

# College of Liberal and Creative Arts Database

## CSL Details for Academic Years Fall 2014-Spring 2019

### (Unduplicated\*)

**Revised/submitted: 12/19/19**

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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 one/single student in multiple CSL courses are not duplicated so only appear once in the count.

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**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 SFSU recognizes the exemplary programs and curriculum across the College of Liberal and Creative Arts (LCA). 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, it's important to note some of that 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, LCA currently has the second highest number of CSL designated classes ( $n=68$ ) out of the 220 offered campus-wide (see Appendix A). Although this ranking indicates that LCA is already actively involved with CSL, their involvement can still be improved on and expanded with time, strategy, and effort across LCA departments.

As of spring 2019, the LCA CSL 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 schools ( $n=6$ ) and departments ( $n=15$ ) in LCA, 20 offered at least one CSL designated course during the five year period examined (i.e., Music did not). 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). 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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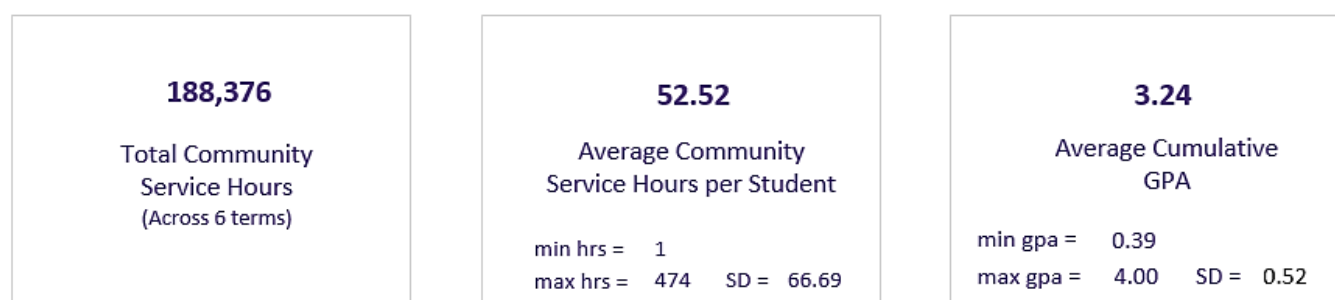
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The data in this report is extracted from pivot tables (i.e., “dashboard”) provided directly by the Office of Institutional Research. Details are from AY 2014-2019 for **CSL designated classes** for both fall and spring semesters as the most recent data provided to ICCE (*Note: Where “average GPA” is reported, this is the average cumulative GPA as calculated by AIR*). 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 LCA student majors.

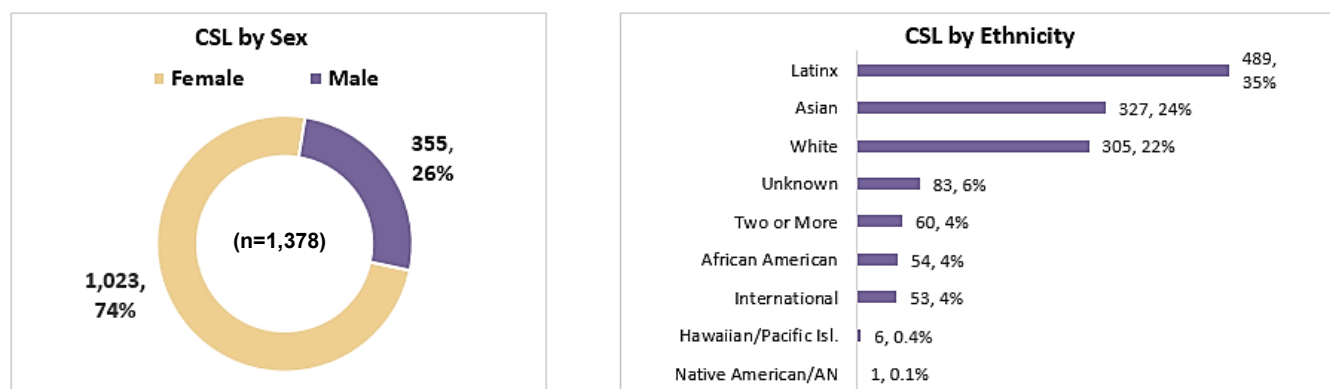
### **SAMPLE DATA ACROSS ALL 6 SF STATE COLLEGES**

The data that follows consists of sample details and trends across all six SF State colleges. There are currently 220 CSL designated courses taught across campus.

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

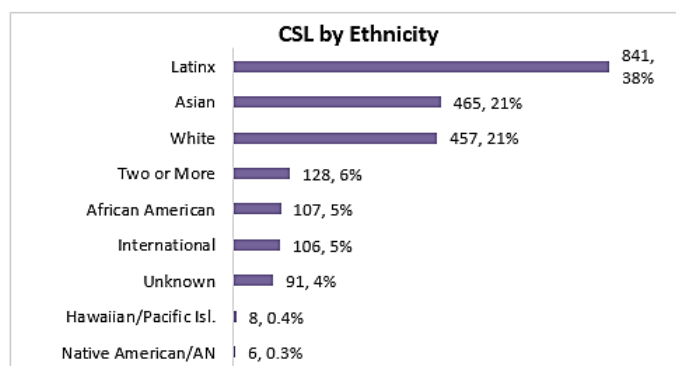
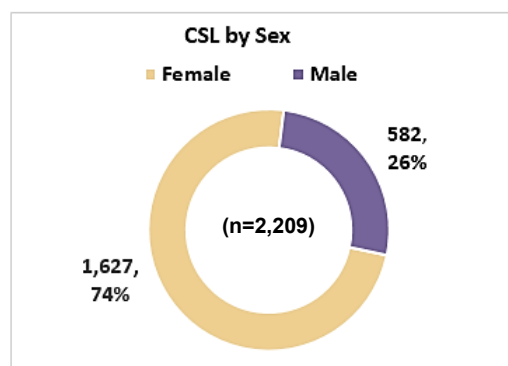


#### **DATA ACROSS FALL TERMS FROM 2014-2019 (*All 6 colleges*)**

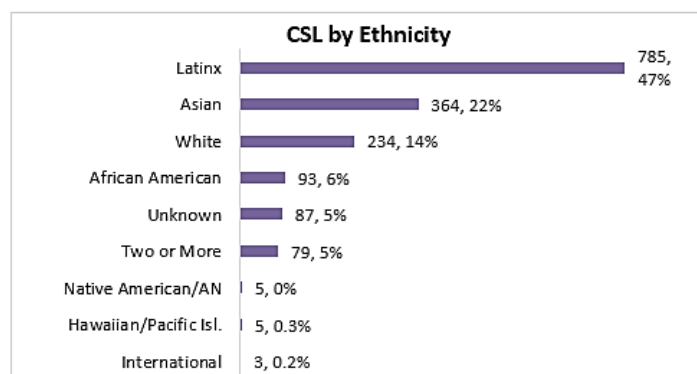
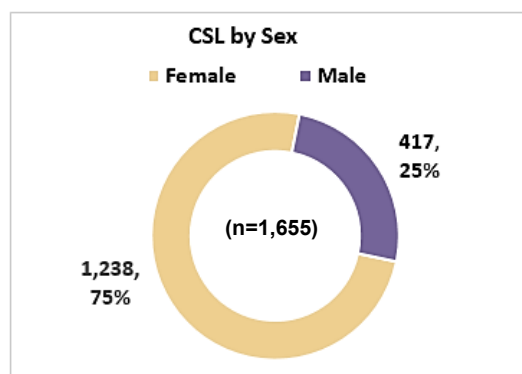


