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Program Summary

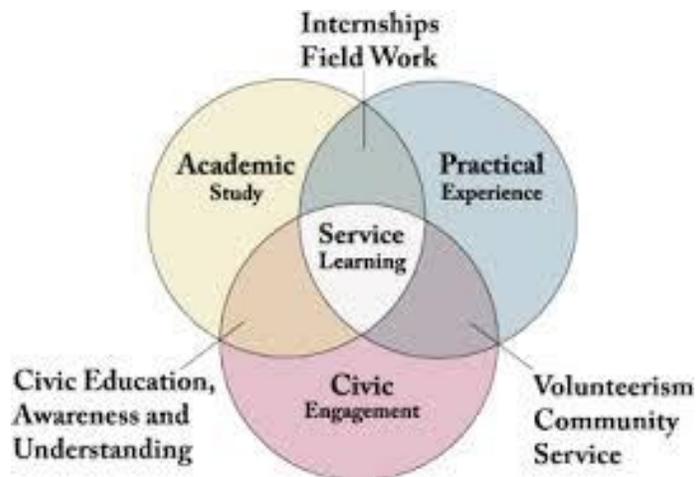
The mission of the Service-Learning & Public Service (SL&PS) program is to promote active participation by students in their communities in order to foster a generation of competent leaders committed to the advancement of civic engagement and social justice.

What is Service Learning?

Service-Learning (SL) is a teaching and learning methodology that enhances student learning through active participation in meaningful community service that is directly connected to course content and theory. Through real world experiences, students enhance their course learning and develop a sense of social and civic responsibility. SL invites instructors to leave the podium as “experts’ and join their students as active learners. Through journals, class discussions, essays, multimedia presentations, and various academic reflection assignments, students reflect on their service in order to enhance their understanding of course content, and gain a broader appreciation of the discipline.

How Does SL Differ From Other Experiential Learning Experiences?

Internships, practicums, clinicals and work experience are designed for students to acquire professional skills in a supervised setting, while SL is a structured learning experience within an academic course directed to the achievement of student learning outcomes while making meaningful contributions to the areas of need identified by the community being served.



History

In keeping with recommendations made by the Academic Senate for the California Community Colleges (ASCCC) resolution 9.06, spring 1996 (Appendix A), resolution 6.01 fall 1999 (Appendix B), and resolution 6.03 spring 2000 (Appendix C) which supported the development of service opportunities for students, as well as the establishment of a service office in community colleges, EVC established its Service-Learning (SL) program in the spring of 1999 in accordance with national best practices. Marjorie Clark, a full time faculty member, wrote a proposal to establish the SL program to the San Jose Evergreen Valley Community College District (SJECCD) Vice-Chancellor's Office of Educational Services, which was under the leadership of Vice Chancellor Louis Albert, a pioneer in the Service-Learning movement. The district did not have Vice Presidents of Academic Affairs at either colleges. The Office of Educational Service provided the seed monies for the Coordinator's reassign time, and with no other funding or resources, the EVC SL initiative had its auspicious start with eleven (11) faculty members across disciplines, twelve (12) sections, thirty-three (33) community partners, and one hundred and forty-one (141) students.

Factors Important to Program's Development

Since the beginning, the program has enjoyed long-standing support from EVC faculty, and the EVC Academic Senate, which in 2005 passed a resolution (Appendix E) recommending:

- establishment of a variety of stand-alone SL courses
- development of 98A Directed Study in Service-Learning variable unit courses across disciplines
- recognition of students at graduation ceremony who completed 100 or more hours of service during their academic study at EVC
- notation of student's service on official transcripts
- direct report to the Vice President of Academic Affairs

Additionally, institutional support for SL came from the SJECCD Board of Trustees, which for three consecutive years designated SL as a board priority. The 2004-2005 Board Priority stated "Encourage and support active learning strategies with **special emphasis on service learning**" (Appendix D). Moreover on January 22, 2013, the Board of Trustees once again affirmed SL as a valuable pedagogy for student success with the passage of the *Student Success Definition & Policy BP-5050.2* which states that the district should "adequately fund, staff and support Service-Learning programs on both campuses to create a culture of service and civic responsibility, and to provide students with opportunities to engage in social change work." (Appendix F)

The Faculty Association (FA) has also supported SL as an instructional methodology and in 2005 successfully bargained compensation for SL faculty members who integrated SL into their curriculum. The FA contract continues to date to stipulate that faculty members can earn 1 unit of *Professional Recognition Credit* towards advancement on the Salary Schedule for every 10 students engaged in SL assignments in any given semester.

Since its inception, students, faculty members, Board of Trustees and community partners, have embraced SL. Yet in spite of overwhelming support from these constituent groups, the program has struggled during good and bad economic times to obtain much needed resources. In the early years, the program relied on work-study students to provide the clerical support required to run the program. In 2010, a split-classified position was created to provide clerical support for the Diversity Office and the SL&PS programs. This split position did not function well and resulted in inconsistent hours of operation for the SL&PS program. When the Diversity program was moved to the district office, the classified position was again split between Student Life and SL&PS program. Once again this shared position resulted in inconsistent hours of operation and disruption of services to students.

During the 2008-12 financial crisis, the SL&PS program experienced draconian cuts, which essentially closed down the program for the fall 2011 and spring 2012 semesters. As of 2011, all the major decisions regarding the Service-Learning program's staffing, budget and daily operations were made unilaterally without consultation, input, or even prior notice to the SL Coordinator. The 20-hours a week, 12 months SL Program Assistant position was eliminated on June 2011 without discussion or even prior notice to the SL Coordinator. Furthermore, the SL Coordinator's reassigned position was also reduced from 50% to 40% and eventually to 30%, which translated to 157.5 hours per semester, or 6 hours a week (for 12 month period) to run a program that served an average of 388 students per semester. The program's supply and student hourly budget was reduced from approximately \$5,000 to \$300 a year, once again without prior notice to the SL Coordinator. As a result of the Center being closed, students became extremely frustrated and discouraged because they could not get assistance with their community placements. Consequently, SL faculty members abandoned SL in droves over students' complaints, and lack of information support for their teaching.

In response to this chaotic situation the EVC Academic Senate and the Associated Student Government in 2011 passed resolutions recommending adequate funding and

staffing for the SL&PS program. The 2011 Academic Senate resolution stated (Appendix G):

“Whereas the Administration’s determination to terminate the 20 hour per week Service-Learning Program Assistant position, along with the reduction of the Coordinator’s release time from 50% to 30%, has essentially resulted in the unofficial termination of the program’s services thus leaving Service-Learning faculty members and their students without the resources and services necessary to do their work; therefore let it be it,

RESOLVED, that the Academic Senate recommends the restoration of appropriate and previous staffing so that the Center for Service-Learning and Public Service can keep its doors open and continue to provide faculty members with the necessary services and resources for them to fulfill their instructional responsibilities.”

Prepared with these resolutions, the SL Coordinator continued in 2011 to lobby extensively for clerical support. Eventually, after a 10 month closure, the Administration assigned the AFFIRM Program Specialist, who was also the California State Employee Association (CSEA) President, to work in the SL&PS program. Because the CSEA President had many campus and district meetings to attend, the Center remained closed to students and faculty most of the time. Additionally, work-study students were prohibited from being in Center without supervision, which meant that the program could no longer count on student help for clerical support or to remain open.

When the crucial work of tracking students’ service in the community was not performed, the SL Coordinator in 2012 began to alert the Administrators at EVC about the problems of not tracking and monitoring students in the community and the potential liability to the district. When numerous verbal and written warnings went unheeded, the SL Coordinator turned to the Vice Chancellor of Human Resources for assistance.

When HR was unable to help the SL Coordinator met with the Chancellor on October 17, 2013 outlining concerns and requesting a full investigation. The SL Coordinator followed up with a written report to the Chancellor, College President, Vice President of Academic Affairs; program Dean and Board members of the Student Success Task force outlining concerns for the program and students.

