

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2471-99/AA/FGA
September 9-10, 1999

The Governor's Proposed Community Service Graduation Requirement

- RESOLVED: That the Academic Senate of the California State University request that the CSU campus senates consider the Governor's request for a community service graduation requirement; and be it further
- RESOLVED: That the Academic Senate CSU request that the local senates assess the impact of a Community Service Graduation requirement including such issues as resource allocation, student's time to degree, potential liability, faculty/staff workload, and other aspects of implementing such a change; and be it further
- RESOLVED: That the campus senates respond to the Academic Senate CSU by February 1, 2000 with their views.

RATIONALE: The California State University has long accepted that part of our mission as a state-supported system of higher education is the providing of appropriate forms of service to the communities—local and regional and statewide—in which campuses are located. The desirability of civic engagement on the part of our students is spelled out in the recent Study of the Baccalaureate done by the Academic Senate of the California State University. At its May 1999 meeting the Academic Senate CSU passed a resolution (AS-2455-99/AA) which called for a determination of “the appropriate resources and mechanisms to provide the opportunities and incentives necessary to CSU students in meaningful service activities,” noting that incentives and opportunities are more appropriate ways of fostering an ethic of service than would mandating community service for all CSU students, and that such mandatory service would raise resources, liability, and public relations issues.

In July of 1999 Governor Gray Davis requested the CSU and the other public higher education segments in California to “establish a community service requirement for undergraduate students.” He asked that such a requirement be approached thoughtfully and that the Chancellor “develop a plan for adoption by the Trustees that would establish a graduation requirement for community service.” The Governor requested that faculty work together “to create a proposal implementing a community service graduation requirement” and that this process begin with the Intersegmental Committee of Academic Senates.

At the August 1999 meeting of the Intersegmental Committee of Academic Senates representatives of the Senates agreed that response to the community service graduation proposal should be deferred to each of the system senates, and from them to the faculty on the campuses. The present resolution is in response to this plan.

As an aid for campus consideration we have included the following list of potential questions:

Is the proposal clear in its intent in terms of the breadth of the application of the proposed requirement across programs and the timeline for its implementation?

If community service is not to be a blanket graduation requirement, which programs should be excluded and/or which students should be exempt?

If a student volunteer is rejected by the proposed agency, what provisions will you be able to make to accommodate the student?

On your campus, who would monitor completion of this requirement? How efficient would this be? What additional resources would be needed for this?

To what extent should community service be (or not be) credit-bearing?

What specific costs (resources, staff, supervising, and reporting) would you anticipate in implementing such a requirement?

What effect would you anticipate on time-to-graduation?

Would you anticipate any new, burdensome issues regarding legal liability between the campus and the community?

Would this requirement be met in the lower division or upper division years? How would you address transfer and articulation issues with community colleges in your service area?

What limits, if any, should be attached to the terms "service" and "community," assuming that a "community service graduation requirement" should be multifaceted?

*If community service is to be done in K-12 classrooms, can issues and costs of fingerprinting, character references, drug-testing, and the like be resolved?
Are there enough off-campus service demand and opportunities for your campus population for the performance of community service?*

What would you foresee as benefits to students in the performance of students? How and why could this enhance their learning?

Would there be any unusual dangers and risks in your service area?

If your students in clinical professional programs perform community service, will they be risking any particular liability?

Do you agree with the statement in the May Academic Senate CSU resolution that a service ethic is fostered better by providing incentives and opportunities than by mandating service?

Have you done or anticipated a survey of your community's ability to train, accept, and monitor alternating flows of student volunteers? How will they affect agency profiles?

For courses on our campuses that have a service component, who will evaluate the appropriateness of that service toward satisfaction of the community service graduation requirement under this program?

Are there potentials for damage to already-accredited professional programs because of an increase in the ratio of students to supervisors (or volunteers to agencies)? What would be an appropriate amount of community service (e.g., number of hours) to be required for graduation?

Do you anticipate your students competing with other state interests – e.g., a need to place welfare recipients in community service jobs ?

