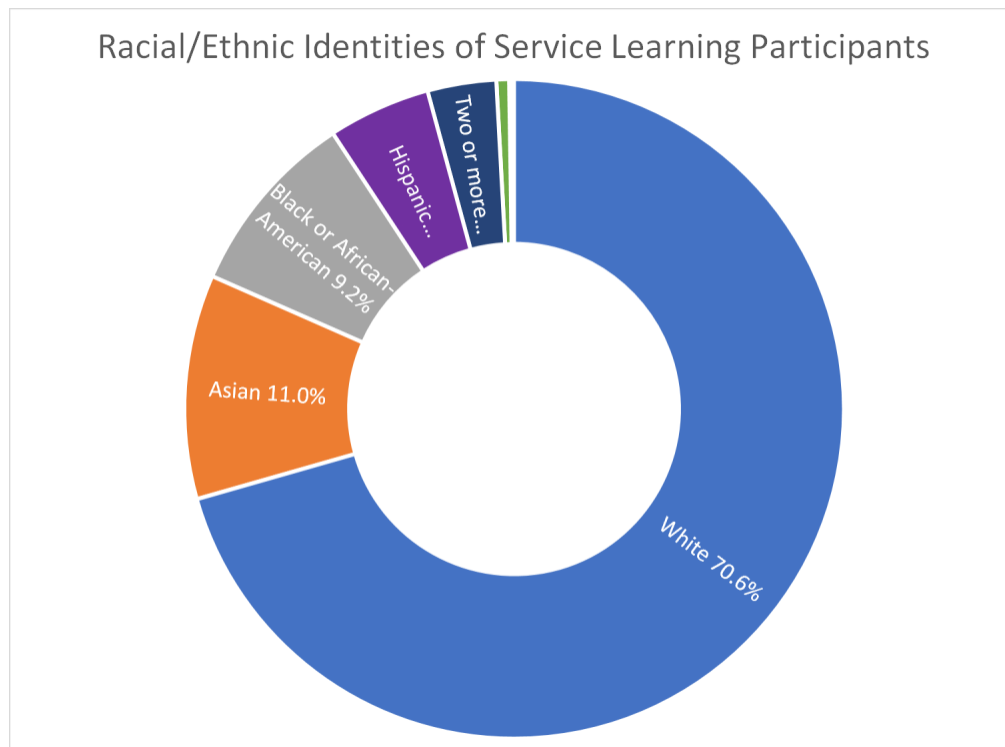# Service Learning

Program Characteristics

- Service-learning at the University of Georgia is a course-based, credit-bearing learning experience which includes teaching and learning activities that promote the application of academic skills and knowledge to address a community need, issue, or problem. The Office of Service-Learning is a university-wide office with administrative responsibilities for overseeing service-learning course development and quality, and for developing and supporting community partnerships.

Audience served

- Service-learning courses are offered in all 17 UGA schools and colleges and in 25% of study abroad programs. Currently, 1 in 3 undergraduate students take a service-learning course each year, and 1 in 4 of students at all levels (undergraduate, graduate/professional) take a course annually.

Cohort	Comparison	Treatment
2011	5,140	330
2012	4,494	428
2013	4,784	434
2014	3,058	2,182
Grand Total	**17,476**	**3,374**

Racial/Ethnic Identities of Service Learning Participants

White 70.6%
Asian 11.0%
Black or African-American 9.2%
Hispanic…
Two or more…

Primary Program Components

- Service-learning courses

    - During the 2018-19 academic year, 457 course sections with service-learning (247 unique service-learning enhanced courses) were taught at UGA.

    - These courses represent some 9,898 student enrollments, reaching 7,191 unique students at the undergraduate, graduate, and professional level.

    - Based on end-of-course assessment, students in these courses provided over 300,000 hours of service. According to estimates of the value of volunteer time, this represents about $7.7 million in benefit to community partners.

    - Currently, over 250 courses carry the formal "S" designation for service-learning courses.

    - Since 2016, all UGA undergraduates are required to complete an experiential learning requirement, which includes service-learning courses.

Challenges addressed

- The specific aim of this research is to understand the effects of service-learning course participation on undergraduate students' persistence and completion. Using existing institutional data, this study examined four cohorts (2011, 2012, 2013, and 2014) of first time, full time students and the differences between service-learning participants vs. non-participants developed through propensity scoring weighting.

Key Findings

Service Learning Participants	Results averaged across cohorts	Comparison Group
97.0%*	Retention Rates	93.9%
75.0%	Graduation Rates	64.0%

*Significant differences between entire sample

Project Conclusions

- Service-learning participation appears to favorably impact both retention and graduation, controlling for participation in the designated courses over time. This finding did not interact with any of the demographic variables in the model, thus demonstrating that the program impacts all students including underrepresented students in similar fashions.