

SERVICE LEARNING IMPACT MEASUREMENT



**SUMMER 2025-
SPRING 2026**

University of Arkansas
Service Learning Initiative
Prepared by:
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Noelle Kingsbauer

**OUTCOMES
AND
TRENDS**

ACKNOWLEDGEMENTS

The Virginia Commonwealth University, Division of Community Engagement, Service Learning Program Office, originally created and utilized the Service Learning Impact Measurement to assess student perceptions of service learning outcomes. Many thanks for their generosity in allowing us to adapt their tool for our institution.

FULL SERVICE LEARNING COMMITTEE

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Cover photo: Students of Advanced Mural Painting pose with their art.

UARK SERVICE LEARNING INITIATIVE

OUR HISTORY...

The Service Learning Initiative (SLI) is a joint initiative of the University of Arkansas Provost Office, the Honors College, and the Division of Student Affairs with the purpose of formalizing and expanding service learning opportunities on campus. In May 2014, Jennie Popp (Agricultural Economics and Agribusiness) and Angela Oxford (Center for Community Engagement) were appointed as Co-Chairs of the SLI to oversee the academic and community partner facets of Service Learning for the University of Arkansas. Subsequent appointments of leadership has led to Lisa Bowers, (Communication Sciences and Disorders) becoming the Service Learning Director in July 2023.

IN THIS REPORT...

- The Service Learning Initiative: Since the Beginning
- Executive Summary
- Demographics of Survey Respondents
- Academic Learning
- Civic Learning
- Career Readiness
- Student Responses

HIGHLIGHTS FROM THE YEAR

- Presented Outstanding Contributions to Service Learning Awards to Faculty, Students, and a Community Partner.
- Provided over \$24,000.00 in support to Service Learning Faculty and Students.
- SLI represented at the 2026 Gulf-South Summit in Houston, TX and Compact26 Conference in Chicago, IL.
- Hosted a Community Partner Celebration event for organizations who've collaborated with SLI.



SINCE THE BEGINNING OF THE SERVICE LEARNING INITIATIVE IN 2014...

29,162+
students have participated in Service Learning course sections

2,357+
course sections have been designated as Service Learning

613,770+
hours of service to the community in conjuncture with academic learning logged

END OF YEAR REPORT
FALL 2025-SPRING 2026

SL-designated sections taught: 219
198 general sections, 12 Honors sections, 9 Honors Thesis sections

