Lam Family College of Business
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 one/single student in multiple CSL courses are not duplicated so 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."

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ICCE and SF State recognizes the exemplary programs and curriculum across the Lam Family College of Business (LF CoB). 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 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, the LF CoB currently is ranked fourth for the number of CSL designated classes (*n*=17) out of the 220 offered campus-wide (see Appendix A). Although this ranking indicates some of the LF CoB faculty are already involved with CSL, their participation can still be improved upon and expanded with time, strategy, and effort across LF CoB departments.

As of spring 2019, the LF CoB CSL courses (*n*=17) listed in Appendix A are part of this collection as indicated in the SF State Bulletin based on ICCE records. Out of the 10 departments (*n*=8) and programs (*n*=2) in the LF CoB, five have at least one CSL designated course (*Note*: CSL designation is at the course section level). 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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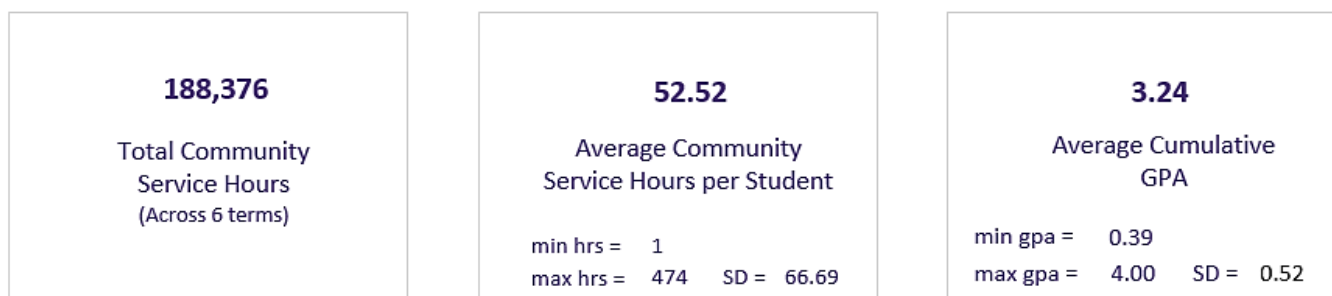*(Photo courtesy of the LF CoB website)*

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 LF CoB student majors.
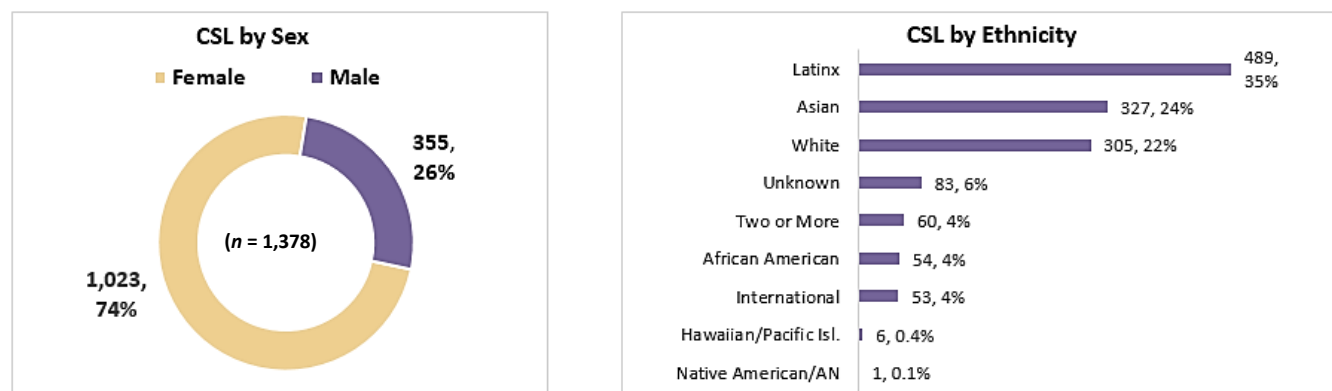
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SAMPLE DATA ACROSS ALL 6 SF STATE COLLEGES

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.

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

188,376	52.52	3.24
Total Community Service Hours (Across 6 terms)	Average Community Service Hours per Student	Average Cumulative GPA
	min hrs = 1	min gpa = 0.39
	max hrs = 474 SD = 66.69	max gpa = 4.00 SD = 0.52

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

CSL by Sex
- Female
- Male
- 355, 26%
- (n = 1,378)
- 1,023, 74%

CSL by Ethnicity
- Latinx — 489, 35%
- Asian — 327, 24%
- White — 305, 22%
- Unknown — 83, 6%
- Two or More — 60, 4%
- African American — 54, 4%
- International — 53, 4%
- Hawaiian/Pacific Isl. — 6, 0.4%
- Native American/AN — 1, 0.1%

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)*
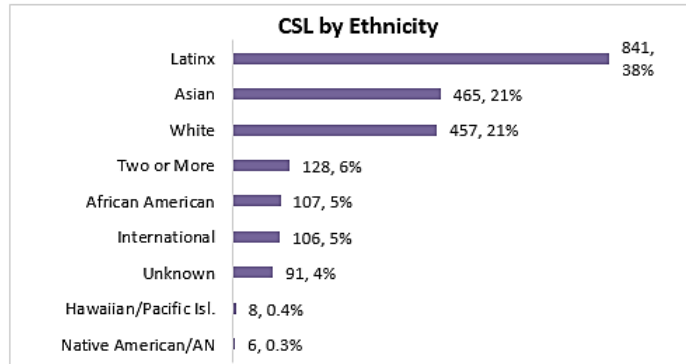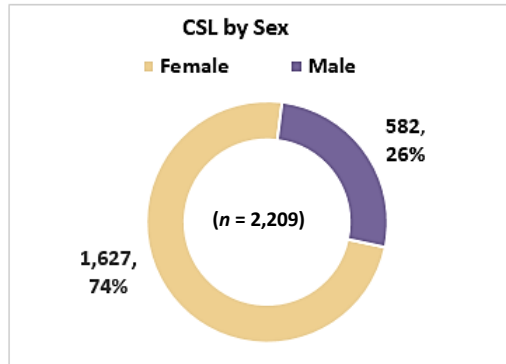
CSL by Sex

Female ■ Male

582, 26%

(*n* = 2,209)

