

COLLEGE OF HEALTH & SOCIAL SCIENCES

Community Service Learning (CSL) Data

Academic Years Fall 2014-Spring 2019

(Unduplicated*)

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**Unduplicated = Refers to reporting single students, once per each term, regarding their participation in all their CSL courses. All hours are reported yet single students in multiple CSL courses are not duplicated so they will only appear once in the count.*

CSU Center for Community Engagement defines Service Learning as follows:

“A teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are substantively related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness and commitment to the community.”

Additionally, ICCE also uses the following statement from Charity to Change, by the Minnesota Campus Compact to describe service-learning:

“Service-learning is a process through which students are involved in community work that contributes significantly: (1) to positive change in individuals, organizations, neighborhoods, and/or larger systems in a community; and (2) to students’ academic understanding, civic development, personal or career growth, and/or understanding of larger social issues. This process always includes an intentional and structured educational/developmental component for students and may be employed in curricular or co-curricular settings. Even with an expanded vision for the field, service-learning will undoubtedly continue to play a critical role in campus-community collaboration.”



ICCE and SF State recognize the exemplary programs and curriculum across the College of Health & Social Sciences (CHSS). A variety of CSL-related reports have been generated by ICCE, the registrar’s office, and/or the university *Office of Institutional Research* (IR). Given the multitude of sources, some of the data may not align or coincide for various reasons. Additionally, it is important to note that the analysis for variables provided on the IR dashboard are limited based on how the technology was designed.

Of all six SF State Colleges, CHSS is currently ranked second for the number of CSL designated classes ($n = 68$) out of the 220 offered campus-wide (see Appendix A; Note: CSL designation is at the course section level). Although this ranking indicates that many CHSS faculty and lecturers are already involved with CSL, their participation can still be improved upon and expanded with time, strategy, and effort across CHSS departments.

As of spring 2019, the CHSS courses ($n = 68$) listed in Appendix A are part of this collection as indicated in the SF State Bulletin based on ICCE records. Out of the 21 academic units in CHSS, there are 9 departments, 3 schools, and 9 programs. Fifteen have at least one CSL designated course (see Table 1 for details regarding the inclusion of departments, schools, and programs in this report). Service hours completed by students, based on their involvement in any CSL courses across campus, are reflected on their official transcripts (i.e., students must report hours in order for them to be approved). Important to note that on the IR Dashboard they organize the data by “department and academic plan.” This organization is slightly different than that on the CHSS website. As noted on the ICCE CSL Course List website, “not all courses are offered every semester and it is at the discretion of the course instructor to offer the CSL option.”

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(Photo courtesy of the CHSS website)

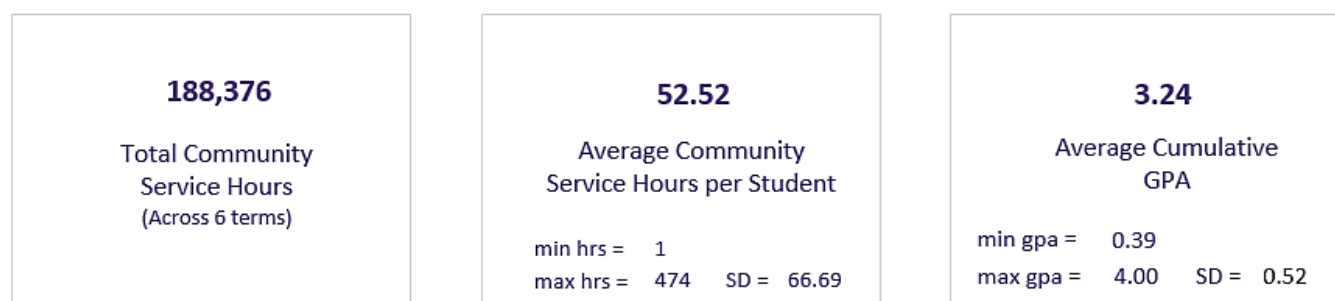
The data in this report is extracted from pivot tables (i.e., “dashboard”) provided directly by the Office of Institutional Research (IR). Details are from AY 2014-2019 for **CSL designated classes** for both fall and spring semesters as the most recent data provided to ICCE (*Note*: Where “average GPA” is reported, this is the *average cumulative GPA* as calculated by IR). Additionally, it is important to note information on the “dashboard” is data on the student level. That is, service learning hours as shown in this report are based on CHSS student majors.

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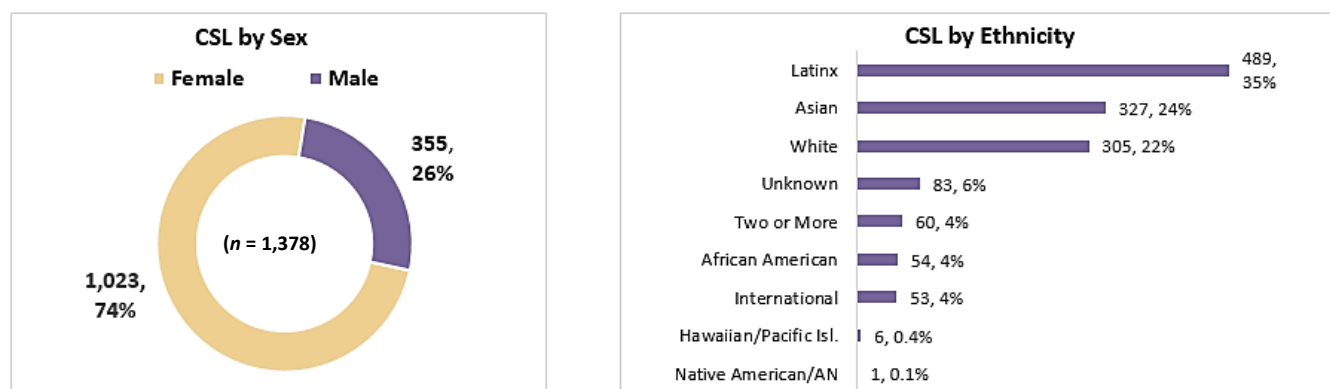
SAMPLE DATA ACROSS ALL 6 SF STATE COLLEGES

The data that follows consists of sample details and trends across all six SF State colleges. There are currently 220 courses that have been submitted through the review process and were approved for CSL designation across campus (*Note*: Of this $n = 220$, eight classes, as of this report, are cross-listed in more than one department).

5-Years Reported Data across Sample Variables (Across SF State, all 6 colleges)

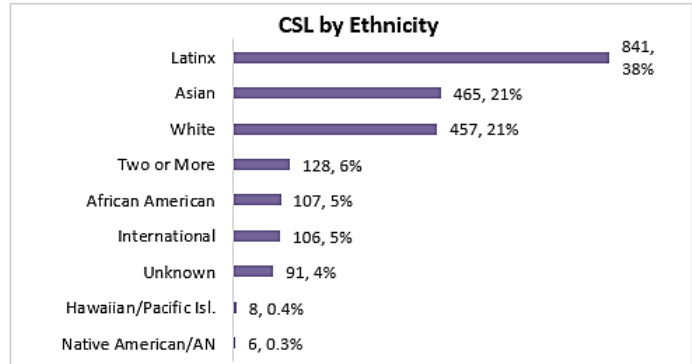
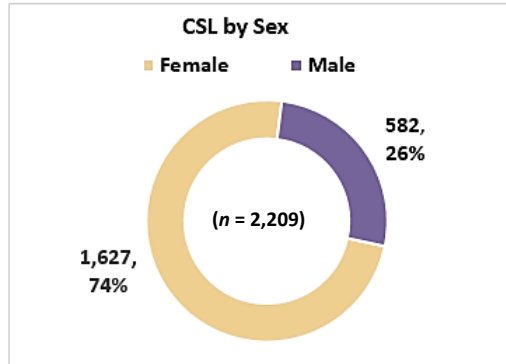


DATA ACROSS FALL TERMS FROM 2014-2019 (All 6 colleges)

