Annual Report of Community Service Learning in the CSU

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For more information contact:

The California State University, Office of the Chancellor
Office of Community Service Learning

401 Golden Shore, Sixth Floor, Long Beach, CA 90802-4210
Phone: (562) 951-4749    Fax: (562) 951-4982
Website: www.CalState.edu/CSL
The California State University  
Chancellor’s Message

Although the 2001-2002 academic year began with one of the most tragic days our nation has ever seen, it also marked the beginning of a period of renewed community spirit and involvement. Touched by the devastating losses of September 11, and motivated by a desire to honor the lives of the victims, members of the California State University community joined their fellow Californians and other Americans to reach out in nearly unprecedented numbers and support those in need.

In these difficult times, the role of the university in the community is perhaps more important than ever. Universities offer education about other languages, cultures and religions that helps foster a better sense of respect and understanding among different groups of people. Universities also have a mission to be responsive to their communities through service and outreach.

The 23 campuses of the California State University system have responded to this call in numerous ways, particularly through the development of service-learning and community service opportunities. As this report demonstrates, the CSU has successfully continued its efforts to involve students in community service that not only enhances their learning experiences, but also teaches tolerance, respect and the value of service to others.

In 2001-2002, over 1,320 courses with service-learning components were offered to CSU students and over 300 additional courses were created for the future. More than 151,000 CSU students performed community service over the year in a variety of areas such as education, social services and health services. Throughout this report, you will find more information on the CSU’s systemwide efforts to involve students in community service learning that enhances their learning experiences and contributes to California’s communities.

Despite the tragic beginning to the academic year, CSU faculty, students, administrators and partners were able to build on their collective strengths in order to nurture knowledge, understanding and a stronger sense of community. As it looks to the future, the CSU remains as strongly committed as ever to its mission of providing outreach and service.

Charles B. Reed  
Chancellor  
California State University
The 23 Outstanding Campuses of the California State University
Overview of Community Service Learning in the CSU

Faculty, students and administrators in the California State University have been partnering with their local communities since the first CSU campus was founded in 1857. These partnerships not only improve the quality of life across California, they also advance faculty research and support CSU programs while teaching students the value and satisfaction that come from contributing to society.

Over the last decade, the CSU has taken bold steps to provide a variety of opportunities for students to contribute to California communities and enhance their learning and pre-professional experiences, particularly through community service learning.

• In 1997, representatives from across CSU campuses came together to develop the CSU Strategic Plan for Community Service Learning. This plan’s primary goal is to offer service-learning and community service opportunities for each CSU student prior to graduation.

• In 1998, the Office of Community Service Learning in the Chancellor’s Office was created to provide leadership and coordination for CSU campuses as they develop and implement community service-learning initiatives.

• In March 2000, the CSU Board of Trustees passed a landmark resolution in support of community service and service learning. The resolution required that each CSU president ensure that all students have opportunities to participate in community service, service learning, or both.

• In January 2001, the Corporation for National and Community Service honored the CSU with the Higher Education Award for Leadership in National Service. The CSU was one of seven institutions in the nation to win the award.

Each of the 23 campuses of the CSU has an office of community service learning with a designated leader. Although each campus has created its own unique infrastructure to support community service learning, as demonstrated in the campus highlights section of this report, the end results have been consistent—quality service-learning experiences for CSU students.

Building on this background, the 2001-2002 annual report is divided into two sections:

Systemwide Initiatives

The CSU is committed to fostering community service learning on each campus through a variety of systemwide initiatives and programs. This section provides a summary of those initiatives.

Campus Highlights

Each of the 23 campuses has its own innovative approach to community service learning. It is the uniqueness of each campus that makes the CSU’s efforts in community service learning so exciting and rich. As such, this section provides an opportunity for each campus to share its story about community service learning.
A Review of Systemwide Initiatives

California’s Call to Service

In April 1999, Governor Gray Davis called for a community service requirement for all students enrolled in California’s public institutions of higher education. The governor stated that the primary purposes of his initiative were to enable students to give back to their communities, to experience the satisfaction of contributing to those in need, and to strengthen an ethic of service among graduates of California universities.

After months of intensive dialogue about ways to strengthen and build upon the service initiatives that have developed over decades, the California State University responded to Governor Davis’s call. The CSU Board of Trustees passed a resolution in March 2000, calling on the chancellor and each CSU president to “ensure that all students have opportunities to participate in community service, service learning (deemed academically appropriate by faculty), or both.”

In response to the CSU’s commitment, Governor Davis authorized $2.2 million in the fiscal year 2001-2002 state budget to support the development of new service-learning courses and to create or expand service-learning offices on all of the CSU campuses. The CSU committed to develop 220 courses with new service-learning components and to match the state funds with at least $2 million from other sources.

During the 2001-2002 academic year, the CSU achieved great results: 306 courses with new service-learning components were developed. This outcome exceeded the CSU’s commitment to create 220 courses by 39 percent. Many of the service-learning courses that were created offer more than one section, and therefore, it is estimated that over 389 sections that include a service-learning component are now offered. As a result, there are new opportunities for more than 10,600 students to experience service learning.

In an effort to maximize the investment made by the state, the CSU has actively pursued external sources for service-learning curriculum and infrastructure development. Across the system, $2.2 million was secured from external sources in 2001-2002 to support service-learning initiatives.

Community service learning is a teaching method that promotes students learning through active participation in meaningful and planned service experiences in the community that are directly related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness and commitment to community.
Learn and Serve America Partnership

In 2000-2001, the Department of Service Learning at the Corporation for National and Community Service awarded the CSU a Learn and Serve America grant to focus on accomplishing the goals of the CSU Strategic Plan for Community Service Learning. Nineteen campuses developed in-depth action plans outlining strategies on how to achieve the goals of the Strategic Plan. The Strategic Plan identifies three major goals: develop infrastructure, build faculty support, and involve students and community partners in the design of service-learning programs.

In the second year of the grant program, campuses continued to make significant strides toward accomplishing the goals of their action plans. This progress is partially attributed to the development of Strategic Action Teams (SAT). Service-learning directors created advisory boards that consist of community partners, students, faculty and administrators to provide leadership and counsel for the implementation of the program. One service-learning director shared that “the SAT has been the backbone of the Office of Community-Based Learning. They have been committed and active—full of ideas and knowledge about the university and community.”

Additionally, through this grant, the Chancellor’s Office began the first systemwide assessment of the impact of service learning on students. In spring 2002, information was collected from over 2,000 students who participated in service learning about their academic learning, community involvement, career preparation and personal development. This project will continue through the 2002-2003 academic year and involve 13 campuses.

The CSU also had the opportunity to host a meeting with Dr. Leslie Lenkowsky, Chief Executive Officer of the Corporation for National and Community Service. Facilitators of the meeting provided an overview of service learning in the CSU and highlighted the specific initiatives at CSU Northridge. Dr. Lenkowsky praised California’s “Call to Service,” as well as the CSU’s progress toward achieving the goal of providing community service or service-learning opportunities to all students.

With the support of the Learn and Serve America grant, campuses will continue to be successful in developing and implementing new ideas that foster a creative and inclusive climate for institutionalizing community service learning.
Cesar Chavez Day of Service and Learning

“The end of all education should surely be service to others.”
—Cesar Chavez

April 1, 2002, marked the second annual Cesar Chavez Day of Service and Learning, a state holiday in honor of Cesar Chavez, founder of the United Farm Workers union and pioneer in the struggles for fair wages and humane working conditions for farm workers and their families. In the spirit of service learning, millions of Californians from across the state, in both urban and rural communities, came together to honor his life and work through service and learning. This year, 64 service-learning projects across the state were awarded funding through the Governor’s Office on Service and Volunteerism (GO SERV). Community members, college students and K-12 students engaged in service-learning activities such as planting community gardens, gleaning produce to donate to food banks, refurbishing community centers, meeting with farm workers, and improving environmental habitats, all while learning about social issues, biology, agriculture, the environment, and more.

Since the creation of this state holiday, over 5,000 CSU students and 39,000 K-12 students have participated in service-learning activities to honor Cesar Chavez through programs sponsored by CSU campuses. This year, 13 programs on 12 campuses collectively received nearly $900,000 in grants from GO SERV. Through these 13 grants, the campuses received funding to engage their campus members, K-12 school children and community members in service-learning activities that honored the legacy and values of Cesar Chavez.

CSU San Bernardino’s Cesar Chavez Day Garden Project, CSU Long Beach’s Cesar E. Chavez Service and Learning Project, and CSU Sacramento’s Sacramento Area Cesar Chavez Youth were highlighted for their outstanding service-learning projects at the Cesar E. Chavez Foundation’s second annual Educating the Heart dinner.

In addition, CSU Bakersfield, CSU Chico, CSU Fullerton, Humboldt State University, CSU Monterey Bay, CSU Northridge, San Francisco State University, CSU San Marcos and Sonoma State University received grants.
Service Learning for Family Health AmeriCorps Program

In its second year of operation, the Service Learning for Family Health AmeriCorps (SLFH) Program had great success. Funded by the Governor’s Office on Service and Volunteerism (GO SERV), and supported by Community-Campus Partnerships for Health, SLFH provides opportunities for CSU students to become AmeriCorps members, providing a year of service in exchange for a minimal living allowance and an education award. AmeriCorps is known as the “domestic Peace Corps.”