Consequently the President decided to suspend the SL&PS program at the end of the 2014 summer, and conveyed his decision directly to the Academic Senate President, but not the SL Coordinator. The President then sought the Academic Senate's recommendations on how to proceed with the SL&PS program. The Academic Senate responded by passing another resolution in 2014 (Appendix G), in support of keeping the program open and providing adequate staffing. The resolution stated:

WHEREAS, that the EVC Academic Senate opposes closing the SLPS Program, even temporarily, because of the serious disruption even a short-term closure would create for students, faculty, and the program's community partners; and

RESOLVED, that the EVC Academic Senate recognizes that the Service-Learning Program works in concert with other viable programs on campus to increase student success, and

RESOLVED, that the EVC Academic Senate recommends that the SLPS Program be provided with the funding necessary to rebuild the program to meet the needs of students and faculty, and to help the San Jose/Evergreen Community College District and Evergreen Valley College achieve their missions and commitments to the community.

Upon learning that EVC Administration was planning to shut down the SL&PS program at the end of the 2014 summer semester, a group of very courageous students united to

fight for their education. In a matter of weeks, the students organized a massive campaign utilizing social media to galvanize community and college support for the program. The students circulated petitions, created a FaceBook account, a petition on Change.org and called and wrote to local politicians, and community partners. Armed with 1,200 signatures on a Save SL&PS petition, a State Resolution commending the SL&PS program from its exemplary work from Honorable Paul Fong (Appendix I), as well as letters of support from:

- Jim Beall, State Senator
- Paul Fong, State Assembly member
- Madison Nguyen, Vice Mayor of San Jose
- Fred Tovar, Stanford University School of Medicine, Director of Student Affairs, and former SJECCD Board member
- 40 Community Partners
- 40 Petition signatures and letters of support from EVC Faculty

The students attended meetings of the Associated Student Government, the Academic Senate, and the Board of Trustees with their stories of how Service-Learning helps them transfer to prestigious colleges and universities like UC Berkeley, win scholarships, identify career goals, obtain employment, and gain greater self-confidence.

In the face of overwhelming support from students, politicians, faculty, and community partners, the Administration elected not to close down the program. Instead, they reinstated clerical support in fall 2014 and created a 16-hour per week, eleven months Program Assistant position (previous position was 20 hours a week) and increased all faculty Coordinator's positions to 40% reassign time. The program's supply budget, which had been reduced to \$300 from \$1,500, was also increased to \$1,200.00

In December 2015, the SL Coordinator wrote a Student Success and Student Equity Funding proposal to help rebuild the program. The SL&PS program was awarded

funding to pay 10 faculty member \$1,000 each to integrate CSL into their curriculum for two semester, an additional 18 hours a week clerical support, a 10% increase for the SL Coordinators reassign time, funding for a Community Partners/Volunteer fair and an office copying machine.

This factual historical account serves as a framework for understanding the program's development; the uneven enrollment patterns and struggles to keep the program open for students.

Purpose

The purpose of the SL&PS program is to make Service-Learning and Public Service an integral component of EVC student's education in order to foster a generation of competent global leaders committed to the advancement of civic engagement and social justice. The program's mission and work is firmly grounded in EVC's mission, which strives "to empower and prepare students from diverse backgrounds to succeed academically, and to be civically responsible global citizens." Moreover, the program's core mission of preparing students to be civically responsible citizens is also in rooted in SJECCD's mission of "empowering our students to become agents of socio-economic change" and in SJECCD *Student Success Definition and Board Policy, BP 5050.2* (Appendix F) that emphasizes the importance of educating the whole individual and empowering students to be active and responsible members of the global community. The program is also firmly rooted in the philosophy of Carnegie Foundation for the Advancement of Teaching that "*a good college affirms that service to others is a central part of education*"

Students Served

SL&PS program provides **all** EVC students with opportunities to engage in carefully organized SL assignments and projects, regardless of their ethnicity and affiliation with other Special Programs on campus.

Community Service-Learning Students

These students are enrolled in general education courses, including Political Science, ESL, History, Family and Consumer Studies, Psychology, Biology, Environmental Science, Education, Earth Science, Language Arts, Math, Women Studies, Counseling, Spanish, History and more.

Public Service Students

These students volunteer in order to augment their studies with community service, because many college majors such as Nursing, Teaching and Kinesiology require community service. The public service students also seek volunteer opportunities to enhance their transfer and scholarship applications and to explore careers options.

Program Services

From its inception, the SL program's main focus was academic community service-learning. All of the program's services initially revolved around the mission of providing students with well-structured SL opportunities. In spite of inadequate funding and staffing, the SL&PS has evolved through the years to meet student's growing need for experiential learning and civic engagement experiences. Consequently the program has developed six (6) distinct components, they are:

1. **Community Service-Learning:** The primary purpose of this component is to create well-structured SL opportunities for students in neighboring communities and on the EVC campus to enhance their academic learning. With consultation with SL faculty members, SL&PS establishes community partnerships with local non-profit organizations (NGOs) or public educational institutions, to meet the learning objectives of the SL course and the community. To date, the program has established approximately 200 community partnerships to better serve our SL faculty and students. The value of SL as a pedagogy has been documented in countless research studies. Not only does SL increase retention and success rates, but it also helps with career exploration, self-esteem, value clarification and the development of a sense of social and civic responsibilities.
2. **The Public Service:** This component grew out of the need to accommodate

those students wishing to continue their community service-learning experiences after they finished their SL classes. Many SL students formed deep connections with the clients with whom they worked and wanted to continue their service past the service hours required by their professors. Additionally, many students needed to satisfy their majors' community service requirements but were not enrolled in SL classes. For these reasons, the Public Service component was created to help students achieve their major and career requirements.

3. **President's Volunteer Service Award** is part of the *President's Council on Service and Civic Participations* and was created to honor volunteers who have contributed thousands of hours of service to their communities. Depending on the amount of service hours completed, individuals can receive a certificate, and a Bronze, Silver, or Gold medal. As a certifying organization, SL&PS has sponsored approximately 102 students who have contributed over 100 hours of service in a year to receive this prestigious award. The President's Volunteer Award enhances student's transfer, employment and scholarship applications.
4. **The Teaching Assistant Service-Learning (TASL)** component evolved organically as part of the tutoring services SL students provided to the college's *Math and Science Resource Center* and also as a reaction to the findings of the EVC Equity Scorecard and Achieving the Dream Initiatives, which identified extremely low success rates in developmental math (47%) with only 5% of students who begin in the lowest level of math advancing to transfer level math courses. Mathematics Professor Kevin McCandless modeled the TASL program according to national best practices where advance math (Calculus) tutors are placed in developmental math (Pre-Algebra, Beginning Algebra and Intermediate Algebra) classrooms. Since math is a gatekeeper to transfer, this component provides an immensely important service to students in developmental math.
5. **International Service-Learning:** This merit based scholarship program is designed to provide outstanding SJECC students who have participated in service-learning or community service, the opportunity to enhance their global and inter-cultural understanding while serving in marginalized communities in poor, underdeveloped countries. The program is rooted in theories of experiential

education and social justice. The purpose of the program is to:

- To provide students who traditionally do not receive opportunities for international travel, and who are “at-risk” from the effects of marginalization in education, an opportunity to participate in grassroots, hands-on learning.
- To educate and motivate students through direct personal experience with disadvantaged, oppressed, and marginalized individuals in order to foster cross-cultural awareness, understanding, compassion, and respect for diverse cultural expressions, as well as an appreciation for global interconnectedness.
- To apply what the students learned abroad to our local community. Each international trip is followed by a local community project, which is designed to put the new knowledge to use in our community.
- To promote critical thinking, intellectual inquiry, moral reflection, and commitment to social justice.

6. **Volunteer Service Club:** A group of socially minded EVC students who want to make a difference on campus and in their communities chartered the club in spring 2016. The Volunteer Service Club will work closely with the SL&PS program to promote, encourage, and provide opportunities for civic engagement and community activism. Students will also have an opportunity to connect with other clubs on campus to help organize and promote effective volunteer opportunities for all EVC students. Participating students will also be able to work toward the President’s Volunteer Award.