1,627, 74%

CSL by Ethnicity

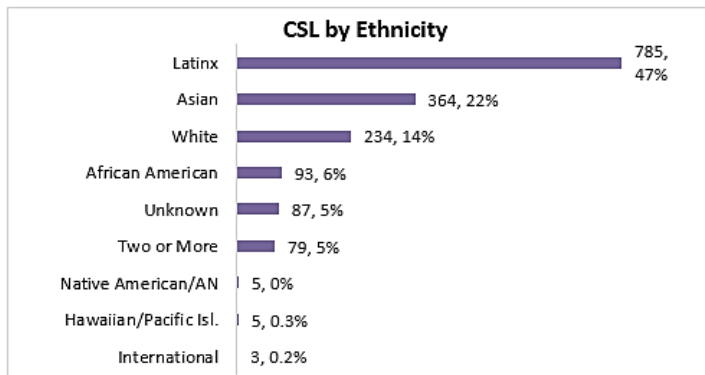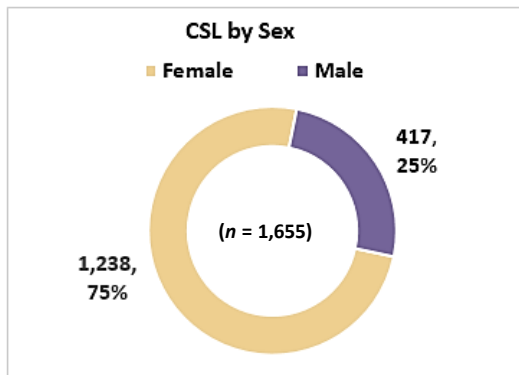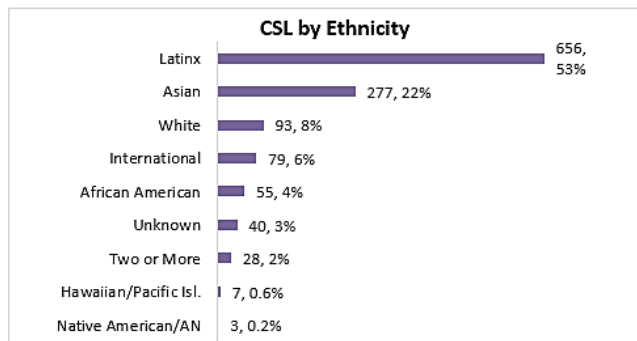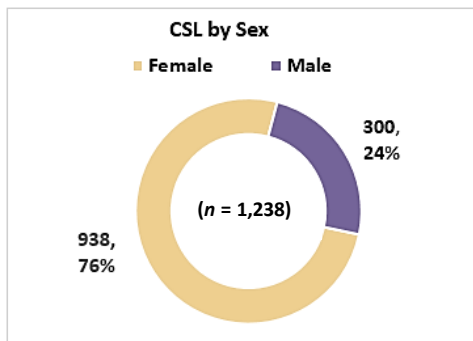| Ethnicity	Value
Latinx	841, 38%
Asian	465, 21%
White	457, 21%
Two or More	128, 6%
African American	107, 5%
International	106, 5%
Unknown	91, 4%
Hawaiian/Pacific Isl.	8, 0.4%
Native American/AN	6, 0.3%

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

CSL by Sex

■ Female ■ Male

417, 25%

(*n* = 1,655)

1,238, 75%

CSL by Ethnicity

Ethnicity	Value
Latinx	785, 47%
Asian	364, 22%
White	234, 14%
African American	93, 6%
Unknown	87, 5%
Two or More	79, 5%
Native American/AN	5, 0%
Hawaiian/Pacific Isl.	5, 0.3%
International	3, 0.2%

- 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)*

CSL by Sex

■ Female ■ Male

300, 24%

(*n* = 1,238)

938, 76%

CSL by Ethnicity

Ethnicity	Value
Latinx	656, 53%
Asian	277, 22%
White	93, 8%
International	79, 6%
African American	55, 4%
Unknown	40, 3%
Two or More	28, 2%
Hawaiian/Pacific Isl.	7, 0.6%
Native American/AN	3, 0.2%

- 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 ethic identities represented were Asian (22%, *n* = 277), and White (8%, *n* = 93).
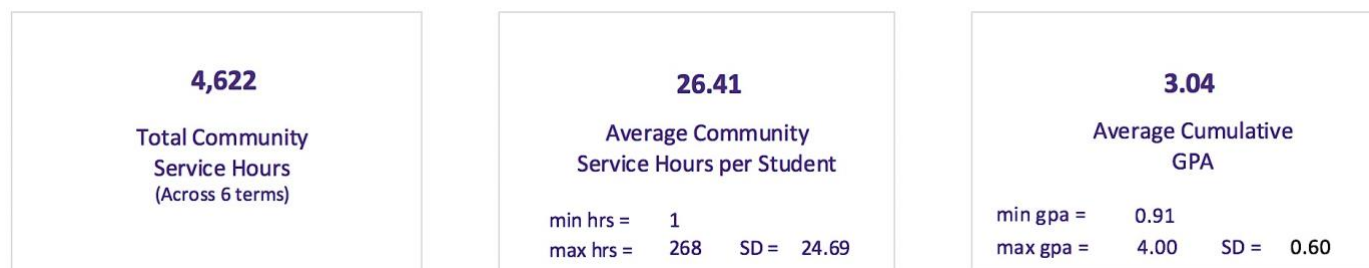
LAM FAMILY COLLEGE OF BUSINESS

As mentioned, the LF CoB has 10 departments and programs. Data regarding student major involvement in CSL courses is listed for all 10 departments and programs in the LF CoB in the following order: Accounting, Decision Sciences, Economics, Finance, Hospitality & Tourism Management, Information Systems, International Business, Labor and Employment Studies, Management, and Marketing.

