

**The Office of Service-Learning
University of Missouri-Columbia
2004-2005
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 makes service to others an integral part of a student's academic experience. Service provides students 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; and enhance personal growth while enriching the lives of others.

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: Nan Povinelli, Field Coordinator

1. Service-Learning Courses:

Courses with the service-learning designation must include 35- 45 hours/semester of community outreach and must formally integrate service experience into the classroom context. During the 2004-05 academic year, the Office of Service-Learning supported 104 classes, a 12 % increase from one year ago. Through this course work, students provided more than 100,000 hours of community service.

New Service-Learning Courses:

This past academic year, our office worked with faculty to develop several new courses, including:

**Agricultural Education*

Leadership Development,
Team & Organizational Leadership
Agricultural Education Practicum

**Psychology*

Clinical Psychology

**English*

Activism and American Literature

** Textile and Apparel Management*

Independent Study

**Peace Studies*

Introduction to Peace Studies

** Philosophy*

Medical Ethics

**Sociology*

Collective Behavior

Service-Learning 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 35-45 hours of service, and integrate the project with the course through research or other requirements determined by the faculty member. **This past academic year a total of 67 students from seven courses met the requirements and earned the Service-Learning Transcript Designation.**

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%
2003-04	92	6%
2004-05	104	12%

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%
2003-04	2,114	5.3%
2004-05	2,429	14.9%

Course Development for 2005-2006:

Community Nursing:

The School of Nursing is establishing a service-learning capstone experience for a total of 150-200 nursing students during the 2005-06 academic year. Our field coordinator is assisting capstone faculty in the department to develop and monitor public health related service projects throughout Boone, Cole and Randolph Counties; the Service-Learning director is working with nursing faculty to create an effective service-learning pedagogy for capstone students.

School of Health Related Professions:

We are working to incorporate service-learning into the curriculum of several courses that will be related to the expansion of the Eldercare program. We anticipate that our office will be providing monitoring and evaluation services for service-learning students participating with this project.

Service-Learning Capstone Projects:

Our office currently provides field coordination for eight service-learning capstone classes within:

- *Communications (63 students)
- *General Studies (6)
- * International Studies (2)
- * Interdisciplinary studies (57)

Of the total 128 service-learning capstone students, 65 received one-on-one assistance from our field coordinator, including the selection of a service project related to their academic fields and future career goals, as well as site visits and on-gong monitoring of service projects throughout the semester.

2. Community Partnership Activities

Our office has established formalized partnerships with 164 community service agencies and schools. During this year, students completed their service projects in more than 100 community service agencies and schools. In order to provide training and coordination of service placement sites our office provided the following partnership development activities:

Fall Community Agency Workshop

During the Fall 2004 semester, the Office of Service-Learning conducted a workshop entitled **Building Successful University-Community Partnerships**; representatives from 37 community service agencies/schools attended.

Foley discussed the importance of the University's relationship with community service partners in providing meaningful service experiences for students while they address critical community needs. Community partner representatives attended workshops on "Introduction to Service-Learning" and "Best Practices for Working with Service-Learning Students." Dr. Michael Porter, Professor of Communications, conducted a session entitled "How to Tell Your Agency's Story" in which he assisted agencies in effectively recruiting students into their agencies.

Office of Service-Learning Spring Forum

In addition to the community partner workshop this fall, the Office of Service-Learning sponsored a spring conference entitled "**Engaged Mizzou: Annual Service-Learning Forum.**" The Forum was attended by more 100 community partners, university faculty and staff. Columbia City Manager, Ray Beck kicked off the event by reading the Mayor's proclamation for "Community-University Partnership Day." Chancellor Brady Deaton then gave the keynote address, in which he discussed the importance of service-learning for the MU campus. Individual sessions featured panel presentations highlighting successful community-classroom partnerships, with students, faculty and agency representatives as presenters. Community partners and faculty were also given an opportunity to brainstorm future service collaborations. The day was capped off by "Student Success Stories," in which students engaged in various service-learning projects shared their experiences with the participants. More than 90% of the attendees rated the forum as being very informative and helpful.