In addition to these five program components, the SL&PS program also provides students and the campus community with opportunities to participate in various humanitarian and voter registration drives and events concentrating on major social issues.

Voter Registration

- September 2003
- September 2004
- September 2005
- September 2008
- March 2008
- February 2016

Humanitarian Drives

- Community Partners Volunteer Fair September 2000
- Blanket Drive for victims of El Salvador Earthquakes: March 14 - April 6, 2001
- Hunger Banquet Food Drive: 2004, 2005 and 2009
- Locks for Love Hair Drive for Cancer Survivors: April 26, 2005
- Hurricane Katrina Food Drive: September 12, 2005
- Coat Drive For Homeless: 2008
- Second Harvest Food Drive: 2009, 2010, 2011
- Soles 4 Souls Haiti Earthquake Relief Shoe Drive: Feb 10, - March 18, 2010
- Pakistan Flood Relief Drive: Sept 22, 2010 - Oct. 25, 2010
- Winter Clothing Drive for Foster Youths: Oct. 26 - Dec 9, 2015
- Volunteer Fair: 2000, 2001, 2002, 2016

Social Justice Events

- Clothesline Project Domestic Violence: Oct. 16, 2000
- Take Back the Night (speak-out and march against violence towards women):
April 20, 2006
- Marriage rights or Civil Rights: Same Sex Marriages 2008
- When, If Not Now? (Summit on Sexual Assault on College Campuses): Sept. 30,
2014
- "ITS ON US" Sexual Assault Prevention: Spring 2014, Spring 2015, Spring
2016

The essential services provided by all 5 components include:

- Vetting and establishing community and campus partners
- Identifying community service opportunities and projects
- Matching student's interest and career goals with service opportunities
- Organizing well-structured service opportunities and drives for students, clubs and the college community
- Providing information and support to help students successfully complete their service
- Tracking student's service for scholarship and Letters of Recommendations
- Providing training on SL to faculty members
- Providing bi-monthly faculty reports for grading purposes
- Providing end of semester PRC Reports to SL faculty members for advancement on the salary schedule
- Providing students with Certificates of Appreciation upon completion of service
- Sponsoring students to receive the President Volunteer Award

Value of Services Provided by SL&PS

Community Service-Learning can be a very important part of a student's education, and as such it is offered at most colleges and universities, including all University of California (UC) and California State University (CSU) campuses, as well as 60 percent of all community colleges nationwide (American Association of Community Colleges)¹. SL has been identified as "one of ten high impact educational practices effective in increasing student retention and engagement" (Kuh, 2008).² Additional research finds that SL "increases understanding and depth of course content, promotes knowledge and understanding of civic and social issues, and increases awareness and acceptance of diversity" (Astin & Sax, 1998³) Key benefits to students, faculty and community partners are listed below.

Benefits to Students

- Links coursework to real world experiences
- Enhances Learning
- Supports alternative learning styles
- Develops critical thinking and problem-solving skills
- Enhances transfer, scholarship and employment applications
- Provides career exploration and employment opportunities
- Enhances self-esteem
- Encourages cross-cultural awareness
- Promotes social and civic responsibility

Benefits to Faculty

- Enhances profession learning
- Increases retention and success rates in course
- Build new relationships between students and instructors
- Helps build classroom community
- Establishes relationships with members of the community

Benefits to the Community

- Provides meaningful services to the community.
- Augment service delivery for overburdened community agencies.
- Creates opportunities for community agencies to participate in student learning experiences.
- Builds community awareness of college programs and services.
- Build new relationships between the community and the college.

Program Effectiveness

The SL&PS program evaluates its effectiveness through qualitative data obtained through student classroom reflection assignments and student testimonials. Reflection is a central component of a SL course, and students are required to reflect, discuss, and

write about their service experience and how it relates to course content and theory.

In 2002, 2003, 2004, the program attempted to conduct pre and post surveys in each of the classes offering SL, however due to lack of staffing, the program was unable to collect and tabulate the data. Moving forward, the program plans to conduct surveys in every class offering SL options once additional permanent full time staffing is secured.

In 1999, Dr. Kangas from the SJECCD Office of Research and Planning conducted a survey comparing SL students enrolled in 13 sections of General Education classes such as Communication Studies, Fundamentals of English, Psychology Family Violence, Political Science, Ethnic Studies, Survey of American History, and Philosophy, with non-service-learning students in the same General Education classes. The survey asked students to rate their learning expectations in the following three areas:

1. **Personal Growth and Development**, which measured openness to new experiences, personal power, sense of usefulness, self-understanding and self-esteem.
2. **Intellectual Development and Academic Learning**, which measured communication skills; skills in learning from experience, skills in applying academic knowledge to “real life”, critical thinking and problem solving skills, and knowledge of people.
3. **Social Growth and Development**, which measured knowledge of service-related careers, civic involvement, skills in caring for others, appreciation of diversity, and concern for people.

Survey results were extremely positive. Overall, average change between expectations and actual learning experiences in each category found:

Personal Growth

Service Learners +.25 pts
 Non-SL Students -.16 pts

Intellectual Development

Service Learners -.04 pts
 Non-SL Students -.02 pts

Social Growth

Service Learners +.33 pts
 Non-SL Students +.08 pts

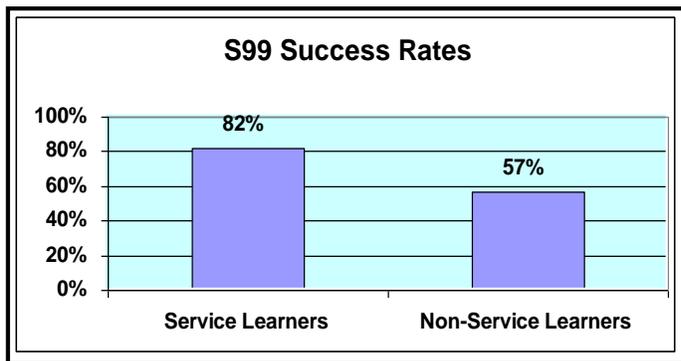
Service Learning Students

- ✓ high initial learning expectations
- ✓ high actual learning experiences
 - ✓ actual learning exceeded expectations
- ✓ 82% success rate in their classes
 - ✓ 6% withdrawal rate

Non-Service Learning Students

- ✓ lower initial learning expectations
- ✓ lower actual learning experiences
 - ✓ actual learning didn't meet expectations
- ✓ 57% success rate in their classes
 - ✓ 29% withdrawal rate

Courses represented: Com S 45, Engl 104, Engl 1A, Psych 47, Hist 1, IDS 190, Phil 65, ES 10, S Sci 30,



Total number of sections:
13

Total number of enrollments: **463**

Pol Sci 1

The success rate for the Service-Learning students was 82% versus 57% for non-service-learning-students! (Appendix J)

Students' narratives collected from the student's reflection assignments in the General Education classes supports the 1999 Kangas survey findings. The Student Success

Stories can be found on the SL&PS website, at

<http://www.evc.edu/academics/special-academic-programs/service-learning-public-service/sl-student-success-stories> and below: (Appendix K)

Student Success Stories ~ Qualitative Assessments**Viviane Nguyen – 2011**

Growing up in a less-privileged family has not only offered financial and academic challenges, but has also made me realize the value of a college education and importance of paying it forward... My service at the Womyn's Center was an opportunity to reflect upon my personal narrative of overcoming adversities as an Asian American woman ... I am incredibly appreciative of the opportunity to continue my education as a low-income, first-generation college student from EVC to UC Berkely.. and will not forget my Service-Learning experiences at EVC, and I hope the Service-Learning and Public Service program continues to be part of the campus to help students like me learn, change, and serve.

Julie Ngo – 2010

Coming from a small town in Australia, I moved to San Jose only a few months prior to enrolling in EVC... I felt the need to put myself out there and be more involved with the campus. In addition, I wanted to have a purpose and be accepted...I cannot express how much tutoring at the DSP office meant to me... tutoring gave me a purpose as those who were struggling in math and chemistry needed my help... This service allowed me to overcome my personal obstacles and allowed me to focus on those who may be trying to overcome their own obstacles. From this, I grew a desire to help the disabled members of the community even more. This triggered my dream of becoming a physician.

