Cypress College
Special Programs Quality Review Report

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Program Mission:

The Cypress College Service Learning Program's purpose is to provide educational opportunities that join faculty, students, and the community in a powerful learning experience designed to meet community needs and enrich the student's learning and educational experience.

Core Measures.

Provide applicable information regarding trends in: unduplicated students and enrollments in target classes.

Measures	Spring 2003	Fall 2003	Fall 2005	Spring 2007
Unduplicated students- signed SL contract	35	2	37	30
Top 3 classes taken by service learning students that term	ENGL 139- 12 INDS 120H- 11 ESL 186- 10		ENGL 100H- 35 COUN 140- 9 PSYC 101- 7	ENGL 100- 15 INDS 120H- 15 COUN 160- 14

Budget Trends. Provide trend information regarding the allocated budget / actual expenditures for the past several years of the program. Note any special circumstances below the table.

NOTE: We strongly question the validity of the budget numbers given to us for this report. The expenses do not appear to be accurate. For example, in 2007, $2,442.57 has been spent for the hourly employee, and $2,000 for the Office Depot supplies blanket purchase order. It is likely that the money spent on the hourly's salary and benefits is not shown correctly for 2006/2007 also.

Service Learning

	2006/2007				2007/2008			
	11100-2706		11200-2706		11100-2706		11200-2706	
Account	One Time Funding		General Fund		One Time Funding		General Fund	
	Budget	Expense	Budget	Expense	Budget	Expense	Budget	Expense
1000 Certificated Salaries	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2000 Classified Salaries	$ 7,260.00	$ 3,448.13	$ -	$ -	$ 7,260.00	$ 486.00	$ -	$ -
3000 Employee Benefits	$ 740.00	$ 86.91	$ -	$ -	$ 740.00	$ 81.29	$ -	$ -
4000 Supplies & Materials	$ 3,000.00	$ 3,304.21	$ -	$ -	$ 3,000.00	$ -	$ -	$ -
5000 Other Operating	$ 4,468.00	$ 1,242.02	$ -	$ 324.00	$ 2,000.00	$ -	$ -	$ 356.67
6000 Capital Outlay	$ 1,032.00	$ 1,032.43	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL	$ 16,500.00	$ 9,113.70	$ -	$ 324.00	$ 13,000.00	$ 567.29	$ -	$ 356.67

While it is true that one-time funding grants have been significantly under spent, this is because the reduction in reassigned time and the limitations on hiring consistent, long-term support staff has severely curtailed the program's ability to recruit, train, and maintain service learning faculty, cultivate and maintain relationships with community agencies, as well as to track, record, and maintain records of student participation.

Narrative: Strengths and challenges.

Strengths: *Use this section to briefly reflect upon major accomplishments of the program.*

The Cypress College Service Learning Center provides innovative educational opportunities that join faculty, students, and the community in a powerful learning experience designed to meet community needs and enrich students' learning and educational experiences. Service learning allows our students the opportunity to test and evaluate academic theories in a real life setting, and the opportunity to perform meaningful service in the community and reflect on this service. Service learning on our campus is a vehicle for developing students' leadership potential, encouraging the application of classroom material, and reinforcing their commitment to social and civic responsibility.

The number of students in the Service Learning Program has maintained growth consistent with funds, available clerical support, and director reassigned time. Ten hours of service per semester are required for Honors Program students. Consequently, there are currently 150 Honors Program students who actively participate in service learning. An additional 30-37 students have signed Service Learning contracts each semester since 2003. We have offered courses with a service learning component in the Language Arts Division, the Social Science division, the Counseling Division, and the Health Science Division.

Currently, 16-20 community agencies are receiving assistance from Cypress College student volunteers. Community agencies and schools where our students have participated in service learning include:

Anaheim Achieves

Bowers Museum

Buena Park Library District

Buena Park Nursing Center

Casa Youth Shelter

The Cesar Chavez Foundation

Cerritos Senior Center

Childtime Learning Center

Cypress Parks and Recreation

Cypress Senior Center

Eastwood Elementary School

Holder Elementary School

International Peace Choir

Junior ROTC

La Palma Learning Center

Orange County Food Bank

Paint Your Heart Out

Pat Nixon Elementary School

The Tiger Woods Learning Center

The program also actively promotes student service on our campus in locations such as the Roosevelt Center, and at events that require volunteers such as theatre productions, kindercaminata, Senior Day, Cypress College Masterworks Chorale performances, and the Language Arts Scholarship Booksale.

