THE CALIFORNIA STATE UNIVERSITY

A Status Report on Community Service Learning in the California State University for the 2001-2002 Academic Year

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Overview

Community service and service learning are long-standing touchstones in the mission and purpose of the California State University since the first campus was founded in 1857. Partnerships between local communities and CSU faculty and students make numerous goals achievable: they improve the quality of life across California, promote faculty research, and support CSU programs – all while students learn the value and satisfaction that comes from contributing to society. Policymakers and leaders of higher education have expressed renewed interest in utilizing service learning as a vehicle to instill civic values in students. All these elements have contributed to the profound advancement of institutionalizing service learning on each CSU campus.

In 1997, the CSU created a Strategic Plan for Community Service Learning. That Plan has been used as a tool that assesses the level of institutionalization on CSU campuses. Each year campuses are asked to identify their current efforts in regard to the Strategic Plan. The 2001-2002 academic year commemorates five years since the development of the 1997 Strategic Plan. At this crossroads, it is important to highlight campus efforts to achieve the 22 steps of the Strategic Plan for the 2001-2002 academic year and reflect on the progress that has been made since the first systemwide assessment of the Strategic Plan in 1998. [i]

Since the creation of the Strategic Plan five years ago, the landscape of the service-learning movement has been dramatically transformed on the national level and in the CSU. There has been an increasing momentum across the nation, both in higher education and K-12, for the development of meaningful service-learning opportunities for students. In conjunction with this national support, the state of California's commitment to service learning, through the initiative of California's Call to Service, has been unprecedented. In March 2000, the CSU Board of Trustees passed a resolution ensuring that all students have the opportunity to participate in community service, service learning, or both. This ambitious goal resulted in state funding and other sources to support campus efforts, including a Learn and Serve America grant.

In 2000-2001, the CSU began its three-year Learn and Serve America grant program, *Institutionalizing Community Service Learning in the CSU*. This grant program was designed to complement the CSU's efforts to respond to California's Call to Service. The overall goal of *Institutionalizing Community Service Learning in the CSU* is to successfully implement the CSU Strategic Plan for Community Service Learning, which would result in the institutionalization of community service learning at each campus.

This Strategic Plan identifies specific steps to arrive at its primary objectives: (1) engage students at each CSU campus in at least one community service-learning experience prior to graduation and (2) offer a continuum of community service opportunities at each CSU campus. To support the achievement of these visionary goals, the Strategic Plan is organized into six goals. Each campus focuses on the first three goals of the Strategic Plan:
1. To develop a solid infrastructure to support community service learning;
2. To provide resources and tools for faculty interested in service learning; and
3. To support the involvement of community partners and students in the design of a service-learning program.
The other three goals are the responsibility of the systemwide Office of Community Service Learning, a program within Academic Affairs at the CSU Office of the Chancellor.
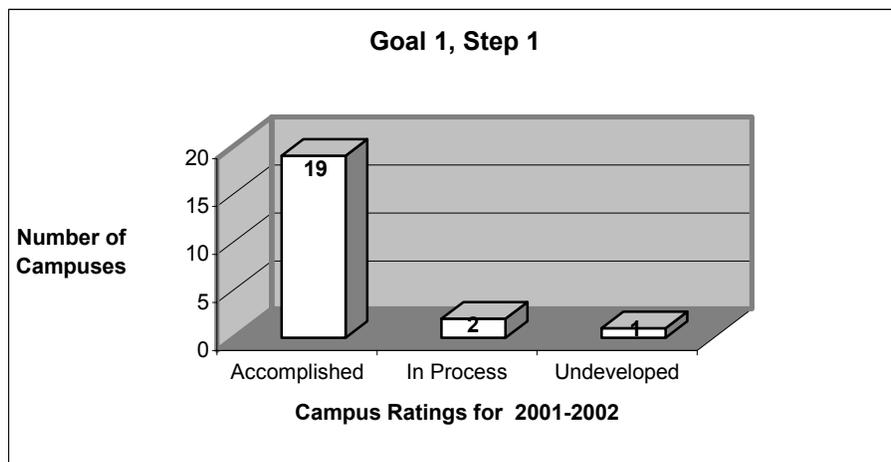
As an initial part of the grant program, the Office of the Community Service Learning at the Office of the Chancellor designed a rubric that identifies three stages, "undeveloped, in process, and accomplished," for each of the 22 steps within the Strategic Plan. The illustrative descriptions of the three stages provide specific indicators of each campus's current level of progress toward institutionalization. This rubric ensures a consistent assessment process across the campuses and offers some thoughtful questions to consider as campuses assess their efforts. As a result of this tool, the intentions of some steps have been made clearer, resulting in a different method of analysis than in 1998 when there was no Assessment Plan Rubric. Therefore, the different levels of ratings in 2001-2002 are difficult to compare to the 1998 ratings. A complete five-year comparison of campus reports is available on the Office of Community Service Learning's website at <www.calstate.edu/csl>. What follows is a detailed analysis of each step within the three Strategic Plan goals for the campuses.

GOAL 1- TO DEVELOP A SOLID INFRASTRUCTURE TO SUPPORT COMMUNITY SERVICE LEARNING.

Step 1: Create and support an office of community service learning.
With the support of California's Call to Service, Learn and Serve funds, and other funding sources, all campuses have made significant strides in establishing or enhancing an office, or both. In 1998, 14 campuses had created offices. However, this accomplishment should not be compared equally to the objective of this step, which is to have a full-time person devoted to coordinating service learning. In 2001-2002, 19 out of 22 campuses reported that there was at least a full-time person that exclusively focuses on the campus's service-learning initiatives. In addition, the tremendous growth in the last five years in service learning has created additional office infrastructure needs. Several campuses have hired staff to support office management or develop community partnerships.
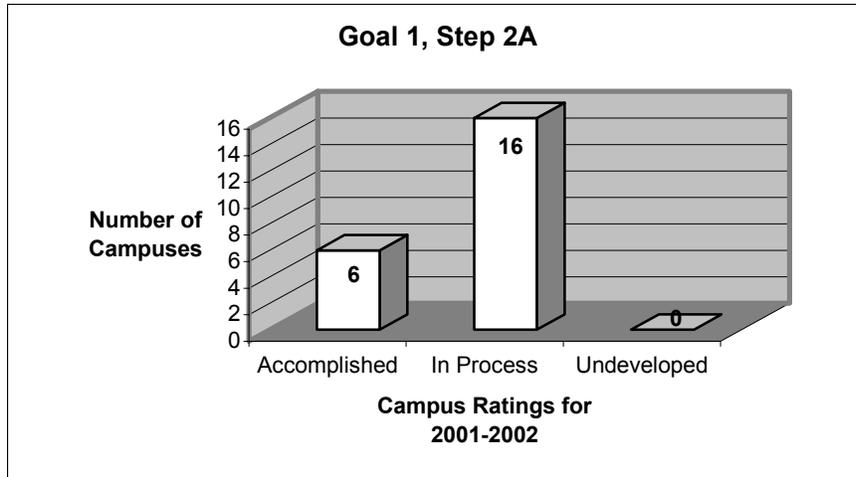
The new question that rises from the expansion is: what is a reasonable level of staffing needed to effectively manage service-learning efforts and develop new initiatives? As offices continue to grow with staff, the issue of adequate office space also emerges.

