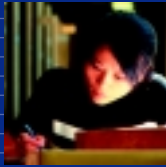


Facts 2001/2002

COMMUNITY
SERVICE
LEARNING
IN THE
CALIFORNIA
STATE
UNIVERSITY



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INTRODUCTION

THE CALIFORNIA STATE UNIVERSITY

The California State University is the largest four-year university in the country. More than 21,000 faculty teach 370,000 students on 23 campuses and six off-campus centers extending from Humboldt County in the north to San Diego in the south.

CSU campuses, while part of the system, also have their own unique identities. San José State University, founded in 1857, is the oldest, while CSU Monterey Bay, which opened in 1995, is the newest. In 1995, the California Maritime Academy also became part of the CSU system. CSU Channel Islands will begin admitting students in 2002. Some CSU campuses are in large urban settings with student populations of 25,000 to more than 30,000. Other campuses are located rurally and have much smaller student populations of well under 10,000. They all have distinct features and programs, but share the same mission – a focus on teaching students.

The CSU offers more than 1,600 bachelor's and master's degree programs in 240 subject areas. The average age of a CSU student is 26. Approximately 85 percent are commuters. Only 56 percent are dependent on parents, and nearly two in five students have dependents. Four out of five students have jobs, and 36 percent work full time. About one in five students is the first generation in their family to attend college. Forty percent of CSU students come from households where English is not the main language spoken, and more than one-third of CSU students consider themselves to be multiracial.

The CSU prepares about 60 percent of the teachers in the state and more graduates in business, engineering, agriculture, communications, health, education, and public administration than all other California universities and colleges combined. About half the bachelor's degrees and a third of the master's degrees awarded in California are from the CSU.

And we are growing. By the year 2010, the number of students enrolled in the CSU will rise to 490,000, a 27 percent increase over the course of the decade. This growth will occur against the backdrop of a rapidly changing economic and social landscape.

Inspired by our commitment to innovation and collaboration, we will continue to meet the evolving needs of our students by creating versatile pedagogical approaches and learning environments in which our students expand their minds, develop valuable skills, learn about themselves, and become active participants in community and civic life.

To support our educational vision, individuals and institutions across the CSU have dedicated themselves to developing

partnerships and building bridges – across our academic and administrative units, across our communities and across the nation. In this spirit, community service learning has



become an essential element of the CSU experience and will continue to inform our vision as we meet the challenges and opportunities of higher education in the 21st century.

COMMUNITY SERVICE LEARNING

Community service learning is a teaching method that promotes student 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 the community.

COMMITMENT

COMMITMENT TO COMMUNITY SERVICE LEARNING

Faculty, students, and administrators in the CSU 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 advance faculty research and support CSU programs while teaching our students the value and satisfaction that comes from contributing to society.

Over the past several years, the CSU has taken bold steps to promote community service learning as an educational methodology that recognizes varied learning styles and prepares students for the complexities and rewards of lifelong learning, community engagement, and professional success.



In 1997, faculty and administrators from every CSU campus developed the CSU Strategic Plan for Community Service Learning. This plan articulated a primary goal of offering a service-learning

experience to every CSU student and identified steps to build effective and sustainable programs linking service and academic study across the CSU.

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

Through campus-based successes and systemwide coordination, the CSU has emerged as a national leader in developing and vitalizing this unique pedagogy.

LEADERSHIP

SYSTEMWIDE LEADERSHIP

In 1998, the CSU Office of Community Service Learning in the Chancellor's Office was created to provide leadership and coordination for campuses as they develop and implement community service-learning initiatives. In January 2001, the Corporation for National Service honored the CSU with the Higher Education Award for Leadership in National Service. The CSU was one of seven institutions in the nation and the only California institution to win the award. In essence, through its collaborative work across the 23 campuses, the CSU has become more than the sum of its campus parts in its efforts to engage all students in service learning.

CAMPUS LEADERSHIP

Each CSU campus has an office of community service learning with a designated leader. Although each campus has created its own unique infrastructure to support service learning, the end results have been consistent—quality service-learning experiences for CSU students. At the campus level, innovation in community service learning occurs nearly every day, as faculty members, program directors, students, community-based partners, and others work together. CSU faculty across disciplines continue to contribute to the growing body of literature on service learning as they publish in discipline-based journals and books, as well as in service-learning journals and books. CSU students continue to inspire their peers across the country with their commitment to service. Student leadership models in service learning have been nationally recognized.