Winter Campus-wide Student Volunteer Fair

More than 300 students attended the "Winter Volunteer Fair" in Stotler Lounge. Fifty local agencies sent representatives to meet with and recruit volunteers, as well as answer questions students may have had regarding their organizations. Students were able to explore service opportunities in areas such as youth development, elderly populations and public health.

Community Partners Classroom Panels, Fall and Winter Semester

During the 2004-05 academic year the Office of Service-Learning organized and coordinated panels of community partners--representatives from youth, health and elderly related fields--to give presentations in a total of four classes. Agencies were able to recruit and answer questions first hand during their presentations.

Service-Learning Projects by Category:

Project categories represented in 2004-2005

<u>Project category</u>	<u>Number of service-learning students who served in this area</u>
Community/Program development	61
Technology	13
Community-based research	25
International/Hispanic Student Assistance	56
Childcare	47
Environmental	45
Disability assistance	42
Elderly assistance	57
Adult/Parent education	29
Subsistence Services (Food/Clothing/Shelter/Jobs)	58
Mentoring	188
Animal assistance and Pet therapy	72
Communications/PR/FR	223
Tutoring/Child education	464
Public Health	945
Miscellaneous	34
Governmental Internships	70
Total:	2,429

Agency Final Evaluations of Student Service

<u>Performance Area</u>	<u>Excellent-Very Good</u>	<u>Average</u>	<u>Poor</u>	<u>N/A-Blank</u>
Attendance	85.24%	13.33%	9.52%	9.52%
Cooperation	86.38%	10.33%	11.27%	8.45%
Acceptance of responsibility	85.92%	12.21%	9.86%	8.45%
Completion of Assignments	80.68%	10.14%	12.08%	15.43%
Dependability	87.68%	11.37%	9.48%	8.53%
Resourcefulness	81.82%	11.00%	9.09%	16.27%
Communication Skills	85.65%	10.43%	9.95%	7.66%
Overall Evaluation	88.15%	10.43%	9.95%	8.53%

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:

98% of students surveyed rated the orientation to the agency’s program and policies as being outstanding to satisfactory.

96% 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.

97% of students rated attitude of staff toward student as a volunteer as being outstanding to satisfactory.

99% of students who responded rated their service experience in terms of personal growth as being outstanding to satisfactory.

98% of the students who responded rated their service experience in terms of personal satisfaction as being outstanding to satisfactory.

4. Other Service-Learning Activities:

Community Leadership

Nan Povinelli, our field coordinator actively serves as an officer for the Boone County Area Related Agencies, an association comprised of 65 local social service representatives. She is currently Vice President for Membership. She is also a member of the Boone County Volunteer Network, a newly formed network of volunteer coordinators from local area agencies and governmental entities that meets quarterly to discuss issues related to volunteer standards, recruitment and retention practices.

MU SERVES Online Newsletter

In an effort to recruit and increase service throughout the campus among students and faculty, our office produces *MU Serves* a campus-wide, on-line newsletter. It features service-learning students, faculty, and service projects. The newsletter also features a community volunteer needs column in which our community partners describe upcoming service opportunities for students. (URL: http://www.missouri.edu/~servlrn/muserves_ed4/main4.htm)

Advising Student Groups –The Office advised several student groups in community development, program organization, and assessing community need. Student groups such as Alpha Phi Omega, National Pan-Hellenic Council, Students United, the Pre-med and Pre-dental Clubs, Circle K, Acacia, and several fraternity pledge classes worked with the resources of our office to identify and meet critical community needs.

Website -- Service-Learning maintains a website 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 --This year we offered the Honors College Community Involvement Program, the Civic Leaders Internship Program, and the State Government and Leadership Class as Writing Intensive classes. Funding we received at the end of this year for the WI courses will be used to support new initiatives next year.

B. The Civic Leaders Internship Program: Julia Parcell, Internship Coordinator

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.

