

Report on Service Learning
October 15, 1999

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

REPORT ON SERVICE LEARNING

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Executive Summary

This report on Service Learning at UCSC has been prepared due to a request from the University of California, Office of the President (UCOP), which is conducting a systemwide assessment of all service-learning activities in the UC system. The request from UCOP follows California Governor Davis's recent suggestion that he will propose a requirement to engage all college students at the University of California, California State University, and California Community colleges in fulfilling a "community service requirement" as part of graduation requirements.

A University of California Committee on Service Learning has been assembled to address the issues related to service learning in the UC system and to develop a systemwide strategic plan for service learning. This report addresses the first request from that committee which is for each UC campus to report on Service Learning activities on their campus. The UC Committee on Service Learning is expected to meet several times per year to continue with the development of a strategic plan for service learning in the University of California.

Definition of Service Learning

A service learning course (as accepted by the University of California Committee on Service Learning) must include the performance of meaningful service, provide time for students to engage in structured or guided reflection, be integrated into the curriculum, and exist within the context of one or more academic disciplines.

Methodology for assessing Service Learning at UCSC

- Service learning at UCSC was separated into Formal Service Learning Courses and Informal Service Learning Courses:
 - Formal Service Learning Courses include service that is performed as part of a structured course.
 - Informal Service Learning Courses are ones in which there is no structured class time.
- The information is for the 1998-99 academic year.
- Only undergraduate participation in service learning is recorded.
- A head count and a five-unit count were taken (head count records the number of students that participated in service learning courses and five-unit count records the number of five-unit courses completed by students).

Examples of Findings for UCSC

- Approximately 2,585 students were enrolled in service learning courses during the 1998-99 academic year. Approximately 885 students were involved in formal service learning courses, and 1,700 students participated in informal service learning courses.
- These students were enrolled in approximately 2,550 five-unit service learning courses.
- Twenty-seven departments had students enrolled in service learning courses.
- Although these numbers are impressive, several departments had no service learning courses.

Literature Review

After the social movement of the 1960s many believed that the college curriculum lacked relevancy to public life. The Service Learning Movement, which emerged in the 1970s, was partly in response to public criticism that higher education was unresponsive to societal needs and issues. Although the focus on service learning lessened in the 1980s, in the 1990s service learning reemerged and proved itself as a useful pedagogical tool (Kezar, 1998).

A Service Learning course is one in which service is performed as part of a structured course; in addition to the time spent in the field performing service students are required to attend class. Although some faculty prefer more traditional forms of teaching, those who integrate service learning into their courses “discover that it brings new life to the classroom, enhances performance on traditional measures of learning, increases student interest in the subject, teaches new problem solving skills and makes teaching more enjoyable” (Bringle and Hatcher, 1996). Furthermore, Batchelder and Root (1994) believe that individuals who engage in service learning programs demonstrate higher self-esteem, greater social responsibility and increased levels of moral reasoning, than students in traditional academic programs.

Bringle and Hatcher (1996) note that unlike some internships that are skill based within the context of professional education, service learning is a means for reaching educational objectives. Service learning programs offer opportunities for students to participate in the processes that researchers and theorists have outlined as being essential to learning; their work suggests that individuals “learn through a combination of thought, action, reflection and practice, theory and application” (Kendall, 1998, p. 26). Similarly, the four principles that underlie most definitions of service learning are preparation, participation, reflection and evaluation (Kezar, 1998).

The first principle that underlies most definitions of service learning according to Kezar (1998) is preparation. Preparation “involves setting academic objectives and goals including skills to be learned or issues to consider, and includes planning projects that will contribute to learning” Kezar (1998). Many researchers also include clear learning goals in their criteria for effective programming, and training and development (Alliance for Service Learning in Education Reform [ALSER], 1993; Council of Chief State School Officers, 1989; Kendall, 1998; Kraft, 1996). The National Center for Service Learning (NCSL) describes learning objectives and possible areas for potential learning in the *Service-Learning Educator: A Guide to Program Management*. Students can become oriented to the learning possibilities of their service projects by defining their own learning objectives; learning objectives are brief statements that explain the results expected by a student in his or her project. Areas for potential learning laid out by the NCSL are: service/advocacy, specific job competencies, career exploration, learning about work, interpersonal skills, learning from the environment, taking responsibility, and research skills. In addition to defining training, development, learning goals and objectives, some service learning definitions suggest that preparation occur as part of the formal academic curriculum (Kezar, 1998). When preparation occurs as part of the formal academic

curriculum, students can make hypotheses about their service learning projects or study theory, which can later be applied to their experiences.

The second principle outlined by Kezar (1998) is participation, which is described as performing service. Several other definitions are more specific in the types or criteria the service must meet to be considered part of service learning. For example, some researchers define service learning experiences as those that meet actual community needs and are coordinated in collaboration with the school and community (ALSER, 1993; Kraft 1996). The Council of Chief State School Officers (1989) also argued in the article *Community Service: Learning by Doing* that “school-based community service should be well connected to the student’s academic and vocational study” (p. 3).