Also 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 LF CoB 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 an Accounting major who completed a CSL designated course in Ethnic Studies, and reported 20 hours of service-learning, those hours will be registered and reported under Accounting and not Ethnic Studies.
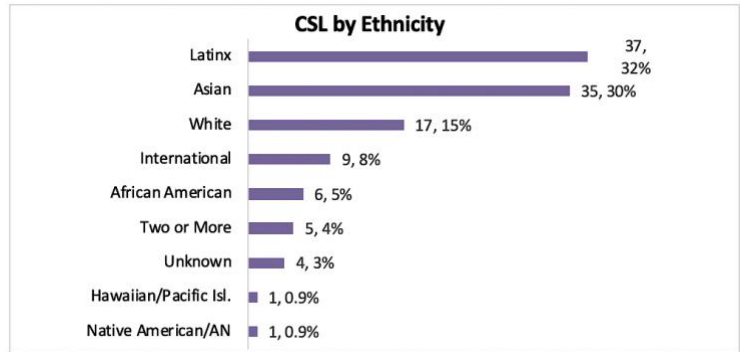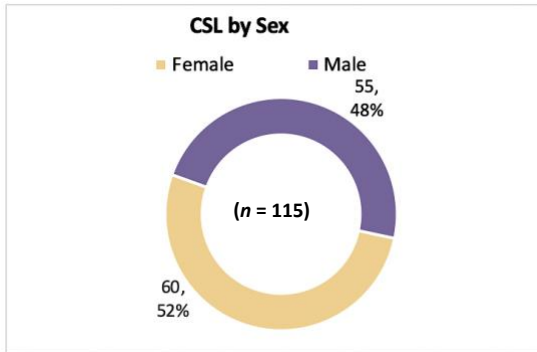
5-Years of Reported Data (2014-2019) Across Sample Variables (LF CoB)

4,622	26.41	3.04
Total Community Service Hours (Across 6 terms)	Average Community Service Hours per Student	Average Cumulative GPA
	min hrs = 1	min gpa = 0.91
	max hrs = 268 SD = 24.69	max gpa = 4.00 SD = 0.60

DATA ACROSS FALL TERMS FROM 2014-2019 (LF CoB)

CSL by Sex

- Female
- Male

84, 48%

(n=175)

91, 52%

CSL by Ethnicity

Asian	65, 37%
Latinx	55, 31%
White	22, 13%
International	11, 6%
African American	7, 4%
Two or More	6, 3%
Unknown	6, 3%
Hawaiian/Pacific Isl.	2, 1.1%
Native American/AN	1, 0.6%

DATA ACROSS SPRING TERMS FROM 2015-2019 (LF COB)

CSL by Sex

Female ■ Male

55, 48%

60, 52%

(*n* = 115)

CSL by Ethnicity

Ethnicity	Value
Latinx	37, 32%
Asian	35, 30%
White	17, 15%
International	9, 8%
African American	6, 5%
Two or More	5, 4%
Unknown	4, 3%
Hawaiian/Pacific Isl.	1, 0.9%
Native American/AN	1, 0.9%

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

CSL by Sex

Female ■ Male

36, 49%

38, 51%

(*n* = 74)

CSL by Ethnicity

Ethnicity	Value
Asian	28, 38%
Latinx	26, 35%
White	7, 9%
African American	5, 7%
Unknown	4, 5%
Hawaiian/Pacific Isl.	2, 3%
Two or More	1, 1%
Native American/AN	1, 1.4%
International	0, 0.0%

- Of all the students involved in CSL courses in the LF CoB who were Pell Eligible, 51% were female (*n* = 38), and 49% were male (*n* = 36).
- Pell Eligible students in this sample were mostly Asian (38%, *n* = 28) and Latinx (35%, *n* = 26).

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

CSL by Sex

Female ■ Male

26, 44%

33, 56%

(*n* = 337)

CSL by Ethnicity

| Ethnicity	Value
Latinx	28, 47%
Asian	24, 41%
International	4, 7%
African American	1, 2%
White	1, 2%
Hawaiian/Pacific Isl.	1, 2%
Native American/AN	0, 0%
Unknown	0, 0.0%
Two or More	0, 0.0%
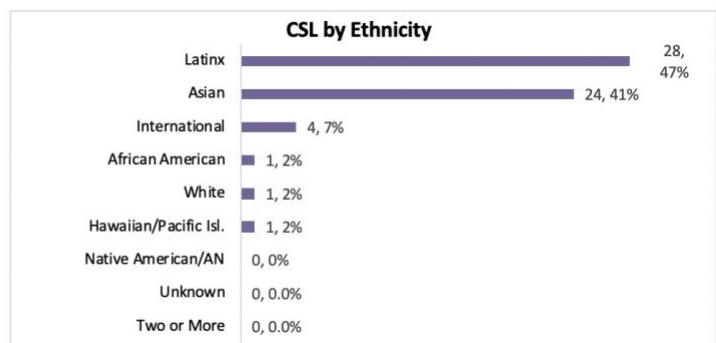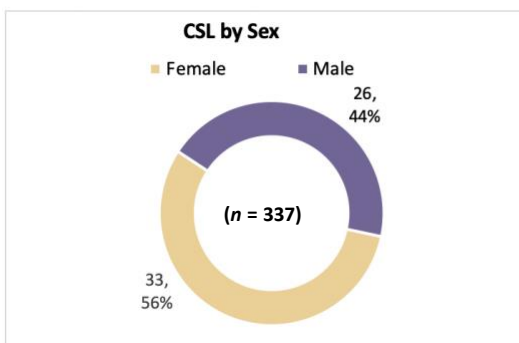
- The majority of the First Generation students in this sample were female (56%, *n* = 33), and 44% were male (*n* = 26).
- Most of the First Generation students taking CSL courses in the LF CoB over the past five years were Latinx (47%, *n* = 28) or Asian (41%, *n* = 24).

TABLE 1: LF CoB CSL DATA LISTED BY DEPARTMENT OR PROGRAM

Department or Program	Total Community Service Hours	Average Community Service Hours	Average Cumulative GPA
Accounting	426	22.42	3.1
Decision Sciences	No Data	No Data	No Data
Economics	821	27.8	3.1
Finance	237	19.7	3.2
Hospitality & Tourism Management	573	52.1	2.9
Information Systems	160	20	3.0
International Business	206	22.9	2.7
Labor and Employment Studies	40	40	3.6
Management	815	28.1	3.1
Marketing	940	25.4	2.9

