

**The Office of Service Learning Annual Report for CY 2009/2010
and
Goals for CY 2010/11**

Service Learning Achievements Based Upon Unit Goals for CY 2009/2010

Goal 1. The Office of Service Learning will continue to support faculty and students involved in community-based education that deepens student’s ability to apply course curriculum in “real-world” situations appropriate to their discipline. The office will strive to continue to provide meaningful community-based activities for students that will encourage the development of an ethic of engagement.

Measurable Outcomes

The Office of Service Learning supports the learning-centered mission of the university by supporting faculty and students in high quality programs that contribute to core academic values and increased retention. The office managed 41 service learning courses in 97 course sections during the 2009-2010 academic year. The fiscal challenges of the 09-10 academic year resulted in reduced service learning course offerings and limited staff hours. Despite these challenges, the office developed and offered 4 new service learning courses during this period (shaded rows).

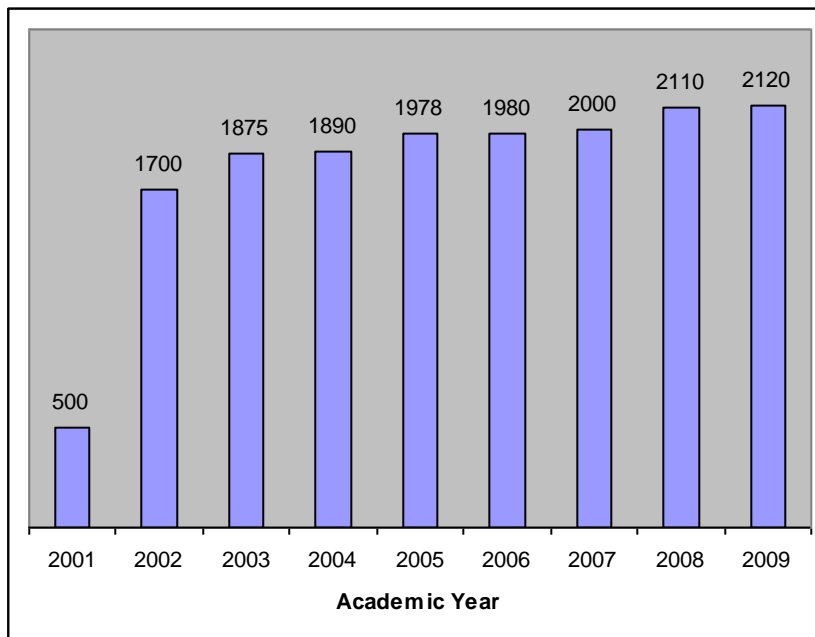
Service Learning Courses in the 2009/2010 Academic Year

ACC	4160	Computers In Accounting	S. Filling
AGST	4980	Individual Study Agriculture	M. Bender
BIOL	2650	Environmental Biology	Carosella, T
CDEV	3030	Cognitive Development in Schools	Cortez, V
CDEV	3040	CDEV in Cultural Context	R. Jin
CDEV	3550	Early Interv High-Risk Child	J. Henk
CHEM	3090	Chem in Elem School	Phillips, Stone, Stessman
CHEM	4420	Biochemistry II	
CJ	4230	Juvenile Justice	T. Helfer
CJ	4350	Violence Against Children	T. Helfer
CJ	3650	Youth Violence	A. Mboka
CJ	3600	Juvenile Corrections	Mboka, A
COMM	2000	Public Speaking	M. LaFever
COMM	2110	Group Discussion Processes	M. LaFever
COMM	4160	Intercultural Communication	Burroughs,N F
COMM	4120	Public Relations Campaigns	DeCaro, P
EDMS	4100	Foundations of Ed. Diverse Soc	Smith,K M
EDMS	4110	Reading Methods English Instru	M. Borba
EDMS	4130	Science and Health Methods	R. Vega de Jesus
EDSC	3900	Foundations of Sec Education	Andrews, D