***Note:** The CSU system only records sex of the student at the time of admission. A “nonbinary” option did not become available until spring 2019, therefore this database, and related analysis, only includes male and female options.*

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

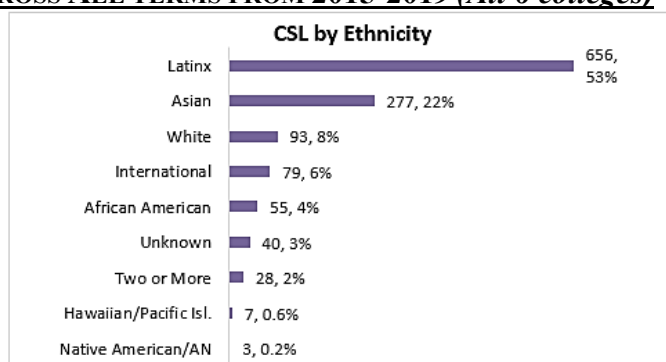
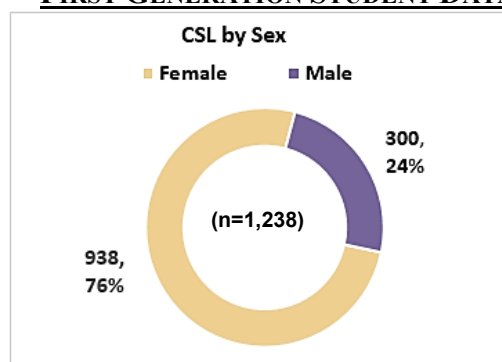


### PELL ELIGIBLE STUDENT DATA ACROSS ALL TERMS FROM 2015-2019 (All 6 colleges)



- 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 (22%,  $n = 364$ ), or White (14%,  $n = 234$ ).

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



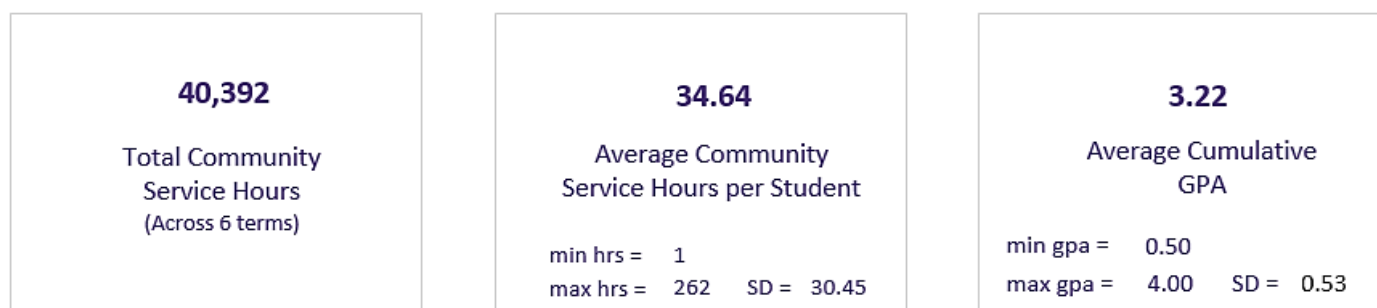
- First Generation students in this sample were mostly female (76%,  $n = 938$ ). 24% of First Generation students taking CSL courses were male ( $n = 300$ ).
- Over half of the First Generation students taking CSL courses over the past five years were Latinx (53%,  $n = 656$ ). The second largest ethnic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

## ***COLLEGE OF LIBERAL AND CREATIVE ARTS***

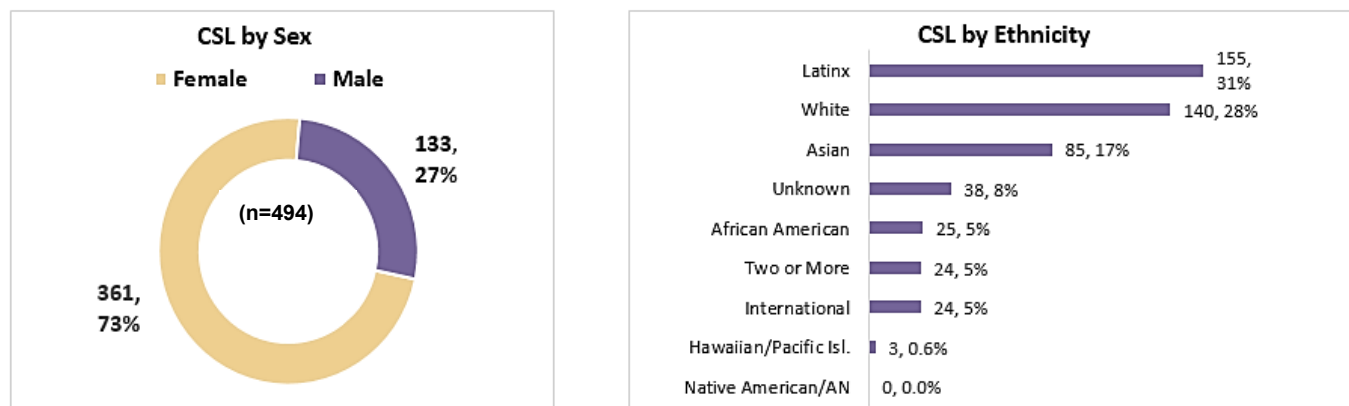
As mentioned, LCA has 21 schools and departments. Data regarding student major involvement in CSL courses is listed for all 21 schools and departments in LCA in the following order: Art, Cinema, Design, Humanities & Liberal Studies, Music, Theatre & Dance, Anthropology, Broadcast & Electronic Communication Arts, Classics, Communication Studies, Comparative & World Literature, Creative Writing, English Language & Literature, Modern Languages & Literatures, History, International Relations, Jewish Studies, Journalism, Philosophy, Political Science, and Women & Gender Studies.

As previously mentioned (see p. 3), information on the “dashboard” is data on the student level. The service-learning hours reported here, therefore, are based on student LCA majors. In other words, the service-learning hours reported in a specific major were completed by students who are an enrolled as part of that major. For a Music major who completed a CSL designated course in Ethnic Studies, for instance, and reported 20 hours of service-learning, those hours will be registered and reported under Music and not Ethnic Studies. This is the reason why data is reported for students who are Music majors even though the Music Department currently has no CSL Designated classes. Another example is that while Jewish Studies department offered 3 CSL classes, as noted on page 21, no CSL hours were reported during this time period by Jewish Studies majors.

