

**Unit Effectiveness Plan for 2003-2004**  
**Department(Unit): Community and Service Learning Program**  
**College (Division): Provost & Vice President for Academic Affairs**

<b>Unit Mission or Purpose:</b>						
The mission of the Center for Community Service Learning is to enhance learning and civic responsibility through community engagement. The Center for Community Service Learning collaborates with other campus units, develops community partnerships, offers resources and services to assist students and faculty engage in Service Learning.						
<b>Articulation of how unit mission/purpose relates to University mission:</b>						
The Center for Community Service Learning contributes to the University's mission by developing and supporting opportunities for students and faculty that promote lifelong learning and social responsibility.						
<b>Unit Functions:</b>						
<b>Intended outcome</b>	<b>Related Institutional Goal/Objective/Strategy</b>	<b>Action Steps</b>	<b>Method of Assessment (Who, What, When)</b>	<b>Results of Assessment</b>	<b>Proposed Changes and Recommendations for Improvement</b>	<b>Resources Needed for Proposed Changes</b>
1A. Increase the number of faculty teaching service-learning by 20% compared to AY2002-2003.  1B. Increase the number of students enrolling in a service-learning course by 20% compared to AY2002-2003.	1A. S3.B3.& 8  1B. S1.A5	1A. Conduct three campus-wide service-learning workshops for faculty.  Provide a minimum of 10 Seed Grants to faculty for service-learning course development.  Conduct surveys of service-learning faculty to gain input on programming goals and gain input on programming goals and priorities.	1A. A comparison of the number of service-learning faculty in AY2002-2003 and AY2003-2004 made by the CCSL Director in May 2004 will indicate a 20% in the number of service-learning faculty.  1B. A comparison of the number of students enrolled in service-learning courses in AY2002-2003 and AY2003-2004 made by the	1A. The number of faculty (n=18) teaching service learning increased by 28.57% compared to AY2002-2003 (n=14) and the number of service-learning courses increased by 91.67%.  1B.	1A. Work with faculty and the Provost Office to improve faculty response to service-learning course information requests. A number of service-learning faculty fail to submit service-learning course information which results in under reporting the number of service-	

		<p>Update and distribute to interested faculty a UTA Faculty Service-Learning Guide.</p> <p>Ten faculty members new to service-learning will attend at least one service-learning workshop in AY2003-2004.</p> <p>Each service-learning Faculty Fellow will make a presentation to their department and mentor faculty interested in service learning.</p> <p>Service-Learning Faculty will be surveyed annually, surveys will be scanned and Histograms prepared by Assessment Services. An analysis of the data will be done by the CCSL; a report summary of the results will be prepared and distributed to all service-learning faculty and to Academic Affairs Administrators.</p> <p>1B. Conduct surveys of service-learning students to gain input on program</p>	CCSL Director in May 2004 will indicate a 20% increase in students enrolling in service-learning courses.	The number of students (n=453) enrolled increased by 38.96% compared to AY2002-2003 (n=326).	learning classes and the number of students engaged in service learning.  1B. Continue to implement and expand initiatives listed in Action Steps.	
Increase service-learning	S3.C3.	Update web site to include	A comparison of library	Service-learning		

<p>library resources (books, journals, videotapes, CD's) by 20%.</p>		<p>all service-learning resources available to faculty and students.</p> <p>Purchase new discipline-based service learning books.</p> <p>Expand assessment resources.</p> <p>Fund faculty requests for new resources.</p> <p>Expend McQueen Foundation funds to purchase service-learning toolkits for new service-learning faculty.</p> <p>Hotlink the Center for Community Service Learning web site to UTA Volunteers database for service placements.</p>	<p>resource purchases for AY2002-2003 and AY2003-2004 made by the Director of the CCSL in August 2004 will indicate a 20% increase in service-learning resources.</p>	<p>library resources increased by 23% (\$207) compared to AY2002-2003.</p>		
<p>Increase external fundings by 10% compared to AY2002-2003.</p>	<p>S3.C3.</p>	<p>Resubmit grant to Sid Richardson Foundation.</p> <p>Submit proposal for service-learning scholarships to Bobby Bragan Foundation and Dallas County Recycling Council.</p> <p>Make five presentations to community-based</p>	<p>A comparison of external funding made by the Director of the CCSL with support from Grants and Contracts Office and Development Office in August 2004 will indicate a 10% increase in external funding for AY2003-2004 compared to AY2002-2003.</p>	<p>External funding for AY2003-2004 (\$19,313.64) was 2.27% less than external funding for AY2002-2003 (\$19,762.25).</p>	<p>Foundations and funding agencies have reduced funding awards because of the poor economy. The center should increase the number of proposals submitted for external funding</p>	

		<p>organizations (Junior League, Rotary) requesting funding for service scholarships.</p> <p>Request continued funding from McQueen Foundation for the Faculty Fellows for Service-Learning Program.</p> <p>Invite donors to Service-Learning Recognition Ceremony in Spring 2004.</p>			and reduce the amount requested to increase the likelihood of funding.	
Increase the number of campus community partnerships by 20% compared to AY2002-2003.	S3.C3	<p>Appoint three representatives from community-based organizations to the Service-Learning Advisory Committee.</p> <p>Provide a stipend to a representative from a community-based organization to serve as UTA's Community Partner Liaison.</p> <p>Conduct surveys of community-based organizations that have UTA students from a service-learning class.</p> <p>Award plaques to community partners who are exemplary in providing</p>	<p>Reports will be developed by the Administrative Assistant in the CCSL in March 2003 to track the number of community partners involved with UTA service-learning students and a comparison made by the Director of the CCSL in May 2004 of AY2002-2003 community partners with AY2003-2004 will indicate a 20% increase.</p>	<p>The number of campus community partnerships (n=41) increased by 17.14% compared to AY2002-2003 (n=36).</p>		

		<p>service-learning placements for UTA students.</p> <p>Meet with ten new community-based organizations during AY2003-2004.</p>				
<p>Honors College students enrolled in an Honors service-learning course will gain self-awareness of their own perspective on civic engagement and civic responsibility.</p>	S1.A5	<p>Honors students will complete a pre- and post-service-learning course survey to measure changes in attitudes after a service-learning class.</p> <p>Students will read excerpts from Paul Loeb's Soul of a Citizen and write a reflection paper on civic responsibility.</p> <p>Students will submit reflection journals on their service-learning experience.</p> <p>During the Reflection Workshop students demonstrate their knowledge and understanding of civic responsibility for life in a democracy.</p>	<p>Honors College students enrolled in Honors Service-Learning courses (HONR 4144, 4244, 4344) will write a 500-word Reflection paper on their community service and civic responsibility. The faculty member teaching the course will evaluate papers and results will show their knowledge and understanding of civic engagement.</p> <p>Honors College students enrolled in Honors Service-Learning courses (HONR 4144, 4244, 4344) will be administered a survey at the beginning and end of the semester. The survey was designed to discover changes in students' attitudes after their participation in a service-learning course. Students will be surveyed on six variables: value of the service, civic responsibility, reflection,</p>	<p>In 2002-2003 82.92% and in 2003-2004 80.19% of service-learning students "agreed" or "strongly agreed" with the statement "structured activities in the class provided me with a way to analyze issues about citizenship, social responsibility or personal responsibility in my community."</p>		

			motivation to learn academic learning and overall ratings of service learning. After completing an Honors Service-Learning course, 90% of students will agree or strongly agree that they have developed greater personal responsibility towards their community and are likely to continue serving their community.			
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