

# **The Office of Service-Learning University of Missouri-Columbia 2006-2007 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 2006-2007 academic year, the Office of Service-Learning supported 116 different courses, many with multiple sections, a 4.5% increase from one year ago. During the Fall Semester, 141 sections of service-learning courses were offered; during the Winter Semester, 150 sections were offered. Through this course work, students provided 116,700 hours of community service, a 7,250 hour increase (6.6%) from one year ago. In addition, 2,896 students were enrolled in service-learning courses this year, a 2.4% increase over the 2005-2006 academic year.

<b>Total Service-Learning Courses</b>		
<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%
2006-07	116	4.5%

### 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%
2006-07	2,896	2.4%

## 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 251 students from 18 courses met the requirements and earned the Service-Learning Transcript Designation through the Service-Learning Option.** This is nearly a **25% increase** from the past academic year. Courses that used the service-learning option include:

- \**Journalism 4226 & 7226,*  
Strategic Design/Visual 1
- \**Curriculum & Instruction 4960,*  
Special Readings in Curriculum & Instruction
- \**Biological Sciences 2960,*  
Readings in Biological Science
- \**Spanish 1200,*  
Elementary Spanish 2
- \**Black Studies 2000,*  
Black Studies
- \**TDP 2044, Inquiring into Schools,*  
Community and Society (ISCS) 1
- \**Sociology 3600,*  
Criminology
- \**Social Work 1115,*  
Social Welfare & Social Work
- \**Spanish 3160,*  
Advanced Spanish Composition
- \**Health Professions 4300H,*  
Health Care in the United States
- \**Peace Studies 1050,*  
Introduction to Peace Studies
- \**Spanish 3721,*  
Phonetics
- \**English 4420,*  
Africana Womanism

*\*Philosophy 1100H,*  
Introduction to Ethics

*\*Sociology 1000H,*  
Introduction to Sociology GH

*\*Sociology 2200,*  
Social Inequalities

*\*Sociology 2300,*  
Self & Society

*\*Sociology 3520,*  
Collective Behavior

### **Course Development for 2006-2007:**

Service-Learning staff worked to add courses in which students could elect the Option in order to get service-learning transcript designation. New initiatives included working with Philosophy, Sociology, and Statistics, although not all departments had students who participated.

### **New Service-Learning Courses:**

Courses piloted this year include:

*\*Curriculum & Instruction 4960,*  
Special Readings in Curriculum & Instruction

*\*Biological Sciences 2960,*  
Readings in Biological Science

*\*Sociology 3600,*  
Criminology

*\*Spanish 3160,*  
Advanced Spanish Composition

*\*Peace Studies 1050,*  
Introduction to Peace Studies

*\*Spanish 3721,*  
Phonetics

*\*English 4420,*  
Africana Womanism

*\*Philosophy 1100H,*  
Introduction to Ethics

*\*Sociology 1000H,*  
Introduction to Sociology GH

*\*Sociology 2200,*  
Social Inequalities

*\*Sociology 2300,*  
Self & Society

*\*Sociology 3520,*  
Collective Behavior

### **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

<b><u>Performance Area</u></b>	<b><u>Excellent-Very Good</u></b>	<b><u>Average</u></b>	<b><u>Poor</u></b>	<b><u>N/A</u></b>
Attendance	86.28%	9.07%	1.55%	3.10%
Cooperation	93.36%	3.98%	0.55%	2.10%
Acceptance of Responsibility	91.59%	5.75%	0.88%	1.77%
Completion of Assignments	88.38%	5.20%	1.33%	5.09%
Dependability	87.61%	8.74%	1.66%	1.99%
Resourcefulness/Creativity	88.50%	7.08%	0.77%	3.65%
Communication Skills	89.82%	7.52%	0.77%	1.88%
<b><u>Overall Evaluation</u></b>	<b>91.92%</b>	<b>5.53%</b>	<b>0.77%</b>	<b>1.77%</b>

*The category "N/A" represents those agencies who 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 (See Appendix A for further student commentary):

On a scale of 1 to 5, with 5 being the highest, students surveyed rated the amount of supervision experienced while doing their service-learning tasks:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
11%	20%	29%	26%	15%

On a scale of 1 to 5, with 5 being the highest, students surveyed rated the amount of supervision appropriate while doing their service-learning tasks:

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
9%	20%	33%	26%	11%

91% of students surveyed felt that they accomplished what they hoped to get out of their service-learning placement.