CALIFORNIA'S CALL TO SERVICE

THE GOVERNOR'S CALL TO SERVICE

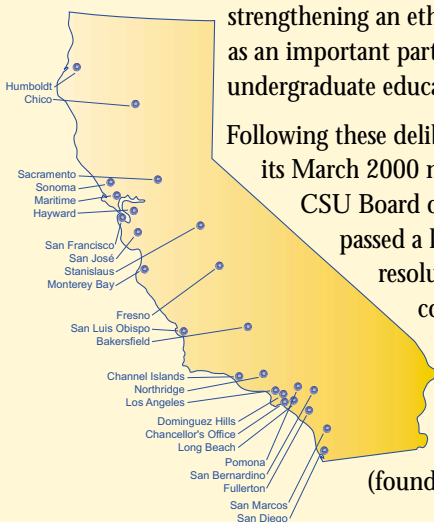
In April 1999, Governor Gray Davis called for a community service requirement for all students enrolled in California's public institutions of higher education. The governor stated that the primary purposes of his initiative were to enable students to give back to their communities, to experience the satisfaction of contributing to those in need, and to strengthen an ethic of service among graduates of California universities. Governor Davis requested that faculty members from the California State University, the University of California, and the California Community Colleges work through the Intersegmental Committee of the Academic Senates to address the issue.

THE CSU RESPONDS TO THE GOVERNOR'S CALL

The CSU was the first segment of California's system of higher education to respond to the governor's call to service. The Academic Senate CSU, campus faculty senates, students, community partners, community service and service-learning coordinators, and the CSU Advisory Group on Community Service participated in months of intensive dialogues about ways to strengthen and build upon the service initiatives that have developed over decades. Through these dialogues—as stakeholders across the CSU articulated their perspectives—an overarching view became clear: the CSU endorsed Governor Davis's interest in

strengthening an ethic of service as an important part of undergraduate education.

Following these deliberations, at its March 2000 meeting, the CSU Board of Trustees passed a landmark resolution on community service and service learning in the CSU (found on page 8).



THE CSU SERVICE-LEARNING CURRICULUM AND INFRASTRUCTURE DEVELOPMENT INITIATIVE

The systemwide conversations also emphasized a consensus among campuses that successful programs which engage students in community service and service learning take time and resources to develop. The CSU submitted a funding proposal requesting resources to assist campuses in meeting the commitments in the resolution.

In response to CSU's commitment and request for support, Governor Davis authorized \$2.2 million in the fiscal year 2000-2001 state budget to support the development of new service-learning courses and to create or expand service-learning offices on all CSU campuses. The CSU committed to matching the state funds with at least \$2 million from other sources.

Through the CSU Service-Learning Curriculum and Infrastructure Development Initiative, in the fall of 2000, each CSU campus identified specific goals and outlined plans to achieve and assess those goals in order to develop service-learning courses and expand or create service-learning offices. As a result, the CSU developed over 320 courses with new service-learning components across its 23 campuses by June 2001. This process will continue each year through the 2003-2004 academic year with support from the state. After 2004, \$1.1 million will continue to be available annually to CSU campuses to support and maintain service-learning infrastructure.



RESOLUTION

Community Service and Service Learning in the California State University

March 2000

WHEREAS, The California State University has a tradition of such community-based activities as service learning and community service; and,

WHEREAS, Governor Davis has called on the CSU to establish a community service requirement for CSU students; and,

WHEREAS, The CSU endorses Governor Davis's interest in strengthening an ethic of service as an important part of undergraduate education; and,

WHEREAS, CSU Monterey Bay already has a service-learning requirement for graduation and a number of individual academic departments and programs throughout the CSU currently require community service or service learning; and,

WHEREAS, The Academic Senate CSU, the California State Student Association, and the CSU Advisory Group on Community Service have carefully studied the place of community service and service learning in the undergraduate-education experience; now, therefore, be it

RESOLVED, By the Trustees of the California State University, that the Chancellor require each CSU president to ensure that all students have opportunities to participate in community service, service learning (deemed academically appropriate by faculty), or both; and, be it further

RESOLVED, That the Board of Trustees, through the chancellor, endorse campus efforts to make service an expectation, condition, or requirement for the undergraduate-education experience; and be it further

RESOLVED, That the chancellor report to the Board of Trustees, on an annual basis, CSU's increasing efforts to provide those opportunities to all students.

FACTS AND FIGURES

STUDENT INVOLVEMENT

The 1999 CSU Student Needs and Priorities Survey (SNAPS) indicated that:

- More than 135,000 CSU students perform a total of 33.6 million hours of community service annually. These service hours provide the equivalent minimum wage value of approximately \$193.2 million.