In 2001-2002, over 70 AmeriCorps members, primarily CSU students, from four CSU campuses—Northridge, San Francisco, San José and San Luis Obispo—provided service to community-based health organizations by coordinating service learners and volunteers from the universities. The community organizations benefit from the additional volunteer assistance and the university benefits from the supportive coordination that AmeriCorps members provide for service-learning courses.

In particular, SLFH AmeriCorps members serve the community and the campus in three critical ways:

1. They develop new service-learning opportunities and strengthen existing service-learning opportunities.
   AmeriCorps members provide recommendations to community partners about new ways to utilize students’ skills, improve volunteer position descriptions, and enhance ways to recruit students.

2. They serve as peer leaders.
   AmeriCorps members organize information sessions at community partners’ sites to train volunteers and service learners. Orientation and training are critical in ensuring that service-learning students have rich learning experiences and are also aware of their responsibilities.

3. They support community-university partnerships.
   By placing AmeriCorps members at community partners’ sites, members have a clear understanding about how CSU service-learning students can support community partners’ missions, goals and daily operations. A SLFH community partner remarked, “This program allows us access to the campus and to view the campus from a new perspective.”

In 10 months, the SLFH members worked with 2,300 service learners and volunteers who contributed over 24,000 hours of service to community-based health organizations. This program is a strong example of the benefits of having reciprocal partnerships between the community and the university—creating meaningful service experiences for students while also meeting the needs of community organizations.
Linking Service Learning and the Visual Arts

In July 2000, the CSU launched an innovative program to expand service learning in the visual arts with a grant from the J. Paul Getty Trust. The program, Linking Service Learning and the Visual Arts (LINKING), was established to provide community service to local art organizations while also advancing student learning within the CSU through the development of service-learning courses in the visual arts. The two-year grant program was structured to develop and implement service-learning courses on six CSU campuses in the Los Angeles urban area: Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge and Pomona.

The LINKING program was built on the premise of collaboration and support within a region—collaboration and support between the university and community art organizations; and collaboration and support between CSU faculty in common disciplines but on various campuses in the Los Angeles area. The two primary vehicles for nurturing this collaboration and support were service-learning institutes and the Getty Service-Learning Scholars program.

Two service-learning institutes were offered in fall 2000, one for community partners and one for CSU art faculty to introduce the elements of successful service-learning partnerships and teaching methods. Then, in November 2000, 11 CSU faculty were competitively selected as Getty Service-Learning Scholars. These 11 faculty members formed a cohort group to support one another for the next year and a half in their efforts to learn about service-learning pedagogy and develop partnerships with community art organizations. The Getty Service-Learning Scholars were given assigned time (released from teaching a course) in order to participate in monthly workshops on various aspects of service learning, develop partnerships with various community arts organizations, and craft new syllabi incorporating service learning.

Examples of the service-learning courses that were developed include:

- Professor Elizabeth Bryant, CSU Los Angeles, paired her photography students with students from Eagle Rock High School. The university students demonstrated photography techniques and discussed aesthetics in contemporary photography with the high school students. Both groups collaborated on a series of photo works that were then exhibited at the Eagle Rock Cultural Center.

- Professor Patsy Cox, CSU Northridge, organized her ceramics students to construct a raku kiln, which they then used to teach low-income children and produce ceramics through a partnership with ARTScorpLA, a local community service agency.

- Professor David Devries, CSU Fullerton, had his students produce photographic portraits for low-income families at the Highland Learning Center in Santa Ana.
The program also had benefits for the community arts organizations. In addition to the valuable service provided by the student service learners, community partners indicated that:

- The Getty Scholars program enhanced the credibility and visibility of the small, low-budget community-based art organizations, and expanded their pool of volunteers with invaluable expertise in the visual arts and a commitment to community service.

- The structure and resources of the Getty Scholars program effectively removed the sense of insularity of academe, and infused local non-profit arts agencies with renewed enthusiasm and optimism toward working with faculty and students.

Finally, the program had positive effects on CSU students as well:

- “I really wish more of our classes had implemented service learning into their curriculum. All in all, I think that service learning is a good way for students to gain real world experience and help some people at the same time.”

- “I have learned so much this semester, and what better way to show that than to help people.”

Through the LINKING Program, faculty, students and community partners experienced the long-term benefits of service learning in the arts. It not only enhanced the relationship between the university and its surrounding communities—making the institution of higher learning less insular and more accessible—but it also allowed students to gain insight into the tangible and intrinsic rewards of civic engagement and social responsibility. The program concluded in June 2002 and will serve as a model for future discipline-based initiatives across campuses.
Service Learning in the Health Disciplines

Recognizing the benefits of specific discipline training, the Chancellor’s Office of Community Service Learning and Community-Campus Partnerships for Health hosted an institute in June for service-learning faculty in the health disciplines. Twenty faculty from 12 CSU campuses participated in a three-day interactive institute that incorporated small and large group work. The participants enthusiastically enhanced their understanding of service learning and, in exchange, shared their insights with others.

The purpose of the institute was to provide training and support for faculty to (1) develop a deeper understanding of the theory, history and practice of service learning; (2) create a set of strategies for integrating service learning into a course or enhancing the service-learning component of a course; and (3) establish a peer group for continued learning and resource sharing. In order to achieve these goals, national experts including four CSU faculty members provided specific training based on their experiences. These mentors spoke about topics such as building meaningful service-learning partnerships, identifying key stakeholders, and learning about avenues for community scholarship. One attendee shared that as a result of her participation in the institute she “was able to grasp the depth of service learning and the many implications for students and the community.”

During the institute, participants developed action plans to help further shape their engagement with the pedagogy. For example, Lisa Nicholson, an assistant professor at Cal Poly San Luis Obispo, included in her action plan steps to explore assessment and research in service learning. As a result of her interest, she received a grant that will advance her knowledge about service learning and will examine whether her nutrition education course will continue to meet specific competencies of her discipline’s accrediting association. She believes that another result of her service-learning course will be increasing students’ self-efficacy skills. This example highlights the importance of scholarship activity, which raises awareness about service learning in the disciplines and also validates the effectiveness of the teaching strategy.

“1 find service-learning courses to be the most rewarding of any I teach, mostly because it really does spark our students’ sense of idealism and wanting to contribute to social justice. They also gain valuable reflection and critical thinking skills.”

Faculty member, CSU Monterey Bay
In May 2002, Campus Compact and the Chancellor’s Office of Community Service Learning offered the second annual Engaged Department Institute for nine CSU academic departments interested in the department as a unit of engagement and change.

The purpose of the Engaged Department Institute was to help participating departments develop strategies to (1) include community-based work in both their teaching and their scholarship, (2) include community-based experiences as a standard expectation for majors, and (3) develop a level of unit coherence that will allow them to model successfully civic engagement and progressive change on the departmental level. The institute was facilitated by national experts John Saltmarsh, Edward Zlotkowski, Sherril Gelmon, Jon Wergin and Rick Battastoni, and covered topics such as:

- the academic and civic effectiveness of community-based work;
- discipline-specific models of service-learning integration;
- supporting community-based work on both the faculty and the student level;
- assessing community-based work on both the faculty and the student level;
- community-based work as a vehicle of curricular integration; and
- the community partner as departmental resource; the department as community resource.

The following participating departments will implement the action plans developed at the institute during the 2002-2003 academic year:

- CSU Chico, School of Nursing
- CSU Long Beach, Family and Consumer Science
- Cal Maritime, General Studies
- CSU Monterey Bay, Communication Science and Technology Institute
- CSU Northridge, Urban Studies and Planning
- CSU Northridge, Health Sciences
- CSU Sacramento, Ethnic Studies
- Sonoma State University, Hutchins School of Liberal Studies
- CSU Stanislaus, Sociology and Criminal Justice
Sixth Colloquium on Community Service Learning

On February 28 and March 1, 2002, faculty, students and administrators from every CSU campus gathered at Sonoma State University for the sixth CSU Colloquium on Community Service Learning. This year’s theme—Service-Learning Leadership: Providing the Foundation for Our Success—was designed to support and enhance the leadership abilities of those CSU service-learning administrators, faculty, staff, students and community partners that “make service learning happen every day.” The colloquium provided an opportunity for participants to:

- understand the status of community service learning in the CSU;
- understand the trends in service learning and national service;
- share best practices for service learning across CSU campuses;
- identify opportunities and challenges to institutionalize service learning;
- develop networks across affinity groups for ongoing collaboration and sharing; and
- strengthen their abilities to successfully lead service-learning initiatives on their campuses.

As reflected in the evaluations, the colloquium successfully achieved its goals and supported campus practitioners in their efforts to lead service-learning initiatives.

“There is such value in coming together as a system to share our models, our successes and our challenges. The work of each campus is stronger because of it.”

