



UNIVERSITY OF  
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SERVICE-LEARNING

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## Service-Learning Annual Report

2024-2025

<b>Service-Learning Annual Report</b>	<b>1</b>
Definition of Service-Learning	3
Program History and Structure	3
By the Numbers: Program Outputs	3
Student Outcomes	5
Faculty Outcomes	7
Community Partner Outcomes	8
Faculty Development and Support	9
Recognition of Service-Learning	9

## Definition of Service-Learning

Academic service-learning is a course-based teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

## Program History and Structure

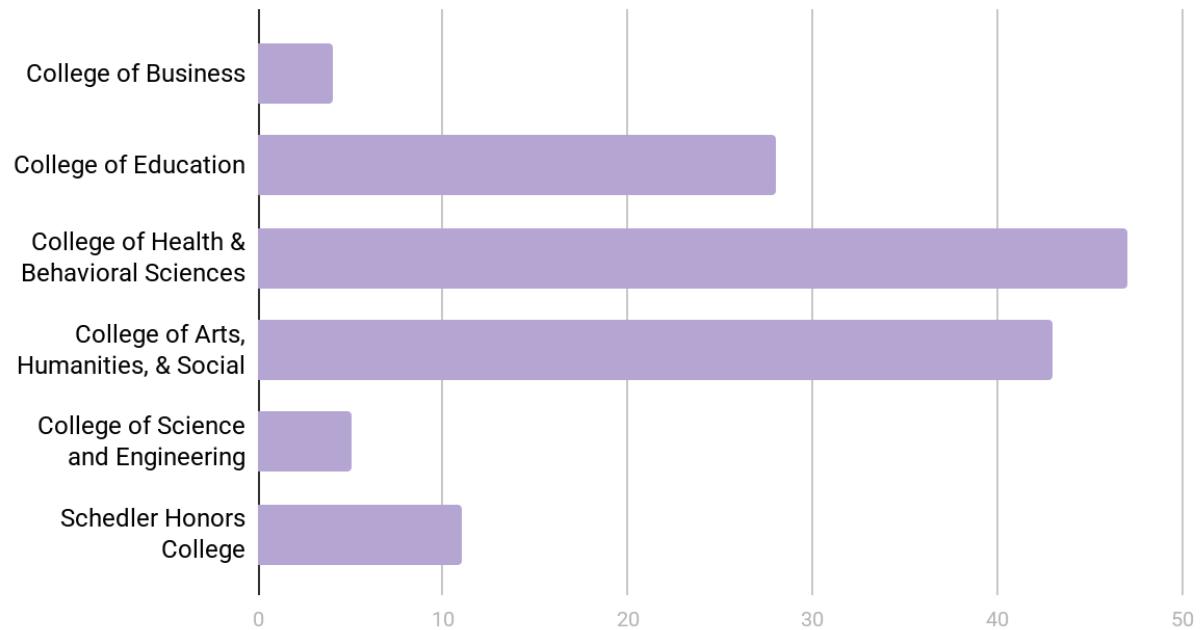
The University of Central Arkansas Service-Learning Program advances the university's mission to engage with local, national, and global communities by providing central coordination for academic service-learning and co-curricular service opportunities in partnership with community organizations. While many UCA faculty members were using service-learning pedagogy in their classes prior to the creation of a formal program, the Service-Learning Program officially began operations in 2013. The Service-Learning Program is housed in the Office of the Provost and additionally supported by the Service-Learning Faculty Liaison and the Center for Excellence in Teaching and Academic Leadership.

