

SYRACUSE UNIVERSITY
**Center for
Public and
Community Service**

Service Learning Annual Report
2002-2003

Syracuse University Center for Public and Community Service (CPCS) Service Learning

CPCS Administrative Staff

Pamela K. Heintz
Director

Roberta J. Gillen
Assistant Director
Literacy Initiatives

Elizabeth Occhino
Assistant Director of
Service Learning

Arlene Melchiorre
Administrative Assistant

CPCS Student Staff

***Marion Entwistle Leadership
Interns***

Anne Marie Bettencourt '04
College of Arts and Sciences

Eishawn Camp '04
Martin J. Whitman School of
Management

Jennifer Pearl '04
S.I. Newhouse School of Public
Communications

Maria Lopez '05
College of Arts and Sciences

***Kenneth A. and Mary Ann Shaw
Leadership Interns***

Laura Carucci '06
Martin J. Whitman School of
Management

Laura Goetz '06
College of Arts and Sciences

Spencer Vliet '04
College of Arts and Sciences

***JP Morgan Chase Leadership
Intern***

Julie Abrams '04
Martin J. Whitman School of
Management

Starbucks Leadership Interns
Samantha Long '05

College of Arts and Sciences and
S.I. Newhouse School of Public
Communications

Matt Maurer '05
Martin J. Whitman School of
Management

***Reading is Fundamental/
Coca Cola Ingenuity Grant
Leadership Intern***

Tim Rudd '04
College of Arts and Sciences

CPCS Literacy Tutor Interns

Maria Malagisi '04
College of Arts and Sciences and
S.I. Newhouse School of Public
Communications

Ashley Rossi '04
College of Arts and Sciences and
S.I. Newhouse School of Public
Communications

Katie Sorohan '04
College of Arts and Sciences and
S.I. Newhouse School of Public
Communications

Alex Wyrodek '04
College of Arts and Sciences

Students on the cover

are (clockwise, from upper left)
Spencer Vliet '04, Maria Lopez '05
Jennifer Pearl '04, and Eishawn Camp '04.

Center for Public and Community Service

237 Schine Student Center
Phone: 315-443-3051
Fax: 315-443-3365
E-mail: cpcs@syr.edu
Internet: students.syr.edu/depts/cpcs



Message from the Director

The Center for Public and Community Service (CPCS) at Syracuse is an integral part of the University's efforts to create a student-centered culture within a major research university by encouraging students, faculty, and staff to work together for intellectual, ethical, profes-

sional, and personal development through service with and to the community.

CPCS enacts the University's core value of service and the vision of the vice chancellor's Academic Plan by facilitating a variety of service learning initiatives and credit-bearing courses.

While the definition of service learning has been debated, most would agree that three components characterize an experience as one of service learning: reciprocity, reflection, and a community-defined need. Service learning provides an opportunity for further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Through these experiences, students are offered the opportunity to engage in reciprocal learning and to explore diverse environments.

The three key theoretical principals of collaboration, reciprocity, and diversity (Jacoby, 1996) guide the development of the service components for these courses and programs. The pedagogy itself is anchored in the notion of reflective action (Schön, 1983), which provides that service must be directed by either thoughtful course assignments or guided reflection, allowing the experience to be considered within a larger theoretical framework.

This report will demonstrate the ways in which CPCS has provided, and continues to provide, service learning opportunities for our students. It will also share our progress on the goals of our service learning initiatives as we strive to more formally integrate service learning across academic disciplines and to build a community of scholars committed to community-based learning.

Pamela Kirwin Heintz
Director

"We must embrace the core value of service as a fundamental part of student learning and build the value into the mission and curriculum of the University," says Chancellor Kenneth A. Shaw. "The University has an obligation to give students opportunities to learn how to be active citizens."

