University of Arkansas
Belize Service Learning Project Evaluation

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About the Institute

The Community and Family Institute is located in the University of Arkansas’ Department of Sociology and Criminal Justice. The Institute was founded in 1997 based on the principle that community improvement, initiative sustainability, and program success are closely tied to assessment of needs, evaluation of community goals, and the development of appropriate and pragmatic responses to problems. The Institute is dedicated to helping people build better communities by collecting meaningful data, facilitating information-based planning, and developing custom research strategies for exploring important social issues in the Northwest Arkansas region and beyond.

The Belize Service Learning Project evaluation is a prime example of carefully examining program and community needs. The goal of this project has been to stimulate dialogue about service learning in Belize and to encourage informed strategies for shaping future coursework and actions.

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Chapter 1

A Retrospective Examination: University of Arkansas Service Learning Project in Belize, 2007-2010

**Mission statement** - The two-fold mission of the Belize Service Learning Program is:

- To enhance the educational experience of students by allowing them to apply their acquired theoretical knowledge, gaining practical experience in their career field of interest in a unique and challenging global context.

- To encourage, support and engage in sustainable global development through multifaceted community collaborations.

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1 Much of the introductory information presented in this chapter was taken from the University of Arkansas’s Office of Study Abroad and International Exchange website. Accessed 5/5/11 at: [http://studyabroad.uark.edu/Find_Your_Program/University_of_Arkansas_Faculty-led_Programs/Community_Development/index.html](http://studyabroad.uark.edu/Find_Your_Program/University_of_Arkansas_Faculty-led_Programs/Community_Development/index.html)

2 Mission statement provided by Amy Farmer, Global Community Development Program: Concept and Vision White Paper.
Introduction

History

In February 2006, representatives from the University of Arkansas visited Belize to become more familiar with the social, economic, and cultural environment of the country. Afterward, the University of Arkansas entered into a partnership with the community of Dangriga and Peacework for education, service, and economic development involving seven colleges and departments at the University of Arkansas.

Leadership for the program came from the Sam M. Walton College of Business, the Dale Bumpers College of Agriculture, Food, and Life Sciences, the J. William Fulbright College of Arts and Sciences, the College of Education and Health Professions, the Honors College, the Office of Study Abroad, the School of Social Work, and the College of Engineering.

Setting

Belize has the second largest barrier reef in the world, intricate cave systems, and waterfalls in pristine tropical forests. Belizean society includes Creole, Mestizo, Garifuna, and Maya in a remarkably diverse population. Despite its cultural and ecological resources, Belize is burdened by a large foreign debt and expanding trade deficit, the effects of which can be seen in a lack of financial resources for education, health, and social services. Widespread poverty is a natural result. Since 1994, Peacework has provided services to Belizean schools, support for literacy and education programs, and resources for increasing access to affordable health care.

Dangriga and the surrounding Stann Creek District is the site of a Peacework Village Network pilot program with the University of Arkansas where a variety of education, social services, agricultural, engineering, and other projects have been operating since 2007. Similar partnerships and tremendous service opportunities exist with schools, orphanages, social services, and others throughout the country from Placencia in the south to Corozal in the north.

University of Arkansas faculty project leaders have instructed students in a practicum in their specific fields of study where they have consulted with community partners to prepare and develop the projects each summer in Dangriga and throughout the year. These students have implemented service learning projects during the first University of Arkansas summer session (2007) in the community of Dangriga, a city with a population of about 10,000 on the Caribbean coast. Culturally and linguistically, the city is a fascinating mixture of Creoles, Mestizos, and Mayans, though it is dominated by the Garifunas, a Caribbean people descended from African slaves and indigenous groups, with English being the official language.

Despite the positive aspects of Dangriga, Belize is susceptible to natural disasters. The project has experienced in the past earthquakes, tsunamis, and tropical storms that have impacted the projects’ progress. Students’ immune systems are also not acclimated to the climate, leading to some mild medical problems or accidents caused by the nature of the work and the location of the work. There are also other factors such as logistical problems, hindrances to projects that require additional time, and community members not giving University of Arkansas students data or permission to complete projects. Not unlike service learning programs around the world, the Arkansas project has experienced considerable growing pains; just completing its fifth year of operation, the project is clearly beginning to show important signs of impacting the community, faculty, and participating students.
By The Numbers
2007-2010

- 230 Total number of students participating in University of Arkansas Belize Service Learning Project
- 77 Total number of classroom instruction hours in University of Arkansas Belize Service Learning Project
- 10,000+ Approximate total number of in-country work hours in the University of Arkansas Belize Service Learning Project
- 60+ Total number of projects initiated since start of University of Arkansas Belize Service Learning Project
Focus Areas

Areas of interest offered as part of the Belize project have or currently include:

1. Literacy: Students work in the schools to promote literacy and education by serving as mentors to Belizean teachers, working directly with students, and developing written classroom materials requested by the school or local community. Focus areas include developing lesson plans, teaching songs and games aimed at making English (which for many students is a second language) reading and writing fun. Previous projects have included teaching and tutoring special topics on environmental studies, developing tourism materials for the Billy Barquedier National Park, partnering with community women's groups and the Dangriga Senior Center to promote education and empowerment, and developing local programming and visiting group meetings.

2. Engineering: Students work on a variety of engineering projects, including water-quality assessment, water sampling, biological sampling, community education, elevation surveys of the city of Dangriga, designing and building a toilet and changing room facility for Billy Barquedier National Park, and building a structure in the deeper part of the jungle that give the locals and backpackers a place to stay and camp.

3. Agriculture: Students develop sustainable agricultural projects including a school farm in which staff and students can maintain to provide nutritional meals during the school day. Students learn about soil composition, farm design, and agribusiness. Students taught in the schools and provide basic education to children, families, community leaders, etc.

4. Economics: Students engage in activities such as tourism-development for the city of Dangriga, creating a system of microloans that will provide financial assistance for students at Ecumenical High School, providing the mayor and other community leaders with financial assistance and advising, and teaching Belizean students the importance of math and economics.

5. Ecology: Students engage in ecological projects such as studying the bat population in Belize, developing School and Steadfast water systems, and teaching students lessons in ecology.

6. Social Work: Students collect oral histories, give in-school workshops such as “Strategies for Success” workshops, and give members of Belize life skills workshops that focus on topics such as self-esteem, conflict resolution, national identity, etc.

Project Purpose

Overall Project:

The purpose of the project, as explained by one of the faculty members involved in the project, is two-fold: 1) to enhance the educational experience of students by allowing them to apply their acquired theoretical knowledge, gaining practical experience in their career field of interest in a unique and challenging global context; and 2) to encourage, support and engage in sustainable global development through multifaceted community collaborations.

Project goals include:

1. Students experience the challenges of implementing academic knowledge in the environment of a developing community.
2. Students understand both the importance of and the difficulties in achieving sustainable development as opposed to projects with no lasting value. Achieving sustainability is less important than recognizing the barriers to making it happen yet knowing how crucial it is.

3. Students develop leadership skills and the ability to creatively adapt to unforeseen challenges and barriers.

4. Students develop cultural awareness and sensitivity that comes from engaging with community members.

5. Students leave the program with a desire to use their educational gifts to continue to make a difference in their world. It is the faculty’s hope that students see how possible it is for an individual both personally and professionally to affect change--with the hope to see some personal growth within them as a function of this experience.

The goal for faculty members is to facilitate and guide the student experience without controlling and/or doing. Faculty help to ensure that projects are student-led regardless of the failures that may seem to follow. The failure of the project may be in part a critical piece of the learning experience for the student.