EDSC	4100	Secondary Education I	Andrews, D
EDSC	4500	Secondary Educ Global Society	D. Andrews
ENGL	3015	Field Experience in Writing	Foreman, B
GEOG	3010	Cultural Geography	Helzer, J
GEOG	4070	Agricultural Geography	Hausault, M
HONS	2850	Honors Service Learning Proj	Tuedio, J
LIBS	1000	Beginning Field Experience	S. Rushing
LIBS	1010	Beginning Field Exper Exam	S. Rushing
LIBS	2000	Intermediate Field Experience	K. Shipley
LIBS	2010	Inter Field Experience Exam	K. Shipley
LIBS	3000	Community and Diversity (WP)	L. Taliaferro
LIBS	4910	Cooperative Education	K. Shipley
NURS	4400	Community Health Nursing	D. Katsma
PADM	5700	Local Governance	Hejka-Ekins, A
PSCI	1201	American Government	L Giventer
PSCI	3304	Intro to Public Administration	D. Colnic
PSYC	4120	Human Development Seminar	Branscum, E
SOCL	3310	Social Inequalities	Strahm, A
SOCL	3630	Tenderloin Lifestyles	C. Wong
SOCL	3830	Thin and Fat: Soc. of Eating D	Sniezek, T
ZOOL	3130	Vertebrate Embryology	Grobner, M

Service Learning Students from 2001 to 2009

Currently, approximately 25% of CSU Stanislaus students had the opportunity to participate in a service learning course in 2009-2010 academic year.



The value of service learning pedagogy is demonstrated by the following excerpts of student reflections on their service learning experiences.

I had the pleasure of being a part of the service learning Course, CDEV 3550: Early Intervention with High Risk Children taught by Dr. Jennifer Henk. The service learning experience was a great way to learn by having first hand experiences. I was able to grasp more easily the course objectives and gain concrete understanding of the population [parents and pre-school children] that we served. The experience also re-enforced what I learned in class, which made the learning more profound and meaningful.

Ms. Ais Hand, Psychology

My sociology courses and an internship program, all of which were taught by Dr. Tamara Sniezek, provided me with the opportunity to participate in the service learning programs over two years. Participation in service learning has enriched my educational experience and allowed me to form relationships with other service providers, which will be helpful in obtaining employment in my professional field.

Ms. Jan Tucker, Sociology

The service learning experience and learning objectives in my GEOG 4350: Urban Geography class with Dr. Jennifer Helzer went hand in hand to make this course so successful. If the point of sitting in a classroom is to learn, and urban geography is supposed to explore urban settings, then our service learning project completely satisfied the requirements for both. Rather than reading about underdeveloped neighborhoods, and looking at maps, we as a class visited a neglected neighborhood in Modesto and made our own GIS map and graph, met with community members and heard their stories first hand. We got more out of this course due to the service learning project than we would have by merely reading books and viewing slides.

Tatiana Khobiar, Social Science/History

Goal 2

A. The office will actively seek extramural funding to maintain current staff and to support faculty and students in the implementation of high quality service learning programs.

Measurable Outcomes

Grant proposals funded during 2009-2010:

1. *California Call to Service: Service Learning Infrastructure Development Initiative Allocation Process*. Funds support a number of service learning initiatives on campus. These include administrative support, maintaining high quality service learning programs, and expanding faculty opportunities for engaged research.

Grant Amount: \$45,000.00

2. *Community Engagement Town Hall Meeting Grant*. Funding received from the Chancellor's Office to bring community members and the university together to hold two meetings in the spring 2010 in order to assess community assets and needs as a direct result of the economic downturn in California.

Grant Amount: \$2,500.00

Grant proposals submitted and pending during 2009-2010:

1. *Promoting Postbaccalaureate Opportunities for Hispanic Americans Program (PPOHA)*, Title V, U.S. Department of Education. (Undergraduate submission) The Office of Service Learning is a campus collaborative partner with the Office of Academic Affairs to submit a grant proposal for a five year program that will expand baccalaureate educational opportunities for, and improve the academic attainment of, Hispanic students. The office will develop activities to expand community engagement in undergraduate programs and cultivate community partners as co-educators.

