



Assessment of Spring 2006 Service Learning Workshop

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Overview

This report summarizes assessment findings from a workshop about service learning arranged by the American Democracy Project at the University of South Carolina Aiken (USCA) on February 24, 2006. Twenty-three participants completed evaluation forms about the workshop and its intended outcomes: 1) to increase faculty knowledge of service learning, 2) to increase the use of service learning in USCA courses, and 3) to understand current service learning efforts at USCA and other institutions.

Overall, responses were very positive and indicated that the workshop was successful. Still, only ten faculty members who teach credit-bearing courses indicated one item they learned about service learning in the workshop that they planned to integrate into future courses, and just four of these identified two items they learned that they planned to integrate into future courses. These responses do suggest, however, that some faculty did take away meaningful and useful information about service learning, including practical matters about implementation and evaluation, especially in terms of reflection and the connection of service to conceptual matters in the course. Two-thirds of participants strongly agreed and the remaining third agreed that they would recommend the workshop to colleagues in their department.

Participants completing questions on the evaluation form using a five-point Likert-type scale (5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree) indicated most support for items about promoting civic engagement through the USCA curriculum (4.84). The second most highly rated items were those dealing with workshop presentations and logistics (4.68). Goal #3 about understanding current service learning efforts was the third most highly rated item (4.65). The more involved Goal #2, to increase the use of service learning at USCA (4.11), and Goal #1, to increase faculty knowledge of service learning were rated positively (4.00), were rated positively but not as highly as the others.

Summary of Workshop Goals

5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree

Goal	Mean Rating	Std. Deviation
Support for Civic Engagement Goals	4.84	0.48
Workshop Mechanics	4.68	0.51
Goal 3: Understand current service learning efforts at USCA and other institutions.	4.65	0.57
Goal 2: Increase the use of service learning in USCA courses.	4.11	0.82
Goal 1: Increase faculty knowledge of service learning.	4.00	0.85

These results are not surprising, and suggest that faculty share broad support for civic engagement in the curriculum but may feel some reservation about integrating new pedagogical methods into their teaching. Significantly, all of the substantive additional comments indicated that USCA faculty needed the support of a designated campus office to effectively integrate service learning into their teaching.

Summary of Responses Ranked By Mean

		Valid Responses (N)	Missing	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Pct Strongly Agree	Pct Strongly Agree + Agree	Mean	Std. Deviation	
Tier 1	Q09	The university's curriculum should prompt students to feel confident about and committed to their own civic and political actions and take ownership for the community.	23	0	21	1	1	0	0	91%	96%	4.87	0.46
	Q07	The university's curriculum should prompt students to understand how society works at multiple levels and understand one's own role in society.	23	0	20	2	1	0	0	87%	96%	4.83	0.49
	Q08	The university's curriculum should prompt students to participate meaningfully in civic and political actions as an individual and through groups.	23	0	20	2	1	0	0	87%	96%	4.83	0.49
	Q11	Presentations were clear.	23	0	19	4	0	0	0	83%	100%	4.83	0.39
	Q10	This workshop was well organized.	22	1	18	4	0	0	0	82%	100%	4.82	0.39
Tier 2	Q04	I understand how service learning is being used by faculty at other institutions and at USCA.	23	0	16	6	1	0	0	70%	96%	4.65	0.57
	Q14	I would recommend this workshop to colleagues in my Department/School.	23	0	15	8	0	0	0	65%	100%	4.65	0.49
	Q12	Questions were fully answered.	23	0	16	5	2	0	0	70%	91%	4.61	0.66
	Q13	There was enough time scheduled for this workshop.	22	1	12	9	1	0	0	55%	95%	4.50	0.60
Tier 3	Q05	It is likely I will develop and teach a course that includes service learning in the next two years.	17	6	7	6	3	1	0	41%	76%	4.12	0.93
	Q06	I plan to encourage colleagues in my Department/School to include service learning in their classes	21	2	6	11	4	0	0	29%	81%	4.10	0.70
	Q03	I know substantially more about service learning as a result of this workshop.	23	0	7	10	5	1	0	30%	74%	4.00	0.85

List two things you learned in this workshop that you are likely to integrate into a course you will be teaching in the next two years

Respondent	Item 1	Item 2
1.	Emphasis on reflection (mid & post service learning project)	Rose Marshall as a resource person of locating Aiken and A. county statistics re: needs
2.	Sustainable syllabus	Pre/post test
3.	Importance of research (by students) on the topics related to their service learning projects	Importance of reflection after service experiences
4.	Intergenerational pointers	Client-based writing/communication
5.	Beyond the actual aims pertaining to class, emphasizing the imp. of embracing and empathizing and learning from those you're providing service to	
6.	Expanding what I'm doing now for students in professionalism	
7.	Guiding students toward interacting with those different from them	
8.	Importance of procedures in service-learning	
9.	Not teaching but got ideas for library involvement *	
10.	Other people on campus are doing service learning and we can help with contacts and suggest ways to sensitize students to difficulties faced by older adults*	
11.	Potential for interpersonal comm. class to interact with ON CAMPUS needs for service	
12.	Technology class interacting with aging population	
13.	Great ideas for enhancing service learning	Practical ideas for working with agencies/others
14.	USCA already has service learning	There are many outlets available
15.	Hard to say in my discipline	
16.	I'll have to think about it	

Shaded items appear somewhat non-responsive.

** Respondents appear to be librarians or faculty not teaching credit-bearing courses.*

Additional Comments

- 1. We need a central resource for community agency contacts that may be interested in their sorts of relationships**
- 2. Need center for learning resources and coordination for service**
- 3. It's necessary to establish a service learning centre on campus that have all resources for designing/starting S-L projects for various courses**
- 4. Campus service learning center**
- 5. Thanks**
- 6. Thank you!**