David Torres – 2011

... Service-Learning is an extraordinary opportunity that provided the building block for my future career by enhancing my learning outcome... I am honored to have participated in a life changing experience that I strongly believe every student should have.

Yana Cerna – 2013

... At first I wanted to work in the area of my major, but when I saw that I could volunteer at the Alzheimer's Activity Center something in me told me to try it. The first day I walked into the Center, I was nervous and didn't know what to expect. I will not lie; the first day was an overwhelming experience... I realized how blessed I am to have a healthy mind; that my parents have a healthy mind... The clients have become part of my family and it brings me joy that I'm able to make them laugh and smile while I am there... Speaking from my heart, Service-Learning should be experienced by everyone. Not only will it help you know if your major is right for you, but it will be an ever changing life experience, just like it was for me.

Truong Mai – 2013

... At first, my primary purpose for volunteering was to learn English. However, in time, I have learned that volunteering makes everyone's life better... Service-Learning has also helped me. In 2011 I was awarded the President's Volunteer Service Award which led me to win the Aspire

scholarship. In 2013, I honorably received the second President's Volunteer Service Award, which I definitely added to my applications to Universities of California.

Chidinma Kalu – 2013

... My responsibility was to research community service and internship opportunities for female students majoring in Science Technology Engineering Math (STEM) fields... I eventually found the program "Year Up" which offered young people 18-24 intensive training in business and information technology with a guaranteed internship at a fortune 500 company. The program seemed right for me so I applied and got the training I was looking for. I was able to build skills in productivity software, computer hardware and basic programming. At the end of the training, I was placed at Facebook and put to the test as Telecom expense manager. I developed leadership and management skills in IT and through this Service-Learning experience, I have found a genuine path in my major, psychology.

Armando J Ferrer Jr. – 2013

... Before joining the program, I was merely thinking about the academic benefits I would acquire from it... However, after involving myself in the Service-Learning program I indeed found myself with not only a stronger foundation in math, but also a new perspective in life... Helping others allowed me to create a sense of solidarity with those around me as I gained interpersonal relations through those I helped... I want to do what I can to contribute to the well-being of others.

Francisco Servin – 2014

... I always struggled because as an immigrant I thought that I had to be financially successful, but at the same time I wanted to do something that I felt real passion about... It is true that when I volunteered I did it to have extra credits in case I needed them because this was my first college class after 10 years... In the beginning I just wanted to get those credits, but as I started reading and researching about hunger in the world, I became more and more interested... At the end of the class I decided to pursue a major that would allow me to work in the field of International development. I plan to pursue a bachelor degree in Global Studies at San Jose State University once I complete my Associate degree at EVC. I would like to contribute one day to solving global issues such as hunger, education, or housing among many others... I am grateful that my life has been touched by the Service- Learning and Public Service Program and by Professors like Ms. Lujan. I am working hard to reach my goals and hope to someday help to make the world a better place for future generations.

Maria Franco – 2014

... My Service-Learning experience has made me see things in a different way. It has made me appreciate life a lot more. I have learned so much through my experience. And the great thing is that I am gaining good experience for different fields in my major. Not only have I gained experience but I have made new friends and "Reliable References" for a future Job/Career... I really hope that the Service-Learning program continues to be a part of EVC, because it truly helps students experience with different professions they can possibly pursue in the near future.

Constance Maes – Spring 2014

... The Service-Learning assignment in the Psychology of Women gave me the opportunity to volunteer as a tutor in the Disabled Student Program (DSP) and earn college credit... I found that my 20 years of experience working for a disabled person and my love of tutoring combined with the course work allowed me to find my true bliss, tutoring the disabled... It was a revelation that at my age, my love of teaching and people skills could be used together... Thanks Marjorie for offering Service-Learning in your class, which gave me a heads up to my future. I am now happily tutoring away both at Evergreen and privately to supplement my income.

Huy Truong – Spring 2014

... At first, I participated in the program to earn extra credit in order to secure a good grade... I helped many students clarify unclear points in the lectures. It was a very excited feeling when I saw them understand and handle their math problems on their own. I also had a chance to improve my English-speaking and social skills... I decided to take the Tutoring Training Course to learn some tutoring techniques. After finishing the course, I applied them to help many of my students successfully passed their classes with high grades. This result was so satisfying that it brought me to the conclusion that I would like to become a math teacher someday... teaching is a very challenging job. However, participation in the Service-Learning Program has enhanced the confidence that I need in order to thrive in my future profession.

Alma Acosta – Sanchez 2015

... The Service-Learning experience was powerful because it helped me grow as a person and fortified my desire to teach Mathematics at a secondary school. I learned that I have a gift or ability that can be shared with others. I also gained valuable wisdom in working with students.

Alisha Church – 2015

... I'm the type of person that likes to give gifts instead of receiving them, and that is what I first thought volunteering would be. But I was SO very wrong. I was not only giving a gift, but I was getting one in return... My son is only in preschool, but I don't want him to develop bad habits because when he goes on to elementary school, he will be expected to transition from learning to read, to reading to learn. That is why volunteering at Reading Partners was such gift for me; I can now teach my son the reading fundamentals that I learned in Reading Partners. I believe that this program is truly changing the lives of these children, and it has changed the way I view things as well... I have learned to love these kids. I love watching them accomplish their goals, which in return, makes me want to accomplish mine.

An Nguyen

...Volunteering and giving help to those people who need is also helping others for my own benefit, because long-term satisfaction and happiness come from altruistic actions. After I finished 20 hours required, I decided to continue to help... When I passed out the food for people who were mostly elder, I saw happiness on their face. It made me very happy...I would say thank you Service-Learning gave me an opportunity to learn, understand, and practice to build my career further.

Pha Tran

... I have gained a lot of interesting experiences that not only helped me improve my knowledge but also trained me to become a patient and strong student, who is willing to encounter all of the difficulties and challenges in the college and in real life. Through the Service-Learning and Public Service Program, I earned my President's Award, which surely strengthens my resume significantly. I really appreciated the Service-Learning and Public Service Program, the very first place that successfully contributed in shaping my personality.

Aroush Horufi

Service-Learning has given me the opportunity to experience something I had never experienced before. The ability to put my knowledge in use in helping others has been a great experience. Knowing that I have spent my time for a good cause has given me a sense of achievement. I will carry this experience with me forever.

Phuong Ngo

During my volunteer tutoring at the Math center, I've found that this is a very helpful program. Not only students who need help benefit from this program, but I also get many good things from helping them. When I help students in lower math classes, I can review my math skills at the same time. I also learn to be patient to find the way to explain the problems to them. Once again, I think we should continue this program; so many students can get its great benefits.

Minj Nguyen

This Service-Learning program helped me to consolidate my knowledge in class and also gave me more experiences on gaining various learning skills to do better in my courses. Besides receiving a certificate of appreciation from EVC, I gained a lot of new friends and made good relationships with professors. Service-Learning is no harm; it only gives you a lot of benefits more that you've expected.

Maria Orozco

Learning by teaching others broadens on creativity. In fact, many people need different scenarios and examples to learn the specific subject. At the Math & Science lab, I learned at be patient and to be very creative. People actually learned more by explaining concepts applied to their own realities, rather than reading the math books. It was an excellent experience that I will repeat in the future.

Josue Vargas

I am grateful for having the opportunity to tutor students at EVC. Volunteering at the Math & Science Learning Center was a wonderful experience because I got to help others, as well as myself, gain better understanding of the materials. This is a very

helpful program being that it concentrates in two main subjects, which allows students to emphasize their main focus.

Amy Ho

I've joined in the Service-Learning program and I think it's very useful being a math tutor. I have a chance to talk to many people, to be more active, more dynamic and to review what I've learned as well as apply my knowledge into reality. Other tutors are very friendly and we help one another and we become good friends.