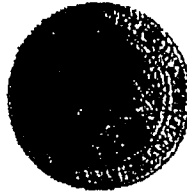
What community needs in your community might be addressed by community service done by your students? Who would determine what these community needs are? Should assessment of community needs be done with attention to the effect of mandatory community service on town/gown relationships?

What area of campus will take on the responsibility for resolving legal issues arising from the performance of community service?

What assessment measures are you prepared to set up to evaluate the success or failure of the community service program?

Do you anticipate any special problems concerning transfer and articulation issues between the CSU and the UC and/or Community Colleges related to a community service graduation requirement?

Because AS-2455-99/AA raised some general concerns about the implementation of a community service requirement, the Academic Senate CSU requests the local senates to consider the above questions when responding to our request for advice and information to transmit to the Chancellor for use in responding to the Governor's call for a plan to implement a community service graduation requirement.



GOVERNOR GRAY DAVIS

July 15, 1999

Dr. Charles B. Reed, Chancellor
California State University
400 Golden Shore
Long Beach, CA 90802


Dear Chancellor Reed:

I strongly support community service and believe that a service ethic should be taught and reinforced as a lasting value in California. California's college and university students enjoy remarkable benefits from a taxpayer-supported system of higher education that is surpassed by none. I want our students to understand, as generations before them did, the importance of contributing to their communities. To that end, I request California's public colleges and universities establish a community service requirement for undergraduate students at the University of California, the California State University, and the California Community Colleges. I write to request that you join me in my call to service.

The task of creating a community service requirement presents an exciting opportunity to effect positive change, so it is important that it be approached thoughtfully. I ask you to develop a plan for adoption by the Trustees that would establish a graduation requirement for community service. I further request that you ask the appropriate faculty committee to work with their faculty colleagues at the University of California and California Community Colleges through the Intersegmental Committee of Academic Senates to create a proposal implementing a community service graduation requirement at all three segments of higher education. Knowing the complexity and scope of the issues to be deliberated, I request that you ask the appropriate committee to work expeditiously and report back to you and to the Trustees with their findings.

I have asked Secretary Hart to work with you in the development of the plan and to keep me regularly apprised regarding progress on this matter. I look forward to working with you and the Trustees on this issue.

Sincerely,


GRAY DAVIS

SECRETARY FOR EDUCATION



GRAY DAVIS
GOVERNOR

GARY K. HART
SECRETARY FOR EDUCATION

JULY 15, 1999

State of California

GOVERNOR'S OFFICE
OFFICE OF THE SECRETARY FOR EDUCATION

1121 L STREET, SUITE 800
SACRAMENTO 95814

TELEPHONE
(916) 323-0611

FAX
(916) 393-7122

STATEMENT BY SECRETARY GARY K. HART.

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE ON EDUCATIONAL POLICY: THANK YOU FOR THE OPPORTUNITY TO DISCUSS THE GOVERNOR'S PROPOSAL FOR A COMMUNITY SERVICE REQUIREMENT FOR CALIFORNIA PUBLIC UNIVERSITY GRADUATES. I BELIEVE YOU HAVE BEFORE YOU A COMMUNICATION FROM THE GOVERNOR TO PRESIDENT ATKINSON THAT OUTLINES THE GOVERNOR'S VIEWS ON THIS SUBJECT AND I WANT TO ELABORATE BRIEFLY ON THE GOVERNOR'S LETTER.

THE GOVERNOR STRONGLY BELIEVES THAT A SERVICE ETHIC SHOULD BE TAUGHT AND ACTED UPON IN OUR PUBLIC COLLEGES AND UNIVERSITIES AND THAT THROUGH A COMMUNITY SERVICE REQUIREMENT STUDENTS CAN GIVE BACK TO THEIR COMMUNITIES AND LEARN THE IMPORTANCE AND SATISFACTION OF CONTRIBUTING TO THOSE IN NEED.