66% of students surveyed attended the training presented by their agency, 14% did not attend, and 20% did not respond.

48% of students surveyed felt the agency training was relevant, 24% were neutral about the training, 14% felt the training was not relevant, and 14% did not respond.

44% of students surveyed met with their agency supervisor on a regular basis, while 54% did not, and 2% did not respond.

92% 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](http://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.

Our challenge is to update and expand information available to students and faculty on an on-going basis and to continue to increase the usefulness of the site. To that end, we have expanded

added a community bulletin board, which includes up-to-date information on one time and short term community service needs as well as a special needs section.

In addition, as a resource for students campus-wide, we are working this summer to expand 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 November 1, the Office of Service-Learning conducted a workshop on effective use of both the MUServes website and our new electronic tracking system for MU service-learning students placed in the community. Directors and representatives from 56 community service agencies/schools attended. Discussion also included strengthening partnerships with the community for more effective delivery of service and creating opportunities for university students in the community.

### **Winter Campus-Wide Student Service-Learning/Volunteer Fair**

On January 19, 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. Thirty 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.

### **Service-Learning Spring Forum and Agency workshop:**

Because of lack of funding, we were once again unable to host our spring meeting.

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

### **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, and Circle K.

### **Student Led Initiatives (See also Community Leadership Seminar and New Initiatives):**

Over the last few years, the Office of Service-Learning has provided seed-money and staff support to assist students to create several important student created and led community programs. On-going projects include:

Women of Worth (founded 2004)  
Kids on Campus (founded 2005)  
Project Science at Fun City (founded 2005)  
TDOOL (founded 2006)

New projects for 2006-2007:

The Weatherizers-- a team of health professions students who visited and installed weatherization materials in 45 low-income homes during November and provided donated items for self-installation to another 55 homes.

Friends of Boone County Family Resources--a parent and community support group.

BCFR Tutors--an after-school, twice a week, tutoring program for children and adults with developmental disabilities.

### **Service-Learning Website**

In addition to MUServes, we maintain an Office of Service-Learning website and a Civic Leaders Internship Program website that include information programs; a list of 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.

## **B. Civic Leaders Internship Program**

Daisy Olivo, Internship Coordinator  
Anne-Marie Foley, Ph.D., Director

### **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 100 requests for interns for the winter semester; we placed 62 undergraduates from degree programs across campus this academic year. Students from the Colleges of Business, Education, Nursing, Arts and Science, the Schools of Journalism and Social Work, and CAFNR enrolled in CLIP. Five students were full-time interns; 13% of our interns were sophomores, 50% were juniors, and 37% were seniors; 40% were male and 60% were female. The average GPA for CLIP students at the start of their internship was 3.4 (See Appendix B for complete list of students, sites, and majors).

### **Federal Government Internships:**

CLIP worked with the School of Journalism to place one student in the Washington D.C. area in a journalism related site.

### **Internship Program Assessment:**

Eighty three per cent of site supervisors rated CLIP interns' overall performance as *Excellent* or *Good* (See **Figure 1**) and 92% 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 the Missouri Senate Majority Caucus, the Missouri Senate Minority Caucus, the Missouri Senate Democratic Campaign Committee, the Missouri House Republican Committee, the Attorney General's Office, and within various offices in the Missouri Legislature.

