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What Is the Social Impact of University Service-Learning Projects on Citizens and Community Organizations? A Scoping Review

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What Is the Social Impact of University Service-Learning Projects on Citizens and Community Organizations? A Scoping Review

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Abstract

The social impact of university service-learning refers to the opportunities that service-learning generates for collaboration between the educational sphere and the social sphere. Such collaboration enables stakeholders to combine learning and social values, to co-create and to build community. The objective of this scoping review was to map and categorize the available evidence regarding the social impact of university service-learning projects, identifying the tools, indicators, and methodologies used to assess this impact. To this end, we reviewed quantitative, qualitative, and mixed-methods studies published between 1999 and 2023 in Medline (PubMed), CINAHL (EBSCO), ERIC, Scopus, and Dialnet. The results showed 43 studies that described service-learning experiences from the participants' perspective, both quantitatively and qualitatively, and that identified the direct effects perceived by the community. We conclude that longitudinal quantitative studies are necessary to measure the long-term impact of university service-learning. Such studies should use representative samples and validated tools to allow for expanding impact indicators and to create optimal service-learning experiences and outcomes.

Keywords: *Community organization, higher education, service-learning, social impact*

¿Cuál es el impacto social de los proyectos de aprendizaje y servicio universitario en los ciudadanos y socios comunitarios? Una revisión del alcance

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Resumen

El impacto social del aprendizaje-servicio universitario se refiere a las oportunidades que genera para la colaboración entre el ámbito educativo y el social. Esta colaboración permite que los grupos de interés involucrados puedan combinar el aprendizaje y los valores sociales, puedan cocrear y a la vez construir comunidad. El objetivo de esta revisión exploratoria fue mapear y categorizar la evidencia existente sobre el impacto social de los proyectos de aprendizaje-servicio a nivel universitario, identificando las herramientas, indicadores y metodologías utilizadas para evaluar dicho impacto. Para este propósito, se revisaron estudios cuantitativos, cualitativos y de métodos mixtos publicados entre 1999 y 2023 en Medline (PubMed), CINAHL (EBSCO), ERIC, Scopus y Dialnet. Los resultados encontrados fueron cuarenta y tres estudios que describieron las experiencias de aprendizaje-servicio desde la perspectiva de los participantes, tanto cuantitativa como cualitativamente, y que identificaban los efectos directos percibidos por la comunidad. Concluimos que se necesitan estudios cuantitativos longitudinales para medir el impacto a largo plazo del aprendizaje-servicio a nivel universitario. Dichos estudios deben utilizar muestras representativas y herramientas previamente validadas para permitir ampliar los indicadores de medición de impacto y para generar experiencias y resultados óptimos de aprendizaje-servicio en la educación superior.

Palabras clave: *Socio comunitario, educación superior, aprendizaje y servicio, impacto social*

Introduction

The impact of university service-learning projects on student learning has been studied extensively. The relationship between the activities carried out in service-learning projects and the achievement of learning objectives and transversal skills such as social commitment, problem solving, and teamwork has been demonstrated (authors, 2019). Evidence of the association between participation in service-learning projects and positive changes in attitude has also been reported (Heuer et al., 2020). In addition, the development of cross-cultural skills is shown to be linked to service-learning projects, such that students increase their capacities for cross-cultural self-efficacy (Alexander Ruff & Ruff, 2021; Long, 2016).

Regarding the social impact of service-learning projects, the evidence on how these projects specifically contribute to changes and improvements in the social needs detected through social entities is more limited. In general, the concept of social impact (Azua, 2020) refers to the effects, changes, or consequences that an action, program, policy, or project has on society. This impact can be positive or negative, expected or unexpected, and can manifest itself in various areas and forms. It is important to evaluate the effects generated by interventions in terms of their contribution to well-being and development in a specific group or community, as well as in society, by defining specific indicators and systematically measuring changes through qualitative and quantitative methodologies.

Measuring social impact is crucial for several reasons (Azua, 2020). It allows us to assess the outcomes of a project aimed at a specific population, helping us understand the scope and effectiveness of the actions implemented. In addition, it facilitates the identification of successful practices—those that demonstrate positive, measurable outcomes according to predefined indicators—contributing to the implementation of best practices and the development of more effective strategies, and areas for improvement, thus contributing to the implementation of best practices, understood as evidence-based approaches validated through systematic evaluation. It is also important for generating an emotional connection and trust, not only through organizations but also through the involvement of educational institutions, community groups, and public entities, fostering humanization and emotional engagement. Finally, measuring social impact also ensures transparency and accountability not only to direct stakeholders but also to all actors engaged in service-learning initiatives, including communities, educational institutions, and broader society.

By showing the real and measurable outcomes of a social intervention, trust and credibility are fostered. We follow Martínez-Odria et al. (2023) in defining service-learning as an educational approach that promotes collaboration between the educational and social spheres, enabling stakeholders to integrate learning objectives with social values, and generating social impact through the co-creation of knowledge and the strengthening of community bonds.

Lau et al. (2021) argue that we must explore the impact of service-learning on the community to understand how and why it can make a difference. Impacts on end beneficiaries can arise directly from service-learning interventions and also as a result of effects on community organizations, such as promoting their mission, helping increase resources, or helping them acquire knowledge, ideas, and techniques. In addition, measuring the social impact of service-learning informs whether it is linked to strengthening the community, social and citizen awareness, and/or the development of positive values and attitudes.

Block & Bartkus (2019) focus on the need to pay special attention to the collaborating social entity when analyzing the social impact, in terms of both direct value and indirect value. The direct value of a service-learning initiative is reflected in the specific outcomes of the project and the degree to which they shape the activities of the social entity beyond the specific service-learning commitment, which can be assessed through follow-up evaluations, stakeholder interviews, and the analysis of long-term changes in practices or policies. In addition, direct value also includes the creation of outcomes that the entity would not have achieved independently, potentially influencing its strategic orientation when such outcomes are adopted and integrated into future planning. In contrast, indirect value is reflected in benefits for the entity that are not specifically linked to the project itself but accumulate from the entity's interactions with students and the community and can be observed through qualitative feedback, shifts in organizational culture, or emerging collaborative practices over time.

Despite scholarly interest in the impact of service-learning, the evidence on how service-learning projects specifically contribute to social entities is limited, for at least three reasons. First, measuring social impact is complex, due to the multifaceted nature of social problems, as well as the influence of individual actions, contextual factors, and other dynamic social processes. Second, a significant amount of time is necessary to observe an impact. The effects of service-learning may not be immediately evident and may require time to fully manifest, so long-term follow-up is necessary, beyond the number of service hours stipulated for students. Such information often requires qualitative data, such as testimonials and narratives, which are more difficult to collect and analyze than quantitative data, and which are typically provided through the reflective documents submitted by students. Finally, service-learning projects can vary significantly in terms of design, scope, target population, and community context. This variability can make it difficult to compare results across different projects and generalize the findings, which raises concerns given the initial premise that service-learning projects specifically contribute to social entities.