135,000 CSU students
33.6 million hours
\$193.2 million

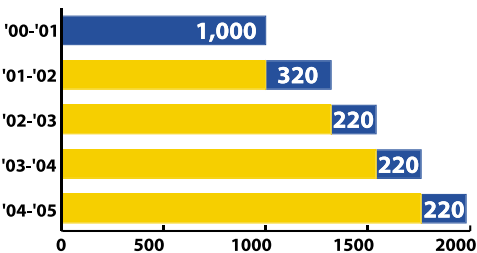
- 39 percent of CSU students have either taken or reported an interest in taking service-learning courses.

Of those students who have taken service-learning courses:

- 65 percent indicated the courses **helped them master the subject matter** more than traditional courses.
- 70 percent said service-learning courses **developed civic awareness and responsibility** better than traditional courses.
- 69 percent said service-learning courses provided **more opportunity to explore career options** than traditional courses.

CURRICULUM DEVELOPMENT

During the 2000-2001 academic year, it was estimated that over 1,000 service-learning courses were offered throughout the CSU. As a result of the CSU Service-Learning Curriculum and Infrastructure Development Initiative, an additional 320 courses with new service-learning components will be offered during the 2001-2002 academic year. Curriculum development efforts will continue each year so that by the 2004-2005 academic year, the CSU expects to offer more than 1,980 courses with service-learning components.



Projected total number of courses with service-learning components to be offered

The development of new service-learning courses occurred in disciplines as varied as:

- Engineering
- Kinesiology
- Liberal Studies
- Management
- Mathematics
- Psychology
- Architecture
- Philosophy
- Political Science
- Chemistry
- Communications
- Biology
- Child Development
- Geology
- Social Work
- Public Administration
- Urban and Regional Planning
- Ethnic Studies
- Arts
- English
- Linguistics
- History
- Sociology
- Women's Studies
- Health Sciences
- Journalism
- Education
- Criminal Justice
- Modern Languages
- Business Administration
- Physics
- Gerontology
- Economics
- Anthropology



COURSES ACROSS THE CSU

Service-learning courses exist across the CSU in a wide variety of disciplines. The examples below are just a few of the many engaging courses offered.

CSU Bakersfield students in a biology course learn nutritional basics, the latest information on a healthy diet, and how to prevent cancer with dietary selections. Students then provide nutritional seminars, demonstrating how to make various healthy meals and providing samples, to communities in need.

CSU Chico students in a public relations course provide assistance in community organizations and agencies, applying their public relations skills and knowledge in writing, organization, budgeting, and planning.

CSU Dominguez Hills students in a capstone Chicano studies course provide service to organizations that support members of the Chicano community through research projects that address community challenges.

CSU Fresno students in a child and family sciences course serve in several agencies that assist children and families who are experiencing crises.

By working with homeless families, adolescents in drug programs, battered women and their children in shelters, children with learning disabilities,

and in various other settings, students apply and strengthen their knowledge of assisting families in crisis.

CSU Fullerton students in an advanced biology course partner with science teachers to provide needed help with school children doing hands-on science inquiry. Students write research papers about how learners develop complex ideas in science, and they develop action plans to resolve inequity and other science education issues.



CSU Hayward students in an English course learn academic literacy theories and core principles of writing and then serve as reading and writing tutors in the community. Students link rigorous academic subject matter with the needs of the community as they learn the theory and practice of tutoring.

Humboldt State University students in a course on grant and proposal writing in the American Indian Education Department partner with nonprofit and governmental agencies to secure funding for agency-identified projects. Students research potential funding sources and compose proposals for the agencies to submit to funders.

CSU Long Beach students in an art education course work to produce an art exhibition of collaborative projects they have developed in cooperation with community agencies and after-school programs. Invitations to the exhibition, held in downtown Long Beach, are designed by students as part of the service-learning project.

CSU Los Angeles students in a theater arts and dance course apply cross-cultural improvisation and experiential performance in disenfranchised communities to teach young people how to develop and use social action activities to promote social change.

California Maritime Academy students in a course on death and dying perform hospice community service by working with terminally ill patients or interacting with their grieving families through a local hospice program.

CSU Monterey Bay students in a drama course develop exercises that help young children express themselves through drama and communicate about such important values as compassion, justice, diversity, and social responsibility. The drama lessons are brought to after-school programs in the region, giving young children a chance to communicate with college students about these important themes, and to develop their own self-confidence and self-expression.

CSU Northridge students in two music courses, Music from Global Perspectives and Ethnic Music

from the United States, present world music tutorials to elementary and middle school students throughout the San Fernando Valley.

Cal Poly Pomona students in an introductory American government course learn about the role of politics in everyday life by providing service to a variety of community agencies, from the Los Angeles County Zoo to those who record for the blind and dyslexic.

