Spotlight on Service-Learning at Slippery Rock University

2018 - 2019 Year in Review
Outcomes and Projections
Spotlight on Service-Learning at Slippery Rock University

The Courses

2016 - 2017: number of HIP-S designated courses at SRU untrackable

2017 - 2018: 21 HIP-S designated courses offered

2018 - 2019: 39 HIP-S designated courses offered

2017 - 2018: 504 students enrolled in HIP-S designated courses

2018 - 2019: 951 students enrolled in HIP-S designated courses

2017 - 2018: 11 OCEL-sponsored mini-grants totaling $3,300 were awarded for service-learning

2018 - 2019: 26 OCEL-sponsored mini-grants totaling $6,900 were awarded for service-learning

2017 - 2018: 504 students enrolled in HIP-S designated courses

2018 - 2019: 951 students enrolled in HIP-S designated courses

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2019-2020 Academic Year

- 43 approved HIP-S designated courses
- 40+ HIP-S designated courses to be offered
- 12+ new designated faculty service-learning practitioners
- 35+ OCEL-sponsored mini-grants totaling approximately $10,500 to be awarded
- 17 departmental programs represented with HIP-S designated courses
- 1,000+ students to be enrolled in HIP-S courses

* HIP-S = High Impact Practice Service-Learning

High Impact Practice Service-Learning Courses Offered in 2018 - 2019 at Slippery Rock University

Communication
COMM 217 - Intercultural Communication

Elementary & Early Childhood Education
BLS 230 - Field-Based Child Development

English
ENGL 429 - Grant and Proposal Writing

Interdisciplinary Programs
INDP 120 - Civic Engagement Comm Dev Mktg
INDP 220 - Intro to Nonprofit Management
INDP 325 - Soc Bdh Iso Philnpy Pracs

Management
MGMT 351 - Organizational Behavior
MGMT 454 - Management Seminar

Marketing
MRKT 430 - Marketing Research

Park & Resource Management
PCRM 477 - Parks, Wildlife, and Wildland Management

Physical Therapy
PTHT 240 - Basic Prep Wellness

Recreational Therapy
RCTH 320 - RT Program Design
RCTH 420 - RT for Older Adults
RCTH 423 - Interventions II

Social Work
SOWK 356 - Soc Work Prac Groups & Fam

Special Education
SPED 122 - Low Incidence Disabilities

Sport Management
SPMT 150 - Practical Application
SPMT 396 - Sport Sales & Fundraising
SPMT 406 - Sport Facil & Event Mgmt

2018 - 2019 HIP-S Undergrad Courses by Department

COMM 217
ELEC 230
ENGL 429
INDP 120
INDP 220
INDP 325
MGMT 351
MGMT 454
MRKT 430
PCRM 477
SOWK 356
SPED 122
SPMT 150
SPMT 396
SPMT 406

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THE FACULTY

“IT [service-learning] contributes to the students’ discipline specific learning, but also promotes values of citizenship, responsibility, and caring for the community as a whole.”
- Dr. Betsy Kemeny

“Win x 4: Faculty win because students are excited about learning and faculty can meet all 3 areas of faculty excellence, students win because they develop real world experience and learning is relevant, community wins because they are able to share experiences with students as well as benefit from students’ service, and the university wins because these projects, when done well, build relationships for the university that they could never afford to purchase!”
- Professor Alice Del Vecchio

"Service-Learning shifts the responsibility for learning to the student. Because we are working with real-life issues, challenges, and people, things are not always cut and dry. Students are empowered to use their problem solving skills and creative thinking to apply content knowledge from class."
- Dr. Becky Thomas

"The most meaningful thing the students did all semester."
- Dr. Vaughn Bicehouse

"Service-learning provides students valuable opportunities to develop civic engagement skills through reciprocal partnerships and community activities. Personally, it has provided me a framework to design and develop my course to ensure students and the community partners are having a valuable learning experience."
- Dr. Doug Strahler

HIP-SL Designated Faculty that offered courses during 2018 - 2019 at Slippery Rock University