Despite these limitations, numerous scholars have attempted to measure the social impact of service-learning, and, although the results vary according to the context and the specific implementation of the program, several commonalities emerge (Lau & Snell, 2020; Lau et al., 2021; Martínez-Odria et al., 2023). Studies tend to show an improvement of community well-being, the strengthening of social relationships, the development of social and citizenship skills, the promotion of civic engagement, as well as a trend toward social empowerment and change.

Lau et al. (2021) argue for a systematic and multifaceted approach that considers the social impact on both community partners and the final beneficiaries of the service. Evaluating service-learning in this way can help improve the quality and effectiveness of future initiatives, and also ensure that the efforts made generate tangible and sustainable benefits for the communities involved. Measuring the impact of service-learning initiatives makes it possible to manage that impact for maximum benefit (San Pedro & Ballesteros, 2021).

Methods

We examined the scope and type of evidence available on the social impact of university service-learning projects over time. To do so, we conducted a scoping review with the intention of identifying the evidence available in the area of the impact of university service-learning projects and clarifying concepts, definitions, and key characteristics related to the social impact of such projects. Knowing how research is being carried out in this area is crucial for several reasons: (1) the complexity and heterogeneity of the sources; (2) the need to include heterogeneous concepts and arguments so that the review is more sensitive and inclusive; (3) the need to map these concepts, in an exploratory and descriptive way, which will allow us to design an inductive study that will contribute to creating a more grounded framework of analysis.

This review was conducted between June 2023 and October 2024 following the Joanna Briggs Institute (JBI) method for scoping reviews (Peters et al., 2020; Tricco et al., 2018) in three stages: article search and selection, data extraction, and data analysis.

Review Question

What is the nature and scope of the published research on the social impact of university service-learning projects?

Search Process

We included research studies that (1) focused on nongovernmental organizations, social entities, or community services and service recipients, where one or more interventions were carried out within the framework of a service-learning project carried out by university students; (2) examined the effects on both community partners and service recipients. The effects could be related to direct benefits to

recipients, the value of the service offered by the organizations, the knowledge that they acquired, the organizations' goals and values and economic and human resources, and the organizations' degree of satisfaction with the project and recommendation of the project to other organizations; and (3) were conducted in all community or social settings, specifically community organizations or social entities. We excluded studies that evaluated the effects of service-learning in companies (regardless of whether students were paid for their service), studies that evaluated other aspects not related to social impact (e.g., impact on the student or on the university), and, finally, studies that evaluated the impact of nonuniversity service-learning projects.

The search strategy aimed to locate published and unpublished studies (including journal publications, preprint publications, dissertations and theses, and conference proceedings). We searched electronic databases containing health sciences and education literature: Medline (PubMed), CINAHL (EBSCO), ERIC, Scopus, and Dialnet. Following an initial search of these databases, we identified index terms contained in the titles and abstracts of relevant articles and used them to develop a comprehensive search strategy. The search strategy was drafted by a member of the research team and subsequently reviewed by an experienced librarian and refined through team discussion. The search strategy, including all identified keywords and index terms, was adapted for each database and/or information source included (see Appendix 1). The reference list of all included evidence sources was screened for additional studies. No language restrictions were applied, and articles published between 1999 and 2023 were consulted.

This scoping review considered both experimental and quasi-experimental study designs, including randomized controlled trials, nonrandomized controlled trials, before-and-after studies, and interrupted time-series studies. In addition, analytical observational studies including prospective and retrospective cohort studies, case-control studies, and analytical cross-sectional studies were considered. We also considered descriptive observational study designs including case series, individual case reports, and descriptive cross-sectional studies for inclusion. Finally, we examined qualitative studies including, but not limited to, designs such as phenomenology, grounded theory, ethnography, qualitative description, action research, and feminist research. Systematic reviews, as well as text and opinion papers, were not considered for inclusion in this scoping review.

Study of Evidence Selection

Following the search, all identified citations were collated and uploaded into Covidence 2024, and duplicates were removed. Following a pilot test, titles and abstracts were screened independently by two of the researchers against the inclusion criteria. The full text of selected documents was reviewed in detail against the inclusion criteria independently by two of the researchers. When our full-text review led to the exclusion of a study, we recorded and reported the reasons for the exclusion. A reverse literature search was performed using the bibliographic references of the articles reviewed in the full-text review phase. Potentially relevant sources were retrieved in full, and their citation details were imported. Any disagreements between the reviewers at each stage of the selection process were resolved through discussion with a third reviewer. The results of the search and the study inclusion process were reported in a PRISMA flow diagram (see Appendix 2).

Data Extraction

Data were extracted from the texts by one of the researchers, who independently recorded the data in Covidence. A lead researcher subsequently examined the entire set of extracted data to ensure that the extraction was accurate and complete (Pollock et al., 2023). We used a data extraction template developed by the research team. The template was tested with four studies, and any disagreements between the researchers were resolved through discussion. No further modifications were made to the extraction template. The extracted data included specific details about the participants, concept, setting, study methods, and key findings relevant to our review question.

Quality Assessment

This scoping review aims to map a body of literature in a comprehensive manner. Therefore, according to the JBI guidelines for conducting a scoping review (Peters et al., 2020), no critical appraisal or assessment of the risk of bias in the included studies was performed.

Data Synthesis

A narrative summary of each study is provided in tables. We synthesized the main findings of the studies by analyzing whether the benefits were for the organizations and/or for the community members who received services.

Results

A total of 1274 studies were retrieved from the databases. After screening the title and abstract, we conducted a full-text review of 95 articles from databases and 15 articles that we acquired by reviewing the references of the original 95 articles. After our full-text review, 43 studies met the eligibility criteria. The main details of these studies are given in Table 1.

Characteristics of the Studies

The included studies were conducted between 1999 and 2023 across five countries (United States, Canada, Ireland, South Africa, and China). A total of 36 studies were conducted in North America, of which 33 (75.61%) were in the United States and 3 in Canada (7.32%). In Asia, two studies met the inclusion criteria (7.32%), while in Africa, four studies (7.32%) from South Africa were included. In Europe, only one study met the inclusion criteria.

Participants consisted of community organizations in 22 studies, community partners/members in 13 studies, professionals from community organizations in five studies, communities in five studies, patients of healthcare services in two studies, older adults in residential communities in two studies, incarcerated mothers in one study, and children with disabilities in an orphanage in one study.

