

**The Office of Service-Learning
University of Missouri-Columbia
2005-2006
Annual Report**

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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:

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 2005-06 academic year, the Office of Service-Learning supported 111 different courses, many with multiple sections, a 6.7% increase from one year ago. During the Fall Semester, 140 sections of service-learning courses were offered; during the Winter Semester, 141 sections were offered. Through this course work, students provided 109,450 hours of community service. In addition, 2,827 students were enrolled in service-learning courses this year, a 16.4% increase over the 2004-2005 academic year.

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%
2005-06	111	6.7%

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%
2005-06	2,827	16.4%

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, performing 35-45 hours of service, and integrating the project with the course through research or other requirements determined by the faculty member. **This past academic year a total of 189 students from 13 courses met the requirements and earned the Service-Learning Transcript Designation through the Service-Learning Option.** Courses that used the service-learning option include:

**Journalism 4226 & 7226,*
Strategic Design/Visual 1

**GN Hon 1070H,*
Mentally Ill

**Sociology 3255,*
Youth in Today's World

**Spanish 1200,*
Elementary Spanish 2

**Black Studies 2000,*
Black Studies

**TDP 4040, Inquiring into Schools,*
Community and Society (ISCS) 1

**Textile & Apparel Management 4085,*
Problems in Textile and Apparel Management

**Social Work 1115,*
Social Welfare & Social Work

**Art 4410,*
Graphic Design V

**Health Professions 4300,*
Health Care in the United States

**Peace Studies 1050,*
Introduction to Peace Studies

**Sociology 4940,*
Internship in Sociology

*Agriculture Education 2250,
Personal Leadership Development

Course Development for 2005-2006:

New Service-Learning Courses:

Courses piloted this year include:

**Art, 4410*

Graphic Design V

**Black Studies 2000*

Black Studies

**Geography 4990*

Senior Seminar in Geography

**Health Professions 4300*

Health Care in the United States

* *Interdisciplinary Studies*

Ending Sexual Violence 4970

The Shape Program 2960

* *Journalism 4226 and 7226*

Strategic Design/Visual 1

**Sociology 4940*

Internship in Sociology

Youth in Today's World

* *Spanish 1200*

Elementary Spanish 2

**Teacher Development Program 1100/4040*

Inquiring into Schools, Community and Society (ISCS) 1

Further Course Development:

Service-Learning Coordinator Vicky Riback Wilson worked on course development with faculty and staff from Sociology, Peace Studies, Geology, Engineering, Extension and Community Development, Disability Services, Agricultural Economics, Rural Sociology, Health Professions, Black Studies, Education and CAFNR.

Community Nursing Capstone:

The School of Nursing established a service-learning capstone experience for a total of 150-200 nursing students during the 2005-06 academic year. Our field coordinator assisted capstone faculty to develop and monitor public health related service projects throughout Boone, Cole and Randolph Counties; the Service-Learning director continues to work with nursing faculty to create effective service-learning pedagogy for capstone students including developing writing intensive assignments and assisting with teaching classes each semester.

Community Nursing Preceptorship

We are now working with nursing faculty to develop a community nursing semester-long preceptorship as a capstone experience for nursing students. We will pilot the project with 10-15 students during the 2006-2007 academic year

Service-Learning Capstone Projects:

Our office currently provides field coordination for service-learning capstone classes in Communications, General Studies, International Studies, Interdisciplinary Studies, Nursing, and Journalism.

We work with individual students to find capstone placements that provide the opportunity for meaningful professional experience. Students apply professional knowledge in the field, reflect on their learning, and prepare themselves for their future careers. Each capstone student works extensively with agency directors and personnel to support programs or events or supply much-needed research for the community.

2. Partnership with the Community:

Our office has established formalized partnerships with over 200 community service agencies and schools. Students completed their service projects in more than 100 community service agencies and schools each semester.