Service-Learning Director

Sonoma State University provided a welcoming and inspiring environment for participants of the Colloquium.
Student Leadership in Service Learning

Student leadership programs continue to support CSU’s efforts to institutionalize service learning in significant ways. Although programs vary across CSU campuses, generally, models are demonstrating that students serve in two main capacities: working with faculty or working with community partners. Successful programs have been developed at CSU Fullerton, Humboldt State University, CSU Los Angeles, Cal Maritime, CSU Monterey Bay, CSU Northridge, San Diego State University, San Francisco State University, San José State University, Cal Poly San Luis Obispo and Sonoma State University.

Through specialized training, student leaders learn about the theoretical underpinnings of service learning, effective techniques for reflection, and culturally competent skills for working with diverse communities. This multi-faceted training approach supports students by contributing to the design and implementation of service-learning programs in skillful and reflective ways. For example, a majority of campuses’ service-learning advisory boards include student leaders. This allows students to learn about program administration and policy issues and to share their own and their peers’ perspectives of how to create meaningful service-learning opportunities. The insights that student leaders contribute enhance the quality of the many facets of service-learning programs. In addition, students have assisted in the development of community service summits and also served as facilitators at the events. In February 2002, students at Humboldt State University coordinated the Building Bridges of Social Change Through Service conference where over 125 students, community partners, faculty and administrators came together to share ideas about how service learning can support social change. Similarly, students have also presented at a number of local and regional conferences including the Western Region Campus Compact Consortium Conference in April 2002. These networking opportunities encourage students to meet other peers, exchange information about projects, and explore issues that are pertinent to their work.

By encouraging the integration of student voice in service-learning programs, students share first-hand perspectives that encourage service-learning opportunities to support reciprocal learning for all involved and at the same time enhance dynamic leadership skills.

Dave Haller, a recent Humboldt graduate, leads a discussion at the Humboldt student conference.
Students That Are Recognized for Service (STARS)

In April 2002, the CSU honored 21 students throughout the state with the Students That Are Recognized for Service (STARS) award to acknowledge their outstanding efforts in service learning and community service. These students have not only applied their leadership skills and demonstrated their commitment to local California communities, they have also developed innovative ideas for engaging others in community service and service learning.

This year’s honorees provided more than 14,000 hours of service, which contributed the equivalent minimum wage value of $94,500 to local communities. The number of hours exemplifies only one aspect of the honorees’ commitment; the students are also extremely creative and thoughtful about their projects. Here is a glance at some of the results:

• Annie Sherman of CSU Chico was directly responsible for diverting over a ton of recyclable materials from the Butte County landfill.

• Russell Daley of CSU Long Beach was instrumental in creating a training program that teaches philosophy to at-risk teens.

• David Boudreaux of Cal Maritime worked four different jobs on campus and still found time to be the president of the Circle K Club and serve as a student advisor to the service-learning program.

• Juslyn Manalo of San Francisco State coordinated the the Veterano Project, which has engaged 250 SFSU students to take down the oral histories of elderly Filipino World War II veterans.

The culmination of the CSU STARS award was a systemwide celebration by the Chancellor’s Office in which Chancellor Reed recognized each nominee at a ceremony in Long Beach on April 12, 2002. At the reception, Chancellor Reed said, “Our STARS award recipients are role models at the CSU and exemplify our students’ dedication to community service. I want to thank all of you for your vision, energy and talents.”

The event concluded on April 13 with a day of service at a local middle school.
Risk Management and Liability in Service Learning

As a result of CSU’s commitment to increase the number of students enrolled in service-learning courses, service-learning directors and faculty members from across the system began to ask about risk management issues as they relate to service-learning placements. In April 2001, a systemwide meeting brought together risk managers and service-learning directors from many of the CSU campuses to discuss how to manage risk in service learning.

Following the meeting, three working groups were established to more closely examine the issues and make recommendations that could be used across the CSU system. The student-focused working group examined the issues from a student’s and a faculty member’s perspective.

The community-based organization-focused working group explored how to interact and partner with community-based organizations in order to provide safe and mutually beneficial service-learning placements. The fingerprinting and background check working group researched and reviewed the laws and policies that govern the fingerprinting of service learners. All three working groups were designed to review the research and make recommendations for best practices.

The end product of the work and research is a manual, a best practices guide for risk management in service learning. The manual contains forms, checklists and descriptions that can be used to help build new service-learning partnerships with community-based organizations, examine existing partnerships, and create positive and safe, out-of-classroom learning experiences for all service-learning students. As the CSU moves closer to providing service-learning opportunities for all its students prior to their graduation, this manual will serve as a guide to the necessary steps in creating new opportunities.

“Not only is service learning a creative way to get students further involved in their education, but it has some interesting parallels to everyday life as well.”

Student, CSU Hayward

Humboldt State students take some risks while providing service on HSU Day of Caring.
**CSU Campus Highlights**

While a part of the CSU system, each of the 23 campuses has its own unique identity. Each campus has a distinct student population; a distinct group of faculty, staff and administrators; a distinct group of organizations with which it partners; and a distinct community in which it is located. This section of the annual report provides highlights that demonstrate the distinctions of each CSU campus.

### CSU Service-Learning Contacts for 2001-2002

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CSU Bakersfield

Service learning at CSU Bakersfield combines community service with clear academic learning objectives, preparation and reflection. Through service-learning courses, students provide valuable services and are resources to nonprofit and public organizations throughout Kern County and the Antelope Valley. At the same time, students experience the rewards of interacting with individuals across age groups and ethnicities, while applying knowledge and skills gained through academic experiences. Overall, service learning at CSU Bakersfield permits students to experience real life while in an academic setting.

Community service learning operates as a part of the Community Service Programs (CSP) office. The CSP Office houses Internships, Human Corps, Experiential Learning, the Note-takers Program, the Radin Program, Bonner Leaders and the Cesar Chavez Program. Additionally, the CSP office coordinates the placement of work-study students at community-based organizations and school tutoring programs.

The 2001-2002 year has been highly successful for community service learning, involving 19 departments, 86 courses and 39 faculty members. The CSP office assists over 1,500 students yearly in community placement. Courses with service-learning components have given several hundred students the opportunity to expand and enhance their learning by requiring an average of 40 hours of service per student each quarter. Roughly calculated, 22 percent of students and 19 percent of faculty participate in the Bakersfield community with the assistance of the Office of Community Service Programs.

The CSP Office is currently involved in partnerships with more than 300 community organizations. Several of these partnerships were strengthened during this year with the help of a grant for Cesar Chavez Day from the Governor’s Office on Service and Volunteerism (GO SERV). The grant provided funding for CSU Bakersfield to work closely with local schools to implement service-learning projects in K-12 classrooms that reflected the life and values of Chavez. Some of the schools created community gardens and others built outdoor classrooms on their campuses. These projects connected Chavez’s values of respect for life and the environment with the curriculum being taught in the classroom. As part of the grant’s efforts to increase awareness about Cesar Chavez, a community celebration was organized and held on the state holiday. Many prominent members of the local community, such as Mayor of Bakersfield Harvey Hall and CSU Bakersfield President Tomás Arciniega, spoke about the 10 core values of Chavez. The children of the schools involved in the grant also participated by performing folklore dances and singing songs. Overall, this grant allowed the CSP office to reach out to many students at all levels who may have not had access to this type of active learning before.

CSU Bakersfield has been very pleased by the growth of its many service-learning programs. More students are being given the opportunity to combine their learning experiences with service. Building on the foundation that has been created, more opportunities will be created in the future.

For more information, visit www.csub.edu/csp
CSU Channel Islands (CSUCI) is launching a student-centered university committed to academic excellence, community responsiveness and leadership for the 21st century. Since its establishment in 1998, the university has renovated buildings, installed technology infrastructure, and most importantly, formed numerous community-university partnerships with school districts, community colleges, non-profit agencies, corporations and industry in preparation for its August 16, 2002, opening.

Key elements of the CSUCI mission include emphasizing experiential and service learning, nurturing an appreciation of different cultures, creating learning communities, and developing community-university partnerships. As the mission is brought to life, all eight new upper division academic programs reflect the commitment to academic service learning through directed study and capstone courses which include service-learning components. Lower division courses that include service learning will be designed throughout 2002-2003.

One such course planned for spring 2003, entitled Art Capstone Project, includes a one-hour seminar and two hours of service learning per week. Professor Jack Reilly will facilitate a culminating interdisciplinary experience in which students from various art disciplines will work in groups with non-art majors and community members on projects specifically designed to meet a common goal.

Although students have not yet arrived on campus, faculty have been actively engaged with the kindergarten through eighth grade community, the Ventura County Superintendent of Schools Office and 15 local school districts. They have created a demonstration pre-kindergarten through fifth grade education model for teacher preparation, art, English, math, science and business students from CSU Channel Islands. The University Preparation School is a new Board of Education-approved charter school. It will be a model of service, reflection and continuous improvement where techniques and innovative programs will be tested, evaluated, modified and refined.

