Community University Partnership  
2005/2006 Assessment

1A. Review student, instructor and community organization surveys to facilitate ongoing improvement in existing service-learning activities.

- 524 students who have been involved in service-learning projects completed the on-line evaluation.
  a) When comparing service learning with other teaching methods, 188 students rated service learning much better. 211 rated service learning better, and 97 rated it the same as other teaching methods.
  b) Students shared the following accomplishments as a result of their service learning experience:

- achieved a heightened sense of awareness of the organization’s purpose 338
- attained a heightened sense of awareness of community needs 301
- accomplished course learning outcomes 306
- improved your interpersonal skills 358
- enhanced your leadership/organizational skills 298
- reached more of an awareness of diversity issues 233
- gained more knowledge of the community and/or agency 314

  c) 436 students indicated the service learning experience was a good fit for the class. Sixty two were unsure and twenty two said it was not a good fit.

- 124 Service Learning Community Partners have responded to the on-line evaluation.
  a) Eighty eight rated their overall experience very positive. Twenty nine rated it positive and one rated it adequate. No one rated their experience negative or very negative.
  b) Ninety rated the overall quality of the students’ work very good. Twenty four rated it good. Two rated it average and one not very good.
  c) The comments offered by the Community Partners were very positive and expressed appreciation for the service learning projects they had been involved in.

- Only thirty one faculty members involved in service learning have completed the on-line survey.
  a) Twenty five described their service-learning experience as very successful. Five rated it successful and one was undecided.
  b) Comments included: “Service learning has more of an impact on students, I think. I like service learning because real world experience introduces
parameters, and students learn to apply knowledge and skills within these
parameters.”

c) As a result of the poor response from faculty, an abbreviated version of
this survey was created.

1B. Incorporate this feedback into dialogue with partners in existing service-
learning activities to facilitate ongoing improvement.

- Feedback from the surveys was used to help shape and justify a proposal for a
service-learning grant recently submitted to the Corporation for National and
Community Service. If funded this grant will allow us to conduct workshops in
our six county region and on-campus to increase understanding of how to use
service-learning as a pedagogical method, as a learning activity, and as a way of
accomplishing public service.

2A. Evaluate the development status of evolving service-learning initiatives.

- In an increasing number of classes all across campus, students are being asked to
learn by engaging in individual, team or class projects that serve the real needs of
people in regional communities. This teaching and learning method is service
learning. And, as the table shows, the number of UW-P classes using this method
and the number of students thus engaged with regional communities are growing
rapidly.

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<tbody>
<tr>
<td>Classes that included service learning</td>
<td>29</td>
<td>56</td>
<td>68</td>
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<td>Total UW-P students involved in service learning</td>
<td>720</td>
<td>1400</td>
<td>1560</td>
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- Service learning creates win-win-win situations. Students win by their
involvement in relevant, experiential learning activities, directed at achieving the
learning outcomes of their class. They win from their engagement with local
citizens and professionals. Local communities and county UWEX offices win by
obtaining the benefits derived from the students’ work. UW-P wins by helping
students achieve desired learning outcomes and by fostering in them a sense of
civic responsibility.

2B. Evaluate the success of the regional bus tour for new faculty.

- Annually the CUP Program partners with the Pioneer Involvement Center
(student affairs), Teaching Excellence Center (faculty development) and local
county UWEX offices to offer a regional bus tour for new UW-Platteville faculty
and staff. The program introduces new faculty and staff who might not be
familiar with Southwest Wisconsin to the region and the CUP Program. Each
year the full day tour includes a visit to a county UWEX office or program, local
school, business, local history and background information, and the opportunity
to interact with a variety of community partners. Service learning programs from the region are shared by faculty, students and staff from both UWEX and UW-P. Each year a different section of the region is featured. Communities include: Lancaster, Prairie du Chien, Richland Center, Dodgeville, Shullsburg, Dubuque, Galena, Potosi, Gays Mills and Mineral Point. Both the Grant and Crawford County Fairs have been included as well as a farm and apple orchard. The evaluations from this program have been extremely positive. 68 per cent of the faculty, who have participated in the program, have initiated a service learning project.

3A. Evaluate the CUP website.

- The CUP website has been revised to include a new faculty survey to collect the course title, number of students, community partner and a brief description of the service learning project/s.
- New project highlights and updated service learning materials are included.

3B. Work with Southern District UWEX Faculty.

- In 2005/06 the CUP Program cooperated with the UWEX Southern District 4-H Youth Program to initiate the Military Kids Program in Wisconsin. This program is part of a nationwide effort to provide support for children who have a parent deployed to assist with military efforts around the world. Program results include:
  
a) A grant was awarded for 300 Hero Packs to be distributed to children participating in Military Kids Programs. UW-Platteville student organizations prepared the Hero Packs and wrote letters of support to the children.

  b) 4-H older youth counselors and UW-Platteville students assisted with the National Guard Family Weekend in March. They planned and delivered a program for sixty five children ages five through ten. The program provided support for children who have a deployed parent. They also presented a program for over 300 participating parents.