

# Service-Learning Overview

2014-2015

During the 2014-2015 academic year, there were **98 sections** identified as service-learning classes. This is a **12% increase** in the number of sections offered from the 2013-2014 academic year. Service-learning classes were featured in 30 different academic departments representing 12 of the University's 13 colleges and schools. Enrollment in service-learning classes was a total of **1,917 students** for the academic year, representing a 3% decrease from the 1,986 students enrolled in service-learning courses during 2013-2014. Of the 1,917 students enrolled in service-learning courses, 72% were female and 28% male, and in looking at a class representation from this same population, 7% were first-year students, 12% sophomores, 18% juniors, 60% seniors, and 3% were graduate students.

## 2014-2015 Service-Learning Classes

### Arnold School of Public Health

**HPEB 502-** Applied Aspects of Human Nutrition

**HPEB 553-** Community Health Problems

**HPEB 679-** Addressing Childhood Obesity Through Community Approaches

### College of Arts and Sciences

**ARTE 399-** Teaching Art in Ghana

**ARTE 520-** Art for Elementary Schools

**ARTE 530-** The Art of Children

**ARTE 540-** The School Art Program

**ARTE 540p-** Practicum In Art Education

**ENGL 101-** Critical Reading And Composition

**ENVR 322-** Environmental Ethics

**GEOG 495-** Seminar in Geography

**GERM 401P-** Teaching German to Young Children

**PSYC 487-** Community Psychology

**PSYC 489-** Community Psychology Practicum

**SPAN 305-** Working with Hispanic Clients

**THEA 120-** Theatre Production Lab I

**THEA 121-** Theatre Production Lab II

**THEA 122-** Theatre Production Lab III

**WGST 112-** Women in Society

**WGST 499-** Community Service Internship

**WGST 598-** Service-Learning and Social: The Art of Grant Writing

### College of Education

**EDEL 506-** Integrated Curriculum in Elementary Schools

**EDRD 431-** Reading Assessment

**EDML 321-** Middle Level Teaching & Management

**EDTE 400-** Learning through Community Service

**PEDU 575-** Physical Education For The Classroom Teacher

### College of Hospitality, Retail, and Sports Management

**ITEC 444-** Corporate Training and Development

**ITEC 564-** Project Management for Information Systems

### College of Information and Communications

**JOUR 530-** Creative Leadership

**JOUR 531-** Public Relations Campaigns

**SLIS 202-** Introduction to Information Literacy and Technology

**SLIS 310-** Research Methods In Information Science

**SLIS 797-** Special Topics: Legal Research And Reference

### College of Nursing

**NURS 431-** Family and Community Health Nursing

### College of Social Work

**SOWK 222-** Social Welfare Institutions, Policies and Programs



## 2014-2015 Service-Learning Classes

**SOWK 311-** Generalist Practice I

**SOWK 422-** Advocacy for Social and Economic Justice

**SOWK 732-** Social Work Practice with Organizations and Communities

**SOWK 764-** Independent Study

**Darla Moore School of Business**

**MKTG 461-** Retailing Management

### School of Music

**MUED 200-** Music Education Practicum

**MUED 454-** Music for Young Children

**MUED 465-** General Music in Elementary Schools

**MUED 465-** Practicum in Elementary Music

### School of Hotel, Restaurant, and Tourism Management

**HRTM 362-** Wedding Planning and Management

**HRTM 386-** Tourism Festival Planning and Management

### South Carolina Honors College

**SCHC 312-** Proseminar in Statistics

**SCHC 330-** Introduction to Neuroscience

**SCHC 364-** Spanish for Health Care Providers

**SCHC 425-** Proseminar in History

**SCHC 462-** Learning Non-Violence from Gandhi and Friends

### University 101 Programs

**UNIV 101-** The Student in the University

**UNIV 201-** Fundamentals of Inquiry

**UNIV 290-** Special Topics: Residential College

A total of 1,439 students participated in a pre- and post-course service-learning survey during the 2014-2015 year. After participating in a service-learning course over the semester, students indicated perceived growth as being **above average or great** in the following areas:

### 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, **87% agreed or strongly agreed** about their concern for community (represents a **13% 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, **78% agreed or strongly agreed** about their ability to impact the community (represents a **14% statistically significant increase** from the beginning of the semester).

### Qualitative Findings

*In the post-survey, students described how participating in the service component of the course impacted their learning. The following qualitative themes emerged from the data:*

#### Active/hands on learning

“First-hand experience with homeless individuals allowed me to gain a more comprehensive understanding of the diversity of homelessness within Columbia. I was able to see the effects of local policy we discussed in class, and interactions between homeless individuals and service providers. I felt that nearly everything we discussed applies to my service experience.”

#### Connection to the community

“I have learned more about the importance of contributing to local communities. This course has allowed me to conduct research and share knowledge with people in the community who can benefit from this information.”

#### 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, **71% agreed or strongly agreed** that service has been an integral part of their life (represents a **10% 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, **71% agreed or strongly agreed** that they are aware of opportunities (represents a **31% statistically significant increase** from the beginning of the semester).

#### Integration of concepts

“I really appreciate how USC has integrated service-learning into specific courses and recognized students for their service. It reinforces learning aspects of class and requires people to get out and give back – when they might not normally.”

#### Needs of the community

“Participating in the service opportunities strongly reinforced the concepts we learned in class. Seeing the people at Harvest Hope in need of basic food and household items showed how prevalent of a problem food insecurity and homelessness is in Columbia.”

#### Appreciation of diversity

“This course gave me experience talking to people who are very different than I am and it helped me work on my understanding of many different perspectives.”

**Questions?** Email [servicelearning@sc.edu](mailto:servicelearning@sc.edu)