- The Marketing department had the highest total CSL hours reported for students in their major in the LF CoB with 940 hours reported from 2014-2019 (for full list of departments and community service hours, see Table 1 above).
- The Labor and Employment Studies program had the lowest total CSL hours, with only 40 hours reported during this five-year period. These 40 hours were all reported by the same student ($n = 1$ female).
- The department with the second lowest level of participation in CSL was Information Systems.
- No data was reported for Decision Sciences majors.
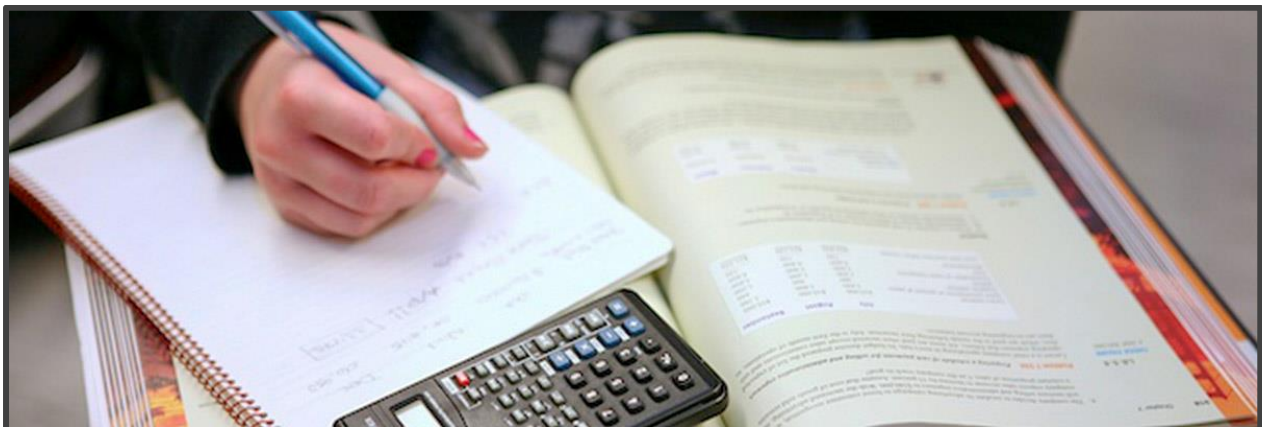
(Photo courtesy of the LF CoB website)

TABLE 2: LF CoB CSL DATA LISTED BY AVERAGE COMMUNITY SERVICE HOURS

Department or Program	Total Community Service Hours	Average Community Service Hours	Average Cumulative GPA
Hospitality & Tourism Management	573	**52.1**	2.9
Labor and Employment Studies	40	**40.0**	3.6
Management	815	**28.1**	3.1
Economics	821	**27.8**	3.1
Marketing	940	**25.4**	2.9
International Business	206	**22.9**	2.8
Accounting	426	**22.4**	3.1
Information Systems	160	**20.0**	3.0
Finance	237	**19.7**	3.2
Decision Sciences	No Data	**No Data**	No Data

- The Hospitality & Tourism Management Department had the highest number of average community service hours per student per semester with 52.1 hours reported.
- The Labor and Employment Studies program reported the second highest number of average CSL hours per student with 40 hours submitted; however, as previously mentioned, this data only originated from one student.
- Management majors had the third highest number of average community service hours reported with 28.1 hours recorded.
- The Finance Department had the lowest average CSL hours, with 19.7 hours reported per student.
- No Data was reported for Decision Sciences majors.
- Most students who participated in CSL reported an average of over 20 hours per semester.