The third component is reflection. Reflection occurs through discussions, journaling, formal essays, oral presentations, etc. During reflection students “attempt to analyze the experience and draw generalizations, connections and lessons” (Kezar, 1998, p. 1). Reflection offers the student the opportunity to make connections between their observations made during service and broader social issues and solutions. Reflection is a necessary component of service learning (ALSER, 1993; Bringle and Hatcher, 1996; Council of Chief State School Officers, 1989; Kezar, 1998; Kendall, 1998; Kraft, 1996).

The last principle is evaluation of program characteristics and design—including institutional, student and faculty outcomes (Kezar, 1998). Institutions consist of community organizations and campus administration that are involved in the service learning program. Evaluation of the program’s high and low points, including an analysis of the relationships the service partners have with each other is essential (Kraft, 1996). Evaluation can be used to collect information to plan improvements or future programs. The process is helpful in making enhancements in program operations and services; information can be obtained pointing to possible reasons for successes or failures (ACTION, 1978).

Methodology

As defined by the University of California Service-Learning Committee¹ a service learning course must include the performance of meaningful service,² provide time for students to engage in structured or guided reflection, be integrated into the curriculum, and exist within the context of one or more academic discipline(s).

- The numbers presented are from the 1998-99 academic year (Fall 98, Winter 99, Spring 99) and represent undergraduate participation only.
- Both non-paid and paid³ students are included.
- Informal and formal service learning courses were calculated separately and are defined below.
- The classes were recorded on a quarterly basis, therefore if a student participated for two or more consecutive quarters s/he would be counted more than once. Students would also be noted more than once if they participated in more than one formal Service Learning course, in both a formal and informal class or in Service Learning classes in different departments. (However, if a student participated in two informal classes within the same department and during the same quarter s/he would only be counted once.)
- The numbers recorded were divided into two categories: head count and five-unit count. A head count and five-unit count was taken for both formal and informal service learning courses, and within every department. The category “head count” recorded the number of students that participated in service learning courses. The category “five-unit count” records the number of five-unit courses completed by students. Therefore a student taking a 5-unit course is counted as one, and a student taking a 10-unit course is counted as two⁴.
- Although teaching assistants offer a great service in every academic department at UCSC, they are usually not required to reflect upon their experience and therefore do not perform service learning. Their participation is not recorded here.
- Policy analysis is considered service, and research is considered service when part of an informal service learning course and if it meets the outlined criteria.

Methodology

¹ The UC Service-Learning Committee meet for the first time on August 9, 1999 and created the above definition. There were representatives from every UC campus, including Mike Rotkin, Lecturer/Coordinator of Field Studies, Community Studies Program; Betty Rush, Principal Budget Analyst, Planning and Budget Office; and Carolyn Boyd, Student Intern from UCSC.

² The UC Service-Learning Committee defined service in a service learning course as any service performed for the community or a community institution; for example, working at a private corporation would be included.

³ Some students are paid by the institution for which they are performing service.

⁴ This method was developed in Mike Rotkin’s annual report “Social Sciences Field Study Programs Final Statistical Report,” in the first year of the report’s existence, covering the academic year of 1994-95. The field program coordinators and the rest of the Social Sciences Division agreed that this method would be a useful tool to examine student impact on the community, since it is a better measurement of the amount of hours of service performed than a head count.

Formal and Informal Service Learning Courses

Formal Service Learning Courses

A formal service learning course is one in which service is performed as part of a structured course; in addition to the time spent in the field performing service students are required to attend class. Generally, the course requires readings and written work relating to the service that is being performed. Service Learning courses were determined by speaking to professors and department advisors.⁵ The number of students enrolled in the courses was determined by referring to numbers provided by the office of the Registrar,⁶ or by inquiring with professors or department advisors.

Informal Service Learning Courses

An informal service learning course is one in which there is no structured class time. The student that is performing service may be working independently or performing service as part of a group. A faculty sponsor advises each student on related materials and the student's sponsor reads and grades the student's work. Some courses require students to attend occasional group meetings, either with the faculty sponsor or the other individuals with whom they are performing service.

Research is considered service if performed for a university faculty member, university department, community or university research laboratory, or other community institution. Research was also included when performed individually if its findings could potentially benefit others. For example, research studying the effects of chemicals or why some students perform better in the classroom would be included, however a research project on how a video camera operates or a history project on European Art would not.

Because a service learning course must be integrated into the curriculum and an effective service learning course includes reflection, an individual who performed service but was not required to integrate the service with other academic work was not included. Laboratory notes, raw data or literature reviews alone are not sufficient opportunities for reflection. Periodic/progress reports, research/term papers, journals, video projects and oral presentations are considered opportunities for reflection and also integrate the service into the curriculum, and thus students who performed these activities were counted as performing service learning if they also meet the other criteria. Students who were not required to turn in a writing assignment or present their work in another form were also included in the service learning tally if readings were assigned and meetings in which to discuss these readings were mandatory.