Syracuse University Magazine
Spring 2001

Community Placement Sites

AIDs Community Resources
Alzheimer's Disease Association
American Red Cross
Appleseed Trust
Arthritis Foundation
Atonement Lutheran Day Care
Beaver Lake Nature Center
Bishop Foery Foundation
Boys and Girls Clubs of Syracuse
Brighton Family Center
Camp Fire USA CNY Council
Chadwick Residence
Clover Corner (Huntington Family)
CNY Children's Miracle Network
Crouse Hospital
Dorothy Day House
2 Eastside Neighbors in Partnership
Eastwood Senior Center
ENABLE
Exceptional Family Resources
Francis House
Franklin Magnet School for the Arts
Girls Inc. of Central New York
Habitat For Humanity
Hawley Youth Organization
IDA Benderson Senior Center
InterReligious Council of CNY
Iroquois Nursing Home
Jewish Community Center
Jowonio School
Literacy Volunteers of Greater Syracuse
March of Dimes Foundation
Meals on Wheels
Mental Health Association
Most Holy Rosary School
Museum of Science & Technology
National Kidney Foundation
Near Eastside Adventures
Northeast Community Center
Northside CYO
Nurturing World Child Care Center
Onondaga Historical Association
Partners In Learning, Inc.
Person to Person: Citizen Advocacy
Prevention Network: OCAA
Rescue Mission
Ronald McDonald House
Rosewood Heights Nursing Home
Samaritan Center
Sarah House Inc.
SUNY Upstate Child Care Center
Syracuse Department of Parks,
Recreation, and Youth Programs
Syracuse Stage
The Learning Place
The Living Room
The New Environment Institute
The Salvation Army
University Pediatric and
Adolescent Center
VA Medical Center
Van Duyn Home & Hospital
Vincent House
Westcott Community Center
Wilson Park Community Center

Participation

Courses Using the CPCS Placement Process

Community-based service learning provides an opportunity for further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Students are offered the opportunity to engage in reciprocal learning and explore diverse environments. A typical service learning course requires students to work for a predetermined number of hours at a nonprofit or public site, where they participate in an organized service activity that meets its needs. Students receive academic credit for processing and reflecting on the service activity as it relates to the course.

CPCS facilitates the service component of these courses, which enhance the academic goals by providing community placements in organizations that closely fit the needs of the students, the course, and the community. Prior to the start of each semester, CPCS staff meet with interested faculty to discuss the placement process and to clarify the goals of the course in relation to agency/community need. Students are given a list of more than 100 community sites to choose from and are asked to provide CPCS with three preferences, as well as information on their goals and expectations. Once this information has been processed, CPCS provides students with a referral to an agency that best fits their skill level and interests. Upon receiving their referral, students are asked to attend a pre-service orientation session, contact their site, and make an appointment to meet with the volunteer coordinator. Throughout the semester, CPCS helps students and placement sites meet special scheduling and transportation needs and stands ready to help negotiate challenges that arise for students, faculty, and staff.

CPCS uses a variety of qualitative and quantitative methods to assess the service experience of students in CPCS facilitated service learning courses. Data for this section of the report was obtained from forms containing student responses that elaborate on the different stages of the service experience. It is important to note that the data collected for this section of the report are only representative of students in service learning courses facilitated by CPCS.

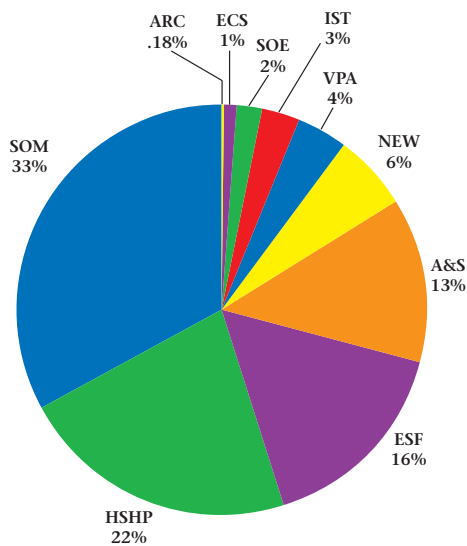
**Figure 1. Community-Based Service Learning
Courses Facilitated by CPCS 2002-03**

ADV	509	NUR	312
EST	122	PAF	200
FOR	202	PSY	337
ENG	650	SLC	300
HED	300	SOC	122
HSHP Learning Community		SOC	400
LIN	471	WRT	105
NHM	455	WRT	205
NUR	123	WRT	307
NUR	200		

College Participation

In 2002-03, 33 percent of students enrolled in service learning courses facilitated by CPCS were from the Martin J. Whitman School of Management, and 22 percent were from the College of Human Services and Health Professions. Additionally, the State University of New York College of Environmental Science and Forestry (ESF) had the most notable increase in students from 2001 to 2002. Last year, students from ESF accounted for only 7.8 percent of the total population, while this year their representation increased to 16 percent. The total number of ESF students in CPCS facilitated service learning courses increased from 51 to 89 in 2002-03.