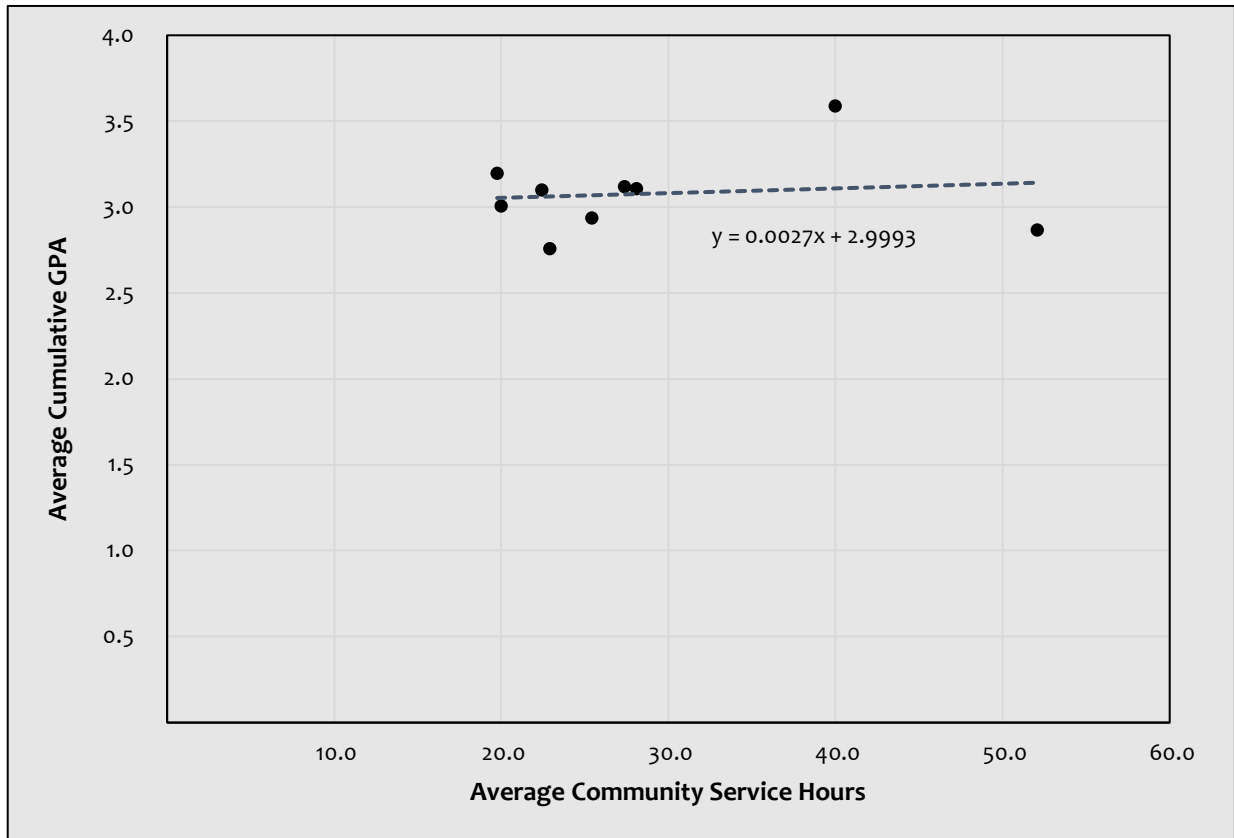*(Photo courtesy of the LF CoB website)*

Figure 1: LF CoB 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 20-40 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 service learning literature).
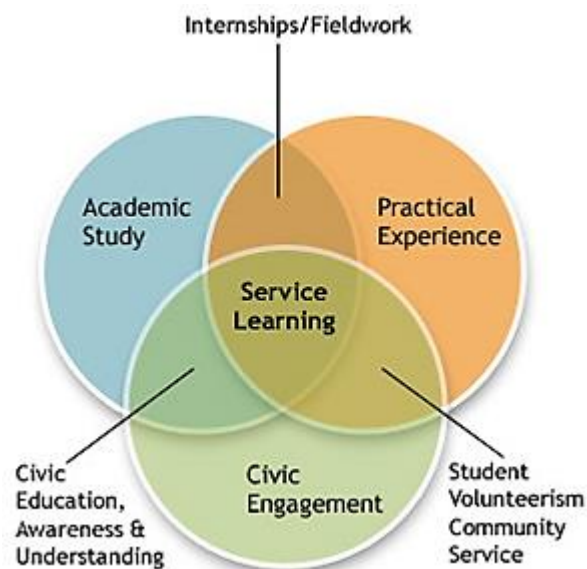
(Image source: Fresno State)

Table 3: LF CoB CSL Data Trend line: Students taking CSL & Total Hours by Year

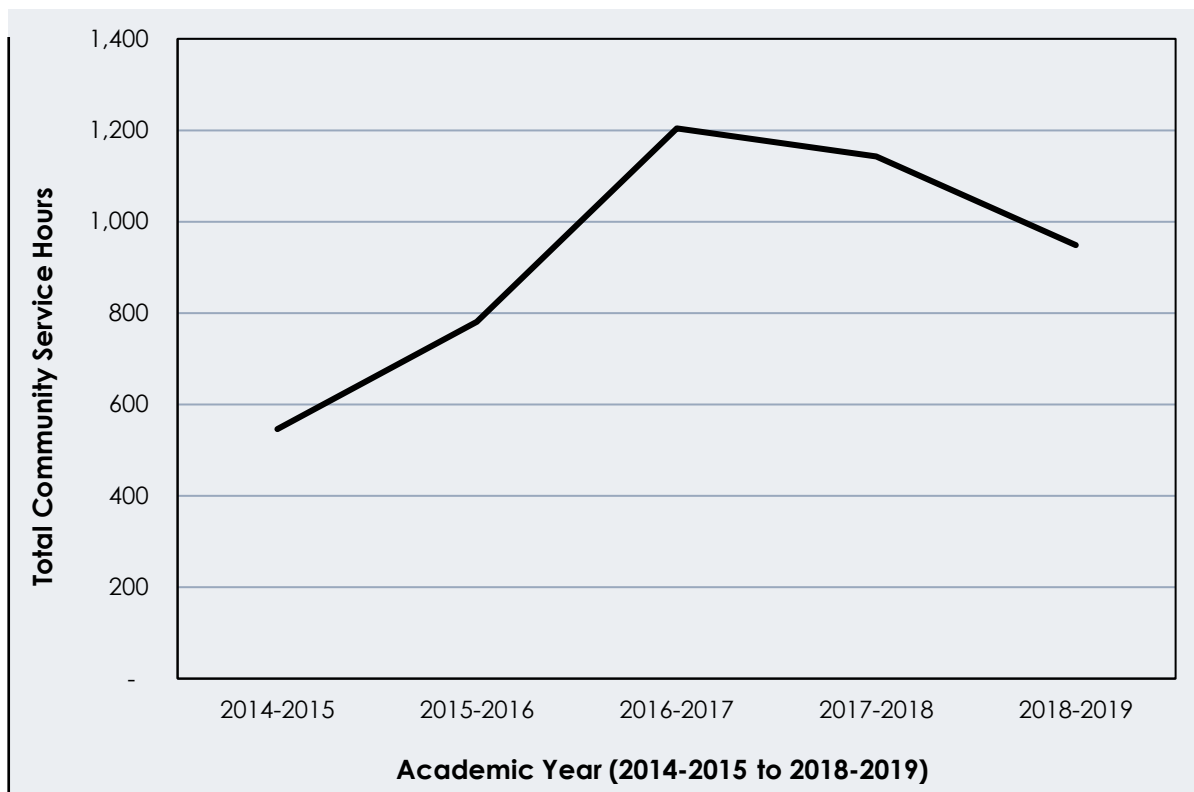| Academic Year	Students Taking CSL Courses	Total Community Service Hours
2014-2015	11	**546**
2015-2016	31	**781**
2016-2017	45	**1204**
2017-2018	44	**1142**
2018-2019	44	**949**

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

- Between the 2014-2015 and 2016-2017 academic years, there was a steady increase in both the number of LF CoB students enrolled in CSL courses and the total number of CSL Hours reported by LF CoB students.

- Starting in the 2017-2018 academic year, however, there was a drop in the number of CSL hours reported, while the number of students taking CSL courses stayed constant.

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Department-by-Department: Fall and spring for all 5-Years (LF CoB)

