

SERVICE-LEARNING

Wichita State University

IMPACT REPORT FALL 2015

Summer and Fall 2015 Highlights

- ⇒ Attended the Civic Leadership and Democratic Engagement (CLDE) Conference in June 2015. Plan to present and share our Service-Learning journey at 2016 CDLE conference.
- ⇒ Selected as a NASPA's Lead Initiative on Civic Learning and Democratic Engagement (Lead Initiative), which is an important first step on the Community Engagement Carnegie Designation.
- ⇒ Selected to contribute a NASPA Lead blog on the topic of Alternative Spring Breaks for April 2016.
- ⇒ In collaboration with the Dorothy and Bill Cohen Honors College, HNRS306: Hunger in NYC: Service and Leaders Needed will be offered as a 3 credit course for all Alternative Spring Break student leaders.
- ⇒ Collaborated with Wu's Big Event and WSU Reads program for the reflection activities for the annual day of service event.
- ⇒ Met with our Service-Learning Advisory committee.
- ⇒ Formulated community-based assessment survey. Will be administered in Spring 2016.
- ⇒ Second round of student baseline surveys were administered to students in Fall 2015.
- ⇒ Visited University of Nebraska Omaha's Barbara Weitz Community Engagement Center (details on page 2)

DEFINITION

Service-Learning at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to increase student civic-mindedness and build community capacity.

OUTCOMES

- Applied Learning
- Engage Diversity
- Critical Thinking
- Reflection
- Community Impact
- Student Experience

SERVICE-LEARNING TEAM



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WICHITA STATE UNIVERSITY

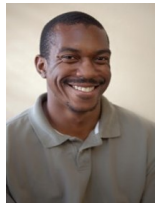
Service-Learning Advisory Committee



Dr. Kathy Coufal, Professor
Communication Sciences &
Disorders



Nick Messing, Coordinator of
Leadership Development



Brandon Johnson, Executive
Director, Community Operations
Recovery Empowerment (CORE)



Kara McClusky, PE
College of Engineering



Jenny Nguyen
Student, Elementary Education
College of Education



Stephanie Merritt
Student, Women and Ethnic Studies,
College of Liberal Arts and Science

Site Visit Overview: University of Nebraska Omaha

University of Nebraska Omaha was one of the first schools to receive the Carnegie Community Engagement Classification. Additionally, they just received the Presidential Award for Service and Economic Development from the President's Higher Education Community Service Honor Roll. This past year, Omaha dedicated and opened the Barbara Weitz Community Engagement Center, a \$24 million building that houses a Service-Learning office, Civic and Social Responsibility Office, Community Partner Offices, Food Pantry and a variety of meeting spaces. All spaces are free of charge, with free technology and are non-classroom/teaching spaces. Additionally, a dedicated free parking lot was directly adjacent to the building with a monitored parking lot that allowed for the community to know they had a place to park and directly have access to this center. The location of the building was strategically placed in the center of campus with visibility to the perimeter of campus.

The majority of our time was spent with the Service-Learning Academy team led by Paul Sather, Director of the Academy. His team consists of a Community Liaison (Lucy Westbrook), Service-Learning Associate (Laura Krueger), Program Evaluation and Assessment Specialist (Samantha Kanouse) and P-16 Coordinator (Julie Dierberger). Additionally, the office employs 10 graduate assistants for program support for faculty and community partners. In the historical context, this started from the Center for Faculty Excellence and in 2005, Paul Sather became a full-time director with staff and a budget. Service-Learning grew out of university concerns for the voting of 18-24 year olds, apathy/lack of engagement and higher education having difficulty graduating citizens.



They noted that they are 17 years into their growth from seven original courses/faculty members to over 200 courses offered in all colleges and most departments (on track for all departments in two years' time). Faculty development includes training, project support (syllabus and reflection development, logistics including busing, supplies and project needs and community partnership development), scholarship support (project data tracking, assessment, conference proposal development and publications). It was noted that the support for logistics was often a tipping point of faculty buy-in.

Service-Learning is included in the tenure and promotion and annual merit and evaluation process. An Outstanding Service-Learning Faculty award is given by the Chancellor each year. There are currently five endowed professorships related to Service-Learning.

Moving forward from this visit, we plan to create a team of Service-Learning Faculty Scholars from each college. The goal is to provide training and development and permeate Service-Learning throughout the university. We also plan to explore the possibility of implementing an incentive structure for faculty. It was also very helpful, to learn about their Carnegie Designation journey. We plan to use our colleagues at UNO for a support as we apply for the 2020 class.

SERVICE-LEARNING Benefits

Research shows faculty find that service-learning provides:

- Increased satisfaction with quality of student learning
- Increased commitment and opportunities for research and publications
- More lively class discussions and increased student participation
- Increased student retention of course material
- Increase in innovative approaches to classroom instruction

*adapted from Sonoma State University Center for Community Engagement website

- Increased faculty and student diversity awareness
- Increased student retention among college students

** from Michigan Journal of Community Service Learning