During the 2016-2017 academic year, there were 104 courses identified as service-learning classes. Service-learning classes were featured in 22 different academic departments representing 11 of the University’s 13 colleges and schools. Enrollment in service-learning classes was a total of 1,800 students for the academic year. Of the 1,800 students enrolled in service-learning courses, 70% were female and 30% male, and in looking at a class representation from this same population, 14% were first-year students, 11% sophomores, 16% juniors, 57% seniors, and 2% were graduate students.
A total of 1,007 students participated in a pre- and post-course service-learning survey during the 2016-2017 year. 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, 92% 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, 86% agreed or strongly agreed about their concern for community.

**Impact on local social problems**
When asked if they feel they can have an impact on local social problems, 80% agreed or strongly agreed about their ability to impact the community.

### Qualitative Findings

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

**Active/ hands on learning**
“...This hunger project helped us to see sustainability first hand. We had to practice sustainability socially, through providing hungry people healthy meals. I have learned how to communicate better with others, especially by stepping out of my box and gaining that confidence.”

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

**Appreciation of diversity**
“It was our first real experience with diverse and low level groups of students. I can’t think of anything better for future teachers! It gave me classroom experience which you can never have too much of.”

**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.

**Aware of opportunities**
When asked if they are aware of volunteer opportunities within the city of Columbia and surrounding communities, 75% agreed or strongly agreed that they are aware of opportunities (represents a 4% statistically significant increase from the beginning of the semester).

**Connection to the community**
“...Participating in the service component of this course impacted my learning because it became clear to me that all of the social issues we’ve discussed in class are real and impacting our local community. This was evident in the fact that wealth really does impact one’s ability to have access to healthy food and it’s important for programs like Harvest Hope to offer healthy food options.”

**Needs of the community**
“It opened up my eyes to the problems Columbia has and made me want to help. This prepared me for my future because as a teacher I will teach students who use food banks, so now I have seen that.”

**Leadership and job related skills**
“The service component allowed me to apply everything I’ve learned to the real world. It boosted my confidence. I know 100% that I want to work in the medical field and this service learning experience allowed me to be sure of that. I want to also work with Hispanic clients as a doctor.”