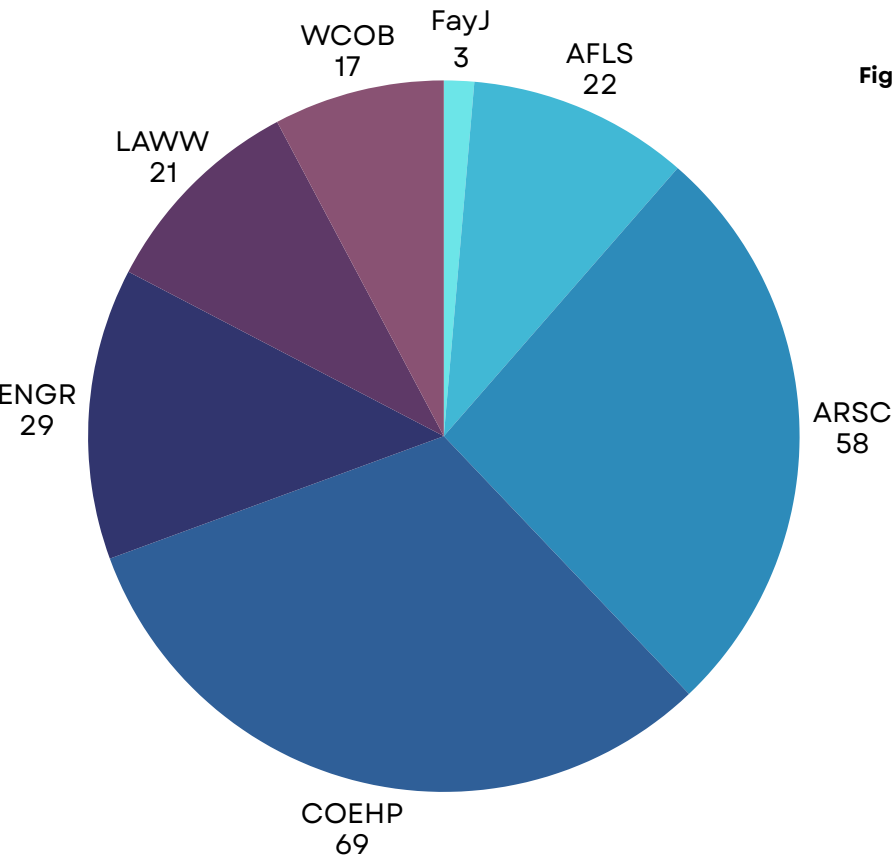
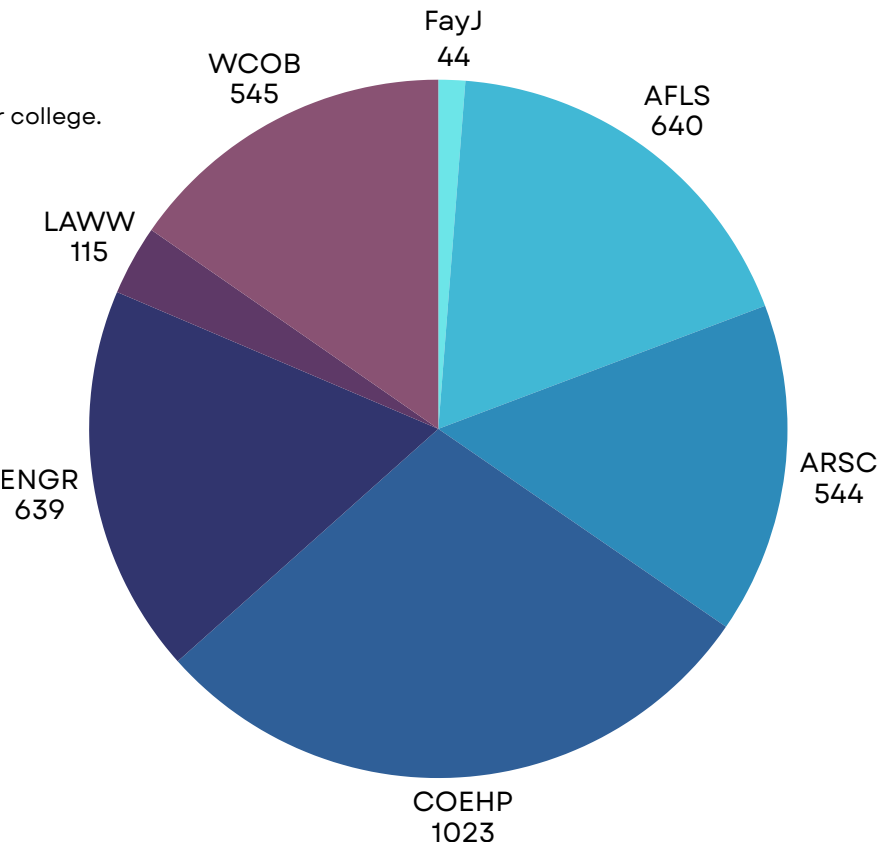


Figure 1. Service Learning sections taught by college.