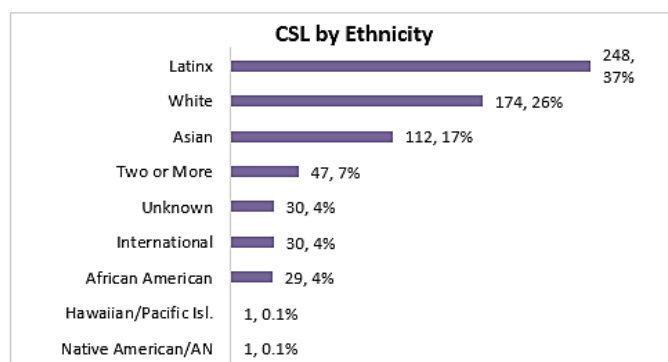
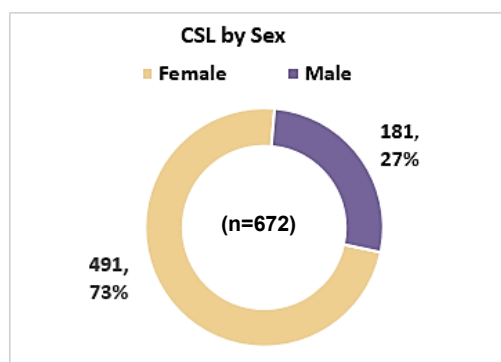
### **5-Years of Reported Data (2014-2019) Across Sample Variables**



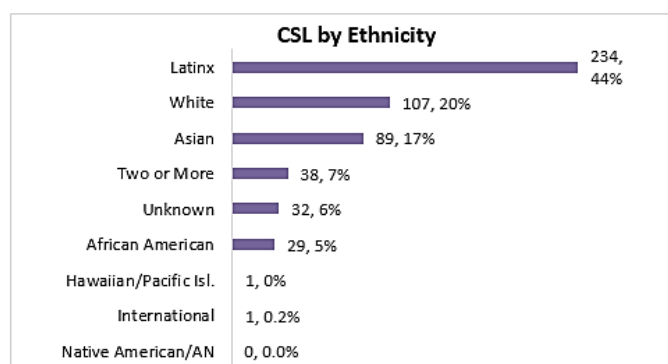
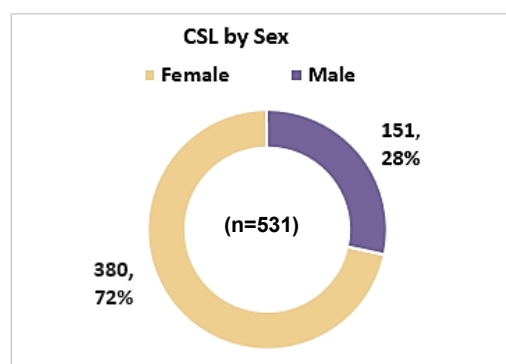
### **DATA ACROSS FALL TERMS FROM 2014-2019 (LCA)**



### DATA ACROSS SPRING TERMS FROM 2015-2019 (LCA)

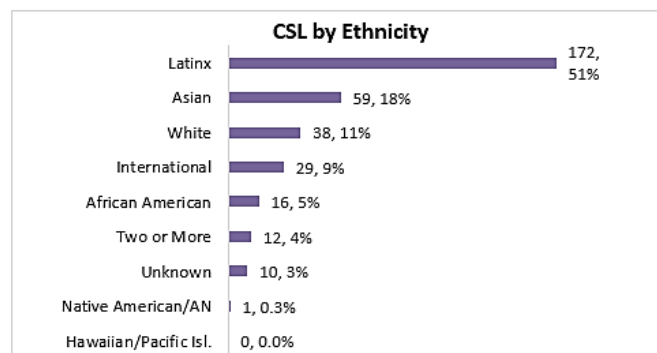
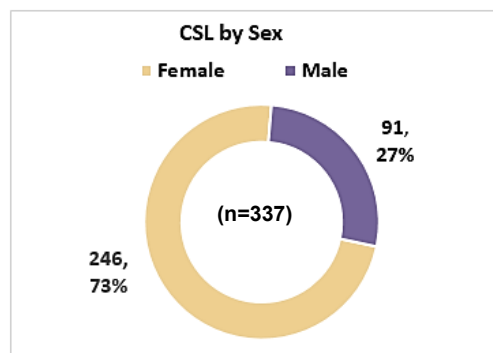


### PELL ELIGIBLE STUDENT DATA ACROSS ALL TERMS FROM 2015-2019 (LCA)



- Of all the students involved in CSL courses in LCA who were Pell Eligible, 72% were female ( $n = 380$ ), and 28% were male ( $n = 151$ ).
- Pell Eligible students in this sample were mostly Latinx (44%,  $n=234$ ), White (20%,  $n = 107$ ), or Asian (17%,  $n = 89$ ).

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



- First Generation students in this sample were mostly female (73%,  $n = 246$ ), and only 27% were male ( $n = 91$ ).
- Over half of the First Generation students taking LCA CSL courses over the past five years were Latinx (51%,  $n = 172$ ). The second largest ethnic identities represented were Asian (18%,  $n = 59$ ), and White (11%,  $n = 38$ ).

**Table 1: LCA CSL Data Listed by School or Department**

SCHOOL OR DEPARTMENT	Total Community Service Hours	Average Community Service Hours per Student	Average Cumulative GPA
Art	1,156	39.86	3.30
Cinema	942	27.71	3.06
Design	2,277	47.44	3.41
Humanities & Liberal Studies	314	34.89	3.15
Music	215	23.89	3.12
Theatre & Dance	555	30.83	3.41
Anthropology	676	48.29	3.00
Broadcast & Electronic Communication Arts	1,308	33.54	3.02
Classics	24	24.00	2.65
Communication Studies	1,766	33.96	3.19
Comparative & World Literature	4	4.00	3.57
Creative Writing	724	28.96	3.37
English Language and Literature	9,362	23.82	3.24
Modern Languages & Literatures	1,275	41.13	3.19
History	746	27.63	3.07
International Relations	283	35.38	3.14
Jewish Studies	0	0	---
Journalism	801	34.83	3.37
Philosophy	205	29.29	3.37
Political Science	1,734	27.97	3.11
Women and Gender Studies	8,851	77.64	3.20

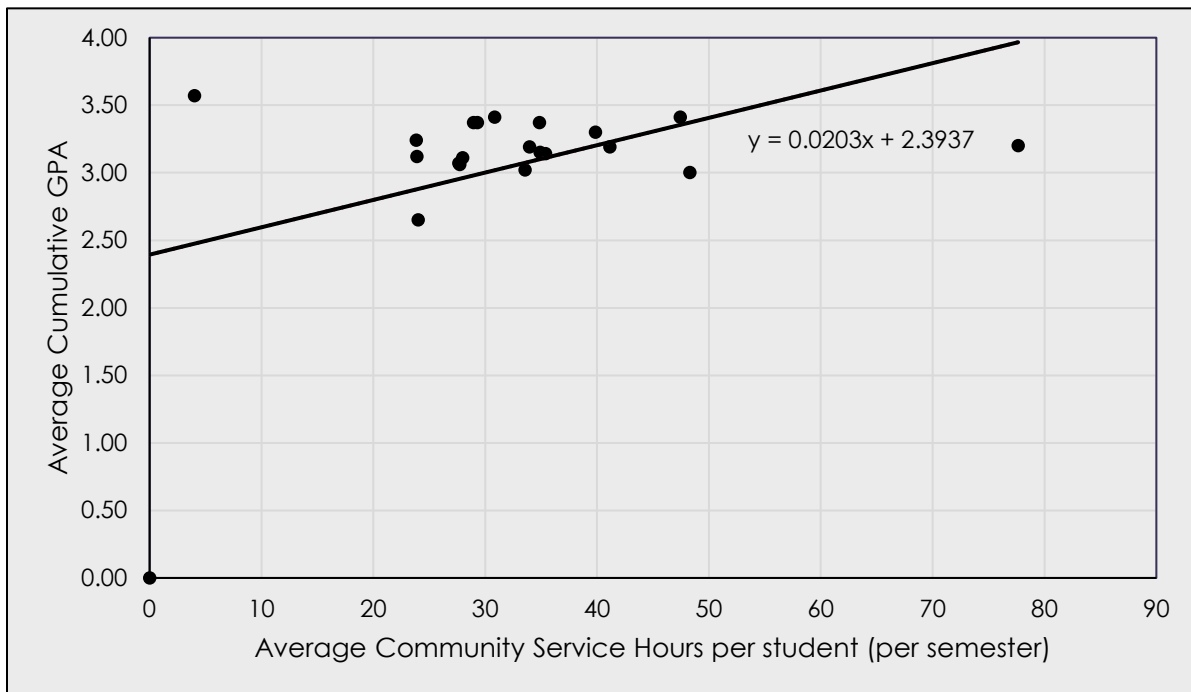
- The English Language and Literature department had the highest total CSL hours reported for students in their major in LCA with 9,362 hours reported from 2014-2019 (for full list of departments and community service hours, see Table 1 above).
- The Department of Jewish Studies had the lowest total CSL hours, with zero hours reported during this five-year period. That is, the data are showing that Modern Jewish Studies majors did not report hours from any CSL Courses in the fall terms from (2014-2018). A look at the I.R. course enrollment data showed that JS 350 & JS 600 courses, for example, were taken by students from non-Jewish Studies majors.
- The department with the second lowest level of participation in CSL was Comparative & World Literature. Only one Comparative & World Literature major took a CSL designated course (either within another LCA department or another college) and only spent four hours involved in CSL activities.