Additionally, CSU Channel Islands faculty, administrators and community members presented at statewide and national service-learning conferences, sharing the university’s commitment to opportunity, integration, collaboration and community. Finally, this year the campus launched a new faculty Ventura County orientation with a five-day intensive inside view of the region. Day 1 focused on demographics and policy issues facing the rapidly growing county, including land use and housing. Day 2 included economic development and a look at diversity and Latino impact on the county. Day 3 immersed the faculty in water conservation and site visits to local ranches and farms to examine the role of agriculture and farm labor in the county. Throughout the community orientation, faculty members were provided compelling portraits of public sector, non-profit, health, education and safety agencies. Faculty members noted the fierce local pride in the quality of life in Ventura County.

CSU Channel Islands looks forward to continuing and expanding community-university partnerships and academic service-learning opportunities for its inaugural students in the year ahead.
CSU Chico

CSU Chico enjoys a long history of community service and volunteer programs for students. In the last several years, CSU Chico has expanded its service-learning curriculum, increased the number of community partnerships, and broadened the range of academic programs involved with service learning. This year, service learning was introduced into the University Honors Program. The Honors students have found the service-learning opportunities to be a marvelous compliment to their college experiences.

SOCI107H, The Global Within the Community: Understanding Through Service Learning, offered during spring semester 2002, was an excellent opportunity for student Michael Collins to do something that he felt was important for young people in Chico. Collins presented the city with an idea for a new sign that warned swimmers not only about the hazards of swimming in the perilous rocky areas of Butte Creek in a section known as Bear Hole, but also provided information about other natural hazards found throughout the creek area.

Each year several young people get swept away by the unpredictable currents of Butte Creek at the Bear Hole section. Collins’ service-learning project for his sociology honors class was to follow the appropriate steps to see that the new sign was developed and then legally placed at Bear Hole to serve as a warning to swimmers, hikers and others who venture into the upper areas of the park. Collins also sought to have a public awareness campaign developed to alert people about the dangers of the popular swimming hole.

The Chico Enterprise-Record, the local daily newspaper, then acknowledged in a feature article Collins’s contribution to public safety awareness in Chico and at Bear Hole. Collins’ service-learning experience exemplifies how service learning can dramatically generate positive change in a community.

CSU Chico will continue to support the development of service-learning opportunities for students in all disciplines.

For more information, visit www.csuchico.edu/cave/

A CSU Chico student’s service-learning project resulted in the posting of a public safety sign.

(Photograph provided by the Chico Enterprise-Record, Ty Barbour, photographer.)
CSU Dominguez Hills

The Office of Community Service Learning at CSU Dominguez Hills is committed to providing and facilitating opportunities for students to integrate academic study with active participation in community programs that address the needs and interests of the Los Angeles region. The campus has added courses in computer science, philosophy, nursing, anthropology, occupational therapy, behavioral science and education during this academic year.

Assistant Professor Sara Waller taught two sections of Philosophy 101: Values and Society, one with a service-learning component and one without, in order to examine the impact of a service-learning course on students. Philosophy 101 provided an introduction to ethical and political positions from a philosophical perspective, asking students to construct solutions to various problems of value, such as, “When do I know I have done the right thing?” The service learners were placed at the Peace and Joy Care Center for women and children victimized by domestic violence. Some findings suggested that students with lower socioeconomic backgrounds anticipated greater networking opportunities through service learning, but were disappointed. In the interest of improving students’ learning experiences and career potentials, Dr. Waller is interested in pursuing this result further.

Professor John Goders was selected as a Getty Service-Learning Scholar through a grant from the J. Paul Getty Trust to promote service learning in the arts. Through this initiative, the campus hosted a panel of artists to discuss their work and the impact on surrounding communities. At least 100 students attended the panel as a reflective exercise with their classes.

CSU Dominguez Hills also co-sponsored the 2nd Annual Compton Homeless Awareness Symposium with Compton Unified School District and other “Partners for Survival” Collaborative agencies. The event was a huge success, informing more than 150 community service workers of the effects of homelessness on children and families. Next year, as an exercise in community activism, CSU Dominguez Hills anticipates fully involving its students in planning and participating in this event.
CSU Fresno

CSU Fresno is committed to engaging every student in at least one meaningful service experience prior to graduation. The university community recognizes the personal, professional and academic benefits of service and is working hard to provide students with a continuum of meaningful community service-learning opportunities that will enrich student learning and serve the many pressing needs of the community.

The primary office charged with coordinating community service-learning efforts for the university is Students for Community Service (SCS). SCS seeks to provide diverse, yet closely related service programs throughout the university.

SCS directly coordinates or supports approximately 20 different service initiatives. These include volunteer opportunities such as blood drives, community service projects like the Community Service Scholarships program, and over 50 service-learning courses offered each semester. The university also maintains contact and partnerships with over 200 community organizations; coordinates a sophisticated America Reads project; is an Americorps HELP program site; offers university-wide community service courses; has committed over 45 percent of federal work study funds to community service placements; maintains a successful American Humanics program; and has established a Jumpstart for Children program.

Service-learning courses are currently offered in seven of the eight undergraduate schools/colleges. The Craig School of Business and many academic departments have a core or required course which includes service learning. The university supports service learning through a series of faculty seminars, a faculty service-learning mentor, department and faculty mini-grants, and “S” designation for courses meeting minimum service-learning requirements.

At Fresno State, students can become engaged in service activities that range from a few hours to over 450 hours per year. This continuum affords students and community members a comprehensive and connected program of introductory volunteer experiences to advanced, major-related service-learning experiences.

Each year, approximately 3,800 students participate in community service learning at Fresno State. The outcome is that almost 20 percent of the students are engaged in university-supported service during any given year. The results include over 172,000 hours of service to the community, $2.6 million in community impact and immeasurable learning experiences for students.

The type of relationship SCS hopes to foster with area nonprofits is exemplified by its partnership with Stone Soup of Fresno. The agency has earned numerous distinctions, including a national President’s Service Award and a Points of Light Foundation award. Annually, over 300 students and 70 faculty participate in service efforts coordinated by Stone Soup.

For more information, visit www.csufresno.edu/scs
CSU Fullerton

CSU Fullerton (CSUF) established the Center for Community Service-Learning in March 2002. The university has a seven-year history of supporting service-learning efforts as evidenced by the variety of service-learning opportunities available to students, from first-year programs to graduate-level courses. Currently, over 30 service-learning courses are offered per semester and the opportunities keep rising.

This last year has been especially active with partnerships developed by the center and individual faculty members to further service-learning activities on campus. These programs include Project SHINE (Students Helping In the Naturalization of Elders) funded by the Corporation for National and Community Service and the Department of Education; the Cesar Chavez Heroes Project (CCHP) funded by the Governor’s Office of Service and Volunteerism; and CSUF’s Blended Teacher Education Program (BTEP).

Through Project SHINE, students in TESOL, foreign languages and communications departments from CSUF, CSU Long Beach and Fullerton College served as tutors for seniors learning English as a second language and learning about citizenship at the North Orange County Community College District. Through the Cesar Chavez Heroes Project, over 80 CSUF service-learning students from English, sociology, Chicano studies and art mentored over 420 third, fifth and sixth graders at five elementary schools in three different districts, educating the gradeschoolers on the life, values and history of Cesar Chavez. Finally, BTEP students served as tutors and mentors at elementary schools in the Fullerton School District through integrated service-learning opportunities in science education, child development and critical thinking courses, just to name a few.

However, the most noteworthy in CSUF’s service-learning history is the decision by the sociology department to propose and adopt a service-learning requirement for all students beginning the major in fall 2002. To this end, the department’s current and incoming chairs, along with key faculty members, have worked diligently to meet the demand for service-learning courses for the 2002-2003 school year. In preparation, the department’s faculty retreat this past January was dedicated to training sociology faculty on service-learning pedagogy. As a result, they will be implementing 25 new service-learning courses/sections this upcoming year.

For more information, visit http://fdc.fullerton.edu/programs/service%20Learning.htm
CSU Hayward

CSU Hayward is committed to educational excellence for a diverse society. The university is also a social and cultural center for public enrichment. In partnership with surrounding communities, the university helps identify and address issues of importance to the region. The university encourages the practical application of scholarship to community-identified needs, which allows its students to apply their learning to real-life experiences. The responsibility for carrying out a significant part of this mission now lies with the director of the community service-learning program.

The director of the service-learning program reports to the assistant vice president, Instructional Services, who is responsible for developing, coordinating and implementing a variety of academic support, student support and outreach programs. The director provides assistance to faculty, students and community agencies by facilitating community service placements and providing curriculum support to faculty. The Office of Service Learning strives to bring together the many campus bodies that utilize experiential learning in order to unify a campus approach to the institutionalization of community service learning. The Office of Service Learning is currently working with the Academic Senate to develop a campus definition of community service learning and campus procedures for designating community service-learning courses.

This year, the Office of Service Learning sponsored three service-learning luncheons that brought together community partners and faculty. The attendees heard students speak about service experiences, and learned more about building community relationships and the scholarship of service learning from speakers. In partnership with the Office of Faculty Development, the Office of Service Learning offered a workshop on learning outside the classroom and hosted a poster session/reception to honor curriculum development award winners. Also, CSU Hayward conducted a free workshop on tutoring in the community, with a session on diversity in conjunction with a representative from the Hayward Public Library.