All included studies specifically reported positive impacts of service-learning interventions on both community organizations and community members. In contrast, only four studies reported any negative impacts, and two studies reported that the university service-learning program had no effect on the community population or organizations.

Types of Studies

Regarding study design, 32 studies (73.17%) used a qualitative approach, six (17.07%) used mixed methods, and five (9.75%) used a quantitative design. In terms of data collection methodology, 32 studies employed individual or group interviews, three used open-ended written surveys, two relied on observations, and six combined cross-sectional survey data with qualitative data.

Gray (1999) found that 29% of community organizations reported that student volunteers provide intergenerational benefits, and 28% of community organizations surveyed reported that volunteers enabled the community organization to provide more services and/or serve more people. In their mixed-methods study using a Likert questionnaire, Vernon and Ward (1999) studied the benefits of a service-learning program on the effectiveness of students in helping agencies achieve the objectives of the program. Edwards et al. (2001) studied by Likert questionnaire the contribution of service-learning students to an organization's capacity to provide services and to the organization's fundraising activities. Roofe (2011) assessed nutrition and physical activity in parents and children before and after the intervention to identify changes in knowledge and the family environment. Tam (2013) applied a Likert questionnaire to ask community participants about the process and impact of the program, including the level of knowledge and interest in the subject acquired. Vizenor et al. (2017) applied a self-administered Likert scale. Nine closed and six open-ended questions were used to address the two research questions about the benefits of service-

learning projects to community partners and their experiences in working with the students. Hayward and Li (2017) used a survey containing six Likert-scale items to assess whether the collaboration was helpful to the children, staff, foster home, and physical therapy team. They also evaluated how the students interacted with the orphanage staff. Other items assessed the workload created by the program and whether the staff used the techniques taught by the students. Hayward et al. (2019), through a survey of physiotherapists from an orphanage, evaluated the benefits of physiotherapy for the children. Cumberland et al. (2019), in their mixed-methods study, quantitatively studied process outcomes (recommendation to other members, repeat participation, whether the program met expectations). Dahan (2020), in his cross-sectional study, correlated social capital with the presence of service-learning from schools receiving Learn and Serve America higher education funding in the United States. Finally, Gibson et al. (2020) administered a pre- and postproject questionnaire to all community members and city staff who attended public meetings, through a Likert scale and open-ended questions (Table 1).

Impact on Community Organizations

The most studied aspects were the improvement of the quality and quantity of activities resulting from the students' work in the community organizations. Another frequently studied aspect was whether the service-learning program improved the organization's goals and values and increased its resources. Also, frequently evaluated was the impact of the program on professionals in community organizations, and although less common, results were also reported on the creation of bridges and networks between community organizations and the university.

Bringing Value to the Service

We identified 11 studies that explored the value that service-learning students brought to the service. These found that students promoted greater evidence-based practice through service or knowledge transfer (Baldwin et al., 2017; Krishnan et al., 2020) and a culture of service evaluation (Baldwin et al., 2017). Also, studies reported an improvement in the quality and effectiveness of services provided to recipients (Edwards et al., 2001; Blouin & Perry, 2009; Gray et al., 1999; Jettner et al., 2017; Rinaldo et al., 2015;). Likewise, service-learning projects provided a greater variety of activities (Cumberland et al., 2019), increasing the capacity for innovation and creativity (Groulx et al., 2020). Finally, studies reported an improvement in the value of the service for end users, who obtained higher levels of community knowledge of health issues (Franzese et al., 2020) and knowledge of the health professions (Naidoo & Devnarin, 2009; Truong et al., 2023).

Improvement of Goals and Values in Community Organizations

Eight studies evaluated aspects related to organizational goals and values. The most reported result was that the service-learning program increased service capacity, making it possible for the organization to set new goals and increase the number of activities offered (Blouin & Perry, 2009; Krishnan et al., 2020; Lau et al., 2021; McMenamin et al., 2010) or complete projects that otherwise would not have been completed (Bushouse, 2005; Sandy & Holland, 2006). Also, thanks to the program, some entities increased their organizational capacity to develop services that met organizational needs (Jettner et al., 2017). In terms of values, the students brought new perspectives (Karasik, Blouin) and improved professionals' sense of belonging to the organization (Jettner et al., 2017).

Increase in Resources

Seven studies reported results related to increasing resources in community organizations. Two survey studies showed that service-learning students drew in volunteers from noncollege backgrounds, increasing the organization's human resources (Karasik, 2020; Sandy & Holland, 2006). In another study, when the service-learning program generated partnerships between organizations and the university, material resources increased (Tyndall et al., 2020). Finally, service-learning students made it possible to create new

programs and/or maintain existing ones (Blouin & Perry, 2009; Hayward & Li, 2017; Krishnan et al., 2020; Porter et al., 2008).

Impact on the Organizations' Professionals

Ten studies evaluated the professional impact on community organizations. Some noted that the service-learning program improved professional development (Chika-James et al., 2022; Kindred, 2020; Sandy & Holland, 2006; Witchger Hansen, 2010) and others that it improved knowledge and skills (Chika-James et al., 2022; Hayward & Li, 2017; Hayward et al., 2019; Krishnan et al., 2020; Lau et al., 2021; Naidoo & Devnarain, 2009), as professionals acquired new information from students and gained greater access to academic research (Sandy & Holland, 2006). Other studies reported improved worker morale (Gray et al., 1999), inspiration (Naidoo & Devnarain, 2009), and relief from hitherto tedious routines (Chika-James et al., 2022).

Networks Between Organizations and Universities

Four studies reported results related to the impact of networks or partnerships between the university and community organizations (Baldwin et al., 2017; Blouin & Perry, 2009; Jettner et al., 2017; Tinkler & Tinkler, 2019). The benefits of these partnerships were related to increased social capital, improved fundraising (Jettner et al., 2017; Tyndall et al., 2020), and the development of participatory programs (Baldwin et al., 2017).

Negative Impact and No Impact

A few studies found that service-learning had negative or no impact on community organizations (Blouin & Perry, 2009; Chika-James et al., 2022; Hayward et al., 2019; Jettner et al., 2017). Reported reasons for the negative impact were the lack of engagement in service by some students (Blouin & Perry, 2009; Chika-James et al., 2022) and the need for an investment of time in training students (Blouin & Perry, 2009). Continuity of service activities was also one of the reasons, because the organizations' clients sometimes felt abandoned due to low student engagement (Jettner et al., 2017) or the lack of local resources to maintain such activities (Hayward et al., 2019). Regarding the absence of impact, one study reported that there were no critical contributions by students in the organization (Edwards et al., 2001), and another study noted that the impact was minimal because students failed to deliver their planned contributions to the organization (Jettner et al., 2017).