Thao Luong

I've joined in the Service-Learning program and I think it's very useful being a math tutor. I have a chance to talk to many people, to be more active, more dynamic and to review what I've learned as well as apply my knowledge into reality. Other tutors are very friendly and we help one another and we become good friends.

Tri Nguyen

One of the best learning tools that I can give to my students is to get them to get involved with Service-Learning program at EVC. This program helps my students to become better learners by tutoring other students. We know that to become a better learner, we have to teach others.

International Service-Learning Qualitative Assessment

The International Service-Learning program sponsored three highly effective trips: Oaxaca Mexico in 2005 and 2006; and El Salvador in 2009. Effectiveness was measured by qualitative data obtained from students' reflection journals. Below are quotes for what students said about their service trip abroad. (Appendix L)

- "Education is the true key to change the lifestyles of the local individuals."...Hilda Morales, 2006 Oaxaca, Mexico trip.
- "The service that we can provide for others in many ways serves us to grow and develop into more well-rounded people...it also allows us to share that experience with our own family...it also allowed us to cherish all the opportunities that we have in our homes."...Hilda Morales, 2006 Oaxaca, Mexico trip.
- "Most of the community had left the village...customs and traditions were kept only by the people that stayed. Despite not having much, they serve food to guests before they have their own meals. We share all the hardship they are suffering."...Ai Mai, 2006, Oaxaca, Mexico trip.

- "My experience in El Salvador has changed my daily habits. I conserve more food and water because people in impoverished countries lack these essential resources. This amazing experience truly changed my life and the lives of my peers."...Jessica Gonzalez, 2009, Caluco, El Salvador trip.
- "One thing that really struck me was the idea of family and how important and deep- rooted it was in the El Salvadorian traditions and values...family was the only thing that really kept the people together and truly happy despite all the hardships they had to go through in the tough economy and daily living conditions."...Jennifer Tan, 2009, Caluco, El Salvador trip.
- "...the people in El Salvador were just so friendly. It felt like the atmosphere was completely stripped from societal expectations and influences... and the people had everything to give even though they barely had enough to survive themselves."... Jennifer Tan, 2009, Caluco, El Salvador trip.
- "When we visited Sister Peggy she spoke upon the matter of the civil war's effect on the country...she said, "today we share our food and tomorrow we share our hunger". The quote is not focusing on the concept of sharing our food, but rather a much more meaningful statement that meant united as one we stand and divided we fall. It inspired me to be more caring of others"...Sergio Zepeda, 2009, Caluco, El Salvador trip.
- "People in the town are very poor; they have nothing but rocks and dirt; yet, they are friendly, humble and diligent. They made me feel very welcome when I was there." Connie Ho, 2006, Oaxaca, Mexico.
- "He laughed and gently put his hand on my shoulder and told me, "When you are hungry, you will find a way to eat". Those words have stayed with me this whole time. Here is a person who did not saw trash as a problem but more as the solution. Throughout the whole trip I notice people were doing service not to receive an award or strengthen their resumes, but to simply survive."...Francisco Alvarado, 2005, Oaxaca, Mexico trip.
- "People were using all their ingenuity to ensure their continued existence in this world. Recycling was their weapon to overcome adversities. In the States we see recycling as something we should do to help the environment. We see recycling as an extra step in our daily routine...The people that I met, during my trip, saw recycling as a way of life."...Francisco Alvarado, 2005 Oaxaca, Mexico trip.
- "We went to El Salvador to make a change in a foreign community, but the community ended up changing us."...Kenny Gutierrez, 2009, Caluco, El Salvador trip.

- "Despite the poverty in El Salvador, the people are very generous...I guess what makes them so happy is the fact of knowing that they shared their wealth with us."...Fernando Cardona, 2009, Caluco, El Salvador trip.
- "Being in El Salvador has done me a service by changing my perspective on things...my mission now is to serve as much as I can to benefit others, instead of just myself."...Raquel Nevarez, 2009, Caluco, El Salvador trip.
- "Being exposed to all the social injustice and poverty, I was able to find my higher calling in life...this was the perfect reality check that I have longed for."...Tien Nguyen, 2009, Caluco, El Salvador trip.

Assessment Analysis

The results of the 1999 survey, as well as the reflection narratives in the Student Success Stories and the International Service-Learning journals, clearly support scholarly research, which demonstrates that CSL is an effective instructional methodology that increases retention, success and personal development. The results validate the importance of the program's work and the value of CSL to student's education. Our analysis also points out the importance of obtaining more quantifiable data. In the future, the program would like to have the opportunity to do more internal quantifiable surveys in the general education classes offering SL options to students (Appendix J).

Three-Year Plan

Three years from now, the SL&PS program hopes to become once again one of the premiere Service-Learning and Civic Engagement programs in the Bay Area. To do so, the program requires commitment from the district and college to live up to the promise of adequate funding stipulated in the SJECCD BP-5050.2 (Appendix F). Once additional permanent full-time staffing has been established, the program will be able to strengthen its core services to students, faculty, and community members. Fourteen objectives have been identified to reach this goal:

1. Continue to create well-structured SL experiences
2. Increase Community Partnerships by 20%
3. Note SL options in Schedule of Classes

4. Develop on-line SL training modules for faculty
5. Develop an on-line orientation to SL for students
6. Offer SERV-001: Introduction to Community Service-Learning every semester
7. Offer SERV-002: Service-Learning- Personal and Career Development every semester
8. Record hours of service on student's transcripts
9. Recognize those students who have completed 100 hours of service at Graduation
10. Conduct surveys every semester to measure program's effectiveness
11. Develop community resources and tools for on-line classes
12. Develop a Certificate in Community Studies and Leadership
13. Work to include Civic Engagement as part of the Cultural Pluralism/Ethnic Studies graduation requirement.
14. Establish a Community Advisory Board

PART A: Overview of Program

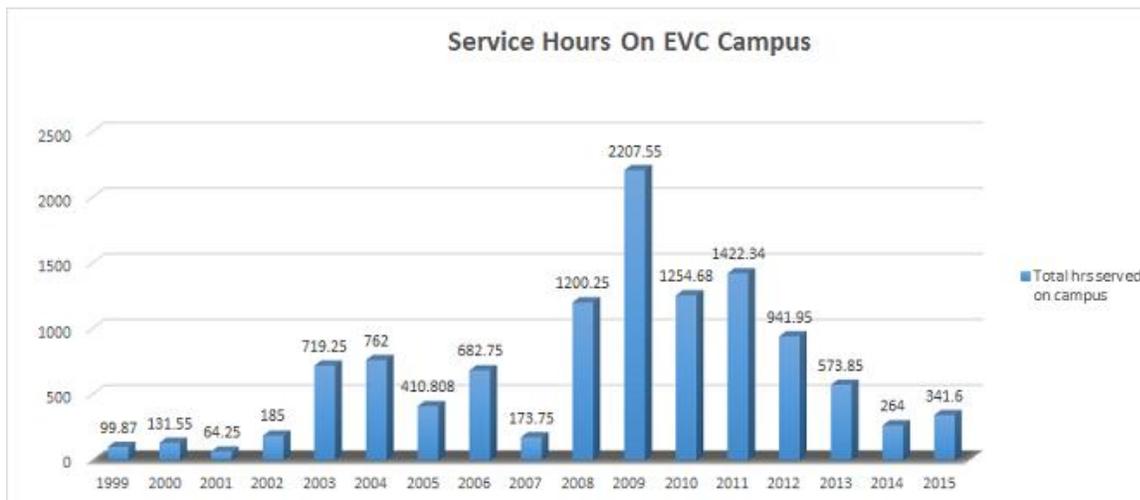
Accomplishments

The program's greatest accomplishment has been its ***ability to transform student's lives***. Students participating in the program experience significant change in the ways they understand their identity, culture, behavior, and the world around them. The program's pedagogy provides avenues for students to explore what it means to be global citizens, and encourages them to question unjust social, political, economic, and cultural norms, practices, institutions, and policies. This knowledge allows them to engage in social action to transform institutions and policies that perpetuate social injustice, political oppression, and economic disparities locally and globally.