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	76.73%	9.74%	1.56%	11.97%
Cooperation	85.00%	3.80%	0.49%	10.71%
Acceptance of Responsibility	83.15%	4.77%	0.97%	11.11%
Completion of Assignments	79.36%	4.97%	0.97%	14.70%
Dependability	81.40%	6.33%	1.46%	10.81%
Resourcefulness/Creativity	78.77%	7.11%	0.97%	13.15%
Communication Skills	80.53%	7.69%	0.78%	11.00%
Overall Evaluation	83.35%	5.36%	0.78%	10.51%

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.

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:

94% 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.

91% of students rated instruction and supervision they received from staff as being outstanding to satisfactory.

94% of students rated attitude of staff toward student as a volunteer as being outstanding to satisfactory.

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

92% of the students who responded rated their service experience in terms of personal satisfaction as being outstanding to satisfactory.

89% of students surveyed would recommend their placement site to another student.

3. Community Partnership Development Activities:

In order to provide training and coordination of service placement sites, our office engaged in the following partnership development programs:

MUServes:

We launched the new MUServes website, muserves.missouri.edu, in the Winter 2006 semester. The website includes entries for more than 200 community agencies and schools. Agencies may login to the site and provide information on service-learning and volunteer projects, special needs, one-time projects and events, and their community missions. Students may search the website by agency name, interest category, service-learning or volunteer project. In addition, as a resource for students campus-wide, we are building a database of organizations on campus that provide community service opportunities. The website gives the community direct access to students and students up-to-date and accurate information about real community needs and meaningful service projects.

Fall Community Agency Workshop

On October 25, the Office of Service-Learning conducted a workshop entitled "Community-University: Linking up Partners for Change;" directors and representatives from 46 community service agencies/schools attended.

Community partner representatives attended workshops entitled "Introduction to Service-Learning" and "Best Practices for Working with Service-Learning Students." Discussion also included strengthening partnerships with the community for more effective delivery of service and creating opportunities for university students in the community.

We also introduced the new MUServes website to the community agencies, a web-based database that links students directly to real community needs. We engaged in an open dialogue with agency directors concerning communication strategies and how best to reach university students.

MUServes Workshop

In addition to the community partner workshop during the fall, the Office of Service-Learning sponsored a spring meeting with agency directors and representatives to train community partners to effectively use the new MUServes website. The workshop was attended by 40 community partners, several of whom had never attended our events before.

We discussed how to use the website most effectively, how to login, and how best to encourage service-learning and volunteerism on our campus.

Winter Campus-Wide Student Service-Learning/Volunteer Fair

On February 25, the Office of Service-Learning sponsored a Service-Learning/Volunteer Fair in Stotler Lounge to encourage students to become acquainted with local community service agencies and to choose service-learning and volunteer projects that serve real community needs and that are meaningful to them. Forty local agencies set up booths and 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. Several hundred students signed up for service.

Community Partners Classroom Panels, Fall and Winter Semester

During the 2005-06 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 numerous classes, including courses in Social Work, Public Health, Nursing, and HCCIP. Agencies were able to recruit and answer questions first hand during their presentations. Classroom panels are part of our on-going efforts to strengthen our community partnerships and open up better dialogue and communication with agencies to meet community needs and provide positive experiences for our students.

4. Other Service-Learning Activities:

MU SERVES Online Newsletter

In order to inform students and faculty about service projects on our campus and in the community, our office produces *MU Serves*, an on-line newsletter. The newsletter includes stories about service-learning students, faculty, and projects. (URL: http://www.servelearn.missouri.edu/acrobat_files/Winter%202006.pdf)

Advising Student Groups

Once again this year, we provided workshops and advising sessions for student groups on best practices for serving the community, organizing and following through on service projects, and assessing community needs. We sponsor several student groups, including Students United, Progressive Delta, Circle K, the Boys and Girl's Club on campus, the Children's Advocacy Network, and MUnity.