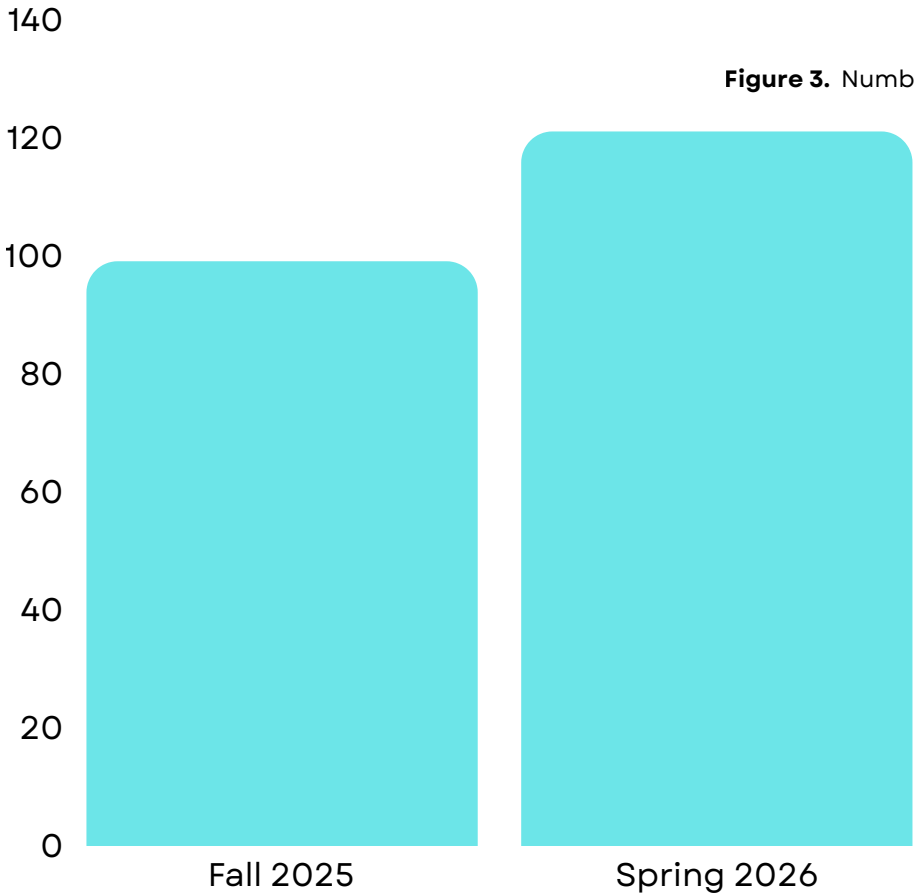
Students enrolled in SL sections: 3,550

Figure 2. Students enrolled in Service Learning sections per college.



● Course Sections Offered

Figure 3. Number of Service Learning course sections offered.