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 offices of the Governor and the Lieutenant Governor, the Attorney General, State Representatives and Senators, and state Departments such as Mental Health and Economic Development.

Students involved with CLIP may choose to intern part-time (8 to 16 hours per week) or full-time (30 to 40 hours per week). To do so, they receive internship credit hours either through the Office of Service-Learning or their academic department. 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 for the needs of both students and placement sites. Before placing a student at a site, the internship coordinator discusses the duties that an intern will carry out, the number of days and hours the intern will work, and any special job training or qualifications. 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:

80 undergraduates from degree programs across campus participated in CLIP internships during the 2004-2005 academic year. Degree programs represented include Political Science, Business, Communication, Psychology, Sociology, Agriculture and Journalism. Fifteen percent of our interns were sophomores, 22% were juniors, and 57% were seniors. 37.5% were male and 62.5% were female. The average GPA of a CLIP intern at the beginning of their internship

experience was 3.485. (See *Appendix A*, a list of students, academic programs, and placement sites.)

Volunteers:

CLIP received 100 requests for interns for the winter semester. Due to the high number of requests, we helped facilitate the placement of eight volunteers after our application deadline. In addition, three students enrolled in their own academic departments. We also helped find these students appropriate placement sites. (See *Appendix A*, a list of students, academic programs, and placement sites, including volunteers.)

Federal Government Internships:

Three Washington, D.C. interns earned academic credit through CLIP in the offices of Congressman Emmanuel Cleaver, Senator Jim Talent, and the White House Office of Political Affairs.

State Government and Leadership Class (3230H):

During winter semester, CLIP offered a 3-hour class entitled “State Government and Leadership” through the Honors College. Twelve students from MU enrolled in the class including part-time and full-time interns. The class, which was taught in the Capitol building in Jefferson City, included topics such as the budget process, leadership theory, government ethics, and roles of officials such as the Attorney General, Chief Clerk and Supreme Court Judges. Classes were taught by professors, elected officials, and other professionals. See *Appendix B* for a list of weekly class topics and speakers.

Internship Program Assessment:

Site Final Evaluation of Intern’s Performance

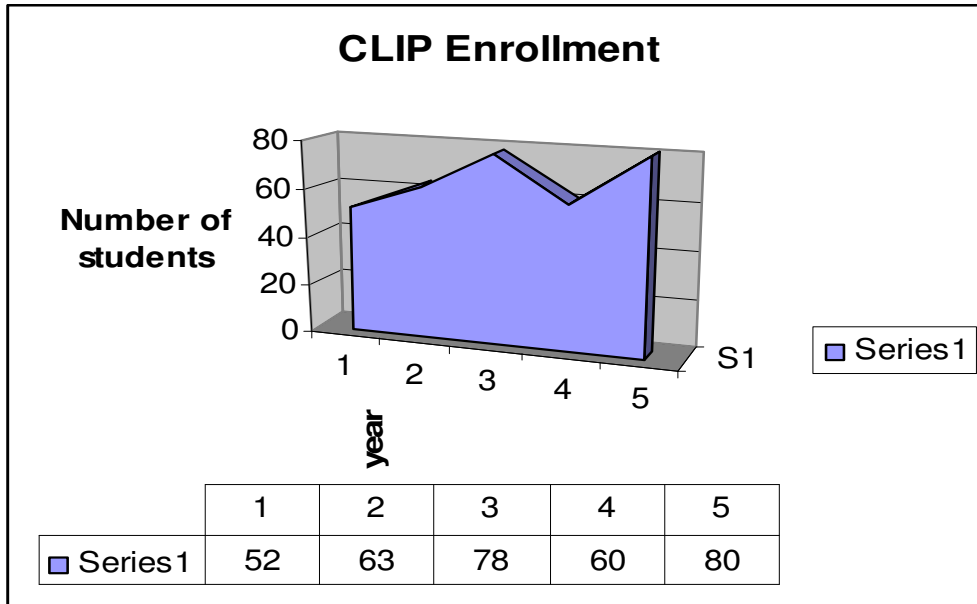
<u>Performance Area</u>	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Needs Help</u>	<u>Can’t Rate</u>
Work Product	82 %	15 %	2 %	---	---
Dependability	84 %	11%	4 %	---	---
Adaptability	80 %	15 %	2 %	---	---
Ability to get along	82 %	11 %	5 %	---	---
Attitude	80 %	15 %	4 %	---	---
Initiative	76 %	16 %	4 %	2%	---
Responsibility and Judgment	78 %	16 %	2 %	2 %	---
Overall rate of performance	84 %	9 %	4 %	---	---