**Figure 1.**

**Site Final Evaluation of Intern Performance:**

<b><u>Performance Area</u></b>	<b><u>Excellent</u></b>	<b><u>Good</u></b>	<b><u>Average</u></b>	<b><u>Needs Help</u></b>	<b><u>NA</u></b>
Work Product	78 %	8 %	14 %	---	---
Dependability	73 %	8%	14 %	2 %	---
Adaptability	73 %	14 %	11%	---	---
Ability to get along	86 %	8 %	---	2 %	---
Attitude	78 %	5 %	14 %	---	---
Initiative	68 %	16 %	8 %	5%	---
Responsibility	78 %	8 %	11 %	---	---
Overall rate of per	78 %	5 %	14 %	---	---

*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:**

<b><u>Performance Area</u></b>	<b><u>Excellent</u></b>	<b><u>Very Good</u></b>	<b><u>Good</u></b>	<b><u>Average</u></b>	<b><u>Poor</u></b>	<b><u>Below Average</u></b>	<b><u>NA</u></b>
Application Process	46 %	28%	17 %	---	---	---	8%
Interview Process	50 %	26 %	17 %	---	2%	---	4 %
Placement Process	57 %	20 %	6 %	11%	---	---	6 %
Orientation	24 %	28 %	15 %	9 %	11 %	---	13%
Class Requirements	28 %	26 %	28 %	9 %	9 %	---	---
Accessibility of Coordinator	70 %	28 %	---	---	---	---	2%
Overall Experience	52 %	33 %	11 %	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. Ten students from MU enrolled in the seminar including part-time and full-time interns. State Government and Leadership is a colloquium course taught in the Capitol building in Jefferson City, and includes such topics 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 C** 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.

### Student Degree Programs:

2006-2007 academic year 11 students were awarded the minor in Leadership and Public Service, bringing the total number of students to receive the minor to 38. An additional 50 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. International Programs:**

### **International Service-Learning**

The Office of Service-Learning worked with the International Center and Study Abroad Office to arrange service-learning opportunities for students studying abroad. While several students visited the office and expressed interest in international service, only one student received transcript designation in '06-'07. In addition, the Office of Service-Learning worked with a professor to develop an international service-learning experience for his class, which unfortunately did not materialize for '06-07. With MU's emphasis on a global education, the increased number of students studying abroad, and the national attention to international service, international service-learning is an area that could be greatly expanded within the next several years, subject to available resources.

### **Peace Corps Fellows Program**

The Peace Corps Fellows Program, to be piloted in '07-08 after more than three years of preparation, helps attract top-quality graduate students with international experience to the MU campus. OSL has partnered with the Peace Corps Fellows Program to facilitate and administer the required 10 hours of service per week for each Peace Corps Fellow. Four returned Peace Corps Volunteer master's candidates from four separate disciplines will enter the program in Fall Semester 2007. They will work as a multidisciplinary team to identify and address a significant social need in the community. In addition to helping with community connections, OSL staff will facilitate a regular discussion section.

### **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. This course is also writing intensive.

## **E. 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 35-45 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.

*The Literacy Project:* Students work with literacy challenges for children.

*Women's Issues in Society:* Offers students the opportunity to work in settings, and with issues that are critical to the quality of life of women.

*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: 67 undergraduates**

## **F. 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 Tuition Stop day and the Mizzou Mile fundraiser.

**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.

## G. The Community Leadership Seminar

The Community Leadership Seminar (CLS) 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. In order to be admitted into CLS, students must present a draft proposal identifying a community or campus need and a proposed program to address it. Participants spend the semester creating, implementing, evaluating, and working to sustain their projects in the community or on campus. It is expected that their efforts will be institutionalized and continue beyond the course. In fact, the Office of Service-Learning continues to work regularly with students on at least three projects begun in 2005-2006.