Specific service learning projects that illustrate the strengths of the program have included food-themed English 100 courses which focused on issues of hunger, food distribution, poverty, and sustainability. One semester, students learned about poverty and hunger in Orange County, Class work, research, and reflection resulted in service at the Orange County Food Bank, packing food boxes for other community agencies whose outreach is to those in Orange County who live below the poverty line. Last fall, students in the English 100H course also attended a conference at USC about world hunger. They learned about the relationship between resources, politics, economics, genocide, and hunger. Consequently, students founded a Cypress College chapter of STAND, a collegiate anti-genocide coalition.

An additional strength of the program is that service learning supports instruction across many divisions and academic disciplines. It is directly connected to the mission statement of the college that encourages both student learning and contribution to the surrounding community. Furthermore, service learning

supports the core values of "excellence" in instruction through creative, pragmatic, teaching pedagogies and "collegiality" between students, the campus, and the community.

Challenges:

Money and time continue to be the greatest challenges for the Cypress College Service Learning Program. These challenges are manifested at both an institutional and instructional level.

When the Service Learning program was launched, director reassigned time allowed for active recruitment and training of faculty, as well as for recruitment of students. Specific class sections were designated service learning classes, so students enrolled in those sections participated in service learning experiences. The expectations were that the program would expand as more relationships with community agencies were negotiated, and more faculty were recruited and trained. However, due to cutbacks implemented in 2003, the program has been in a "maintenance" rather than "growth" mode. In 2003, both funding and reassigned time were significantly reduced. In fact, reassigned time was reduced by half, from 40% to 20%. Furthermore, there is no operating budget. Program funds have been secured exclusively through one-time funding grants. While it is true that one-time funding grants have been significantly under spent, this is because the reduction in reassigned time and the limitations on hiring consistent, long-term support staff has severely curtailed the program's ability to recruit, train, and maintain service learning faculty, cultivate and maintain relationships with community agencies, as well as to track, record, and maintain records of student participation. For example, one-time funding has allowed for a 13-week student worker. Due to the short-term, temporary nature of the position, as well as student schedules, it has been difficult to hire someone who can maintain records throughout the semester, and whose schedule is compatible with the director's. Most service learning contracts are turned in at the end of the semester, after the student worker's 13-week tenure has been completed. This uncertainty has made it difficult to establish program consistency. Consequently, the program experiences inconsistent growth spurts relative to funding. Furthermore, inadequate and inconsistent clerical support has a similarly negative impact on the program's ability to prosper.

Successful service learning programs are able to

- support faculty in the creation and implementation of service learning courses;

- maintain articulation relationships with four-year institutions which require documented service learning hours;

- archive and maintain service learning records for students;

- submit current student hours for transcript and archival purposes;

- establish relationships with community organizations and service agencies;

- research new funding options

The ongoing institutional challenges make it impossible to realize these hallmarks of vibrant, robust service learning programs.

From an instructional perspective, the challenges are also related to time and money. For example, if an instructor wishes to re-design an existing course to incorporate service learning, or to create a service learning course, he or she is responsible for its creation and implementation. Furthermore, the instructor

is responsible for maintaining students' service learning records for that class. Obviously, this requires a great deal of time and effort for the instructor in addition to his or her regular duties, for which there is no compensation.

The University of Colorado at Boulder is an example of a service learning program that flourishes on both an institutional and instructional level. In fact, they have been recognized by Campus Compact and The Princeton Review in the publication *Colleges with a Conscienc*e as one of the "Great Schools with Outstanding Community Involvement." The Service Learning Office of The University of Colorado at Boulder provides models for service learning, matches courses with appropriate community organizations or service agencies, and facilitates students' participation. The Service Learning Office also maintains students' service learning records. Moreover, they provide participating faculty with stipends and grants for incorporating service learning into their courses, or for a major re-design of an existing course, as well as for implementing such courses.

