

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

**2002-2003  
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 2002-2003 academic year, the Office of Service-Learning supported 86 classes. Through this course work, students provided approximately 90,000 hours of community service.

**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%               |
| 2002-03     | 86             | 0%                |

**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%              |
| 2002-03     | 2,003               | 1.2%              |

## 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                     | 68   |
| Technology  | 9  |
| Community-based research                          | 11   |
| International/Hispanic Student Assistance         | 10   |
| Childcare   | 19   |
| Environmental                                     | 40   |
| Disability assistance                             | 37   |
| Elderly assistance                                | 32   |
| Adult/Parent education                            | 9  |
| Subsistence Services (Food/Clothing/Shelter/Jobs) | 31   |
| Mentoring   | 116  |
| Animal assistance and Pet therapy                 | 41   |
| Communications/PR/FR                              | 210  |
| Tutoring/Child education                          | 350  |
| Public Health                                     | 923  |
| Miscellaneous                                     | 19   |
| Governmental Internships                          | 78   |
| <b>Total:</b>                                     | <b>2,003</b>   |

## 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 2002-03 academic year, more than 50 community service agency representatives attended a workshop entitled Building Successful University/Community Partnerships. The workshop focused on how Community Partners could effectively work with Service-Learning students within existing or new service projects. As a result of the workshop, several new initiatives have been established throughout the community,

such as the development of a Girl Scout Troop for inner-city youth and a Columbia/Boone County Health Department immunization project.

*Community Leadership* -- In addition to the workshop this year, **Nan Povinelli, Field Coordinator, served as President of the Boone County Related Agencies**, an association comprised of more than 80 Human Service providers whose purpose is to provide networking and collaborative opportunities among community service agencies, and assess and address critical unmet community needs. Because our field coordinator was the designated leader of this group of community service professionals, partnerships between the University and Community were further strengthened.

#### **Agency Final Evaluations of Students' Volunteer Service**

| <b><u>Performance Area</u></b> | <b><u>Excellent - Very Good</u></b> | <b><u>Average</u></b> | <b><u>Poor</u></b> | <b><u>N/A</u></b> |
|--------------------------------|-------------------------------------|-----------------------|--------------------|-------------------|
| Attendance                     | 85%                                 | 8%                    | 1%                 | 6%                |
| Cooperation                    | 90%                                 | 3%                    | 2%                 | 5%                |
| Acceptance of responsibility   | 88%                                 | 3%                    | 3%                 | 6%                |
| Completion of Assignments      | 82%                                 | 3%                    | 2%                 | 12%               |
| Dependability                  | 85%                                 | 7%                    | 2%                 | 6%                |
| Resourcefulness/               | 83%                                 | 9%                    | 1%                 | 7%                |
| Communications Skills          | 85%                                 | 7%                    | 1%                 | 7%                |
| <b>Overall Evaluation</b>      | <b>87%</b>                          | <b>5%</b>             | <b>2%</b>          | <b>6%</b>         |

*The category "N/A" represents those agencies that did not fill out a specific part of the evaluation on their student, or felt that category was not applicable to the type of work their student was doing.*

### **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.

**95%** of students rated scheduling of volunteer hours as being outstanding to satisfactory.

**94%** of students rated instruction and supervision they received from staff as being outstanding to satisfactory.

**92%** of students rated attitude of staff toward student as a volunteer as being outstanding to satisfactory.

**100%** of students who responded rated their service experience in terms of personal growth as being outstanding to satisfactory.

**97%** of the students who responded rated their service experience in terms of personal satisfaction as being outstanding to satisfactory.

#### **4. Other Service-Learning Activities:**

*Campus Leadership* -- Under the Leadership of the Director, our office convened the campus-wide **MU Service Working Group** with members from the Office of Service- Learning, Center for Community Involvement, Office of Leadership Development, and the Career Center's Way with Words program. The main objective of this group is to facilitate discussions of collaboration and resource sharing including the *MU Serves* on-line newsletter and Community Service Bulletins.

*Newsletter* -- In an effort to recruit and increase service throughout the campus among students and faculty, our office produced and launched the first edition of *MU Serves* a campus-wide, on-line newsletter. The first edition featured Service-Learning students, the agencies and service projects that they successfully completed, and also included several articles about other service-related offices. The newsletter also featured a community needs column in which our community partners described upcoming service opportunities. The newsletter will continue to be produced twice a year by our office.

(URL: <http://www.missouri.edu/~servlrn/muserves/main2.htm>)

*Advising Student Groups* --The Office advised several student groups in community development, program organization, and assessing community need. Student groups such as Sigma Phi Epsilon, the Chancellor's Leadership Class, Mark Twain Residence Hall, and Sigma Nu worked with the resources of our office to identify and meet critical community needs.

*Web site* -- Service-Learning maintains a web site that includes information for students, faculty, and community agencies; community service opportunities, a list of service-learning courses, and links to campus-wide service opportunities and offices.

(URL: <http://www.missouri.edu/~servlrn/>)

*Writing Intensive Courses* -- The Office offered the Honors College Community Involvement Program, the Civic Leaders Internship Program, and the State Government and Leadership Class as Writing Intensive classes. We asked for no graduate student support from the Campus Writing Program to offer these courses.

## **B. 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:**

78 undergraduates from degree programs across campus participated in CLIP internships during the 2002-03 academic year. Degree programs represented include Political Science, Business, Communication, Psychology, Sociology, Agriculture, and Journalism. (See Appendix A, a list of students, academic programs, and placement sites.)