Student Final Evaluation of CLIP

Performance

<u>Area</u>	<u>Below Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Average</u>	<u>N/A</u>
Application Process	39 %	41%	6 %	6%	---	---	---
Interview Process	33 %	44 %	11 %	6 %	---	---	2 %
Placement Process	59 %	20 %	4 %	6 %	---	---	7 %
Orientation	17 %	24 %	19 %	13 %	6 %	---	---
Class Requirements	13 %	22 %	28 %	20 %	7 %	6 %	---
Accessibility of Coordinator	67 %	19 %	9 %	---	---	---	---
Overall Experience	44 %	41 %	6 %	2 %	---	---	4 %

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 Minor in Leadership and Public Service: Julia Parcell, Advisor

Program Goals:

1. To provide for undergraduates a **comprehensive and interdisciplinary leadership minor** that will focus on developing leadership in public and community service.
2. To include, as an integral part of leadership education, a **strong emphasis on service-learning and public service** internships to complement academic course work.
3. To **educate future leaders** for our community, state, and nation.
4. **To create a direct and positive impact** on Missouri communities through undergraduate community and government service.
5. To **encourage a lifetime of citizenship and community service** among undergraduates, so that an MU education becomes an investment in our social and political future.

Description of the Minor in Leadership and Public Service:

The Minor in Leadership and Public Service combines an academic component of courses in leadership, public policy, ethics, and social issues with a strong focus on service-learning, community service, and public service internships. Students complete 15 credit hours including service-learning classes and credited internship experiences.

Service and Internship Activities:

Undergraduates participate in service-learning (3 credit hours) and internship or advanced service-learning experiences (6 credit hours) designed to promote a lifetime commitment to public service and teach essential leadership skills through experience.

Sample Program of Study:

The following represents four different scenarios for the minor:

1. Biology/Pre-Med Major:

Medical Ethics (3 credits)

Social Inequalities (3 credits)

Honors College Community Involvement Program (3 credits)

Civic Leaders Internship Program, internship with Missouri State Legislator active in public health policy (3 credits)

Community Leadership Independent Study, a project with the Missouri Department of Public Health (3 credits)

Total Credits: 15

2. Communications Major:

American Political Thought (3 credits)

Leadership in State Government (3 credits)

Honors College Community Involvement Program (3 credits)

Civic Leaders Internship Program, internship with Missouri Senate Communications (6 credit hours)

Total Credits: 15

3. Sociology Major:

Religion and Contemporary Social Issues (3 credits)

Persuasive Speaking (3 credit hours)

Honors College Community Involvement Program (3 credits)

Civic Leaders Internship Program, internship with State Legislator active in social service legislation (3 credits)

Community Leadership Independent Study, a project with Boone County Council on Aging (3 credits)

Total Credits: 15

4. English Major:

Social Perspectives on Women, Race, and Class (3 credits)

Ethics (3 credits)

Honors College Community Involvement Program (3 credits)

Civic Leaders Internship Program, internship with Public Policy Director for the Lt. Governor (6 credit hours)

Total Credits: 15

Advising and Support:

Students work individually with Julia Parcell, the Coordinator for the Minor, and Anne-Marie Foley, the Director, to choose courses and outreach projects that will reinforce their leadership goals and encourage a public service vocation. Students who choose courses outside of those listed must gain the approval of the Director of Service-Learning and the faculty sub-committee of the Service-Learning Advisory Board. All choices must adhere to the Arts and Science requirements for an academic minor.