For the community, it is not the faculty’s primary goal that they see radical change in the community as a result of the University of Arkansas presence. Three weeks per year in student-led projects are not likely to turn a community around. However, it is the faculty’s hope that important bridges are built through the positive relationships that develop with a community over time. In so doing, the University of Arkansas hopes to develop a feeling of partnership that does ultimately lead to some direct benefits in the community.
Looking Back

Between 2007-2010, the University of Arkansas’s Belize Service Learning Project has enrolled over 200 students, that have worked thousands of hours in-country, receiving over one-hundred hours of both in-class and out-of-class instruction, while directly impacting the Dangriga community with work on over 60+ separate projects. These projects have engaged the entire community, its schools, small business owners, government officials, families, and children while helping to revitalize Dangriga and its surrounding areas. Figure 1 shows participation in the program across the campus in the first four years; clearly Engineering and Arts and Science are the largest participators with over 50 percent of the students coming from those two schools. Women participated slightly more than men; the majority of students in the program were upperclass undergraduate students.

Focus Group

In an effort to establish some historical context to the University of Arkansas Belize service learning program, in addition to collecting historical class assignments, project descriptions/reports from staff and faculty, previous program participants (students) were recruited to participate in a focus group exercise that queried their general experiences with the program, their time in Belize, and their perspective on what they thought worked and what did not work. These students were of course volunteers and were the ones that responded and said they would be available at the scheduled time to participate in the focus group.

The focus group convened on March 17, 2011 from 6:00-8:00 p.m. Dr. Kevin Fitzpatrick and Kimberly Murray were present as facilitators and six students participated; students were from a variety of academic backgrounds and years that they traveled to Belize. This of course was not a random or necessarily a representative sample, but rather a self-selected group of students interested in providing insight on the program and their experiences.
The majority of the focus group discussion centered around people’s general experiences, their impressions of the program, and overview of what were the pro’s and con’s of the program. The focus group was purposefully designed to be casual; students were provided with a series of prompting questions and then given an opportunity to speak freely and provide opinions related to those questions. The entire discussion was recorded and summarized using the questions/headings that were provided. We want to re-emphasize that this particular group is responding to questions across the first four years. They represent a diverse group in terms of experience and the year participating.

What were your own personal learning goals for this service learning experience?

- to really learn about another culture
- out-of-classroom learning, other study abroad programs usually are in a classroom
- opportunity to apply what we learned in classes, actually create and do something
- got to see agriculture and other disciplines applied in a different environment
- got to see what economic development looked like, the problems people run into, and the experience of working in a developing world

What did you see as some of the Pro’s of the program?

- Relationship between the students--Getting to actually lead projects
- Learning more about myself in a unique setting/environment
- Learning how to plan and implement projects while realistically encountering people who weren’t interested in projects or it didn’t work out as planned or other factors caused problems, learned what you can do versus what you started off wanting to do
- Cultural experience was positive
- Out of comfort zone and realizing what it feels like to do without AC or walk to every location

What did you see as some of the Con’s of the program?

- Uncomfortable, heat, fever, bugs, general conditions were rough
- Inconsistency--students sometimes were unsure about what they were doing (no previous knowledge about past years’ work and where to go from there)
- Need to screen better for people who are allowed to go-freshman didn’t have many skills in their area of interest
- Students sometimes not well prepared. It was sometimes just a few in the group doing the bulk of the work
• By the time students got acclimated, it was time to leave. The program needs to be longer, perhaps 6 weeks or even an entire semester
• It was too much focus on us-didn’t spend thousands of dollars to go learn about myself-wanted to spend time in the community and learn about them
• Semester long class pre-course was too long/time could’ve been used better/waste of money
• Some groups had no meetings before they left--knew little about projects

What would you do different if you designed the class?
• Stay longer in country-knowing that plans don’t go as planned
• Provide more interaction with professors
• Create more relevant lectures
• Establish a higher standard of work required; think we could’ve done better projects
• Develop a semester long fall and spring class (different groups each semester)
• Spend more project-oriented time in class with less information about Belize
• Keep a team leader from the University of Arkansas in Belize
• The classroom experience did little to prepare me for the in-country experience
• Meetings about projects were the most helpful
• Not that many readings-nobody read-no tests
• Learned the most talking from people the year before and looking at pictures
• Some groups never met prior to leaving, whereas other groups did

What one recommendation would you make for improving the experience of the students?
• Longer stays
• Connect students with community members more
• More interdisciplinary work
• Expand to multiple districts and/or distribute work among other agencies
• More continuity with projects (maybe have different groups come in and work all summer)
Final thoughts?

- Theme: logistical problems/need more connections between the class and the in-country experience, UA students and community members
- Contradictory information about interdisciplinary experience (some stayed with same group the whole time, whereas other students worked all collaboratively)
- Really positive experience above everything else
- Why not start working on a project before going to Belize in order to get to know each other and our strengths and weaknesses and areas of expertise
- No follow-up meetings to give project updates from in-country
Effort to Change

In both conversations with the faculty and student participants, clearly much has been learned from their experiences, and this service learning program continues to undergo changes in an effort to improve not only participant experience but community impact. Most participating faculty submitted past reports, student reflections, and a number of historical documentation regarding their participation in the program. These documents were voluminous and not included in this report. However, a thorough review of these documents suggest significant work on the part of the faculty team in an effort to refine and revise this program that meets the needs of the students and the changing needs of the Dangriga community.

While the above focus group results represent a very limited set of opinions, they still raise some important concerns and issues about the program. For the most part, many of those concerns have been addressed as the class and the in-country experience have evolved. Historically, in reviewing both records and comments made by participants, the overall opinion concerning the program is overwhelmingly positive.

A number of significant changes have been introduced into the classroom experience, as well as the community partnering efforts through Peacework. University of Arkansas faculty continue to work on design and implementation--that work is beginning to pay off in very important ways including program sustainability. Clearly, a central goal of the program is aimed at sustainable community development. Even though the University of Arkansas students and faculty are participating in an “official” three-week program, efforts by the faculty and even students to sustain that work is being done.

In the pages that follow, the report highlights insights from objective data collected from the members of the 2011 University of Arkansas/Dangriga team (students, faculty), along with data/insights from the Dangriga community partners. Part of this evaluation attempts to answer some of the following questions: 1) Are the stated goals (educational, experiential, developmental) of the program being met?; 2) What are the participants general experiences like and are they having similar insights, concerns, etc?; and 3) What kinds of recommendations are warranted given the data and insights from the 2011 experience?
Chapter 2
Service Learning in Belize: The University of Arkansas Perspective, 2011
Introduction

A team of five faculty and 30 students participated in the 2011 University of Arkansas Service Learning Project in Belize and worked on everything from microfinancing local businesses to building a seedling structure used in support of the agricultural school’s (ANRI) farm production needs. Now in its fifth year of operation, the University of Arkansas Belize Service Learning Project continues to grow, expand its impact on Arkansas students, and the communities within the Stann Creek District—specifically Dangriga. With its two-fold mission stated as wanting to both enhance educational experiences of student participants while encouraging, supporting and engaging in sustainable development, the 2011 project blended Business, Agriculture, and Engineering faculty and students together in this effort.

Prior to the summer course being taught, the evaluation team met with participating faculty in an informal focus group setting and listened as they articulated their goals and vision for the program. While these goals varied slightly across disciplines, for the most part faculty seemed to have a common focus on wanting to provide a unique educational experience that fosters independent thinking, group cooperation, leadership, cultural awareness, and a desire to make a difference. One faculty member stated:

“My goal is to simply facilitate and guide the student experience without controlling it or doing it. I want to ensure that these are student-led projects regardless of the failures that seem to follow.”