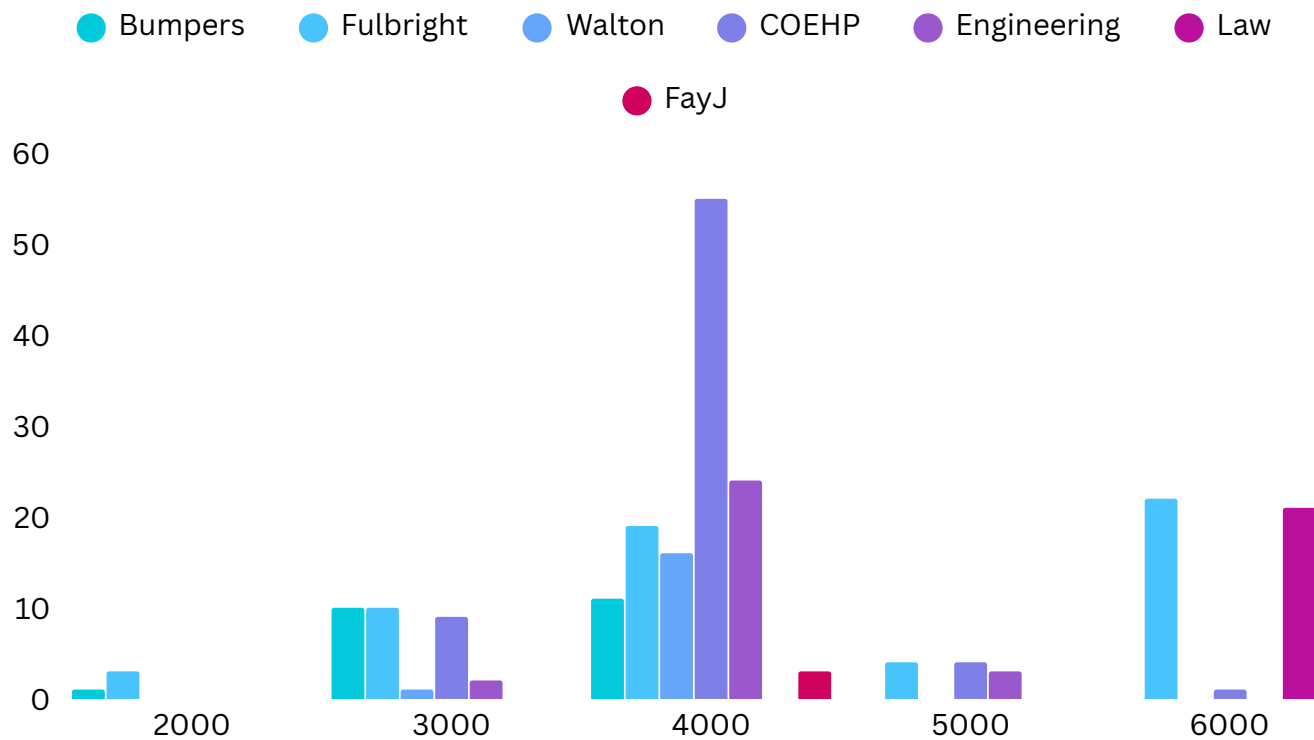


Figure 4. Service Learning course level taught by college.