**Table 2: LCA CSL Data Listed by Average Community Service Hours (per student)**

School or Department	AVERAGE COMMUNITY SERVICE HOURS PER STUDENT	Average Cumulative GPA
Women and Gender Studies	77.64	3.20
Anthropology	48.29	3.00
Design	47.44	3.41
Modern Languages & Literatures	41.13	3.19
Art	39.86	3.30
International Relations	35.38	3.14
Humanities & Liberal Studies	34.89	3.15
Journalism	34.83	3.37
Communication Studies	33.96	3.19
Broadcast & Electronic Communication Arts	33.54	3.02
Theatre & Dance	30.83	3.41
Philosophy	29.29	3.37
Creative Writing	28.96	3.37
Political Science	27.97	3.11
Cinema	27.71	3.06
History	27.63	3.07
Classics	24.00	2.65
Music	23.89	3.12
English Language and Literature	23.82	3.24
Comparative & World Literature	4.00	3.57
Jewish Studies	0	-

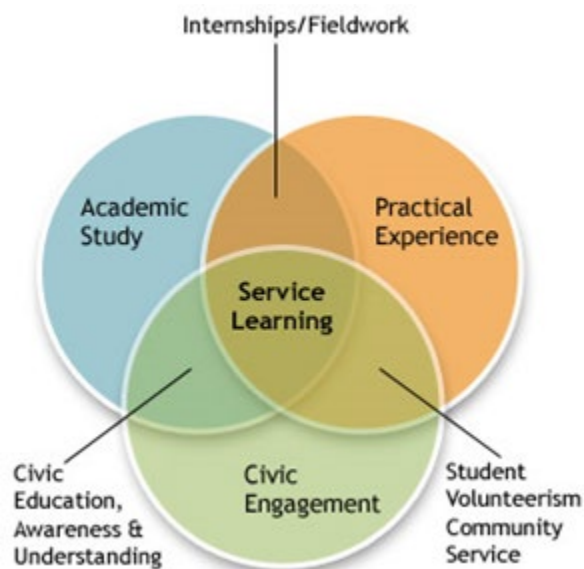
- The Women and Gender Studies Department had the highest number of average community service hours per student per semester with 77.64 hours reported.
- Anthropology reported the second highest number of average CSL hours per student with 48.29 hours submitted.
- The Department of Jewish Studies had the lowest average CSL hours, with zero hours reported per student (as similarly noted on previous page).
- Most students who participated in CSL reported an average of over 20 hours per semester.





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

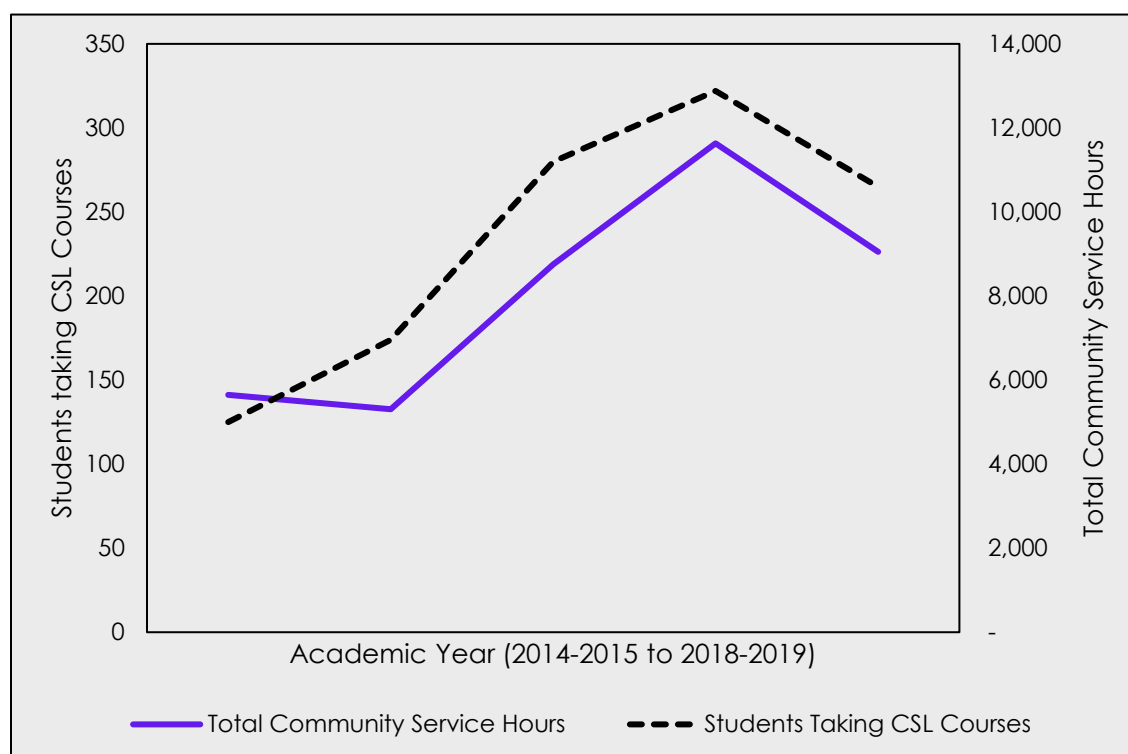
- A positive correlation was found between average cumulative GPA and average community service hours per student per semester (as seen above in Figure 1).
- This trend was particularly strong for students who logged in between 20-50 community service hours, on average, per semester.
- This finding suggests that there may be a positive relationship between CSL hours and GPA (this finding is also validated throughout the CSL-related literature).



(Image source: Fresno State)

**Table 3: LCA CSL Data Trend line: Students taking CSL & Total Hours by Year**

Academic Year	Students Taking CSL Courses	Total Community Service Hours
2014-2015	125	5,644
2015-2016	174	5,306
2016-2017	280	8,757
2017-2018	322	11,633
2018-2019	265	9,052

**Figure 2: LCA CSL Data Trend line: Students taking CSL & Total Hours by Year**

- Between fall 2014 and spring 2018, there was a steady increase in both the number of LCA student majors taking CSL courses and the total community service hours documented.
- In the 2018-2019 academic year, however, there was a significant decrease in the number of students taking CSL courses and the total community service hours documented for students in LCA.