Figure 2. Service Learning Participants by School/College



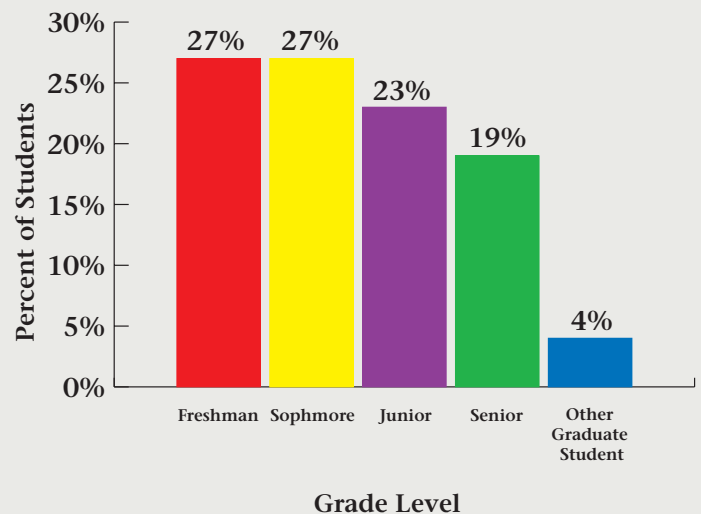
Martin J. Whitman School of Management (SOM)	33%
College of Human Services and Health Professions (HSHP)	22%
SUNY College of Environmental Science and Forestry (ESF)	16%
College of Arts and Sciences (A&S)	13%
S.I. Newhouse School of Public Communications (NEW)	6%
College of Visual and Performing Arts (VPA)	4%
School of Information Studies (IST)	3%
School of Education (SOE)	2%
L.C. Smith College of Engineering and Computer Science (ECS)	1%
School of Architecture (ARC)	.18%

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Participation by Class

Interestingly, in 2002-03, there was a fairly even distribution of students across class levels. As shown in Figure 3, 27 percent of students participating in service learning courses were freshmen and 27 percent were sophomores at the time of their service. There was also a significant percentage of juniors and seniors participating in service learning courses.

Figure 3. College Year of Participants Academic Year 2002-03



Rewarding Experience

When Rachel Lissman '05 volunteered at the Jowonio School in Syracuse to fulfill the service learning requirement of a sophomore writing course, she learned much more than how to improve her research and writing skills. "I loved it," says the College of Arts and Sciences psychology major. "It opened me to a diverse population, changed my views on inclusive education, and taught me that I want to work with children in a school setting after I graduate." Lissman worked for one or two hours a week with preschool children in an inclusive classroom along with special education teachers, speech pathologists, occupational and physical therapists, and a psychologist. "I got to put into practice the theories I'm studying in my classes," she says.

Before working at the Jowonio School, Lissman thought meeting the special needs of some children in an inclusive classroom would hamper the learning for others. "But my opinion changed when I saw, for example, a child with Down's syndrome playing with and hugging another child—both of them with great big smiles on their faces," she says. "Everyone is treated equally, no one feels left out or different, and everyone learns a lot."

Currently spending a semester in Australia, Lissman highly recommends service learning and hopes to take another course in her senior year. "Volunteering at the Jowonio School made the writing course very enjoyable and relevant," she says. "My experiences with 3-, 4-, and 5-year-old children in preschool classes made my concept paper about inclusive education much stronger. I wrote passionately because I was writing about something I know and care about."



Student Responses

The forms distributed to students in CPCS-facilitated service learning courses include a pre-evaluation, post-evaluation, and community orientation evaluation. At the beginning of each semester, the pre-evaluation form is distributed to all students and returned to CPCS prior to their placement in the community. In 2002-03, 466 pre-evaluations were collected from 548 students, an 85 percent return rate. At the conclusion of each semester, post-evaluations are distributed to all students. In 2002-03, 240 post-evaluations were collected from 548 students, yielding a 44 percent return rate.

Once again, it is very important to note that the data reported in this section of the report is only representative of students in the courses following the CPCS placement process. CPCS works with many instructors who use community-based service experiences in a variety of ways in their courses separate from the process described here.