Grant Amount: \$3,063,567.00 Service Learning portion: \$172,715.00

2. *2010 Pathways to Success Mentoring Program*, U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. The Office of Service Learning is a campus collaborative partner with the Criminal Justice Department that submitted this proposal for a three year program to expand the successful youth mentoring program that offers over 200 CSU Stanislaus Criminal Justice students the opportunity to mentor K-12 at risk youth throughout the Turlock Unified School District, Denair Unified Schools, and schedule visits to the CSU Stanislaus campus.

Grant Amount: \$492,854.00 Service Learning portion: \$124,029.00

Grant proposals submitted and not funded during 2009-2010:

1. *Opportunities for Enhancing Diversity in Geosciences Planning Grant*, National Science Foundation. The Office of Service Learning is a campus collaborative partner with Dr. Jennifer Helzer and Dr. Peggy Hauselt in Geography who submitted this planning grant

to develop methods to increase student participation in the geosciences through collaborations with regional educators and community partners during a summer workshop.

Grant Amount: \$38,596.07 Service Learning portion: \$11,153.00

2. *VITA 2010: Volunteer Income Tax Assistance Grant*, Internal Revenue Service. Program infrastructure support grant for program staffing and administration of the VITA program for the 2009 tax year.

Grant Amount: \$120,915.00

3. *Hispanic Serving Institutions of Higher Education (HSIAC) grant*, Department of Housing and Urban Development. This “Students Targeting Areas of Renovation” (STAR) grant proposal to partner with Habitat for Humanity in Stanislaus County and the Housing Division of the City of Turlock. This three year grant proposal allows faculty and students to participate in financial literacy workshops, and housing and foreclosure counseling to low-income home owners in Turlock. Additionally, the proposal will renovate 20 units of low-income housing in Turlock.

Grant Amount: \$558,783.00

4. *2009 Pathways to Success Mentoring Program*, U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. The Office of Service Learning is a campus collaborative partner with the Criminal Justice Department that submitted this proposal for a four year program to expand the successful youth mentoring program that offers over 200 CSU Stanislaus Criminal Justice students the opportunity to mentor K-12 at risk youth throughout the Turlock Unified School District, Denair Unified Schools, and schedule visits to the CSU Stanislaus campus.

Grant Amount: \$789,219.00 Service Learning portion: \$300,729.00

Goal 2

B. The office will seek to form partnerships with neighboring community agencies and institutions of higher education in an attempt to broaden our regional impact and expand funding opportunities.

Measurable Outcomes

Service learning pedagogy connects student learning with high quality service in the community that deepen students’ understanding of course material, and provides ‘real world’ experiences to prepare students for future careers, while also learning an ethic of civic engagement. The following programs represent some of these high quality courses and pre-professional experiences.

Criminal Justice Mentor Program

Faculty: Drs. Phyllis Gerstenfeld, Tim Helfer, Abu Mboka, and Huan Gao, Criminal Justice, lead this service learning program during it's 5th year.

Courses: CJ 3600: Juvenile Corrections, CJ 4230: Juvenile Justice, CJ4350: Violence Against Children, CJ 3650: Youth Violence.

Community Partners: Turlock Unified School District, Mr. Gil Ogden. Denair Unified School District, Ms. Elise Domico.

Student Count: Approximately 150 students.

Parent Child Home Program

Faculty: Dr. Jennifer Henk, Psychology, lead this program in its 6th year.

Course: CDEV 3550: Early Intervention with High Risk Children.

Community Partner: Parent Resource Center, Ms. Leah Silvestre, Ms. Lisa Root, Ms. Lisa Ard.

Student Count: Approximately 50 students.