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.
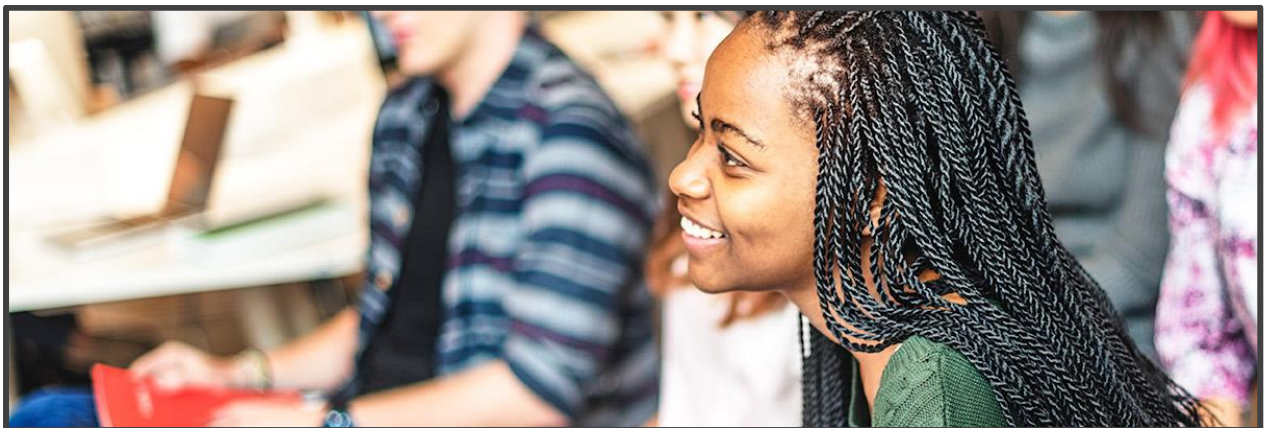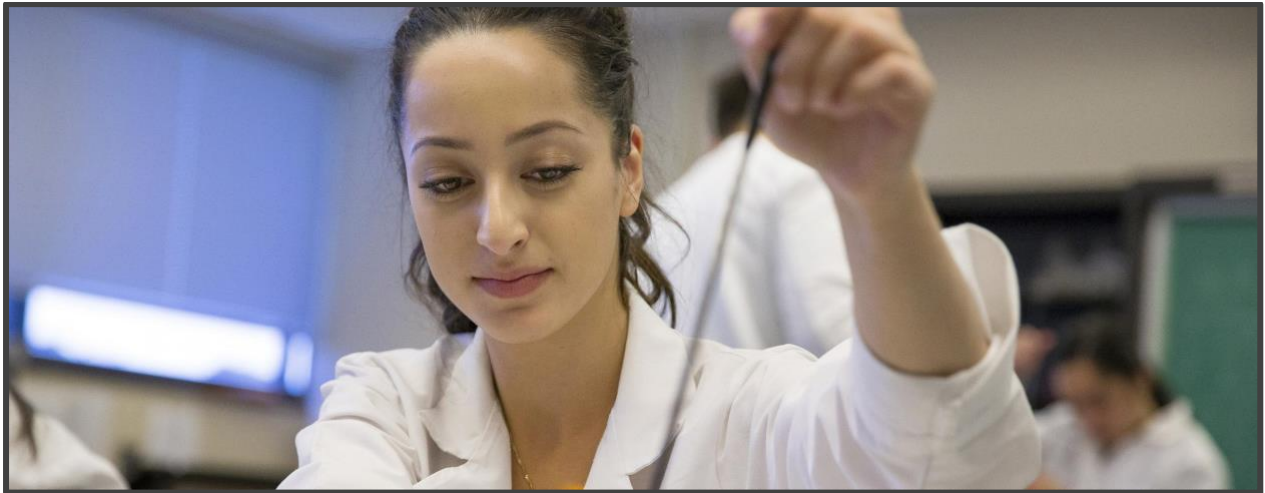
(Photos courtesy of the LF CoB website)

The sections that follow include data analyses for Departments & Programs in the Lam Family College of Business listed in alphabetical order.

ACCOUNTING MAJORS

426	22.42	3.10
Total Community Service Hours (Across 6 terms)	Average Community Service Hours per Student	Average Cumulative GPA
	min hrs = 20 max hrs = 34 SD = 4.60	min gpa = 2.10 max gpa = 3.73 SD = 0.51

- ✓ Total Community Service Hours reported = 426
- ✓ Average Community Service Hours per student = 22.4
- ✓ Average cumulative GPA for CSL students = 3.1
  - ○ AY2014-AY2019
    - ▪ Highest: (Spring 2018) – 138 hours reported
    - ▪ Lowest: (Spring 2015, Fall 2015, Spring 2016) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Juniors have the highest participation in CSL with 154 total CSL hours. Freshmen have the next highest participation with 124 total CSL hours.
- ✓ 36.8% of Accounting majors ($n = 7$) during this period were Pell Eligible
- ✓ 31.6% of Accounting majors ($n = 6$) during this period were First Generation

DECISION SCIENCES MAJORS

No CSL hours were reported during this time period by Decision Sciences majors.

(Photo courtesy of the LF CoB website)

ECONOMICS MAJORS

821 Total Community Service Hours (Across 6 terms)	**27.37** Average Community Service Hours per Student min hrs = 14 max hrs = 40 SD = 7.33	**3.12** Average Cumulative GPA min gpa = 2.03 max gpa = 4.00 SD = 0.54

- ✓ Total Community Service Hours reported = 821
- ✓ Average cumulative GPA for CSL students = 3.1
- ✓ Average Community Service Hours per student = 27.8
  - o AY2014-AY2019
    - ▪ Highest: (Spring 2016) – 330 hours reported
    - ▪ Lowest: (Spring 2015, Fall 2018, Spring 2019) – 0 hours reported
- ✓ Student Level: sophomores, juniors, seniors, and graduate students are represented. Seniors have the highest participation in CSL with 400 total CSL hours. Graduate students have the next highest participation with 225 total CSL hours.
- ✓ 46.7% of participants ($n = 14$) in Economics during this period were Pell Eligible
- ✓ 16.7% of students ($n = 5$) in Economics were First Generation

FINANCE MAJORS

237 Total Community Service Hours (Across 6 terms)	**19.75** Average Community Service Hours per Student min hrs = 1 max hrs = 30 SD = 7.74	**3.20** Average Cumulative GPA min gpa = 1.70 max gpa = 3.73 SD = 0.57

- ✓ Total Community Service Hours reported = 237
- ✓ Average Community Service Hours per student = 19.8
- ✓ Average cumulative GPA for CSL students = 3.2
  - o AY2014-AY2019
    - ▪ Highest: (Spring 2019) – 65 hours reported
    - ▪ Lowest: (Fall 2015, Fall 2016, Fall 2017) – 0 hours reported
- ✓ Student Level: Freshmen, juniors, and seniors are represented. Freshmen have the highest participation in CSL with 155 total CSL hours. Juniors have the next highest participation with 43 total CSL hours.
- ✓ 50.0% of participants ($n = 6$) in Finance during this period were Pell Eligible
- ✓ 41.6% of students ($n = 5$) in Finance were First Generation

HOSPITALITY & TOURISM MANAGEMENT MAJORS

573	52.09	2.87
Total Community Service Hours (Across 6 terms)	Average Community Service Hours per Student	Average Cumulative GPA
	min hrs = 12 max hrs = 268 SD = 78.56	min gpa = 1.67 max gpa = 3.69 SD = 0.68