Pre-Evaluation

The pre-evaluation data provides CPCS with a history of each student's prior service experience, information that is valuable both for student placement and assessing student expectations. Ninety-one percent of students who had previous community service experience felt it contributed to their overall educational experience. Of those previous experiences, the majority of students volunteered at schools, community centers, and hospitals.

Post-Evaluation

The information shared on the post-evaluation forms allows CPCS to evaluate the quality of each student's service experience. The information provides insight on how the service experience has enhanced the student's educational experience while contributing to the needs of the agency. The students also reflect on whether they would recommend a service experience to their peers and whether they plan to continue participating in service in the future. Students also share information about any barriers they may have encountered during their service. Figure 4 summarizes students' responses to the questions on the post-evaluation form. In addition to quantitative information provided, students were asked to respond to open-ended questions related to their service experience.

Figure 4. Post-Evaluation Results
Academic Year 2002-03

Statement	2002-03 Academic Year
Students felt their service enhanced their educational experience.	85 %
Students felt their personal skills benefited the agency.	92 %
Students would advise another student to participate in a service learning project.	90 %
Students plan on participating in community service in the future.	77 %
Students encountered barriers when beginning their service.	55 %

Community Orientation Evaluation

In fall 2001, CPCS created pre-service orientation sessions for students enrolled in courses with a service learning component in response to community partners' requests. While open to all students, those participating in the CPCS placement process are required to attend one of the 12 one-hour community orientation sessions offered each semester. These sessions are designed to help students develop a stronger

sense of the Syracuse/Onondaga County community by orienting them demographically and geographically. Additionally, topics in the orientation manual include information on how to be a good volunteer, the placement process, and case study scenarios. Of those students who attended the orientation sessions, 90 percent found the sessions to be especially helpful in preparing them for their service experience.

Because students' past experiences inform expectations for future service, CPCS collects anecdotal information on the pre-evaluation forms. The following comments reflect the range of students' past service experiences:

"I believe my past volunteer experiences have enhanced my learning in so many ways. I learned it is extremely important to be able to step out of your comfort zone because that is the only time when you can really grow. I also learned how very important service is to a community and that people count on you to be patient, responsible, and on time."

—'06 Whitman School of Management

"I learned a lot about populations that I was not aware of and about myself as a nursing student."

—'03 College of Human Services and Health Professions

"I learned a great deal about personal interactions with people within the community. Although I have learned about social issues in the classroom, my past volunteer experiences helped me gain a deeper understanding of how these social issues affect individuals on a daily basis."

—'04 College of Arts and Sciences

The following poem, written for a service learning writing class, shares one student's reflection on his experience.

Just a Man

*His eyes, selfless
His mind, knowledgeable
His stories, entertaining
His past, amazing
His present, painful
His future unknown*

*He is just a man,
No harm in his soul
He is just a man,
Who has no control
He is just a man,
Who took time to meet me
He is just a man,
Who whispers of his love sweetly*

*His past, amazing
His present, painful
His future unknown
His heart is enormous
He has a threshold of stone.*

*He is just a man,
Who has lived his life
He is just a man
Losing his wife.*



—Mark Hebert '05
Martin J. Whitman
School of Management

Community Responses

Satisfaction of our community partners is crucial for the success of the SU service learning program. Toward the conclusion of the semester, CPCS sends agency evaluations to each site where a student is placed. The site coordinator is asked to evaluate the students, as well as the service component as a whole. CPCS received 210 agency evaluations out of a possible 548, for a 38 percent response rate.



Figure 5. Agency Evaluation of Student Performance Academic Year 2002-03

Statement	2002-03 Academic Year Percentage of Site Supervisor Responses That Agreed
Students were punctual and responsible in their service.	92 %
Students completed their tasks.	92 %
Students were civil, respectful, and attempted to understand diverse viewpoints.	94 %
Students understood the mission of the agency and attempted to implement its goals.	93 %
Average overall agency rating on a 5-point scale	4.0

Listed below are selected themes that emerged from student responses and student quotations that support these themes.