CSU Sacramento students in a computer science course work with a nonprofit organization committed to increasing the toddler immunization rate, Shots for Tots Regional Coalition. Students design a website that will be used for customer service, communication, and immunization education as a portal to the developing Shots for Tots registry. The website is integrated with a call management database that tracks incoming calls and outcomes.

CSU San Bernardino students in a theater arts course serve as artist-teachers to local middle school students in an innovative project combining theatrical improvisation with multimedia imagery, including video and sound. By learning about and combining the oldest forms of theatrical improvisation with the newest technology, middle school students create new forms of live performance.

San Diego State University students in an intermediate film and video course demonstrate the ability to research, develop, and produce community-based videos that can be used for outreach, education, and fund raising for San Diego nonprofit organizations.

San Francisco State University students in an English course help youth in primary and middle school programs at the Visitation Valley Village Community Center to express their feelings through poetry. Combining their study of writing with mentoring, students critically explore questions of language learning, literacy, and topical issues relating to ethnicity and economic status.

San José State University students in a capstone course in management of information systems work with the Society of St. Vincent de Paul to help them

test and refurbish donated computers, provide computer training for clients and staff members, and refine information systems.

Cal Poly San Luis Obispo students in a course on nutrition and aging expand their understanding of senior citizens and their nutritional needs through direct service to seniors in settings ranging from a day center for Alzheimer's patients, to a retirement community of low income seniors, to private homes where seniors receive daily "meals on wheels" provided by the Senior Nutrition Program.

CSU San Marcos students in an interdisciplinary health course study the ethics and politics of health care and spend time weekly volunteering in one of a wide range of health-related settings. They consider alternative health careers and plan their pre-health academic careers.

Sonoma State University students in an English course on written and oral discourse canvass city council meetings to monitor environmental issues, writing reports for use by the local Sierra Club chapter. Students also develop pamphlets for local environmental groups on issues like Sudden Oak Death and solar energy or compose articles on environmental issues of local concern.

CSU Stanislaus students in an education course expand their knowledge of homelessness and poverty by working with children at the Transitional Learning Center for Homeless Children. Students provide educational support and serve as mentors,



while coming to a better understanding of the issues children face because of homelessness and poverty and how this affects their learning.

ELECTRONIC RESOURCES

Technology and electronic resources have been facilitating the growth of service learning in the CSU over the last several years. An interactive listserv and websites that have been critical to information sharing and dissemination are available as resources to CSU faculty, administrators, students, and community-based partners. You are welcome to participate in our electronic communities.

LISTSERV

CSU Community Service-Learning Listserv

listserv@calstate.edu

This listserv has been established exclusively for CSU faculty, administrators, students, and community partners interested in community service learning. This discussion group is devoted to sharing information, ideas, challenges, and resources about service learning within the CSU system. Topics range from announcements about funding, publication, and presentation opportunities to information on service legislation, awards, and state and national initiatives. Practitioners are also welcome to pose questions to their service-learning colleagues and share information about campus-community collaborations.

How to subscribe: Anyone wishing to become a member must send a request to listserv@calstate.edu, with the message subject and message body blank except for the following text: `subscribe
communityserve yourfirstname yourlastname.`

A welcome message with complete instructions will follow.

WEBSITES

CSU Community Service-Learning Website

<http://www.calstate.edu/csl>

The CSU Community Service-Learning website provides a comprehensive overview of the initiatives and programs going on throughout the CSU. In addition to finding links to each CSU campus service-learning website, you also will find the latest systemwide initiatives, CSU in the News, reports, publications, and statistics on community service learning in the CSU, and much more.

SLIC: Service-Learning Internet Community

<http://www.slic.calstate.edu>

The CSU's Service-Learning Internet Community, better known as SLIC, is a collaborative database of service-learning information and pedagogy.

Designed by service-learning professionals from five CSU campuses and the CSU Center for Distributed Learning, SLIC contains:

- Course and project information
- News and events
- Funding, award, and publishing opportunities
- Sample policies, manuals, websites, and other learning resources
- And more — all specifically geared to the service-learning field.

Visit SLIC at <http://www.slic.calstate.edu> to sign up to become a member of this interactive service-learning community, seek information about service learning, or add resources you would like to share with others.



CONTACT INFORMATION

For more information contact:

**California State University Chancellor's Office
Office of Community Service Learning**

Sixth Floor
401 Golden Shore
Long Beach, CA 90802-4210

Phone (562) 951-4749

Fax (562) 951-4982

Website www.calstate.edu/CSL



Designed by the Chancellor's Office
Publications Department
www.CalState.edu