# Academic Service-Learning Impact Report 2018-2019

<table>
<thead>
<tr>
<th>Total S Designated sections: 55</th>
<th>Service credit hours completed: 2,468</th>
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<td>Faculty participating: 37</td>
<td>Community organizations impacted: More than 95</td>
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<td>Students enrolled in service courses: 995</td>
<td>Impact value to the community: $454,003</td>
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<td>Hours served: 20,368</td>
<td>Service-Learning Teaching Assistants: 13</td>
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## Students learned:
- To communicate with a wide variety of audiences
- Time management skills
- To step out of their comfort zone
- Creative problem solving skills
- To see selves as developing professionals
- Data management and analytics
- Networking skills
- Clarified career goals
- How to work independently
- To be confident in their work
- The value of getting involved in the community
- More about different causes (illiteracy, food security, mental health, aging, environment)

## Community impact:
- Students helped plan fundraisers, research grants and raise community awareness for local organizations.
- Students planned and implemented multiple goods drives.
- Students acted as role models for children in scouting, school and afterschool settings.
- Students assisted in establishment of non-profit status
- Students developed manuals, brochures, logos and videos that organizations will be able to use well into the future.
- Students contributed to community health needs assessment

## What students have to say

**“Viewing service as a task rather than an opportunity is the wrong mindset for leaders.**” – Spring 2019 CSAD 493A Student

**“I have learned the definition of philanthropy, the love of humankind, and the importance of being a philanthropist throughout my life. I always knew that I should donate my time and money, but this course has helped me to see how I could be a philanthropist in my career. That was very interesting.”** – Spring 2019 MANG 480 Student

**“Students worked to execute, market, and fundraise for the Walk to End Alzheimer’s Morgantown. I couldn’t believe this is a Freshman group. They were amazing, and a company will be happy to have them as employees one day.”** – Christina Beck – Northern Regional Coordinator, Alzheimer’s Association WV Chapter

*This report was compiled by the Center for Service and Learning using verified service hours, the value of volunteer time from independentsector.org and faculty, student and community statements.*
Colleges Offering Service Designated Courses

- College of Creative Arts
- College of Education and Human Services
- College of Physical Activity and Sport Sciences
- Davis College of Agriculture, Natural Resources, and Design
- Eberly College of Arts and Sciences
- John Chambers College of Business and Economics
- Reed College of Media
- School of Dentistry
- School of Pharmacy
- Undergraduate Education

Faculty Teaching Service Designated Courses

- Dr. Carolyn Atkins
- Dr. Scott Barnicle
- Dr. Gina Baugh
- Dana Borzea
- Regina Burgess
- Peter Butler
- Niara Campbell
- Akeya Carter-Bozman
- Elizabeth Claydon
- Dr. Rita Colistra
- Cynthia Drumm
- Dr. Julia Fraustino
- Audra Hamrick
- Janet Hunt
- Stephen Jackson
- Dr. Shan Jiang
- Dr. Suzanne Kitchen
- Stephen Kromka
- Vanessa Licwov-Channell
- Dr. Barbara Ludlow
- Dr. Cheyenne Luzynsksi
- Dr. Erin McHenry-Sorber
- Dr. Nancy McIntyre
- Dr. Elizabeth Oppe
- Lindsey Rinehart
- Elaine Schwing
- Dr. Alcinda Shockey
- Nathalie Singh-Corcoran
- Amy Smith
- Andrea Soccorsi
- Landon Southerly
- Dr. Nancy Spillane
- Dr. Margaret Stout
- Dr. Jennifer Stueckle
- Eric Myers
- Dr. Li Wang
- Ashley Watts
- Amy Weaver
- Diane Williams
- Dr. Kristi Wood-Turner
- Alyssa Wright
- Dr. Carol Zwickel
- Frankie Tack
- Kelly Thomas
- Michael Tilley
- Dr. Li Wang
- Ashley Watts
- Amy Weaver
- Diane Williams
- Dr. Kristi Wood-Turner
- Alyssa Wright
- Dr. Carol Zwickel

2018-19 Initiatives

Academic Community Engagement Development Series

The series consisted of workshops, trainings and speakers with the overall goals of increasing the breadth and quality of academic community engagement at WVU. This year’s series included 10 events and covered a range of topics including the Carnegie Community Engagement classification, building reciprocal community relationships, accessing funding for community engagement and sharing research about new practices in service-learning courses. The series was attended by at least 181 faculty, staff and students interested in the topics. Evaluation responses indicated that faculty appreciated learning more about how others managed engagement and the series encouraged interdisciplinary relationship building and collaboration.

Social Action Showcase

Students participated in a poster presentation to showcase community engagement initiatives they were involved in during the year. The 7 presentations were evaluated by a panel of judges with an emphasis on positive social change.

Academic Community Engagement (ACE) Grads

The ACE graduate student association was developed as a community of practice for multidisciplinary graduate students interested in community engagement. The goal is to provide professional development, mentorship and networking opportunities.