Faculty also submitted brief statements regarding their goals and vision for the program. A review of those documents finds a common set of ideal principles that focus on the importance of sustainability—sustainable student experience, sustainable faculty participation, and perhaps most importantly a sustainable community; these principles were reiterated during the preparatory course work that students participated in prior to their departure. Unlike many study abroad programs, the Belize Service Learning program offers a unique cultural experience that through intensive immersion, students learn, live, and work in a developing community.
By The Numbers
2011

- Total number of students participating in University of Arkansas Belize Service Learning Project, 2011: 30
- Total number of classroom instruction hours in University of Arkansas Belize Service Learning Project, 2011: 27
- Approximate number of total in-country work hours in the University of Arkansas Belize Service Learning Project, 2011: 2250
- Total number of projects worked on for the University of Arkansas Belize Service Learning Project, 2011: 25
Figures 2.1-2.3 are the result of an aggregate survey that was administered to 30 students prior to their classroom and out-of-country experience. The post-test was administered while the students were in Belize at the conclusion of their three week stay. These surveys were designed to collect aggregate responses from students. We were not interested in documenting any changes in perceptions or opinions of individuals, rather, how attitudes and perceptions of students shifted between the start of their classroom instruction and the end of their time in Belize.

Table 2.1 provides descriptive information on the 2011 students participating in the Belize Service Learning program. Most of the descriptive data are not surprising, however, the percentage of students who reported having any experience in third world travel or knowledge of the Belize culture was quite low. More than 40 percent of the students said they participated in monthly or weekly service; the majority reported participating in service opportunities “a few times a year.” Thirty-seven percent of student participants were Engineering students, 23 percent were Agriculture students, and the remainder were Business and Arts & Sciences students.

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<th>%</th>
<th>Mean</th>
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<tbody>
<tr>
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<tr>
<td>Age (Years)</td>
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<td>Percent of Juniors and Seniors</td>
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<tr>
<td>Percent GPA 3.5+</td>
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<tr>
<td>Percent Engaged in at Least Monthly Service</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Percent Traveled to Developing Country</td>
<td>17</td>
<td></td>
<td></td>
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<tr>
<td>Percent Familiar with Belizian Culture</td>
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Despite the fact that there was only six weeks between the administration of the pre and post-test surveys, Figures 2.2 and 2.3 indicate some shift in students’ perception of the impact their work would have and the amount of time they would spend in the field doing that work. Interestingly, in Figure 2.2, the perception of their work having a “great deal of impact” nearly doubled, as did their thinking that it would have “very little impact.” Figure 2.3 shows that student perception prior to leaving needed to be adjusted and they in fact worked much harder than they originally expected. This shift is an important one and is indicative of the difference in perception and experience for most students in programs like this one.
Figure 2.4 presents both the pre and post-test responses to the question, “What is/was the most important reason for participating in this service learning program?“ The majority of students thought prior to the classroom and in-country experience that the program sounded interesting; only a small number (3%) were doing this to enhance their knowledge. However, that percentage increased nearly ten-fold when students were asked the same question at the end of their experience, and 30 percent recognized the importance of this experience as a way to increase/enhance their knowledge. The percentage of students who saw their reason related to the program sounding interesting or their friend--decreased dramatically between; another example of the impact this program is having on student learning.

Figure 2.4 Students’ Major Reason for Participating, Pre and Post-Test

Several vetted instruments were used in the pre and post-student assessments. These instruments have been used in other studies documenting differences in attitudes and opinions of students working in a variety of service learning settings (Gelman et al., 2001). One of these instruments asked a series of questions about how important the role of service learning is and what perspective students had of this role: influencing social values, helping to build a career, developing personal values, and volunteering to help others. The majority of students saw these all as important elements of a successful program; albeit influencing social values, a large majority (over 70%) of the students saw these as all important to developing a perspective on service learning.

Another instrument asked a series of questions about the importance of and commitment to community service. Students were asked how important it is to give of your time for the good of communities without being paid, helping others regardless of their social position, being able to make a difference in the world, and working without getting paid. All of these questions assessed the student’s perspective on service; the majority of responses were very positive, and as many as 75 percent of the students agreed or strongly agreed with statements like the ones above. Eighty-five percent of the students agreed or strongly agreed with the following statement, “I feel like I can make a difference in the world.” This certainly indicates a strong commitment on the part of this group of students and the face to face interviews that were done, in part at least, capture this very positive perspective.
Putting it in Perspective

In addition to the surveys, face-to-face interviews were conducted while the students were in Belize. These interviews (see interview schedules in Appendix B) were an attempt to gain more detailed insight into the student experience beyond what was gleaned from the survey responses. There doesn’t appear to be any evidence from these interviews or the surveys that would dispute the fact that every student who participated in the program gained significant insight into who they were, what motivated them to do this work, and how important this experience to their current interests and career paths.

There were several highlights from the student interviews: 1) An overwhelming sense that their view of things changed--it widened and it became more global; 2) They appreciated the challenge of being forced out of their comfort zone while learning about a new culture; and 3) They emphasized the importance of the actual work that they did, which produced tangible results such as a gazebo, seedling structure, and an improved visitors center in Dangriga.

A large amount of interview data were collected while in Belize. Using a ten-question interview schedule, individual responses were recorded and then transcribed/summarized into response themes. We’ve highlighted some of these below and organized them by team in an effort to provide more depth to the student’s view on the program.

**Business team student interviews summary:** Business team students talked a lot about their frustrations with scheduled meetings not taking place on time with the partners in Belize. They very much wanted to have a set schedule with a well-developed plan for achieving goals in a timely manner. They referred often to the Belizean culture and how time was less of a priority as it was in the United States. However, they also remarked about how important it was for them to understand something about doing business in countries like Belize, specifically Caribbean, developing countries.

The challenges are clear, as students continue to remark about their in-country experiences that were very different from their general expectations; one student summarized it in the following way:

> "Communicating and working with Belizens was very challenging. We’re so use to being on time, e-mailing and getting things done fast. Having to wait around was hard if someone didn’t show up at a certain time. It helped me to be more open-minded."

All the students that were interviewed uniformly talked about how rewarding the experience was and how important building relationships were with faculty, team members and community partners. One thing that emerged from the interviews with students that really became a defining/framing theme was their commitment to the concept of service learning and their recognition of how different it was from other study abroad programs. Several students remarked about how important it was to support this type of program for students who were interested in a different study abroad experience:

> "The Belize program is not a typical study abroad program. It’s not about sitting in a class for a couple of hours a day and then going off to be a tourist. The Belize program gives us an understanding of what the international community is all about and how you can’t always depend on American culture to work in other areas of the world. More in-depth program than other study abroad. We may not be in the classroom all day, but we’re getting a lot of real-world experience that will help us go further than any lecture we might receive."


Another student summarized like this:

“A very different and much better study abroad trip than other programs. This is three weeks of really engaging in a community and helping others and ourselves.”

**Engineering team student interviews summary**: Engineering team students experienced logistical and goal-oriented problems and were focusing primarily on one major project. This team’s problems were largely related to waiting on community partners to give them direction. They talked a great deal about the cross-cultural exchange, getting the opportunity to apply skills that they learned in the classroom, learning first-hand how to do construction, the important life lesson of learning to accept bumps in the road, being proud of what you CAN accomplish, AND enjoying the journey.