This year department chairs identified 25 courses as service-learning courses. With curriculum development grants, that number will increase next year. The director has been invited to speak at department meetings and is working with the Early Childhood Education Center and Facilities Management to develop campus service opportunities. The strength of the community service-learning initiative on the CSU Hayward campus lies in the commitment of the university administration and the growing support among faculty and staff.

For more information, visit www.csuhayward.edu/service_learning
Humboldt State University

Humboldt State University (HSU) has a rich history and tradition of community service and service learning, and experiences a high level of student, staff and faculty involvement in community service and academic service learning. The HSU Service Learning Center has assisted in the cultivation and support for an expanding number of service-learning courses and curricular development activities and an increasing number of community partnerships; and has broadened the continuum of service-learning opportunities in which students can engage.

The service-learning continuum at HSU has been deepened and strengthened in 2001-2002. Highlights include updating the strategic plan for service learning, facilitating the second cohort of Service Learning Faculty Fellows, supporting the Community Partners Program development, and continuing the strong Service Learning Intern Program. The Service Learning/Experiential Education Advisory Committee continues to provide leadership and guidance for the service-learning programs and initiatives. The 16-member committee continues to be extremely active and productive, implementing five working subcommittees to focus on specific aspects of the programs.

The Communication Consulting, Training, and Outreach course was developed this year. The course gave students the opportunity to use their skills and knowledge in communication to provide a communication training session to local nonprofit organizations. The general goal of the course was to develop student competence in the process of designing, conducting, evaluating and reflecting on a training session. With achievement of this goal came the accomplishment of the companion service goal: to improve and enhance client knowledge of and skill in oral communication. Teams of students worked with organizations such as Big Brothers/Big Sisters and “Straight-Up” AmeriCorps to provide training on topics such as assertive communication, team building and conflict management.

The Service Learning Center has expanded staff to support faculty, community partnerships and service-learning resource development. This spring, Service Learning Coordinator Annie Bolick-Floss was awarded the Richard E. Cone Award for Excellence and Leadership in Cultivating Community Partnerships in Higher Education by California Campus Compact.

For more information, visit www.humboldt.edu/~slee/
The Community Service Learning Center (CSLC) at CSU Long Beach (CSULB) is entering its fifth year promoting and supporting service learning on the campus and in the community. Dr. Patricia Rozee, founding director for the CSLC, has continued to provide leadership and vision for the center. Dr. Rozee was recently recognized by community partner Long Beach BLAST for her outstanding service to the community. The activities of the CSLC this year reflect an ongoing focus on supporting new and continuing service-learning faculty as well as an increasing emphasis on the development of quality community/campus partnerships.

Faculty involvement continues to increase, with 38 faculty members receiving grant awards to develop service-learning courses and departmental involvement rising to 29 departments representing seven academic colleges in the university. The Department of Linguistics became CSU Long Beach’s first engaged department with four linguistics faculty members implementing seven service-learning courses. They participated in the national Students Helping In the Naturalization of Elders (SHINE) program as part of a coalition of Los Angeles and Orange county universities and colleges working with elderly immigrants in ESL and citizenship preparation classes. A service-learning student from Dr. Malcolm Finney’s Seminar on Literacy and Linguistics said of the experience, “I learned a great deal observing and helping older learners in the ESL class. The adult learners reminded me of the difficulties and challenges I encountered while learning foreign languages. More than anything else, through talking with the learners, I learned from them not only about their lives and literacy practices in English in the U.S., but also their native cultures and American dreams.” As a result of his commitment to service learning and his own community service involvement, Linguistics Professor John Attinasi was presented with the CSULB faculty community service award. Asian and Asian American Studies was the second engaged department. Five faculty members are preparing to offer service-learning courses in the fall and spring of next year. Courses include a capstone course on Asian history and courses on topics such as Asian Americans and the Law, the Korean American Experience, and Principles and Practice of Teaching Japanese.

In addition to supporting the creation of service-learning courses, Dr. Valerie McKay (CSLC Associate Director) researched and developed a guideline addressing the integration of service learning into the faculty Retention, Tenure and Promotion (RTP) process. This guide helps service-learning faculty identify how their service-learning activities fit into the research, teaching and service components of their individual departments’ RTP policy.

The CSLC is focusing increasingly on the community. Community Partnerships Coordinator Carina Sass was hired this year to facilitate the development of quality, ongoing campus/community partnerships. Sass is working closely with CSU Long Beach faculty and community representatives to develop a strong infrastructure to promote and support partnerships.

For more information, visit www.csulb.edu/centers/cslc/
Service learning at CSU Los Angeles (CSULA) aims to integrate community service and classroom learning in order to enhance students’ understanding of specific course content and enrich students’ sense of social responsibility in diverse and multiethnic communities while deepening the university’s own role as a responsible and engaged community partner.

CSULA maintains a serious commitment to the importance of partnerships between faculty members, student leaders and community agencies. The Office of Service Learning is housed within the Educational Participation in Communities (EPIC) Program, CSULA’s nationally recognized community service program. This unique partnership between academic and student affairs draws on the resources of a well-established program and promotes further collaboration between the two divisions, as well as faculty members and students themselves.

During the 2001-2002 academic year, 12 courses with new service-learning components were approved from a range of disciplines, including art, communication, English, Chicano studies, child and family development, kinesiology, philosophy, psychology, nursing, and technology. Dr. Siegrun Freyss, professor of political science, was invited to be a partner in the Carnegie Foundations’ Political Engagement Project and Dr. Chorswan Ngin, professor of anthropology, spoke on service learning at the statewide academic senate meeting on “quality education through diversity.” In addition, Jorge Uranga, director of EPIC, was nominated for the 2002 California Campus Compact Richard E. Cone Award for Excellence & Leadership in Cultivating Community Partnerships in Higher Education, and Dr. Carol Jeffers, professor of art, was nominated for the Thomas Ehrlich Faculty Award for Service Learning.

One of a number of innovative service-learning partnerships this year was with the Los Angeles and Compton school districts. The Hands-on Experience in Rehabilitation Engineering Outreach (HERO) program brings together local middle school and high school students with Cal State L.A. engineering students to engage in hands-on engineering activities. The activities are coordinated with the classroom teacher’s ongoing curriculum for maximum benefit to the class. The Cal State L.A. engineering students serve as mentors to the younger students, introducing them to an exciting application for engineering skills in the field of rehabilitation.

On May 24, 2002, EPIC and the Office of Service Learning sponsored a collaborative “nuts and bolts” symposium for community partners, students and faculty. The purpose of the workshop was to strengthen meaningful partnerships between faculty, students and community partners involved in service learning; and to identify some of the major challenges that confront CSULA faculty, students and community partners, and formulate concrete strategies for addressing those challenges. An afternoon session was held specifically for faculty interested in developing service-learning courses. Many of the challenges involved in fostering meaningful partnerships were discussed at the workshop, from multiple perspectives and in ways that were both insightful and lively. Perhaps most importantly, a serious dialogue among students, community-partners and faculty was initiated—a dialogue that will continue well into the future.

For more information, visit www.calstatela.edu/univ/stuaffrs/epic/
Cal Maritime

Cal Maritime has been making great strides in the field of community service learning, and the 2001-2002 academic year was marked by a number of important milestones. In November 2001, the new Community Service Learning Center (CSLC) officially welcomed students, faculty and staff to its grand opening ceremony and open house. Dignitaries from Vallejo, including Mayor Tony Intintoli, attended the event along with local community partners with whom the campus has established strong and mutually beneficial ties. In March 2002, the campus hosted its annual Community Partner Colloquium, an extremely well-attended gathering that brought new agencies into the fold, eager to interact with Cal Maritime’s students and faculty. President William Eisenhardt, whose presence at all events has repeatedly demonstrated the administration’s unwavering support for the CSLC’s programs, assured those present that “community service is the most enduring and powerful experience that a student will undergo while at college” and stressed its vital role in developing the Cal Maritime “triad”—intellectual learning, applied technology and leadership.

Dr. Kathryn Marocchino, director of the Community Service Learning Center, and Professor Rene Viargues, who will be joining the CSLC as coordinator in fall 2002, both feel that the campus is slowly carving its own distinctive niche as an ‘engaged campus’ within the system. Already, other institutions are looking to Cal Maritime as a role model, especially in the field of thanatology, where the campus has made a name for itself with its unique sociology elective in death and dying, which has students working with the terminally ill or offering support to bereaved families through a unique partnership with Kaiser Vallejo’s Hospice Program. Not surprisingly, Cal Maritime has committed to developing at least seven more service-learning courses over the next year and prides itself on having affected a veritable change in the campus climate—with an increasing number of faculty very eager to participate in the program. Although the general studies department has led the way thus far, other departments are swiftly following its example, with more professors attending service-learning workshops, thanks to the tireless effort of the campus life office. Furthermore, students are introduced to the concept of community service learning during orientation week, and more incoming freshmen are expressing a keen desire to serve.