Participating Departments:

At this time there are 18 participating departments and programs across campus contributing to the Minor.

Participants: 70 undergraduates actively working towards the Minor.

D. The Honors College Community Involvement Program: Anne-Marie Foley, Director

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:

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.

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 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.

The Literacy Project: During the Winter semester 2002, we received a grant from the Literacy Action Network to pilot a literacy education project. We have maintained the project since that time. HCCIP students now work with the Columbia PEAK project, Moving Ahead, and the Intersection on literacy issues.

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: 120 undergraduates

E. MU Student Foundation: Anne-Marie Foley, Director

In partnership with the Development Office, we founded the MU Student Foundation, a student-led leadership class dedicated to raising scholarship funds, and to promoting awareness of the importance of scholarships and giving to MU among their fellow undergraduates. During their first year, the members of the MU Student Foundation Leadership Class researched foundations across the nation, wrote a mission and goals statement, gave a series of presentations to campus leaders and student organizations, worked with local businesses, and sponsored a very popular "Rock, Paper, Scissors" tournament as a campus-wide fund-raiser.

Following are the mission and goals of the organization created by the student members.

Student Foundation Mission Statement:

- *To create an on-going and sustainable leadership group that raises funds for scholarships and academic support for MU students and promotes a tradition of giving to and partnership with the University of Missouri.

- *To train undergraduate leaders in public relations and development so that they may contribute to the future academic strength of the University of Missouri.

- *To inform and educate the MU student body about the importance of scholarships and academic programs to undergraduate education and to provide opportunities for undergraduates to participate in building the university and contributing to the well-being of their fellow students.

- *Provide leadership training and opportunities for members of the Student Foundation leadership team.

- *To foster a tradition of MU students supporting each other and the MU academic community.

Student Foundation Goals:

- *Launch a public relations campaign that informs MU students about the mission and goals of the Student Foundation.

- *Recruit members for the leadership team and train them.

- *Provide a mechanism for student giving.

*Assure that student donors are aware of where their gifts are going and who benefits.

*Maintain a consistent and credible organization that is responsible and responsive to donors.

Future Work:

During the next academic year the foundation hopes to work more closely with the development office, sponsor two more fund raisers, increase the membership of the leadership team, and set up a network of supportive student volunteer organizations across campus.

**F. Service-Learning Coordinator, Vicky Riback Wilson
50% FTE, Winter Semester 2005**

Increase visibility and knowledge of service-learning through campus and community presentations

- ▶ Made 11 presentations to campus and community groups

Expand number and scope of classes that include service-learning by working with faculty

- ▶ Met with 19 faculty members to discuss new service-learning courses or ways to expand an existing relationship with Service-Learning

Enlarge and teach Community Leadership Seminar

- ▶ Instructor for one student in WS '05; met personally with 8 students, 4-5 of whom intend to enroll in CLS in FS '05

Assist with other activities within the Office of Service-Learning

- ▶ Participated in planning and programming for Spring Forum; consulted with CLIP program staff and interns; participated in MU Serves meetings; participated in meetings with Field Coordinator and campus or community entities (some overlap with faculty meetings above) and engaged in joint planning;

Become an active and contributing member of the University academic community.

- ▶ Participated in 12 activities outside the Office of Service-Learning, which included making presentations to students, attending programs to develop teaching skills, participating on committees for campus and alumni initiatives.

G. Innovations and New Initiatives:

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

1. *Partnership with Asian Affairs:* This year we inaugurated a 3 credit hour course entitled "Collegiate Ambassadors" in which MU undergraduates engaged in directed dialogues and other activities with visiting Korean students. We hope to expand the program next year, and include other types of partnerships between MU students and our international visitors.

2. *Capstone Courses:* We worked with more than 67 students in 7 different capstone courses, developing projects that were specific to undergraduates' academic fields, future careers, and graduate school interests. We hope to expand our capstone programs to include more departments campus-wide, so that a greater number of undergraduates may opt to participate in service experiences as a way to explore and articulate their academic fields before they graduate.