When asked about goals for the class and the overall experience, it seemed as though students had a difficult time articulating what that was beyond the specific goals of their teams (e.g. building a gazebo, finishing a brochure etc). While this isn’t necessarily a negative outcome, it was nevertheless an emerging theme in some of the interviews. What students did seem to be taking away from this experience was a better understanding of who they were as well as the things they needed to be working on to become a better leader, worker, team member, etc. One student remarked:

“Even through adversity, it’s still alright. If you don’t meet your goals, you can still feel good about what you’ve done. Looking back on it, the fact we made it this far has been a triumph in itself. This experience really gave me an opportunity to learn about leadership, applied skills, and how to adapt to problems.”

When asked about their experience with the community partners and the building of relationships with Belizeans, students resoundingly were positive and appreciative of the opportunity to get to know people from a different culture. Students generally saw this as a unique part of the program:

“Previous abroad experiences were very tourist-oriented. With this program, we experience the culture on our own. Had to get over the initial discomfort of being in a different culture. It’s a confidence-builder to get through the initial discomfort.”
Agriculture team student interviews summary: Agriculture team students talked a lot about the same types of problems that other teams experienced (getting things done on time, logistical problems, etc.). However, this team talked a great deal about their success in finishing the seedling house and how much they enjoyed teaching members of a women’s group and students in the local schools about the importance of gardening and principles of sustainable agriculture.

The majority of students responded to survey questions concerning diversity, culture, and service responsibility not in a way that would be unexpected. Ninety-five percent of the students agreed or strongly agreed to the statement, “I feel confident that I will be able to apply what was learned in this course to real problems in communities.” Likewise, the majority of students (56%) said they had a strong sense of civic responsibility because of what they learned in this class.

The learning outcomes seem clear. The success of the program is echoed in many of the responses that were provided by the students during the face-to-face interviews. One student summarizes his experience in the following way:

“I would encourage as many people (students) as possible to come on this trip. You don’t get this kind of experience anywhere else. We get to see something tangible and help people.”
Faculty Perspective

In 2011, five faculty representing Business, Agriculture, and Engineering were part of the University of Arkansas service learning team that spent three weeks in the classroom with students prior to their three-week service experience in Belize. The classroom instruction had a dual-purpose: 1) To prepare students for work in a developing country; faculty prepared lectures that were aimed at providing some background knowledge on community development, Belizean culture, and general service learning principles; and 2) To coordinate, plan, and present detailed outlines to the teams regarding projects; teams made detailed presentations, received comments from fellow students, and had extensive meetings to prepare for their proposed projects, purchase materials, develop lesson plans, etc.

From these in-depth interviews with faculty members, several themes emerged:

๏ With regards to the project’s goals, faculty mentioned that it was important to complete the proposed projects, continue to stretch the boundaries of in-country relationships, and to have students take the lead on these projects while learning the value of service to others.

๏ With regards to improving the project faculty suggested more time was needed in classroom preparation. They need more time to prepare the students and develop better communication with the students regarding exactly what they will be doing while in Belize. In addition, faculty thought that the number of projects needed to be scaled back--greater focus on fewer initiatives.

๏ With regards to partnership with Peaceworks and Dangriga community, faculty were extremely positive and hopeful for continuing their work with Peaceworks in Belize. They remarked about how important it is for Belizean students to have an opportunity to come to the University of Arkansas to study as one example of the potential for this partnership.

๏ With regards to what makes this program so important, faculty like students, see this as a very different study abroad experience. Faculty remarked about the importance of building sustainable relationships, having an impact on the community, and developing innovative partnerships that blend service learning theory with practical community development principles across disciplines.
With regards to **what’s next?** Faculty suggested that not only should the program continue but it should be expanded. Everyone agreed that a new strategy for identifying and sustaining partnerships with the community needs to be developed. In addition, the program needs to continue its focus on interdisciplinary projects, and garnering more support from the campus with regards to student recruitment and the development of resources for both faculty and students (research, teaching stipends, travel support, etc.). Faculty also suggested it was important that at this time no department had ownership of the Belize program which made it difficult for faculty to get support from their own departments or schools/colleges.

The faculty interviews reflected enthusiasm and commitment to a project and a process that they all believe in. While there have been and will likely continue to be stumbling blocks along the way, uniformly the faculty group supporting this work see this as a worthwhile venture for them and their students, but also for the University of Arkansas in broadening its global service scope.
Chapter 3

Service Learning in Belize: The Belizean Partner Perspective, 2011
Introduction

In partnership with Peacework, the University of Arkansas has been involved in a five-year community development program in Dangriga, Belize. Through that service learning program, the university developed extensive and sustainable relationships with national, regional, local government and businesses throughout the Stann District. These relationships have been a critical component of the University service learning program; expectations are for a long-term relationship to continue with Belize and its community partners.

These partnerships have helped to jumpstart important community development efforts in Belize; University of Arkansas partners have been working on developing and implementing sustainable economic, agricultural, educational, and engineering projects that clearly have had an impact on the local community. Though not an exhaustive list of projects, the University of Arkansas has developed, implemented, and now sustain projects that include: micro-financing (loan development) of local businesses, trash cleanup campaigns, tourism brochure development, tilapia farm market analysis, cookbook development for local women’s organization, local school gardens, community seedling structure, agricultural education and nutrition in local schools, backyard gardening, national park erosion/drainage and drinking water access, city park soccer field improvements, park Gazebo, drinking fountains, etc. A majority of these projects are ongoing; community and university partnerships are stable, effective, and reflect an interest in a permanent relationship.

The community partners’ interviews, as a whole, reflected an overwhelming gratefulness for the work that the University of Arkansas has done in Belize. They have been very positive and supportive of the partnership. Most of the community partners talked about how important it would be for the partnership to expand in a way that would bring Belizeans to Arkansas. Just like the University of Arkansas students and faculty, community partners spoke about the logistical problems associated with completing projects. Interestingly, these partners upon reflecting on themselves, noted how important it was to motivate Belizeans to get out of the routine and demands of their every day lives and get involved with these service learning opportunities.
By The Numbers
2011

- Total number of partner groups participating in University of Arkansas Belize Service Learning Project, 2011: 8
- Average number of community persons (daily) in contact with University of Arkansas Belize Service Learning Project, 2011: 74
- Total number of in-country community work hours in the University of Arkansas Belize Service Learning Project, 2011: 2250
- Total number of projects worked on by the University of Arkansas Belize Service Learning Project, 2011: 25
Partner Characteristics

Table 3.1 Partner Characteristics, 2011 N=24

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Public Organizations</td>
<td>62</td>
</tr>
<tr>
<td>Percent Private Organizations</td>
<td>38</td>
</tr>
<tr>
<td>Percent Non-Profits</td>
<td>80</td>
</tr>
<tr>
<td>Percent of Organizations Working with University of Arkansas 3+ years</td>
<td>61</td>
</tr>
<tr>
<td>Percent Organization Handling Arrangements &amp; Placements Collaboratively</td>
<td>66</td>
</tr>
</tbody>
</table>

Table 3.1 provides descriptive information on the 2011 community partners participating in the Belize Service Learning program. These results come from a survey that was administered to the individual community participants (n =24) at the conclusion of the project. The surveys were distributed evenly across all the projects and participants responded based on their availability at the time of data collection. The majority of partner organizations were public (62%) non-profits (80%). Of course, the local school system was an important partner throughout the five years and remains an important one with respect to project development and implementation. The majority of organizations have been working with the University of Arkansas for three or more years. Clearly, this finding is an important one when assessing the sustainability of the program and the projects it has supported in the last five years. Only 25 percent of those interviewed said they have been partnering with the university for one year (2011 was their first year in partnership). Finally, Table 3.1 shows the majority of partners collaborated with the University of Arkansas and/or Peacework in setting up and handling the arrangements for the work that would be ongoing in Belize.