## **Department by Department: fall and spring for all 5-Years (LCA)**

Where indicated, “no reported hours” that means no students from that major had hours reported into the system or that faculty teaching CSL courses may not have reported hours into the SFSU-wide registrar or grade-related system.



*(Photos courtesy of the LCA and SFSU websites)*

*Note: The sections that follow include data analyses first by School, then by Department*

## I. SCHOOLS

### ART MAJORS

**1,156**

Total Community  
Service Hours  
(Across 6 terms)

**39.86**

Average Community  
Service Hours per Student

min hrs = 1  
max hrs = 262 SD = 50.66

**3.30**

Average Cumulative  
GPA

min gpa = 1.87  
max gpa = 3.94 SD = 0.51

- ✓ Total Community Service Hours reported = 1,156
- ✓ Average Community Service Hours per student = 39.86
- ✓ Average cumulative GPA for CSL students = 3.30
  - AY2014-AY2019
    - Highest: (Spring 2015) – 285 hours reported
    - Lowest: (Fall 2015) – 10 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 665 total CSL hours. Juniors have the next highest participation with 281 total CSL hours.
- ✓ 48.2% of participants ( $n = 14$ ) from the School of Art during this period were Pell Eligible
- ✓ 44.8% of students ( $n = 13$ ) from the School of Art were First Generation

### CINEMA MAJORS

**942**

Total Community  
Service Hours  
(Across 6 terms)

**27.71**

Average Community  
Service Hours per Student

min hrs = 10  
max hrs = 97 SD = 16.36

**3.06**

Average Cumulative  
GPA

min gpa = 1.62  
max gpa = 3.94 SD = 0.59

- ✓ Total Community Service Hours reported = 942
- ✓ Average Community Service Hours per student = 27.71
- ✓ Average cumulative GPA for CSL students = 3.06
  - AY2014-AY2019
    - Highest: (Spring 2019) – 257 hours reported
    - Lowest: (Spring 2015, Spring 2016) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 162 total CSL hours. Freshman have the next highest participation with 120 total CSL hours.
- ✓ 41.1% of participants ( $n = 14$ ) from the School of Cinema during this period were Pell Eligible
- ✓ 20.6% of students ( $n = 7$ ) from the School of Cinema were First Generation

## DESIGN MAJORS

**2,277**

Total Community  
Service Hours  
(Across 6 terms)

**47.44**

Average Community  
Service Hours per Student

min hrs = 17  
max hrs = 174    SD = 51.24

**3.41**

Average Cumulative  
GPA

min gpa = 2.67  
max gpa = 4.00    SD = 0.31

- ✓ Total Community Service Hours reported = 2,277
- ✓ Average cumulative GPA for CSL students = 3.41
- ✓ Average Community Service Hours per student = 47.44
  - AY2014-AY2019
    - Highest: (Fall 2018) – 1,681 hours reported
    - Lowest: (Spring 2015, Fall 2015, Fall 2016, Spring 2017, Spring 2019) reflects 0 hours reported
- ✓ Student Level: Freshmen, juniors, seniors, and graduate students are represented. Seniors have the highest participation in CSL with 1,799 total CSL hours. Juniors have the next highest participation with 314 total CSL hours.
- ✓ 29.2% of participants ( $n = 14$ ) from the School of Design during this period were Pell Eligible
- ✓ 22.9% of students ( $n = 11$ ) from the School of Design were First Generation

## HUMANITIES & LIBERAL STUDIES MAJORS

**314**

Total Community  
Service Hours  
(Across 6 terms)

**34.89**

Average Community  
Service Hours per Student

min hrs = 20  
max hrs = 120    SD = 32.31

**3.15**

Average Cumulative  
GPA

min gpa = 1.89  
max gpa = 3.96    SD = 0.78

- ✓ Total Community Service Hours reported = 314
- ✓ Average Community Service Hours per student = 34.89
- ✓ Average cumulative GPA for CSL students = 3.15
  - AY2014-AY2019
    - Highest: (Spring 2017) – 199 hours reported
    - Lowest: (Spring 2015, Fall 2015, Spring 2016, Fall 2018) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Freshmen have the highest participation in CSL with 150 total CSL hours. Juniors have the next highest participation with 65 total CSL hours.
- ✓ 33.3% of participants ( $n = 3$ ) from the School of Humanities & Liberal Studies during this period were Pell Eligible
- ✓ 33.3% of students ( $n = 3$ ) were First Generation

## MUSIC MAJORS

**215**

Total Community  
Service Hours  
(Across 6 terms)

**23.89**

Average Community  
Service Hours per Student

min hrs = 10  
max hrs = 40 SD = 8.78

**3.12**

Average Cumulative  
GPA

min gpa = 2.10  
max gpa = 3.80 SD = 0.63

- ✓ *Note:* As noted elsewhere in this report, while there are no CSL designated Music courses, this data reflects Music majors taking other CSL classes across campus.
- ✓ Total Community Service Hours reported = 215
- ✓ Average Community Service Hours per student = 23.89
- ✓ Average cumulative GPA for CSL students = 3.12
  - AY2014-AY2019
    - Highest: (Fall 2017) – 82 hours reported
    - Lowest: (Spring 2015, Spring 2016, Fall 2016) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Freshmen have the highest participation in CSL with 90 total CSL hours. Seniors have the next highest participation with 72 total CSL hours.
- ✓ 44.4% of participants ( $n = 4$ ) from the School of Music during this period were Pell Eligible
- ✓ None of the students from the School of Music were First Generation

## THEATRE & DANCE MAJORS

**555**

Total Community  
Service Hours  
(Across 6 terms)

**30.83**

Average Community  
Service Hours per Student

min hrs = 7  
max hrs = 120 SD = 25.54

**3.41**

Average Cumulative  
GPA

min gpa = 2.18  
max gpa = 4.00 SD = 0.53

- ✓ Total Community Service Hours reported = 555
- ✓ Average Community Service Hours per student = 30.83
- ✓ Average cumulative GPA for CSL students = 3.41
  - AY2014-AY2019
    - Highest: (Spring 2018) – 207 hours reported
    - Lowest: (Spring 2016) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 236 total CSL hours. Freshmen have the next highest participation with 223 total CSL hours.
- ✓ 55.6% of participants ( $n = 10$ ) from the School of Theatre & Dance during this period were Pell Eligible
- ✓ 33.3% of students ( $n = 6$ ) from the School of Theatre & Dance were First Generation



## **II. DEPARTMENTS**

### **ANTHROPOLOGY MAJORS**

**676**

Total Community  
Service Hours  
(Across 6 terms)

**48.29**

Average Community  
Service Hours per Student

min hrs = 1  
max hrs = 131 SD = 41.03

**3.00**

Average Cumulative  
GPA

min gpa = 2.15  
max gpa = 4.00 SD = 0.58

- ✓ Total Community Service Hours reported = 676
- ✓ Average Community Service Hours per student = 48.29
- ✓ Average cumulative GPA for CSL students = 3.00
  - AY2014-AY2019
    - Highest: (Spring 2017) – 231 hours reported
    - Lowest: (Fall 2016, Fall 2017, Fall 2019) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Sophomores have the highest participation in CSL with 286 total CSL hours. Juniors have the next highest participation with 184 total CSL hours.
- ✓ 57.1% of participants ( $n = 8$ ) from Anthropology during this period were Pell Eligible
- ✓ 35.7% of students ( $n = 5$ ) from Anthropology were First Generation

### **BROADCAST & ELECTRONIC COMMUNICATION ARTS MAJORS**

**1,308**

Total Community  
Service Hours  
(Across 6 terms)