Goal 1, Step 1

Number of Campuses

| | Accomplished | In Process | Undeveloped |
| 19 | 2 | 1 |

Campus Ratings for 2001-2002

Step 2A: Integrate community service learning into the campus mission statement.
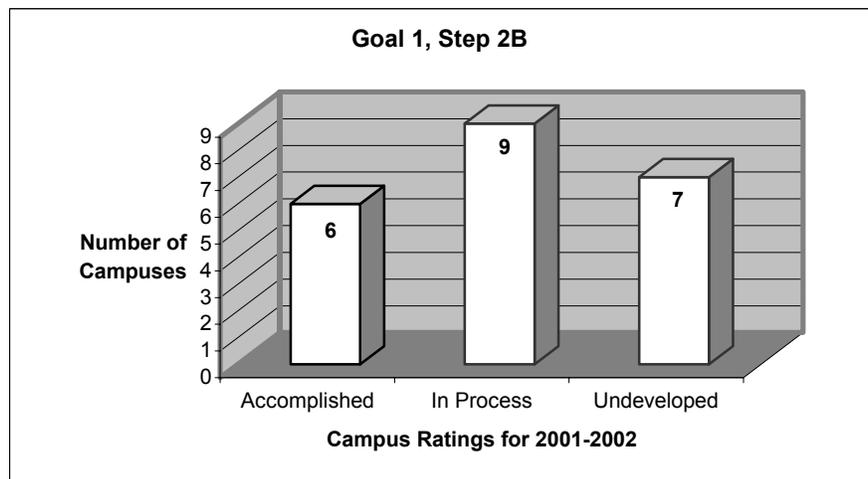**Step 2B: Integrate community service learning into the campus strategic plan.**
Note: In 2000, Step 2 was organized into two sub-steps to more accurately assess the progress of each action.

Goal 1, Step 2A

Number of Campuses

| Accomplished | In Process | Undeveloped |

Accomplished: 6
In Process: 16
Undeveloped: 0

Campus Ratings for 2001-2002

In 2001-2002, six campuses reported this step as "accomplished" while 16 campuses were "in process" and no campuses were "undeveloped." A comparison with the ratings from the 1998 assessment (17 campuses were "accomplished;" three "in process;" and one "undeveloped") would suggest that there has been a regression of success. However, 17 campuses reported in 1998 that this step was achieved because of the implicit responsibility of higher education to be of service to communities. In the last two years, campuses assessed this step with a different interpretation because the Assessment Plan Rubric defines that the "accomplished" indicator of this step should be the explicit inclusion of service learning into the campus mission statement. From informal conversations, campuses have questioned whether focusing on the mission statement is feasible because of the infrequent review of the mission statement and the challenge of highlighting one specific approach to addressing the broader goals of higher education. In contrast, campuses do report that including service learning in the campus strategic plan is more practical.

Looking to the future, it is valuable to question whether this strategy is necessary to ensure institutionalization. One strategy campuses may want to consider and articulate is how service learning is essential in meeting the broader goals of the university such as preparing a competent workforce and developing an active citizenry.

Goal 1, Step 2B

Number of Campuses

Accomplished: 6
In Process: 9
Undeveloped: 7

Campus Ratings for 2001-2002

Step 3: Develop a campus strategic community service-learning plan, with clear goals and a timeline to achieve them.

In 2001-2002, six campuses reported this step as "accomplished" while 12 campuses were "in process" and three campuses were "undeveloped." A comparison with the ratings from the 1998 assessment (four campuses were "accomplished;" 10 "in process;" and seven "undeveloped") demonstrates that progress has occurred. With the application of the Assessment Plan Rubric, campuses have assessed their progress in the last two years with clearer information on the guidelines for this step. For example, the "accomplished" rating includes academic and

Goal 1, Step 3

Number of Campuses

6 — Accomplished
12 — In Process
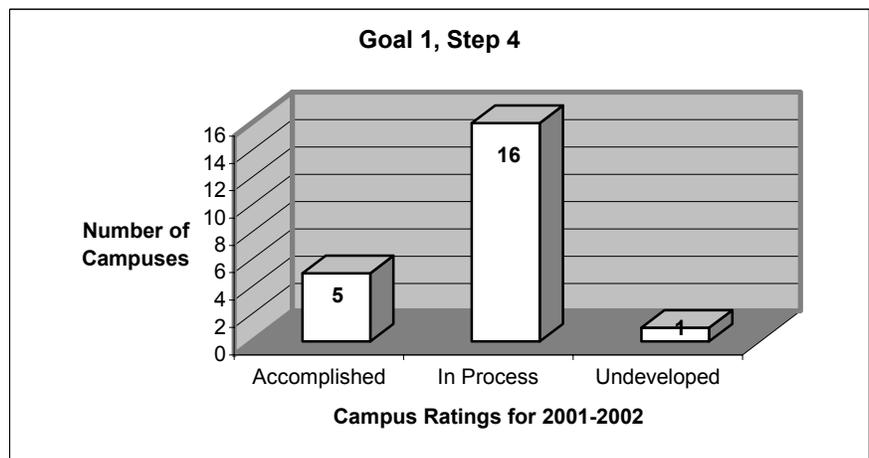3 — Undeveloped

Campus Ratings for 2001-2002
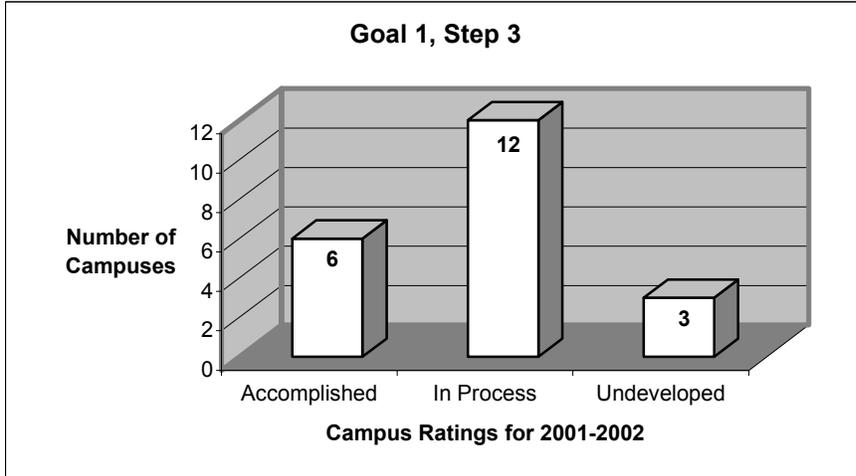
university leadership formally approving the plan. Campuses that are "in process" of developing a plan are seeking feedback from various service-learning constituencies or have submitted the plan for review. Almost all of the "in process" and "undeveloped" campuses have developed an Action Plan, as a part of the Learn and Serve grant

that addresses the steps of the comprehensive systemwide plan. The Action Plan is a valuable tool in ensuring that campuses move forward in addressing the goal of institutionalizing service learning on CSU campuses, even if a strategic plan is not in place.