Service-Learning Website

In addition to MUserves, we maintain an Office of Service-Learning website that includes information on service-learning programs; a list of service-learning courses; and links to campus-wide service opportunities and offices. (URL: <http://www.servelearn.missouri.edu>)

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 was used to support key service-learning personnel during this academic year.

Jonathan Kozol

With support from Peace Studies, the School of Nursing, and the College of Arts and Science, we sponsored a lecture on November 29 by well-known education activist Jonathan Kozol who spoke about his new book *Shame of the Nation*. Approximately 500 students and faculty attended the lecture.

B. The Civic Leaders Internship Program:

Program Goals and Objectives:

**Create opportunities* for undergraduates to participate in state government internships for academic credit and for volunteer purposes.

**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 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 and evaluations throughout the semester ensure that the internship continues to be a positive learning experience for the student.

Internship Placements and Student Degree Programs:

CLIP received over 120 requests for interns for the winter semester; we placed 101 undergraduates from degree programs across campus this academic year (See **Chart 1**). Students from the Colleges of Business, Education, and Arts and Science, the Schools of Journalism and Social Work, and CAFNR enrolled in CLIP. Nine students were full-time interns; 17% of our interns were sophomores, 43% were juniors, and 40% were seniors; 45% were male and 55% were female (See **Appendix A**). The average GPA for CLIP students at the start of their internship was 3.462.

Volunteers and Departmental Credit:

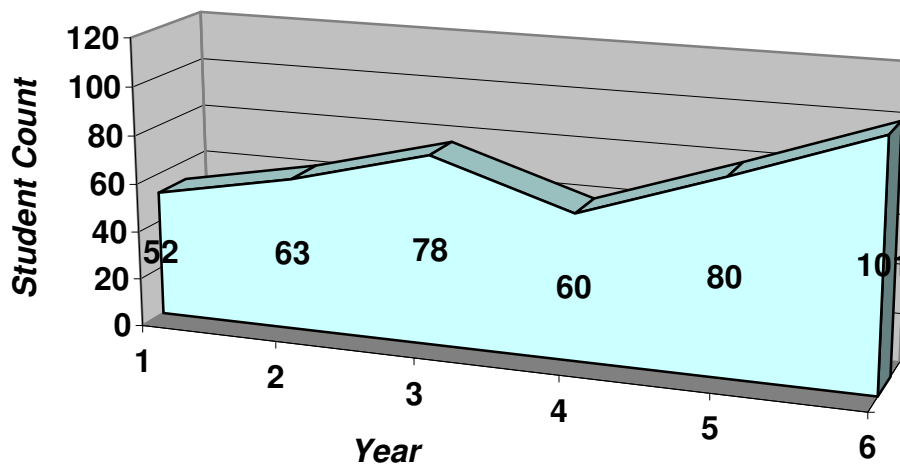
We facilitated the placement of seventeen volunteers. In addition, CLIP placed three students who earned credit through their own academic departments (See *Appendix A.*). We worked closely with CAFNR faculty to identify interested students and find appropriate internship sites for them. Other programs such as the School of Social Work and Sinclair School of Nursing have used the CLIP model to enhance their curriculum development.

Federal Government Internships:

Eight students earned academic credit through CLIP in federal government offices. CLIP worked with the School of Journalism to place four of these students in the Washington D.C. area in journalism related sites. Of the remaining four, three were placed in federal legislative offices in Washington D.C. and one was placed in a federal office in Missouri.

Chart 1.

CLIP Enrollment



Internship Program Assessment:

Ninety-three percent of site supervisors rated CLIP interns' overall performance as *Excellent* or *Good* (See **Figure 1.**) and 85% of students rated their overall experience with the internship program as *Very Good* or *Excellent* (See **Figure 2.**).