- ✓ Total Community Service Hours reported = 573
- ✓ Average Community Service Hours per student = 52.1
- ✓ Average cumulative GPA for CSL students = 2.9
  - o AY2014-AY2019
    - ▪ Highest: (Fall 2014) – 139 hours reported
    - ▪ Lowest: (Spring 2017, Fall 2017) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Freshmen have the highest participation in CSL with 455 total CSL hours. Juniors have the next highest participation with 72 total CSL hours.
- ✓ 45.5% of participants ($n = 5$) from Hospitality & Tourism Management during this period were Pell Eligible
- ✓ 36.4% of participants ($n = 4$) from Hospitality & Tourism Management during this period were First Generation

INFORMATION SYSTEMS MAJORS

160	20.00	3.01
Total Community Service Hours (Across 6 terms)	Average Community Service Hours per Student	Average Cumulative GPA
	min hrs = 10 max hrs = 25 SD = 4.63	min gpa = 2.14 max gpa = 3.63 SD = 0.49

- ✓ Total Community Service Hours reported = 160
- ✓ Average Community Service Hours per student = 20
- ✓ Average cumulative GPA for CSL students = 3.01
  - o AY2014-AY2019
    - ▪ Highest: (Spring 2016) – 50 hours reported
    - ▪ Lowest: (Spring 2015, Fall 2017, Spring 2019) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Juniors have the highest participation in CSL with 70 total CSL hours. Seniors have the next highest participation with 50 total CSL hours.
- ✓ 37.5% of participants ($n = 3$) from Information Systems during this period were Pell Eligible
- ✓ 50.0% of students ($n = 4$) from the Information Systems department were First Generation

INTERNATIONAL BUSINESS MAJORS

206

Total Community
Service Hours
(Across 6 terms)

22.89

Average Community
Service Hours per Student

min hrs = 20
max hrs = 30   SD = 4.23

2.76

Average Cumulative
GPA

min gpa = 1.57
max gpa = 3.48   SD = 0.55

- ✓ Total Community Service Hours reported = 206
- ✓ Average Community Service Hours per student = 22.9
- ✓ Average cumulative GPA for CSL students = 2.76
  - ○ AY2014-AY2019
    - ▪ Highest: (Spring 2017) – 50 hours reported
    - ▪ Lowest: (Spring 2015, Fall 2015, Spring 2018) – 0 hours reported
- ✓ Student Level: Freshmen, juniors, and seniors are represented. Juniors have the highest participation in CSL with 123 total CSL hours. Freshman have the next highest participation with 63 total CSL hours.
- ✓ 22.2% of International Business majors ($n = 2$) during this period were Pell Eligible
- ✓ 55.6% of International Business majors ($n = 5$) were First Generation

LABOR AND EMPLOYMENT STUDIES MAJORS

No CSL hours were reported during this time period by Labor and Employment Studies majors.

(Photo courtesy of the LF CoB website)

MANAGEMENT MAJORS

815	28.10	3.11
Total Community Service Hours (Across 6 terms)	Average Community Service Hours per Student	Average Cumulative GPA
	min hrs = 10 max hrs = 130 SD = 24.94	min gpa = 1.50 max gpa = 3.90 SD = 0.70

- ✓ Total Community Service Hours reported = 815
- ✓ Average Community Service Hours per student = 28.1
- ✓ Average cumulative GPA for CSL students = 3.1
  - ○ AY2014-AY2019
    - ▪ Highest: (Spring 2018) – 185 hours reported
    - ▪ Lowest: (Fall 2014) – 11 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Freshmen have the highest participation in CSL with 307 total CSL hours. Sophomores have the next highest participation with 266 total CSL hours.
- ✓ 51.7% of Management majors ($n = 15$) during this period were Pell Eligible
- ✓ 37.9% of Management majors ($n = 11$) were First Generation

MARKETING MAJORS

940	25.41	2.94
Total Community Service Hours (Across 6 terms)	Average Community Service Hours per Student	Average Cumulative GPA
	min hrs = 5 max hrs = 120 SD = 20.07	min gpa = 0.91 max gpa = 3.95 SD = 0.68

- ✓ Total Community Service Hours reported = 940
- ✓ Average Community Service Hours per student = 25.4
- ✓ Average cumulative GPA for CSL students = 2.9
  - ○ AY2014-AY2019
    - ▪ Highest: (Spring 2017) – 365 hours reported
    - ▪ Lowest: (Spring 2015) – 0 hours reported
- ✓ Student Level: Freshmen, sophomores, juniors, and seniors are represented. Sophomores have the highest participation in CSL with 316 total CSL hours. Seniors have the next highest participation with 273 total CSL hours.
- ✓ 35.1% of Marketing majors ($n = 13$) during this period were Pell Eligible
- ✓ 32.4% of Marketing majors ($n = 12$) were First Generation

CONCLUSIONS AND DISCUSSION

Summary and Observations about Reported CSL for Lam Family College of Business

- Freshman had the highest level of participation in CSL with 1,435 hours (31% of the total CSL hours reported in LF CoB during this five-year timeframe).
- The 2016-2017 academic year had the highest total CSL hours across the LF CoB (1,204 hours) with 220 hours in fall 2016 and 984 hours in spring 2017. This academic year makes up 26% of the total CSL hours across all five years.
- 91.4% of all participating students completed between 11-51 hours of CSL.
- Currently, the department in the LF CoB with the most CSL course offerings is Management (5 designated CSL courses offered; See Appendix A). Currently, four departments/programs across the LF CoB do not offer any designated CSL courses. These include: Accounting, Decision Sciences, Finance, and Hospitality & Tourism Management. This fact notwithstanding, students across these majors, as reflected in the reported data, can, in fact, complete CSL classes in other programs across campus.
- The largest ethnic group from LCA taking CSL courses are Asian students, who comprise 37% of the total CSL participants during this five-year time period. Latinx students make up the next highest population at 31%. The third most represented group are White students at 13%. The ethnic groups with the lowest participation are Hawaiian/Pacific Islanders and Native Americans with 1.1% and 0.6% respectively.
- Of all the students who participated in CSL during the last five years, 52% ($n = 91$) were female, and 48% ($n = 84$) were male.
- 42.3% of the students who participated in CSL during this period were Pell Eligible ($n = 74$). Of these students, 38% were Asian ($n = 28$), 35% were Latinx ($n = 26$), 9% were White ($n = 7$), 7% were African American ($n = 5$), 5% were an unknown ethnicity ($n = 4$), 3% were Hawaiian/Pacific Islander ($n = 2$), 1% were two or more ethnicities ($n = 1$), and 1.4% were Native American or Alaska Native ($n = 1$).
- 33.7% of the students who participated in CSL during this five-year period were First Generation students ($n = 59$). Of these 59 students, 37% were Asian ($n = 65$), 31% were Latinx ($n = 55$), 13% were White ($n = 22$), 6% were International ($n = 11$), 4% were African American ($n = 7$), 3% reported having two or more ethnicities ($n = 6$), 3% were "Unknown" ($n = 6$), 1.1% were Hawaiian/Pacific Islander ($n = 2$), and 0.6% were Native American ($n = 1$).
- Over half (56%) of students taking CSL during these five years reported having prior college experience. 32% of these students were Asian ($n = 31$), 24% were Latinx ($n = 24$), 20% were White ($n = 20$), 6% were African American ($n = 6$), 6% were two or more ethnicities ($n = 6$), 5% were "Unknown" ($n = 5$), 4% were International ($n = 4$), 1% were Native American or Alaska Native ($n = 1$), and 1% were Hawaiian/Pacific Islander ($n = 1$).
- Regarding geography/residence reported, 55.4% of students in this sample were from the Bay Area, 23.4% were from Southern California, 9.7% were from Northern California, 6.8% were International, 2.8% were from Central California, and 1.7% were from San Diego.