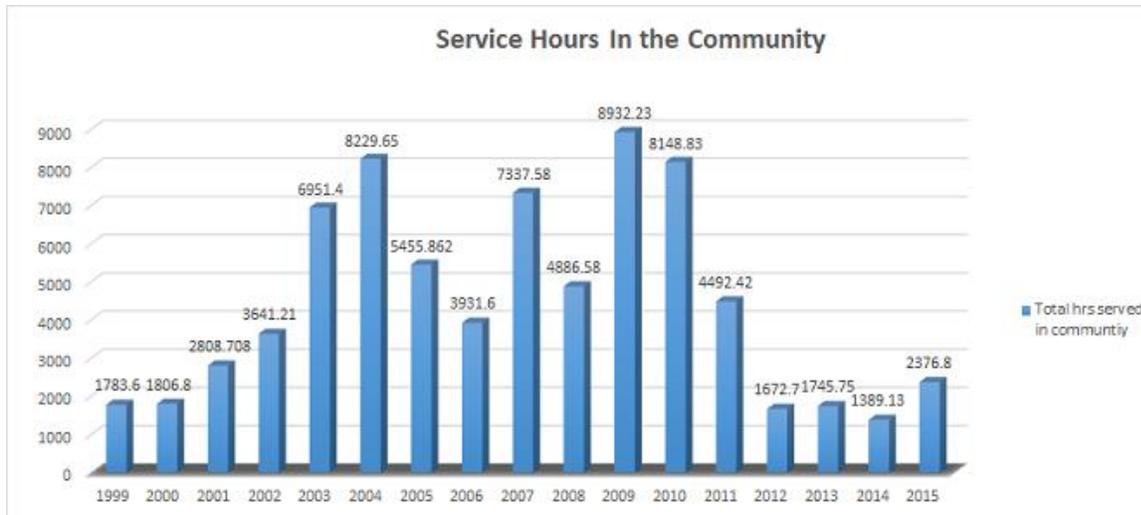
A great example of students learning to take action to address institutional inequities occurred when a group of students united to save the SL&PS program from closing. These courageous students utilized 21st century grassroots strategies to galvanize the college and local community members to protest the closing of the SL&PS program.

The students succeeded in saving the program for themselves, and future EVC students, and in return learned a valuable lesson about organizing social movements, social responsibility, personal efficiency and what it takes to effect social change.

The ***ability to effect social change*** is the program’s second greatest accomplishment. During the two latest economic crises in education in California, EVC Service Learning students contributed thousands of free hours to the Campus Tutoring Program, Math Center, and EVC Disability Support Program (DSP). Based on the minimum wages over the years (see chart below), **EVC Service-Learning students provided 11,435 hours of free labor, which is equivalent to \$87,902.42 in wages to the college.**



SL&PS students also **contributed 75,590.87 hours of free labor to local communities, which is equivalent to \$555,966.71 in wages.**



Minimum Wages Per Year

Effective Date	Rate
1/1/2016	\$10.00/hour
7/1/2014	\$9.00/hour
1/1/2008	\$8.00/hour
1/1/2007	\$7.50/hour
1/1/2002	\$6.75/hour
1/1/2001	\$6.25/hour
3/1/1998	\$5.75/hour

In addition to the thousands of hours of free labor to the campus and neighboring communities, the SL&PS program continues to establish strong viable partnerships for the program and college. The program has established **189 community partnerships** with local non-profit organizations (NGOs), public schools and campus programs since its inception. (Appendix M) These community partnerships reinforced EVC’s Strategic Initiative 2 Community Engagement: which seeks to “Develop strategic partnerships” and the “Building of campus community.”

Community partnerships are established to meet course-learning objectives and to address some of the most compelling social concerns of the community immediately surrounding the college such as homelessness, illiteracy, high dropout rates, gangs, family violence, mental illness, immigrant & refugee resettlement, and food insecurity. Partnerships with local elementary and middle school such as George Miner Elementary School, Alum Rock School District's Migrant Education Program, Ocala Middle School, Luther Burbank School, and Sylvandale Middle School were forged to address the literacy and math competency problems that contribute to high dropout rates. Other contributing factors to high dropout rates such as teen pregnancies and gang affiliations were addressed through partnerships with ESO's (Economic & Social Opportunities, Inc.) "Tag Team," a teen pregnancy prevention mentoring program, the Mexican American Community Services Agency (MACSA), and Catholic Charities Washington Youth Center, which had gang prevention and mentoring programs. Partnerships with Scared Heart, Loaves & Fishes, Martha's Kitchen, Health Trust, Sunday Friends and The Giving Tree Outreach Center, all addressed the plight of the homeless and food insecurities in the area. While partnerships with Child Quest International, Kids in Common, Next Door Solution to Domestic Violence, and the YWCA Rape Crisis Center addressed issues of abuse and violence. Mental illness was addressed through partnerships with San Jose Care and Guidance Center and Crestwood Manor. Education, employment, and citizenship training for newly-arrived immigrants and refugees have been addressed by providing employment training and placement, ESL classes, translation, assessment and citizenship classes through partnerships with agencies such as: SIREN, Center for Employment (CET) Sacred Heart Community Services, Catholic Charity's, "The Job Market", and Asian Americans For Community Involvement (AACI).

The program's most recent accomplishments occurred in the fall 2015 semester when the program revised and developed two (2) Service-Learning stand-alone courses, which will broaden the curricular opportunities for experiential learning at EVC. SERV-001 Introduction To Community Service-Learning was revised in fall 2015 to a one unit course in order to accommodate Student Ambassadors, Student Club members, and

CALWORKS students, who are providing a service to the college community without receiving college credit for their work. The one unit course will also help those students who require an extra unit to become full time students for Financial Aid. The SERV-002 Service-Learning for Personal and Career Development course is in queue at the All College Curriculum Committee (ACCC) for review and approval. This general education Area E, CSU transferrable course will help students clarify personal and career goals.

The program is also pleased to report that in fall 2015 it successfully completed a Student Success and Equity proposal. SL&PS was awarded funding to pay 10 faculty members \$1,000 to integrate SL into their curriculum for two semesters, 18 additional hours of clerical support, an additional 10% reassign time for the SL Coordinator, funding to sponsor a Volunteer Fair, and to purchase an office copier. The Student Success and Student Equity funding was greatly needed to help rebuild the program.

As a final point, on February 17, 2016, the program organized a Volunteer/Student Club/Voter Registration Fair on campus. The Fair was a incredible opportunity for students to connect with local non-profits agencies and campus clubs to learn about how they can make a difference in their communities and on campus. The League of Women Voters came out to register students to vote, and local campaign representatives were on hand to provide students with opportunities to participate in local elections. The complete list of Fair attendees is as follows:

- American Association of University Women (AAUW) San Jose
- Alum Rock Counseling
- Ash Kalra for CA State Assembly
- Asian Americans for Community Involvement (AACI)
- Bill Wilson Center
- Boys & Girls Club of Silicon Valley
- Catholic Charities of Santa Clara County Senior Centers
- Coaching Corps
- Denise for District 8 (SJ City Council)

- East Valley Family YMCA
- Eating Disorder Resource Center
- EVC Tutoring Center
- EVC Center for Service-Learning & Public Service
- EVC Equity Plus/YESS
- Habitat for Humanity East Bay/Silicon Valley
- Josh for District 8 (SJ City Council)
- League of Women Voters San Jose/Santa Clara
- Mike Honda for Congress
- Mother's Milk Bank
- Next Door Solutions to Domestic Violence
- Our City Forest
- Reading Partners
- Santa Clara County Black Infant Health
- Santa Clara U School of Law Legal Clinic
- Senator Jim Beall's Office
- SJECCD Foundation

Program Goals

SL&PS program goals are established annually in consultations with the SL&PS Advisory Board. All of the program's goals are in alignment with EVC's mission, Strategic Initiatives, SJECCD's mission and BP-5050.2 Student Success Definition & Policy. The program's on-going goal is to provide students with well-structured meaningful community service opportunities that enhance course theory and prepares students to be civically responsible global citizens. This goal is in alignment with EVC mission, which strives to "empower and prepare students of diverse backgrounds to succeed academically, and to be civically responsible global citizens." Additionally, the program's diverse student population serve in local communities in the city of San Jose, which is not only one of the most diverse cities in the nation, but also one which faces vast wealth disparities in spite of being in the heart of Silicon Valley. By serving the poor, disenfranchised and marginalized populations of San Jose, the program in a very

concrete way is meeting the district's mission of "opportunity, equity and social justice" by "empowering students to become agents for socioeconomic change." And because the program serves students of all ethnicity it tracks the college's target groups.