Post-Internship Opportunities:

CLIP interns utilized their internship experience to gain additional opportunities. Over twenty CLIP interns were offered post-internship positions including positions for paid employment, additional internships, and campaign work. Specifically, interns have received offers from two public relations firms, the Columbia Police Department, the Missouri Senate Democratic Campaign Committee, the Missouri House Republican Committee, and within various offices in the Missouri Legislature.

Figure 1.

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>NA</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	78 %	16 %	2 %	2 %	---
Overall rate of per	84 %	9 %	4 %	---	---

The category "N/A" represents those sites that were not able to evaluate a student's performance in a particular area.

Figure 2.

Student Final Evaluation of CLIP:

<u>Performance Area</u>	<u>Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Below Average</u>	<u>NA</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.

State Government and Leadership Class (3230H):

During winter semester, CLIP offered a 3-hour class entitled “State Government and Leadership” through the Honors College. Thirteen students from MU enrolled in the class including part-time and full-time interns. The class, a colloquium course, which was taught in the Capitol building in Jefferson City, included topics such as the budget process, lobbying, methamphetamine legislation, and the roles of officials such as the Speaker of the House, Attorney General 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.

C. The Minor in Leadership and Public Service:

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.

Advising:

There are three components to the minor. The Honors College Community Involvement is the one required course for all students. Students may select 2 courses from a list of recommended courses (on average 40 courses are available in any given semester). Finally, students complete an internship, service-learning courses or a combination of the two for six more credit hours. A full time advisor is available for students to meet with and map out a graduation plan for the minor.

Student Degree Programs:

During the 2005-2006 academic year 18 students were awarded the minor in Leadership and Public Service, bringing the total number of students to receive the minor to 27. An additional 40 undergraduates from degree programs across campus are actively pursuing the minor. Degree programs represented include Political Science, Business, Communication, Psychology, Sociology, Biology, Journalism, and Biochemistry.

Participating Departments:

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

D. 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:

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:

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. This year the Student Foundation gave a series of presentations to campus leaders and student organizations, worked with local businesses, and sponsored a Twister Tournament in the Fall, and a "Rock, Paper, Scissors" tournament in the Spring as campus-wide fund-raisers.

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 we will work more closely with the Development Office. We have created a curriculum that includes training in development, student members working directly on development projects and serving as student ambassadors for special events and projects.

F. The Community Leadership Seminar:

The Community Leadership Seminar focuses on civic involvement and exercising leadership to effect change. It is predicated on a philosophy of community leadership as a group process and shared responsibility. Students in the seminar assess community needs and create programs and strategies to meet these needs. Participants then implement their projects in the community.

The seminar curriculum includes leadership theory and practice; grant/proposal writing; entrepreneurship; community development process; group process, problem-solving and group facilitation; oral and written communication; approaches to evaluation; and the information and skills specific to and necessary for the individual projects.

In addition to reading, writing, and implementing community programs, the course includes group discussion and problem-solving. The class serves as an advisory board for proposed projects.

Project implemented by seminar students and funded by the Office of Service-Learning for the 2005-2006 academic year include:

Fall Semester: Five of the six projects were continued beyond the semester

Kids on Campus: Through a cooperative program with Boys and Girls Club, 10 elementary students came to campus twice per week for approximately 3 hours of activities led by MU students. Activities were designed to offer enrichment through access to University resources and to assist the “kids” in aspiring to and preparing for college attendance.

Active Minds: Established a campus affiliate of a national organization to raise awareness of mental health issues for students, educate students about mental health, and encourage students to seek appropriate help when necessary.

TDOOL: A student-run group worked to establish formal dialogue designed to improve understanding and relationships between and among students from different racial backgrounds.

Child Advocacy Network (CAN): Created a student organization to support unmet needs of child-serving agencies in the community. The initial project provided supplies, funding, and MU volunteers for the Fun City Science Fair.

Telling the Study Circle Story: Conducted and documented interviews with participants in the City of Columbia’s Study Circles program.