The CLS curriculum includes leadership theory and practice; grant/proposal writing; social entrepreneurship; community development process; group process, problem-solving and group facilitation; oral and written communication; approaches to evaluation and budgeting; and the information and skills specific to and necessary for the individual projects. The class serves as an advisory board for each other's proposed projects. The seminar format encourages students to use their experiences as text for learning; group discussion emphasizes problem-solving and creative thinking.

Although there were only two students enrolled each semester, their projects are ones with lasting impact and the involvement of many other students. The following projects were implemented by Seminar students in 2006-2007 with funding assistance from the Office of Service-Learning.

### *Fall Semester 2006:*

**FOCUS-ADD:** An organization for female students with ADHD provided programming and support for students who needed additional assistance to succeed academically and socially in college. What started as an informal group expanded during the semester to partner with the Wellness Resource Center, create awareness activities and events on campus, and become an ORG. This program continues to function and is developing outreach opportunities in partnership with other campus entities.

**Project Science:** This was the third semester in which a CLS student worked to increase science literacy among youth attending Fun City. Evolving from an activity into a major sustained effort, Project Science secured a \$3,000 state grant to take students on two field trips to St. Louis, purchase necessary supplies, and involve other service-learning students and volunteers in providing weekly activities. A formal organization is in place to sustain the program and officers and committees have been designated for next year.

### *Winter Semester 2007:*

#### **Science and Public Policy:**

A one-credit Honors College class, Dialogues on Science and Public Policy, was established to complement an existing bi-weekly dialogue, the Brownbag Discussion on Science and Society. Both the Discussion and the Dialogue were created to encourage interdisciplinary discussion on the intersection of science and public policy, focusing on issues of current public interest. The CLS student facilitated the class, with assistance from faculty; scheduled speakers and arranged for the Discussion; and recruited and trained a committee of students to continue the work in the

fall. The committee is working with Prof. Steve Keller on topics that will complement his fall Honors class; another winter semester class on Science and Public Policy is being planned.

**Sustainable Mizzou:**

To make MU greener and its complex operations more sustainable, a CLS student worked with Sustain Mizzou, the MU Environmental Affairs Committee, and others to identify coordinated approaches that could integrate sustainability efforts throughout the campus. The project increased communication and cooperation between the faculty committee and committed students.

**Future:** Eleven students have indicated that they will register for CLS in FS07.

## **H. New Initiatives 2006-2007:**

### **1. Electronic Student Placement and Tracking System:**

This year we inaugurated our electronic system for placing and tracking service-learning students. In addition, we instituted Placement Orientation Meetings (POM) for all service-learning students in order to better advise them in field experience choices and provide individualized support to each student. Both innovations were extremely successful.

### **2. 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 included Nursing, Advertising, Communications, General studies, International Studies, and Journalism.

### **3. MUServes:**

MUServes, [muserves.missouri.edu](http://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. This year we added a community bulletin board and events calendar facility to the site. Since the website was launched last year, agencies have submitted hundreds of additional community service projects for faculty and students. We use the site extensively in our placement process.

### **4. Jack Kent Cooke Foundation Grant:**

Office of Service-Learning staff helped develop a grant proposal submitted to the Jack Kent Cooke Foundation for a College Access Guide Program to increase access to higher education for low-resource high school and community college students. The University has received over \$1,000,000 from the Jack Kent Cooke foundation to initiate the program in 2008. The Office of Service-Learning will continue to participate in the project, primarily by assisting with recruiting and training the student Guides.

### **5. Student Led Initiatives:**

Over the last few years, the Office of Service-Learning has provided seed-money and staff support to assist students to found several important student created and led community programs.

New projects for 2006-2007:

The Weatherizers--a team of health professions students who visited and installed weatherization materials in 45 low-income homes during November and provided donated items for self installation to another 55 homes.

Friends of Boone County Family Resources--a parent and community support group.

BCFR Tutors--an after-school, twice a week, tutoring program for children and adults with developmental disabilities.

FOCUS-ADD--An organization for female students with ADHD provided programming and support for students who needed additional assistance to succeed academically and socially in college.