3. *Service-Learning Option:* We continued to expand our service-learning option program this year. Next year we will inaugurate discussion and dialogue sessions for students who are pursuing the service-option, and for faculty who wish to require an additional lab or discussion group for undergraduates who have chosen to work on a community service project as part of their course work. Beginning in the Winter 2006 semester, Dr. Foley will teach 2-3 interdisciplinary sessions each week (depending on interest and enrollment) in which students will discuss their service experiences and what they are learning in the community. Topics will include social issues, civic responsibility, multiculturalism and intercultural communication, and civic leadership. In addition, students will be engaged in directed dialogue during which they will be asked to articulate the connection between their service experiences and what they have learned in their chosen field of study.

4. *MU Student Foundation:* This year we also inaugurated the MU Student Foundation, (see above). We hope to expand student participation in both the leadership seminar as well as engage the participation of volunteer student groups across campus. We will also be working more closely with the Development Office to provide internship experiences for undergraduates with development officers.

5. *Website:* We are now in the process of creating a website to help support student service activities campus-wide. As liaison to community agencies and organizations for MU, we have produced an enormous resource file of service activities, special projects, training, and agency contacts and missions, for over 160 agencies. We work closely with each site, frequently assessing community need and making site visits. We are using these resources to create a website that provides a searchable database for volunteer activities in the community as well as service-learning projects for faculty and students to use in the context of course work. We hope that the resources our office maintains will be used more generally campus-wide.

6. *Community/Classroom panels:* Over the past two years we have organized panels of community leaders and agency directors to meet with undergraduates in their classes as they decide on their service project for the semester, and during the semester as they pursue their work. This activity is highly effective for student recruitment and learning, as well as demonstrates a sense of regard for, and parity with, the organizations that work with our

students. We hope to increase the number of such panels meeting in service-learning courses in the future.

7. Community Leadership Seminar: In the Fall 2005 semester, the Community Leadership Seminar will evolve from an independent study model to a seminar format, increasing the number of students exponentially (but still under 10) and creating a climate for shared learning. The seminar format will create a team environment, actively engaging students in the learning process by making individual experiences and expertise learning opportunities for the entire class.

Starting in the previous semester or during the summer, we work with students to identify an unmet need or issue in the not-for-profit or public policy sector, drawing on the student's interests and volunteer experience. During the semester, students develop a proposal and implement a service or public policy program in the community, in conjunction with an agency, school, or similar organization. Some seed funding is available to implement projects. The curriculum includes: entrepreneurial leadership, community development, not-for-profit management, organizational development, ethics, proposal writing, budgeting, and evaluation. Other topics specific to individual projects will also be explored.

H. Problems and Opportunities for Work and Development:

1. We are trying to promote better partnership and collaboration with the Center for Leadership and Service and the Office of Community Involvement. At this time, the Center for Leadership and Service is forwarding certain programs, including the Certification in Leadership and their interest in expanding their community service activities, that duplicate programs already in place in our office. We hope to work more closely with them, share our resources, and avoid further confusion and duplication. We believe our mission as the liaison for the campus to community service agencies and organizations will be essential to their programming in the future, and that it neither serves the campus nor our community to duplicate these activities.
2. We are challenged by the need for better coordination of interns working with state government, particularly the legislature. At this time, there are several programs on the MU campus that place undergraduates, and some graduate students, in key sites with the legislature. CLIP is by far the largest program in the state, as well as on this campus, and thus has fairly high visibility with the legislature. We will be working on a campus-wide plan to better coordinate placements, screen student participants, follow-up when placements are made, and assure that the students who are placed in the state capitol have appropriate supervision, assessment, and follow-up. We hope to work on campus-wide standards for this type of internship.
3. As we begin to support more and more capstone experiences for academic programs campus-wide, we will once again be challenged by the need for staff to handle the project load. As we work this year, we will need to discuss ways to staff the increasing student load our office is generating. For example, the new community nursing capstone that we are now developing will add approximately 150-200 students to our field coordination responsibilities.
5. During the 2005-2006 academic year we will continue to work on creative ways that the new Fellowship Program and the Office of Service-Learning may collaborate.