Spring Semester: It is anticipated that at least 2 of these programs will continue

CAN: Continued and expanded the activities of the first semester, including formalizing the group as an ORG and building cooperative relationships with other student groups who will continue as science mentors.

MUnity: Raised over \$10,000 and established cooperative relationship with a school in South Africa to provide funding for 100 African children to attend primary school for 6 years. The group became an ORG.

P.E.A.C.E.: Worked with youth in the Blind Boone neighborhood to develop personal and community pride by documenting their neighborhood and lives with cameras.

G. Innovations and New Initiatives:

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

1. *Strategic Planning:* During May, Service-Learning staff met several times to develop a strategic plan for handling the growth of our office, improving the support we provide for students, engaging in more effective community development, and more efficiently using our resources. Innovations include:

- *redistribution of projects and responsibilities among program staff;
- * placement workshops for all service-learning students to provide better orientation and support for service experiences;
- *adaptation of the MOCat system created by the IT office to track student placement and communicate with agencies;
- *strategic placements of students for improved community development;
- *procedures for building community capacity.

2. *MUServes Courses:* This year we began work with Special Programs to inaugurate a series of service-learning courses designed to serve the MU campus. At this time we are listing four courses in the series:

- *Ending Sexual Violence--supported in partnership with the Rape Education Office, and team-taught with MU Senior Sam D'Agostino;
- *Collegiate Ambassadors--taught in partnership with Asian Affairs;
- *MU Student Foundation--taught in partnership with the Office of Development;
- *The Shape Program--sponsored by the MU School of Medicine.

We hope to expand these offerings next year.

3. *Capstone Courses:* We continue to expand our capstone programs to include more units 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. Participant units this year include:

- *Nursing
- *Communications
- *General Studies
- *International Studies
- *Interdisciplinary Studies
- *Journalism

3. *Discussion and Dialog Workshops, the Service-Learning Option:* More than 189 undergraduates earned the service-learning option this year, and we hope to continue to expand this program next year. By Winter 2007 we hope to 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. In these sessions, 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. *MUServes:* *MUServes*, muserves.missouri.edu, inaugurated in February 2006, 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. Through the website we made the resources collected and maintained by our office for the last decade available to all students and faculty at MU. Since its launch this winter, agencies have added hundreds of new projects and special needs. Our goal for the 2006-2007 academic year is to spend considerable time with student groups and faculty in workshop settings introducing them to this valuable tool and encouraging effective response to community needs. We are now adding a community bulletin board and events calendar facility to the site.

5. *International Programs:* We are working to develop international service-learning initiatives:

- * The Peace Corps Fellows Program--This project helps attract top-quality graduate students with international experience to the MU campus. Returned Peace Corps Volunteers who want to pursue a master's degree in a participating department will be provided funding assistance and tuition waivers. Fellowship responsibilities include participation in community service. The Office of Service-Learning will work with the community, departments and students to identify, create, and monitor appropriate experiences. It is expected that most projects will be interdisciplinary, thereby increasing both the educational and practical value of the service.

- *International Service-Learning--In partnership with Barbara Lindemann and Ryan Glanville of the Study Abroad Program and Mike Porter of Special Programs, we have developed a procedure for placing students in service-learning opportunities overseas and for these students to earn service-learning credit for their participation. This year we will announce the program and begin advising students who are interested in participating.

- *Collegiate Ambassadors--We continue to work with Asian Affairs on the "Collegiate Ambassadors" program in which MU undergraduates engage in directed dialogues and other activities with visiting Korean students.

6. *Peace Studies:* We hope to work more closely with the Department of Peace Studies in the future, and cross-list several of our courses with them. We believe both of our units will benefit from the partnership.

H. Problems and Opportunities for Work and Development:

1. Program Growth and Resources: We have once again experienced exemplary growth in our program; this year we served 2,827 students, an increase of 16.4% students, as compared to the previous academic year. We are challenged with a serious lack of proper space and funding to maintain our current level of services.