Recommendations for Lam Family College of Business consideration

- Create a brief survey for all LF CoB faculty regarding understanding the barriers and constraints to creating/designating CSL courses. Consult with department chairs and/or ICCE about potential solutions.
- Determine how LF CoB 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.
- LF CoB Freshman had the highest level of participation: Since most SF State CSL courses are upper division, it is suggested that the LF CoB explore which courses account for these high numbers (e.g., which departments/colleges). For example, these courses freshman are taking could be GE related classes.
- 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 LF CoB 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 LF CoB (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 or no CSL participation in the past five years (i.e., Accounting, Decision Sciences, Economics, Finance, Hospitality & Tourism Management, Information Systems, Labor and Employment Studies). Students in most of these majors are taking CSL related classes in other departments, programs, or colleges; however, having CSL designated courses within their major would also be beneficial for their personal and professional development.
- Maintain an upward trend in the level of CSL participation each year, ensuring that the number of LF CoB 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, the standard minimum is 20 or more hours and ultimately decided 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 LF CoB, 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 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).

Serve. Learn. Change.
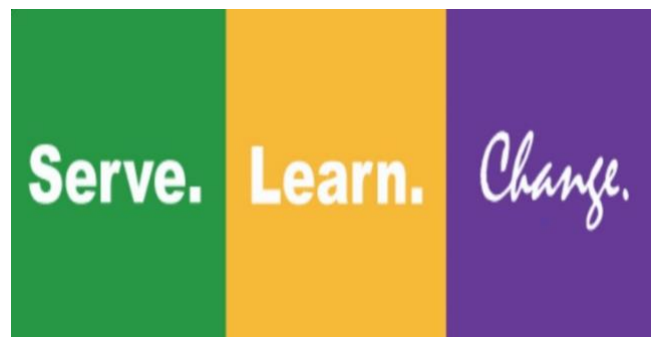
Conclusions

Given the research supporting service-learning as a high impact practice for student success and an effective method of increasing social and cultural competence, LF CoB 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 the LF CoB 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. Finding common language between LF CoB 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 the LF CoB thereby reinforcing the mission and vision of the College.

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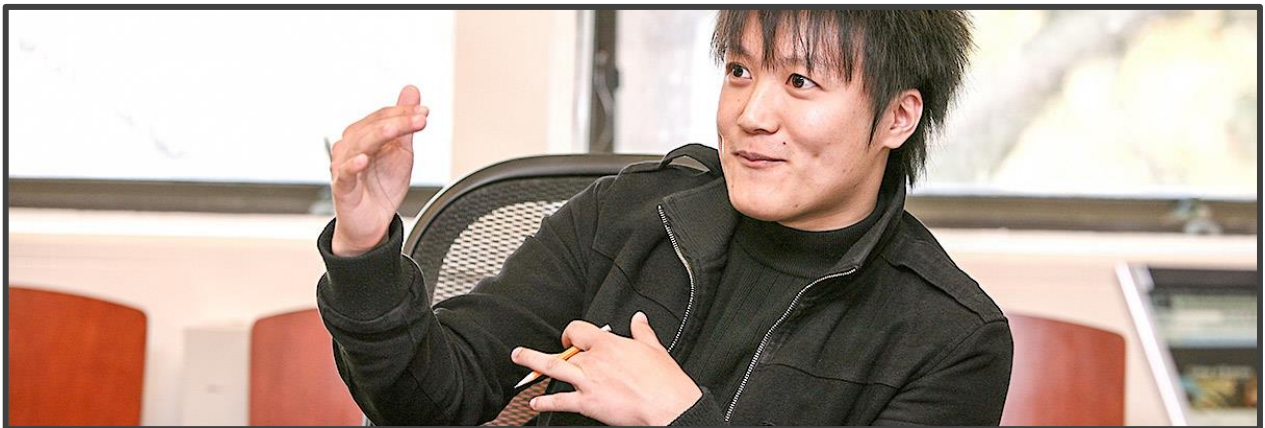
(Photos courtesy of the LF CoB website)

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APPENDIX A

LAM FAMILY COLLEGE OF BUSINESS CSL COURSE LIST

The following list represents all CSL designated course offerings (*n*=17, in alphabetical order) in the various Schools, Departments, and Programs across LF CoB (as of ICCE's Master List Spring 2019). Although these courses are offered through LF CoB, 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.

Business (4)
- BUS 460 Microfinance: Financial Inclusion for the Poor
- BUS 699 Independent Study
- BUS 788 Management Principles and Organizational Behavior
- BUS 899 Independent Study

Economics (2)
- ECON 640 Health Economics Analysis and Research
- ECON 840 Health Economics Analysis and Research

International Business (2)
- IBUS 699 Independent Study
- IBUS 899 Special Study

Information Systems (1)
- ISYS 573 New Advances in IT in Organizations

Management (5)
- MGMT 437 Entrepreneurial Internship
- MGMT 567 Internship in Management
- MGMT 699 Independent Study
- MGMT 863/CFS 863 Seminar in Social Entrepreneurship
- MGMT 899 Independent Study

Marketing (3)
- MKTG 440 Advertising Creativity and Production
- MKTG 699 Independent Study
- MKTG 899 Independent Study