⁵ The formal service learning count is slightly overestimated for Theater Arts Course #80G, in which service learning is an option but not a requirement. (However, the course instructor requires every student to perform community service for a minimum of 6 hours.)

⁶ The numbers provided by the Office of the Registrar may be slightly incorrect. They reflect enrollment three weeks after classes began.

The number of students who participated in service learning courses was found by reviewing the petitions on file for all independent studies, including group tutorials/ tutorials, independent field studies/ field studies, internship programs and academic research/ thesis research proposals,⁷ and applying the outlined criteria. The petitions on file were reviewed for the department being examined. Every department at UCSC was reviewed in this manner, except for Crown, Oakes, Community Studies, Environmental Studies and Psychology.

At Crown, evaluations of the students whom participated in the discussed courses were examined, in place of the petitions on file. The petitions on file at Oakes were unavailable. In addition, the petitions on file for the field studies performed through the Community Studies, Environmental Studies and Psychology Departments were not reviewed.⁸ Instead, data provided by Mike Rotkin was utilized to determine the number of students involved in field studies through these departments.⁹ All field studies from the Community Studies, Environmental Studies and Psychology Departments were counted as informal service learning courses. The numbers may be overestimates of the actual amount of students involved in service learning, since each field study petition was not individually examined to make sure the student's plan met the service learning requirements.

⁷ Although research is included as service when it meets the appropriate criteria, sometimes it is difficult to determine what research was performed from the petition on file. Therefore, there may be additional students who performed service learning as part of a research project who were not included in the service learning tally.

⁸ However, the petitions on file were examined for the rest of independent studies in these departments (tutorials, research proposals, etc).

⁹ Rotkin will include this data in the 1998-99 edition of "The Social Sciences Field Study Programs Final Statistical Report," which describes the characteristics of the field studies performed for the following departments: Community Studies, Economics, Education, Environmental Studies, Latin American/ Latino Studies and Psychology. These departments employ Field Study Program Coordinators that act as liaisons between the community, faculty and students and oversee the placement of students into field studies.

Findings

- Approximately 2,585 students were enrolled in service learning courses during the 1998-99 academic year.
- These students were enrolled in approximately 2,550 five-unit service learning courses during the same time period.
- Twenty-seven departments had at least one student enrolled in a service learning course (please see table and descriptions of service learning courses that follow in this report).
- Approximately 885 students were involved in formal service learning courses (structured courses that include service in the community as a requirement).
- There were thirteen different formal service learning courses that were offered during the 1998-99 academic year, throughout seven departments. Several of these courses were offered up to three times a year, and one course was offered at two different times in the same quarter.
- The total number of times that formal service learning courses were offered during the 1998-99 academic year was twenty-four.
- Fifteen different teachers led the formal service learning classes.
- There were approximately 1,700 students who participated in informal service learning courses (service that does not include structured class time). Almost every informal service learning course was performed independently, although some were performed as large groups.
- Considering the number of students that participated as large groups, it is estimated that the number of separate informal service learning courses performed during the academic year of 1998-99 was over 1,000. Faculty advisors often sponsor more than one student therefore the approximate number of faculty sponsors would be considerably lower.
- Although these numbers are impressive, several departments had no service learning courses and one department does not offer a field study option or other opportunities to perform service. Thus, if a student wanted to perform a service learning course through this major s/he would not be able to.¹⁰

¹⁰ However, such a student would have the option of performing a service learning course through his or her college or another academic department.

Findings

UNDERGRADUATE PARTICIPATION IN SERVICE LEARNING

Department	Formal SL Course Head Count	Formal SL Course 5-unit Count	Informa I SL Course Head Count	Informa I SL Course 5-unit Count	Total Head Count	Total 5-unit Count
American Studies	--	--	14	13.8	14	13.8
Anthropology	--	--	21	10.8	21	10.8
Art History	--	--	6	4.8	6	4.8
Biology	--	--	113	121	113	121
Chemistry/ Biochemistry	--	--	66	66	66	66
College Eight	--	--	1	2.4	1	2.4
Community Studies	95	95	435	525.8	530	620.8
Computer Eng./ Science	--	--	3	2.4	3	2.4
Crown	--	--	7	5.2	7	5.2
Earth Sciences	--	--	18	18	18	18
Economics	--	--	72	75.4	72	75.4
Education	352	360	61	51	413	411
Environmental Studies	133	139	150	122.2	283	261.2
Film and Video	--	--	6	6	6	6
History	--	--	2	2	2	2
Latin American/ Latino Studies	--	--	11	10.2	11	10.2
Legal Studies	--	--	15	15	15	15
Merrill	--	--	201	109.2	201	109.2
Oakes	84	50.4	N/A	N/A	84	50.4
Physics	--	--	1	1	1	1
Politics	--	--	5	5	5	5
Psychology	--	--	383	383	383	383
Social Sciences/UCDC	40	80	--	--	40	80
Sociology	--	--	52	53	52	53
Theater Arts	130	109.6	2	2	132	111.6
Women's Studies	--	--	35	34.2	35	34.2
Writing	~50	~50	22	24.6	72	74.6
Total:	884	884	1,702	1,664	2,586	2,548