THE GOVERNOR BELIEVES THAT CALIFORNIA HIGHER EDUCATION STUDENTS RECEIVE A TREMENDOUS EDUCATION WHICH IS UNDERWRITTEN AT SIGNIFICANT TAXPAYERS EXPENSE AND THAT IT IS APPROPRIATE TO ASK THEM IN RETURN TO CONTRIBUTE A MODEST AMOUNT OF THEIR TIME TO COMMUNITY SERVICE.

IN ADDITION, I THINK IT WORTH NOTING THAT SUCH COMMUNITY SERVICE HAS IMPORTANT ANCILLARY BENEFITS AS WELL INCLUDING:

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1) A SIGNIFICANT CONTRIBUTION TO HELPING ADDRESS MANY PRESSING SOCIAL PROBLEMS; 2) ENRICHING STUDENTS EDUCATIONAL EXPERIENCE BY LINKING CLASSROOM WORK TO THE BROADER COMMUNITY; AND 3) PROVIDING STUDENTS AN INTRODUCTION TO THE HELPING PROFESSIONS AND POSSIBLE CAREERS IN PUBLIC SERVICE.

THE GOVERNOR CERTAINLY UNDERSTANDS THAT HIS PROPOSAL UNDER REGENTS POLICY MUST BE REFERRED TO THE APPROPRIATE ACADEMIC COMMITTEES FOR COMMENT AND REVIEW AND HE WELCOMES FACULTY ENGAGEMENT AND CONSULTATION REGARDING HIS PROPOSAL. AS NOTED IN THE GOVERNOR'S LETTER, INTERSEGMENTAL COOPERATION OF THE UC, CSU AND COMMUNITY COLLEGE ACADEMIC SENATES WILL BE IMPORTANT THROUGHOUT THIS REVIEW PROCESS. TO THE EXTENT THAT IT WOULD BE HELPFUL, I AND MY STAFF IN THE OFFICE OF THE SECRETARY OF EDUCATION ARE AVAILABLE TO ASSIST IN THIS CONSULTATION PROCESS.

IN ADDITION TO THE BASIC POLICY OF A COMMUNITY SERVICE REQUIREMENT, THERE ARE A NUMBER OF IMPORTANT IMPLEMENTATION ISSUES THAT NEED CAREFUL REVIEW. THESE INCLUDE, AS NOTED ABOVE, INTERSEGMENTAL CO-ORDINATION TO INSURE CONSISTENCY, LENGTH AND TIMING OF COMMUNITY SERVICE, AND WHAT KIND OF ACTIVITIES WILL QUALIFY AS COMMUNITY SERVICE.

IN THIS REGARD, I WANT TO NOTE FROM MY CONVERSATIONS WITH GOVERNOR DAVIS THAT HE FAVORS AN INCLUSIVE DEFINITION OF COMMUNITY SERVICE, FLEXIBILITY IN TIMES WHEN COMMUNITY SERVICE CAN BE PROVIDED, AND SENSITIVITY TO THE MANY OTHER

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DEMANDS ON STUDENT TIME. IT IS ALSO HIS HOPE THAT WE CAN BUILD UPON THE MANY EXISTING ADMINISTRATIVE STRUCTURES THAT EXIST ON OUR CAMPUSES FOR CURRENT COMMUNITY SERVICE RATHER THAN CREATING ENTIRELY NEW MANAGEMENT STRUCTURES.

IN CONCLUSION, LET ME AGAIN THANK THE REGENTS FOR THE OPPORTUNITY TO PRESENT THE GOVERNOR'S PROPOSAL ON COMMUNITY SERVICE. HE VIEWS IT AS A PROMISING OPPORTUNITY TO ENHANCE STUDENT LEARNING AND CONTRIBUTE TO THE BROADER COMMUNITY AND LOOKS FORWARD TO WORKING WITH THE UNIVERSITY TO IMPLEMENT IT.

**ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY**

AS-2455-99/AA
May 6-7, 1999

**Response to Governor Davis' Announcement to Develop
A Plan for Required Public Service**

- RESOLVED: That the Academic Senate of the California State University urge the Governor and the Legislature to work with the CSU Chancellor, Board of Trustees, California Faculty Association, campus presidents, campus senates, and community service and service-learning practitioners to determine the appropriate resources and mechanisms to provide the opportunities and incentives necessary to engage CSU students in meaningful service activities rather than mandate service experiences; and be it further
- RESOLVED: That the Academic Senate CSU applaud the many community service and service learning programs that exist in the CSU and commend them to the attention of the Governor; and be it further
- RESOLVED: That the Academic Senate CSU look forward to receiving a formal proposal from the Governor for consideration by CSU faculty.

RATIONALE: The Academic Senate CSU recognizes that student participation in community service and service learning enhances student academic learning, provides a context for theory through practical application in the community, fosters civic engagement and career exploration, and at the same time meets the needs of California communities.

Furthermore, the Academic Senate CSU recognizes that each CSU campus provides opportunities for students to participate in community service and service learning. As a result, 49% of CSU students provide over 28 million hours of service to California communities each year [Student Needs and Priorities Survey (SNAPS) 1994].

The CSU campuses have already developed opportunities and incentives to involve students in community service through the establishment of student-run community service programs and student service recognition awards, the development of coordination of service-learning courses; and the creation of programs such as America Reads, America Counts, Pre-Collegiate Academic Development, Human Corps, EPIC, Upward Bound, VISTA and Americorps programs, and university-wide days of service. Some CSU students receive stipends or work-study funds for their service work to support their educational endeavors.

The Academic Senate CSU acknowledges that service, and the learning that is associated with service, are valuable aspects of a higher education, yet research demonstrates that mandatory service requirements on college students undermine

the future behaviors of intentions to volunteer for those students who do not currently feel free to volunteer (Stukas, Snyder, Clary, 1999). Fostering an ethic of service is more appropriately met with incentives and opportunities. Mandated community service for all CSU students would require commitment of substantial additional resources in order to implement. In addition, not all students are suited to participate in community service and may create both liability and public relations issues for the CSU.

APPROVED – May 6-7, 1999

Review of Information and Issues to consider in developing a plan to require community service of public university students

Contents:

- I. Questions to Address
- II. Theoretical Underpinnings
- III. Input
- IV. Types of Service
- V. Challenges
- VI. Models

Prepared by Erika Freihage
Coordinator of Community Service Learning
August 12, 1999

I. QUESTIONS TO ADDRESS

The following are general questions that should be addressed in the development of a community service requirement. Further explanation, or examination, of the questions appears in the subsequent sections of this document.

- What are the purposes of the mandate?
- How can colleges and universities best meet the purposes of the mandate?
- How is the mandate connected to the “teaching and learning” mission of higher education?
- Who should be involved in the development of the requirement?
- How much time will be needed to develop a plan that meets the interests and needs of the governor, faculty, students, and community members so that all participants benefit from, or are benefited by, the requirement?
- What will the process be to develop the service requirement?
- What are the current opportunities available to students to perform community service on each campus?
- How can a plan be built using the current opportunities that are available?
- How will “community service” be defined?
- How is “community” defined?
- Will students receive credit for the community service activities?
- How will completion of the requirement be recorded?
- Who will be designated to work with students as they work to meet the requirement: a committee? An individual faculty or staff member? Academic affairs? Students affairs? Both?
- What does it cost to effectively administer a community service requirement? Where will the funds come from?
- Is there staffing on each campus and within the community to manage the administrative aspects of the requirement?
- Is the mandate applicable to *all* students in the UC, CSU, and community colleges, regardless of circumstances?
- Are there any reasons why students may be exempt? Who would determine that or oversee it?
- For planning purposes, approximately how many students will be placed in a community service experiences each semester? Each year?
- How will the mandate be monitored from campus to campus?
- How will sufficient service opportunities be identified?
- Must the service experience originate through the university or college? Can students develop and carry out the experiences on their own? How will the requirement be met? Verification of a number of hours? A written reflection of the activity?
- What are the risk management and liability issues?
- Does current university and college insurance cover any and all risk issues related to the service work/community work?
- How will background checks be administered for students who will need them for their community service placements? Fingerprinting? Costs? Timing?
- How will issues of transportation to the service opportunities be addressed?