Step 4: Develop and administer an instrument to collect data about university and community needs and resources.

The majority of campuses (16) are in the middle stage, "in process," for a number of reasons. Some campuses reported that they are "in process" of updating a survey that was previously administered or are determining the best approach to conduct an assessment. In addition, other campuses have developed strength-based strategies like conducting

Goal 1, Step 4

Number of Campuses

5 — Accomplished
16 — In Process
1 — Undeveloped
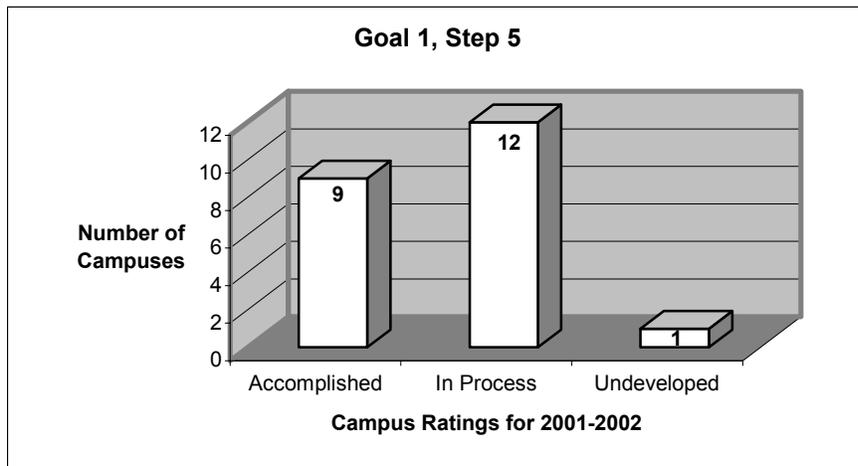
Campus Ratings for 2001-2002

an asset map of university resources or examining, through a mapping process, where the university is placing students in the community. These comprehensive approaches advance the

notion that service learning focuses on both assets and skills of each stakeholder while gathering information for service-learning initiatives, not just needs.

Step 5: Create an information management system (computerized and hard copy database), which allows for efficient communication exchange among university and community partners.

Although the number of campuses (9) that reported "accomplished" on this step in 2001-2002 is equivalent to the 1998 rating, the noticeable difference in 2001-2002 is the level of sophi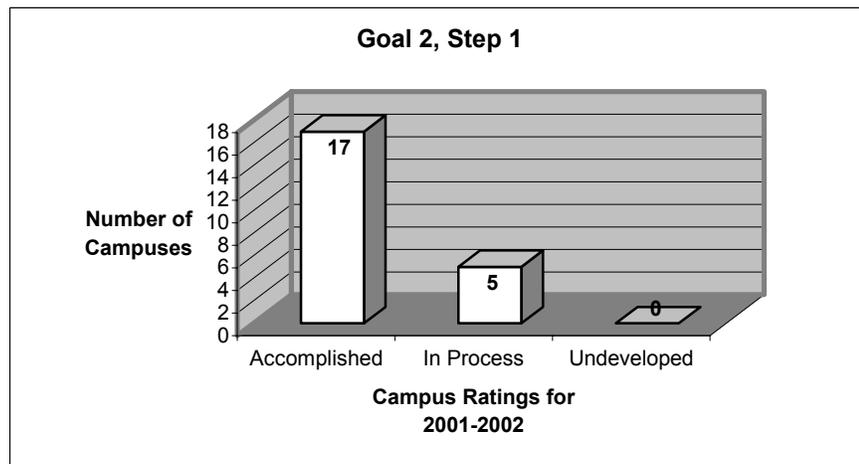stication of the information management systems. Several campuses have developed online databases that are accessible to community partners, students, and faculty. This technologically advanced resource communicates useful information about community placements for students and reduces the amount of burdensome paperwork for the service-learning office. The technical nature of an online database has resulted in some challenges for service-learning offices, such as the level of staff expertise needed to develop the model and the maintenance costs imposed on the service-learning office for technical support. In the future, it is expected that some effective and inexpensive models will be available to CSU campuses that will assist all campuses in achieving this step. To learn how some CSU campuses achieved this step, visit <www.calstate.edu/csl/programs/servlearn_learn.shtml>.

Goal 1, Step 5

Number of Campuses

Accomplished: 9
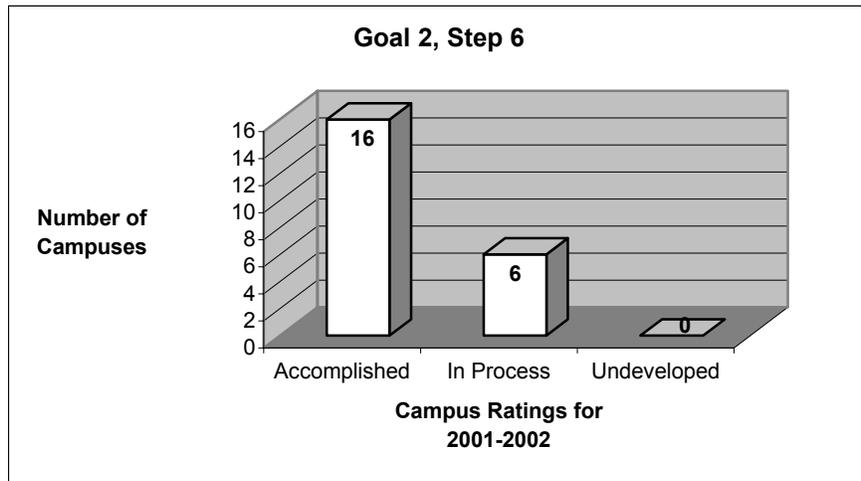In Process: 12
Undeveloped: 1

Campus Ratings for 2001-2002

GOAL 2- TO PROVIDE RESOURCES AND TOOLS FOR FACULTY INTERESTED IN SERVICE LEARNING.

Step 1: Provide faculty training about experiential education in general and along a continuum of integration in community service learning specifically.