Theory to Practice

“It connected ideas taught in the classroom with real world situations.”
—’04 College of Human Services and Health Professions

“It has helped me explore greater sociological ideas and concepts brought up in class.”
—’03 College of Visual and Performing Arts

“It integrated school and community and provided an all new experience for me.”
—’04 Martin J. Whitman School of Management

“I have been able to see firsthand through my own experiences the concepts and ideas covered in class.”
—’05 College of Arts and Sciences

Diversity

“I learned quite a bit about social interactions among diverse groups of people.”
—’05 SUNY College of Environmental Science and Forestry

“I learned more about myself, the elderly, and the community.”
—’04 College of Human Services and Health Professions

“I learned how to get along with people other than those I normally interact with.”
—’05 Martin J. Whitman School of Management

“It gave me a look into an unfamiliar culture.”
—’05 Martin J. Whitman School of Management

The following statements were taken from the 2002-03 student evaluation forms:

"[The student] was always on time and very motivated. He wouldn't wait to be told to do tasks. He would do them on his own. He was very responsible in supervising children in group activities. He is very respectful, and it was a great experience to have his help."

—Catholic Charities
Near Eastside Adventures

"[The student] has contributed so much to the Mental Health Association this semester. Not only has she developed and maintained a supportive friendship with an individual receiving mental health services through the Community Companions Program, she has also helped out immensely here at the office. She has so much enthusiasm, a caring nature, and is an all-around fantastic person. Her monthly reports are always in on time, and it's so great to hear about the progression of her match in the Community Companions Program. She goes above and beyond what is expected and is truly a pleasure to work with."

—Mental Health Association

"We greatly enjoyed having [the student] as a volunteer. He made some immediate and strong connections with several of our kids in programs and this is what we look for. There were a couple of youths that considered him their primary reason for coming to programs. He served as a great role model and showed that he was really there for the kids and took on a great role of authority."

—Catholic Charities
Vincent House



Energetic Contribution

Mark Sheehan appreciates the SU students who volunteer at the Boys and Girls Clubs of Syracuse. "We've always had a wonderful relationship with the University's Center for Public and Community Service," says Sheehan, the organization's director of operations. "It's a great program that provides us with quality student volunteers."

SU students fulfill a variety of roles at the Boys and Girls Clubs, from working at field days and Halloween parties to helping write operational manuals and parent handbooks. "They not only help out as general volunteers," Sheehan says, "but they also serve as role models. It's good to have young college students around other young people. Plus, college students are fun! They add energy to the club that we wouldn't have otherwise. It's a great dynamic."

The mission of the Boys and Girls Clubs is to inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible, and caring citizens. The organization serves more than 4,000 youth from ages 6 to 19 each year at 3 buildings and 2 additional school sites. It provides programming in 5 core areas: education and career development; character and leadership development; health and life skills; the arts; and sports, fitness, and recreation.

Sheehan says SU students generally make their biggest volunteer commitment in the areas of education and career development and sports and recreation. But whatever they do as volunteers with the Boys and Girls Clubs, their efforts are appreciated. "If I added up the time they put in each year, and figured the cost at an hourly rate, it would amount to a huge sum of money that was given to the community by SU students," Sheehan says. "You just can't assign a monetary value to the great contribution they make."





Assistant professor Dennis Gillen (left) and Russ Hamilton, assistant dean in the Martin J. Whitman School of Management, discuss CPCS placement sites.

Faculty Responses

During the spring 2003 semester, service learning faculty completed a survey where they were asked to comment on various topics, including services provided by CPCS, quality of learning, and benefits of a service learning component. One hundred percent of surveyed faculty indicated that students:

- learned about issues of difference;
- improved critical thinking skills; and
- developed an understanding of societal issues facing our community.

Additionally, faculty strongly agreed that:

- the community orientation sessions provided students with helpful information regarding the Syracuse community and service learning sites;
- the placement process was clear and easy to follow; and
- CPCS provided students with ongoing support throughout the semester.

Invested in Learning

For SU Writing Program instructor Susan Cronin G'71, service learning is a spark for classroom activities. "Service learning provides opportunities for both students and teachers," she says. "The work students do in the community provides a backbone and centeredness to the class as they share their experiences through discussion and writing. It allows them to research controversial social and cultural issues that are important to them and write about something they are interested in."



Students taking the service learning component of Writing 205 complete 20 to 25 hours of community service in addition to meeting the course's standard curricular requirements. They work through the Center for Public and Community Service to select a placement that corresponds with their strengths and interests and matches their schedules. "Students do a lot of research, both on the Internet and in the library," says Cronin, who has taught at the University for 12 years. "They sometimes produce multimedia projects. And they write an 8- to 10-page persuasive paper on a controversial topic." Recently, Cronin's students focused on such weighty issues as homelessness among veterans, cuts in funding for after-school programs, environmental issues, and consumers' knowledge regarding charitable donations.