- When several institutions of higher education exist in a particular geographical area, how will student placements be coordinated across segments, if at all, so as not to inundate community agencies?

Other:

II. THEORETICAL UNDERPINNINGS: DEFINING OUTCOMES

The development of a graduation requirement for community service must first consider the hoped for, or expected, outcomes that a requirement would have on students. Just as faculty members first identify learning outcomes for their students when developing a course, the outcomes for a requirement should be articulated, and then inform the development of a requirement.

To that end, it appears that the Governor has identified the following outcomes:

- Developing a “service ethic” in students; developing an understanding of the importance of contributing to their communities.
- Contributing time to the state, as a “return” to the taxpayers of California for their excellent public education.

Secondary points to highlight that result from a community service requirement as identified by Secretary Hart include:

- Contributing significantly to helping address many pressing social problems.
- Enriching students’ educational experiences by linking classroom work to the broader community.
- Providing students with an introduction to the helping professions and possible careers in public service.

What are the desired outcomes as identified by university faculty? Students? Community members?

Note: A CSU working group examining “Assessment in Service Learning” has identified student learning outcomes for all service-learning courses. The **draft** example is enclosed in your packet.

III. INPUT

It is extremely appropriate that faculty be the primary leaders in the work to develop a requirement. Any graduation requirement naturally falls into the purview of the faculty. However, it is important to note several other constituencies that should be involved in the conversations and work to develop a plan.

- **Students**
Student voice in the development of a proposal is critical. Research has shown (Stukas, 1999) that student perception of control regarding a “mandatory” service experience has significant effects on future intentions and behaviors.

With the widespread emergence of required community-service programs comes a new opportunity to examine the effects of requirements on future behavioral intentions. To investigate the consequences of such “mandatory volunteerism” programs, we followed students who were required to volunteer in order to graduate from college. Results demonstrated that

stronger perceptions of external control eliminated an otherwise positive relation between prior volunteer experience and future intentions to volunteer. A second study experimentally compared mandates and choices to serve and included a premeasured assessment of whether students felt external control was necessary to get them to volunteer. After being required or choosing to serve, students reported their future intentions. Students who initially felt it unlikely that they would freely volunteer had significantly lower intentions after being required to serve than after being given a choice. Those who initially felt more likely to freely volunteer were relatively unaffected by a mandate to serve as compared with a choice. Theoretical and practical implications for understanding the effects of requirements and constraints on intentions and behavior are discussed. p. 59

This study illustrates how important it is to have student involvement in, and confidence with, the requirement if it is to truly benefit students and their learning experiences.

Additionally, on most CSU campuses, students play a critical leadership role in administering community service and service-learning experiences. Continued leadership from students will be necessary to meet the administrative demands of the requirement.

Potential Structures through which to seek input:

- California State Student Association (CSSA)
 - Associated Students on each campus
 - Campus Town Halls/Meetings, i.e. CSU Northridge
 - Surveys
 - Student Newspaper Opinion Pieces; i.e. Daily Aztec
 - Individual Student Input or Testimony, i.e. SFSU students at Hayden hearing
 - Youth Advisory Committee for the CA Commission on Improving Life Through Service
- **Community Service and Service-Learning Practitioners**
The CSU has community service and service-learning practitioners on each campus. All have a wealth of knowledge on all the issues related to the field:
 - Developing authentic partnerships with community agencies.
 - Developing meaningful service experiences from which students can learn.
 - Addressing the many logistical questions raised in placing students in the community.
 - Identifying resources to support the overwhelming task of administering a requirement.
 - Sharing “best practices” in the field.

