

**The Office of Service-Learning
University of Missouri-Columbia**

**2001-2002
Annual Report**

**Anne-Marie Foley, Ph.D.
Director**

Program Description:

The Office of Service-Learning was founded in January of 1996 to support academically-based community outreach campus-wide, serve as a consulting center for program design and implementation, and provide and maintain partnerships with service agencies and organizations in the Boone County area.

Program Goals and Objectives:

1. To promote and support service-learning pedagogy on a campus-wide basis.
2. To support formalized partnerships with community agencies and organizations and to provide MU undergraduates with service placements that are fulfilling, responsible, and respectful of students as learners.
3. To uphold and promote the MU Service-Learning Mission Statement:

Mission Statement:

Service-learning at MU strives to create an expectation of service to others as an integral part of students' academic experience. This service should provide students with an opportunity to enrich and apply classroom knowledge, explore careers or majors, improve citizenship, understand and appreciate cultural traditions and values, develop civic, corporate, and social responsibility while enhancing the students' personal growth and self-image and enriching the lives of persons within the community.

Goals:

1. To provide opportunities and academic credit for experience based learning to promote life long commitment to social responsibility and public service.
2. To develop faculty incentives for involvement in service as a learning resource for students.
3. To establish collaborative, reciprocal partnerships between MU and the community that meet social needs.
4. To integrate service-learning into the culture of the University.
5. To engender independent thinking and problem solving through community service.
6. To ensure safe, accessible and structured learning projects.
7. To educate and monitor community agencies as to their rights and commitment to service-learning at MU.

A. Office of Service-Learning Programs and Activities:

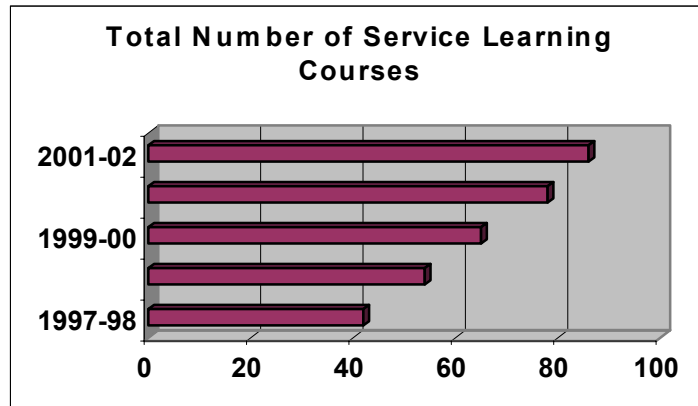
1. Service-Learning Courses:

Courses with the service-learning designation must include a minimum of 45 hours/semester of community outreach and must formally integrate service experience into the classroom context.

During the 2001-2002 academic year, the Office of Service-Learning supported 86 classes.

Total Service Learning Courses

<u>Year</u>	<u>Total #</u>	<u>% Increase</u>
1997-98	42	
1998-99	54	28.50%
1999-00	65	20%
2000-01	78	20%
2001-02	86	11%



Total Number of Students enrolled in Service-Learning Courses

<u>Year</u>	<u>Total Number</u>	<u>% increase</u>
1997-98	680	
1998-99	920	35%
1999-00	1,795	95%
2000-01	1,916	6.7%
2001-02	1,980	3.2%

Project categories represented in 2002-2003

<u>Project category</u>	<u>Number of service-learning students who served in this area</u>
Community/Program development	11
Technology	24
Community-based research	4
Multicultural assistance	11
Childcare	53
Environmental	34
Disability assistance	16
Elderly assistance	77
Adult/Parent education	46
Subsistence Services (Food/Clothing/Shelter/Jobs)	192
Mentoring	154
Animal assistance and Pet therapy	82
Communications/PR/FR	174
Tutoring/Child education	361
Public Health	637
Miscellaneous	24
Governmental Internships	80
Total:	1,980