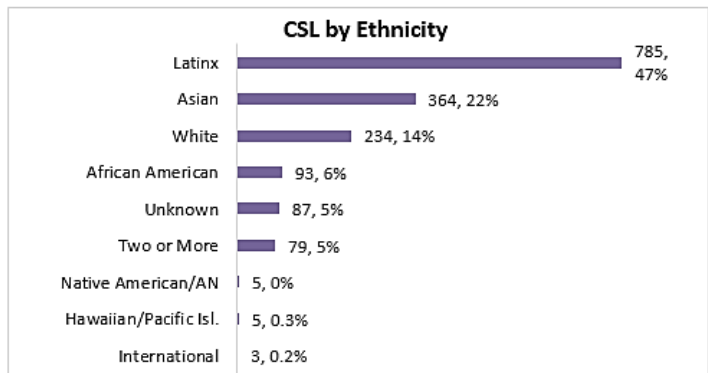
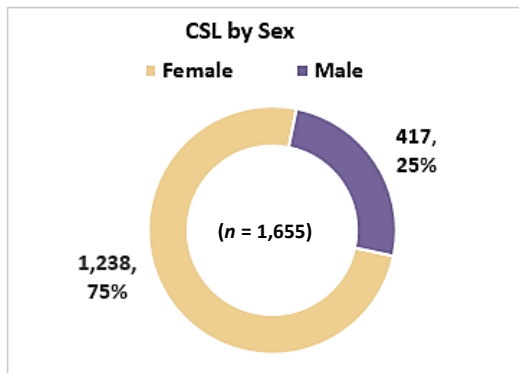


Note: The CSU system only records sex of the student at the time of admission. A “nonbinary” option did not become available until spring 2019, therefore this database, and related analysis, only includes male and female options.

DATA ACROSS SPRING TERMS FROM 2015-2019 (All 6 colleges)

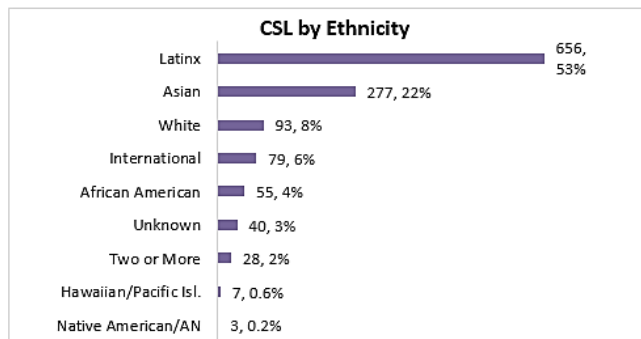
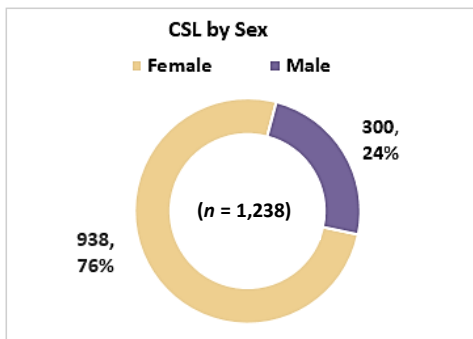


PELL ELIGIBLE STUDENT DATA ACROSS ALL TERMS FROM 2015-2019 (All 6 colleges)



- Of all the students involved in CSL courses who were Pell Eligible, 75% were female ($n = 1,238$), and 25% were male ($n = 417$).
- Pell Eligible students in this sample were mostly Latinx (47%, $n = 785$), Asian American (22%, $n = 364$), or White (14%, $n = 234$).

FIRST GENERATION STUDENT DATA ACROSS ALL TERMS FROM 2015-2019 (All 6 colleges)



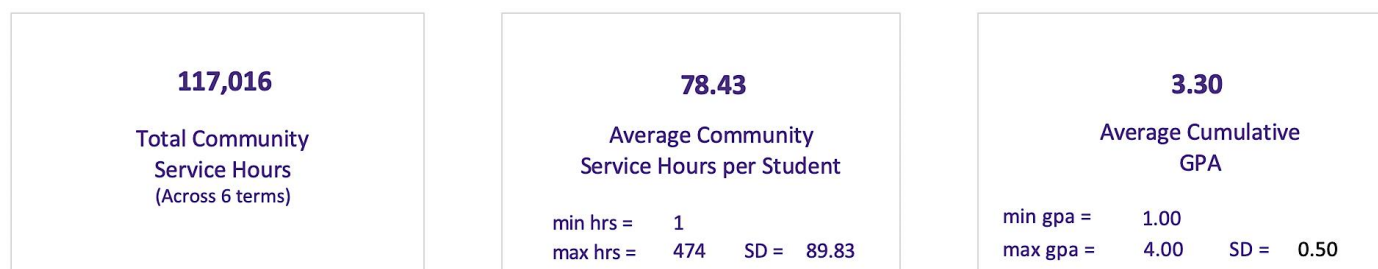
- First Generation students in this sample were mostly female (76%, $n = 938$). 24% of First Generation students taking CSL courses were male ($n = 300$).
- Over half of the First Generation students taking CSL courses over the past five years were Latinx (53%, $n = 656$). The second largest racial/ethnic identities represented were Asian American (22%, $n = 277$), and White (8%, $n = 93$).

COLLEGE OF HEALTH & SOCIAL SCIENCES

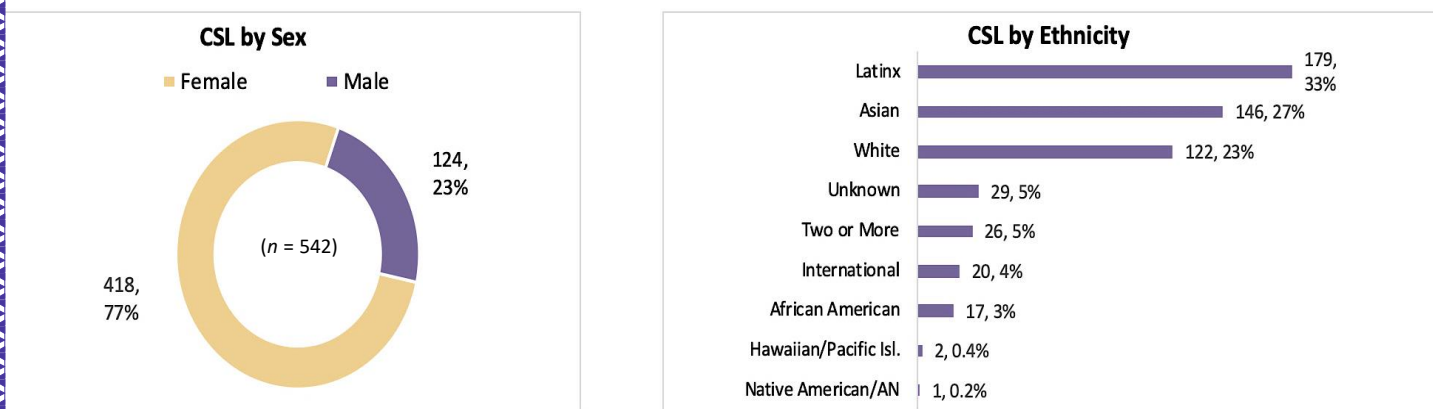
As mentioned, CHSS has 21 departments, schools, and programs (i.e., academic units). In this report, detailed data regarding student major involvement in CSL courses are listed for departments ($n = 7$) and schools ($n = 3$) in CHSS in the following order: Child & Adolescent Development (CAD) Majors; Counseling Majors; Family, Interiors, Nutrition, & Apparel (FINA) Majors; Health Education Majors; Kinesiology Majors; Nursing Majors; Public Affairs & Civic Engagement (PACE) Majors; Recreation, Parks, & Tourism Majors; Social Work Majors; and Sociology Majors.

As previously mentioned (see p. 3), information on the “dashboard” is data on the student level. The service-learning hours reported here are, therefore, based on student CHSS majors. In other words, the service-learning hours reported in a specific major were completed by students who are enrolled as part of that major. Example: For a Kinesiology major who completed a CSL designated course in Math, and reported 20 hours of service-learning, those hours will be registered and reported under Kinesiology and not Math.