Impact on the Community

Positive Impact on Community Members

The most reported impact was improved community participation, community development, and empowerment (Naidoo & Devnarain, 2009; Janse van Rensburg et al., 2019; Spear & Chapman, 2020; Winchell, 2006). For example, one program helped the community to identify problems and offer suggestions for addressing them (Naidoo & Devnarain, 2009). Another was involved in the creation of neighborhood plans (Winchell, 2006).

Another reported outcome was improved self-efficacy and improved social behaviors and relationships (Cumberland et al., 2019; Du Plessis et al., 2013; Janse van Rensburg, 2015; Jorge, 2003), such as greater intergenerational understanding (Moinolmolki & Broughton, 2020) and more socially engaged citizens (Counts et al., 2021). Related to this finding, studies also reported increased social interactions through meetings of different community members and the generation of ideas for the community (Gibson et al., 2020), as well as improved networks and relationships between the community and the university toward a more equal partnership (McMenamin et al., 2010; Moinolmolki & Broughton, 2020).

Some studies reported changes or improvement in living habits (Franzese et al., 2020; Janse van Rensburg et al., 2019; Reising et al., 2008; Roofe, 2011), while others revealed improvements in quality of

life (Hayward et al., 2019; Spear & Chapman, 2020), such as decreased social isolation and increased well-being (Lynch et al., 2015) and need satisfaction (Lau et al., 2021). Studies also reported improved community knowledge and skills (Fitzpatrick et al., 2006; Janse van Rensburg et al., 2019; Moinolmolki & Broughton, 2020; Pace et al., 2019), for example, in care or health issues (Janse van Rensburg et al., 2019; Pace et al., 2019) or improved perception of the profession that provided the service to them (Fitzpatrick et al., 2006).

Finally, some studies reported results on improved access to resources and/or economic benefits derived from the service-learning program (Janse van Rensburg et al., 2019; Porter et al., 2008; Spear & Chapman, 2020), such as helping improve fundraising by having the program reach more of the population (Porter et al., 2008) or increased access to infrastructure (Janse van Rensburg et al., 2019).

Discussion

We reviewed and synthesized the literature on the impact of university service-learning on community partners and community members. The studies identified the direct effects of service-learning that these stakeholders perceived. The focus was on studies that reported results of real impact on service beneficiaries, whether they were organizations or community members. The majority of studies were conducted in the United States, likely due to the fact that American universities have been carrying out service-learning projects for more than 50 years. The included studies used different research designs, with a clear predisposition toward qualitative approaches. This result is in line with the previous service-learning literature, as it responds to the need to collect more complete data from participants. In quantitative studies, ad hoc surveys were used, and no analyses based on validated tools for measuring the impact of service-learning were found, coinciding with other previous service-learning reviews (Eidson et al., 2018; Ruiz-Montero et al., 2019). The lack of validated tools limits the objectivity and comparability of quantitative results. In this context, the review highlights the contrast between the depth and richness of qualitative findings and the limitations in the consistency and generalizability of quantitative data. This comparison underscores the need to develop and validate standardized instruments that allow for more robust and comparable assessments of service-learning impact, particularly from the perspective of community stakeholders.

In general, most of the published results report the social impact in terms of improvement in the quality or quantity of the services provided by the host organizations, improvement in knowledge, skills, quality of life, and/or social relations of the service recipients. Most studies reported only positive impacts, while four studies also reported negative impacts or the absence of impact of university service-learning. The negative impact found was in relation to community organizations, mainly on the continuity of services provided during the program, which was often affected by the intermittent or short-term involvement of students. The fact that most of the studies used self-reporting measures suggests that results may be biased toward positive results, or that social desirability bias is present (Louzán Mariño, 2020; Manterola & Otzen, 2015).

The quantitative analysis of the social impact of service-learning relied primarily on prevalences calculated from participants' self-reports using Likert scales to assess their degree of agreement with various statements about the program's effects. The single exception was a study (Dahan, 2020) that correlated federal government investment in university service-learning with community social capital in all American states, finding a positive association between higher investment levels and increased indicators of social cohesion, trust, and civic engagement. The results related to community organizations often focused on improving the achievement of the organizations' goals, by applying the knowledge acquired by employees and changes in their practice. Studies also examined contributions in terms of human resources and the visibility of the organizations in the community. The effects on the community were related to the risk factors, health, and perceived knowledge of service recipients.

The qualitative analysis of program effects was mainly conducted through interviews. The main findings in the community were the satisfaction of needs, improved social interactions, improved mobilization or access to resources, improved knowledge and skills among service recipients, greater well-

being, and community development and empowerment. Regarding the effects on community organizations, we mainly found improvements in services, effectiveness, outreach, and connection with the community. We also identified effects on community organization employees, such as improvements in morale and professional development.

Several future lines of research could inform service-learning design to generate a greater positive impact on both community organizations and service recipients. First, in most of the studies, the community was not fully involved in the design and evaluation of the service-learning project, which may have reduced the project's relevance and effectiveness as well as the validity of the study. Second, no clinical trials or cohort studies were found with control groups that measure long-term effectiveness. Comprehensive evaluation requires time and trained personnel, which is not always available in these programs, because the financial resources to carry out rigorous evaluations are limited.

These limitations point to the need to revisit and address the three core challenges identified in the introduction: the complexity of measuring social impact, the time required for outcomes to become evident, and the heterogeneity of service-learning projects. Addressing these challenges explicitly could strengthen future research and practice. For example, adopting standardized methodologies and indicators could reduce the complexity of measurement and increase comparability across projects. Developing longitudinal research strategies would help capture delayed impacts more effectively. Additionally, categorizing service-learning projects by type or scope could facilitate comparative analyses and provide more nuanced interpretations of their contributions. Tackling these methodological and conceptual issues is essential to ensuring that the evaluation of service-learning initiatives captures their true value and informs the creation of more effective, equitable, and sustainable interventions.

More research is still needed to evaluate the social impact of service-learning programs to facilitate the efforts of university and community members to create optimal learning experiences and the most effective service-learning programs. In the future, quantitative research on the effects of university service-learning should be conducted more rigorously through validated tools, representative samples, and expanded impact indicators. In addition, it would be advisable to use longitudinal and community-based studies to answer questions about the long-term effects of university service-learning.