## By the Numbers: Program Outputs

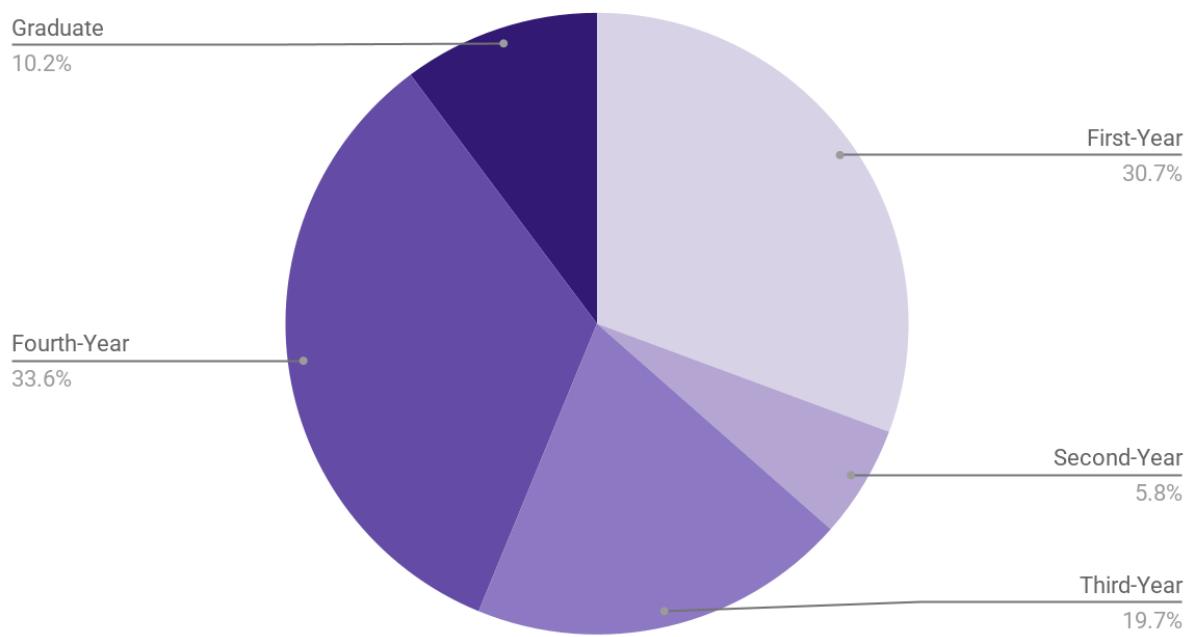
Number of Service-Learning Courses	298
Number of Service-Learning Faculty	68
Number of Service-Learning Students	2272
Number of Academic Programs Represented	32
Number of Colleges Represented	6
Estimated Hours Served	31,578+
Estimated Value of Community Service*	\$918,604.02

\*The value of volunteer service is estimated at \$29.09/hour in the state of Arkansas. Source: Independent Sector, "The Value of Volunteer Time." Available from [https://www.independentsector.org/volunteer\\_time](https://www.independentsector.org/volunteer_time)

## Service-Learning Courses by College



## Service-Learning Courses by Level



## Student Outcomes

Student learning outcomes are measured in the Service-Learning Assessment Plan through six items (scored on a 5-point scale) included on the end-of-semester course evaluations of courses designated with a service-learning attribute, as well as through faculty assessment of a student learning artifact from their course using a standard rubric. Student data represent 404 of 2272 students (18%) enrolled in service-learning courses.