Cronin says students enjoy the opportunity to get off campus and be a part of the Syracuse community, where they witness some of the social and cultural challenges of city residents. "As an instructor, my job is not to change students, but to give them the tools with which to change themselves," she says. "The service learning experience helps students grow. They identify with something that stems from their service and become invested in it by becoming mini-experts on the topic. They learn to think critically about what kind of citizens they want to become by observing their personal reactions to community issues and reflecting—through discussion and in their writing—on where they stand on those issues."

The following quotes illustrate the variety of views held by faculty toward service learning pedagogy and its impact on students.

"[The students] begin to think beyond their own interests. They enjoy writing about their experiences, so they become stronger, more confident writers."

—Writing Instructor

"Students are more engaged, enthusiastic about the material, and much better able to grasp the complexity and subtleties of theory on childhood."

—Sociology Professor

"In short, the classroom is never the primary location of learning and doing."

—Writing Instructor

"Service learning represents an important complement to text/lecture material."

—Psychology Professor

"The theory in my courses can 'come alive' in the applications the students make in their placements to subsequent term papers and exams."

—ESF Sociology Professor

CPCS Opportunities

Other Community-Based Service Learning Courses

ARC 579 Community Design Center: Urban Design Workshop

The Center for Public and Community Service continues to work with the Community Design Center (CDC) in the School of Architecture, providing students with opportunities to engage in collaborative projects outside of the traditional academic environment. ARC 579 promotes research and assists in architectural and urban design initiatives utilizing the skills and knowledge of interdisciplinary teams. This year, CDC students completed the second of three research semesters. Funded by the University Vision Fund, students conducted original research on the housing production of the New York State Urban Development Corporation (UDC), a public entity, established by Governor Nelson Rockefeller in 1967-68. Over the course of the semester students interviewed former members of the UDC, visited UDC and non-UDC sites, and presented their findings to members of the Syracuse and University communities.





EDU 303 Teaching and Learning for Inclusive Schooling

The purpose of this three-credit course is to provide students with important background knowledge on theories of teaching and learning that will enable them to make informed decisions as they teach, collaborate with colleagues and

parents, and support the academic and social development of their students. Although EDU 303 is not a methods course, some instructional and assessment methods are examined. Students will have the opportunity to study and discuss what others have to say about how to best teach all students. Through a two-hour weekly observation practicum, students observe how at least one teacher does teach; additionally, students tutor an emergent reader in a one-to-one setting.

ETS 650 Creative Writing in the Community

Creative Writing in the Community helps develop M.F.A. candidates in the Syracuse University Creative Writing Program as teachers of creative writing through community workshops. Learning to teach these workshops gives our M.F.A. students a vital context for articulating the skills and values involved in writing. They will teach a series of six workshops at three to four sites in the community. CPCS works with the creative writing faculty and the community to establish the sites. In 2003, the M.F.A. students worked with children at the Huntington School, Hughes School, and the Dunbar-Hughes program, and with seniors at the Carriage House. Each workshop produced an anthology of the work completed during the workshops. The development of this course was supported by a Vision Fund grant to the Creative Writing Program and CPCS.

HED 300 Seminar in Service Learning

This course exposes students to basic issues surrounding service learning in today's society by using service experiences as a context for discussion and reflection. Students develop a variety of transferable academic skills, including critical thinking, problem solving, and spoken and written communication. Originally offered through the School of Education, this three-credit course was offered in fall 2003 as a special topics course in the College of Arts and

Sciences and is linked to the Service Learning Community.

RED 300 Methods and Practices in Literacy Tutoring

This three-credit course, open to all students, involves participants in the formal study of adult and children's literacy education, and provides Literacy Volunteers of America (LVA) tutor certification. Students are placed in tutoring settings requiring three hours per week of tutoring. This course is offered by Kathleen Hinchman, assistant professor and chair of the Reading and Language Arts Center in the School of Education, and Pamela Kirwin Heintz, director of the Center for Public and Community Service.