Recognizing and addressing these challenges requires a clear understanding of service learning as distinct from mere "service" or "volunteerism."

Senator John Glenn has defined service learning as "education in action." Service learning is more than volunteerism. For example, if school students collect trash out of an urban streambed, they are providing a service to the community as volunteers; a service that is highly valued and important. When students collect trash from an urban streambed, then analyze what they found, investigate possible sources of the pollution, share the results with residents of the neighborhood along with suggestions for reducing the pollution, they are engaging in service learning. In the service learning example, students are providing an important service to the community and simultaneously learning about water quality and laboratory analysis, developing an understanding of pollution issues, learning to interpret science issues for the community and practicing communications skills by speaking to residents. They may also reflect on their personal and career interests in science, the environment, public policy, or other related areas. Thus, service learning combines service with learning in intentional ways.

There is substantial data which illustrates and confirms the institutional and instructional challenges described above. The California Campus Compact, an organization of college and university presidents of leading California institutions of higher education in building a state-wide collaboration to provide service as a critical component of higher education, reports that time and pressure on faculty teaching loads accounts for a whopping 84% of cited obstacles to the advancement of service learning. Lack of funds supporting an official service learning office account for 58% of cited obstacles. The lack of funds overall made up another 38 % of challenges cited.

CCC also reports that campuses support student involvement in service learning most frequently by granting academic credit for service learning (65%), and by supporting a service learning center (47%). Furthermore, campuses encourage and support involvement in service learning most often by making curriculum models available (75%), providing materials that assist faculty in reflection and assessment activities (73%), and sponsoring service learning workshops (65%).

The challenges for the Cypress College service learning program reflect the statistics above. The obstacles to the advancement of service learning are also consistent with those cited by the California Campus Compact.

A successful service learning program is able to provide students with experiences which allow them to actively participate in significant community service in meaningful ways. Moreover, community service should be tied directly to clearly defined learning goals, and result in students' structured reflections on their service and its relationship to their course work.

To facilitate and nurture the continued development of the Service Learning Program and to provide these experiences for our students, certain goals must be met. These goals include additional time for the position of Service Learning Director to recruit, train, and support participating faculty, to recruit students, and to cultivate relationships with community agencies. Additional goals include ten-month, 50% clerical support, and stipends for participating instructors

Long-range Plan and Objectives

In the following section, identify general goals and specific, measurable objectives your area plans to achieve within the next three years. Programs should identify 3-5 goals, with at least one goal per year.

I.   Goal: Create and staff a fully functioning service learning office.

Supports Strategic Direction One, Two, Four, and Five

Supports Strategic Direction One, Goal 2, Goal 4; Direction Two, Goal 4, Goal 5; Direction Four, Goal 1, Goal 2; Direction Five, Goal 1, Goal 2, Goal 3.

1.   Objective: 40 % reassignment for Service Learning Director

1.1 Person(s) responsible: Dean of Service Learning

1.2 Timeframe: 2008-2009

1.3 Fiscal resources needed (total): $38,000 for salary and benefits

2.   Objective: 50% Clerical 1 support for ten months

2.1 Person(s) responsible: Dean of Service Learning

2.2 Timeframe: 2008-2009

2.3 Fiscal resources needed (total): $20,000 for salary and benefits Range 29

II.   Goal: Increase instructor participation in the creation and implementation of service learning courses.

Supports Strategic Direction 1, Goal 2

1.   Objective: Provide stipends for participating instructors

1.1 Person(s) responsible: Service Learning Director and Staff

1.2 Timeframe: 2008-2009
1.3 Fiscal resources needed: $10,000

III.   Goal: Increase student participation in service learning courses.

Supports Strategic Direction 2, Goal 5; Direction Four, Goal 2

1.   Objective: 75-100 students participating in service learning courses each semester
1.1 Person(s) responsible: Service Learning Director, Faculty, and Staff
1.2 Timeframe: 2008-2011