Goal 2, Step 1

Number of Campuses

Accomplished: 17
In Process: 5
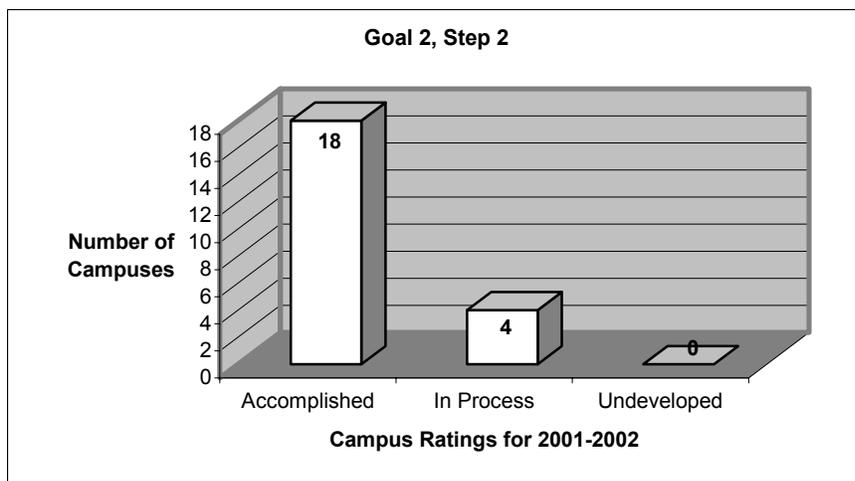Undeveloped: 0

Campus Ratings for 2001-2002

Step 6: Provide workshops and other support arrangements for faculty interested in community service learning.

The goals for these two steps are comparable and therefore will be reviewed together. As a result of the availability of national and campus resources, it has always been relatively simple to achieve the step of providing service learning training to faculty. With the additional funding from the California's Call to Service to support curriculum development, campuses have enriched training workshops, created mentor programs, and developed materials. Campuses have developed several innovative faculty development approaches on how to explain the depth of the pedagogy in a time-efficient manner.

Goal 2, Step 6

Number of Campuses

Accomplished: 16
In Process: 6
Undeveloped: 0

Campus Ratings for 2001-2002

Step 2: Provide curriculum development funds to assist in developing community service-learning courses.

In 2001-2002, all campuses (22) provided financial support for curriculum development as a result of California's Call to Service curriculum development funds. Since 1998, campuses have

Goal 2, Step 2

Number of Campuses

Accomplished: 18
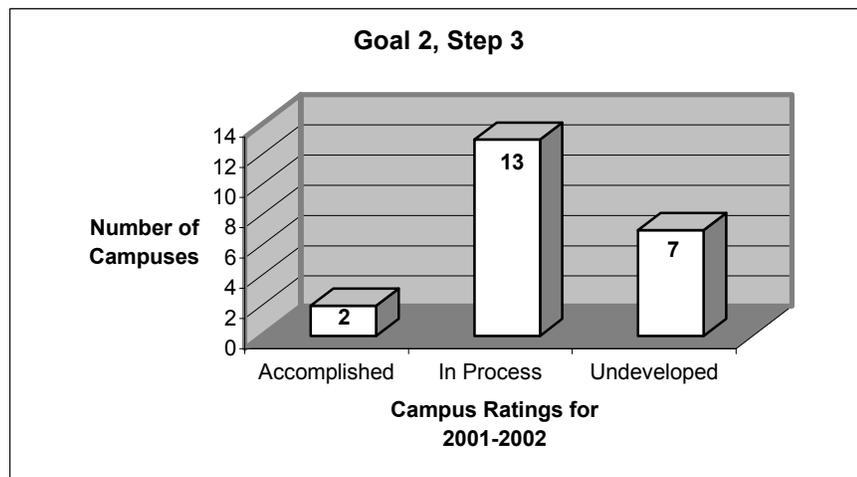In Process: 4
Undeveloped: 0

Campus Ratings for 2001-2002

increased the amount of funds for curriculum development and provided other support arrangements like travel funds. However, the availability of funds has largely been dependent on non-permanent state funds. The question currently posed: if permanent university funds are not provided to support the development

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of new opportunities, what will the impact be on developing service-learning opportunities? Service-learning offices are thoughtfully addressing the ramifications of receiving a substantial amount of outside funding to support curriculum development.

Step 3: Recognize faculty involvement in community service learning in retention, tenure, and promotion policies.

This is one of the most multidimensional and complex issues for campuses. In 2001-2002, two campuses reported this step as "accomplished." CSU Monterey Bay has successfully achieved this step in large part because of th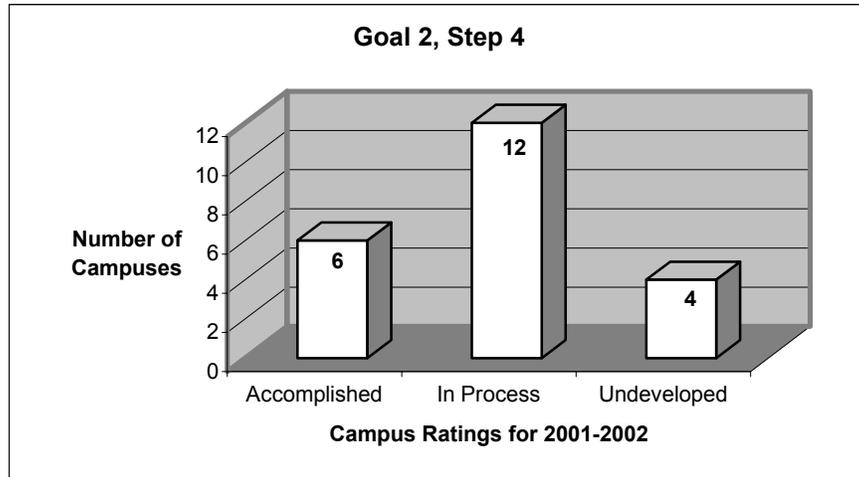e service-learning graduation requirement for its students. Additionally, the efforts of a scholars group at CSU Sacramento have been instrumental in making changes to the university-wide Retention, Tenure, and Promotion (RTP) document. These two campuses will be able to provide valuable guidance as other campuses contemplate how to address this issue. While this step

Goal 2, Step 3

Number of Campuses

Accomplished: 2
In Process: 13
Undeveloped: 7

Campus Ratings for 2001-2002

poses many challenges for campuses, it is important to note that the majority of campuses are making some progress. Typically, the service-learning offices are well-established. As a result of the efforts of service-learning offices, the academic culture is becoming receptive to discussing how to recognize the scholarship of engagement. This inclusion of service learning in the RTP document is interconnected with many other academic issues and requires service-learning leaders to be politically savvy and tolerant of the lengthy review process. Of those campuses that reported "undeveloped," some have established a service-learning office in the last two years. The RTP issue should be addressed when support for service learning is evident by several constituencies including the campus academic senate, president, deans, and department chairs. In the future, this will be an issue that requires intense conversations about how to develop models that can be adapted to address the unique culture of each campus. An aspect of this step that has yet to be fully addressed is whether service learning is a factor in the faculty hiring process. *To learn how some CSU campuses achieved this step, visit <www.calstate.edu/csl/programs/servlearn_learn.shtml>.*

Step 4: Create department-based incentives for faculty involvement.

There have been significant successes in working with departments to provide incentives to offer service-learning courses.

Goal 2, Step 4

Number of Campuses

Accomplished	6
In Process	12
Undeveloped	4

Campus Ratings for 2001-2002

Ten campuses have designated their efforts as "in process," but the rationales provided suggest that their approaches to achieving this goal are successful. Some strategies include offering the systemwide Engaged Department Institute[ii], identifying appropriate community placement sites, designating a department service-learning coordinator, and providing student assistants. In fact, one department that participated in the systemwide Engaged Department Institute has instituted a service-learning major requirement. While this significant commitment by the department is a positive outcome, it does create additional responsibilities, such as an increase in the need for community placements, for the service-learning office.