### **Federal Government Internships:**

We have funded four students to spend the summer in internships in Washington, D.C. Placements include working in the White House, with U.S. Representative Sam Graves – MO, 6<sup>th</sup> District, with U.S. Representative Roy Blunt – MO, 7<sup>th</sup> District, and with U.S. Representative Ed Pastor – AZ, 4<sup>th</sup> District.

### **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 and UMR enrolled in the class, which included part-time and full-time 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. (See Appendix B for syllabus and list of speakers.)

### **Internship Program Assessment:**

#### **Site Final Evaluation of Intern's Performance**

| <b><u>Performance Area</u></b>     | <b><u>Excellent/Good</u></b> | <b><u>Average</u></b> | <b><u>Needs Help</u></b> | <b><u>Can't Rate</u></b> |
|------------------------------------|------------------------------|-----------------------|--------------------------|--------------------------|
| Work Product                       | 100%                         | 0%                    | 0%                       | 0%                       |
| Dependability                      | 95%                          | 5%                    | 0%                       | 0%                       |
| Adaptability                       | 98%                          | 2%                    | 0%                       | 0%                       |
| Ability to get along               | 100%                         | 0%                    | 0%                       | 0%                       |
| Attitude                           | 97%                          | 3%                    | 0%                       | 0%                       |
| Initiative                         | 98%                          | 2%                    | 0%                       | 0%                       |
| Responsibility and Judgment        | 98%                          | 2%                    | 0%                       | 0%                       |
| <b>Overall rate of performance</b> | <b>100%</b>                  | <b>0%</b>             | <b>0%</b>                | <b>0%</b>                |

### Student Final Evaluation of CLIP

| <b>Performance Area</b>      | <b><u>Excellent/<br/>Very Good</u></b> | <b><u>Good</u></b> | <b><u>Average</u></b> | <b><u>Poor/Below<br/>Average</u></b> | <b><u>N/A</u></b> |
|------------------------------|--|--------------------|-----------------------|--------------------------------------|-------------------|
| Application Process          | 70%                                    | 13%                | 9%                    | 2%                                   | 6%                |
| Interview Process            | 72%                                    | 17%                | 3%                    | 3%                                   | 5%                |
| Placement Process            | 70%                                    | 17%                | 2%                    | 3%                                   | 8%                |
| Orientation                  | 39%                                    | 20%                | 9%                    | 20%                                  | 11%               |
| Class Requirements           | 36%                                    | 25%                | 17%                   | 20%                                  | 2%                |
| Accessibility of Coordinator | 90%                                    | 3%                 | 5%                    | 0%                                   | 2%                |
| <b>Overall Experience</b>    | <b>80%</b>                             | <b>13%</b>         | <b>7%</b>             | <b>0%</b>                            | <b>0%</b>         |

*The category "N/A" represents those students that did not fill out a specific part of the evaluation on CLIP, or felt that category was not applicable to their experience with CLIP.*

### **C. 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. (See Appendix C for HCCIP syllabus.)

### **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 now work with the Columbia PEAK project.

*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: 81 undergraduates**

## **D. Innovations and Initiatives:**

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

1. *Service by Contract:* Working with the Service-Learning Advisory Board and at the request of faculty, we are now developing a “Service by Contract” program modeled after the Honors College “Learning by Contract” option. Students may earn the service-learning transcript designation in any course on an individual basis by working with a faculty member and the Office of Service-Learning to choose a service project, perform 45 hours of service, and integrate the project with the course through research or other requirement determined by the faculty member. The “Service by Contract” option will

expand service-learning opportunities for students and give faculty more flexibility for integration of service into the curriculum.

2. *Minor in Leadership and Public Service:* The new minor was approved this year, and we will now begin advertising the minor and recruiting student participation. (See Appendix D: Description of the Minor in Leadership and Public Service).
3. *MU Service Working Group:* The working group met this year, and the Office of Service-Learning is now producing an annual report of community service activities and opportunities on campus with the help of the group members. We hope to complete the report by the end of the summer.
4. *MU Serves Newsletter:* As described above, the Office inaugurated its first web site newsletter. We hope to publish such a newsletter each semester.
5. *Multicultural Certificate:* The office worked extensively with the Multiculturalism Certificate design committee. Service-Learning will be one of the required components for certification on the MU campus.

## **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 forced us to eliminate the Graduate Assistant position (25% FTE) for the Office of Service-Learning for the Fall & Winter 2002-2003 Semesters.

## **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 **642 undergraduate credit hours** during the 2002-03 academic year. Foley also taught one semester of the Humanities sequence, generating 60 undergraduate credit hours and an Honors Humanities Colloquium generating 12 undergraduate credit hours. The 86 service-learning classes supported by the office are claimed as 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  
Directs Minor in Leadership & Public Service

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

*Nan Povinelli (Full time, 9 month position)*  
Field Coordinator, Office of Service-Learning

*Rachel Holbert (70% FTE, 9 month position)*  
Internship Coordinator, CLIP

*Carli Hess (75% Office of Service-Learning/25% HCCIP)*  
Office Support Staff III

*Graduate Teaching Assistants:*  
HCCIP, 2 @ 25% FTE  
Office of Service-Learning, 1 @ 25% FTE (Summer only)