With regards to how the community partners responded to questions concerning their view on the impact the service learning program was having on their organization, 63 percent of those surveyed thought it “enhanced their offering of services.” A similar percentage (63%) said the program was helping them to “increase their leverage of financial/other resources.” Fifty-four percent said they believed the project was helping them make connections with other groups in the community. Collectively, these responses appear to be suggesting that capital (including social) is very important to these organizations and that the university appears to be playing an important bridging role in helping them gain access to important sources of funds and local groups/persons who support their work.
Chapter 3: Partner Perceptions

Figure 3.1 Partner Perception of Project Challenges, 2011 N=24

- Demands on Staff: 50.0%
- Not Enough Time for Project: 58.3%
- Too Few Students: 8.3%
- Other: 12.5%

Figure 3.2 Partner Perception of Project Benefits, 2011 N=24

- Value +: 58.3%
- Resources +: 50.0%
- Project Finish: 83.3%
- Expertise: 58.3%
- Services: 20.8%
- Other: 11.2%
Figures 3.1 and 3.2 show responses to a set of questions that asked community partners what they thought were the challenges and benefits to working with the University of Arkansas and its service learning program. Respondents were asked to mark all those that applied, so the final number reflects all those partners who saw the response as characteristic to their organization. Figure 3.1 suggests a problem with not only students and faculty but that partners realized there simply was just not enough time for students and faculty to complete their work. It was the most frequent response and there was no difference in the types of organizations that were providing that response. In Figure 3.2, partners said they appreciated the fact that the university presence was critical to the completion of projects. In addition, the university, through these service learning projects, helped add significant value to their organization, increased their resources and improved their access to financial resources. The community partners felt as if the presence of the university program helped expand the services they offered, and nearly 60 percent said they “appreciated having access to the university’s expertise.”
Partner Response

There is little doubt from both objective and subjective data sources, that the community partnerships in Dangriga have been critical to the overall success of the University of Arkansas service learning program. Additionally, the sustainability of these initiatives will be important to the future of both the service learning program and the ongoing community development efforts in Belize, particularly in Dangriga. Peacework has been an effective partner in brokering these relationships; Peacework presence this year in Belize with the staff has made a significant impact and appears to have been a positive one both for the program and the planned initiatives this year as well as in the future.

In interviewing the Peacework staff, both had similar insights on this year’s work. They both discussed the program at the University of Arkansas as being different from other service learning programs they are working with. The University of Arkansas program was a more holistic program, which for them meant teams from different areas and specialties all coming together and working to accomplish similar community development goals. For example, one staff member said that any child could not really benefit from improved education if he/she was hungry and so that those basic needs must be met (nutritional, agricultural, etc.) in order for their to be real impact. Staff talked about the importance of there being some type of cultural exchange between Arkansas and Dangriga students. They said that a lot of students are not used to being without the things that they have in the United States. They remarked that the things they (Peacework) needed to improve on were primarily logistical issues. Both highlighted the ways in which there is tangible evidence of University of Arkansas students’ having had an impact in Belize. They mentioned several examples: the park gazebo, the seedling structure, the school and community gardens, etc. Both Peacework employees talked at some length about how hard-working the University Arkansas students were and how committed they were to wanting a good and instructive experience. They also described the relationship between their organization and the University of Arkansas as a very good one, and one that they believed had real meaning for the people of Belize. Both of them emphasized how important it was for this program to continue--continuing to develop and maintain sustainable relationships with community partners in Dangriga.

In addition to the aggregate survey of community partners, a number of face-to-face interviews were conducted with community partners and government officials during the three-week session in Belize. The past and present mayors of Dangriga were interviewed, high school teachers and administrators, national park representatives, and local business owners. Their involvement with the University of Arkansas service learning program was diverse. Some of these partners worked alongside university students and faculty, others were in a position to help make decisions about what projects needed to be executed and how the follow-up was proceeding with both partners and students. In those face-to-face interviews, partners were asked a series of questions to reflect on, what follows is a summary from those interviews.

All the partners were asked to reflect on the pro’s and con’s of the University of Arkansas service learning project. They specifically were asked “What part of the project is going well? What part needs improving? Uniformly all the partners felt like the service learning program was progressing nicely. The projects that were proposed were being completed, and the commitment by the students and faculty was exciting and inspiring. There is no doubt that all the partners saw financial resources and time as the two most significant roadblocks to accomplishing goals for development in their community. Community partners saw the need
to continue to explore partnerships throughout the community while looking to both their country (Belize) and the University of Arkansas for continued support.

**Don’t Stop Coming**

In response to the question about “How would you change the partnership between the University of Arkansas and the country of Belize?,” uniformly all the community partners mentioned how important it was that the program continue, but not without some important changes that would impact how long the University of Arkansas would have a presence in Belize. Several partners consistently mentioned that the timing of the experience, i.e. when students came to Belize needed to be changed. Apparently, school was in flux and close to ending for the year and that partnering was made difficult. Additionally, the other consistent “solution/recommendation” made by community partners was that the University of Arkansas should consider lengthening the time students and faculty have to interact with partners and the people of Dangriga. It is about getting more done, but several community partners thought that extending the length of time students and faculty were in-country would also help develop a better understanding of the cultural differences between these groups and maybe facilitate learning in a way that is not currently taking place.

The thriving partnership between the University of Arkansas, Peacework, and the community partners of Dangriga is perhaps best summed up by Michele Irving, the director of POWA (Powerful Organization of Women in Action) in Dangriga where she says:

“When you think about it, the material [projects] could be done by anybody. I mean, now with the internet, you can download that yourself, but the ability for people to share with each other, to learn from each other, talk to each other, get experiences that can enrich another experience, you know…real synergy can be created.” (06/12/2011)
Chapter 4

Service Learning in Belize: Observations and Recommendations
Introduction

This program evaluation was intended to provide a glimpse into the workings of the Belize Service Learning Project operating under the Office of Study Abroad at the University of Arkansas. One of the goals of the evaluation was to examine the program from the perspective of its participants in an effort to see how closely the measurable outcomes matched up with the stated/expected goals of this program.

Clearly, the level of knowledge gained from the program was marked among students. The shift that was observed from pre and post-experience was dramatic and in some cases, articulated as life-changing by the students. Programs like the Belize program at the University of Arkansas have long been recognized as important components in the well-rounded liberal arts experience. The interdisciplinary design, the commitment by faculty, and the partnering with Peacework have helped create a successful program with sustainable potential. A number of other changes took place among students over the three-week period though, we recognize the difficulty in recording/observing behavioral or attitudinal change in such a relatively short period of time.

Nevertheless, there are a number of observations that were made that should help to inform any decisions about the program and what its future might be. In addition, there are several recommendations made at the end of the report. These observations and/or recommendations are based on the extensive data collected from surveys, face-to-face interviews, and the numerous conversations the evaluation team had with University of Arkansas faculty, students, Dangrigan citizens, and Peacework staff.
Program Observations

The following list are observations made by the co-principal investigator (Ms. Murray) for this project. We emphasize that they are simply that—observations made while she was experiencing Belize along with the students and faculty. Ms. Murray participated in the classroom experience prior to going to Belize, she spent the entire time in Belize (3 weeks), worked on site with every one of the teams, and interacted and interviewed students, faculty, and community partners. She performed her research duties as a member of the service learning project. This strategy was useful in that it enabled her to more fully absorb the experience and report on activity that was project-focused. While there may be personal bias in this reporting, her insights are keen and represent an important part of any discussion regarding the service learning project at the University of Arkansas. With that caveat, the following emerge as important take-aways from the interviews and other data obtained during her experience:

1) The class time could have been directed more toward the projects and the training needed for the work that students would be doing (woodwork, tools, cutting, drilling, planting, etc.). Also, the class may need to be more focused on preparing the students for what is coming rather than broader sweeping discussions about community development though both seem important to the process.