Listed below are descriptions of service learning courses, organized by department. Community service or internships that were performed as part of a course but did not meet the definition of service learning are noted for some departments. If a department had no service learning courses, and no known community service or internships, it was not included.

American Studies

Twelve students participated in informal service learning courses in the American Studies division during the 1998-99 academic year. Students participated in internships, policy analysis, curriculum development, research and more. Internships took place at the following locations: the Child Care Union Project, Equal Rights Advocates, Global Exchange and Health Watch. One student did an analysis on Proposition 5 and Indian casino issues. In addition, two other students worked together to organize and host a community forum on hate activity in Santa Cruz County.

Anthropology

Twenty-one students participated in informal service learning courses through the Anthropology Department. Two students interned at the Museum of Art and History in Santa Cruz. One concurrently analyzed historical and contemporary displays of Native Americans and the other researched cultural programs for children. One student interned at Fort Ord for the city of Santa Cruz, while studying native replanting. Many students were peer advisors for other Anthropology students.

Art History

In the Art History Department, six students participated in informal service learning courses. Three students participated in the Art-ology program through the Museum of Art and History in Santa Cruz.¹¹ Responsibilities included designing art projects for fifth and sixth grade students, making classroom presentations in various schools, and leading gallery games with students. An additional student interned at the Museum of Art and History in Santa Cruz, and the others interned at the Museum of Contemporary Art in La Jolla and the de Young Museum in San Francisco.

Biology

One hundred and thirteen students participated in informal service learning courses during the academic year of 1998-99 in the Biology Department. Most students performed research with a UCSC faculty member, or at a scientific laboratory, such as the Long Marine Lab or Biotechnology companies. Several students interned at Año Nuevo, while studying the changes in body composition of recently weaned elephant seal pups. A student worked in the Emergency Room at Dominican Hospital for a quarter. Another student held an internship at Natural Bridges State Park, where he developed and led tide pool tours for school groups (K-12) and the general public. Furthermore, one student interned at an Animal Hospital investigating clinical procedures and their underlying theoretical basis.

Chemistry/ Biochemistry

Sixty-six students were involved in informal service learning courses. Each of these students performed research for a UCSC faculty member. Research topics included: minimal requirements for bilayer formation of the self-assembly of amphiphilic short-chain fatty acids and polycyclic compounds; molecular imprinted polymers; carcinogenicity of a specified chemical or class of chemicals; biologically active compounds from marine sponges; and the connection between thermodynamics and quantum mechanics. Many more students participated in research for faculty, however these students were not assigned readings or required to submit written work, and were not included in the service learning tally.

¹¹ Another Art History student participated in the Art-ology program, but did not turn in a paper or other academic assignment that would allow possibility for reflection.

College Eight

There was one informal service learning course performed through College Eight. The student interned at the Refugee Department for the United Nations. In previous years, community service was a requirement for the College Eight Core Course.

Community Studies

The Community Studies Department at UCSC is extensively involved with the community, service and social change. Courses focus on social change, including broad structural transformations and community based organizing. The curriculum includes courses on theory and analysis, plus field study preparation. Each student in the program designs his or her course work around a 6-month field study or internship with a community agency, anywhere in the world. Once completed students are required to submit an extensive paper about their field study or internship experience and how it relates to their academic studies.

During the 1998-99 academic year there was a total of 95 students who participated in a formal service learning course in the Community Studies Department, and 435 students who participated in informal service learning courses. The formal service learning course offered by Community Studies is Preparation for Field Studies, which must be completed prior to Community Studies students' required internship.

409 students participated in field studies as an informal service learning course. Some of the organizations that students served at include the California Department of Secondary Education, Camp Jack Hazard (YMCA), Central Alabama Fair Housing, Centro de Educación Creativa, the City of Watsonville, Deepak Charitable Trust, Fiji Council of Social Services, HIV/AIDS Technical Assistance, Legal Aid, Life Skills Training Center, Organic Chaos Network, PWA Health Group, Santa Cruz County Juvenile Hall/ Redwoods, Seattle Union Now, Texas Alliance for Human Needs, Urban Park Rangers and WIC (Women, Infants and Children) Program. The Affinity Mentor Project is also a course offered as a field study through the Community Studies Department. Students travel to Pescadero where they act as mentors to the school children in the area, while developing a community project.

