During the 2013-2014 academic year, there were 87 courses identified as service-learning classes. This is a 14% increase in the number of sections offered from the 2012-2013 academic year. Service-learning classes were featured in 22 different academic departments representing 12 of the University’s 13 colleges and schools. Enrollment in service-learning classes was a total of 1,986 students for the academic year, representing a 2% decrease from the 2,019 students enrolled in service-learning courses during 2012-2013. Of the 1,986 students enrolled in service-learning courses, 67% were female and 33% male, and in looking at a class representation from this same population, 8% were first-year students, 14% sophomores, 22% juniors, 51% seniors, and 5% were graduate students.

### 2013-2014 Service-Learning Classes

**Arnold School of Public Health**
- HPEB 502- Applied Aspects of Human Nutrition
- HPEB 511- Health Problems in a Changing Society
- HPEB 553- Community Health Problems
- HPEB 748- Community Health Development

**College of Arts and Sciences**
- ARTE 399- Teaching Art in Ghana
- ARTE 520- Art for Elementary Schools
- ARTE 530- The Art of Children
- ARTE 565- Field Experience Seminar
- ARTE 705- Program Development in Art
- COLA 298- Cultural and Socio-Economics of Latin America
- DANC 370- Dance Education
- DANC 487- Integrative Approaches to Dance Education
- ENGL 102- Rhetoric and Composition
- ENGL 431A- Children’s Literature
- ENVR 322- Environmental Ethics
- GEOG 495- Seminar in Geography
- GERM 401P- Teaching German to Young Children
- POLI 391- Politics of Local Food
- POLI 476- Black Activism
- PSYC 489- Community Psychology Practicum
- PSYC 510- Abnormal Behavior in Children
- SPAN 305- Working with Hispanic Clients
- WGST 112- Women in Society
- WGST 598- Service-Learning and Social: The Art of Grant Writing

**College of Education**
- EDML 321- Middle Level Teaching & Management
- EDTE 400- Learning through Community Service

**College of Hospitality, Retail, and Sports Management**
- ITEC 444- Corporate Training and Development
- ITEC 544- Training Systems
- ITEC 564- Project Management for Information Systems

**College of Mass Communications and Information Technology**
- JOUR 463- Service-Learning in Africa
- JOUR 531- Public Relations Campaigns
- JOUR 563- Creative Leadership

**College of Social Work**
- SOWK 311- Generalist Practice I
- SOWK 793- Evaluation of Social Work Programs

**Darla Moore School of Business**
- MKTG 461- Retailing Management

**School of Music**
- MUED 454- Music for Young Children
A total of 1474 students participated in a pre- and post-course service-learning survey during the 2013-2014 year. Students indicated perceived growth as being above average or great in the following areas:

### Qualitative Findings

**Students described how participating in the service component of this course impacted their learning:**

**Active/hands on learning**
Community health development involves working directly with communities, and you cannot learn what it is really like to work in a community by reading a textbook—you have to go and interact with the community to understand their culture, their wants, and their needs.

**Connection to the community**
Being able to volunteer and be part of the course was a great experience. I chose this course based on the service-learning component and I think it greatly enhanced my experience. Working with a local school made me feel more connected to the community.

**Personal awareness**
My service-learning experience made me realize how much an attitude can affect my life and learning and how fortunate I am to be in the position to be here learning.

**Needs of the community**
I have gained a better understanding of the needs of my local communities both Hispanic and non-Hispanic. Interacting with others in service has made me more aware of the impact one helping hand can make and the value it adds to the cohesiveness of the community.

**Leadership and job related skills**
The class provided a hands-on style of learning leadership skills while benefiting the community at the same time.

**Appreciation of diversity**
This course helped me learn how to work with diverse populations and made me more open-minded to working with individuals of backgrounds different than mine.

**Integration of concepts**
The service component of this class took the concepts we read about and discussed in class and brought them to life. It allowed me to see that poverty is not just a theoretical concept. It impacts the lives of children in my community.

---

### Quantitative Findings

**Improve their community**
When asked whether they agreed that being involved in a program to improve their community was important, 93% of students agreed or strongly agreed it was important.

**Concern about local issues**
When asked about their level of agreement regarding their concern about local community issues, 84.4% agreed or strongly agreed about their concern for community (represents a 4% statistically significant increase from beginning of the semester).

**Impact on local social problems**
When asked if they feel they can have an impact on local social problems, 77% agreed or strongly agreed about their ability to impact the community (represents a 9% statistically significant increase from the beginning of the semester).

**Service has been an integral part of life**
When asked if volunteerism/community service has been an integral part of their life up to this point, 67% agreed or strongly agreed that service has been an integral part of their life (represents a 9% statistically significant increase from the beginning of the semester).

**Aware of opportunities**
When asked if they are aware of volunteer opportunities within the city of Columbia and surrounding communities, 67% agreed or strongly agreed that they are aware of opportunities (represents a 19% statistically significant increase from the beginning of the semester).