2) The in-country timing seemed off. The partner schools were having their final exams and the faculty and students were more concerned with passing exams and graduating than working on the projects developed by the University of Arkansas students. Even though there appeared to be a lot of participation and excitement from community members, it was a very busy time for the schools and that might be taken into account in future project planning. Throughout many of the interviews with students, faculty, and staff, they expressed a desire for there to be more of a continuing University of Arkansas presence in Belize. So there might be new groups of students coming in after summer session one, or the service learning program could be expanded to a semester-long course. Either way, it would seem that bigger and more sustainable projects could be developed if the in-country time was longer.

3) Some of the students did not branch out beyond the work of their own groups, particularly those students who were on teams with many projects to handle or students who were informal project leaders. Clearly, the program is interdisciplinary, but there might be more of an effort made at developing and implementing more collaborative projects. The park this year turned out to be a collaborative project. Initially, it was started by the business team, and later the agriculture and engineering teams both helped design and work to create the park. Also, the amount of group projects might match the number of students per group, so that students do not get overwhelmed and fearful to branch out and work with other groups.

4) The agriculture team met often prior to the two-week course—both helping and hindering their experience. They were well-prepared, got their projects finished in an efficient manner, and were very close as a group by the time they left for Belize. They did, however, tend to
“stick” together, which was good for their team, but may have hindered interaction and branching off into other teams.

5) Of all the community members that the University of Arkansas partnered with, the children seemed to be the most receptive and excited about the projects. Might be important to consider them as community partners and find ways to more fully integrate them into the overall program. Also, most of the community project leaders were community “leaders” in Dangriga, which meant that their time, energy, and resources were already challenged by their responsibilities. This may have been in part why there were logistical problems associated with project delays and limited guidance. Perhaps the projects might consider partnering with people who have fewer obligations, yet still are responsible for specific programs and willing to help. Nikki, for example, worked really well. She was young and a student and was always with the university students. She didn’t have her own children to take care of, whereas Michele Irving had POWA to organize and lead, as well as take care of her daughter.

6) The excursions should not be downplayed. They were enjoyed by all of the students after a long week of work. Maybe students are less likely to join the Belize service learning program because it seems like a lot of hard work, but this trip is really well-rounded in terms of challenges, work, play, and new experiences.

7) The Dangriga community was extremely friendly and hospitable and that really helped the students open up. Community day was a huge success, and the University of Arkansas students got to know the people of Dangriga in a very different way than when they were working with them. Perhaps an event like this should be held at the beginning of the trip in order to break the ice for students. Several of the students appeared to be shy and worried about what to say or do during the first week of the trip.

8) There appears to be some gap in the disciplines that are participating. The program and the community might stand to benefit immensely if other areas of research and service became involved: pre-med, pre-dental, nursing, pre-law, health education, sociology, social work, anthropology, pre-vet, and biology. There appears to be significant medical (optometry, dental, primary care, etc.) need in the Dangriga community.

9) Everyone, including students, faculty, and community members want to develop a true reciprocal partnership with Belize. The participants of the university have gained considerable cultural knowledge of Belize, and it seems as though it might be appropriate for Belizeans to begin to come to Arkansas and experience American culture.

10) Peacework did an outstanding job. While in past years there might have been problems with coordinating programs, projects, etc, this year Peacework helped make the experience a successful one for everyone involved. The Peacework staff were with the teams every day, available at all hours, friendly, smart, and could not have been more accommodating. Coupled with a highly motivated and caring faculty, this team was well-prepared and did a fantastic job of coordinating all the details.
Moving Forward

In conclusion, this report provides a snapshot summary of the Belize Service Learning Project. Most of the data suggest that the Belize program is a viable one and clearly all parties engaged in the program planning and implementation would like to see it continue to be supported. Having said that, most of the groups involved in the program would likely agree that they believe there are some important changes that need to be made to make the program more viable and sustainable over the next decade. Through a variety of data collections and discussions with faculty, Peacework staff, and Dangriga community partners, this report provides several recommendations. These recommendations are based on extensive mixed-method data collection and represent specific insights gleaned from these data and their summaries. They are the informed opinion of the senior author of this report and are meant only to serve as elements that need further consideration and/or discussion.

**Recommendation #1**

After five years in its present form, it appears as though the Belize service learning program at the University of Arkansas could benefit from some structural and organizational change. Unlike other programs currently being offered by the Office of Study Abroad, the Belize program is structured around a very different concept--service learning. Service learning has its own curriculum, theoretical foci, and empirical research that justifies some independence from other programs that are often available to high school and college students to engage in learning abroad. While the institutional structure may be slower to respond to any proposal for change, the recommendation is that minimally, the University of Arkansas consider establishing an Office of Service Learning within the larger institutional Office of Study Abroad. Having seen this operate well in other institutions, service learning programs flourish when institutional resources are directed toward this single purpose program with multidisciplinary opportunities for faculty to engage students in community development.

In addition to establishing a separate program line, the University of Arkansas may consider appointing a part-time director to this program; at this point in its developmental stage a part-time director seems adequate. However, as the program looks to expand to other countries, develop other programs, consider curriculum development and formalizing the service learning opportunities for students and faculty across the university system, a full-time program coordinator will likely be required. Clearly, with its documented success in Belize, any expanding service learning program would want to consider both developing opportunities abroad as well as within the United States. While many students are drawn to the opportunity to travel out of the country, many committed students who are not as likely to come up with the high cost of travel related to that experience, might still engage in service learning opportunities closer to home. After a careful review of all the data and listening to students and faculty, it seems clear that developing a separate program with a distinctly different approach to learning could be of great benefit to all those that are involved in program planning and implementation. Related to this recommendation is that the university begin to explore formalizing a curricular structure that could support this type of innovative learning.

**Recommendation #2**

While the community partners in Belize expressed overwhelming gratitude for the University of Arkansas’s participation in their community development plans, it seems that there continues to be a problem with the timing of the program (when students are in country) and the length of their participation. Both of these issues are discussed in detail in the context of
the report and in addition, University of Arkansas faculty and students concur with the general assessment that the timing and length of program need to be considered in the future planning of this learning opportunity. The changes that might take place would include: 1) a longer semester course (e.g. full summer 12 week session); 2) opportunities for service learning throughout the Fall and Spring semesters; and 3) opportunities for service learning in more local settings that require less time for travel, planning, and support. All of these issues were discussed by the program participants. It appears as though these are going to be important as the program moves ahead and looks at engaging in other learning programs in Belize and elsewhere.

**Recommendation #3**

In addition to the earlier programmatic recommendations, in developing a more formal structure to the service learning program, the University of Arkansas administration may want to take this opportunity to consider both increasing its fiscal support of the program for faculty and student participants, as well as how it views faculty’s engagement in the program and how that engagement might be translated into merit reward. So instead of faculty dividing their time between the conflicting demands of 1) teaching; 2) research; and 3) service, one could argue that service learning actually facilitates the links between these elements while providing faculty with unique opportunities to engage in interdisciplinary and inter-institutional research programs. Thus in the context of outreach-encouraged programming, this more organic approach could be of major benefit to both faculty and their students. Service learning fosters a unique sense of community not just with on-campus units but with off-campus units as well. This is in part due to the nature of the work being done (community development) as well as the various partners that are involved. The potential for cross-discipline fertilization in service and research are pretty dramatic in these kinds of academic settings. Finding ways to both enhance and reward them could be of significant benefit to the institution.