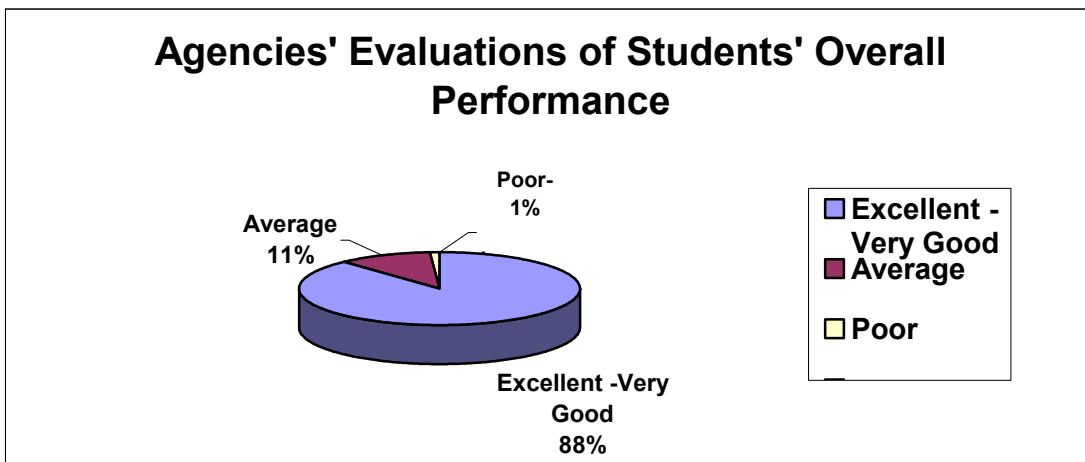
2. Partnerships with Community Service Organizations:

Number of Partnerships--Since our founding in January of 1996, the Office of Service Learning has established formalized partnerships with 150 community service agencies and organizations and the Columbia Public Schools. During this year students completed their service projects in more than 100 community service agencies.

Partnership Development Activities--Community/Office of Service-Learning partnerships involve mutual development of program goals and activities; partnerships are created with respect for the education and experiences of the students who are performing community service and with attention to the efficacy of the service for the clientele of the agencies and organizations receiving the assistance. A service-learning project is thus mutually beneficial for both the undergraduate and the community. In addition, the academic foundation of the course, and the support of the Office of Service-Learning, provides essential training, supervision, and monitoring of the service activity.

Fall Community Agency Workshop--During the 2001-02 academic year more than 75 community service agency representatives attended a workshop entitled Community –University Partnership that focused on how to effectively work with Service-Learning students through panels of agency representatives and exercises in developing partnership strategies. The majority of attendees surveyed indicated that the workshop significantly enhanced their ability to work more effectively with students.

Spring Service-Learning Forum--In April 2002, a statewide Service-learning Forum entitled Campus-Community Connection with more than 125 community service personnel and faculty attending to increase their knowledge of service-learning and how it might be applied in individual courses. Panels comprised of community partners, students and faculty presented model service-learning projects representing a variety of courses. A highlight of the forum was student presentations regarding their service projects and how it impacted their lives. Results of a post forum survey showed that 90 % of the attendees felt that the forum was useful in broadening their understanding and increased their potential involvement in service-learning. When polled regarding future workshop topics of interest, attendees requested further training in how to develop and conduct a service-learning course, create successful partnerships with agencies, and create service-learning opportunities utilizing resources.



Agency Final Evaluations of Students' Volunteer Service

<u>Performance Area</u>	<u>Excellent - Very Good</u>	<u>Average</u>	<u>Poor</u>
Attendance	82%	13%	4%
Cooperation	91%	7%	1%
Acceptance of responsibility	88%	9%	1%
Completion of Assignments	87%	11%	2%
Dependability	85%	12%	3%
Resourcefulness/	86%	13%	1%
Communications Skills	89%	8%	3%
Overall Evaluation	88%	11%	1%

3. Student Evaluation of the Service-Learning Experience:

Each semester, students who participate in Service-Learning are asked to evaluate their service experience within the following areas:

97% of students surveyed rated the orientation to the agency's program and policies as being outstanding to satisfactory.

98% of students rated scheduling of volunteer hours as being outstanding to satisfactory.

95% of students rated instruction and supervision they received from staff as being outstanding to satisfactory.

98% of students rated attitude of staff toward student as a volunteer as being outstanding to satisfactory.

95% of students who responded rated their service experience in terms of personal growth as being outstanding to satisfactory.

93 % of the students who responded rated their service experience in terms of personal satisfaction as being outstanding to satisfactory.

B. The Honors College Community Involvement Program:

Program Description:

The Honors College Community Involvement Program was founded in the Fall of 1991 to introduce MU's brightest and most energetic students to community service and leadership. Students participate in an honors seminar which explores current social challenges, multiculturalism, leadership, and citizenship, at the same time as they participate in intensive and long-term community service.