Space: At this time each full time staff member, with the exception of the director, shares an office with a graduate student. In addition, we now house four GA's, our Administrative Assistant, and two work study students in the hall space outside of the offices.

Funding Resources: The Director teaches course overloads in Honors and Writing Intensive in order to earn the funding necessary to support service-learning graduate students. We have no resources to print informational program materials for campus use, nor do we have the funding to attend conferences and share our programming with other colleges and universities nationally. We have fewer funding resources to support CLIP interns in Jefferson City, and so are able to send fewer full-time interns to work with legislators. We have no resources to support summer internship activities. We no longer have funding to support our Spring Conference, and so, for the first time in ten years, were unable to sponsor that event this year.

2. Duplication of campus programs: The duplication of programs in the Office of Community Involvement continues to be a concern, and continues to cause tensions and confusion for our students and the community. 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. We will continue to try to discover ways that we may work with this unit.

3. Legislative Internships: We continue to be 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 at the Capitol. 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. At this time we do not have the funding, but we sincerely hope to create a campus-wide data base for placement of interns in order to better coordinate MU Legislative Internships in the future. We will continue to work on campus-wide standards for this type of internship.

4. Fellowship Office: During the 2006-2007 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 Community Leadership Seminar, the Civic Leaders Internship Program, the State Government and Leadership course (235 GH), the MU Student Foundation, the Service and Leadership Section of the Freshman Experience Course, Ending Sexual Violence, and the Honors Multicultural Novel Course, generated **750 undergraduate credit hours** during the 2005-2006 academic year. The 111 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

Taught nine classes, Fall and Winter:

Honors Multicultural Novel (Fall Semester)

MU Student Foundation Leadership Class (Fall and Winter Semesters)

Freshman Experience Class on Leadership and Service (Fall Semester)

HCCIP, Writing Intensive (Fall and Winter Semester)

State Government and Leadership (Winter Semester, team taught with Parcell)

CLIP Internship, Writing Intensive, (Winter Semester, team taught with Parcell)

Ending Sexual Violence (Winter Semester)

Pat Fowler, Service-Learning Coordinator: (100% FTE)

Julia Parcell (Full time, 9 month position)

Internship Coordinator, CLIP

Advisor, Minor in Leadership and Public Service

Advisor, Service-Learning Capstones

Taught three classes Fall and Winter:

CLIP (Fall and Winter, team taught with Foley)

State Government and Leadership (Winter, team taught with Foley)

Vicky Riback Wilson (50% FTE Service-Learning, 50% FTE Fellowship Office)

Faculty development coordinator

Advisor, Service-Learning Option

Taught two classes, Fall and Winter:

Community Leadership Seminar

Cara Gallup, 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 A: List of All 2005-2006 Civic Leaders Interns

Intern's First Name	Intern's Last Name	Internship Site	Major(s)
Babitz	Andrew	Senator Chuck Graham	Political Science/History
Barker	Dane	Representative Nathan Cooper	Finance & Banking/Real Estate
Bethel	Whitney	Representative Gayle Kingery	Secondary Education
Blank	Christopher	Washington Program	Journalism
** Birk	Amanda	Representative Peter Myers	Agricultural Education
Boggs	Molly	Easter Seals CDC	Interdisciplinary Studies
* Bohn	Kevin	Representative Mike Dethrow	Management/Political Science
Branson	Ross	Senator Chuck Gross	Political Science
Brittain	Ashley	Attorney General	Psychology
Brunner	Julie	Attorney General	Nutritional Science
Bub	Tara	Representative John Bowman	Interdisciplinary Studies
Burke	Shannon	Washington Program	Advertising
Burcke	Jane	Senator Harry Kennedy	Journalism/Political Science
Cammarata	Nicholas	Senator Tim Green	Political Science
Cernovich	Caitlin	Representative Steve Hobbs	Journalism
Chapman	John	Representative Bryan Pratt	Political Science/Psychology
Chasteen	Keri	Representative Barbara Fraser	Political Science
Christie	Bradley	Senator Charlie Shields	Advertising
* Cooper	Venita	Representative Amber Boykins	Communications
Crotty	Sean	ASUM	Political Science
Doh	Hyanho	Representative Larry Wilson	Business
Drover	Will	Congressman Ike Skelton	Business Management
^ Emison	Mark	Senator Chris Koster and Congressman Ike Skelton	Business Management
Foresee	Megan	Senator Matt Bartle	Business- Marketing
* Francka	Jessica	Representative Kathy Chinn	Agricultural Education-Leadership
Fuller	Matthew	Representative Will Kraus	History and Political Science
Gebhart	Andrea	Representative Marilyn Ruestman	Political Science/Communication
Gordon	Rachel	Office on Women's Health	English and Psychology