Step 5: Provide campus awards for outstanding faculty and student involvement in community service learning.
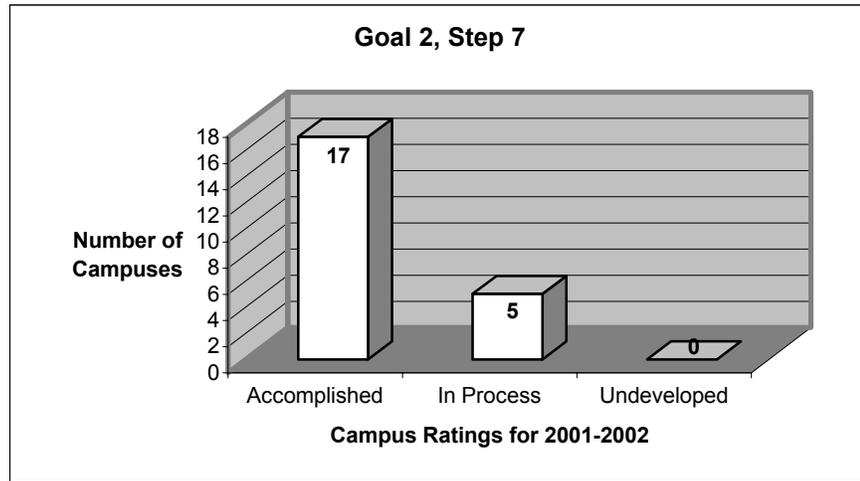
In 2001-2002, nine campuses offered an award program that recognized the accomplishments of both service-learning faculty and students. This is considerable progress over the 1998 assessment when no campuses "accomplished" this step. Many campuses that are "in process" are exploring the best structure to recognize faculty and students and have developed proposals

Goal 2, Step 5

Number of Campuses

Accomplished	9
In Process	8
Undeveloped	5

Campus Ratings for 2001-2002
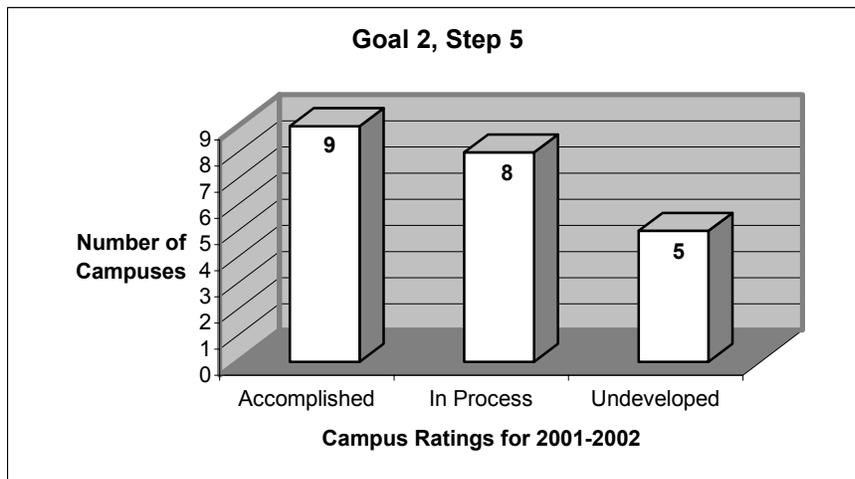
to be considered by academic and university leadership. For those campuses that have not addressed this goal, the primary explanation is the recent establishment of a service-learning office. In order for the objective of this step to be meaningful and highly visible, service-learning offices need to be solidly established.

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Step 7: Organize a community service-learning committee that includes strong faculty representation from all colleges.
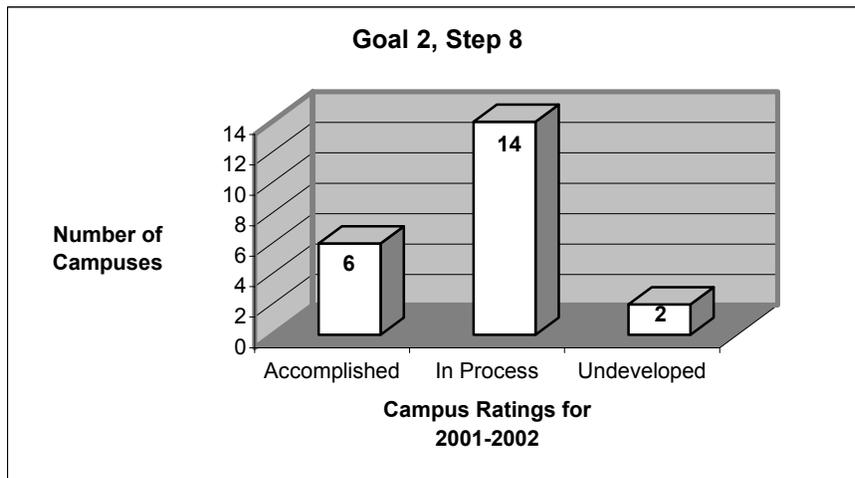
Seventeen CSU campuses have sustained a service-learning advisory committee that includes representation of faculty from all colleges. Although every campus has a service-learning advisory committee, some do not have the complete representation from all colleges. Often, the priorities of the committee are to develop strategies for creating a service-learning course designation policy and disseminate information to faculty. In addition, some campuses have integrated the community advisory board with the university advisory board. Typically, these larger advisory boards have subcommittees that focus on specific service-learning issues. Another approach is the appointment of college-specific faculty liaisons to be a resource to faculty within that particular college and provide the service-learning office with input on certain issues.

Goal 2, Step 7

Number of Campuses

| Accomplished | In Process | Undeveloped |
| 17 | 5 | 0 |

Campus Ratings for 2001-2002

Step 8: Give regular reports about community service-learning to the Academic Senate and other campus bodies to enhance awareness.

There are a variety of methods to increase awareness on campuses about the outcomes of service-learning programs. Some campuses update the full campus academic senate while others make presentations to a subcommittee of the senate. Making presentations to the General Education Committee, the Dean's Council, and individual university leaders are other effective and productive strategies. Yet, many campuses are presenting reports to only one part of the university: either an academic entity or a university contact.

Goal 2, Step 8

Number of Campuses

| Accomplished | In Process | Undeveloped |
| 6 | 14 | 2 |

Campus Ratings for 2001-2002

It would benefit service-learning programs if campuses would formalize the report structure, resulting in the sharing of events and achievements with both academic and university constituencies on a regular basis.