Volunteer Income Tax Assistance program

Faculty: Dr. Steven Filling, Accounting & Finance, lead this program in its 7th year.

Course: ACC 4160: Computers in Accounting.

Community Partners: Internal Revenue Service, Ms. Illiana Douglas; Empire Elementary School, Ms. Kathryn Machado; Turlock Salvation Army, Major Debi Shrum, Ms. Kathy Wells; CSU Stanislaus Alumni: Mr. Kevin Riley, Mrs. Janet Riley, Ms. Kathy Johnson.

Student Count: Approximately 40 students.

Honors Service Learning Program

Faculty: Dr. Jim Tuedio, Philosophy & Modern Languages lead this program in its 6th year.

Course: HONS 2850: Honors Service Learning Project.

Community Partner: Rose Elementary School (Modesto City Schools), Ms. Beth Gorman.

Student Count: Approximately 20.

Science in the Classroom

Faculty: Drs. Koni Stone, Shane Phillips, Chemistry, lead this program in its 7th year.

Course: CHEM 3090: Chemistry in the Classroom, CHEM 4400: Biochemistry I, CHEM 4420: Biochemistry II.

Community Partner: Osborn Elementary School (Turlock Unified School District), various teachers.

Student Count: Approximately 80 students.

Life Scrapbook Program

Faculty: Dr. Run Jin, Psychology, lead this program in its 4th year.

Course: CDEV 3040 Child Development in Cultural Context

Community Partner: Turlock Salvation Army, Ms. Patti Ranes

Student Count: Approximately 40

Splash into Science: Vertebrate Embryology

Faculty: Dr. Mark Grobner, Biology, lead this program in its 2nd year.

Course: ZOOL 3130: Vertebrate Embryology

Community Partners: Crowell Elementary, Dennis Earl Elementary, Julien Elementary, Wakefield Elementary, Whitmore Elementary (Turlock Unified School District), various teachers

Student Count: Approximately 20

Other outstanding service learning programs in 2009-2010 not associated with a specific course, still involving student community participation includes:

Head Start Campus Tour

Community Partner: Turlock Head Start – Crane Elementary, Cunningham Elementary, Osborn Elementary, and Wakefield Elementary Schools. Two CSU campus tours were sponsored by the Office of Service Learning on April 15 and 22, 2010 that brought over 100 Turlock Head Start parents to discover the resources offered by the university to meet educational and cultural needs of the community. Both tours were lead by CSU Stanislaus student ambassadors.

Head Start Fitness Clinic

Community Partner: Turlock Head Start – Crane Elementary, Cunningham Elementary, Osborn Elementary, and Wakefield Elementary Schools.

CSU Stanislaus Coach Larry Reynolds and his Men's Varsity Basketball students, the women's soccer students, and student members of Lambda Sigma Gamma sorority worked in collaboration with the Office of Service Learning to host over 150 Head Start families on campus for a morning of healthy fun and fitness on April 30, 2010. This was the first visit to the CSU Stanislaus campus for many of the Turlock Head Start parents and youth ages 4-6 years old. The CSU Stanislaus soccer field was converted into eight different healthy sports 'stations' that could be replicated in a home yard.

Campus Compact Webinar Series: Generation Green – Educating Students for a Green Economy (February 17, March 17, and April 14, 2010)

The Office of Service Learning in collaboration with California Campus Compact offered three monthly web-based seminars to the campus community. Each seminar presented on the theme of creating a campus that can be a model of environmental sustainability, and provides students with meaningful opportunities to engage in campus greening efforts. Each web-based seminar focused on one of the following areas: Successful Models for Engaging Students in Campus Greening, Preparing Students for Green Careers through Campus and Community Internships, and Greening of the Curriculum through Service-Learning and Project-based Learning. CSU Stanislaus dean, Roger McNeil, of the College of Natural Sciences was an on-line presenter during the web-based seminar on March 17 with the theme, Preparing Students for Green Careers through Campus and Community Internships.