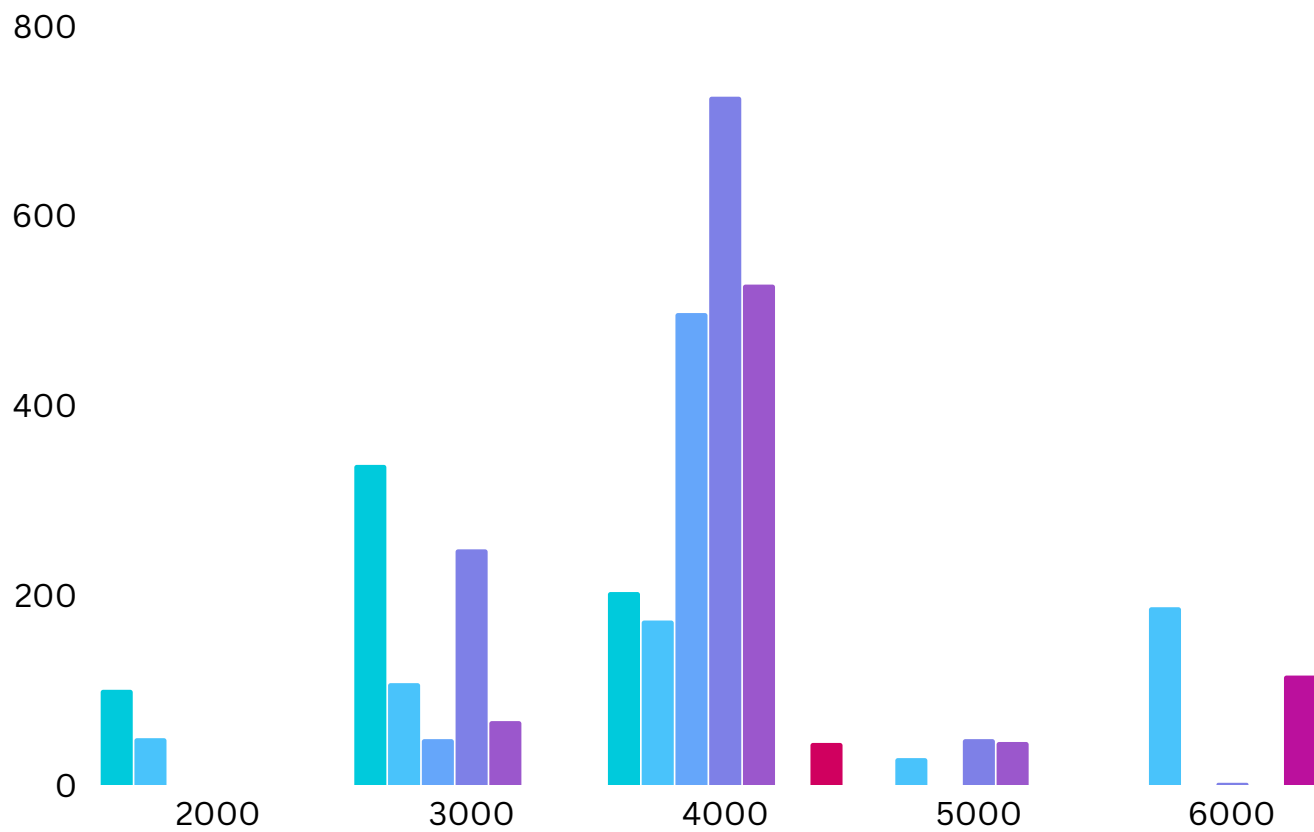


Figure 5. Service Learning students enrolled by course level.



Photo: Service Learning and Volunteer Action Center pose at Compact26 conference.

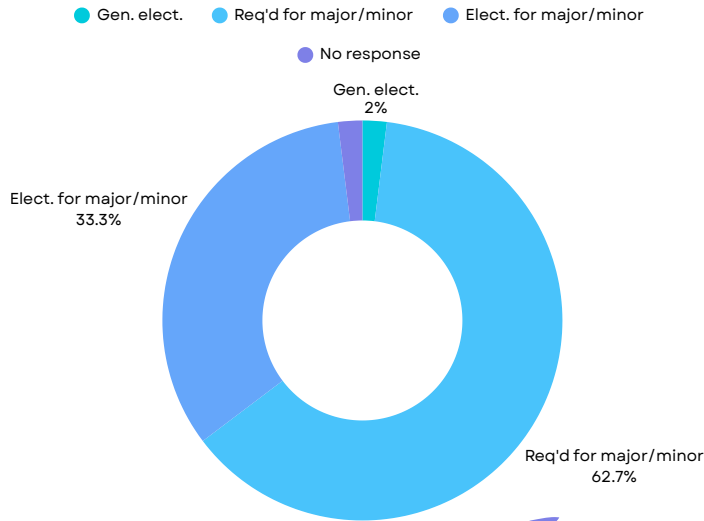
Service Learning is a credit-bearing, faculty-directed, teaching-learning experience that is course specific. It strengthens academic content knowledge and sense of civic responsibility. Students build critical thinking skills as they engage in experiential, community-based activities that are aligned with and integral to academic course work. At the same time, community (real people in real situations) benefit from assistance that would otherwise not be available.

The University of Arkansas Service Learning Initiative began distributing the Service Learning Impact Measurement (SLIM), as adapted by VCU (Virginia Commonwealth University), in Fall 2018 to all students enrolled in Service Learning courses. We emailed the SLIM through Qualtrics in order to assess student outcomes and identify areas of growth for Service Learning courses at the University.

Summer 2025-Spring 2026, SLIM surveys were emailed to 2,667 undergraduate and graduate students who enrolled in Service Learning classes during each semester. There were 51 surveys were submitted with a response rate of 1.9%. This report provides highlights of survey respondents and our growth in Service Learning from the beginning, as well as data highlighting student-perceived impacts of three main focus areas that were identified by VCU: academic learning, civic learning and career readiness.