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Appendix I

Search Strategy

Search strategy in MEDLINE (via PubMed) (#1 AND #2 AND #3)

#1 Population: “Organizations”[Title/Abstract] OR “Organizations, Nonprofit”[Title/Abstract] OR “Societies”[Title/Abstract])

#2 Intervention: University Service Learning (“Service-Learning”[Title/Abstract] OR “Service Learning”[Title/Abstract])

#3 Outcomes: Social impact / Social benefits: (“social change” OR “Community resources” OR “Capacity building” OR impact* OR effect* OR benefit*) (((“Service-Learning”[Title/Abstract] OR “Service Learning”[Title/Abstract]) AND (“Organizations”[Title/Abstract] OR “Organizations, Nonprofit”[Title/Abstract] OR Societies[Title/Abstract])))) AND (AND (“social change” OR “Community resources” OR “Capacity building” OR impact OR effects OR benefits)

Search strategy in ERIC (#1 AND #2 AND #3)

#1 Population: MAINSUBJECT.EXACT(“Public Affairs Education”) OR MAINSUBJECT.EXACT(“Community Coordination”) OR MAINSUBJECT.EXACT(“Nongovernmental Organizations”) OR MAINSUBJECT.EXACT(“Citizen Participation”) OR MAINSUBJECT.EXACT(“Community Centers”) OR MAINSUBJECT.EXACT(“Community Cooperation”) OR MAINSUBJECT.EXACT(“Community”) OR MAINSUBJECT.EXACT(“Community Organizations”) OR MAINSUBJECT.EXACT(“Cooperatives”) OR MAINSUBJECT.EXACT(“National Organizations”) OR MAINSUBJECT.EXACT(“Community Services”) OR MAINSUBJECT.EXACT(“Community Action”) OR MAINSUBJECT.EXACT(“Community Programs”) OR MAINSUBJECT.EXACT(“Social Organizations”)

#2 Intervention: MAINSUBJECT.EXACT(“Service Learning”)

#3 Outcomes: MAINSUBJECT.EXACT(“Community Change”) OR MAINSUBJECT.EXACT(“Social Change”) OR MAINSUBJECT.EXACT(“Community Resources”) OR MAINSUBJECT.EXACT(“Community Benefits”) OR MAINSUBJECT.EXACT(“Social Indicators”) OR effect* OR impact*

Search strategy in Cinahl (#2 AND #3)

#1 Population: -

#2 Intervention: (MH “Service Learning”)

#3 Outcomes: (AB “social change” OR “Community resources” OR “Capacity building” OR impact* OR effect* OR benefit*)

Search strategy in SCOPUS (#1 AND #2 AND #3)

#1 Population: organizations OR “Organizations, Nonprofit” OR societies OR communit* organization* OR societies OR communit*

#2 Intervention: University Service Learning “Service-Learning” OR “Service Learning” OR “service based learning” OR “service-based learning”

#3 Outcomes: Social impact / Social benefits “Social change” OR “social impact” OR “community resource*” OR “Community benefit*” (TITLE-ABS-KEY (“*Service-Learning*” OR “*Service Learning*”) AND TITLE-ABS-KEY (*organizations* OR “*Organizations, Nonprofit*” OR *societies* OR *communit**) AND TITLE-ABS-KEY (“*Social change*” OR “*social impact*” OR “*community resource**” OR “*Community benefit**”))

Search strategy in Dialnet (#1 AND #2 AND #3)

#1 Population: social* OR comunid* OR comunit* OR organiza* OR organitza*

#2 Intervention: University Service Learning “aprendizaje servicio” OR “aprendizaje-servicio” OR “aprenentatge-servei” OR “aprenentatge servei” OR “service learning” OR “service-learning”

#3 Outcomes: Social impact / Social benefits impact* OR benefici* OR efect*

Option 1: (social* OR comunid* OR comunit* OR organiza* OR organitza*) AND universi* AND (impact* OR benefici* OR efect*) “aprendizaje servicio” OR “aprendizaje-servicio” OR “aprenentatge-servei” OR “aprenentatge servei” OR “service learning” OR “service-learning”

Option 2: (social* OR comunid* OR comunit* OR organiza* OR organitza*) AND universi* AND (impact* OR benefici* OR efect*) “aprendizaje servicio” OR “aprendizaje-servicio” OR “aprenentatge-servei” OR “aprenentatge servei” OR “service learning” OR “service-learning”

Table 1.*Reviewed Papers*

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
Gray et al. (1999) United States	Combining Service and Learning in Higher Education: Learn and Serve America, Higher Education. Summary Report	To examine the impact in the community of Learn and Serve America	Survey	847 community organizations and 838 citizens		- Improve the quality of the service provided to the beneficiaries of community organizations - More effectiveness of the service provided by the institutions/organizations in which students participate - Improves the morale of the workers of the community organizations that provide the service
Vernon & Ward (1999) United States	Campus and Community Partnerships : Assessing Impacts and Strengthening Connections	To explore the community's perceptions of students and faculty involved in service-learning as well as campus outreach initiatives	Mixed study	65 directors of community service agencies in four towns of a rural northwestern state Interviews with 30 agency personnel from one community	Communities have overwhelmingly positive perceptions of campuses in their area	There are both challenges and benefits to working with service-learning students
Edwards & Heald (2001) United States	Who Is Being Served? The Impact of Student Volunteering on Local Community Organizations	To explore the impact of student volunteers on community organizations	Survey	56 community organizations		Respondents rated students highly for providing valuable services to their organizations and for being important to organizational operations. However, directors were somewhat

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
						less favorable when asked about student contributions of service provision capacity and fundraising. Student volunteers made important but apparently not critical contributions to these community organizations.
Jorge (2003) United States	Outcomes for Community Partners in an Unmediated Service-Learning Program	This article focuses on the program's impact on community participants, whose homes are becoming neighborhood hubs of an informal informational resource network	Interview	Residents of several Ontario neighborhoods (female heads of households who were to assist us by acting as "promoters" of Spanish language and culture)	Appreciation of diversity self-esteem building personal relationships understanding mainstream society benefit for children	
Bushouse (2005) United States	Community Nonprofit Organizations (CNOs) and Service-Learning: Resource Constraints to Building Partnerships with Universities	This study presents findings on nonprofit organizations participating in service-learning projects as part of a graduate nonprofit management course during 2000–2003	Interview	Human services, arts, intermediate funder, community development corporation of micro, small, and medium CNOs. Specialties: Autistic Youth, Youth Recreation, Fundraising, Adult education, Ballet School, HIV/AIDS support, Jewish college students, Elderly,		The consistent message from the interviewees was that the student projects allowed the CNOs to complete projects that otherwise would not have been completed in that timeframe