**Recommendation #4**

Related to the third recommendation is a final one that proposes the University find ways to reach out to include other partners (local and regional) in the process of developing a more formalized program in service learning. Two potential partners (serving only as examples) that are located in the state of Arkansas are Heifer International and the Clinton School of Public Service--both could be important curricular and outreach partners in developing a more formalized program. Both of these organizations have extensive experience in program development, curricular planning, international service, while providing students exciting opportunities for learning in non-traditional environments.

In closing, our overall evaluation of the Belize service learning program is very positive. Like all programs there is room for improvement. Nevertheless, this program has made considerable strides in five years, clearly impacting a community in need, and providing a unique learning opportunity for both faculty and students. Therefore, we do believe that increased support seems warranted--support not only for the formal organizational structure of a service learning program, but clearly defined and expanded fiscal support for students and faculty participating in the program. This support will not only bolster the program but also will help to solidify its role in the ever-expanding global programs of a 21st century university like the University of Arkansas.
Appendix A
Evaluation Methodology
The purpose of the Belize Evaluation is to provide insight into the program from a variety of objective and subjective data collections. The strategy detailed below is designed to address critical questions concerning the program, student and faculty satisfaction, and community partner commitment and satisfaction.

**Methodology**

The evaluation used a mixed-method strategy. The general design used a pre and post-test evaluation of students; community evaluations were done at the end of the project period. The following steps were used in executing the evaluation plan:

1. **Focus group with student participants** - A cross-section of students who participated in the Belize service project discussed their experience in a recorded setting with pre-selected questions used to guide the conversation. The focus group discussion was recorded and summarized. In addition, an observer took observation field notes on the session.

2. **Focus group with faculty participants** - A short discussion with the participating faculty team took place with the intent of getting faculty to develop/articulate clear, well-defined, measurable goals and objectives for the larger project and the smaller subset of planned activities/programs for each of the disciplines represented.

3. **Pre-Survey of student participants** - A self-administered survey assessed student interest in community/service-learning work, civic engagement, critical thinking skills, understanding of community work, current knowledge of Belize, etc.

4. **Survey of community partners** - A self-administered survey assessed partner satisfaction with service learning project, partner needs, partner objectives, etc. The survey assessed the degree of understanding of, satisfaction with, and challenge to the service-learning project taking place in Belize.

5. **Post-survey of student participants** - A self-administered post-project assessment designed to examine specific outcomes for the project with regards to shifts in participant knowledge and understanding of civic engagement, service-learning, etc.

6. **Face-to-face interviews with students, faculty, and community partners** - An interview schedule was prepared for all face-to-face interviews. All the interviews were completed in Belize. Detailed notes and summarized interviews provide a wealth of information on the project, and the participants overall view of its mission and success.

7. **Miscellaneous data collection** - A series of miscellaneous interviews, evaluation observations (field notes, photographs) and quantitative program data were also collected. Each project provided the evaluation team with their specific project log that detailed the number of projects completed, hours and number of participants working on each project, number of community partners engaged in the project, and specific objectives and goals met in each planned program.

Thus, the overall evaluation was organized by specific sections that included results (quantitative and qualitative) from both the pre and post-test assessments, comments based on face-to-face interviews of participants (students, faculty, and partners) in the program, photographs, sub-project outlines and overviews, and recommendations for the future of the program based on outcome and process data.
Appendix B
Survey Instruments and Interview Schedules
University of Arkansas: Belize Service Learning Program

We would like to know your opinions about a number of issues related to service learning and your general experiences in this course. This questionnaire will take approximately 15 minutes of your time and your answers will be kept completely confidential. Please fill out ALL of the information as honestly and completely as you can.

I. Personal Information:

1. Age: _____

2. Sex: □ Male □ Female

3. Class Year: □ 1st Year □ 2nd Year □ 3rd Year □ 4th Year □ 5th Year □ Graduate Student

4. College of your major: □ Agriculture □ Arts and Science □ Business □ Engineering □ Other___________________(please specify)

5. Current GPA: □ < 2.0 □ 2.0-2.49 □ 2.5-2.99 □ 3.0-3.49 □ 3.50+

II. Course Information:

6. Prior to this course, how frequently in the past have you participated in community service?
   □ Never □ Less than once a year □ A few times a year □ A few times a month □ Weekly

7. How much impact do you expect to have on others through your planned service?
   □ No Impact □ Very Little Impact □ Some Impact □ A Great Deal of Impact

8. How many total hours of service each week do you think you will do on your project?
   □ < 20 □ 20-24 □ 25-29 □ 30-34 □ 35-39 □ 40 □ More than 40

9. Compared to traditional academic assignments (writing papers, studying for exams, etc.), how useful do you think participating in service learning will be in helping you understand the materials related to your project?
   □ Much Less □ Somewhat Less □ About the Same □ Somewhat More □ Far More

10. Compared to traditional academic assignments (writing papers, studying for exams, etc.), how much time and effort do you think participating in service learning will require?
    □ Much Less □ Somewhat Less □ About the Same □ Somewhat More □ Far More
11. What is the most important reason for participating in this service-learning program?

- Sounds Interesting  □ Did it Before and Enjoyed It
- Enhance My Understanding of Course Material  □ Seems Like an Easy Way to Earn Credits
- Like to Volunteer  □ Friend Suggested It  □ Other _____________________________ (specify)

III. Attitudes and Opinions:

A. Indicate the importance to you personally for each of the following:

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<th></th>
<th>Not important</th>
<th>Somewhat important</th>
<th>Very important</th>
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<tbody>
<tr>
<td>1. Influencing social values</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Helping others</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. Developing personal values</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. Volunteering to help others</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. Finding a career that helps others</td>
<td>□</td>
<td>□</td>
<td>□</td>
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B. To what extent do you agree or disagree with the following:

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<thead>
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<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>1. Adults should give time for the good</td>
<td>□</td>
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<td>□</td>
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<td>of their community, country, and world.</td>
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<tr>
<td>2. People, regardless of their success,</td>
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<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>should help those who need it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. I feel like I can make a difference in the world.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. Individuals should work together to</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>solve social problems in the world.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. It is important to help others even</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>if you don’t get paid for it.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
C. Rate yourself on each of the following traits as compared to the average person your age. How do you honestly see yourself?

<table>
<thead>
<tr>
<th>Trait</th>
<th>Low 10%</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>High 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analytical/problem-solving skills</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Critical thinking</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. Interpersonal skills</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. Understand social problems</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. Commitment to serving community</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. Work cooperatively</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>7. Ability to communicate ideas</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

D. How important to you are the following reasons for participating in community service/learning?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Not important</th>
<th>Somewhat important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To help other people</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. To improve society as a whole</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. To improve communities</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. To enhance my academic learning</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. To develop new skills</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. To enhance my resume</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>7. For personal satisfaction</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

IV. Travel Experience

1. Have you ever traveled outside the United States? □ Yes □ No

IF NO, SKIP TO QUESTION 2

1a. If YES, was that travel in a developing country (3rd world)? □ Yes □ No

1b. If YES, how long was that travel? ______________________________(specify)

1c. If YES, for what reason did you travel ____________________________(specify)

2. Are you familiar with any foreign culture?

□ Very Unfamiliar □ Unfamiliar □ Familiar □ Very Familiar
3. How familiar are you with Belize and the Belizean culture?