SLIM SURVEY RESPONDENT DEMOGRAPHICS

Of those that responded to the **SLIM survey**, we found that...



90% FEMALE
8% MALE
2% GENDERQUEER/GENDER NON-CONFORMING

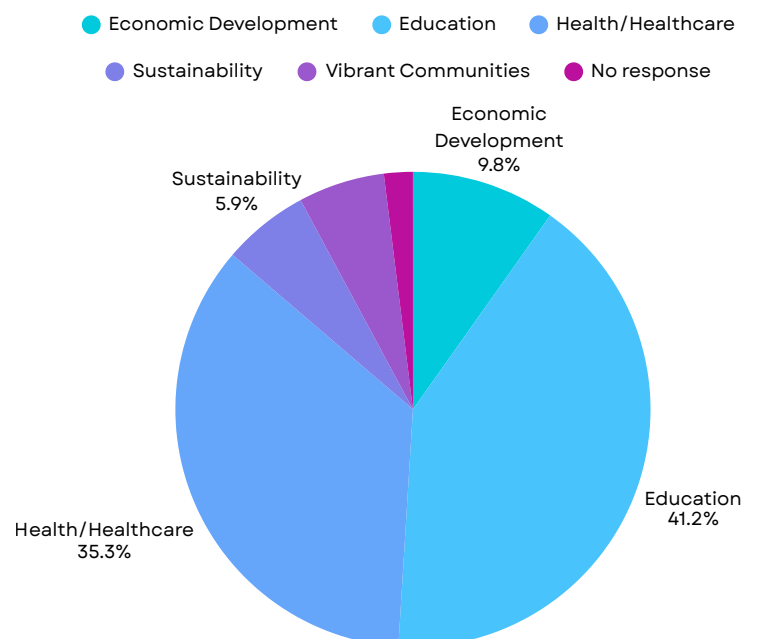
88% UNDERGRADUATE
12% GRADUATE

THIS SL COURSE WAS...

25% Honors Student
75% Non-Honors Student

Reported Race	% of Respondents	Number of respondents
African American	2%	1
Asian	0%	0
Hispanic	8%	4
International (i.e., visa holder)	0%	0
Native American	0%	0
Two or more races	2%	1
White	88%	45