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
				Childcare, Opera performances		
Fitzpatrick et al. (2006) United States	Partnership Perspectives : Changing the Image of Physical Therapy in Urban Neighbourhoods Through Community Service Learning	To investigate community perception of physical therapy profession	Qualitative research, interview	53 community residents and six community partners	Improved understanding and positive perception of the physical therapy profession	
Sandy & Holland (2006) United States	Different Worlds and Common Ground: Community Partner Perspectives on Campus–Community Partnerships	To capture community voices about their service-learning partnerships with different colleges and universities	Qualitative study focus groups using community-based research techniques	Participants who all had experience working with the same higher education institution. 99 advanced “nurturing stage” community partners		- Direct impact on client outcomes - Sustaining and enhancing organizational capacity and extend the capacity of K–12 and nonprofit organizations - Enrichment: Staff and organizational development - Increasing community capacity - Social Justice
Winchell (2006) United States	Neighborhood Planning through Community Service-Learning: The Empowerment of East Sprague Neighborhood Residents in Spokane, Washington	To explore the ways in which the long-term relationship between the university and neighborhood organizations effectively promoted community service-learning classes across	Strategic implementation process for the neighborhood plan	East Sprague neighborhood associations and six community organizations	The project mobilized significant resources, increased neighborhood and business owner participation in the neighborhood plan, created partnerships to address key issues, and	

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
		disciplines and expanded community participation to address community needs and to build community empowerment			meaningfully responded to community needs through action plans	
Porter et al. (2008) United States	Service-Learning with a Food Stamp Enrolment Campaign: Community and Student Benefits	To analyze a multicampus collaboration in a Food Stamp Enrolment Campaign	Qualitative research	Philadelphia's poor people who are eligible for food stamps	Its success can be measured not only by its value to the number of new clients receiving food stamps but also by changes in the food stamp and delivery system that were in part a result of student participation in the Campaign data collection and analysis	The community's access problems were detected, and we worked with the workers to make the online application easier
Reising et al. (2008) United States	Using Service-Learning to Develop Health Promotion and Research Skills in Nursing Students	To determine the effectiveness of service-learning education programs and screening on community knowledge, and to determine where service-	Descriptive design with community pre- and posttest survey	334 community client participants	The results across all indicators for community results show significant results at the $p = .000$ level. Educational programs on heart disease and diabetes programs are effective	

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
		learning is a valuable pedagogy in achieving student outcomes			in promoting knowledge about signs and symptoms, risk factors, and preventative strategies. Additionally, educational programs may motivate participants to make changes to modify risk factors for heart disease and diabetes, with 62% of participants identifying they planned to change their behavior because of the educational program.	
Blouin & Perry (2009) United States	Whom Does Service-Learning Really Serve? Community-Based Organizations' Perspectives on Service-Learning	To continue to advance this important, but nascent line of inquiry, investigating community-based organizations' experiences with a variety of service-learning initiatives	Qualitative research with in-depth interviews	20 representatives (13 executive directors, four volunteers coordinators, three program directors) of community-based organizations in Monroe County, Indiana		Positive effects: - Students often fill volunteer positions needed to keep programs running - They free up other organizational functions to use them in other productive ways - They bring new, external perspectives to the organization - They increase the number of

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
						people that organizations can serve and improve the quality of services - They increase staff time to resolve important issues or create new projects - Later engagement of students - Access to academic resources Negative effects: - Lack of student knowledge or commitment - Time investment in training/serving students
Naidoo & Devnarain (2009) South Africa	Service-Learning: Connecting Higher Education and Civil Society—Are We Meeting the Challenge?	To determine the benefits, challenges, and barriers to effective implementation of service-learning	Qualitative research with interview	20 community partners	- Community development and empowerment through skills' acquisition, education, consultative approaches, and joint decision-making - Members thrive on the sensitivity, openness, and compassion	- Increased theoretical knowledge and inspiration to sustain the programs at the organization - Services are enhanced through the expertise, new skills, and the positive contribution of the students

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
					n of the students - Expertise, guidance, and academic knowledge of the students in assisting community members identify their problems and offer suggestions to address them - Communication between the professional and the patients has been enhanced since patients are no longer seen as recipients of the service but as partners	
McMenamin et al. (2010) Ireland	Impacts of Service-Learning on Irish Healthcare Students, Educators, and Communities	To investigate the impact of service-learning on healthcare students, educators, and community partners in Ireland	Grounded theory	15 community partners who had engaged in service-learning with either the occupational therapy or speech and language therapy discipline at the National University of	- The community partners and educators acknowledged that this service provision had the capacity to disrupt the power	- The students brought significant time, knowledge, and enthusiasm to their services - The presence of the students enabled them to provide services to their client groups that would not have

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
				Ireland, Galway	dynamic in the relationship between the university, as an institution, and the community, to a more equal partnership - The community begin to find a way to assert its needs in the negotiation of outcomes	been possible otherwise
Witchger Hansen (2010) United States	Community Partner Perspectives of Community-University Partnerships that Support Service Learning	To describe community partners' experiences of community-university partnerships that supported service-learning during the first 3 years of a revised service-learning pedagogy in a two-semester occupational therapy course	Descriptive case study	Community partners of community-based organization		Community partners experienced personal growth and professional development through mentoring of students in service-learning
Roofe (2011) United States	Improving Families' Nutrition Knowledge through	To compare the changes in nutrition knowledge and home	Quantitative research	156 kindergarten-age public schoolchildren	Children can show significant increases in nutrition	

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
	Service-Learning	obesogenic environment among kindergarten-age students and parents who participated in a school-based nutrition and health program with those who did not participate in the program		and their families	knowledge with age-appropriate nutrition education programs	
Du Plessis et al. (2013) South Africa	Exploring Home Visits in a Faith Community as a Service-Learning Opportunity	To explore and describe nursing students' and family members' experiences of home visits within a faith community	Qualitative approach	18 final-year nursing students from different cultural representations	It enabled to look at our problems and circumstances from a different angle; it gave us a new perspective on how to handle it. This paved the way for an improvement in our relationship, in communication about feelings, and we became more tolerant toward one another.	
Tam (2013) China	Intergenerational Service-Learning Between the Old and Young:	To share the experiences of piloting a course to promoting mutual understanding	Questionnaire	25 elderly participants	Elderly participants rated most highly the usefulness, enjoyment, learning	