A list of current CSU service-learning contacts is included in the packet. Additionally, a resolution was prepared by these practitioners to respond to Governor Davis’ announcement in April. This resolution was supported by 161 individuals. It is included in this packet.

Potential Structures through which to seek input within the CSU:

- CSU Community Service-Learning Listserv (over 200 members)
- CSU 4th Colloquium on Community Service Learning, hosted by CSU Los Angeles, Sept. 30 and October 1
- Discussions with individual practitioners (see contact list)
- Surveys

Potential Structures through which to seek input outside of the CSU:

- University of California Service-Learning Committee, Chair: Dr. Andrew Furco
- Service-Learning Task Force of the California Community Colleges, Chairs: Dr. Chris McCarthy, Chief Instructional Officer at Glendale Community College; Lisa Fridman, Academic Senate Representative, Glendale Community College
- California Campus Compact, Executive Director: Elson Nash
- California Commission on Improving Life Through Service (CILTS), Executive Director: Dr. Linda Forsyth
- Statewide Network Leadership Team, convened by CILTS, Organizer: Kaira Esgate
- Youth Service California, Executive Director, Debbie Genzer
- California Department of Education CalServe Initiative, Contact: Mike Brugh
- Corporation for National Service, Contact: Javier LaFianza

- **Community Agencies and Members:**

Although not often discussed, a mandate imposed on the students to perform community service is also a mandate on the community and community agencies.

It is critically important to involve representatives of community agencies in which students may be placed to fulfill the requirement. Resources and staffing at these agencies are limited. Opportunities for service may be limited or the community-based organization may have overwhelming needs that this mandate can help meet. We will not know until we have the community agencies at the table to discuss these issues.

Issues of orientation, training, background checks, risk management and liability, scheduling, and developing meaningful placements can only be fully addressed with community agencies involved in the conversations.

Potential Structures through which to seek input:

- Community advisory boards on CSU campuses
- Forums of community agencies, current partners with campuses
- Volunteer Centers of California: There are 41 centers throughout the state, with a newly created state coordinating office in Sacramento
- Non-profit centers, i.e. Long Beach Non-profit Partnership

- Irvine Foundation –Dialogue on Volunteerism and Community Service,
Contact: Nancy Peterson

IV. TYPES OF SERVICE

There are many types of service activities that students can participate in. Multiple opportunities exist on each campus. Once again, the options that students have for the requirement depend on the expected outcomes. Below is a listing of the many opportunities already in existence at colleges and universities throughout the state.

Academic Service-Learning Courses

- Individual courses
- Department-wide courses/department requirements
- First Year Experience Courses
- Senior Capstone courses

Community-based Learning Experiences Sponsored by Academic Departments

- Internships and Fieldwork at non-profit organizations
- Internships and Fieldwork at organizations that benefit communities and address community needs
- American Humanics
- Leadership Certificate Programs
- Research projects with individual faculty members

Student-Run Community Service/Volunteer Programs

- Associated Student programs
- Student Service Clubs and Organizations, such as CAVE at Chico; YES at Humboldt; and JUMP at Sonoma State
- Student Organizations that, as a club or organization, sponsor a community service project, i.e. fraternities and sororities
- Honor Societies, such as Mortar Board, Golden Key

University-Sponsored Service Programs

- America Reads
- America Counts
- EPIC programs
- Human Corps
- Pre-Collegiate Academic Development Programs
- Mentoring Programs (ie CSULB)
- Upward Bound Leaders
- Residential Life Service Programs
- University-wide days of service
- Martin Luther King, Jr. Day service events
- National Make a Difference Day programs
- National Volunteer Week programs

- Americorps Programs (federally funded)

Additionally there are numerous structured opportunities for community service outside of the university structure:

- Volunteer Centers of California
- Faith-based Service Organizations
- City Cares Organizations, such as LA Works
- Individual Non-profit organizations

V. CHALLENGES

There are many challenges related to the implementation of a community service requirement. The challenges outlined below have been raised by CSU service-learning and community service practitioners via a listserv:

- Philosophical concerns about mandating community service
- Placements
There is concern that there would not be enough meaningful opportunities for the mass volume of students that would need to meet the requirement. A campus in a large community may have more meaningful service opportunities in the immediate surrounding area than a campus in a small community where the population is only 2-3 times bigger than the population of the campus.
- Coordination of Placements
Given that many geographical communities have multiple campuses in their vicinities, there is concern that community agencies would be overwhelmed by the coordination of student placements. Community agencies may not be able to coordinate or accommodate the overwhelming number of students that would come from UC, CSU and community college institutions. For instance, in the north Orange County area, there exists CSU Fullerton, Fullerton Junior College, Hope University, Western Law School, Cypress College, Golden West College, Orange Coast College, Chapman University, UC Irvine, and Saddleback College, to name a few. There would need to be effective communication and administration networks in place to implement the requirement.
- Infrastructure Support
Although all CSU campuses have community service and service-learning opportunities, almost all campuses do not have the current infrastructure to support the involvement of *all* students. Issues of staffing and funding would need to be addressed. At CSUMB, where service learning is a graduation requirement, they have a budget of approximately \$500,000 to place 500 students per semester* in meaningful service opportunities that are connected to course curriculum. As this indicates, significant infrastructure is necessary.

*CSUMB would like to note that they are a growing campus; student population will double in the next four years; their administrative budget will not.

- Risk Management Issues

The following are just some of the risk management issues that would need to be addressed:

- Institutional liability of negligence of placement program
- Liability for harm caused *by* student volunteers
- Liability for harm caused *to* student volunteers
- State background check requirements, fingerprinting, especially when volunteers are working in child care and K-12 settings.
- Cost for insurance and background checks
- Worker's compensation

- Monitoring the Requirement

Tracking students and their service placements as they meet the requirement is a difficult process. What mechanisms will need to be available to monitor this effectively and efficiently? What "proof" will students need to meet the requirement? Currently, Cal Poly San Luis Obispo has a process for tracking student community service hours, which are then designated on the student transcript. The example is enclosed in the packet.

- Transportation to community

In some communities, there will be difficulty in transporting students to and from the community service placements. What responsibility does the institution take on to help get students to community service placements? Will there be university shuttles? Will students be responsible alone, despite hardships they might face? Will bus fare be provided?

- Logistics

Additional areas of concern about logistics include:

- conducting quality orientation and training
- supervision of students
- debriefing and closing
- personal nature of community service work
- interpersonal experiences

VI. MODELS

There are many models of effective community service and service-learning programs and initiatives. Because each CSU campus sponsors such initiatives, there are many models to examine.

In particular, CSU Monterey Bay currently has a service-learning graduation requirement. They have been successful in implementing the requirement which has

significantly contributed to student learning. Enclosed in the packet, you will find results of their on-going evaluation of students who take the core required course: SL 200 *Introduction to Service in Multicultural Communities* (a GE course). Students are also required to take a service-learning course within their major.

There are also several private institutions in California that have some community service requirement, including the University of LaVerne. A brochure from the institution is included with the packet.

The K-12 system of public education in California has also been working to implement service-learning. Many goals for implementing service-learning into the K-12 system are outlined in the "Report of the Superintendent's Service-Learning Task Force" (1999). The Report states the following: "In 1996 State Superintendent of Public Instruction Delaine Eastin established goals for implementing service-learning in California: By the year 2000, 25 percent of California's 994 school districts should offer all students at least one community service or service-learning opportunity at each grade span (kindergarten through grade five, grades six through eight, and grades nine through twelve) for a minimum of three opportunities throughout their kindergarten through grade twelve education. By the year 2004, 50 percent of California school districts should offer all students at least one service-learning opportunity at each grade span (kindergarten through grade five, grades six through eight, and grades nine through twelve)" (p. 2).

The state of Maryland implemented a community service requirement at the high school level about seven years ago. There are many lessons to be learned from their experiences (see *Washington Post* article from June 28, 1999)