There were 26 individuals who performed tutorials or thesis research and also meet the criteria to be considered service learning students. One such student wrote a research paper exploring ways to implement meaningful activities into senior residential care settings. A different student directed activities for two small residential care facilities for the elderly. This individual developed activities and an activity guide for the care facilities. She also did an assessment of the activities therapeutic benefits for the residents. Another student studied the effectiveness of a parent support group in Watsonville. One student observed and evaluated a family of immigrants from the Philippines, while offering them assistance in their transition. A student also worked on the development of a Hepatitis C prevention and education program.

Computer Science/ Engineering

There were three internships performed for Computer Science or Computer Engineering during the academic year of 1998-99. They were performed at computer companies.

Crown

Seven students participated in an informal service learning course through Crown College. One student participated in the Art-ology Program and the other students performed service at Delta High, an alternative high school. UCSC students were mentors and tutors in mathematics and language arts at Delta High. One student spent a quarter researching methods of teaching and developing curriculum related to critical thinking, reading and writing. She continued at Delta the following quarter to teach a reading and writing class. She designed the curriculum, developed assignments, and prepared quizzes and exams. The student met with a Delta teacher periodically, reflecting upon her experience and evaluating her own work.

Earth Sciences

18 students participated in informal service learning courses during the academic year of 1998-99. Three other students provided service in the context of a course, but without the academic work that is required of a service learning student. One student who performed service learning interned with Friends of Soquel

Creek—an unincorporated, non-profit organization that raises community issues of creek health, restoration, quality and habitat. Several students worked on the US Geological Survey. USGS processes and generates research involving hydrology, marine biology and coastal geologic processes. Another student interned at the Museum of Paleontology at UC Berkeley. Additional students interned at the Department of Mineral Resources, geologic consulting firms, geologic or geotechnical engineering companies, Pajaro Valley Water Management and Watsonville High School.

Economics

Many students participated in informal service learning classes through the Economics Department. One student acted as an Accountant Consultant for Coastal Inns of Distinction. The student was expected to help and expand financial documents. A couple of students interned at Salomon Smith Barney. Economic students who intern at this company typically complete a series of rotation assignments throughout the Business Prospecting and Operations area of the branch. Responsibilities include assisting in management of seminar logistics, opening new accounts, working in the wire room, processing stock certificates and learning various regulations of currency transaction reports. Other examples of Economic field study locations include: Ecology Action, Enterprise Rent-A-Car, Giro Sport Design, Hitachi Data Systems, KSCO Radio, Merrill Lynch, Morgan Stanley Dean Witter, Navisite, Santa Cruz District Attorney/ Check Fraud Department, Santa Cruz Biotechnology, Sutter Maternity, UCSC Accounts Payable and Waterfall Company Inc.

In the Economics Department students are required to complete a field study agreement before their placements begin, detailing the responsibilities they will have at their internships and their learning objectives. Upon completion, the student must also complete an evaluation of their experience, in addition to any assignments the faculty sponsor may have required. All placements expand upon the students' development of skills related to the field of economics.

Education

There were 352 students enrolled in formal service learning courses during the 1998-99 academic year. Education 80, Introduction to Teaching, was one of these courses. This course is designed to encourage students to think about teaching in new ways. One of the course requirements is a placement in a school for at least three hours per week. In Education 111, students work with youth in an after-school program. Concurrent enrollment in course 140 is required, in which there is structured class time to discuss aspects of teaching and learning in linguistically and culturally diverse environments. Readings and collaborative projects enhance the class. Students critically reflect on practical concerns of the classroom in Education 180, an Advanced Practicum in Teaching. The course combines experience in the field with weekly discussions of relevant readings.

An additional 61 students participated in informal service learning courses. Most students interned at a variety of schools in the area, including but not limited to Bay View Elementary School, Delta School, Garfield Middle School, Live Oak Elementary School, Natural Bridges Elementary School, Rolling Hills Middle School and Westlake Elementary. Several students participated in the Barrios Unidos Kids Club. Many students also participated in the PEERS research project or performed research for CREDE.

Environmental Studies

During the 1998-99 academic year there were four formal service learning courses in the Environmental Studies Department. Professor Brent Haddad was the professor for ENVS 42, Environmental Problem-Solving: A Toolbox for Change, which was a student led course that required mini-internships. This was the first time the course was offered, and may be re-introduced depending on student interest. Brent Haddad was also the professor for ENVS 165, Fresh Water Policy. Haddad required 5-7 page dossiers on current water issues.

Karen Holl teaches ENVS 160, Restoration Ecology, once a year. She also offers a 2-unit service learning lab to accompany the class. Students who participate in the lab work for four hours per week on restoration

related work. ENVS 160 also requires students to volunteer one workday.¹² Holl states, “All the students think it’s very valuable to put what they’ve learned in class into practice.”