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
	What, Why, and How	g between the younger and older generations, as well as to establishing the links between academic study and the practical experience of community service			motivation, and the learning outcomes of the course or activity organized by the students for them. They increased their interest and understanding of the subject matter.	
Janse van Rensburg (2015) South Africa	Enabling Occupation Through Service-Learning: Perceptions of Community Representatives in Occupational Therapy Service-Learning Engagements	To describe the perceptions of community representatives regarding enabling occupation through service-learning in communities, as well as the barriers and facilitating factors to this process, at a South African university	Descriptive, qualitative enquiry design	Community representatives that have been involved with the occupational therapy service-learning partnership for a minimum of 2 years	Participants greatly valued the ability to “work together” in service-learning engagements; in these ways, it also seemed to enhance community members’ sense of agency	
Lynch et al. (2015) United States	The Impacts of SL on Students and Community members	To examine the effects of SL on community partners	Interviews	Community partners (22 older adults)	- Decreased isolation - Increased meaning and purpose - Improved feelings of well-being	
Rinaldo et al. (2015) United States	Delivering Value to Community Partners in	To develop an understanding of the	Qualitative study with in-depth	Nine different types of community partners,		Improved organizational efficiency by reducing waiting

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
	Service-Learning Projects	value of service-learning for community partners	interviews face-to-face	multiple instructors (social services for children, supporting families in crisis, an arts community, a food facility, and a hospital foundation, for a total of nine organizations)		lists, enabling customers to obtain the services they need more quickly
Baldwin et al. (2017) United States	Broadening Measures of Success: Results of a Behavioral Health Translational Research Training Program	To explore outcomes other than traditional academic productivity in a translational research graduate certificate program designed to pair graduate students and behavioral health professionals in collaborative service-learning projects	Qualitative research with interviews	Five community mentors in South Florida		- Community-based participatory programs are developed and implemented - Findings are shared with local policymakers and organizations - A network of researchers and community members was created - Practice-focused researchers were trained to use evidence-based strategies in their organizations - Community organizations' awareness of the need for evidence-based practices and for improved evaluation increased
Hayward & Li (2017) United States	Sustaining and Improving an International Service-	To integrate a partnership evaluation component into an	Community-based participatory research design using a mixed-	36 staff working at the global service site (11 interviews were		- It allowed the organization's staff to continually learn new things about rehabilitation,

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
	Learning Partnership: Evaluation of an Evidence-Based Service Delivery Model	existing curriculum-based SL model and through this evaluation identify benefits, drawbacks, and suggestions for improving and sustaining the academic–community partnership	methods approach (survey and interview)	conducted, and 25 surveys were administered to global partner staff)		understand the benefits, and how to incorporate physical therapy treatment into children’s daily activities - Physical therapy increased a child’s chances of adoption - Understanding the role of physical therapy provided staff with a language to share details about a child’s development with potential adoptive families
Jettner et al. (2017) United States	Service-Learning Community Partner Impact Assessment Report	To assess the impact of Virginia Commonwealth University service-learning classes on community partners	Qualitative design phone interviews	22 community partner organizations		- Positive impact: Community participation; vision of possibilities. Participants greatly valued the change; it seemed to enhance community members’ sense of agency. - Organizational capacity impact: Increased their organizational capacity to fulfill their mission largely by expanding or enhancing the services the organization provided and by developing deliverables that met organizational needs

Study details	Title	Research aim	Research design and methods	Study population	Main results: citizens	Main results: community organizations
						- Economic impact: Students helped reach more clients, enhance the quality of their services, and deliver unique programming, all of which would have required staff that many partners could ill afford without the service-learning partnership. The faculty members' connections also helped them reach a broader community network and fundraising base. - Social impact: Increased social connections, and students impacted community members - Negative impact: Service-learning decreased their organizations' capacity - Without impact: The service-learning course had no to minimal positive impact on their organizational capacity because the project deliverables were either not useful or not completed

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Vizenor et al. (2017) United States	Benefits of Participating in Service-Learning, Business-Related Classes: Assessing the Impact on the Community Partners	To understand business-related, project-based, service-learning classes from the perspective of the community partner	Cross-sectional descriptive design	30 community partners from five different business-related, project-based, cooperative, service-learning university classes		- 97% community partner used at least some of the information, insights, or strategies suggested by the students - The projects made a significant impact on the community partners with 80% stating that made a pretty big to an extremely large impact on the organization - 57% of respondents suggested that they benefited from having new information provided by the students
Cumberland et al. (2019) United States	Experiential Learning: Transforming Theory into Practice through the Parkinson's Disease Buddy Program	To examine whether the experiential service-learning initiative met the objectives of the program for both students and Parkinson's disease patients	Mixed study with focus group and survey	35 students and 35 patients	Parkinson's disease patients garnered the opportunity to have more social interactions and exercise communication skills	The program provided a variety of recreational activities that provided a break from the routine in the assisted living facilities where the elderly lived.
Hayward et al. (2019) United States	Evaluation of a Long-Term, Physical Therapy Service-Learning Partnership in Ecuador: Inclusion of the	To evaluate the impact of a long-term community partnership through identification of benefits, drawbacks,	Mixed study	Six interviews and 17 surveys conducted to Ecuadorian community partner staff/administration	Physical therapy that positively affected the children's quality of life	Partnership benefits included: Iterative pretrip communication, a respectful and mutually beneficial relationship, capacity building through education, and physical

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	Community Voice	and suggestions for sustaining the partnership and gathering feedback on the immediate and short-term perspective of training provided to orphanage staff				therapy that positively affected the children's quality of life. Drawbacks were the potential for host site dependency due to lack of local capacity, negative impact of new technology on staff workload, and poor treatment carryover
Janse van Rensburg et al. (2019) South Africa	Community Outcomes of Occupational Therapy Service-Learning Engagements: Perceptions of Community Representatives	To describe the perceptions of community representatives regarding the outcomes of occupational therapy service-learning engagements	Qualitative research with in-depth interviews	Eight community representatives from seven different service-learning sites (Residential Care Facility, Child Day Care Centre, Public High School, Public Intermediate School)	- Increased knowledge and skills - Attitudinal change leading to practice reform - Increased access to resources and infrastructure - Enhanced community connections, confidence dignity, and occupational participation	
Karasik (2020) United States	Community Partners' Perspectives and the Faculty Role in Community-	To confirm and expand recent findings regarding community partners' perceptions	Online survey	201 represented community partners from a broad range of fields, regions, and		- Additional human resources was the benefit most often noted (49.6%) - Increased agency visibility was the

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	Based Learning	of the benefits and challenges of working with colleges and universities and present community partners' views on how faculty can help improve community–university collaborations		partnership types		second-most common (37.9%) - Service-learning students are able to draw in and recruit volunteers from other noncollege backgrounds to serve - Fresh perspectives (28.2%)
Pace et al. (2019) United States	Service and Learning at a Residential Parenting Program for Incarcerated Mothers: Speech-Language Pathology Student Outcomes and Maternal Perspectives	To examine graduate speech-language pathology student-learning outcomes from and mothers' perceptions of an SL experience in early intervention, called the Partnership for Healthy Parenting, at a women's corrections center	Qualitative research	87 mothers and pregnant women enrolled in the residential parenting programs (prison nurseries) with children between the ages of 0 and 36 months	Mothers considered the workshop topics to both introduce new, relevant skills and provide information that reinforced the strategies and skills they felt they were already applying with their child	
Dahan (2020) United States	Did Federal Policy on Postsecondary Service-Learning Support Community Social Capital?	To examine social capital as an outcome from service-learning in higher education	Cross-sectional study	320 commuting zones (measured on approximately three occasions each) for a total sample size of 950		This study demonstrates contributions of service-learning to community social capital.