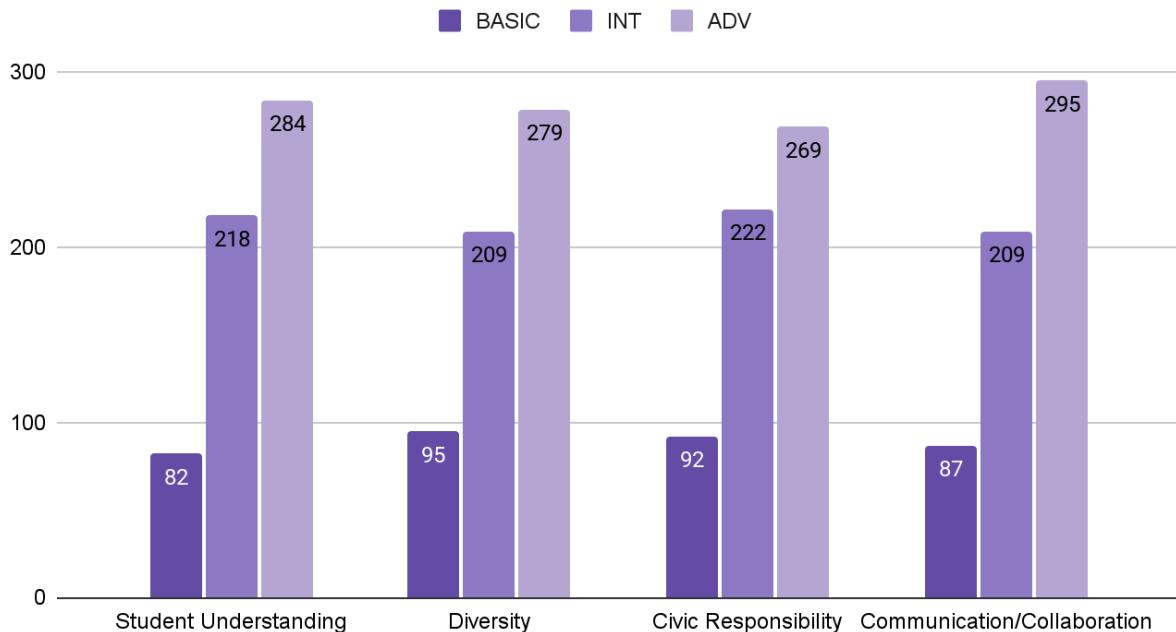
The assessment plan set a target outcome of 85% of students responding with the top two ratings (“more than half the time” and “almost always”) to all six items.

Course Evaluation Item	Mean Score	Top Two Ratings
The service-learning portion of this course helped me understand the importance of UCA's responsibility to help address the needs of the community/nation/world.	4.81	93%
The service-learning experience helped me achieve course objectives.	4.79	92%
The service-learning portion of this course helped me understand and appreciate local, national, and/or global diversity.	4.79	92%
The service-learning portion of this course helped me understand my role as an engaged and informed citizen.	4.80	94%
The service-learning portion of this course helped me understand how this academic discipline can serve the needs of the community/nation/world.	4.77	92%
The service-learning portion of this course helped me learn to work well with others to achieve common goals.	4.78	93%

Faculty assessment with the service-learning rubric form represented outcomes for 585 of 2272 students (26%) enrolled in service-learning courses. Faculty assessed their service-learning students' learning outcomes in four areas using the rubric below.

Goal	Basic	Intermediate	Advanced
<b>Student Understanding:</b> Understand how this academic discipline can serve the needs or address the issues of the community/ nation/world	Students understand service-learning but are unable to articulate discipline specific connections	Students demonstrate awareness of how discipline-based knowledge can impact social needs/issues	Students analyze and evaluate how disciplinary expertise can impact the social needs/issues
<b>Diversity:</b> Appreciate cultural and community diversity	Students articulate one's own cultural and/or community values and assumptions	Students compare cultural and/or community values across a range of contexts	Students respond to complex questions with answers that reflect multiple cultural and/or community perspectives
<b>Civic Responsibility:</b> Value their role as engaged and informed citizens	Students identify community/national/international issues or needs	Students recognize their responsibility and research their role in addressing issues or needs	Students take responsible and informed action to address an issue or need
<b>Communication, Collaboration and Community:</b> Demonstrate the ability to work with others toward shared goals	Students understand the need to work collaboratively with peers and/or community/national/international partners to address issues/needs	Students work collaboratively with peers and/or various partners to address issues/needs	Students work collaboratively with peers and/or various partners to produce positive outcomes to address issues/needs

## Faculty Rubric Data



## Faculty Outcomes

Faculty outcomes are measured in the Service-Learning Assessment Plan through eight Likert-type items and four open-ended questions in an end-of-semester evaluation of their participation in the service-learning experience. Faculty evaluation data represent 15 of 68 faculty members (22%) teaching service-learning courses in 2024-2025.