- Goal 3. The office will continue to develop the assessment tools noted below.**
- A. Assessment of community partners via interviews.**
 - B. Creation of service learning rubric for service learning student work evaluation.**
 - C. Content analysis of service learning student work in fall '09 and spring '10.**

Measurable Outcomes

The Office of Service Learning succeeded in further implementing the assessment plan that highlights the impact of service learning opportunities on student learning. The Service Learning Steering Committee, faculty subcommittee on assessment, and office staff developed assessment tools to evaluate both service learning students and community partners. A service learning rubric to be used for evaluation of service learning student work was created for the first Service Learning Objective (SLO) in our office's Strategic Plan. The first SLO states: "Apply discipline-specific and/or interdisciplinary knowledge and critical thinking skills to community issues." A rubric for SLO 2 and SLO 3 of the office's Strategic Plan will be developed in 2010/2011 with assistance from the Service Learning Steering Committee. Specifically, to address the service learning goals for CY 2009/10, the following was accomplished:

A. Assessment of community partners via interviews.

Measurable Outcomes

The Office of Service Learning has successfully developed a survey to assess service learning community partnerships. The objective of this survey is to provide an evaluation of the impact service learning students have on the community partner and on the surrounding communities served by these organizations. It will also provide much needed feedback about the community partner's objectives and goals when collaborating with service learning faculty and students. The survey is currently awaiting final approval before dissemination. Based on advisement from the Service Learning Steering Committee and community partners, the survey will be distributed in an electronic format for ease of community partner completion and data collection.

B. Creation of service learning rubric for service learning student work evaluation.

Measurable Outcomes

The Office of Service Learning successfully created a rubric for the first service learning student learning objective (SLO 1), "Apply discipline-specific and/or interdisciplinary knowledge and critical thinking skills to community issues." In spring 2010, the rubric was used to evaluate student achievement of the student learning objective through writing samples (in the form of

short answers). The rubric qualitatively evaluates the student text by identifying and coding key phrases or concepts that are assigned with a “high” or a “low” achievement of the student learning objective (i.e., “apply discipline-specific and/or interdisciplinary knowledge and critical thinking skills to community issues”). In spring 2010, Service Learning Steering Committee Member, Dr. Whitney Donnelly, qualitatively evaluated 139 student writing samples taking in the fall 2009.

C. Content analysis of service learning student work in fall '09 and spring '10.

Measurable Outcomes

In fall 2009, over 139 student surveys, from approximately 30% of all service learning courses offered, were completed. The survey contained questions using a Likert Scale and short answers that were used for the content analysis. Using the rubric created by Dr. Whitney Donnelly a content analysis revealed that the majority of students in service learning courses are achieving the first learning objective of applying discipline specific knowledge and critical thinking to issues in the community. Over 79% of writing samples submitted by students and analyzed by Dr. Donnelly clearly indicated high achievement of the first learning objective.

Additionally, survey results reflected that over 80% of all students respondents rated that they agreed or strongly agreed that their community-based experiences in their service learning course made them think more deeply about subject matter topics discussed than if the course were a lecture-only course. Over 95% of all students surveyed felt that they were able to see a connection between their service learning community project or assignment and their course curriculum.

In the Spring 2010 semester, data from service learning courses has been collected from the Individual Development and Educational Assessment (IDEA) Student Reaction to Instruction and Course Surveys, and will be analyzed in Summer 2010 when the data becomes available.

Unit Goals for CY 2010/2011

Goal 1. The Office of Service Learning will continue to support current service learning programs and curriculum that provide students with innovative and pre-professional learning opportunities. The office will also strive to continue to support our campus mission statement by providing opportunities “to be fully engaged, responsible citizens with the ethics, knowledge, skills, and desire to improve self and community.”

Goal 2. The office will continue to actively seek extramural funding to maintain current staff and to support faculty and students in the implementation of high quality service learning programs and research opportunities. The office will continue to form partnerships within the community that broaden our regional impact and expand funding opportunities.