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Franzese et al. (2020) United States	Alternative Clinical Experience Through Academic Service-Learning Develops Into a Partnership for Mental Health Rotation	To evaluate whether the project benefited the community mental health	Qualitative research	15–30 community members with mental illness and clubhouse members	The project benefited the community partner by providing current and evidence-based health topics pertinent to the needs of the members	The health presentations facilitated by the students helped satisfy mandates set forth by the New York City Department of Health and Mental Hygiene, which requires community-based organizations to educate mental health consumers on a variety of health-related topics
Gibson et al. (2020) United States	Understanding Community Perceptions of Service-Learning	To explore the value of a university-led service-learning engagement project from a community's perspective	Pre- and postquestionnaires (Likert scale and open-ended questions) and reflective postproject questionnaire	Community members and city staff who attended the public meetings	This was an inexpensive means to generate ideas for the community and provide a real-world experience for students, bringing a diverse array of community members together, who might not normally engage with one another	
Kindred (2020) United States	Nonprofit Partners' Perceptions of Organizational and Community Impact Based on a Long-Term Academic Service-Learning Partnership	To summarize organizational and community impacts reported by nonprofit community partners participating in an academic service-learning	Qualitative study in-depth interviews with community partners	19 representatives from 15 nonprofit organizations		- New learning and insight into their organization - Enhanced personal and professional development

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		program with communication capstone students at Eastern Michigan University				
Krishnan et al. (2020) United States	Preparing, Planning, and Executing a Successful Short-Term Study Abroad Program: A Case Study—Speech, Language, and Hearing Sciences in India	To describe the development and execution of the Speech, Language, and Hearing Sciences in India service-learning study abroad program	Case study	Students observed and participated in clinics in India		Benefits to the organization: - NISH now has a pediatric amplification unit that uses objective verification for hearing aid fitting for children under 3 years of age - Services were able to reach a larger number of people - NISH improved the hearing aid fitting protocol to bring it into line with international standards, and there were improvements in clinical services activities Benefits to the organization's staff: - They have benefited from interactions with Purdue students and faculty and have gained clinical knowledge and learned about differences in clinical protocols

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Tinkler & Tinkler (2019) United States	Building Social Capital Through Community-Based Service-Learning in Teacher Education	To evaluate if a service-learning collaborative practice helped build social capital for all stakeholders	Case study	Nine community partners providing educational support to resettled refugee youth within the community		Building bridges of social capital between university students and community organizations. Social capital was also increased by improving connections between community organizations and local schools.
Tyndall et al. (2020) United States	Mutual Benefits of a Service-Learning Community–Academic Partnership	To identify benefits of an innovative service-learning community–academic partnership between a college of nursing and an elementary school in Guatemala	Case study	A southern university college of nursing and an elementary school in Guatemala. 10 participants (two nursing faculty, two nursing students, four elementary schoolteachers, and two administrators)		More than 6,000 items were collected to support health education in rural schools in Guatemala. These donations provided nursing students with additional resources to facilitate their community service projects in Guatemala.
Spear & Chapman (2020) United States	Measuring the Impact of an International Service-Learning Project Through Community Assessment in Rwanda	The focus of this research was the impact of the Solar Home Systems project on the community	Face-to-face interviews	Community members of the 16 households that received solar panels	- Economic savings - Improvement of study environment for schoolchildren - Women empowerment	
Counts et al. (2021) United States	Getting Ahead: Examining the Intergenerational Benefits of Participating in a College	To examine whether increased friendly exposure or contact with an older adult population	Qualitative research with observations and interviews	18 students and 14 residents	To remain engaged socially to learn from students to experience excitement and enjoyment	

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	Service-Learning Program	would influence college students' attitudes toward aging and their career choices in gerontology				
Groulx et al. (2020) Canada	Community Needs and Interests in University–Community Partnerships for Sustainable Development	To examine the broad concept of university–community partnerships as it applies to creating sustainability initiatives	Qualitative research with interviews	50 local experts		Increasing capacity for innovation and creativity. The program was a valuable way to provide access to alternative learning spaces
Lau et al. (2021) China	An Exploratory Study of the Community Impacts of Service-Learning	To validate a conceptual framework that categorizes the impacts of service-learning on community partner organizations and on end beneficiaries	Qualitative research with focus group	Representatives of 13 community partner organizations	Needs fulfillment	- Achieving intended project outcomes - Establishing relationships with their stakeholders - Obtaining resources to augment service capacity - Gaining new knowledges, insights, techniques
Chika-James et al. (2022) Canada	Our Gains, Pains and Hopes: Community Partners' Perspectives of Service-Learning in an Undergraduate Business Education	To contribute to the literature of service-learning in business education by confirming the perspectives and expectations of community partners from nonprofit	Qualitative research with interviews	30 community partners and organizations	No direct benefit to the community was found, but there was an indirect benefit: Philanthropic acts toward society were supported	Positive effects: - Increased knowledge and opportunities to improve people management, marketing of services and products, and overall business operations, financial resources, and valuable time saved - Improved personal

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		and for-profit organizations in urban communities and based on community partners' perspectives , assessing the impact of service-learning in business education on the wider society				performance and professional development (improved communication skills) - Updating of knowledge related to their profession - Relief from tedious routines and the negative effects of the impact of the economic crisis Negative effects: Low commitment of some students or errors in service materials led to dissatisfaction with the service offered
Moinolm olki & Broughton (2020) United States	The Perspective of Elderly Residents on an Intergenerational Service-Learning Project	To explore the effects of a service-learning intergenerational project	Qualitative research with focus groups	Adulthood and aging undergraduate students and six older women of a residential community in an underserved rural region of the United States	- Feeling listened to and young - Lifelong learning and growth - Increased intergenerational understanding, wisdom sharing, and the recognition of the value of psychology	
Truong et al. (2023) Canada	Advocacy in Community-Based Service-Learning: Perspectives of	To investigate experiences of community partner organization	Qualitative research	Nine community partner organizations		Community partner organizations thought community-based service learning had a positive

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	Community Partner Organizations	s in the context of health advocacy				impact and was mutually beneficial for all stakeholders. They believed that students had valuable insights into the healthcare system that benefited their organizations.

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