Jenny Anderson also teaches a service learning course for Environmental Studies, ENVS 179—Environmental Interpretation. Students are required to spend 6-8 hours per week volunteering at a local agency that does interpretive work. In Spring Quarter 1999, students from this class volunteered at Natural Bridges State Park, Wilder Ranch State Park, Santa Cruz City Museum of Natural History, Campus Arboretum and the Campus Farm. Anderson has required this type of service since the course began in 1981.

Many students also participated in informal service learning courses. Some of the locations that students interned at are the American School of Botanical Medicine, the Coastal Watershed Council, Dirty Girl Produce, the Environmental Studies Museum of Natural Collections, Natural Bridges State Park, San Lorenzo River Institute, Surfrider Foundation, UCSC Farm Docent Program, UCSC Natural Reserves and Wilder Ranch State Park.

Film and Video

Although there were no formal service learning courses offered by the Film and Video department, six students participated in informal service learning courses, and several more participated in community service or interned at a community institution in the context of a course.¹³ One of the students who participated in an informal service learning course acted as a peer tutor for fellow Film and Video students. Three additional students interned at TV stations, and one student interned at Dream Works. The sixth student worked on the Barrios Unidos Youth Project, developing a video project with students at Cesar Chavez School.

History

There were two informal service learning courses in the History Department during the academic year of 1998-99. The first student interned at the Museum of Art and History and wrote a paper on the history and significance of the museum within local communities. The other student studied the legal aspects of domestic violence while working with an attorney that specialized in domestic abuse.

Latino American/ Latino Studies

There were 11 students that participated in informal service learning classes during the academic year of 1998-99. Internships were performed with the CineMedia Project, Defensa de Mujeres, the Immigration Facil Program, the PRIDE Program, the Pescadero Affinity Project and the San Jose Community Law Center. One student related her research on domestic violence among Latinas to her experience at Defensa de Mujeres. Another student researched the most important factor in Chicanas decision to go to graduate school. Other students that performed community service within coursework, but did not meet the criteria for service learning performed Mexican Folkloric Performances, planned and supervised an art exhibition in La Galería de Casa and assisted with the organization and supervision of the study center run through the CineMedia Project.

Legal Studies

There were fifteen students that participated in informal service learning courses through the Legal Studies Department. Students interned at Legal Aid, a local law office, a paralegal office, PARA Legal Services, Rape Prevention Education, the Santa Cruz County District Attorney’s office, the Santa Clara Public Defender’s Office, Walnut Avenue Women’s Center, and the Women’s Crisis Center. Several students offered legal advice and support to victims of domestic abuse.

¹² Although students are required to volunteer for one workday for ENVS 160, it is not considered a service learning course since the service time is not substantial in comparison to the amount of time focused on course material.

¹³ These students were not included in the service learning count because they failed to integrate academic work or reflection into their internships.

Merrill

One hundred and seventy students participated in the Live Oak Elementary School Classroom Connection Program during the 1998-99 academic year. This program, which was developed and is currently coordinated by Merrill student April Miller, requires that UCSC students work one on one with children during reading time. The interns also work on alphabet activities with the children. Some UCSC students work in special education classes. Through her experience with this program, Miller believes that university students are “interested in doing community work.” Although the program is generally a 2-unit course, Miller finds that students often ask to take 5-unit courses. Participants are “interested in more responsibility and a heavier load,” says Miller. Next year the program will enter an experimental stage. The course will become a formal service learning course—requiring students to attend class once a week in addition to the prior course requirements.

In addition to the Classroom Connection Program, thirty other students participated in informal service learning courses through the Merrill Department. Two of these students worked with autistic children. Several other students volunteered at the Familia Center, participating in citizenship mentoring or in the Semillas after-school tutoring program. Two students volunteered at a community center in a program called Academic Alliance, helping students with school-work, college applications, etc.

Additional persons participated in community service within coursework, but were not required to integrate academic work or reflect upon their experiences, and were therefore not considered service learning students. These students participated in one of the following activities: assisting other Merrill students on academic probation, interning at Citizenship Facil, organizing the production of community oriented public art, or performing service at the Familia Center.

Oakes

Oakes Serves is a college-based formal service learning program, which connects students with valuable community service opportunities in local areas. Students must volunteer for eight hours per week at these locations. Class work includes review of related literature, skills development, oral presentations and writing assignments. 84 students participated in Oakes Serves during the 1998-99 academic year.

Physics

One student participated in an informal service learning class. This student performed research for a faculty member at the university. Several other students participated in independent studies performing research, but did not meet the requirements necessary to be considered service learning students.

Politics

There were five students that participated in informal service learning courses through the Politics Department. One student was a grass roots organizer as the Clean Water Coordinator at Calpirg, and another worked in the Elections Department of Santa Cruz County. Additional students interned at Legal Aid, the United Farm Workers and the Women’s Crisis Center.