	Grogan	Rachel	Representative Paul LeVota	Political Science
**	Grotjan	Lindsay	Senator Bill Stouffer	Agricultural Education/Leadership
	Gu	Chris	Representative Robert Schaaf	Biology
	Harrison	Michael	Governor Blunt- Constituent Services	Political Science/English
	Hebberger	Ann	Department of Social Services	International Studies
	Hessenflow	Christopher	Columbia Police Department	Sociology
	Horn	Melissa	Senator Pat Dougherty	Political Science
	Housley	Lucinda	Senate Majority Caucus	News-Editorial Journalism/Political Science
	Hughes	Margi	Representative Shannon Cooper	Finance & Banking
	Irshad	Ghazala	Alliance for the Status of MO Women	Journalism (Advertising & Public Relations)
	Johnson	Alex	Representative Judy Baker	Philosophy
	Johnson	Nola	Representative Ted Hoskins	Business- Marketing
	Jones	Ben	Speaker Rod Jetton	Political Science
	Kelchen	Michael	Representative Kathlyn Fares	Biology
	Kelley	James	Representative Yaphett El-Amin	Political Science
	King	John	State Public Defender, Capital	Political Science/Philosophy
	Koch	McKenzie	Representative Ryan Silvey	Communications
	Kpere-Daibo	Dean	Representative Leonard Hughes	Political Science
	Krough	Blair	Representative Melba Curls	Political Science
**	Ladlie	Abigail	Representative Danielle Moore	Agricultural Economics
*	Letterman	Amanda	Representative Maria Chappelle-Nadal	English
	Liotta	Lilla	Department of Health and Senior Services	Political Science
	Lorenz	Jonathan	ASUM	Journalism
	Luan	Lucia	Office on Women's Health	Biological Sciences
	Lyon	Ashley	Senator Kit Bond	Agricultural Economics
	MacKenzie	Meredith	Washington Program	NEws-Editorial Journalism
	Mann	Mary	ASUM	Journalism/Political Science
	Marcus	Samantha	House Research/House Communication	Journalism
*	McCainey	Jeremy	Representative Juanita Head-Walton	Political Science
	Christina	McCoy	Governor Blunt	Communication
	Meredith	Jessica	Representative Sam Page	Journalism (Advertising & Public Relations)
	Meyer	Krista	Representative Carl Bearden	Finance