☐ Very Unfamiliar ☐ Unfamiliar ☐ Familiar ☐ Very Familiar
University of Arkansas Belize Service Learning Project

Student Interview Plan
June 4-20, 2011

1. Could you provide a brief overview, from your perspective, of the project(s) your group is doing in Belize this year?
2. Describe your relationship with your community partner(s)
3. What specific outcomes/goals in your project do you have?
4. How would you describe the benefits of the partnership between the University of Arkansas and the country/citizens of Belize?
5. What did you learn about yourself as a result of your experiences in this course?
6. How would you describe this experience/program to your fellow students? What would you emphasize in terms of both the negative and the positive elements of the program?
7. What has been the most challenging aspect of this experience?
8. What has been the most rewarding aspect of this experience?
9. The final thing we would like you to do is to reflect back on your experience working in Belize. What is the most important thing you’d like the University to hear from you? What have we not discussed?
University of Arkansas Belize Service Learning Project

Faculty Interview Plan
June 4-20, 2011

1. Could you provide a brief overview, from your perspective, of the project(s) your group is doing in Belize this year?
2. What part of this service-learning project is going well? What part needs improving?
3. What specific outcomes/goals in your project do you have? What are the factors important to those outcomes taking place? What are the factors that are impediments to those outcomes?
4. How would you describe the benefits of the partnership between the University of Arkansas and the country/citizens of Belize?
5. What are the burdens to this partnership? What are the specific demands on you and your team?
6. How might you change the current partnership?
7. What do you think happens each time students like those at the University of Arkansas come to Belize? Are they learning something new? How is it impacting these organizations specifically and the town generally?
8. How would you describe this experience/program to your colleagues? What would you emphasize in terms of both the negative and the positive elements of the program?
9. The final thing we would like you to do is to reflect back on your experience working in Belize. What is the most important thing you’d like the University to hear from you? What have we not discussed?
University of Arkansas: Belize Service Learning Program

We would like to know your opinions about a number of issues related to your project and experiences while working with the University of Arkansas service-learning project. This questionnaire will take approximately 10 minutes of your time and your answers will be kept completely confidential. Please fill out ALL of the information as honestly and completely as you can.

I. Project Information:

1. How long have you been working with the University of Arkansas? ____________ years
2. What is your organizational type/status?
   □ Public  OR  □ Private  □ Profit  OR  □ Non-Profit
3. What are the benchmark areas that your organization addresses (check all that apply)
   □ Housing  □ Education  □ Agriculture  □ Safety  □ Health
   □ Environment  □ Public Services  □ Other
   ___________________________(specify)

II. Course Experiences:

1. How did your work with the University of Arkansas help to fulfill the mission of your organization? (Mark all that apply)
   □ New insights about the organization  □ Changes in organizational direction
   □ Increase clients served  □ Enhanced offering of services
   □ Increased leverage of financial/other resources
   □ New connections/networks with other groups in the community
   □ Increased the number of services offered
   □ No influence/help  □ Other______________________________(specify)

2. What are some of the challenges you encountered when working with the University of Arkansas? (Mark all that apply)
   □ Demands on staff time  □ Project time period insufficient
   □ Students not well prepared  □ Not enough students assigned
   □ Mismatch between course goals and organization
   □ Little or no interaction with faculty  □ Other______________________________(specify)
3. What have been some of the benefits of your work with the University of Arkansas? (Mark all that apply)

□ Increased value of services
□ Increased number of services offered
□ Increased resources for my organization
□ None
□ Helped complete projects
□ Access to University expertise
□ Other Benefits__________________________(specify)

4. As a result of your work with the University of Arkansas, how has your awareness of the University changed? (Mark all that apply)

□ I learned more about the University of Arkansas and its programs
□ I know who to go to for help or assistance
□ I am more involved in the University’s projects
□ I have increased knowledge of the University of Arkansas’ resources
□ I have more interactions with students and faculty
□ Little or no change in awareness

III. Attitudes and Opinions:

5. To what extent do you agree or disagree with the following:

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

A. Overall communication with students and faculty was positive.

B. Level and quality of interaction with students and faculty was positive.

C. Quality of the student work was satisfactory.

D. Feedback and input into the planning of projects was positive.

E. Scope and the timing of the activity was positive.

F. Level of the trust between faculty and students was positive.
6. How did you handle your part of the logistics of the service-learning course with the University of Arkansas students and faculty? (Mark only the most accurate)

- I made all the arrangements and placements
- The faculty made all the arrangements and placements
- We handled the arrangements and placements collaboratively
- Students handled their own placements
- Some other arrangement was used___________________________________________(specify)
University of Arkansas Belize Service Learning Project

Community Partners Interview Plan
June 4-20, 2011

1. Could you provide a brief overview, from your perspective, of the project that your organization is participating with the University?
2. What part of this service-learning project is going well? What part needs improving?
3. What specific outcomes/goals in your project do you have? What are the factors important to those outcomes taking place? What are the factors that are impediments to those outcomes?
4. How would you describe the benefits of the partnership between the University of Arkansas and the country/citizens of Belize?
5. What are the burdens to this partnership? What are the specific demands on you and your staff?
6. How might you change the current partnership? If you were going to design a project with students applying skills in the context of a culture like the Belizian culture, what would you do different?
7. What do you think happens each time students like those at the University of Arkansas come to Belize? Are you learning something new? How is it impacting your organization specifically and the town generally?
8. How would you describe this experience/program to your colleagues in other agencies or departments? What would you emphasize in terms of both the negative and the positive elements of the program?
9. The final thing we would like you to do is to reflect back on your experience working with the University of Arkansas. What is the most important thing you’d like the University to hear from you? What have we not discussed?
Appendix C
IRB Permissions
MEMORANDUM

TO: Kevin Fitzpatrick
    Kim Murray

FROM: Ro Windwalker
      IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 11-03-569
Protocol Title: Evaluation of the University of Arkansas Belize Service-Learning Project
Review Type: EXEMPT EXPEDITED FULL IRB
Approved Project Period: Start Date: 04/01/2011 Expiration Date: 03/31/2012

Your protocol has been approved by the IRB. This approval covers the pre- and post-survey phase of the evaluation only. Future additions to this research should be submitted as modifications and not implemented until approval is received from the Research Compliance office.

Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form Continuing Review for IRB Approved Projects, prior to the expiration date. This form is available from the IRB Coordinator or on the Compliance website (http://www.uark.edu/admin/rsspinfo/compliance/index.html). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

If you have questions or need any assistance from the IRB, please contact me at 120 Ozark Hall, 5-2208, or irb@uark.edu.
April 25, 2011

MEMORANDUM

TO: Kevin Fitzpatrick
    Kim Murray

FROM: Ro Windwalker
      IRB Coordinator

RE: PROJECT MODIFICATION

IRB Protocol #: 11-03-569
Protocol Title: Evaluation of the University of Arkansas Belize Service-Learning Project

Your request to modify the referenced protocol has been approved by the IRB. This protocol is currently approved for 55 total participants. If you wish to make any further modifications in the approved protocol, including enrolling more than this number, you must seek approval prior to implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

Please note that this approval does not extend the Approved Project Period. Should you wish to extend your project beyond the current expiration date, you must submit a request for continuation using the UAF IRB form “Request for Continuation.” The request should be sent to the IRB Coordinator, 120 Ozark Hall.

For protocols requiring FULL IRB review, please submit your request at least one month prior to the current expiration date. (High-risk protocols may require even more time for approval.) For protocols requiring an EXPEDITED or EXEMPT review, submit your request at least two weeks prior to the current expiration date. Failure to obtain approval for a continuation on or prior to the currently approved expiration date will result in termination of the protocol and you will be required to submit a new protocol to the IRB before continuing the project. Data collected past the protocol expiration date may need to be eliminated from the dataset should you wish to publish. Only data collected under a currently approved protocol can be certified by the IRB for any purpose.

If you have questions or need any assistance from the IRB, please contact me at 120 Ozark Hall, 5-2208, or irb@uark.edu.