Program Goals and Objectives:

1. To provide honors credit for service-learning opportunities through the Honors College.
2. To encourage in MU's finest students:
 - the experience of multiple cultures, social classes and viewpoints;
 - the value of citizen participation and civic responsibility;
 - the development of a personal service ethic;
 - critical thinking;
 - the enhancement of leadership skills.
3. To meet critical social needs in the Columbia community;
4. To provide well supported, structured, and safe community service projects for honors students. To develop service placements that respect honors students as learners.

Course Work and Service Placements:

A. Course work:

Honors students receive three honors credits for the combination of class work and community service. HCCIP is a writing-intensive program.

Course Structure:

(1) Discussion group: The discussion group meets for 1.5 hours each week and involves all students enrolled in the program. The group considers the tradition of citizenship participation and democracy, cultural diversity, multicultural definitions of service and community, and developing a personal service ethic. Students from the various service projects discuss their experiences and perspectives in the context of the theoretical content of the course.

(2) Lab Session: The individual lab sessions meet for 50 minutes each week and are comprised of students in similar service projects. These sessions engage the specific social issues and challenges the students experience; participants serve as colleagues for each other, providing a support structure and valuable information exchange. Guest speakers frequently attend lab and conduct workshops on more effective community service in whatever venue the students are participating.

(3) Written work: Journals-students submit four structured journal writings during the semester. The journals engage students in thoughtful reflection on and processing of their service experiences. For each service session, students write a detailed objective account of the experience, a subjective evaluation of their own feelings and growth, a synthesis of the course readings and discussion with the service experience, and a list of personal and service goals for the future. In addition, students summarize and evaluate their readings.

Final Paper/Formal Proposal- Students choose an issue that they have encountered during their community service experience, research it, and propose a program to alleviate or solve the problem. In this way, students fully inform themselves of the social challenges they have seen first hand and propose solutions. The assignment encourages critical thinking, leadership, and a synthesis of experiential learning and formal research.

B. Community Service:

Students work in the community for 3-5 hours each week, or approximately 45 hours each semester. Service projects include:

The Mentoring Program: Work with at-risk youth within the Columbia Public Schools. Participants serve as tutors, role-models, and friends for 12 - 16 year olds who, though they are very bright and quite capable, are at-risk of dropping out of school or never attending college. Mentoring placements include Gentry Middle School, Smithton Middle School, and West Junior High School.

The Head Start Program: Honors students provide enrichment activities and individualized attention to high-risk, low-income pre-school children between the ages of 2 and 6 at the local Head Start Day Care centers.

The Public Health Program: Designed for students considering health-related careers, participants volunteer at several agencies and institutions, including the Boone County Health Clinic and Nursing Services, the Harry S. Truman Memorial Veterans Hospital, the Regional Aids Interfaith Network, the WIC program, the Open Arms Crisis Pregnancy Center, Visiting Nurses Association, Boone County Council on Aging, Wellness Center and Project Adapt, McCambridge Center for Women, Planned Parenthood of Mid-Missouri, and the MU Health Information Center.

The Literacy Project: For the Winter semester 2002, we received a grant from the Literacy Action Network to pilot a literacy education project. HCCIP students worked with Hickman High School, Rockbridge Elementary School and Smithton Middle School. We will continue the project next semester

Honors Independent Study in Service-Learning: Honors students participating in community service activities not sponsored by the university or associated with any university course may enroll for independent study in service-learning through HCCIP.

Student Participation: 155 undergraduates

C. The Civic Leaders Internship Program:

Program Goals and Objectives:

- *Create opportunities* for undergraduates to participate in state government internships for academic credit
- *Provide a sound academic foundation* for state leadership internships. Interns will be placed in positions that are related to their majors, reflect their future graduate school or professional interests, and respect students as learners.
- *Encourage a sense of civic responsibility and a commitment to civic leadership* in undergraduates across disciplines. By exposing students to civic leadership in positive and well-supported learning environments, we hope to encourage a commitment to leadership and civic engagement as a lifelong enterprise.
- *Support participation of faculty* as mentors and advisors of undergraduate interns.

Program Description:

The Civic Leaders Internship Program supports undergraduate students who serve the State of Missouri through internship opportunities in publicly-funded offices. Examples of internship sites include the Office of the Governor and the Lieutenant Governor, the Attorney General,

State Representatives and Senators, and state Departments such as Agriculture and Social Services.