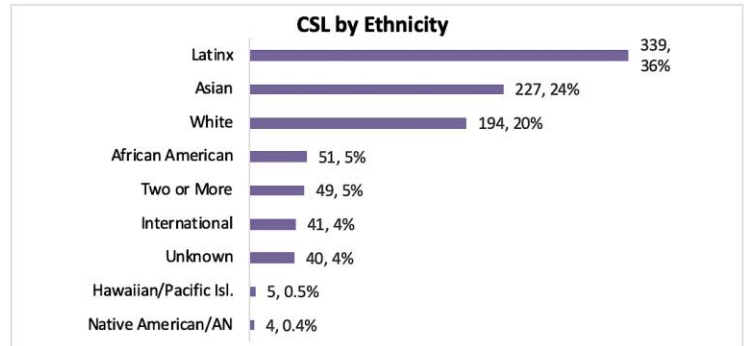
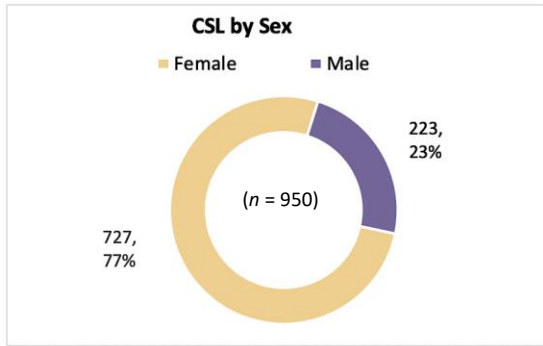
5-Years of Reported Data (2014-2019) Across Sample Variables (CHSS)



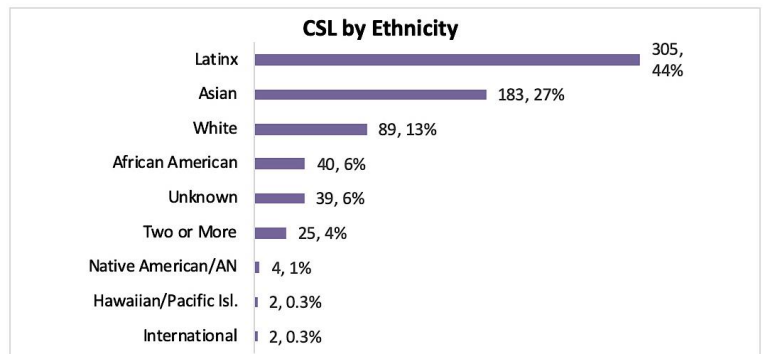
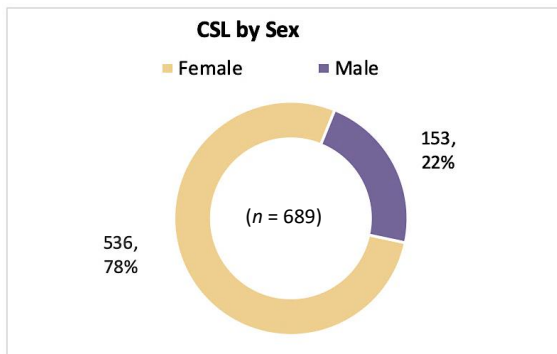
DATA ACROSS FALL TERMS FROM 2014-2019 (CHSS)



DATA ACROSS SPRING TERMS FROM 2015-2019 (CHSS)

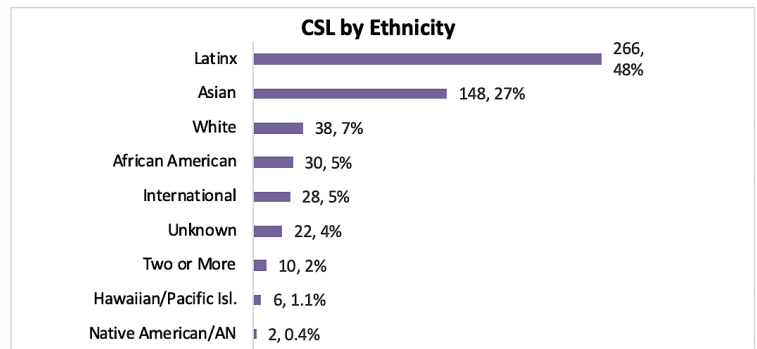
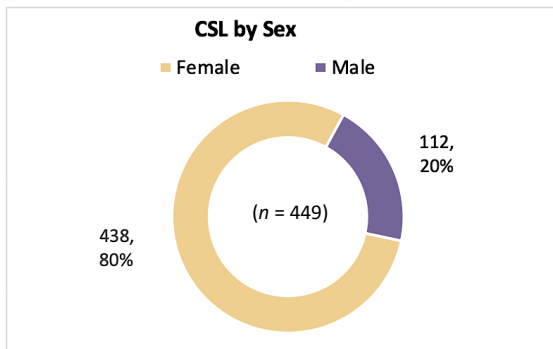


PELL ELIGIBLE STUDENT DATA ACROSS ALL TERMS FROM 2015-2019 (CHSS)



- Of all the Pell Eligible students involved in CSL courses from CHSS, 78% were female ($n = 536$), and 22% were male ($n = 153$).
- Pell Eligible students in this sample were mostly Latinx (44%, $n = 305$) and Asian American (27%, $n = 27$).

FIRST GENERATION STUDENT DATA ACROSS ALL TERMS FROM 2015-2019 (CHSS)



- The majority of First Generation students in this sample were female (80%, $n = 438$), and 20% were male ($n = 112$).
- Most of the First Generation students taking CSL courses from CHSS over the past five years were Latinx (48%, $n = 266$) or Asian American (27%, $n = 148$).

TABLE 1: CHSS DEPARTMENTS, SCHOOLS, AND PROGRAMS

The table below lists the departments, schools, and programs that appear on the CHSS website, as well as the number of CSL courses offered by each.

Department / School / Program	Department	School	Program	CSL Courses
Apparel Design and Merchandising			1	1
Child & Adolescent Development (CAD)	1			6
Counseling	1			14
Criminal Justice Studies			1	7
Environmental Studies (ENVS)			1	4
Family & Consumer Sciences			1	2
Family Interiors Nutrition & Apparel (FINA)	1			0
Gerontology			1	0
Health Education	1			5
Interior Design			1	0
Kinesiology	1			3
Nursing		1		1
Nutrition & Dietetics			1	0
Physical Therapy	1			0
Public Administration			1	4
Public Affairs & Civic Engagement (PACE)		1		0
Recreation, Parks & Tourism (RPT)	1			8
Sexuality Studies	1			1
Social Work		1		1
Sociology	1			6
Urban Studies and Planning (USP)			1	5
Totals	9	3	9	68

The “Departments” and “Programs” in **RED** text are *not* included in the analyses for this report, since the information for these programs was not available on the IR dashboard (Gerontology, Physical Therapy, and Sexuality Studies).

The “Programs” in **PURPLE** text are not listed *separately* in this report but *are* included in the analyses for the department or school they belong to (i.e., Apparel Design and Merchandising; Criminal Justice Studies; ENVS; Family & Consumer Sciences; Interior Design; Nutrition & Dietetics; Public Administration; USP).

The “Departments” and “Schools” that *are* listed in this report are shown in **BLACK** text (i.e., CAD; Counseling; FINA; Health Education; Kinesiology; Nursing; PACE; RPT; Social Work; and Sociology). For a catalogue of the dashboard branching, see Appendix B.

TABLE 2: CHSS CSL DATA LISTED BY DEPARTMENT, SCHOOL, AND PROGRAM

The table below lists the departments, schools, and programs in CHSS and the total CSL hours, average CSL hours per student and average cumulative GPA reported for each from 2014-2019.