Science and Public Policy--A one-credit Honors College class, Dialogues on Science and Public Policy, was established to complement an existing bi-weekly dialogue, the Brownbag Discussion on Science and Society. The committee is working with Prof. Steve Keller on topics that will complement his fall Honors class; another winter semester class on Science and Public Policy is being planned.

## **6. Community College Ambassadors:**

The Office of Service-Learning, in partnership with Terry Barnes, Assistant Vice -Provost for Community College Relations, and Ann Korschgen, Vice-Provost for Enrollment Management, is piloting a Community College Ambassador program to improve recruiting and better inform possible transfer students from community colleges about opportunities at MU.

## **I. Problems and Opportunities for Work and Development:**

**Program Growth and Resources:** We have once again experienced exemplary growth in our program; 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 two GA's, our Administrative Assistant, and two work study students in the hall space outside of the offices. We need to initiate a space analysis for the second floor of Lowry Hall and find a solution to this problem.

**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.

**CLIP interns:** 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. The lack of funding for full-time interns is becoming a serious challenge for MU in our relationships with Legislators. We have no resources to support summer internship activities as well.

**Spring Conference:** We no longer have funding to support our Spring Conference, and so have been unable to sponsor that event for the last two years.

**Fellowship Office:** During the 2006-2007 academic year we continued 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 Poetry Section of the Freshman Experience Course, and the Honors Multicultural Novel Course, generated **546 undergraduate credit hours** during the 2006-2007 academic year. The 291 service-learning sections 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 Poetry (Fall Semester)

HCCIP, Writing Intensive (Fall and Winter Semester)

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

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

Ending Sexual Violence (Winter Semester)

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

*Daisy Olivo, Internship Coordinator: (100%FTE)*

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)*

Coordinator of Fellowships Office

Faculty development coordinator

Advisor, Service-Learning Option and International Service-Learning

Presentations to classes and organizations to discuss service-learning

Taught three classes, Fall and Winter:

Community Leadership Seminar (Fall and Winter)

Science and Public Policy (Winter, co-instructor)

*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: Student Comments:

- I was surprised how at ease and comfortable I felt with special needs adults and how much fun they can be to work with.
- I was surprised that people with Alzheimer's and dementia are capable of remembering childhood and early life experiences.
- I learned a lot about the learning process in adults by watching them come to an understanding of different concepts.
- I learned that strangers from different backgrounds with a vast age difference can become friends. I have made a difference in someone's life and they have done the same for me.
- I was surprised to learn that even kids as young as kindergarten are aware of stereotypes.
- All kids love attention; they love to talk to someone.
- I was surprised how accepting the students were to have me there - I thought it would take awhile for them to warm up to me. The more time I spent there the better I felt . . .
- These kids are smarter than a lot of people believe. All they need is motivation. They asked really intelligent questions, ones that I didn't think of when we visited Dr. Spain in the Animal Science Dept.
- There is not much difference between personalities of children of low socio economic status and those of higher economic status.
- I learned to let loose and never take myself too seriously. I plan on staying with this agency through the summer to help out.
- That although many people assume students and families from lower SES levels don't care or try as hard with school, the majority of kids I worked with loved school and tried to do well.
- I learned more about myself and what false assumptions I make unconsciously.