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Courses Offered</th>
</tr>
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<tbody>
<tr>
<td>Monique Alexander</td>
<td>ELEC 230 - Field Based Child Development</td>
</tr>
<tr>
<td>Michelle Armodei</td>
<td>ELEC 230 - Field-Based Child Development</td>
</tr>
<tr>
<td>Vaughn Bicehouse</td>
<td>SPED 122 - Low Incidence Disabilities</td>
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<tr>
<td>Barbara Billek-Sawhney</td>
<td>PHTH 935 - Human Poor Wellness</td>
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<tr>
<td>Colleen Cooke</td>
<td>RCTH 429 - Interventions II</td>
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<tr>
<td>Brian Crow</td>
<td>RPTY 904 - Sport Sales and Fundraising</td>
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<tr>
<td>Alice Del Vecchio</td>
<td>RCTH 210 - Community Engagement Community Decision Making</td>
</tr>
<tr>
<td>John Silvestro</td>
<td>SOWK 356 - Social Work Practice with Groups and Families</td>
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<tr>
<td>Yvonne Eaton-Stull</td>
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<tr>
<td>Diane Galbraith</td>
<td>MGMT 424 - Management Seminar</td>
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<tr>
<td>Catriona Higgs</td>
<td>RCTH 320 - Clinical Aspects of RT</td>
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<tr>
<td>Deborah Hutchins</td>
<td>RCTH 314 - Clinical Aspects of RT</td>
</tr>
<tr>
<td>David Jordan</td>
<td>MGMT 220 - Organizational Behavior</td>
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<tr>
<td>Betsy Kemeny</td>
<td>RCTH 220 - Recreational Therapy Service</td>
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<tr>
<td>Christine Pease-Hernandez</td>
<td>COMA 220 - Intercultural Communication</td>
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<tr>
<td>Becky Thomas</td>
<td>BEML 439 - Design and Proposal Writing</td>
</tr>
<tr>
<td>Theresa Wajda Soltis</td>
<td>BEML 430 - Market Research</td>
</tr>
</tbody>
</table>

32 HIP-SL designated SRU faculty members

2018 - 2019

2019

2020

12+ new HIP-SL designated faculty expected

PRE 2018

Number of HIP-SL designated faculty untrackable

* HIP-SL = High Impact Practice Service-Learning
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THE STUDENTS

What does Service-Learning mean to you?

“This class was one of the most applicational classes I’ve taken. The assignments we had built up to a final project designed to positively impact our campus and community.”

“For me personally, I have learned the topics better than any other class I’ve taken because I’m a hands-on learner and that’s what these classes are all about. I find her [Professor Alice Del Vecchio] classes, specifically, to be extremely beneficial not only to us, but our class clients as well. They get to have our help on projects and whatever else we’re doing for that class, but we get to learn from them and get real life experience while still being in school.”

“Through my service-learning work, I have become more aware of what community engagement looks like and how it can be incorporated into a classroom setting, which has inspired me to practice service-learning in my future classroom.”

“Service-learning is a great way to facilitate civic engagement that also inspires lifelong personal growth. It’s intentional work that demands a level of self-awareness to do the work well, but also helps to develop these traits overtime, as there is a depth that can only be gained through experience. Service-learning is a wonderful way to engage civically while pursuing academic endeavors, and through it, understanding your responsibility, not only to participate in your community, but to preserve it.”

“Service-Learning has provided me with a new lens from which to look at the world and a deeper understanding of my future profession. It helped me to both synthesize course content and apply it to a real-world setting, allowing me to see the true impact my work had on the community.”

“What does Service-Learning mean to you?

*Majors of SRU Students Enrolled in HIP-SL Courses During 2018 - 2019

Accounting
Art
Athletic Training
Biology
Business Undeclared
Chemistry
Communication
Computing
Corporate Security
Criminology: Criminal Justice
Dance
Early Childhood Education
Early Childhood/Special Education
English Writing
Exercise Science
Experatory
Exploratory Early Childhood/Special Education
Exploratory Middle Level Education: English and Language Arts
Exploratory Non-Degree Exchange
Exploratory Secondary Education: History
Exploratory Sport Management
Finance
Geography
Health and Physical Education
Health Care Administration and Management
Health Science: Public Health History
Homeland Security
Information Systems
Interdisciplinary Programs
Management
Marketing
Mathematics
Middle Level Education: English and Language Arts
Middle Level Education: Mathematics
Music Therapy
Park and Resource Management
Philosophy
Physical Therapy
Political Science
Psychology
Recreational Therapy
Resort, Recreation, and Hospitality Management
Safety Management
Secondary Education: English
Secondary Education: Spanish
Social Work
Special Education
Sport Management
Theatre
Undeclared