Department / School / Program	Total Community Service Hours	Average Community Service Hours	Average Cumulative GPA
Apparel Design and Merchandising	46	23	2.34
Child & Adolescent Development	14,596	37	3.40
Counseling	32,223	284	3.80
Criminal Justice Studies	2,386	34	3.16
Environmental Studies	7,591	103	3.16
Family & Consumer Sciences	621	37	2.93
Family Interiors Nutrition & Apparel (FINA)	955	30	3.04
Gerontology	.	.	.
Health Education	1,502	43	3.20
Interior Design	53	27	2.74
Kinesiology	2,024	40	3.26
Nursing	4,187	42	3.31
Nutrition & Dietetics	64	21	3.78
Physical Therapy	234	59	3.44
Public Administration	300	21	3.75
Public Affairs & Civic Engagement (PACE)	19,646	81	3.20
Recreation, Parks & Tourism	31,308	88	3.10
Sexuality Studies	.	.	.
Social Work	69	35	3.62
Sociology	10,506	73	3.26
Urban Studies and Planning	9,092	114	3.18

Table 2 observations included on the following page.

Departments & Schools

- The Counseling department had the highest total CSL hours reported for students in their major in CHSS with 32,223 hours reported from 2014-2019.
- The Social Work department had the lowest total CSL hours, with only 69 hours reported during this five-year period. These 69 hours were reported by only two students ($n = 2$ females); one who reported 49 hours and one who reported 20 hours of CSL.
- The department with the second lowest level of participation in CSL was Family Interiors, Nutrition, & Apparel, with 955 reported hours.
- No CSL hours were listed for the Sexuality Studies department or the Physical Therapy department, since neither department was included in the IR dashboard.

Programs

- The Urban Studies and Planning program had the highest total CSL hours reported for students in their major in CHSS with 9,092 hours reported from 2014-2019.
- The Apparel Design and Merchandising program had the lowest total CSL hours with only 46 hours reported during this five-year period. These 46 hours were reported by only two students ($n = 2$ females), both who reported 23 total hours of CSL.
- No CSL hours were listed for the Gerontology program, since Gerontology was not included in the IR dashboard.
- The program with the highest number of average community service hours was Urban Studies and Planning, with 114 average hours reported per student per semester during the five years recorded.
- Environmental Studies had the second highest number of average community service hours with 103 average hours reported per student per semester (*Note*: this average was created by taking the average of all six academic plans within the Environmental Studies program).
- During this five year period, Nutrition & Dietetics students had the highest average cumulative GPA (3.78) and Apparel Design and Merchandising had the lowest average GPA (2.34).



(Photo courtesy of the CHSS website)

TABLE 3: CHSS CSL DATA LISTED BY AVERAGE COMMUNITY SERVICE HOURS

The table below lists the departments and schools included in this report, as well as the total CSL hours, average CSL hours per student per semester, and average cumulative GPA reported from 2014-2019. The departments and schools in this table are ordered by average community service hours from high to low.

Department / School	Total Community Service Hours	Average Community Service Hours	Average Cumulative GPA
Counseling	32,223	284.45	3.80
Recreation, Parks & Tourism	31,308	88.19	3.10
Public Affairs & Civic Engagement (PACE)	19,646	80.85	3.20
Sociology	10,506	72.96	3.26
Health Education	1,502	42.91	3.20
Nursing	4,187	42.29	3.31
Kinesiology	2,024	40.48	3.26
Child & Adolescent Development	14,596	36.58	3.40
Social Work	69	34.50	3.62
Family Interiors Nutrition & Apparel (FINA)	955	29.84	3.04

- The Counseling department had the highest number of average community service hours per student per semester with 284.45 average hours reported (*Note*: this average was created by taking the average of all three academic plans within the Counseling Department).
- The Recreation, Parks & Tourism department reported the second highest number of average CSL hours per student with 88.19 average reported hours.
- Public Affairs & Civic Engagement majors had the third highest number of average community service hours reported with 80.85 average hours recorded.
- The FINA department had the lowest average CSL hours, with 29.84 average hours reported per student.
- Most students who participated in CSL reported an average of over 20 hours per semester.



(Photo courtesy of the CHSS website)

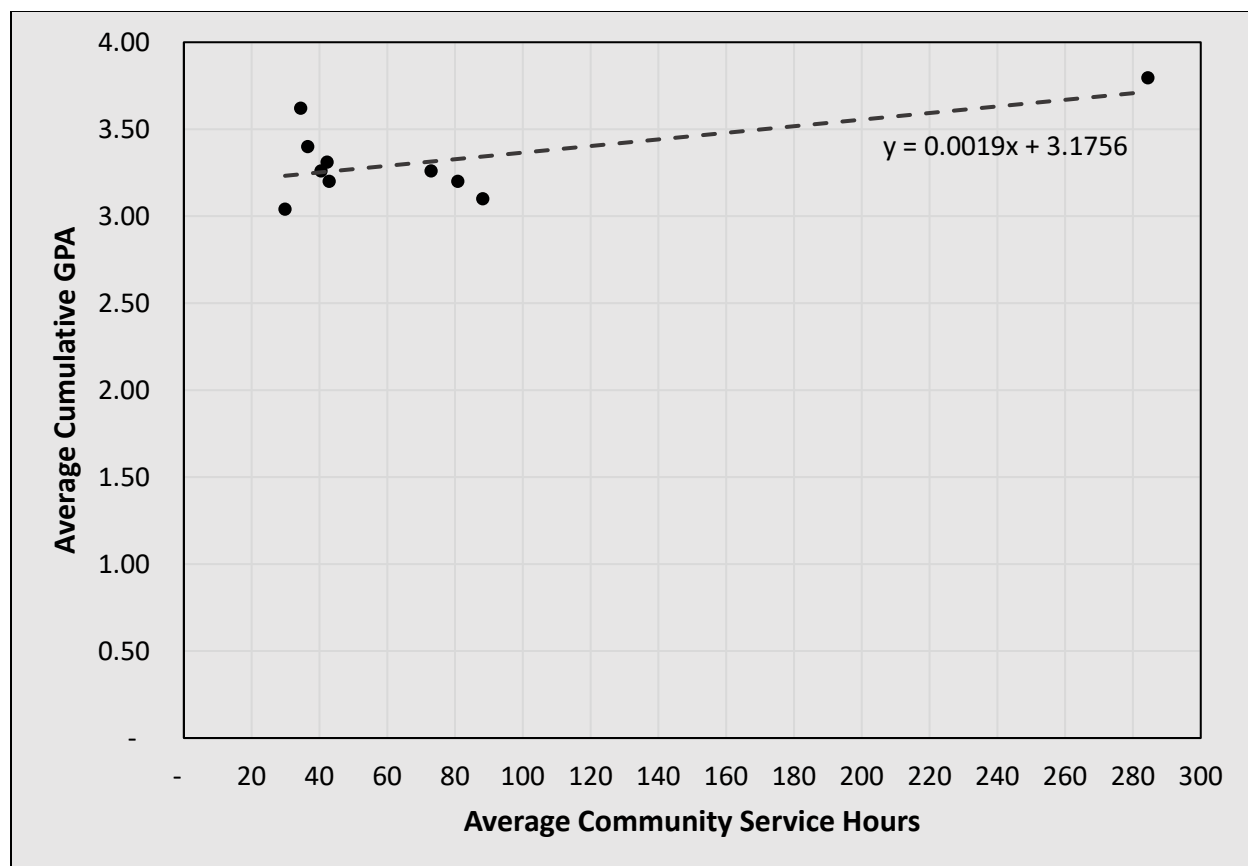
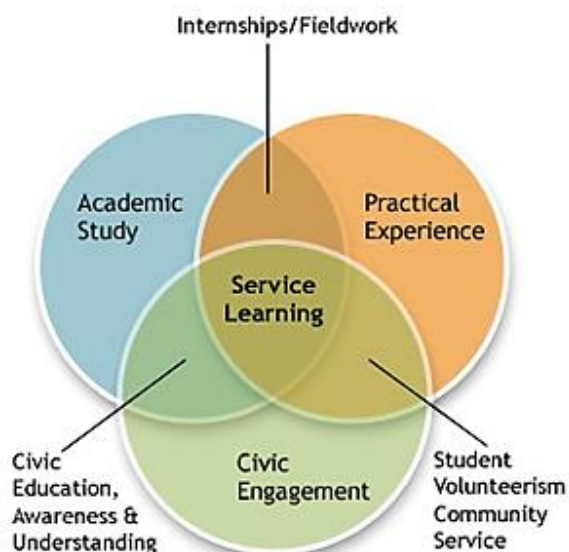


Figure 1: CHSS CSL Data Trend line: GPA & Average Community Service Hours

- A positive association was observed between average cumulative GPA and average community service hours per student per semester (as seen above in Figure 1).
- This finding suggests that there may be a positive relationship between CSL hours and GPA (this finding is also validated throughout the service learning literature).