**33.54**

Average Community  
Service Hours per Student

min hrs = 6  
max hrs = 120 SD = 25.44

**3.02**

Average Cumulative  
GPA

min gpa = 1.54  
max gpa = 3.86 SD = 0.59

- ✓ Total Community Service Hours reported = 1,308
- ✓ Average Community Service Hours per student = 33.54
- ✓ Average cumulative GPA for CSL students = 3.02
  - AY2014-AY2019
    - Highest: (Spring 2017) – 836 hours reported
    - Lowest: (Fall 2017) – 0 hours reported
- ✓ Student Level: Sophomores, juniors, and seniors are represented. Juniors have the highest participation in CSL with 720 total CSL hours. Seniors have the next highest participation with 568 total CSL hours.
- ✓ 23.1% of participants ( $n = 9$ ) from Broadcast & Electronic Communication Arts (BECA) were Pell Eligible
- ✓ 25.6% of students ( $n = 10$ ) from BECA were First Generation

### CLASSICS MAJORS

**24**

Total Community  
Service Hours  
(Across 6 terms)

**24.00**

Average Community  
Service Hours per Student

min hrs = 24  
max hrs = 24 SD = n/a

**2.65**

Average Cumulative  
GPA

min gpa = 2.65  
max gpa = 2.65 SD = n/a

- ✓ Total Community Service Hours reported = 24
- ✓ Average Community Service Hours per student = 24
- ✓ Average cumulative GPA for CSL students = 2.65
  - AY2014-AY2019
    - Highest: (Fall 2018) – 24 hours reported
    - Lowest: (Spring 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2019) – 0 hours reported
- ✓ Student Level: Only one Senior is represented
- ✓ The student who participated in CSL in the Classics Department was not Pell Eligible, but was a First Generation student

### COMMUNICATION STUDIES MAJORS

**1,766**

Total Community  
Service Hours  
(Across 6 terms)

**33.96**

Average Community  
Service Hours per Student

min hrs = 3  
max hrs = 134 SD = 26.25

**3.19**

Average Cumulative  
GPA

min gpa = 2.14  
max gpa = 3.94 SD = 0.49

- ✓ Total Community Service Hours reported = 1,766
- ✓ Average Community Service Hours per student = 33.96
- ✓ Average cumulative GPA for CSL students = 3.19
  - AY2014-AY2019
    - Highest: (Spring 2018) – 318 hours reported
    - Lowest: (Fall 2016) – 31 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 861 total CSL hours. Juniors have the next highest participation with 555 total CSL hours.
- ✓ 51.9% of participants ( $n = 27$ ) from Communication Studies were Pell Eligible
- ✓ 26.9% of students ( $n = 14$ ) from Communication Studies were First Generation



## COMPARATIVE & WORLD LITERATURE MAJORS

**4**

Total Community  
Service Hours  
(Across 6 terms)

**4.00**

Average Community  
Service Hours per Student

min hrs = 4  
max hrs = 4      SD = n/a

**3.57**

Average Cumulative  
GPA

min gpa = 3.57  
max gpa = 3.57      SD = n/a

- ✓ Total Community Service Hours reported = 4
- ✓ Average Community Service Hours per student = 4
- ✓ Average cumulative GPA for CSL students = 3.57
  - AY2014-AY2019
    - Highest: (Spring 2019) – 4 hours reported
    - Lowest: (Fall 2014, Spring 2015, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018, Fall 2018) – 0 hours reported
- ✓ Student Level: Only one sophomore participated in CSL in spring 2019 reporting 4 hours total
- ✓ The Comparative & World Literature student who participated was both Pell Eligible **and** First Generation

## CREATIVE WRITING MAJORS

**724**

Total Community  
Service Hours  
(Across 6 terms)

**28.96**

Average Community  
Service Hours per Student

min hrs = 10  
max hrs = 125      SD = 21.85

**3.37**

Average Cumulative  
GPA

min gpa = 2.78  
max gpa = 3.89      SD = 0.31

- ✓ Total Community Service Hours reported = 724
- ✓ Average Community Service Hours per student = 28.96
- ✓ Average cumulative GPA for CSL students = 3.37
  - AY2014-AY2019
    - Highest: (Spring 2015) – 125 hours reported
    - Lowest: (Spring 2016) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Juniors have the highest participation in CSL with 198 total CSL hours. Seniors have the next highest participation with 132 total CSL hours.
- ✓ 44.0% of participants ( $n = 11$ ) from Creative Writing were Pell Eligible
- ✓ 28.0% of students ( $n = 7$ ) from Creative Writing were First Generation

## ENGLISH LANGUAGE AND LITERATURE MAJORS

**9,362**

Total Community  
Service Hours  
(Across 6 terms)

**23.82**

Average Community  
Service Hours per Student

min hrs = 5  
max hrs = 120 SD = 8.22

**3.24**

Average Cumulative  
GPA

min gpa = 1.33  
max gpa = 4.00 SD = 0.52

- ✓ Total Community Service Hours reported = 9,362
- ✓ Average Community Service Hours per student = 23.82
- ✓ Average cumulative GPA for CSL students = 3.24
  - AY2014-AY2019
    - Highest: (Spring 2017) – 1,226 hours reported
    - Lowest: (Spring 2015) – 412 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 5,316 total CSL hours. Juniors have the next highest participation with 3,385 total CSL hours.
- ✓ 43.0% of participants ( $n = 169$ ) from English Language and Literature were Pell Eligible
- ✓ 26.5% of students ( $n = 104$ ) from English Language and Literature were First Generation

## MODERN LANGUAGES & LITERATURES MAJORS

**1,275**

Total Community  
Service Hours  
(Across 6 terms)

**41.13**

Average Community  
Service Hours per Student

min hrs = 10  
max hrs = 250 SD = 47.22

**3.19**

Average Cumulative  
GPA

min gpa = 1.73  
max gpa = 3.97 SD = 0.56

- ✓ Total Community Service Hours reported = 1,275
- ✓ Average Community Service Hours per student = 41.13
- ✓ Average cumulative GPA for CSL students = 3.19
  - AY2014-AY2019
    - Highest: (Spring 2018) – 410 hours reported
    - Lowest: (Spring 2015) – 23 hours reported
- ✓ Student Level: Sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 590 total CSL hours. Juniors have the next highest participation with 553 total CSL hours.
- ✓ 51.6% of participants ( $n = 16$ ) from Modern Languages & Literatures were Pell Eligible
- ✓ 51.6% of students ( $n = 16$ ) from Modern Languages & Literatures were First Generation

## HISTORY MAJORS

**746**

Total Community  
Service Hours  
(Across 6 terms)

**27.63**

Average Community  
Service Hours per Student

min hrs = 5  
max hrs = 70     SD = 14.01

**3.07**

Average Cumulative  
GPA

min gpa = 2.15  
max gpa = 3.96     SD = 0.53

- ✓ Total Community Service Hours reported = 746
- ✓ Average Community Service Hours per student = 27.63
- ✓ Average cumulative GPA for CSL students = 3.07
  - AY2014-AY2019
    - Highest: (Spring 2019) – 244 hours reported
    - Lowest: (Spring 2015, Fall 2015) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 335 total CSL hours. Juniors have the next highest participation with 137 total CSL hours.
- ✓ 40.7% of participants ( $n = 11$ ) from the History Department were Pell Eligible
- ✓ 22.2% of students ( $n = 6$ ) from History Department were First Generation

## INTERNATIONAL RELATIONS MAJORS

**283**

Total Community  
Service Hours  
(Across 6 terms)

**35.38**

Average Community  
Service Hours per Student

min hrs = 15  
max hrs = 120     SD = 34.78

**3.14**

Average Cumulative  
GPA

min gpa = 2.31  
max gpa = 3.90     SD = 0.69

- ✓ Total Community Service Hours reported = 283
- ✓ Average Community Service Hours per student = 35.38
- ✓ Average cumulative GPA for CSL students = 3.14
  - AY2014-AY2019
    - Highest: (Spring 2018) – 140 hours reported
    - Lowest: (Spring 2015, Fall 2015, Spring 2016, Fall 2016, Fall 2017) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 335 total CSL hours. Juniors have the next highest participation with 137 total CSL hours.
- ✓ 50.0% of participants ( $n = 4$ ) from the History Department were Pell Eligible
- ✓ 50.0% of students ( $n = 4$ ) from History Department were First Generation.