Furthermore, given that CSL advances improved academic success (Lockemann & Pelco 2013⁴; Kamuche, 2006⁵), and that CSL pedagogy provides students with real world opportunities and addresses student's diverse learning style, the program contributes to the colleges comprehensive academic offerings. Specific program goals are matched to Strategic Initiatives 1 Student-Centered, Strategic Initiatives 2 Community Engagement, and Strategic Initiatives 3 Organizational Transformation, and are outlined below:

1. Student-Centered:

- a. Create well-structured CSL experiences
- b. Note CSL options in Schedule of Classes
- c. Offer SERV-001: Introduction to Community Service-Learning every semester
- d. Offer SERV-002: Service-Learning- Personal and Career Development every semester
- e. Develop a Certificate in Service-Learning and Civic Engagement
- f. Record hours of service on student's transcripts
- g. Recognize those students who have completed 100 hours of service at Graduation
- h. Work to include Civic Engagement as part of the Cultural Pluralism/Ethnic Studies graduation requirement.

2. Community Engagement:

- a. Increase Community Partners by 15%
- b. Create well-structured CSL experiences
- c. Establish a Community Advisory Board

3. Organizational Transformation:

- a. Create well-structured CSL experiences
- b. Offer SERV-002: Service-Learning: Personal and Career Development every semester

Current Student Demographics

Due to severe staffing limitations, the SL&PS program has not been able to internally collect student demographics. The program is open to all EVC student regardless of ethnicity. Starting spring 2016, the program will be able to track our student’s age, gender, ethnicity and Special Program affiliation due to the Student Success and Student Equity funding that the program just received, which includes 18 hours per week of additional clerical support. Moving forward, the program hopes to be able to track student demographics. However, this is contingent on the program’s ability to secure one full time classified position.

Enrollment Patterns

The program’s student and faculty enrollment has varied throughout the years as a result of inconsistent staffing and funding. For the past six years, during the latest budget crisis, the program has seen a steady decline (see Chart 1 below):

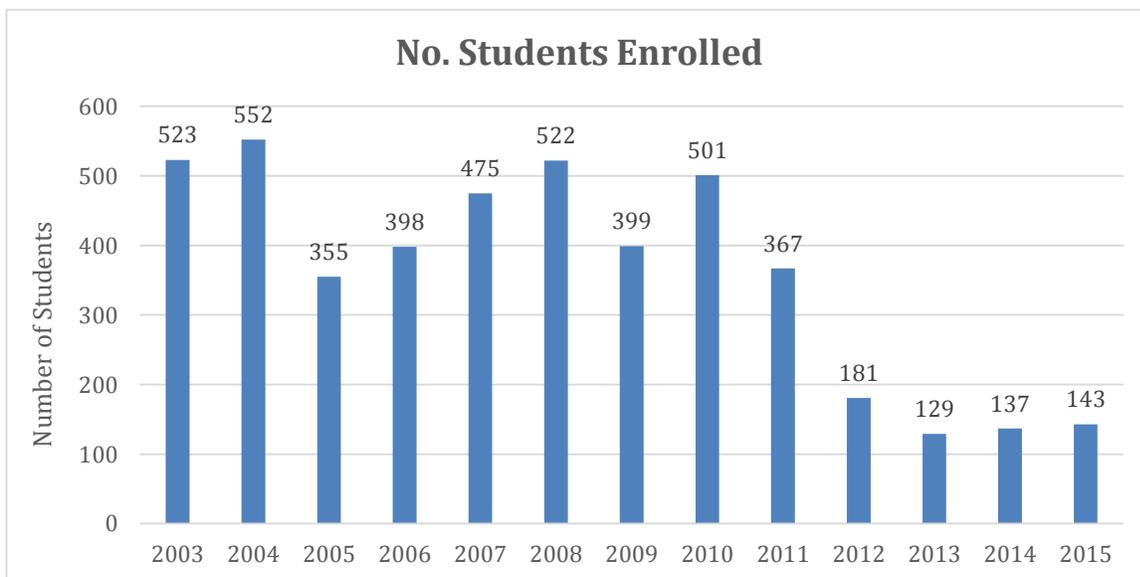


Chart 1. Number of students enrolled in SL&PS each year

Moreover, as a result of the latest budget crisis, which resulted in draconian budget and staffing cuts to the program, students enrollment decreased by 67.56%, SL faculty members participation decreased by 67.01%, and number of SL course sections decreased by 72.93% (see Table 1 below):

Year	No. Student Enrolled	No. Faculty	No. Course Sections
2003	523	43	80
2004	552	40	82
2005	355	33	99
2006	398	36	80
2007	475	45	90
2008	522	45	88
2009	399	34	54
2010	501	37	56
2011	367	28	36
2012	181	12	18
2013	129	13	16
2014	137	12	21
2015	143	13	25
% Decrease 2003-2011 vs Post 2012-2015	67.56%	67.01%	72.93%

Table 1. Number of students enrolled, faculties, and course sections participated in SL&PS each year

Additionally, the SL Coordinator's reassign time was cut in half, from 60% to 30%, in fall 2008 and remained at 30% until fall 2015 when it was increased to a total of 40%. The 40% increase was across the board to all coordinators, however the net difference was that the other Special Program Coordinator's positions were restored 100% to their previous 40% level, while the SL Coordinator reassign time was not restored to the 60% level. In spring 2016, the program received an additional 10% reassign time for the SL Coordinator from Student Success and Student Equity funding, thus augmenting the reassign position to 50%, but still not to the previous 60% level. The program expects to see an increase in student enrollment in spring 2016, since there is a direct correlation between the SL Coordinator's reassigns time, student enrollment and faculty

participation, due to the fact the SL Coordinator is solely responsible for recruiting students, faculty members and community partners. See Chart 2 and Table 2 below to see the connection between the SL Coordinator’s reassign time and program enrollment trends.

