



CERTIFICATE OF ACHIEVEMENT

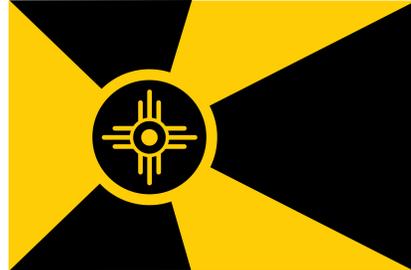
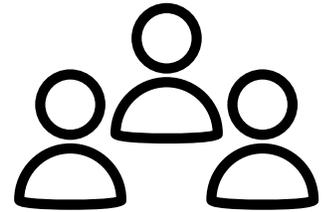
THIS IS PRESENTED TO

Rhonda K. Lewis
Rhonda K. Lewis, PhD, MPH
Service-Learning Faculty Fellow
Chelsea Redger-Marquardt
Chelsea Redger-Marquardt, EdD
Service-Learning Faculty Fellow

for successful completion of the Student
Service-Learning Course.



WICHITA STATE
UNIVERSITY



SCAN ME



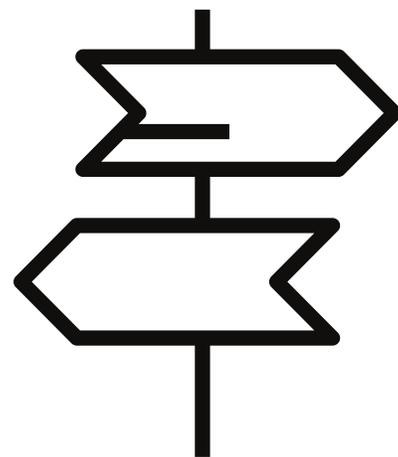
SERVICE-LEARNING ANNUAL REPORT

2024-2025

PREPARED BY
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DEFINITION

Service-Learning (S-L) at Wichita State University is an experiential learning method that integrates community service with instruction and reflection to increase student civic mindedness and build community capacity.



OUTCOMES

- Applied Learning
- Engage Diversity
- Critical Thinking
- Reflection
- Community Impact
- Student Experience

MODES OF SERVICE-LEARNING

- **Direct Service-Learning:** individual to individual/ face to face/ human to human projects in which students work directly with individuals and organizations to address a community need or issue. (Direct contact, usually visible)
- **Indirect Service-Learning:** Students address a community need with a specific community partner without engaging directly with a client/ individual population. (no direct contact/ not always visible/ behind the scenes)
- **Research-Based Service-Learning:** Conducting research to address community needs or issues such as implementing qualitative or quantitative studies aimed at collecting, analyzing and reporting information that is needed for a community partner to serve others.
- **Advocacy- Based Service-Learning:** Creating awareness initiatives, programs or events aimed at educating individuals or clients on issues of public interest.

A YEAR IN REVIEW- HIGHLIGHTS

This year we...

- We established an affiliation with the FARE office at Wichita State University supporting faculty excellence.
- Renewed our IRB application to continue to support service-learning research.
- Continued to review Service-Learning Course Attribute submissions through CIM.
- Hosted the annual Service-Learning Showcase and successfully returned to in-person judging for all stages of the competition.
- Welcomed one new community partner judge to the showcase team.
- We hosted a virtual session at the May ARC conference entitled “Applied Learning Through Service-Learning: Building Techniques for Career-Ready Competencies,” sharing some of our preliminary data related to NACE Competencies and the Service-Learning Showcase.
- Held a virtual visit with the University of Nebraska Omaha and the [Barbara Weitz Community Engagement Center](#) and the [Service-Learning Academy](#) for updates and inspiration.

ARC SESSION OVERVIEW: APPLIED LEARNING THROUGH SERVICE-LEARNING



NACE COMPETENCIES IMPORTANT AND ENHANCED BY SERVICE-LEARNING SHOWCASE

NACE Competency	Important (Percentage) N=86	Enhanced (Percentage) N=86
Critical Thinking	71% Extremely Important	31% Definitely Yes
Communication	69% Extremely Important	51% Definitely Yes
Teamwork	63% Extremely Important	63% Definitely Yes
Professionalism	66% Extremely Important	48% Definitely Yes

FUTURE DIRECTION | RESEARCH GOAL

Triangulate the data from the perspective of:

Student

Faculty

Community Partners

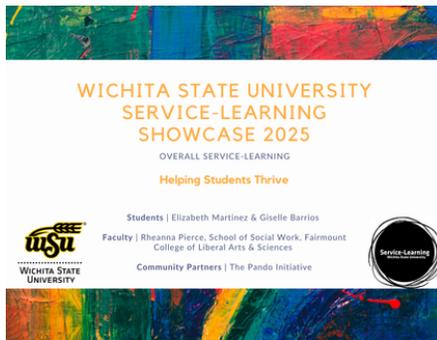
Session provided an overview of foundational academic service-learning pedagogy and approaches for integrating service-learning into the classroom. Further, the presentation shared the alignment of service-learning with applied learning and offered how service-learning could be aligned with Wichita State’s priorities (particularly, Partnerships & Engagement + Student Centeredness). The session concluded with an overview of NACE Career Readiness Competencies and initial results from a multi-year research study.

SHOWCASE

The Service-Learning Showcase is a unique opportunity for students who participate in service-learning through applied learning opportunities to showcase their experience through a research or reflective poster about the application of their course work to current community issues. All submissions were judged by a team of community partner leaders.



Pictured above: community partner judging team



OVERALL SERVICE-LEARNING AWARD

Title: Helping Students Thrive

Community Partner: The Pando Initiative

Students: Elizabeth Martinez & Giselle Barrios

Faculty: Rheanna Pierce, School of Social Work, Fairmount College of Liberal Arts & Sciences



COMMUNITY IMPACT IN SERVICE-LEARNING AWARD

Title: ICT Street Team

Community Partner: ICT Street Team

Student: Alaina Lawson

Faculty: Ngoc Vuong, Department of Psychology, Fairmount College of Liberal Arts & Sciences



INNOVATION AND CREATIVITY IN SERVICE-LEARNING AWARD

Title: Improving Kansas Healthy Equity for Speakers of Spanish and Indigenous Languages through Community Health Work

Community Partner: Alce su Voz

Student: Gabriela Aguilar

Faculty: Alexis Cossell, Human Performance Studies, College of Applied Studies



COLLABORATION AND LEADERSHIP IN SERVICE-LEARNING AWARD

Title: Service-Learning with Embrace Pregnancy Center

Community Partner: Embrace Pregnancy Center

Students: Whitney Salmans, Aiden Heckard, Hannah Swanson, Julie Sok

Faculty: Dr. Cindi Mason, Industrial, Systems, and Manufacturing Engineering, College of Engineering

NEXT STEPS

- Create an event in partnership with FARE for faculty to gain professional development and networking opportunities with community partners including, a panel of past scholars.
- Seek grants and explore external funding opportunities to continue to support faculty development and service-learning projects.
- Conduct next phase of research study with community partners focused on the NACE/ Forbes career readiness competencies. Submit research for publication in a service-learning journal.
- Present at a national conference during the 2025-2026 academic year.

RECOMMENDATIONS



- Work towards faculty service-learning award to include in university level annual awards ceremony.
- Refresh Service-Learning Online Modules.
- Encourage more faculty to submit their service-learning courses in the CIM system.
- Connect with campus conversations related to teaching excellence and high-impact practices in support of student success and persistence.

SERVICE-LEARNING FACULTY FELLOWS



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