## JEWISH STUDIES MAJORS

*No CSL hours were reported during this time period by Jewish Studies majors.*

## JOURNALISM MAJORS

**801**

Total Community  
Service Hours  
(Across 6 terms)

**34.83**

Average Community  
Service Hours per Student

min hrs = 10  
max hrs = 120    SD = 29.53

**3.37**

Average Cumulative  
GPA

min gpa = 2.27  
max gpa = 3.94    SD = 0.48

- ✓ Total Community Service Hours reported = 801
- ✓ Average Community Service Hours per student = 34.83
- ✓ Average cumulative GPA for CSL students = 3.37
  - AY2014-AY2019
    - Highest: (Spring 2018) – 423 hours reported
    - Lowest: (Spring 2015, Fall 2017) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Sophomores have the highest participation in CSL with 245 total CSL hours. Juniors have the next highest participation with 230 total CSL hours.
- ✓ 47.8% of participants ( $n = 11$ ) from the Journalism Department were Pell Eligible
- ✓ 39.1% of students ( $n = 9$ ) from Journalism Department were First Generation

## PHILOSOPHY MAJORS

**205**

Total Community  
Service Hours  
(Across 6 terms)

**29.29**

Average Community  
Service Hours per Student

min hrs = 20  
max hrs = 35    SD = 4.50

**3.37**

Average Cumulative  
GPA

min gpa = 2.62  
max gpa = 3.93    SD = 0.45

- ✓ Total Community Service Hours reported = 205
- ✓ Average Community Service Hours per student = 29.29
- ✓ Average cumulative GPA for CSL students = 3.37
  - AY2014-AY2019
    - Highest: (Fall 2017, Spring 2018) – 60 hours reported
    - Lowest: (Spring 2015, Fall 2015, Fall 2016, Spring 2017, Fall 2018) – 0 hours reported
- ✓ Student Level: Juniors and seniors are represented. Seniors have the highest participation in CSL with 140 total CSL hours. Juniors have the next highest participation with 65 total CSL hours.
- ✓ 57.1% of participants ( $n = 4$ ) from the Philosophy Department were Pell Eligible
- ✓ 28.6% of students ( $n = 2$ ) from Philosophy Department were First Generation

## POLITICAL SCIENCE MAJORS

**1,734**

Total Community  
Service Hours  
(Across 6 terms)

**27.97**

Average Community  
Service Hours per Student

min hrs = 5  
max hrs = 100    SD = 14.47

**3.11**

Average Cumulative  
GPA

min gpa = 1.78  
max gpa = 3.92    SD = 0.51

- ✓ Total Community Service Hours reported = 1,734
- ✓ Average Community Service Hours per student = 27.97
- ✓ Average cumulative GPA for CSL students = 3.11
  - AY2014-AY2019
    - Highest: (Fall 2015) – 509 hours reported
    - Lowest: (Spring 2015) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Seniors have the highest participation in CSL with 724 total CSL hours. Juniors have the next highest participation with 549 total CSL hours.
- ✓ 61.3% of participants ( $n = 38$ ) from the Political Science Department were Pell Eligible
- ✓ 29.0% of students ( $n = 18$ ) from Political Science Department were First Generation

## WOMEN AND GENDER STUDIES MAJORS

**8,851**

Total Community  
Service Hours  
(Across 6 terms)

**77.64**

Average Community  
Service Hours per Student

min hrs = 1  
max hrs = 214    SD = 32.36

**3.20**

Average Cumulative  
GPA

min gpa = 0.59  
max gpa = 4.00    SD = 0.55

- ✓ Total Community Service Hours reported = 8,851
- ✓ Average Community Service Hours per student = 77.64
- ✓ Average cumulative GPA for CSL students = 3.20
  - AY2014-AY2019
    - Highest: (Spring 2019) – 1,250 hours reported
    - Lowest: (Fall 2015) – 0 hours reported
- ✓ Student Level: Freshmen, juniors, and seniors are represented. Seniors Sophomores have the highest participation in CSL with 7,731 total CSL hours. Juniors have the next highest participation with 1,100 total CSL hours.
- ✓ 48.2% of participants ( $n = 55$ ) from Women and Gender Studies were Pell Eligible
- ✓ 28.9% of students ( $n = 33$ ) from Women and Gender Studies were First Generation



## **REPORT SUMMARY AND DISCUSSION**

### ***Report Summary and Observations for LCA***

- Seniors had the highest level of participation in CSL with 23,898 hours (over 59% of the total CSL hours reported in LCA during this five-year timeframe).
- The 2017-2018 academic year had the highest total CSL hours across LCA (11,633 hours) with 3,172 hours in fall 2017 and 8,461 hours in spring 2018. This academic year makes up 28.8% of the total CSL hours across all five years.
- Out of all participating students, 17.7% completed over 51 hours of CSL.
- Currently, the department in LCA with the most CSL course offerings is Political Science (11 designated CSL courses offered; See Appendix A). The departments/programs with the fewest current CSL course offerings are Communication Studies, French, International Relations, Journalism, Philosophy, and Spanish, each of which offers only one designated CSL course. There are several programs across LCA, however, that do not currently offer any CSL courses (e.g., Arabic, Art History, Comics Studies, and Music). This fact notwithstanding, students across these majors, as reflected in the reported data do—in fact—complete CSL classes in other programs across campus.
- The largest ethnic group from LCA taking CSL courses are Latinx students, who comprise 35% of the total CSL participants during this time period. White students make up the next highest population at 27%. The third most represented group are Asian students at 17%. The ethnic groups with the lowest participation are Hawaiian/Pacific Islanders and Native Americans with 0.3% and 0.1% respectively.
- Of all the students who participated in CSL during the last five years, 73% ( $n = 852$ ) were female, and 27% ( $n = 314$ ) were male.
- Slightly less than half (45.5%) of the students who participated in CSL during this period were Pell Eligible ( $n = 531$ ). Of these students, 44% were Latinx ( $n = 234$ ), 20% were White ( $n = 107$ ), 17% were Asian ( $n = 89$ ), 7% were two or more ethnicities ( $n = 38$ ), and 5% were African American ( $n = 29$ ).
- Nearly thirty percent (i.e., 28.9%) of the students who participated in CSL during the last five years were First Generation students ( $n = 337$ ). Of these 337 students, 51% were Latinx ( $n = 172$ ), 18% were Asian ( $n = 59$ ), 11% were White ( $n = 38$ ), 9% were International ( $n = 29$ ), 5% were African American ( $n = 16$ ), 4% reported having two or more ethnicities ( $n = 12$ ), and 0.3% were Native American ( $n = 1$ ).
- The majority (63.6%) of students taking CSL during these five years reported having prior college experience. 34% of these students were White ( $n = 251$ ), 29% were Latinx ( $n = 215$ ), 17% were Asian ( $n = 128$ ), 7% were two or more ethnicities ( $n = 50$ ), 4% were African American ( $n = 32$ ), 2% were International ( $n = 12$ ), and 0.4% were Hawaiian/Pacific Islander ( $n = 3$ ).
- Regarding geography/residence reported, 53.3% of students in this sample were from the Bay Area, 24.6% were from Southern California, 7.9% were from Northern California, 6.1% were from Central California, 5.2% were from San Diego, 2.1% were International, and 0.9% were from other areas of the U.S. outside of California.