I. Student Credit Hours Generated:

The Honors College Community Involvement Program, the Civic Leaders Internship Program, and the State Government and Leadership course (235 GH), the MU Student Foundation, the Service and Leadership Section of the Freshman Experience Course, the Honors Multicultural Novel Course and Humanities 101, taught by Foley, generated **854 undergraduate credit hours** during the 2004-2005 academic year. The 104 service-learning classes supported by the office are claimed as credit hours through individual departments throughout the university.

J. Office of Service-Learning Staff:

Anne-Marie Foley, Ph.D.

Directs Office of Service-Learning
Directs Honors College Community Involvement Program
Directs Civic Leaders Internship Project
Directs Minor in Leadership & Public Service
Directs MU Student Foundation

Taught nine classes:

Honors Multicultural Novel (Fall Semester)
MU Student Foundation Leadership Class (Fall and Winter Semesters)
Freshman Experience Class on Leadership and Service (Fall Semester) One section of
Humanities, (Winter Semester)
HCCIP, Writing Intensive (Fall and Winter Semester)
State Government and Leadership (235GH),(Winter Semester)
CLIP Internship Seminars, Writing Intensive, (Winter Semester)

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

Julia Parcell (Full time, 9 month position)
Internship Coordinator, CLIP

Office Support Staff III, *recently reclassified to Administrative Assistant (75% Office of Service-Learning/25% HCCIP)*

Graduate Teaching Assistants:
HCCIP, 2 @ 25% FTE
Office of Service-Learning, 1 @ 50 % FTE
Minor in Leadership, 1 @ 25% FTE
MU Student Foundation, 1 @ 25% FTE

Appendix C:

Vicky Riback Wilson: S-L Activities, WS '05 (50% FTE)

Community & Campus S-L Presentations (Some combined with other topics)

Psychology Department faculty meeting
Boone County Related Agencies Association
Introductory Sociology Class
College of Education Research Faculty and Graduate Students Luncheon
Upper Class Leadership Retreat
Sons of the American Revolution—Service Education: A Renaissance Project at UMC
Faculty Council meeting
Undergraduate Deans meeting
Undergraduate Research Students' Poster Session (presenter to students)
Boone County Related Agencies' Spring Conference (panel moderator)
Extension Program Leadership Council meeting

S-L meetings with Faculty/Staff (Does not include Fellowships meetings) John Galliher (Sociology and Peace Studies)

Kelly Maynard (Peace Studies)
Loretta Willems (Peace Studies, F05)
Joan Hermsen (Sociology)
Alisa Warren (Engineering)
Sandy Stegall (Extension)
Mary Leuci (Extension, Community Development)
Lee Henson (Disability Services)
Bruce Bullock (Agriculture Economics)
Chuck Fluharty (RUPRI)
Sandy Rikoon (Rural Sociology)
Rex Campbell (Rural Sociology and Leadership)
Ruth Crozier (School of Health Professions)
Kris Hagglund (School of Health Professions and Center for Health Policy)
Mary Beth Brown (School of Health Professions)
David Brunsmas (Sociology and Black Studies)
Mike Pullis (Education)
Stephanie Chipman (CAFNR)
Dick Hessler (Special Project)
Julie Middleton (Boys & Girls Club project for Community Leadership Seminar)

Participation in other campus initiatives, meetings and activities

Kauffman Entrepreneurship initiative (3 meetings)
Wakonse (participant and session presenter)
Peace Corps Fellows Program (Committee member)
Lifespan Learning (presenter)
Teaching Renewal Conference (participant)

Political Science Class (guest lecturer)
Undergraduate Research Conference (session moderator)
Consult with Alumni Mentoring Group for Ivy League attendance
Unsung Heroes Banquet (keynote speaker)
21st Century Leadership Academy at UMSL (presenter)
College of Education Ambassadors' Panel Discussion on Diversity (panel member)
Griffiths Leadership Society for Women