(Image source: Fresno State)

TABLE 4: CHSS CSL DATA TREND LINE: STUDENTS TAKING CSL & TOTAL HOURS BY YEAR

Academic Year	Students Taking CSL Courses	Total Community Service Hours
2014-2015	155	14,048
2015-2016	208	7,816
2016-2017	466	43,878
2017-2018	370	32,922
2018-2019	293	18,298

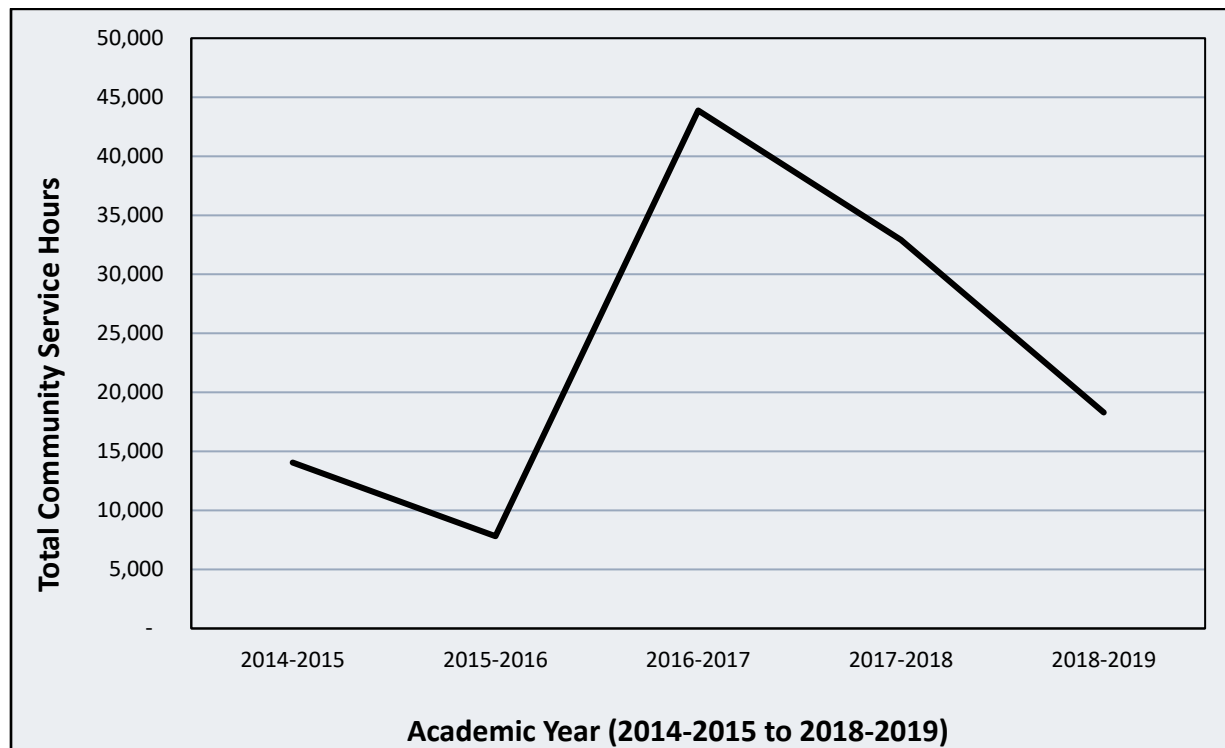
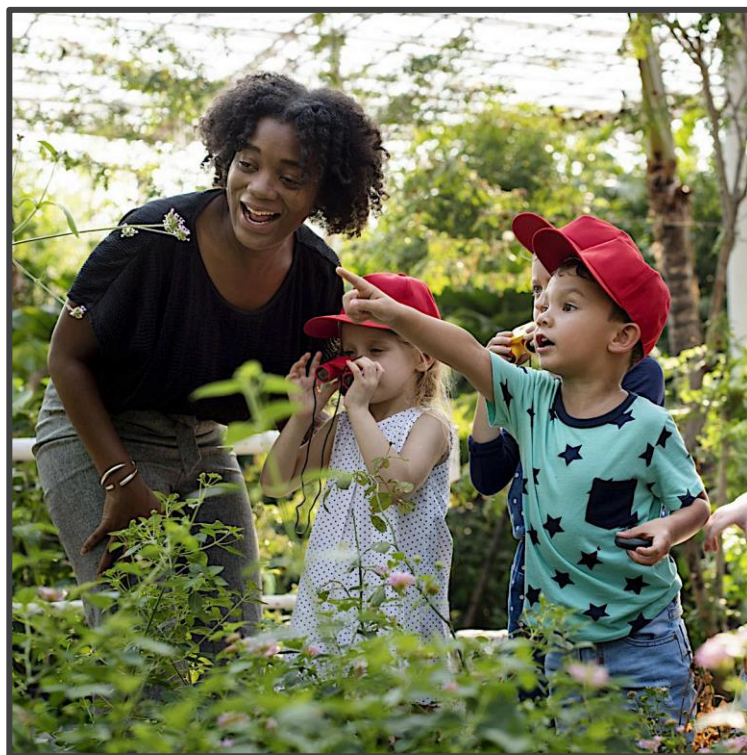


Figure 2: CHSS CSL Data Trend line: Total CSL Hours Reported by Year

- There have been great fluctuations in the number of CHSS students taking CSL courses as well as the number of reported CSL hours over the past five years.
- Between the 2014-2015 and 2015-2016 academic years, there was a drop in both the number of CHSS students enrolled in CSL courses and the total number of CSL Hours reported by CHSS students.
- Starting in the 2015-2016 academic year, however, there was a huge spike in the number of CSL hours reported, and the number of students taking CSL courses more than doubled.
- Since the 2016-2017 academic year, there has been a sharp decrease in the number of CSL hours reported, and a smaller decrease in the number of students participating.

Department and School Analyses: Fall and spring for all 5-Years (CHSS)

Where indicated, “no reported hours” means no students from that major had hours reported into the system; alternatively, this could denote that faculty teaching CSL courses may not have reported hours into the SF State-wide registrar or grade-related system.



(Photos courtesy of the CHSS website)

The sections that follow include data analyses for Departments and Schools in the College of Health & Social Sciences listed in alphabetical order.

