



**Results from a Survey of Faculty Interest in Service Learning
At USC Aiken**

May 3, 2007

At the request of the Service Learning Subcommittee of the American Democracy Project at USC Aiken, the Office of Institutional Effectiveness conducted a survey of faculty at the University about their interest in service learning in April 2007. The Chair of the Sub-Committee invited faculty participate in the online survey using the USCAList, an email distribution list of all faculty and staff on campus. A total of 44 faculty members responded. If one assumes that only the 148 full-time faculty members were eligible to participate, then the response rate would be 29.7%. Questions with response frequencies or discursive feedback are provided below.

This survey is designed to gauge the level of faculty knowledge of and interest in service learning. Your participation is completely anonymous unless you choose to provide us with your contact information.

1. Please indicate your College or School:

N	%	
18	39%	College of Arts & Social Sciences
13	28%	College of Sciences
2	4%	School of Business
1	2%	School of Education
12	26%	School of Nursing

2-5. Please rate the level of:

	High		Moderate		Low		None		Not Applicable	
	N	%	N	%	N	%	N	%	N	%
2 Your knowledge related to incorporating service learning into your classes	7	15%	17	37%	17	37%	5	11%	0	NA
3 Your interest related to incorporating service learning into your classes	11	24%	21	46%	11	24%	3	7%	0	NA
4 The potential benefit to your students of incorporating service learning into your classes	17	39%	18	41%	7	16%	2	5%	1	NA
5 Your interest in receiving written guidelines to help you incorporate service learning into your classes	16	35%	17	37%	8	17%	5	11%	0	NA

6. What barriers do you perceive that might hinder your efforts to incorporate service learning into your classes?

- time
- One size might not fit all, difficulties in assessment.
- time required and monitoring that is required
- My students have a problem doing the assigned reading and work for my class. There is not a substitute for that. While they may be more motivated to do the assigned work after completing a service learning project, past trends would suggest that they would do neither.
- My own interest...I see no value for this course
- Difficulties integrating the service with the academic.
- None
- Required information that needs to be included in each class leaves little time for outside activities. Students face a licensing exam upon graduation. Students feel overwhelmed by the demands on their time.
- While Tom Hallman is committed to the faculty's role in preparing USCA graduates to serve their communities, the EVCAA's goal for increasing the amount of faculty scholarship contradicts that effort; i.e., faculty should waste as of their time as possible on service and service learning.
- Sounds hokey. The students need to learn solid information. They can do volunteer work in their leisure time.
- I just don't see how service learning would aid students in learning math.
- Only limited knowledge of opportunities for potential student projects.
- Time is the biggest. Sometimes financial. The other is having ample agencies if many folks were to start doing service-learning.
- Student transportation Time to effectively plan/communicate, provide information in syllabi
- the limited number of organizations for which learning projects can be developed, especially given the constraints of the semester
- None. We have always had service learning in our clinicals since the program began.
- Time; alot of material has to be covered during the course of the class already.
- Coordination with others that is out of your control and may affect students' experiences
- My time and involvement outside of class
- Other necessary projects and time constraints.
- not enough time in this course. Lots of practical experiences in methods classes
- Please explain exactly what you mean by service learning? Applied work in the field? It's hard to respond if we don't know exactly what you mean -- maybe other disciplines call it something other than service learning?
- time
- busy student schedules
- time, definition and guidelines, ability to portray the material in a useful manner
- Managing an already complex schedule for clinical assignments and determining release from clinical for service.
- Lack of appropriateness to my subject matter in some courses.
- Current course requirements are strenuous.
- uncertain
- Time due to students involved in alot of off campus clinical

7. What types of support do you feel would be helpful to you in your planning and implementation of service learning projects in your classes?

- perks for students
- A workshop, essays, someone to turn to and ask questions.
- none
- Training programs.
- Knowledge of potential projects

- Perhaps several university-wide service learning opportunities might be available each semester that our students could participate in. If this information could be available in time to be incorporated into my syllabus it would help. Activities that are added after the syllabus is passed out to the students are not usually received well.
- We had good presenters from Clemson during the winter 06. See answer to 6. above. Why bother if you will be penalized for directing your time in ways that may not lead to any publications?
- None
- I'd need to see some benefit (relative to learning math) for the time/effort expended by the students.
- Information/resources about service learning opportunities available.
- I am doing a good bit now and probably won't add any major efforts in the near future. Before I started, it would have been nice to have info on how to get started, have someone who could help me identify agencies or community groups with needs my students could fill. Also, in some instances, financial support is a help. My students have done lots of fund raising to cover their efforts.
- reassigned time
- None
- Pre-conceived handouts with pertinent information to give out to the students.
- Alternative equivalent experiences for those who may be unable to participate due to career or family constraints
- I don't have a clue.
- Handout
- I don't know.
- legal support--this can entail significant issues, I think.
- someone with first hand experience
- I'd like to talk to people who have successfully used service learning. I don't have any models to follow.
- Health promotion classes
- examples of previous projects that have been successful

8. If you feel comfortable doing so, please list all courses you teach that incorporate service learning as an important component of the course.

[Responses intentionally removed to protect respondent anonymity]

There were 17 total responses out of a possible 44. Of these 17, seven of them were "none" or "na" (not applicable). The remaining ten responses included:

- A range of nursing courses (200-, 300-, and 400-level) (4 responses)
- Internship courses and extra credit in a Department in the College of H&SS (1 response).
- Three upper-level courses in a Department in the College of Sciences (1 response).
- Three courses (100 through 300) in a Department in the College of H&SS (1 response)
- One 400-level course in a Department in the College of H&SS (1 response)
- Four 100- and 200-level courses in the same Department as above in H&SS (1 response)
- One course in a Department in the College of Sciences (1 response)

9. If you would like us to contact you about your responses to this survey, please provide your contact information below.

[Responses intentionally removed to protect respondent anonymity]

Six respondents provided contact information.