The assessment plan set a target outcome of 85% of faculty responding that they agree or strongly agree that they were satisfied with the Faculty Fellows Program and that they were satisfied with the overall support they received to develop and launch a service-learning course.

Faculty Evaluation Item	Mean Score	Agree / Strongly Agree
Students in the service-learning course benefited academically.	4.4	93%
After completing the service-learning course, students had a stronger sense of civic responsibility and community collaboration.	4.27	87%
Students in the service-learning course had an increased awareness of diversity, of various cultures, and of racial and class background.	4.14	93%

Students who participated in the service-learning course will say it was a beneficial experience and were satisfied with the service project overall.	4.47	93%
As a faculty member, I was strongly satisfied with the information I received in the Faculty Fellows Program.	4.30	89%
As a faculty member, I was strongly satisfied with the support from Outreach & Community Engagement and the Service-Learning Program Coordinator.	4.42	91%
As a faculty member, I was strongly satisfied with the overall support I received to develop and launch my service-learning course.	4.30	89%
I plan to continue offering service-learning courses in the future.	4.53	93%

When asked **what made them interested in teaching a service-learning course**, faculty respondents cited factors including

- A desire to make a difference in the community
- A commitment to service-learning outcomes, such as civic responsibility
- Opportunities for students to apply concepts outside of the classroom and engage in hands-on learning opportunities
- A belief in the value of experiential learning as a pedagogical strategy
- Strong alignment with disciplinary and course learning objectives

When asked **what aspects of the service-learning project worked particularly well in the course**, respondents cited elements such as

- Positive relationships among faculty, community partners, and students
- Opportunities for hands-on and authentic learning available in the community
- Opportunities for students to directly interact with a population that they might not have otherwise

When asked **what aspects of the course needed improvement**, faculty identified issues such as

- Navigating community partner risk management processes
- Student workload required by the project
- Time management over the course of the project implementation

## Community Partner Outcomes

Community partner outcomes are measured in the Service-Learning Assessment Plan through eleven Likert-type items and four open-ended questions in an end-of-semester evaluation of

their participation in the service-learning experience. Fewer than five community partner evaluation surveys were received in 2024-2025, so data are not included in this report.

## Faculty Development and Support

The following faculty participating in the **Service-Learning Faculty Fellows** summer seminar in Summer 2025:

- **Carla Gilbreath**, Health Sciences
- **Tina Huddleson**, Schedler Honors College
- **Adele Okoli**, School of Language and Literature
- **Anna Park**, Psychology and Counseling

**Service-Learning Seed Grants** of up to \$250 each were awarded to the following faculty members in 2024-2025 to cover costs associated with service-learning projects.

Faculty Member	Course	Project Expense
Amy Hawkins	Public Relations Cases and Campaigns	Printing of campaign materials
Cheryl Massey	Aging and the Family	Karaoke machine for music-based activities with older adults
Krista Peppers	Women and Minorities in STEM	Supplies for kids' activities to raise awareness about women scientists
Sunjung Thao	Language and Literacy; Language Disorders in Children	Supplies for after-school reading program for kids
Faith Yarberry	College Chemistry II	Supplies for chemical concepts demonstration videos for high schoolers

## Recognition of Service-Learning

The UCA Service-Learning Program has hosted a Service-Learning Awards event each year since the program's inception. This year, the following awards were given:

- **Cindy Suviaz and Abby Bunch**, Leadership in Service-Learning
- **Dr. Laura Marshall**, Peter J. Mehl Service-Learning Faculty of the Year
- **UCA Outreach & Community Engagement**, Community Partner of the Year

The Service-Learning Program additionally nominated one student for a national award through Campus Compact:

- **Angelica Thomas**, Newman Civic Fellows Award