Porter

Although there are no service learning courses at Porter, some classes put together art exhibits in the Porter Faculty Gallery. Classes organize exhibits about once a year, which are then shown to school kids. UCSC students often lead gallery tours. In addition, students in the Pacific Rim Film Festival Class, taught by Kathy Foley, sometimes help at the festival.

Psychology

188 students performed research for Psychology faculty members as part of an independent field study/informal service learning course. Some of topics that were researched are gender and science achievement, gender bias in school, cognitive processes, group identification/ responses to prejudice, mentoring in the military and self-defining memories. In addition, six students took part in informal service learning courses while performing thesis research.

There were 189 field studies performed through the Psychology Department during the 1998-99 academic year. Some of the field study locations were: Above the Line, California Youth Authority, CASA of Santa Cruz, Christian Counseling Center, Community Children's Center, Defensa de Mujeres, Gateway Elementary School, Janus of Santa Cruz, Juvenile Probation Department, Suicide Prevention Services, Tamara House and Valley Resource Center.

Social Sciences

Although there are other service learning courses offered by departments in the Social Sciences Division, there is only one service learning course offered under the heading Social Sciences. This formal service learning course is the UCDC Program. Students who participate in this program enroll in a ten-unit seminar, which they take in conjunction with an internship in the Washington D.C. area. A UCSC faculty member teaches the seminar. Some possible internship locations include, but are not limited to, a Congress person's office, the Environmental Protection Agency, the National Gallery of Art, a Senator's office, the Smithsonian, or the World Bank. The course and internship help to shape the student's required research project. Twenty students participated in fall and spring quarter (as is the case every year).

Sociology

There are no formal service learning courses in the Sociology Department; fifty-two students participated in informal service learning courses during the academic year of 1998-99. Students were involved in activities such as building community ties, legal aid, pregnancy counseling, rape prevention education, research and youth outreach. Some of the internships were performed for the following organizations: Boys and Girls Club, Bridge School, Family Health and Education Center, the Healing Center, Homeless Garden Project, Infant Center, Juvenile Hall, Legal Aid, Live Oak Elementary, the Living Room, Media Watch, Planned Parenthood, the PRIDE Program, the Public Defender's Office, Santa Cruz City Hall, Santa Cruz High School, Santa Cruz Needle Exchange, South Street Centre and the city of Watsonville.

Theater Arts

There are two formal service learning courses in the Theater Arts Department. Indonesian Dance and Drama (THEA 22), taught by Kathy Foley, does two to three outreach performances during the year at schools and rest homes. Written work includes reflection on their learning and performance in the context of the class.

What is Dance? (THEA 80G), taught by Tandy Beal, also contains a service learning option for her students. Students are given a series of choices to fulfill class requirements, including volunteer work (however, all students have to perform at least 6 hours). If a student chooses to do volunteer work, s/he can volunteer at a social service organization where s/he can work on artistic projects or s/he can work with an arts group doing administrative tasks. Beal hopes that through their volunteer experiences her students "are brought into other aspects of life that they may not have experienced or seen and that their compassion is awakened or deepened." She also hopes that they will also "anchor their student life at the university in the reality of the richness of community experience."

"It has been very successful," remarks Beal, "people have told me they found their life work through this project; that it was the most real and most meaningful experience they have had at UCSC; that they didn't realize what the community had to offer; that they didn't realize what they themselves had to offer."

In addition to these two courses, many dance classes in the Theater Arts division visit Westlake School. In the Shakespeare-to-Go class students prepare and study winter quarter and then selected students perform to the public spring quarter. Karin Magaldi-Unger taught this class during the 1998-99 academic year, and brought students to all the high schools in the area, some middle schools, elderly homes and other public venues. Furthermore, Theater Arts students help prepare for productions at UCSC, which are enjoyed by students and the public at large.

Two students in the Theater Arts Department also participated in informal service learning courses.

Women's Studies

Thirty-five students participated in informal service learning courses. One student researched domestic violence among Latina immigrants, exploring strategies for prevention and intervention. Another student researched transitional youth facilities and began the preliminary steps to set up such a facility, including grant writing and filing for non-profit status.

Fifteen students performed service at Walnut Avenue Women's Center. Two students worked in the food bank, and one was in charge of food bank organization and food dispersal. Students were also involved with legal advocacy for battered women and children, the Mom's and Kid's Club and the Teenage Mother's Program at the Women's Center. One of these students explored domestic violence and its effects on children during her internship. Some of the other internship locations included the Child Care Law Center in San Francisco, New Vistas in Juvenile Justice and Women's Ensemble Theatre.

Writing

There is one formal service learning class in the Writing Department. Approximately fifty students participated in the KZSC Radio Broadcasting Class, Introduction to Broadcasting, during the academic year of 1998-99. Students intern at KZSC, have class meetings, and have to participate in class assignments—such as quizzes, papers and assignments related to their internships.