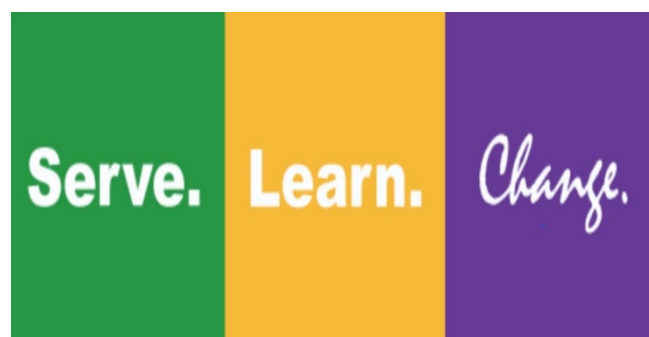
### *Recommendations for LCA consideration*

- Create a brief survey for all LCA faculty regarding understanding the barriers and constraints to creating/designating CSL courses. Consult with department chairs and/or ICCE about potential solutions.
- Determine how LCA 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](http://icce.sfsu.edu/csl_course_designation). This platform link could be provided directly on the LCA 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 LCA (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 low CSL participation in the past five years (i.e., Music, Philosophy, Classics, Comparative & World Literature, and Jewish Studies). Students in most of these majors are taking CSL related classes in other departments/colleges. Having CSL designated courses within their major would also be beneficial for their personal/professional development.
- Maintain an upward trend in the level of CSL participation each year, ensuring that the number of LCA students taking CSL courses and the number of hours reported each year continues to increase.
- Ensure students are meeting the required minimum of CSL hours for their course. Generally this minimum (determined by the professor) is 20 or more hours.
- 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 LCA, the faculty RTP process, and the university as a whole).



### *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](http://aacu.org) publications and research section).
- While high-impact practices, such as service learning and undergraduate research, are good for all students, they might 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, LCA would benefit from increasing the number of CSL courses offered across the college. Additionally, in light of the fact that a positive correlation was found 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 LCA that already provide service-based experiences and that benefit a broad spectrum of community-based organizations and agencies but do not yet have official CSL designation. Finding common language between LCA and ICCE may be needed to achieve 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 LCA thereby reinforcing the mission and vision of the College.



*(photos courtesy of LCA and SFSU websites)*

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## **APPENDIX A**

### **COLLEGE OF LIBERAL AND CREATIVE ARTS CSL COURSE LIST**

The following list represents all CSL designated course offerings ( $n=68$ , in alphabetical order) in the various Schools, Departments, and Programs across LCA (as of ICCE's Master List Spring 2019). Although these courses are offered through LCA, 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.

#### **Anthropology (3)**

- ANTH 595/CINE 595 Visual Anthropology I
- ANTH 596/CINE 596 Visual Anthropology II
- ANTH 699 Independent Study

#### **Broadcast & Electronic Communications Arts (4)**

- BECA 360 Virtual Reality: 360 Video Production
- BECA 415 Advanced Television Production Workshop
- BECA 580 Media in Community Service
- BECA 647 Advanced Video Production

#### **Cinema (2)**

- CINE 635/ANTH 595 Visual Anthropology I
- CINE 536/ANTH 596 Visual Anthropology II

#### **Communication Studies (1)**

- COMM 557/ LS 403 Performance and Pedagogy of the Oppressed for Educators

#### **Creative Writing (2)**

- CW 675 Community Projects in Literature
- CW 875 Community Projects in Literature

#### **Dance (6)**

- DANC 340 Creative Process in Dance for Children
- DANC 399 University Dance Theatre
- DANC 461 Advanced Choreography Performance & Production
- DANC 560 Supervised Experience in Dance Education
- DANC 699 Special Study
- DANC 300GW Dance Organizational Strategies and Field Topics-GWAR

#### **Design, School of (8)**

- DES 330 Industrial Design Outreach (iDo)
- DES 505 Research and Development Laboratory
- DES 575 Laboratory Practices
- DES 576 Practical Experience: Internship
- DES 627 Advanced Projects in Visual Communication Design
- DES 852 Directed Experience in Design and Industry
- DES 899 Independent Study
- DES 324GW Research and Writing for Design-GWAR

#### **English (9)**

- ENG 114 First Year Composition
- ENG 214 Second Year Written Composition: English
- ENG 417 Academic Literacy and the Urban Adolescent
- ENG 419 Advanced Composition for Teachers
- ENG 425 Language in Context
- ENG 426 Second Language Acquisition *\*effective fall 2019*

- ENG 490 Grant Writing *\*effective fall 2019 (formerly TPW 490)*
- ENG 618 Individual and Team Writing *\*effective fall 2019 (formerly TPW 600)*
- ENG 826 Second Language Acquisition *\*effective fall 2019*

#### **French (1)**

- FR 450 Translating Themes: English/French

#### **History (2)**

- HIST 405 Maritime History
- HIST 681/LS 681 Community Service Learning in the Schools

#### **International Relations (1)**

- IR 424 Social Movements

#### **Jewish Studies (3)**

- JS 350 Jewish Social Responsibility
- JS 600 Internship
- JS 800 Internship

#### **Journalism (1)**

- JOUR 536/LTNS 536 Latina/o Journalism

#### **Humanities & Liberal Studies, School of (4)**

- LS 403/COMM 557 Performance and Pedagogy of the Oppressed for Educators
- LS 460 Childhood, Nature and Society
- LS 681 Community Service in the Schools
- LS 300GW Perspectives on Liberal Studies-GWAR

#### **Museum Studies (2)**

- MS 710 Museum Education and School Outreach
- MS 899 Independent Study

#### **Philosophy (1)**

- PHIL 383 Ethics in Medicine

#### **Political Science (11)**

- PLSI 408/LTNS 670 Mexican Politics and Society
- PLSI 424/SOC 424/IR 424 Social Movements
- PLSI 462 Applied Public Opinion Research
- PLSI 463 The Politics of Immigration in the United States
- PLSI 472 Civic and Political Engagement *\*effective spring 2019*
- PLSI 473 California Politics and Government
- PLSI 475/USP 485 San Francisco Political Issues
- PLSI 560/USP 560 Urban Poverty and Policy
- PLSI 603/USP 603 Public Service Internships
- PLSI 604/USP 604 Internship Seminar
- PLSI 512GW Urban Politics and Community Power - GWAR

#### **Spanish (1)**

- SPAN 831 Seminar in Literary Movements or Periods *\*effective summer 2019*

#### **Women & Gender Studies (6)**

- WGS 571 Women, Poverty, and Globalization
- WGS 602 Feminist Cultural Activism
- WGS 698 Feminist Praxis and the Non-Profit Industrial Complex *(formerly titled-Work Study in Feminist Projects)*
- WGS 771 Women, Poverty, and Globalization
- WGS 798 Feminist Internship: Gender and Nonprofit Industrial Complex
- WGS 802 Feminist Cultural Activism