	Myers	Melissa	Representative Maria Chappelle-Nadal	Political Science
	Norberg	Josh	Representative John Bowman	Political Science
	Nyenhuis	Robert	Representative Brian Nieves	Political Science
	Nygaard	Danielle	Representative Sharon Sanders-Brooks	History and Psychology
	Oliaro	Joe	Secretary of State Robin Carnahan	Marketing
	Pacheco	Domingo	Representative Sara Lampe	Interdisciplinary Studies
	Padilla	Mariana	Representative Beth Low	Journalism/History
	Payton	Richard	Representative Judy Baker	Interdisciplinary Studies
*	Peurrung	Emily	House Communication	Journalism
	Porlier	Melissa	Associated Industries of Missouri	Political Science and History
	Porter	Michael	Representative Clint Zweifel	Business Administration
	Poteet	Dara	Governor Blunt- Boards and Commissions	Communications
	Prendergast	Jenna	Senator Kevin Engler	Sociology
	Richmond	William	Attorney General	Political Science
	Riordan	Ryan	Washington Program	News-Editorial Journalism
	Robinson	Warren	ASUM	Journalism
	Roques	Kristin	Senator Joan Bray	Journalism
	Ross	Kenny	Representative Carl Bearden	Political Science/History
	Schaeperkoetter	Megan	Representative Charles Schlottach	Business
	Schwalbert	Michael	Representative Belinda Harris	Philosophy
	Schlereth	Alexandra	Representative John Quinn	Political Science
*	Sheludko	Mykola	Community Policy Analysis Center	Philosophy
	Smith	Meggie	Representative Ed Robb	Finance and Economics
	Standley	Stephanie	House Communication	Marketing
	Stanek	Justin	ASUM	Political Science
	Swisher	Nikki	US Senator Jim Talent	Political Science
	Tanner	Michelle	Senator Maida Coleman	Marketing
	Tauk	Joseph	Representative Sam Page	Undecided
	Terry	Matthew	Boone County Public Defender's Office	History/Political Science
	Thieman	Karla	Representative Jeff Harris	Agricultural Economics
	Thompson	Clayton	Senator Bill Stouffer	Chemistry
	Tjoeng	Yuen Lie	Representative Connie Johnson	Biological Sciences

	Trattner	Marian	Department of Mental Health	Social Work
*	Vasel	Kevin	Attorney General	Economics/Finance
	Wessol	Joel	Representative Jeanette Mott Oxford	Political Science/Communication
	Wiener	Micah	Representative Jeff Harris	Journalism
	Wilson	Tim	Fulton State Hospital	Psychology and Sociology
*	Wright	Sonya	Representative Brian Yates	Political Science
	Yager	Ryan	Representative Rick Johnson	Political Science

** Denotes students who earned credit through their home department.

* Denotes students who did not earn credit

^ Denotes students who enrolled in course for multiple semesters

Appendix B

3230H Class Meeting Dates and Topics

<u>Date</u>	<u>Speaker</u>	<u>Class Topic</u>
January 19	Dr. Foley	Introduction to class
January 26	Dr. Foley	Leadership Theory
February 2	Marty Oetting	Important topics this legislative session
February 9	Judy Eggen Martin Drewel, Deputy Director	Budget Process
February 16	Sandy Luekenhoff Dominic Lackey	Legislative Research House Research
February 23	Highway Patrol	Meth
March 2	Otto Fajen, MO Lobbyist, National Education Assoc.	Education
March 9	Zora Aubuchon, Assistant Attorney General Jeff Schaeperkoetter, Assistant Attorney General Mary Rhodes Russell, Supreme Court Judge	Responsibilities of the Attorney General Balance of power between Judicial & Legislative Branches Threat to autonomy of judicial branch
March 16	Phil Brooks, Assoc. Prof. of Journalism	Role of the Media
March 23	Students	Present Public Policy papers—in Columbia
April 6	Steve Gaw, Commissioner, Missouri Public Service Commission	Public Policy
April 13	Travis Brown, Gaines Brown Consulting Connie Cunningham, Dept. of Social Services Scott Penman, Winton & Penman	Lobbying
April 20	Rep. Margaret Donnelly Rep. Steven Tilley	Sex Offender Legislation
April 27	Jodi Stefanick Senior Policy Advisor/Health Care, Governor Blunt Amy Blouin, MO Budget Project	Medicaid
May 4	Dr. Foley	Wrap-up & reflection