CHILD & ADOLESCENT DEVELOPMENT (CAD) MAJORS

<p>14,596</p> <p>Total Community Service Hours (Across 6 terms)</p>	<p>36.58</p> <p>Average Community Service Hours per Student</p> <p>min hrs = 4 max hrs = 271 SD = 40.21</p>	<p>3.40</p> <p>Average Cumulative GPA</p> <p>min gpa = 2.10 max gpa = 4.00 SD = 0.44</p>
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- ✓ Total Community Service Hours reported = 14,596
- ✓ Average Community Service Hours per student = 35.6
- ✓ Average Cumulative GPA for CSL students = 3.4
 - AY2014-AY2019
 - Highest: (Spring 2018) – 4,899 hours reported
 - Lowest: (Fall 2014) – 350 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Juniors have the highest participation in CSL with 7,488 total CSL hours. Seniors have the next highest participation with 3,467 total CSL hours.
- ✓ 53.1% of CAD majors ($n = 212$) during this period were Pell Eligible
- ✓ 43.3% of CAD majors ($n = 173$) during this period were First Generation

COUNSELING MAJORS

<p>29,902</p> <p>Total Community Service Hours (Across 6 terms)</p>	<p>237.32</p> <p>Average Community Service Hours per Student</p> <p>min hrs = 164 max hrs = 413 SD = 53.04</p>	<p>3.84</p> <p>Average Cumulative GPA</p> <p>min gpa = 2.96 max gpa = 4.00 SD = 0.17</p>
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- ✓ Total Community Service Hours reported = 29,902
- ✓ Average Community Service Hours per student = 237.3
- ✓ Average Cumulative GPA for CSL students = 3.8
 - AY2014-AY2019
 - Highest: (Spring 2017) – 21,334 hours reported
 - Lowest: (Spring 2015, Fall 2015, Spring 2016, Fall 2016, Fall 2018) – 0 hours reported
- ✓ Student Level: Only graduate students are represented, accounting for all 29,902 hours.
- ✓ No Counseling majors during this period were Pell Eligible
- ✓ 31% of counseling majors during this period ($n = 39$) were First Generation

Note: On the IR dashboard used to gather this information, Counseling was split into two Departments, one with 1 Academic Plan listed, and one with 2 Academic Plans listed. The information shown above is therefore from the second listing, which represented more students ($n = 126$) than the first listing ($n = 7$).

FAMILY, INTERIORS, NUTRITION, & APPAREL (FINA) MAJORS

955

Total Community
Service Hours
(Across 6 terms)

29.84

Average Community
Service Hours per Student

min hrs = 18
max hrs = 151 SD = 28.35

3.04

Average Cumulative
GPA

min gpa = 1.69
max gpa = 4.00 SD = 0.55

- ✓ Total Community Service Hours reported = 955
- ✓ Average Community Service Hours per student = 29.8
- ✓ Average Cumulative GPA for CSL students = 3.04
 - AY2014-AY2019
 - Highest: (Spring 2018) – 270 hours reported
 - Lowest: (Spring 2016) – 0 hours reported
- ✓ Student Level: Freshmen, juniors, and seniors are represented. Juniors have the highest participation in CSL with 311 total CSL hours. Freshmen have the next highest participation with 302 total CSL hours.
- ✓ 53.1% of participants ($n = 17$) in FINA during this period were Pell Eligible
- ✓ 50.0% of students ($n = 16$) in FINA were First Generation

HEALTH EDUCATION MAJORS

1,502

Total Community
Service Hours
(Across 6 terms)

42.91

Average Community
Service Hours per Student

min hrs = 15
max hrs = 173 SD = 40.61

3.20

Average Cumulative
GPA

min gpa = 1.51
max gpa = 3.90 SD = 0.53

- ✓ Total Community Service Hours reported = 1,502
- ✓ Average Community Service Hours per student = 42.9
- ✓ Average Cumulative GPA for CSL students = 3.20
 - AY2014-AY2019
 - Highest: (Spring 2015) – 493 hours reported
 - Lowest: (Fall 2015) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 806 total CSL hours. Freshmen have the next highest participation with 296 total CSL hours.
- ✓ 57.1% of participants ($n = 20$) from Health Education during this period were Pell Eligible
- ✓ 37.1% of participants ($n = 13$) from Health Education during this period were First Generation

KINESIOLOGY MAJORS

2,024

Total Community
Service Hours
(Across 6 terms)

40.48

Average Community
Service Hours per Student

min hrs = 18
max hrs = 245 SD = 41.56

3.26

Average Cumulative
GPA

min gpa = 2.22
max gpa = 3.95 SD = 0.35

- ✓ Total Community Service Hours reported = 2,024
- ✓ Average Community Service Hours per student = 40.5
- ✓ Average Cumulative GPA for CSL students = 3.26
 - AY2014-AY2019
 - Highest: (Spring 2019) – 554 hours reported
 - Lowest: (Spring 2016) – 20 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 647 total CSL hours. Juniors have the next highest participation with 602 total CSL hours.
- ✓ 42.0% of participants ($n = 21$) from Kinesiology during this period were Pell Eligible
- ✓ 46.0% of students ($n = 23$) from the Kinesiology department were First Generation

NURSING MAJORS

4,187

Total Community
Service Hours
(Across 6 terms)

42.29

Average Community
Service Hours per Student

min hrs = 9
max hrs = 252 SD = 53.64

3.31

Average Cumulative
GPA

min gpa = 2.11
max gpa = 4.00 SD = 0.52

- ✓ Total Community Service Hours reported = 4,187
- ✓ Average Community Service Hours per student = 42.3
- ✓ Average Cumulative GPA for CSL students = 3.31
 - AY2014-AY2019
 - Highest: (Spring 2015) – 1,267 hours reported
 - Lowest: (Fall 2014) – 60 hours reported
- ✓ Student Level: Freshmen, juniors, and seniors are represented. Freshmen have the highest participation in CSL with 1,879 total CSL hours. Sophomores have the next highest participation with 1,313 total CSL hours.
- ✓ 48.5% of Nursing majors ($n = 48$) during this period were Pell Eligible
- ✓ 33.3% of Nursing majors ($n = 33$) were First Generation

PUBLIC AFFAIRS & CIVIC ENGAGEMENT (PACE) MAJORS

19,646

Total Community
Service Hours
(Across 6 terms)

80.85

Average Community
Service Hours per Student

min hrs = 10
max hrs = 247 SD = 60.88

3.20

Average Cumulative
GPA

min gpa = 1.00
max gpa = 4.00 SD = 0.51

- ✓ Total Community Service Hours reported = 19,646
- ✓ Average Community Service Hours per student = 80.9
- ✓ Average Cumulative GPA for CSL students = 3.20
 - AY2014-AY2019
 - Highest: (Spring 2017) – 4,155 hours reported
 - Lowest: (Spring 2016) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, seniors, and graduate students are represented. Seniors have the highest participation in CSL with 15,655 total CSL hours. Juniors have the next highest participation with 2,526 total CSL hours.
- ✓ 51.4% of PACE majors ($n = 125$) during this period were Pell Eligible
- ✓ 35.0% of PACE majors ($n = 85$) were First Generation

RECREATION, PARKS, & TOURISM MAJORS

31,308

Total Community
Service Hours
(Across 6 terms)

88.19

Average Community
Service Hours per Student

min hrs = 5
max hrs = 440 SD = 114.48

3.10

Average Cumulative
GPA

min gpa = 1.86
max gpa = 4.00 SD = 0.48

- ✓ Total Community Service Hours reported = 31,308
- ✓ Average Community Service Hours per student = 88.2
- ✓ Average Cumulative GPA for CSL students = 3.10
 - AY2014-AY2019
 - Highest: (Spring 2018) – 12,416 hours reported
 - Lowest: (Spring 2015) – 0 hours reported
- ✓ Student Level: Sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 24,249 total CSL hours. Juniors have the next highest participation with 6,588 total CSL hours.
- ✓ 44.8% of Recreation, Parks, & Tourism majors ($n = 159$) during this period were Pell Eligible
- ✓ 27.9% of Recreation, Parks, & Tourism majors ($n = 99$) were First Generation

SOCIAL WORK MAJORS

69

Total Community
Service Hours
(Across 6 terms)

34.50

Average Community
Service Hours per Student

min hrs = 20
max hrs = 49 SD = 20.51

3.62

Average Cumulative
GPA

min gpa = 3.46
max gpa = 3.77 SD = 0.22

- ✓ Total Community Service Hours reported = 69
- ✓ Average Community Service Hours per student = 34.5
- ✓ Average Cumulative GPA for CSL students = 3.62
 - AY2014-AY2019
 - Highest: (Spring 2016) – 49 hours reported
 - Lowest: (Spring 2015, Fall 2015, Fall 2016, Spring 2017, Spring 2018, Fall 2018, Spring 2019) – 0 hours reported
- ✓ Student Level: Only two students from Social Work reported CSL hours during this period. One student was a junior and reported a total of 20 hours (Fall 2017), and the other was a senior and reported a total of 49 hours (Spring 2016).
- ✓ One of these students from the Social Work department was Pell Eligible
- ✓ Neither of these two students from the Social Work department were First Generation