The Community Service Learning Center also had the honor of awarding two meritorious community service awards to deserving graduating seniors during Cal Maritime’s annual Awards Presentation Ceremony in April 2002. Cadet David Boudreaux, who was also this year’s Students That Are Recognized for Service (STARS) award recipient, was recognized for his exemplary work as the student representative on the Strategic Action Team and as assistant to the CSLC, a position he held for well over two years. Cadet Romen Cross, a Vallejo native who tutored students at several local high schools for many years, also was honored. Both cadets leave behind a strong legacy of service to others and have truly been remarkable role models for their peers. Cal Maritime is indeed answering the call.
The mission of the Service Learning Institute (SLI) at CSU Monterey Bay (CSUMB) is to foster and promote social justice by cultivating reciprocal service and learning partnerships among CSUMB students, faculty, staff and the surrounding communities. During the 2001-2002 academic year 1,191 students were enrolled in 81 service-learning courses contributing over 47,000 hours of service to 207 different non-profit organizations, schools and government agencies.

CSU Monterey Bay is the only CSU campus that has a service-learning graduation requirement. There is one service-learning course required as part of the lower division general education program, SL 200: Introduction to Service in Multicultural Communities. Students are then required to take a major-based service-learning course in their junior or senior year, offered by each of CSUMB’s 12 majors. A popular course in 2001-2002 was Social Action Writing taught by recent American Book Award recipient Professor Diana Garcia. Through their service in local migrant communities, students in this creative writing course created poetry that poignantly spotlighted the connection between human health and pesticide use.

Over the past year, the SLI trained over 190 K-12 teachers, community partners and afterschool program staff from over 50 schools in developing service-learning curriculum tied to the values of Cesar Chavez, with over 12,000 K-12 students engaged in service-learning programs and projects. CSUMB hosted eight community service-learning events engaging roughly 6,000 students and community members in service learning linked to the values of Chavez. The SLI afterschool programs offered three new sections of Introduction to Service in Multicultural Communities, courses partnered exclusively with afterschool programs in the tri-county area. Faculty in earth systems science and policy developed the Garden of Learning Project, allowing CSUMB students and K-12 students to be engaged in service together. K-12 students and teachers maintain greenhouses to grow organic starts for organic farms owned by graduates of the Rural Development Center program for transitioning farm workers into farm ownership. CSUMB students along with K-12 students, teachers and CSUMB faculty then work with the farmers to plant these starts in their fields.

CSUMB’s University Service Advocate (USA) Program is a service-learning leadership development program that trains students to support CSUMB’s service-learning program, and eventually, to become effective leaders in the community. USA supports faculty and community partners in helping students have successful service-learning experiences. Once they graduate, the advocates have gone on to play important roles in the community, putting their learning to use as community builders. Among those USA participants contributing to the local community are: Judith Flores, the Student Leadership Graduate Fellow at the Service Learning Institute; Amanda Quintero, the AmeriCorps coordinator at the CSU Chancellor’s Office; Brenda Valles, the CSUMB President’s Exemplary Achievement Award recipient and currently a field representative for Assembly Member Simone Salinas in the 28th Assembly District; Vicki Castro, the youth outreach coordinator at Monterey County Aids Project; and Kristian Crump, the executive director of the Monterey County Needle Exchange Program.

For more information, visit http://service.monterey.edu/
The Center for Community-Service Learning at CSU Northridge experienced another banner year that brought it closer to achievement of its long-range objectives. The number of students and classes in disciplines from all eight colleges continued to grow as did the quality and quantity of community partnerships that benefited from direct service, research, education and policy analysis.

Now in its fifth year of operation, the center continues to support and encourage students and faculty in their pursuit of academic excellence through service that responds to articulated community needs. This year, a faculty-designed community needs assessment and satisfaction survey was conducted that gave the center a “report card” on its accomplishments as well as areas needing improvement. It concluded that the community felt CSUN’s service-learning program had increased the quality of service to its clients, augmented the visibility of its partner organizations, and enhanced the ability of its organizations to achieve their missions and goals.

These responses were used to help all CSUN service programs to plan the first Community Service Summit, which assembled nearly 300 community members, faculty, staff and students to explore common problems and challenges that can be addressed through collaboration. One of the summit’s primary successes was the formation of thematic community advisory groups to help identify future program priorities and needs.

CSUN was also chosen to host a site visit by Dr. Les Lenkowsky, CEO of Corporation for National and Community Service in Washington, D.C. This visit, held at one of CSUN’s primary community partner agencies, Meet Each Need with Dignity (MEND), gave CSUN the opportunity to showcase its service programs to a national audience of policymakers.

In the past year, the center and CSUN’s service-learning professors were awarded over a quarter of a million dollars in grants and awards. These included funds from: the Governor’s Office on Service and Volunteerism (GOSERV) to celebrate Cesar Chavez Day; Jumpstart and AmeriCorps in conjunction with CSUN’s selection as a new university affiliate site; and WorldCom, Campus Compact and Brown University for continuing participation in the Making a Civic Investment Project, the Western Region Campus Compact Consortium, and Learn and Serve America. The center awarded over $50,000 to faculty to foster new service-learning classes and more than 10 faculty members gave service-learning presentations at regional, national and international conferences in such varied disciplines as engineering, counseling, physical therapy and English. Dr. Vicki Ebin was the recipient of the Visionary Community Service-Learning Award for her outstanding work with community health education.

Last fall, sophomores enrolled in Dr. Virginia Vandergon’s service-learning section of Biology 100 conducted a new afterschool program, Tomorrow’s Scientists. Funded in part by the Eisenhower Foundation and CSUN’s Center for Management and Organization, the program brought 25 seventh graders to campus once a week for hands-on science lessons designed by future teachers in the new Integrated Teacher Education Program. Assessment showed marked improvement in science content knowledge and attitudes about science among both middle schoolers and college students.

For more information, visit www.csun.edu/~ocls99
At Cal Poly Pomona, connecting learning in the classroom with application in the community has long been a cooperative venture with the Divisions of Academic Affairs and Student Affairs. Strengthened with the establishment of the Office of Service-Learning, the partnership has grown to include a university service-learning advisory board as well as service-learning coordinators in each of the eight colleges.

The establishment of a service-learning residence hall and the development of additional service-learning courses have created a strong foundation for the ongoing integration of service learning into the curriculum. With leadership and coordination from the Office of Student Life, the university has an online database of existing and potential community partners.

The U.S. Department of Housing and Urban Development funded Cal Poly Pomona with a Community Outreach Partnerships Center (COPC) grant. In collaboration with community partners Pomona Unified School District and the City of Pomona, COPC serves residents living in the neighborhoods in and surrounding the Angela Chanslor area of Pomona. The majority of the residents in the target community are newly arrived Mexican immigrants. Crime is a major concern among residents who, on a daily basis, fear losing their lives in senseless acts of violence. Many residents are unemployed and have not completed a high school education. Challenges related to language and literacy plague a vast majority of the residents who need these critical skills in order to take advantage of educational and vocational opportunities, as well as to obtain basic services for family needs.

Some of the service-learning activities funded by the COPC grant include a neighborhood video documentary and an art project to investigate local culture. Writing workshops and reading academies were conducted by precredential teachers with local schools. Special one-day events included the Gift of Reading and the Gift of Math, where university students purchased books and games to use with the children and gave the books and games to the children after the event. Students also facilitated leadership workshops with community leaders to encourage residents’ active participation in public safety, civic involvement and property/neighborhood maintenance.
The Office of Community Collaboration at CSU Sacramento (CSUS) had great success during the 2001-2002 academic year in advancing service learning. A principal achievement was obtaining approval by the Faculty Senate of changes to the campus policy on retention, tenure and promotion. These changes incorporate specific language about service learning and scholarly work “on issues of public concern.” Another step in expanding campuswide recognition for service-learning faculty was gaining approval from the university president for a faculty awards program focused on service to the community. This program will be developed and presented to the Faculty Senate next year.

CSUS has continued to develop partnerships that provide service-learning opportunities for students from a variety of disciplines. Additions this year include the Sacramento County Adult and Aging Commission, the Sacramento Zoo, and a collaborative that includes the Healthy Start Alliance and the Sacramento Children’s Home.

Service learning expanded to four new departments or programs in 2001-2002: music, art education, English, and family and consumer sciences. Each of the courses inaugurated this year will continue to be offered with a service-learning component next year.

Ten faculty from the CSUS Service-Learning Scholars Group presented their work at conferences and several articles have been submitted for publication. The Office of Community Collaboration inaugurated a faculty workshop on showcasing community-based teaching and scholarship for Retention, Tenure and Promotion (RTP), and for publication.

CSUS has expanded its basic introductory workshop to a series of three in order to broaden the content and create opportunities for more in-depth discussion. The workshop now includes information on assessment and research, and how to present work in service learning within the framework of the Personnel Action File that must be completed by every applicant for retention, tenure or promotion. The university also inaugurated a peer consultant program, where faculty could reserve up to four hours of time with an expert faculty member in the areas of research design, analysis and interpretation to assist them in developing a research project in conjunction with their service-learning activities.