Step 9: Provide appropriate workload credit for designing and for offering community service-learning courses.
According to campuses' ratings, this is one of the most challenging issues.
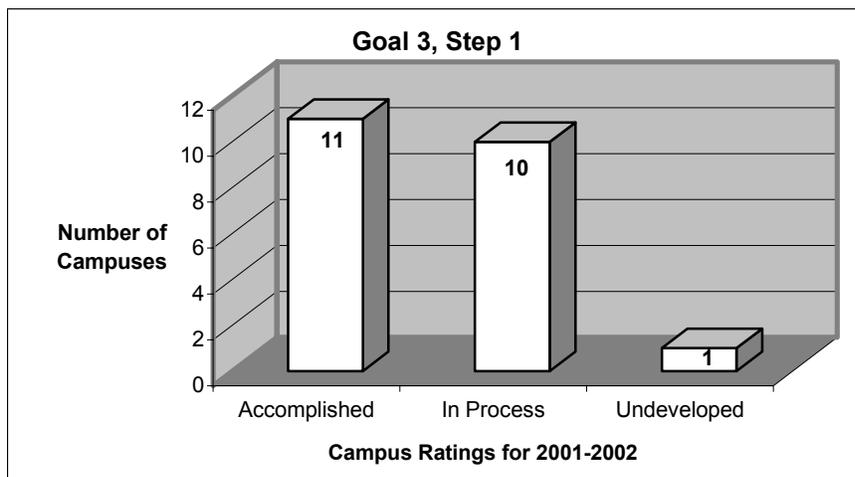In 2001-2002, four campuses were "accomplished," nine campuses were "in process," and nine campuses were "undeveloped." Some campuses have delegated this responsibility to departments. While other campuses are discussing this issue with academic and university leadership. A discussion that often precedes this issue is the service-learning course designation policy, which only a few campuses have developed and implemented. If clear criteria of what constitutes a service-learning course on a campus are not in place, this step will be extremely difficult to accomplish. Future efforts should emphasize a course designation policy and then the examination of the workload issue.

Goal 2, Step 9

Number of Campuses

- Accomplished: 4
- In Process: 9
- Undeveloped: 9

Campus Ratings for 2001-2002
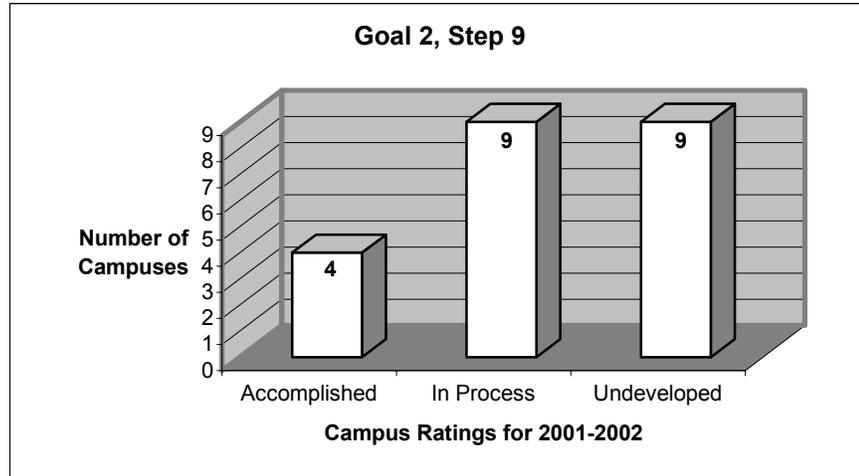
GOAL 3: TO SUPPORT THE INVOLVEMENT OF COMMUNITY PARTNERS AND STUDENTS IN THE DESIGN OF A SERVICE-LEARNING PROGRAM.

Step 1: Involve students and community partners from the beginning in planning and developing community service-learning programs and policies.

Goal 3, Step 1

Number of Campuses

- Accomplished: 11
- In Process: 10
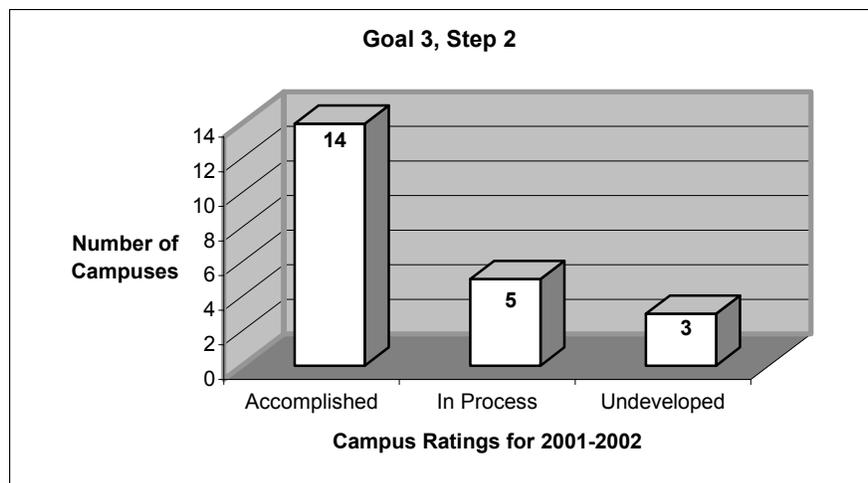- Undeveloped: 1

Campus Ratings for 2001-2002

Almost all campuses (21) are successfully advancing to involve students and community partners. Campuses categorized "in process" vary greatly in their approaches. Some campuses have formal systems to include students and community,

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but in reality have minimal participation; other campuses have a great deal of participation, but no formal process to ensure continuity from one year to another. Other campuses have achieved formal, consistent participants of one constituency but not the other. The goal here is to involve students and community partners in the formal processes of planning and developing programs and policies, and also to have active, thoughtful participation from each constituency year after year.

Many campuses, Humboldt State University, CSU Los Angeles, and CSU Monterey Bay, have developed meaningful student leadership programs that do allow students to have input in developing service-learning programs.

Step 2: Establish community advisory panels to gain community insights about community needs.
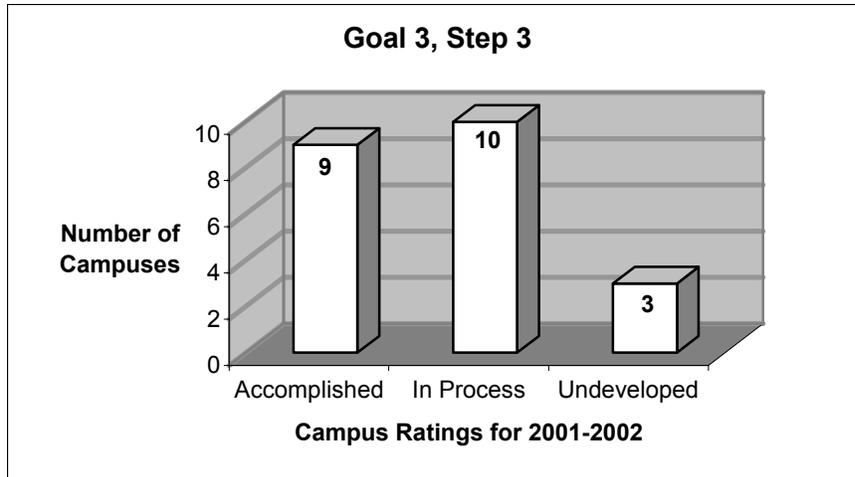
Campuses have made remarkable progress since 1998. Fourteen campuses have created community advisory boards to gain insights about needs and assets in comparison to the 1998 rating of two campuses that "accomplished" this step. Many of these campus partnerships are advancing to a sustainable level. The

Goal 3, Step 2

Number of Campuses

Accomplished: 14
In Process: 5
Undeveloped: 3

Campus Ratings for 2001-2002

success of this step suggests that the concept of the co-educator role for the community partner is being achieved in some cases. Several campuses that are "in process" are re-structuring their advisory boards to determine appropriate responsibilities and to develop a more authentic environment that supports community partners' perspectives. Some campuses have discovered that coordinating one advisory board that involves each stakeholder is an efficient use of time, however, the discussion topics may focus excessively on university issues. Additionally, some campuses have experienced inconsistent involvement by community partners. It is critical that each campus develop a mutually beneficial advisory board, since community partners shape a significant element of students' service-learning experiences.