SOCIOLOGY MAJORS

10,506

Total Community
Service Hours
(Across 6 terms)

72.96

Average Community
Service Hours per Student

min hrs = 1
max hrs = 279 SD = 45.60

3.26

Average Cumulative
GPA

min gpa = 1.80
max gpa = 3.97 SD = 0.44

- ✓ Total Community Service Hours reported = 10,506
- ✓ Average Community Service Hours per student = 73
- ✓ Average Cumulative GPA for CSL students = 3.26
 - AY2014-AY2019
 - Highest: (Spring 2018) – 1,893 hours reported
 - Lowest: (Fall 2017) – 20 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 9,001 total CSL hours. Juniors have the next highest participation with 721 total CSL hours.
- ✓ 16% of Sociology majors ($n = 23$) during this period were Pell Eligible
- ✓ 47.2% of Sociology majors ($n = 68$) were First Generation

CONCLUSIONS AND DISCUSSION

Reported CSL for CHSS: Summary and Observations

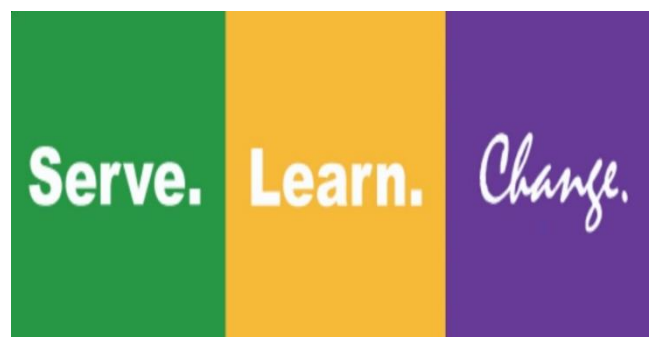
- Seniors had the highest level of participation in CSL with 54,207 hours (46.3% of the total CSL hours reported in CHSS during this five-year timeframe).
- The 2016-2017 academic year had the highest total CSL hours across the CHSS (43,878 hours) with 4,139 hours in fall 2016 and 39,739 hours in spring 2017. This academic year makes up 37.5% of the total CSL hours across all five years.
- 76.7% of all participating students ($n = 1,144$) completed 21-51+ hours of CSL.
- The majority (73.6%) of students in this sample ($n = 1,098$) had a 3.00 GPA and above.
- Currently, the department in CHSS with the most CSL designated courses is Counseling, with 14 designated CSL courses (See Appendix A).
- The largest racial/ethnic group in CHSS taking CSL courses are Latinx students, who comprise 35% of the total CSL participants during this five-year time period. Asian American students make up the next highest population at 25%. The third most represented group are White students at 21%. The racial/ethnic groups with the lowest participation are Hawaiian/Pacific Islander Americans and Native Americans with 0.5% and 0.3%, respectively.
- Of all the students who participated in CSL during the last five years, 77% ($n = 1,145$) were female, and 23% ($n = 347$) were male.
- 46.2% of the students who participated in CSL during this period were Pell Eligible ($n = 689$). Of these 689 students, 44% were Latinx ($n = 305$), 27% were Asian American ($n = 183$), 13% were White ($n = 89$), 6% were African American ($n = 40$), 6% were categorized as “Unknown” ($n = 39$), 4% reported having two or more ethnicities ($n = 25$), 1% were Native American or Alaska Native ($n = 4$), 0.3% were Hawaiian/Pacific Islander American ($n = 2$), and 0.3% were International students ($n = 2$).
- 37.0% of the students who participated in CSL during this five-year period were First Generation students ($n = 550$). Of these 550 students, 48% were Latinx ($n = 266$), 27% were Asian American ($n = 148$), 7% were White ($n = 38$), 5% were African American ($n = 30$), 5% were International ($n = 28$), 4% were categorized as “Unknown” ($n = 22$), 2% reported having two or more ethnicities ($n = 10$), 1.1% were Hawaiian/Pacific Islander American ($n = 6$), and 0.4% were Native American ($n = 2$).
- Over half (54.5%) of students ($n = 813$) taking CSL courses during these five years reported having prior college experience. 32% of these students were White ($n = 263$), 27% were Latinx ($n = 216$), 23% were Asian American ($n = 190$), 7% reported having two or more ethnicities ($n = 57$), 5% were categorized as “Unknown” ($n = 41$), 4% were African American ($n = 33$), 1% were International ($n = 10$), 0.2% were Native American or Alaska Native ($n = 2$), and 0.1% were Hawaiian/Pacific Islander American ($n = 1$).
- Regarding geography/residence reported, 61.4% of students in this sample were from the Bay Area, 18.2% were from Southern California, 8.9% were from Northern California, 4.6% were from Central California, 4.0% were from San Diego, 2.0% were International, and 0.9% were from other areas of the U.S. outside of California.

Recommendations for CHSS consideration

- Create a brief survey for all CHSS faculty regarding understanding the barriers and constraints to creating/designating CSL courses. Consult with department chairs and/or ICCE about potential solutions.
- Determine how CHSS can dispel any myths that may exist regarding what it takes to teach/manage CSL courses.
- Brainstorm strategies for educating and informing more faculty across departments about the value and benefits of CSL to students.
- Establish a platform across the College that can be shared and implemented encouraging faculty to revise and designate their course(s) as CSL using the SF State “Curriculum Inventory Management (CIM) System:” http://icce.sfsu.edu/csl_course_designation. This platform link could be provided directly on the CHSS webpage “For Faculty & Staff.”
- Request for ICCE staff to complete this type of report annually to help track and monitor increases, changes, and progress across CHSS (i.e., data obtained from SF State I.R.)
- Review the ICCE service-learning Student Learning Outcomes, curriculum field-based goals and objectives, etc. of current internship seminars and courses for possible inclusion as a designated CSL course moving forward.
- Encourage faculty to increase the number, type and quality of CSL courses taught each semester, especially those in departments and programs that have had lower CSL participation in the past five years (i.e., FINA and Social Work). Students may be taking CSL related classes in departments other than that of their major, however, having CSL designated courses within their major would also be beneficial for their personal and professional development.
- Aim for an upward trend in the level of CSL participation each year, so the number of CHSS students taking CSL courses and the number of hours reported each year increases.
- Ensure students are meeting the required minimum of CSL hours for their course. Generally, the standard minimum is 20 or more hours and is ultimately decided on by the instructor of record.
- Encourage CSL faculty to track/report on how their students are impacted by their experience and benefits to community partners.
- Consider how faculty can conduct engaged research with students completing CSL courses, since this benefits CHSS, the faculty RTP process, and the university as a whole.
- The new CHSS Teaching Academy co-sponsored a faculty workshop with ICCE in spring 2020. Continue to collaborate between these two entities if time permits, as feasible.

Service Learning in Context

- Educational research suggests that high impact practices, such as service-learning, increase rates of student retention and student engagement (see aacu.org publications and research section).
- While high-impact practices, such as service learning and undergraduate research, are good for all students, they may be especially impactful for students coming from underserved backgrounds (Finley & McNair, 2013).
- One factor associated with academic and civic student outcomes is the number of service learning hours completed (Harkins, Kozak, & Ray, 2018).
- Participation in service learning also has a positive effect on students' ratings of Intercultural effectiveness, openness to diversity, and socially responsible leadership (Kilgo, Sheets, & Pascarella, 2015).
- Additionally, an examination of student outcomes suggests that students who participate in either a service-learning experience or research with a faculty member have higher levels of engagement in deep learning compared to their peers not involved in these practices (Finley & McNair, 2013).
- Students who participated in service learning for one semester reported improvements in a variety of social and academic domains including diversity and political awareness, personal and social development through social-emotional processes, community self-efficacy, civic engagement, and academic learning (Simons & Cleary, 2006).
- Participation in a long-term service-learning program has also been associated with multicultural competence, civic engagement, awareness of inequality, and an understanding of and commitment to social justice (Einfeld & Collins, 2008).
- Similarly, students who completed a long-term service-learning program developed additional multicultural skills including patience, empathy, respect, reciprocity, and trust (Einfeld & Collins, 2008).
- Participation in service-learning has been identified as important for career development since it helps students develop skills, interests, and values necessary for finding success in their future careers (Mitchell & Rost-Banik, 2019).
- Students who participated in service-learning experiences for a sustained period of time (two or more terms) believe their engagement with service-learning encouraged them to explore career opportunities connected to social responsibility and public service (Mitchell & Rost-Banik, 2019).