Finally, CSUS’s application to administer the Higher Education Learning Partners AmeriCorps Education Award Program was accepted, and initiated a collaboration with ASI and Student Affairs to develop a student leadership program. CSU Sacramento anticipates continued growth for the year to come.
The Office of Service Learning (OSL) at CSU San Bernardino (CSUSB) is headed by a full-time Coordinator of Service Learning and operates within the Office of Community-University Partnerships (CUP). CUP’s purpose is focused on one of the three major goals of the CSUSB strategic plan: “...to advance community-university partnerships which enhance the overall quality of life of the CSUSB service region, increase the relevancy of our educational efforts, and bring new vibrancy, repute, and resources to CSUSB and our community.” This year the OSL began the development of a Strategic Action Plan to continue institutionalization of service learning into the widest possible array of university activities. Although most efforts this year focused on academic programs, strong advances were made to integrate service learning into other divisions such as student affairs, the College of Extended Learning, the new CSUSB Palm Desert campus, and instructional resources and technology. A major success was the inclusion of service learning as a significant aspect of all future classes and programs offered at the new Palm Desert campus. Also developed were an operating code, general governance documents, an initial service-learning assessment instrument and a new organizational structure.

All of CUP’s actions underscore the overriding importance of service learning within all community partnership activities. Conversely, CSUSB’s approach to service learning highlights the importance of community-university partnerships in the development and implementation of service-learning activities. The OSL works to support its core service-learning values of reciprocity, collaboration, reflection/self-reflection and diversity in all of its efforts.

One of the highlights for this year was the development of a comprehensive service-learning site at Central City Lutheran Mission (CCLM) in San Bernardino. Dr. Ellen Daroszewski from the Department of Nursing established Service-Learning Curriculum Experience for Clinical Case Management at CCLM as part of Nursing 640 and 641 (Clinical Nurse Specialist I and II). CCLM is a community project sponsored by the Evangelical Lutheran Church in America and funded with private and public grants. Its purpose is to create comprehensive solutions to complex neighborhood problems resulting from poverty, economic inequality and discrimination in one of the poorest neighborhoods in urban America. CCLM has maintained a program which targets the underserved and marginalized to assist them in receiving treatment referrals to regional providers. This new service-learning project, under the direction of a licenced nursing supervisor, provided CSUSB graduate students (already experienced nurses) who assessed the health needs of this population, and designed and directly provided many of the healthcare interventions necessary in this population right at the CCLM site. The students also developed a long-range plan to provide a wider variety of health services to this population and networked with other health-related CSUSB disciplines to build a comprehensive range of healthcare, health education, social welfare and disease prevention services at CCLM.

The Office of Service Learning also funded the conversion of 19 courses into service-learning formats and assisted in the development of 10 new community partnerships.

For more information, visit http://partnerships.csusb.edu
San Diego State University

The Center for Community Based Service-Learning (CCBSL) at San Diego State University (SDSU) enhances learning and civic responsibility through community engagement. Through a wide range of programs, activities, service events and workshops, the CCBSL offers meaningful service-learning experiences to its students, faculty and staff.

Since fall 2000 the CCBSL has planned and coordinated more than 20 one-time community based service-learning events for several Freshman Success Program University Seminar courses. These projects have provided incoming freshmen with an introduction to service and service learning at SDSU. Further, they provided faculty with an introduction to the pedagogy and practice of service learning, and gave student leaders the opportunity to practice their group leadership skills in facilitating the service projects.

The CCBSL recently celebrated the success of its second annual Alternative Spring Break program, coordinated by Faculty Fellow Pat Washington. This year’s service-learning trip took students to Costa Rica to participate in civic engagement, addressing issues such as literacy, healthcare and other social concerns. Students learned through direct, hands-on experience and participation at a banana plantation, local schools and civic centers.

The CCBSL has also collaborated extensively with the SDSU American Humanics program, uniting students committed to service. In a joint effort, the CCBSL and American Humanics hosted an event, Celebrating the Spirit of Community, inviting local community organizations, faculty, staff and students to unite in a celebration and recognition of service across campus. Graduating seniors were recognized, as were faculty, students and staff who have participated in service in various capacities. Faculty were recognized especially for their contributions to service learning through course and curriculum development.

In addition to curriculum development, the CCBSL continues to develop student programming, and in collaboration with American Humanics, has produced several community service leadership opportunities for students. The first annual Service-Learning Summer Retreat was hosted by American Humanics, and laid the foundations for a strong network of service-oriented student leaders.

The Center for Community Based Service-Learning Advisory Board continues to provide leadership, insight and direction for the CCBSL. Recently, in its annual retreat, the advisory board reviewed the CCBSL’s progress, and gave input and feedback for future directions. Through a facilitated session, the advisory board developed goals and strategies for the coming year.

San Diego State University is committed to developing a university engaged with its community and will continue to provide a variety of opportunities for faculty, staff and students to participate in community service and civic engagement.

For more information, visit http://servicelearning.sdsu.edu
The Office of Community Service Learning (OCSL) at San Francisco State University (SFSU) was established in 1996 to help coordinate campus efforts to incorporate community service learning into the curriculum at SFSU. The central goal of OCSL is to provide every SFSU student with an opportunity to take a community service-learning course before graduation.

During the 2001-2002 year, 317 service-learning courses were taught and 6,873 SFSU students were enrolled in these courses. Students provided over 153,000 hours of service to surrounding communities. Thirteen courses with new community service-learning components were developed and will be offered in the 2002-2003 academic year.

One of the many innovative community service-learning partnerships this year is Bridging the Digital Divide, Public Private Partnerships. As part of this project, Professor Kristen Gates designed and taught a course in the Department of Design and Industry. Students enrolled in Professor Gates’ Digital Media 3: Web Design course produced websites for underserved community and small business organizations, providing those groups with opportunity and access to Internet technologies. During the 2002 spring semester, student Web design teams built 12 community-based websites for the Contra Costa County small business association. Students presented their websites not only to their clients but also to local politicians. This successful joint venture received media coverage in local newspapers.

For the first time in SFSU history, a course titled Care Break: A Service-Learning Alternative to Spring Break was offered in the spring semester. Twenty-five SFSU students spent their spring break in community service experiences at a variety of diverse programs in San Francisco. The Care Break course, an alternative to spring break, was offered by the Department of Recreation and Leisure Studies. Care Breakers worked as a team to make a difference in the community by tutoring in math and science with children at a Boys and Girls Club; working on an environmental revegitation project at Lake Merced; interacting with the elderly at the Jewish Home for the Aged and Laguna Honda Hospital as part of SFSU’s AmeriCorps project; playing basketball with the “famous and undefeated” basketball team of developmentally disabled participants at RCH, Inc. (Recreation Center for the Handicapped); and working with high school youth to clean historic alleyways in Chinatown.

These are but a few of the many exciting partnerships between SFSU faculty teaching community service-learning courses and the surrounding community.

For more information, visit www.sfsu.edu/~ocsl/
San José State University

With support from the Center for Service Learning at San José State University (SJSU), service-learning opportunities grew rapidly during the 2001-2002 academic year. More than 20 classes added service-learning components for the first time. In addition, three key milestones were achieved:

- Approval of a service-learning course designation policy by the Academic Senate.
- Approval of an 18-unit service-learning minor.
- Establishment of an annual Provost’s Award for Excellence in Service-Learning to honor outstanding faculty, students, community partners, staff members and departments.

Faculty development activities included a mentoring program and workshops that reached more than 50 individuals. Also, the Center for Service Learning worked closely with two departments that agreed to institutionalize service learning in their majors: the health science department and the management information services department.

Two service-learning student leadership programs completed their second successful year. The Service Learning in Family Health AmeriCorps Program involved 24 students who contributed more than 10,000 hours of service to community health organizations. The International and National Voluntary Service Training (INVST) Program “graduated” its first cohort of 13 students, while its second cohort provided service to the Navajo (Diné) Nation in August, various community service organizations in San José through the academic year, and in El Salvador in June.

In its first year, Project SHINE (Students Helping In the Naturalization of Elders) engaged 70 students from 10 classes in tutoring older immigrants in English, citizenship preparation and computer skills.

In a pilot program supported by the Center for Faculty Development, nine courses, involving nine faculty and over 250 students, formed three interdisciplinary project teams in the areas of immigration, youth violence prevention and homelessness/affordable housing. Each team provided service and/or conducted community action research projects as a key course project.

The next academic year promises to take service learning at SJSU in new directions. The Center for Service Learning will assist with establishing a new first-year seminar program (MUSE) and an American Humanics certificate for nonprofit management. SJSU also looks forward to implementing the service-learning course designation policy and service-learning minor.

For more information, visit http://csl.cob.sjsu.edu/
“Learn by doing” has long been the educational theme of Cal Poly San Luis Obispo. Giving students an opportunity to “learn by serving” in the community is a natural extension of this philosophy.

Originating in student affairs, Cal Poly’s Community-Based Learning program is a joint partnership of student affairs and academic affairs. Community partners, student and academic affairs staff, faculty, and students work collaboratively “…to ensure that all students have the option and the opportunity to take at least one Community-Based Learning course as part of their studies, and thereby instill in students an appreciation of the academic and social value of service to the community.”