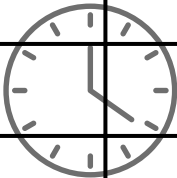
TYPES OF ORGANIZATIONS STUDENTS SERVED



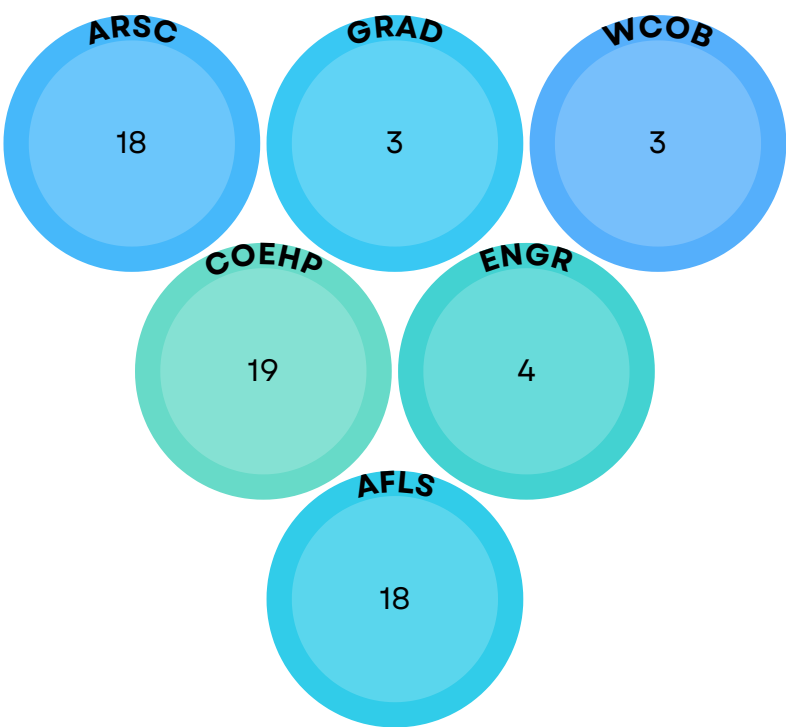
Academic Learning

The SLIM survey contains questions that ask students to rate the degree to which they believe participating in their Service Learning class deepened their academic learning. The results of these qualities are shown below.

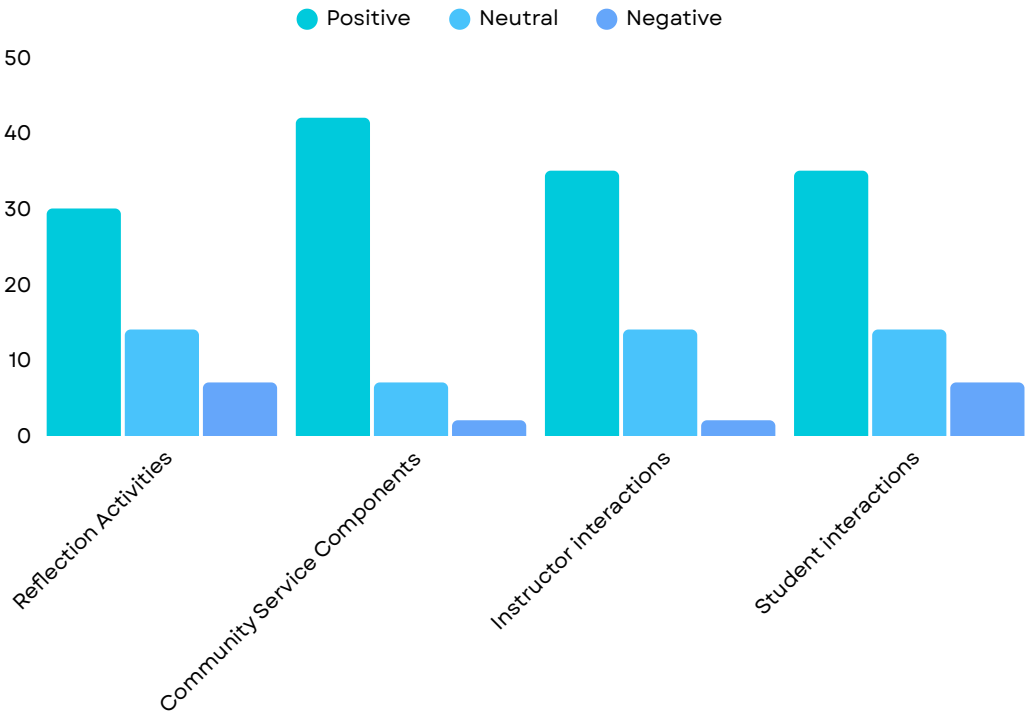
Service hours reported	Number of students
10 or less	7
11-20	25
21-30	3
41-90	0
91-100	1
101-200	2
201-300	6
300+	1
Unknown	3



Respondents' Academic Colleges



Question: Rate the degree to which this SL course has been beneficial in the listed areas.



Civic Learning

The SLIM survey contains questions that ask students to rate the degree to which they believe participating in their Service Learning class deepened their civic learning. The results of these questions are shown below.



94%
OF STUDENTS AGREED
THEY GAINED THE
APPROPRIATE SKILLS
AND EXPERIENCES FOR
THEIR DESIRED CAREER
AS A RESULT OF THEIR
SERVICE LEARNING
COURSE.

On a scale of 1 (not at all) to 5 (very much) students were asked to rate their attitude towards Service Learning. Below are the average rating of each response.