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Step 3: Prepare student and community agency/organization handbooks on community service learning and other materials to engage students and community partners in community service learning.
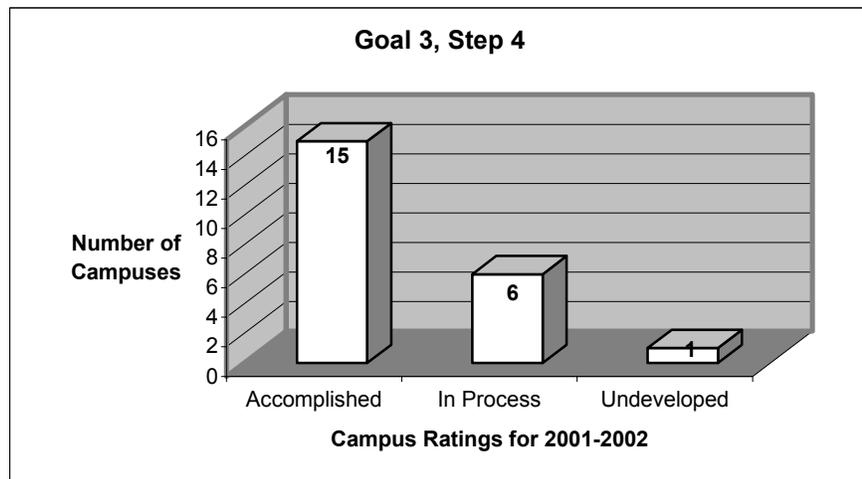
Nine campuses have developed handbooks for community partners and students. Similarly, several of these campuses reported that they have also developed materials for faculty. The handbooks help communicate important information about the roles and responsibilities of each constituency and the benefits of service learning. A majority of campuses have these resources online, which allows for minor changes to be made on a more regular basis. Many of the 10 campuses that are "in process" are nearing completion with this project. As a result, there will be various examples that can be utilized for the campuses that are "undeveloped." *To learn about how some CSU campuses achieved this step, visit <www.calstate.edu/csl/programs/servlearn_learn.shtml>.*

Goal 3, Step 3

Number of Campuses

Accomplished: 9
In Process: 10
Undeveloped: 3

Campus Ratings for 2001-2002

Step 4: Develop ties with local K-14 schools for the development of community service-learning activities and programs.

The ideal purpose of this step is to sustain ongoing partnerships with K-12 schools while continuously exploring new opportunities. As a result of this step's progressive objective, campuses will move fluidly between the "accomplished" and the "in process" stages as existing partnerships e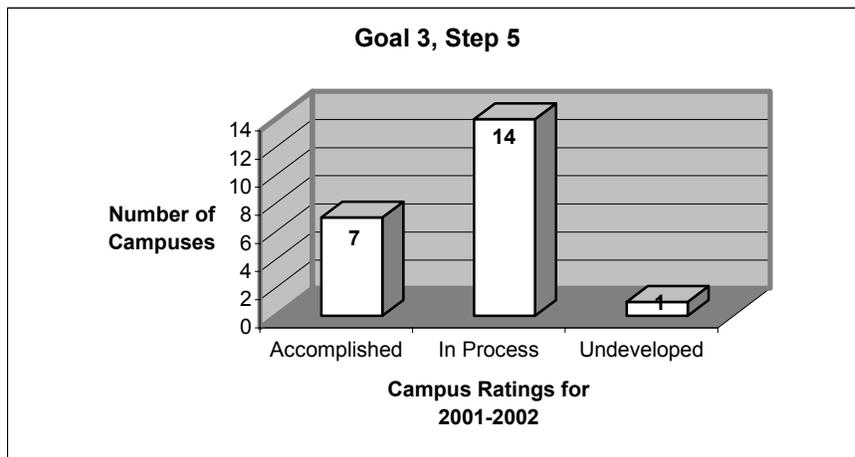nd, new partnerships develop, and the needs of both partners are evaluated. One significant development to support a partnership with K-12 education is the Regional Leads program coordinated by the California Department of Education. The purpose of the Regional Leads program is to support the development of K-12 service-learning opportunities by coordinating districtwide events. Although this does not have a direct impact on higher education, these partnerships with Regional Lead contacts have resulted

Goal 3, Step 4

Number of Campuses

Accomplished: 15
In Process: 6
Undeveloped: 1

Campus Ratings for 2001-2002

in new knowledge about K-12 schools and some funding. Several campuses continue to be heavily involved with K-12 education through a variety of initiatives that may or may not involve the service-learning offices. Many campuses describe that one of the primary challenges in achieving this goal is to create a cohesive coordinated system among the variety of departments and programs that partner with K-12 schools, in addition to the service-learning office.

Step 5: Conduct workshops with community agencies/organizations and neighborhood groups in an effort to develop co-educational partnerships.

Even though the number of "accomplished" campuses (7) in 2001-2002 is lower than the number in 1998 (14), there has been tremendous progress in this area. As a result of substantial growth in the last five years, campuses are re-examining the vital elements of partnerships in a more in-depth manner. Some campuses have developed innovative models that genuinely recognize their community partners as co-educators. For example, one campus has asked the local volunteer center to conduct workshops on how service learning can promote the community partners' mission statements and advance their organizational agendas. Several campuses that are "in process" are deciding how their approaches can effecti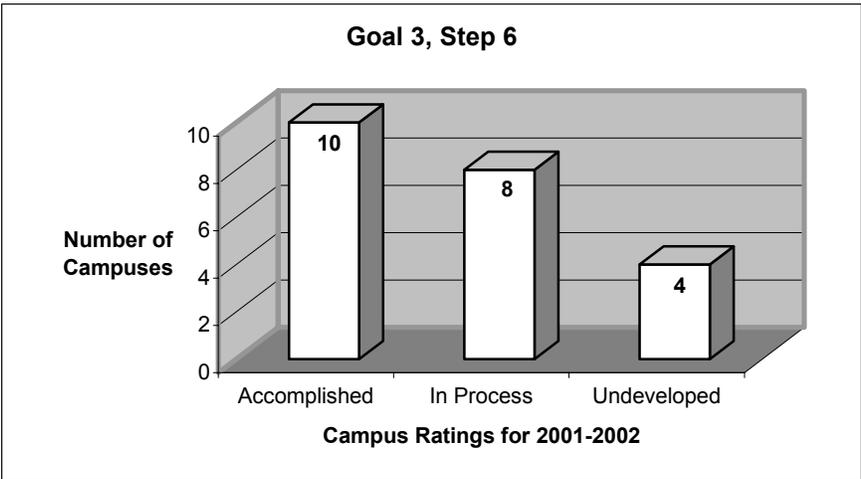vely support community building, both in the community and on campus. For example, several campuses work with faculty on a one-on-one basis, thus each community partner is selected based on the specific learning objectives for each course. This approach can provide an ideal community placement site for the course. However, a question to consider is whether this is a feasible approach for a staff member when the number of service-learning courses continues to increase. Utilizing this approach could also result in a smaller number of community partners that are working with the service-learning office. In contrast, other campuses are sorting through hundreds of pre-established community partners to determine how to work with the expectations of the community and university. In the future, this area will need further attention and the approach will largely depend on local issues.

