The Office of Leadership and Service Learning (OLSL) is engaged in a revisioning of its work on campus. The new central themes are “leadership for public purpose,” “civic learning and democratic engagement,” and “critically engaged civic learning.” The focus is sustainable programs and authentic relationships with community. The 2015 NSSE administration and OLSL data both were used to show student perceptions of growth in leadership and service learning while at UNCG.

Leadership

Students who participated in Leadership Challenge were more confident in their ability to lead or facilitate groups. 61.98% of NSSE respondents felt confident compared to 73.9% of students engaged in the leadership challenge. Seniors felt UNCG had a significant impact on their skills in group facilitation (13% higher than freshman respondents).

36% of students reported a plan to be a formal leader in a student organization and 32% of seniors reported that they held a leadership role (NSSE). The proximity of these numbers demonstrates students who plan to be a leader on-campus take action to make that happen.

504 students completed in the Leadership Challenge program, completing 5850 hours of professional development, and 6,712 hours of community service.

Service Learning

NSSE shows 61.7% of students reporting taking a course with a community-based project. The Assistant Dean for Lloyd International Honors College shares how Service-Learning classes impacts students: “Many of our students come to UNCG with dozens to hundreds of community service hours on their resumes, but few have been asked to articulate meaning from those experiences, or to reflect on their actions or attitudes about that service that would drive future community-based learning. By presenting on the concepts of service-learning, critical reflection, and learning across difference, the student reflection leaders prime first-year students to think about their service experience critically and deeply.”

Number of students enrolled in Service-Learning classes for academic year 17-18: 1,346
Number of service hours completed by students in SVL classes: 141,976

<table>
<thead>
<tr>
<th>Theatre and Drama in Education</th>
<th>Center for New North Carolinians</th>
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</thead>
<tbody>
<tr>
<td><strong>Theater in Education and Drama in Education courses at UNCG bring theater and drama to refugee, homeless, and low income children in the community. For example, UNCG students worked with refugee children to enact their experience with human issues (such as eating disorders) through visual art and performance to work on language skills and share cultural norms and stories.</strong></td>
<td><strong>CNNC has three community centers located in three apartment complexes, Ashton Woods, Oakwood Forest, and Glen Haven Apartments. The Center works to facilitate the integration of immigrants and refugees into the community with equity and a sense of justice through focuses on education, health, employment, cultural brokering, referral, and advocacy.</strong></td>
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<td><strong>Impact</strong></td>
<td><strong>Impact</strong></td>
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<tr>
<td>Number of participating Students: 28</td>
<td>Curricular Students: 225</td>
</tr>
<tr>
<td>Number of Student Service Hours: 680</td>
<td>Co-Curricular Students: 120</td>
</tr>
<tr>
<td>Number of individuals served: 320</td>
<td>Number of Student Hours: 4500</td>
</tr>
<tr>
<td>Est. Individuals Served:</td>
<td>Est. Individuals Served: 450</td>
</tr>
</tbody>
</table>

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Community Service

49.8% of students report they engage in some form of weekly community service per week (NSSE). This statistic increases for black/African American respondents (55%) who were most likely to participate in community service. Seniors were more likely to report engaging in community service (55%), compared to 37% of freshman. Of students reporting community service, 31% completed 1-5 hours per week.

Spartan Service Trips

"Prior to participating in the service trip, I was knowledgeable about hunger and homelessness, although I wasn’t as mindful or aware, at times of my own privileges. I became willing to complain less about food I was eating, clothes, or my own desires to have something as simple as a ‘warmer shower’. By allowing myself to be mindful and self-evaluate often, I was able to fully absorb the community I was in, and take note of how I felt while there, in addition to putting myself in ‘their shoes’.

“I was unaware of how much food insecurity that Americans faced, and I was able to adjust my view from the usual ways we picture people going through food insecurity to understand better what actually happens around us.”

47.1% of students reported that UNCG had quite a bit or significant impact on their taking responsibility for the welfare of their community (NSSE). Notably there was 3% growth in this perception from freshman to senior respondents.

100% of students who engaged in Spartan Service Trips during the 2017-2018 academic year agreed (strongly or agree) that their knowledge and ability to discuss the social/ environmental issues increased as a result of the trip.

Civic Engagement

UNCG is designated as a Voter Friendly Campus by the National Association of Student Personnel Administrators (NASPA). 55% of UNCG students voted in the 2012 Presidential Election and 51% voted in the 2016 Presidential Election.

As part of the Spring Global Engagement Series, respondents were asked about the most pressing actionable goals for UNCG. 88% of respondents provided examples of increasing the connection between UNCG to the local/global community to include work with community organizations and building relationships.

Conclusions

The numbers support the qualitative stories of impact when students are given opportunities to link academic study, community engagement, and leadership development to effect positive change. Through these integrated experiences students develop their identity as global citizens broadening their understanding of community. Further, the development of skills in leadership and service provide skills that will help their in both their professional and personal journey. Students in the Leadership Challenge program also integrate service to their experiences as a key component of their leadership development. Although the numbers illustrate the impact on learning, they show opportunities to engage more students in this work in terms of civic engagement, community service, and leadership development.

What’s Next

In the next year, we will study further the unique vision of OLSL which promotes student learning both in/out of the classroom and on/off campus. We are interested in a deeper understanding of the value students gain through their engagement and how to market. Also, we want to gain a deeper additional understanding of why some students do not participate and how to engage those who are not currently active in leadership for public purpose. Finally, we are interested in understanding how our community partners, as co-educators, perceive their role in the partnership and how reciprocal they see the current relationships.