Health Science: Public Health History
Homeland Security
Information Systems
Interdisciplinary Programs
Management
Marketing
Mathematics
Middle Level Education: English and Language Arts
Middle Level Education: Mathematics
Music Therapy
Park and Resource Management
Philosophy
Physical Therapy
Political Science
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Secondary Education: English
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THE PARTNERS

All community partners agreed or strongly agreed that the faculty and student service-learners their organization worked with took specific actions to ensure reciprocity and mutual benefit in the partnership.

“The majority of partners agreed or strongly agreed that SRU service-learners were adequately oriented, trained, and prepared to be successful in the service experience.

“Both the University and the community library are seeking to engage the community. By having programs together, we both advertise and are able to bring to the event those demographics we are both familiar with and broaden our audience.”

- Karen Pierce
Slippery Rock Community Library

“The data and student analysis obtained is a huge benefit to future park resource management strategies. Students obtained first hand experience in working with resource agency individuals specifically relating to potential jobs in their futures. I believe that we all grew in this powerful partnership.”

- Bill Wasser
Maurice K. Goddard State Park

“Don’t Stop Dreamin’ was an extremely meaningful experience for the residents of Quality Life Services Grove City and Mercer. The residents were amazed that students from Slippery Rock University, specifically Dr. Natalie Dick’s HCAM course, would take time out of their busy lives to regularly visit and connect to learn about their life story. The Project exceeded the expectations of Don’t Stop Dreamin’ and Quality Life Services to offer an innovative program that honors the lives of the special people we call family.”

- Patty Kirkpatrick
Don’t Stop Dreamin’ Executive Director

Community Partners that worked with High Impact Practice Service-Learning Courses in 2018 - 2019

Environmental
- Butler Family Y Camp ROCK
- Jerevage Environmental Center
- PA Department of Conservation and Natural Resources
- Maurice K. Goddard State Park
- McConnell’s Mill State Park
- Moraine State Park

Health and Wellness
- Butler Vasovve Multihc Health Care
- La Casa Personal Care Home
- Life Butler County
- Life Pittsburgh-Allegheny
- Life Pittsburgh-Central
- Orchard Manor Nursing Home
- Pittsburgh Veterans Medical Health Care
- Children’s Hospitale
- Darlas Nursing Station
- The New Haven Assisted Living Facility
- Three Rivers Arts and Wellness
- TCTG Autism Resource Center
- United Way of Mercer County

Other Nonprofit Organizations
- Conquer Entertainment
- Convert to Earn
- Prime Stage Theatre
- Life Butler County
- Life Pittsburgh-Allegheny
- Life Pittsburgh-Central
- Orchard Manor Nursing Home
- Pittsburgh Veterans Medical Health Care
- Children’s Hospitale
- Darlas Nursing Station
- The New Haven Assisted Living Facility
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Public Libraries
- Butler County Library
- Mars Library
- Northland Public Library
- Slippery Rock Community Library
- South Butler Community Library
- South Park Township Library

Relational
- Alliance for Nonprofit Resources Council of Three Rivers American Indian Center
- Holy Family Institute
- Office for Community-Engaged Learning
- PAETN Advisory Council

Schools
- Allegheny Valley Schools
- Homestead School District
- New Castle Area School District
- Slippery Rock Middle/High School
- St. Wenceslaus Elementary School

Types of Community Partner Organizations

- Environmental
- Health and Wellness
- Other Nonprofit Organizations
- Public Libraries
- Relational
- Schools

50 % 50 %
AGREE
STRONGLY AGREE

66.7 %
AGREE
STRONGLY DISAGREE

16.7 %
AGREE
STRONGLY DISAGREE

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