Students involved with CLIP may choose to intern part-time (6-16 hours per week) or full-time (30-40 hours per week). They receive internship credit hours either through the Office of Service- Learning or through their academic departments. Full-time interns are also required to enroll, under the supervision of a faculty mentor, in independent research that is relevant to and supports the internship experience. Full-time interns receive a \$1,500 stipend to support expenses they incur during the internship.

Field Coordination:

The MU Civic Leaders Internship Program provides support for and advocates the needs of both students and placement sites. Before placing a student at a site, the internship coordinator meets with site supervisors to discuss the duties that interns will carry out, the number of days and hours the intern will work, and any special job training or qualifications. In this way, both the student and the internship site can be assured of a productive match. Additionally, site visits throughout the semester ensure that the internship continues to be a positive learning experience for the student.

Internship Placements and Student Degree Programs:

Sixty-three sophomores, juniors, and seniors from degree programs across campus participated in CLIP internships during the 2001-2002 academic year. Degree programs represented include Agriculture, Biochemistry, Biology, Business, Communications, Economics, Engineering, English, History, Journalism, Philosophy, Political Science, Psychology, Secondary Education, Social Work, and Sociology. See attached list of students, academic programs, and placement sites.

State Government and Leadership Class (235 GH):

During winter semester, CLIP offered a 3-hour class entitled "State Government and Leadership" through the Honors College. Twelve students from MU, UMKC, and UMSL enrolled in the class, which included part-time and full-interns, as well as student lobbyists from ASUM. The class, which was taught in the Capitol Building in Jefferson City, included topics such as the budget process, leadership theory, term limits, and government ethics. Classes were taught by professors, elected officials, and other professionals.

Internship Program Assessment:

Of the 55 students who completed class evaluations, 96.4% rated their experience with the Civic Leaders Internship Program as either "good," "very good," or "excellent."

Of the 49 internship sites that returned evaluations of their interns, 95.9% rated their interns' performance as either "good" or "excellent."

D. Innovations and Initiatives:

The Office of Service-Learning worked on several new initiatives this year:

1. *The HCCIP Literacy Project*--For the Winter semester, the Office of Service-Learning received a grant from the Literacy Action Network to pilot a new service-learning course through HCCIP. (See description in HCCIP section above.) The course will be offered again next year.
2. *Development Initiatives*--the Office worked with the Office of Development to begin pursuing possible foundation and student support initiatives. See attached description of funding initiatives now in process with the Office of Development.
3. *A Minor in Public Service Leadership*--with a campus-wide committee, the Office developed a new academic minor to be offered next year after approval of the campus-wide committee. See attached description of the Minor in Public Service Leadership.
4. *Federal Government Internships*--Working closely with Steve Knorr and Marty Oetting, we piloted 4 federal government internships for undergraduates this summer. We hope to expand the program and find further support for undergraduates next year.
5. *Writing Intensive Offerings*--Working with the Campus Writing Program, we created writing intensive sections for HCCIP and internship courses.

E. Problems and Opportunities for Work and Development:

Our greatest challenge remains the lack of space and staff support for the increasing demands on our office. In addition, budget cuts have forced us to eliminate the Graduate Assistant position (25% FTE) for the Office of Service-Learning.

F. Student Credit Hours Generated:

The Honors College Community Involvement Program, the Civic Leaders Internship Project, and the State Government and Leadership course (235 GH) generated 774 undergraduate credit hours during the 2001-2002 academic year. Foley also taught two semesters of the Humanities sequence, generating 141 undergraduate credit hours. The 86 service-learning classes supported by the office are claimed as generated credit hours through individual departments throughout the university.

G. Office Of Service-Learning Staff:

Anne-Marie Foley, Ph.D. (25% Office of Service-Learning/75% Honors College)

Directs Office of Service-Learning
Directs Honors College Community Involvement Program
Directs Civic Leaders Internship Project

Teaches:

- one section of Humanities, Fall and Winter semester
- the HCCIP large discussion group, Fall and Winter semester
- State Government and Leadership (235GH)
- Internship workshops and seminars

Nan Povinelli (Full time, 9 month position)

Field Coordinator, Office of Service-Learning

Rachel Holbert (70% FTE, 9 month position)

Internship Coordinator, CLIP

Ellen Fitch (75% Office of Service-Learning/25% Honors)

Office Support Staff III

Graduate Teaching Assistants:

HCCIP, 2 @ 25% FTE

Office of Service-Learning, 1 @ 25% FTE