22 students participated in informal service learning courses during the 1998-99 academic year. Nine students tutored at Live Oak Elementary School as part of their Writing 1 course, and an additional three students tutored at Santa Cruz High School. One student did a research project on affordable housing in Santa Cruz and the local political community. In addition, a mixture of service learning and non-service learning students served at local publishing and recording companies.

Conclusion

One of the ideas that related literature suggests for establishing strong service learning programs is to learn from other universities that have more developed programs. California State University, Monterey Bay (CSUMB) has an extensive service learning program. The university requires that every student perform service learning within his or her major in order to graduate. Approximately thirty-eight formal service learning courses are offered every semester. Most students are required to take an Introduction to Service Learning Course, and the university requires that every student perform service learning within his or her major to graduate. CSUMB has a service learning center, which is run by staff and students. The purpose of the Service Learning Institute “is to help create and maintain a wide variety [of] service learning courses, to train professors in SL pedagogy, and to support students and professors in developing meaningful SL partnerships with the surrounding communities,” according to Stewart Jenkins of CSUMB. The institute also records students’ placements, provides workshops, and sponsors additional events to encourage service learning. Professors are able to decide who their “Community Partners” will be, and therefore in what context they will integrate service learning into the classroom. Jenkins adds that the Service Learning Institute sends students knowledgeable in the service learning experience to classrooms to “support the professor, explain the process, co-teach, facilitate reflection activities, etc.” Furthermore service learning students are provided with Service Learning guidelines packets. Their instructor helps them fill out the service learning agreement with the community partner and keep track of hours.

At the University of Northern Florida, the Honors Program at the university requires that students participate in service learning. Classes are based on particular social issues, such as domestic violence or health, and partnered with specific community agencies. Amy Loman who runs the service learning center at the University of Northern Florida, believes that the major issues a university must consider when developing a service learning program are administration funding, transportation, liability, centralization, and encouragement of student involvement. Loman also suggests that incentives be offered for faculty, service learning classes be coded in the course catalog, service learning be recorded on transcripts and classes be evaluated by a pass/fail standard, rather than traditional grades. Additional establishments that have excellent service learning programs that Loman recommended speaking to are the University of Michigan, the University of Maryland and Stanford.

To implement a strong service learning program at UCSC, service learning might become an option in every department. In particular, additional formal service learning courses could be beneficial and might be offered in more departments. Thirteen different formal service learning classes were offered during the 1998-99 academic year and these were within seven departments. While independent studies are an important form of service learning,¹⁴ for the student who is less motivated or lacks direction they may lead to an unfulfilling experience, where as a structured course may give him or her greater

¹⁴ Informal service learning courses are independent studies, although independent studies are not necessarily service learning.

motivation to perform. Effective formal service learning courses create clearly defined learning goals. In addition, formal service learning courses allow a larger group of students to become involved and thus students may create a greater impact on a particular part of the community. Formal service learning courses also offer a place to reflect upon one's experience with peers that are having similar experiences.

A service learning program is enhanced by a university that values and encourages all service regardless of if it is performed by students, faculty or staff. Some ideas to create a service friendly atmosphere are presenting awards to those who perform outstanding service, keeping track of student participation in service learning courses on transcripts, relating service learning to faculty tenure, and having a volunteer work-day¹⁵ or team building activities based on a volunteer activity for staff. Additionally, workshops on how to integrate service learning into the curriculum might be offered to the faculty. There is a placement for every student that can be integrated with his or her curriculum and still benefit the community as a whole.

In order to meet the needs of the community, an effective service learning program should assess and identify community needs (ALSER, 1993; Bringle and Hatcher, 1996; Kezar, 1998; Kraft, 1996). In an attempt to begin this process, over 275 Santa Cruz community institutions were surveyed about their current needs for assistance and the amount of assistance they received from UCSC students during the last academic year. While students make a significant impact upon community organizations, their efforts are often concentrated at particular locations. Many more locations expressed a need for help that were receiving little or no assistance at the current time.

Finally, in order to meet the needs of students and the community it would be advantageous if the university had a centralized service learning center that keeps track of service opportunities for students and student placements, and is able to handle other service learning related issues in an effective manner. The establishment of a centralized service learning center would help the university in keeping track of what is occurring in academic departments, and would be a place for students to seek information regarding service opportunities. Currently, the Student Volunteer Connection, the Oakes Serves Programs, academic departments and other campus divisions have a great deal of information about service learning and community service opportunities, however that information is dispersed in various locations. In addition, a service learning center would make it easier for community organizations to find student interns. Although no definite plans have been made, UCSC is in the process of evaluating the establishment of a Service Learning and Undergraduate Center for Research (SLUG).

The views of the University of California, Santa Cruz and the views of the University of California Service-Learning Committee are not necessarily the views of the author.

¹⁵ Many corporations have volunteer work-days when employees volunteer on a normal work day or half-day in the community.

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