Goal 3, Step 5

Number of Campuses

Accomplished: 7
In Process: 14
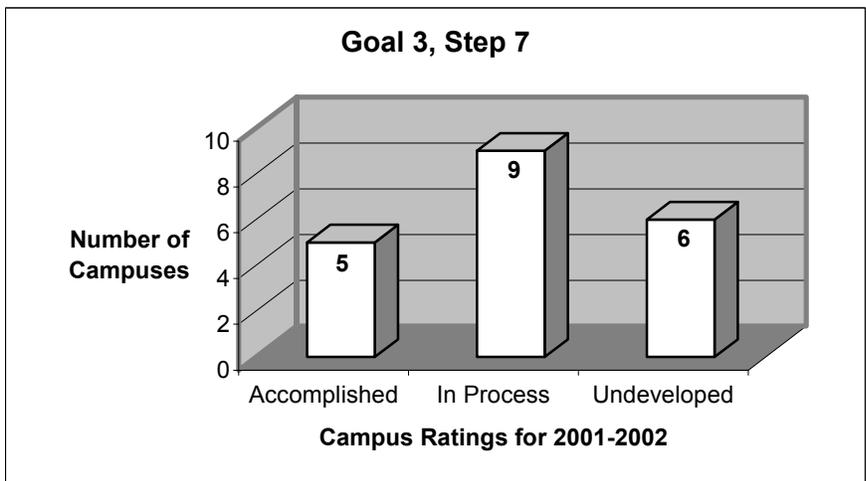Undeveloped: 1

Campus Ratings for 2001-2002

Step 6: Create community service-learning demonstration projects to encourage faculty, student, and community collaboration.

A majority of campuses (18) are "in process" of creating, or have created, demonstration projects. A number of programs that exemplify involvement by key stakeholders include the Cesar Chavez Day of Service and Learning, Project SHINE, Service Learning for Family Health AmeriCorps Program, and other university-wide days of service. These projects have many advantages including engaging and energizing faculty, students, and community partners around a common purpose.

Goal 3, Step 6

Number of Campuses

Accomplished: 10
In Process: 8
Undeveloped: 4

Campus Ratings for 2001-2002

Step 7: Develop assessment techniques to evaluate partnership outcomes and disseminate findings among members of the university and general communities.

Identifying partnership outcomes are challenging for a number of campuses. Some campuses have successfully developed a systematic eva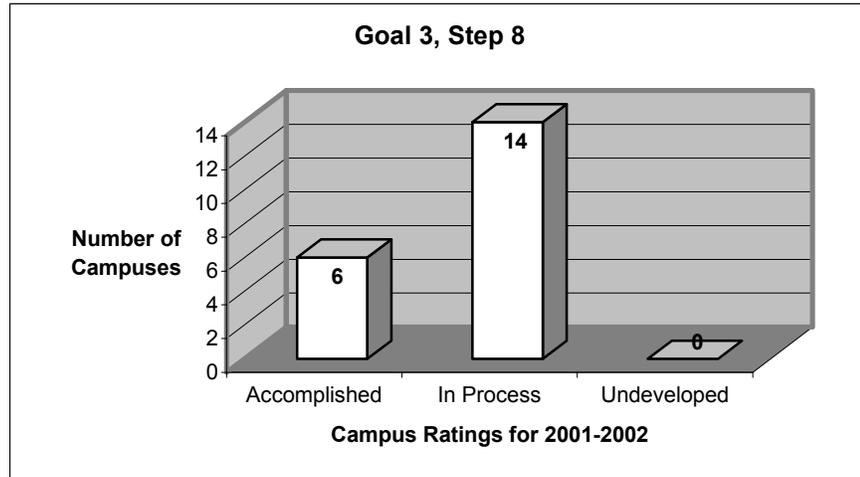luation process that assesses the success of the service-learning partnership by examining the student's performance and the quality of the student's experience. To strengthen this process, campuses should also identify other outcomes related to the satisfaction of the partnership before students are placed at community partners. By doing so, the emphasis on the partnership would broaden beyond the

Goal 3, Step 7

Number of Campuses

Accomplished: 5
In Process: 9
Undeveloped: 6

Campus Ratings for 2001-2002

service-learning experience. While creating the process to assess the partnership is important, some campuses are still identifying community partners. This step cannot be addressed until campuses have a clear understanding of who are their partners.

Step 8: Work with campus student organizations to develop ways to increase faculty/student collaboration in addressing community challenges.

All campuses have identified some efforts in working with student organizations. Some noteworthy models include working with co-curricular service programs, national service programs, campus housing programs, and Associated Students, Inc. Some of the challenging factors campuses face are the lack of a point of contact and the inconsistent communication with students. However, all campuses recognize the benefit of developing a strong continuum of service that offers rich and meaningful community service and service-learning experiences for all students.

Goal 3, Step 8

Number of Campuses

Accomplished: 6
In Process: 14
Undeveloped: 0

Campus Ratings for 2001-2002

CONCLUSION

The CSU has made tremendous progress in advancing the goal of institutionalizing community service learning at each CSU campus. This has been accomplished with the creativity and dedication of campus practitioners, and systemwide staff, and a governance structure that supports the ideology of involving students with their communities through academic study. Within each goal of the strategic plan, there have been notable gains in the number of campuses that report "accomplished" on each step. Collectively, campuses report in 2001-2002 that 41 percent of the steps in Goal 1 have been "accomplished;" 48 percent of the steps in Goal 2 have been "accomplished;" and 45 percent of the steps in Goal 3 have been "accomplished." Many of these "accomplished" steps will need ongoing attention in order to sustain the work that has been completed. Although each goal presents some challenge, the CSU will remain a national leader because of its commitments to addressing those challenges and creating innovations in service learning.

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[i] CSU Channel Islands did not report their efforts in the 2001-2002 academic year.

[ii] The purpose of the Engaged Department Institute is 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 successfully model civic engagement and progressive change on the departmental level.