RED 326/625 Literacy Across the Curriculum

This three-credit course introduces students to instructional approaches, materials, and assessment techniques to foster reading, writing, speaking, and listening for thinking and communicating. Included is a 25-hour placement working at either the Grant Middle School or Shea Middle School. CPCS was part of the collaboration that developed this course and continues to provide support through our Community Orientations and transportation. The basic model for the tutoring component of this course was the Franklin Model, which was expanded to provide resources at the school for teachers and staff, and to develop a web site and CD for the students in this course. The creation of this course was initially supported through a Vision Fund grant.

Comments from students enrolled in the Community Design Center course in 2002-03:

"The concept of this course is invaluable. I had never conducted original research, nor even visited architectural sites and critically analyzed the success and failure of the projects."

"This was a really great course for me. I took it to gain a better understanding about architecture, the research, and other people's ideas concerning community design."

Other CPCS Service Learning Initiatives

In addition to service learning courses, CPCS facilitates other community-based service learning opportunities for students through its literacy initiatives.

Syracuse University Literacy Corps (SULC)

The Syracuse University Literacy Corps, a program born from President Clinton's "America Reads" challenge, is in its sixth year and continues to fulfill its mission to work with the Syracuse community toward improved literacy.

The SU Literacy Corps is a service learning experience that mobilizes SU students to mentor and tutor students at area elementary schools and community-based organizations in Syracuse and Onondaga County. Tutors spend an average of 10 to 12 hours per week tutoring at their sites. In 2002-03, Literacy Corps tutors completed more than 31,000 hours of tutoring in the community, reaching close to 2,600 children.

CPCS, in collaboration with the School of Education and the Syracuse City School District, designed a training program to meet the literacy needs of the various community sites while maintaining focus on the educational goals of SU students. CPCS provides tutors with preliminary training and offers continuous in-service classes and reflection sessions throughout the academic year to help tutors meet the literacy needs of the children while continuing to gain the most learning from their own experiences.

While Literacy Corps tutor training has evolved over time, the program's original tutoring framework, the Franklin Model, is still the basis for the tutoring sessions. This flexible framework was developed and tested in 1994 for EDU 303 and continues to be the basis for the tutoring component of this course. The model was developed and tested by Kathleen Hinchman, assistant professor and chair of reading and language arts at Syracuse University's School of Education, in collaboration with Mary Ann Shaw in the Chancellor's Office, Pamela K. Heintz at CPCS, and the Syracuse City School District Office of Elementary Education. Covering approximately 30 to 40 minutes, the model includes a "Read-to, Write, Shared



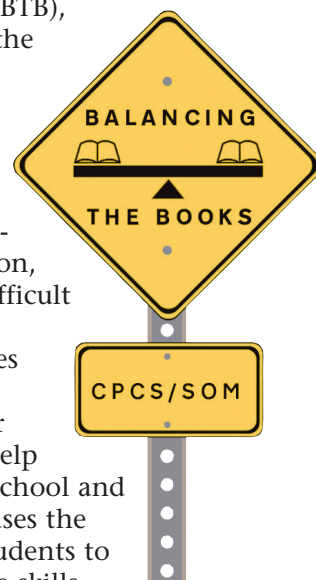
Reading, and Skills Instruction," and is adaptable to meeting the needs of each individual classroom. Hinchman continues to consult CPCS for the Literacy Corps on training materials and workshops that prepare the tutors to address the unique issues in the Syracuse schools while teaching them how to best address the needs of each tutee. The ideal tutoring scenario involves one-to-one interaction with a student; however, tutors frequently work with small groups of children.

Balancing the Books

The Literacy Corps is the foundation for the development of other literacy initiatives, including Balancing the Books (BTB), a collaboration between CPCS, the Martin J. Whitman School of Management (SOM), and the Huntington School (in the Syracuse City School District). Volunteer mentors from the SOM work one-to-one with middle school children at Huntington, helping them prepare for the difficult transition into high school. Mentors work with their mentees on financial literacy, reading, writing, mathematics, and other life skills that are necessary to help students achieve their goals in school and after graduation. The program uses the knowledge and skills of SOM students to incorporate math and workplace skills into their tutorials. This year, 16 SOM students and 16 middle school students participated in the program. According to the Huntington guidance counselors, 80 percent of mentees improved in some way as a result of their interactions with the SU mentors. One counselor stated, "Our students look forward to their BTB mentors coming each week. They treat each student with respect and dignity. The benefits to both the mentors and mentees are immeasurable. The SU students encourage the



Huntington students to follow a career path they never thought possible." The University recognized the success of this program by honoring it for the second year in a row with a Chancellor's Award for Public Service.