## Appendix B: Intern List:

Office			Student	Major
Representative	Rob	Schaaf	Alexandra Lackos	Psychology
Representative	Jake	Zimmermann	Andrew Adams	Political Science
Representative	Beth	Low	Briana Sprick	Biological Studies
Senator	Michael	Gibbons	Chris Brown	Political Science
Senator	Harry	Kennedy	Daniel Laurila	Statistics/Political Science
Representative	Rod	Jetton	David Willis	Political Science
Senator		Graham	David Zobel	Political Science
Boone County Public Defender			Elizabeth Landwehr	Psychology
MO House/Sgt. At Arms			Emily White	History
Senator	Charlie	Shields	Grant Quigley	English
Representative	Bob	Dixon	Gretchen Bumgarner	Business Administration/Marketing
Representative	Sam	Page	Heather Croft	Physical Therapy
Senator	Brad	Lager	Ian Helmuth	Finance and Banking
Senator	Jeff	Smith	Jamie Myers	Environmental Sciences
Representative	Bryan	Pratt	Janos Pasztor	Business Management
Senator	Maida	Coleman	Jessalyn Estill	Journalism
Senator	Joan	Bray	John Stephens	Psychology
Senator	Chris	Koster	Johnathan Beeman	Finance
Majority Caucus	Communications	Office	Kristin Hughes	Communications
Representative	Carl	Bearden	Kristina Vitale	Finance/Real Estate
Representative	Tom	Dempsey	Kyle Steele	History
Representative	Maria	Chapelle-Nadal	Leticia Mayberry	Religious Studies
				Political Science & International Studies
Representative	Gayle	Kingery	Lindsay Rapp	History
Senator	Luann	Ridgeway	Martin Thompson	Journalism
Washington DC	Capitol Press Corps		Mathew Harris	Finance and Banking
Representative	Jason	Grill	Mathew Pepper	Biological Studies
Representative	Kevin	Threlkeld	Megan Rau	Political Science
Governor	Matt	Blunt	Melinda Lord	History
Representative	KiKi	Curls	Monica Blackstock	
			Nadine Bruns/Nicole Niewald	Nursing/Biological Studies
Representative	Judy	Baker	Nawal Abdul-Majid	English
Representative	Connie	Johnson	Nola Johnson	Business/Marketing
CMCA			Paige Hendrix	International Studies & Geography
Senator	Chuck	Gross	Rachel Book	Physical Therapy
Representative	Charles	Portwood	Rebecca Pettyjohn	English
Representative	Sarah	Lampe	Robert Crosby	Journalism
Senator	Yvonne	Wilson	Robert Patterson	Psychology
Representative	Mike	Daus	Robin Loehner	Parks, Recreation, and Tourism
Representative	Kenny	Jones	Ryan Burke	Political Science
Representative	Jeff	Roorda	Sarah Lewis	International Business/Education
Senator	Bill	Stouffer	Tanner Smith	Political Science
Lt. Gov	Peter	Kinder	TJ McKenna	Political Science
Senator	Ryan	McKenna	Kenneth Jamison	Journalism
Senator	Joan	Bray	Nate Kennedy	Political Science
Senator	Harry	Kennedy	Kellen Ferguson	Sociology/Political Science
Representative	Leonard	Hughes	Anna Koeppel	Journalism/Political Science
Senator	Jolie	Justus		

## Appendix C: State Government and Leadership Seminar:

### 3230H Class Meeting Dates and Topics

Date	Speaker	Class Topic
January 18	Dr. Foley	Introduction to class
January 25 the semester	Dr. Foley	Leadership Definitions and Analysis during
February 1	Marty Oetting	Important topics this legislative session
February 8	Judy Eggen Martin Drewel, Deputy Director	Budget and Legislative Process
February 15	Otto Fajen MO Lobbyist for National Education Association	The Foundation Formula
February 22	Brett Berri, Assistant Attorney General Jeff Schaeperkoetter, Assistant Attorney General	The AG's Office
	Mary Rhodes Russell, Supreme Court Judge	The Judicial Branch
March 1	Phil Brooks, Assoc Prof of Journalism	Role of the Media
March 8	Rep. Jeff Harris	
March 15	Trey Davis, MO Chamber Zora Aubuchon, MO Dept. of Higher Ed. Scott Penman, Penman & Winton	Lobbying
March 22	Students Present Public Policy papers—in Columbia	
April 5	Legislative Research House Research	
April 12	State Auditor Susan Montee Secretary of State's Office, John Beakley	
April 19	Jeff Davis	Missouri Public Service Commission