This mission is carried out in academic affairs through faculty mentorship and assistance with curriculum design utilizing community-based learning as a pedagogical approach. The work is complemented by student affairs staff in the newly founded Community CENTER at Cal Poly. These staff members work in the community with public sector and non-profit agencies to identify and develop meaningful service opportunities. Courses are developed in general education as well as in discipline majors. Participating departments include economics, English, industrial engineering, food science and nutrition, physical education and kinesiology, political science, psychology and human development, and recreation administration.

Pivotal to the Cal Poly design is a flourishing AmeriCorps program that places Cal Poly students as assistant volunteer coordinators in 15 community agencies. AmeriCorps members play a central leadership role in facilitating community-based learning experiences. Many of the participating faculty members work with AmeriCorps members who are responsible for the logistics of placing students with agencies, monitoring their performance and engaging them in reflective activities.

In 2001-2002, nearly 1,500 service-learning students provided approximately 15,000 hours of direct service to the community. (Students who engage in service learning can have the time they have devoted to the community included on their official university transcripts.) In addition, Cal Poly recognizes community-based learning among students, faculty and community partners through the annual President’s Community-Based Learning and Service Awards. This year Dr. Maliha Zulfacar from Social Sciences received the Distinguished Community-Based Learning Teaching Award.

For more information, visit www.academics.calpoly.edu/community/cbl/
CSU San Marcos

CSU San Marcos (CSUSM) currently offers 129 courses within the academic disciplines that engaged nearly 2,500 students this year in service to the community. CSUSM has been better able to help faculty create new service-learning courses now that it has a Coordinator of Community Partnerships and a database of community opportunities available electronically to faculty and students. Interest in service learning as a pedagogy and as a way of contributing to the community is definitely building on the CSUSM campus.

One exciting new service project was a core element in CSUSM’s first Freshman Learning Community. Thirty students took three linked lower-division General Education courses and, as part of their General Education Social Science course, partnered with city of Escondido, studying the structure of the community and researching its needs, as they examined the makings of healthy communities in class. The students brought together 60 nonprofit organizations and organized the Escondido Civic Fair, which especially targeted a low-income, predominately non-English speaking, portion of the city. The event attracted 1,500 people to learn about the health care, childcare, cultural arts, education, recreation, public services and volunteer opportunities available to them as members of the community. Families learned how to register their children for vouchers for summer camp and educational activities, eligible individuals registered to vote, and young children enjoyed many fun activities designed by the students. All involved parties were delighted by the results, and the Escondido Civic Fair will be continued next year by another Freshman Learning Community.

Another fascinating service-learning project is being carried out in collaboration with the San Luis Rey Band of Luiseño people who requested the university’s assistance in their efforts to develop a native plant garden at the site of a petroglyphs boulder that once played a ceremonial role in the lives of their ancestors. Students documented tribal plant knowledge including plant uses (i.e. fiber, medicine, food, dyes, etc.), native plant classification schemes, plant history, lore and stories, plant applications, administration and processing methods, harvest and cultivation requirements, and plant geographic distributions. Students from an anthropology course also learned about anthropological interviewing methods and students from a course in visual and computer art developed videos, plant photographic signage, a website of information on the Garden Rock project, and a master plant site document to present to the San Luis Rey community.

This is an exciting time as service learning enriches life in the CSUSM local community and enriches the education of the CSU San Marcos college students.

For more information, visit www.csusm.edu/ocsl/
Sonoma State University

Community service learning enjoyed the spotlight at Sonoma State University (SSU) during the 2001-2002 academic year. Led by the Office of Community-Based Learning (OCBL), SSU made especially significant progress in the areas of community outreach, student leadership and curriculum development. A unit of Academic Affairs, the OCBL offers a wide range of support services, including faculty development grants; faculty mentoring and training opportunities; outreach to community agencies on issues of community-based learning; student leadership programs in service learning; and campuswide promotion of service learning and other approaches to community-based learning.

SSU offers service-learning courses in all five schools and is proud of the diversity of service-learning offerings. The OCBL facilitated development of 13 new service-learning courses in 2001-2002, ranging from Spanish translation to a course on the practical uses of anthropology to a new course required of kinesiology majors. In addition to single-course development grants, the OCBL tried a new approach of offering grants for the creation of linked courses, within or across departments. The result was three new psychology courses, which will co-partner with several community health agencies, and three courses to be offered as part of the Freshman Interest Group in business and economics.

The Service-Learning Student Leaders (SL)² AmeriCorps program gave students a chance to take the lead in campus outreach around service learning. Four (SL)² members worked with SSU faculty to make their service-learning efforts run smoothly. Others led service-learning workshops for students, conducted community outreach to local K-12 schools, and even presented at conferences in Humboldt and Portland.

February 2002 was an especially important month for service learning at Sonoma State University. The OCBL hosted the first Service-Learning Partnerships Symposium: Achieving a Balance among Academic Learning, Community Needs and the Ethics of Service. Response to the symposium was beyond expectations: over 140 people—including community members, faculty, students, staff and AmeriCorps members—attended the day-long event, which explored ways that community-based learning at SSU can respond to local community needs. Just one week later, SSU proudly hosted the annual CSU Colloquium on Community Service Learning, which brought representatives from every CSU campus to Sonoma State for dialogue and shared learning on service-learning best practices and management.

SSU is excited by the rapid development of so many new service-learning activities, which have provided new avenues of support to provide students with opportunities to serve their communities while enhancing their learning and development as engaged citizens.

For more information, visit [www.sonoma.edu/cihs/ocbl](http://www.sonoma.edu/cihs/ocbl)
CSU Stanislaus promotes service learning as a valued part of a student’s educational process that deepens the academic experience and expands social awareness. The university is committed to the continued development of an engaged model of student learning with civic engagement as a core value. Launched in 2000, the Office of Service Learning has made remarkable progress in supporting the faculty’s development of service-learning opportunities at CSU Stanislaus. During the 2001-2002 academic year, faculty incorporated a service component into 17 undergraduate courses that spanned numerous disciplines. The following departments were active in the integration of service into the curriculum: accounting and finance, anthropology/geography, chemistry, communication studies, liberal studies, teacher education, theatre, philosophy, and politics and public administration.

The Office of Service Learning has also facilitated several outstanding community partnerships. Among these is a partnership with the San Joaquin and Stanislaus County Offices of Education. This partnership has resulted in the shared development of numerous service-learning activities such as the 5th Annual Service-Learning Summer Institute. This event brought together administrators, K-12 teachers, faculty, students and community members in an effort to encourage an ethic of service in the community’s K-12 population.

The campus and the community united again in celebration of the Cesar Chavez Day of Service and Learning. This successful event brought over 400 participants to campus to honor the values of community service that Chavez exemplified. Through collaboration with student leadership, the Associated Students Incorporated, local community partners, and dedicated faculty and staff, local service projects were spearheaded which involved both the campus and the community.

CSU Stanislaus remains committed to the development of an ethic of civic participation within its curricula. The university’s active engagement in the community will build on the successes of this past year and inspire new programs and innovations in service learning.
Conclusion

As this annual report has shown, the California State University is committed to ensuring that all its students have opportunities to participate in community service learning. During the 2001-2002 academic year, this commitment was realized in many ways: developing infrastructure and programs that easily facilitate the creation of partnerships and the placement of students; providing professional development, training and technical assistance for faculty, students, staff and community partners; creating policies and procedures that support the growth of community service learning; and garnering resources that sustain individual campus innovation.

Through the Learn and Serve America initiative, the Service Learning for Family AmeriCorps Program, Cesar Chavez Day and California’s Call to Service, the CSU developed infrastructure and programs that facilitated the creation of partnerships and the placement of students.

Professional development, training and technical assistance were available to faculty, students, staff and community partners through Linking Service Learning and the Visual Arts, the Service-Learning Institute in the Health Disciplines, the Engaged Department Institute, the 6th CSU Colloquium, and various student leadership initiatives.

Creating policies and procedures that easily facilitated the growth of community service learning occurred through California’s Call to Service, the risk management and liability initiative, the STARS program, and individual campus efforts.

The successes that resulted in 2001-2002 could not have been possible without many partners including California Campus Compact, national Campus Compact, the California Department of Education, Community-Campus Partnerships for Health, the Corporation for National and Community Service, the Governor’s Office on Service and Volunteerism, the J. Paul Getty Trust, Youth Service California, and many others at the local level. While the CSU takes great pride in these accomplishments, it also wants to share in those accomplishments with its partners. Together, the community service-learning initiatives happening across the state are having an impact on California, community by community.

As the CSU prepares for continued enrollment growth in the next decade, reaching a half million students, community service learning will continue to be a vital component of the CSU experience—one enriched with active learning experiences that benefit the student, the university and California communities.

“Service learning totally changed my life. It made me realize what I have and what I have to share with others. It helped me pinpoint the things I want to change when I get my law degree.”

Criminal justice student, CSU Stanislaus