- At the beginning of the semester, I was uneasy about the course's community engagement component: **2.35**
- Participating in the community helped enhance my leadership skills. **3.88**
- The community engagement I did in this course helped me to analyze problems. **3.73**
- The community engagement I did in this course helped me to think critically. **3.80**
- This course's community engagement helped me develop workplace skills. **3.96**
- The community engagement in this course has made me more employable. **3.65**
- The community engagement in this course assisted me in defining the type of work I want to do in the future. **3.86**
- Participation in the community helped enhance my communication skills. **4.12**
- This course's community engagement helped me develop organizational skills. **3.43**
- This course's community engagement helped me connect theory with practice. **3.76**
- Working in the community helped me to define my personal strengths and weaknesses. **3.76**
- The community engagement in this course helped me apply the subject matter to a "real-world" situation. **4.16**
- This course helped me understand my responsibility to serve the community and develop my citizenship skills. **4.06**
- This course helped me understand that I can make a difference in my community by being involved. **4.2**
- This course's community engagement aspect showed me how I could become more involved in my community. **3.96**
- The community engagement aspect of this course helped me to become more aware of the needs in my community. **4.24**
- This course helped me understand the differences (e.g., cultural, racial, economic) that exist in our community. **4.14**
- I will probably continue to serve the community after this course. **4.08**
- I would recommend this course to a friend specifically because of the community engagement aspect. **3.86**
- At the end of the semester, I thought this course's community engagement aspect was valuable. **4.49**

SLIM
QUESTION

in your own words, what did you get out of your SL experience?

"This course helped me apply what I'm actively learning in my other courses."

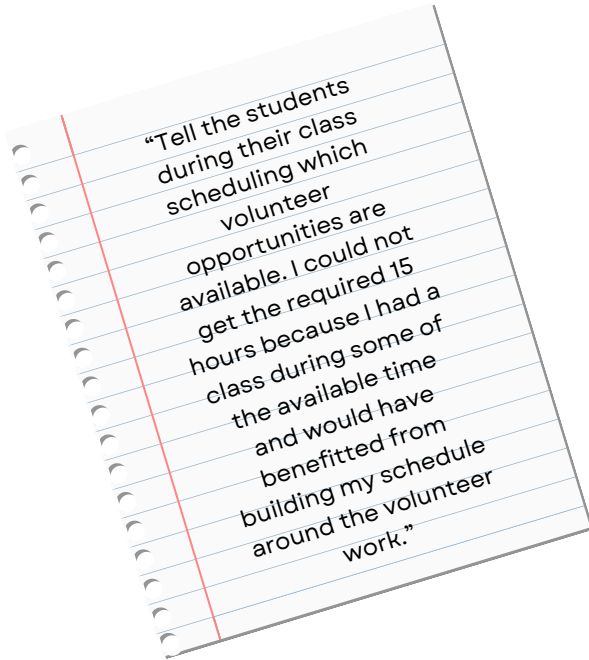
"I benefited from the exposure to the Fayetteville community and it gave me a realization of the problems that it has. It strengthened my communication skills, confidence, and critical thinking skills."

"I am aspiring to begin a personal finance coaching program, and working with CEO allowed me one on one contact with individuals experiencing financial emergency in their lives. These conversations allowed me to witness first hand in a large scale how [individuals] try to cope with financial adversity and allowed me insight on problems I can personally solve through my own financial program."

"As a new NWA resident, the organization that I volunteered with was an incredible way to get connected to the community and help promote local nonprofits."

SLIM QUESTION

HOW COULD THIS SL EXPERIENCE BE IMPROVED?



"I enjoyed being able to shadow and volunteer, but it was a little overwhelming to organize enough hours at the end of the semester because the Hospice facility and Washington regional approvals took so much time. I got it done though so it is doable."



"MORE THOROUGH
INDUSTRY PARTNER
ENGAGEMENT AND
FEEDBACK."



For more information on the University of Arkansas' Service Learning Initiative visit our website and social media!



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