civic Fellows Award