Conclusions

Given the research supporting service-learning as a high impact practice for student success and an effective method of increasing social and cultural competence, CHSS would benefit from increasing the number of CSL courses offered across the college. Additionally, in light of the fact that a positive relationship was demonstrated between the average community service hours students reported per semester and their average GPA, higher levels of CSL participation should be encouraged college-wide.

There are a variety of courses across CHSS that already provide service-based experiences that benefit a broad spectrum of community-based organizations and agencies yet do not yet have official CSL designation through ICCE. CHSS can work closely with ICCE to continue achieving the following: Strengthen understanding of the benefits of CSL designated classes, demystify barriers about processes and class management, and illuminate existing service learning pedagogy across CHSS thereby reinforcing the mission and vision of the College.



(Photo courtesy of the CHSS website)

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(Photo courtesy of the CHSS website)

APPENDIX A

COLLEGE OF HEALTH & SOCIAL SCIENCES CSL DESIGNATED COURSE LIST

The following list represents all CSL designated course offerings ($n = 68$, in alphabetical order) in the various Schools, Departments, and Programs across CHSS (as of ICCE's Master List in Spring 2019). Although these courses are offered through CHSS, they are open for enrollment to students in any major across campus. This course information, therefore, does not necessarily match with the hours listed for student majors earlier in this report. As previously mentioned, CSL courses are designated at the section level. Courses remain designated as CSL once approved and are taught with a service-learning component based on the discretion of the instructor of record.

Child and Adolescent Development (6)

- CAD 230 Principles and Practices in Early Childhood Programs
- CAD 330 Curriculum and Development in Early Childhood
- CAD 400 Community Youth Development
- CAD 430 Experiential and Activity Based Learning Seminar
- CAD 431 Experiential and Activity Based Learning Practice
- CAD 650 Child Advocacy

Consumer and Family Studies/Dietetics (3)

- ADM 569 Visual Merchandising and Promotion
- FCS 769 Visual Merchandising and Promotion
- FCS 863/MGMT 863 Seminar in Social Entrepreneurship

Counseling (14)

- COUN 280/H ED 280 Empowering Poor Families
- COUN 325 Selected Problems in Counseling
- COUN 605 Peer Counseling Skills Seminar
- COUN 606 Introduction to Peer Counseling Skills
- COUN 607 Advanced Peer Counseling Seminar
- COUN 608 Advanced Peer Education Internship
- COUN 699 Independent Study
- COUN 705 Practicum and Internship
- COUN 706 Counseling Process
- COUN 735 Advanced Practicum and Internship
- COUN 736 Advanced Counseling Process
- COUN 850 Second Specialization Internship
- COUN 891 Case Studies & Internship Seminar
- COUN 892 Culminating Experience for Counselors

Criminal Justice (7)

- C J 435/LTNS 430/CJ 435 Race, Crime, and Justice
- C J 470/SOC 452 Juvenile Justice
- C J 485/LTNS 485 Latina/o Youth, Crime, and Justice
- C J 501 Criminal Law
- C J 550 School Violence
- C J 680 Field Course in Criminal Justice
- C J 699 Independent Study

Environmental Studies (4)

- ENVS 224 Research Methods for Environmental Studies
- ENVS 460 Energy Justice and Sustainability
- ENVS 640/RPT 640 Recreation Use of National Parks and Protective Areas
- ENVS 680 Environmental Studies Internship

Health Education (5)

- H ED 280/COUN 280 Empowering Poor Families to Graduate Out of Poverty
- H ED 455 Community Organizing & Community Building for Health
- H ED 671 Practice of Peer Health Education
- H ED 821 Public Health Profession Practice
- H ED 822 Advanced Public Health Profession Practice

Human Sexuality Studies (1)

- SXS 794 Community Service Learning in Sexuality Studies

Kinesiology (3)

- KIN 620 Advanced Practicum in Kinesiology
- KIN 696 Kinesiology Community-Based Internship
- KIN 699 Independent Study

Nursing (1)

- NURS 721 Program Planning and Financial Management in Nursing

Public Administration (4)

- PA 727 Program and Service Delivery
- PA 745 Perspectives on Nonprofit Management
- PA 746 Organizational Learning and Nonprofit Management
- PA 803 Public Affairs Internship

Recreation, Parks, and Tourism (8)

- RPT 165 Nature Sampler Field Study and Service
- RPT 350 Facilitating Wellness Through Leisure
- RPT 410 Therapeutic and Inclusive Recreation
- RPT 470 Care Break: Alternative Spring Break Service
- RPT 570 Developing and Managing Resources in Nonprofit Agencies
- RPT 640/ENVS 640 Recreation Use of National Parks and Protective Areas
- RPT 690 Internship in RPT
- RPT 699 Independent Study

Social Work (1)

- SW 450 Introduction to Research in Social Work

Sociology (6)

- SOC 410/RRS 410 Grassroots Organizing for Change in Communities of Color
- SOC 424/PLSI/IR 424 Social Movements
- SOC 452/CJ 470 Juvenile Justice
- SOC 501 Internship: Applied Sociology
- SOC 502 Internship Seminar: Applied Sociology
- SOC 580/LTNS 580/RRS 580 Educational Equity

Urban Studies (5)

- USP 485/PLSI 475 San Francisco Political Issues
- USP 560/PLSI 560 Urban Poverty and Policy
- USP 603/ PLSI 603 Public Service Internships
- USP 604/ PLSI 604 Internship Seminar
- USP 680 Senior Seminar



APPENDIX B

CHSS DASHBOARD BRANCHING

#	Department	Academic Plan
1	Child/Adolescent Development	CAD-Early Childhood
1	Child/Adolescent Development	CAD-Policy/Advocacy/Sys
1	Child/Adolescent Development	CAD-School Age Child/Fam
1	Child/Adolescent Development	CAD-Young Child/Family
1	Child/Adolescent Development	CAD-Youth Work/Out Schl
1	Child/Adolescent Development	Pre-CAD
2	Counseling 1	Clinical Rehab Mental...
3	Counseling 2	Counseling
3	Counseling 2	Counseling - ...
4	Family Interior...	Apparel...
4	Family Interior...	Dietetics
4	Family Interior...	Family/Consumer Sci
4	Family Interior...	Interior Design
4	Family Interior...	Pre-Apparel Design/Me
4	Family Interior...	Pre-Interior Design
4	Health Education	Health Education
4	Health Education	Pre-Health Education
5	Kinesiology	Kinesiology-Exer/Mgmt.
5	Kinesiology	Kinesiology-Physical Educ
5	Kinesiology	Pre-Kinesiology
6	Nursing	Nursing-Non-RN
6	Nursing	Pre-Nursing
7	Public Aff/Civic...	Criminal Justice Studies
7	Public Aff/Civic...	Environ Stds
7	Public Aff/Civic...	Eviron Stds-Envr...
7	Public Aff/Civic...	Environ Stds-Erth Sys Sci
7	Public Aff/Civic...	Environ Stds-...
7	Public Aff/Civic...	Environ Stds-Ntl Res...
7	Public Aff/Civic...	Environ Stds-The Urbn...
7	Public Aff/Civic...	Pre-Criminal Justice
7	Public Aff/Civic...	Public Administration
7	Public Aff/Civic...	Urban Studies/Planning
8	Recreation/Parks/Tou...	Recreation/Parks/Tourism
9	Social Work	Social Work
10	Sociology	Pre-Sociology
10	Sociology	Sociology



(Photo courtesy of the CHSS website)



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