ARC Start

ARC Start, a program developed by CPCS and the Huntington School (in the Syracuse City School District), was piloted during the fall 2002 semester. The goal of the six-week architecture program was to introduce a select group of highly motivated students interested in design and drawing to the concept of spatial literacy. A former Literacy Corps tutor at Huntington School who was also a fifth-year architecture student was responsible for planning and implementing the weekly lessons, field trips, and projects on a variety of topics related to architecture. The activities aimed to help students bridge the gap between the classroom and the spatial aspects of their community.

Service Learning Pedagogy Project

Now in its final year of funding from the University Vision Fund, the Service Learning Pedagogy Project continues to integrate teaching and learning innovations grounded in service learning philosophy across the curriculum. The Service Learning Community, now entering its third year, continues to provide sopho-

mores, juniors, and seniors with opportunities to explore their service experiences through coursework while living together on South Campus. In addition to participating in service projects, students register for CAS 300: Seminar in Service Learning.

This year, CPCS continued supporting service learning faculty by hosting Voices from the Field, a faculty roundtable featuring a panel of students reflecting on their community-based service experiences. CPCS continues to research and develop the Service Learning Scholars program, a proposed certificate program for students who meet certain community-based learning criteria in their course work. This program is being further developed in 2003-04.

CPCS Leadership Intern Program

The CPCS Leadership Intern Program, one of the premier CPCS service learning opportunities, included 18 students in 2002-03. This program contributes to retaining some of our best students for whom the traditional classroom setting may not be well-suited to their less-traditional learning styles.

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"I learned that the best way to get through to kids is by really listening to them, and being patient. I liked working with the children, and learned to sometimes take a step back. In the beginning, when my mentee would struggle with reading, I would jump to help him out. But then I realized that the only way he was going to learn is if he did it on his own. So I would try and push him to do more on his own, and praise him as he went along about how well he was doing. By the end of the program, I definitely realized a difference in his reading confidence."

—Balancing the Books Mentor

The academic rigor of this program helps tap each student's own source of motivation as CPCS works to train them to be active citizens. We involve them in thinking and problem solving, which requires a solid knowledge base organized around the major concepts students are expected to know. CPCS creates challenging assignments for our leadership interns designed around real problem solving that requires higher cognitive processes.

This program is completely supported by funding from outside the University and provides opportunities for students to work under the direct supervision of and in partnership with the CPCS professional staff to develop, implement, and evaluate all CPCS programs and initiatives. Students qualify to be leadership interns by demonstrating a solid academic record, high levels of motivation, outstanding organizational skills, persistence, an ability to work with others, and leadership potential. The interns facilitate community orientation sessions; develop and direct projects such as Balancing the Books and Starbucks Stars; facilitate and assist with training; help develop evaluation instruments; prepare assessment reports; write newsletters, memos, and manuals; manage CPCS programs, including service learning and transportation; and assist with all CPCS activities. These opportunities afford students a tremendous amount of autonomy, pushing them out of their comfort zones as they begin to put some of their classroom theory to work in real-world experiences.

Assessment Plan

Throughout the implementation of its programs, CPCS obtains formative and summative feedback critical to the development and improvement of its programs and services. Bringle and Hatcher (1996) presented a heuristic for assessment of service learning programs that identifies a sequence of activities for planned change and development relative to four constituent groups involved with service learning: faculty, students, the University, and community members. CPCS continues to use this model, as well as guide its programs and courses using specific learning outcomes. Within the past year, CPCS has revisited and stated explicitly our learning outcomes and updated methods to gain better or more complete information. Additionally, we continue to make quality improvements based on information we learn from these efforts.

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2003-04 Program Goals

- Develop a better process for tracking students who participate in more than one service learning class
- Gather more faculty feedback
- Improve community response rate to CPCS evaluation survey
- Expand service learning opportunities
- Cross-list RED 300 with the College of Arts and Sciences
- Pilot and finalize the new SU Literacy Corps manual
- Implement a Service Learning Scholars designation on student transcripts
- Finalize "Service Learning" page on CPCS web site

Center for Public and Community Service
Syracuse University



Syracuse University Center for Public and Community Service
237 Schine Student Center
Phone: 315-443-3051
Fax: 315-443-3365
E-mail: cpcs@syr.edu