

2004-2005
Quality Enhancement Program Summary
Office of Institutional Research,
Planning and Effectiveness



Department: Experiential Ed/Career Services **Award Amount:** \$6,032 **Award Recipient:** Sue Strup

Project Focus:

Prior to its merger with the Career Center, the Office of Experiential Education identified the need to promote service-learning as a method of teaching in its 2004 Program Review. As a form of experiential education, service-learning is a powerful tool that provides hands-on learning and real problem solving opportunities, while instilling an ethic of service and citizenship in students. Involving faculty and students in service-learning is a step toward achieving the University's objective to "engage its people and resources in a renewed commitment to outreach." One piece of the Program Review Implementation Plan included offering professional development opportunities and resources to faculty who have an interest in incorporating service-learning activities into one or more of their courses and assessing the outcomes and impact of service-learning on students.

Assessment Method:

Faculty who develop a service-learning component for one of their courses will be asked to administer a pre and post assessment instrument provided by Experiential Education and Career Services to their students. The pre and post evaluation was developed with consultation from Deborah Moore and includes scales to measure attitudes and skills related to civic action, interpersonal and problem-solving skills, political awareness, leadership, social justice, and diversity.

Progress as of March 2006:

A November 7, 2005 faculty workshop, *Getting Started with Service-Learning*, was designed and conducted by Esther Livingston of Career Services

and Experiential Education, Kathryn Cunningham of the Teaching and Academic Support Center, and Deborah Moore of Institutional Research, Planning and Effectiveness. The free, interactive workshop began with the basics and progressed through development of a project framework and draft of a course syllabus. It included a video showcase of service-learning projects at UK and sessions on the fundamentals of service-learning, goal analysis, learning objectives, and assessment. Experienced service-learning faculty from a variety of disciplines presented their success stories and participated in a panel discussion to address questions and concerns. Participating faculty who chose to implement service-learning in a class for the first time in either Spring or Fall 2006 would be eligible to receive \$200 stipends, to be paired with a mentor, and to apply for mini-grants through Experiential Education and Career Services to support their projects. Support in terms of resource material, a faculty learning community, and assistance in connecting with the appropriate community partner was also made available. Ten of the twenty workshop attendees were considering service-learning for the first time and, of those, two created or adapted courses for the Spring 2006 semester to include a service-learning component and its assessment. We estimate that four more will develop service-learning course projects for Fall 2006.

Future Plans:

We will continue to offer mini-workshops and/or brown bag lunches together with TASC to promote the use of service-learning by UK faculty. After the initial administration of the pre and post evaluation instruments, their use will be promoted to all/any faculty who involve their students in service-learning.