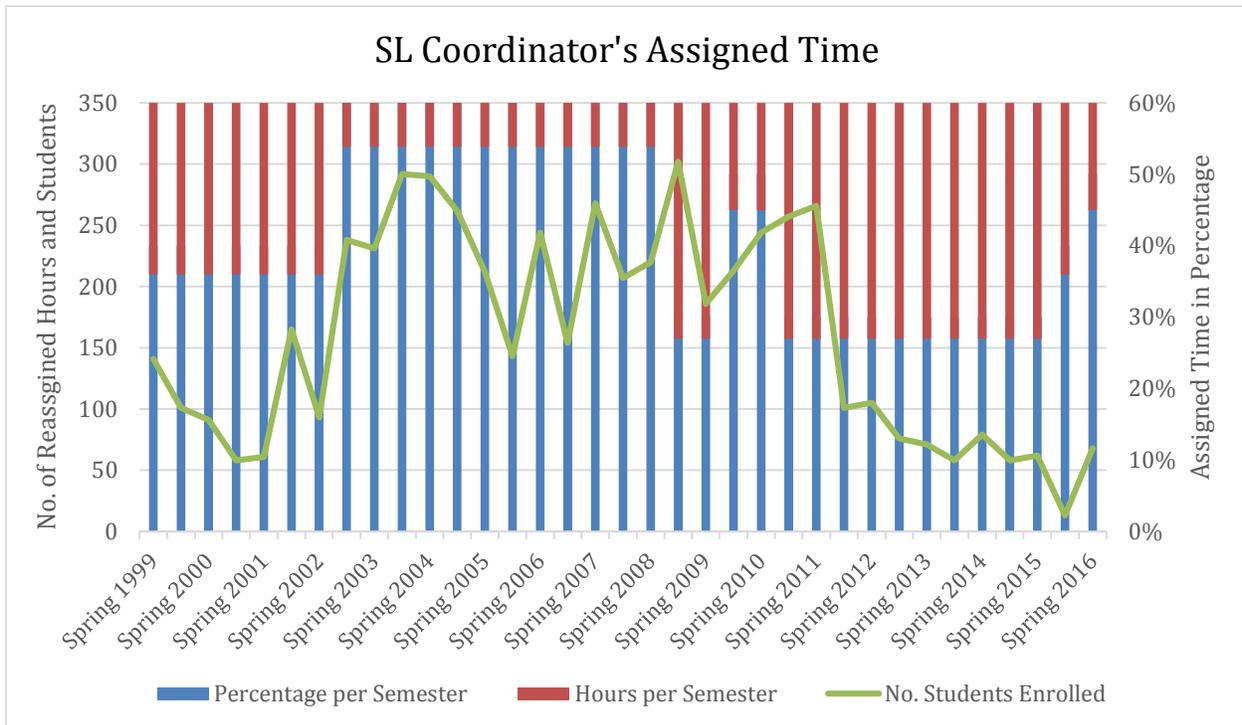


Chart 2. Trend of student enrollment in relation to SL coordinator’s reassign time.

Semester/Year	SL Coordinator Reassigned Time	Hours per Semester	No. Students Enrolled
Spring 1999	40%	210	141
Fall 1999	40%	210	101
Spring 2000	40%	210	91
Fall 2000	40%	210	58
Spring 2001	40%	210	61
Fall 2001	40%	210	165
Spring 2002	40%	210	93
Fall 2002	60%	314	238
Spring 2003	60%	314	231
Fall 2003	60%	314	292
Spring 2004	60%	314	290

Fall 2004	60%	314	262
Spring 2005	60%	314	212
Fall 2005	60%	314	143
Spring 2006	60%	314	244
Fall 2006	60%	314	154
Spring 2007	60%	314	268
Fall 2007	60%	314	207
Spring 2008	60%	314	220
Fall 2008	30%	157.5	302
Spring 2009	30%	157.5	186
Fall 2009	50%	262.5	213
Spring 2010	50%	262.5	244
Fall 2010	30%	157.5	257
Spring 2011	30%	157.5	266
Fall 2011	30%	157.5	101
Spring 2012	30%	157.5	105
Fall 2012	30%	157.5	76
Spring 2013	30%	157.5	71
Fall 2013	30%	157.5	58
Spring 2014	30%	157.5	79
Fall 2014	30%	157.5	58
Spring 2015	30%	157.5	62
Fall 2015	40%	210	13
Spring 2016	50%	262.5	68

Table 2. SL Coordinator's reassigned time

In addition to reducing the SL Coordinator's position in half, the SL Program Assistant position **was completely eliminated in June 2011** resulting in the shut down of the program for fall 2011 and spring 2012 semesters. This explains why enrollment dropped so drastically during these years. After eliminating the SL Program Assistant position in June 2011 without notifying the Coordinator, the Administration transferred the CSEA President (AFFIRM Program Specialist) in fall 2012 to the SL&PS program, however the CSEA duties took precedence and the SL&PS Center remained closed most of the time as the union president attended district and campus meeting. Moreover, 99% of the clerical tasks necessary to track and monitor students in the

community were not performed. After the “Student First” group made their plea to the Board of Trustees in 2014 not to shut down the program, EVC Administrators transferred out the CSE President and brought in an interim classified employee to begin performing the necessary clerical tasks to ensure student’s safety. For all intent and purposes, the program was stripped of clerical support for three years, which put students at risk, drove faculty and students away and almost completely destroyed the program. In spring 2015, the program was allocated 16 hours a week 10 month Program Assistant position, and the work of rebuilding the program’s infrastructure began. All of these events are well documented in a special report to the Chancellor, President Vice President of Academic Affairs, Program Deans, and is supported by the data, resolutions, letters of support from community members, faculty and students, as well as a 2,000 signatures petition to save the SL&PS program.

Productivity (WSCH/FTEF)

Productivity is not applicable to SL&PS program because SL is integrated into existing general education courses, which is not tracked by the district. Approximately 140 GE courses have offered SL options since the program’s inception in 1999 (Appendix N). The program at this time does not have the infrastructure to internally track the success and completion rate of its students

In addition to offering SL in general education courses, the program currently has four (4) stand-alone courses: Spanish 98A Directed Study in Service-Learning which was offered once in 2pring 2009, SERV-001 Introduction to Community Service-Learning which has only been offered once in Spring 2014, and EDU-12SM and EDU-13SM which are offered every semester.

SERV-001

This introduction to community Service-Learning prepares students to explore local social issues and explore career options.

Summary of Enrollment, Productivity and Success Rates

Average 84.62% completion rate

Average 61.54% success rate

Productivity of 210.052513

SERV-001	2014SP
	Measure
Capacity Pct	35.00%
Completion Rate	84.62%
Success Rate	61.54%
WSCH	28
FTES	0.853328
FTEF	0.1333
Productivity	210.0525131

EDU-12MS

The EDUMS seminar courses provide students with opportunities to serve in elementary and high schools classrooms in order to meet teaching requirements before transferring into the Multiple Subject Teaching Credential program at San Jose State University.

Summary of Enrollment, Productivity and Success Rates

Average 86.18% Competition Rate

Average 82.79% Success Rate

EDU-12MS	2010FA	2011SP	2011FA	2012SP	2012FA	2013FA	2014FA
	Measure						
Capacity Pct	81.82%	72.22%	80.00%	60.00%	55.00%	36.36%	54.55%
Completion Rate	88.24%	92.31%	100.00%	50.00%	90.91%	100.00%	81.82%
Success Rate	88.24%	76.92%	100.00%	41.67%	90.91%	100.00%	81.82%
WSCH	61.2	44.2	54.4	38.4	35.2	25.6	38.4
FTES	1.865142	1.347047	1.657904	1.170276	1.072753	0.780184	1.170276
FTEF	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Productivity	306	221	272	192	176	128	192

EDU-13MS

Summary of Enrollment, Productivity and Success Rates

Average 97.50% Completion Rate

Average 97.50% Success Rate

EDUC 13MS	2011SP	2012SP	2013SP	2015SP
	Measure	Measure	Measure	Measure
Capacity Pct	66.67%	45.45%	27.27%	27.27%
Completion Rate	100.00%	90.00%	100.00%	100.00%
Success Rate	100.00%	90.00%	100.00%	100.00%
WSCH	27.2	32	19.2	19.2
FTES	0.828952	0.97523	0.585138	0.585138
FTEF	0.2	0.2	0.2	0.2
Productivity	136	160	96	96

Student Success Rates

SL&PS tracks student's success internally. It is based on the number of students who enrolled in the program compared with the number of students who completed their service. Completion of service is verified by the student's Service Log (record of service hours) and by a signed Supervisor Evaluation form. The program's average success rate is 60%; however this figure does not reflect whether or not the students dropped the class. It is important to keep in mind that SL faculty members offer a SL options in one of three ways: as a requirement, as one assignment/project option among several, or as an extra credit. In all likelihood, students who did not complete the service dropped the class. The program cannot verify this since the program has not received this data from the SL instructors.

At one time the program was able to note on the Schedule of classes which courses offered a SL option. This practice was stopped after a couple of semesters because of inadequate staffing. However, having an SL course designation for general education courses offering SL in the Schedule of Classes and in Colleague would enable the district to track the retention and success rate of the SL students. It is also important to remember that often times students change their mind about getting extra credit for SL or they simply select an alternative assignment/project. Follow-up interviews or evaluation with students who do not complete their service hours and opt out might best offer solutions for improving student retention.

Year	No. Student Enrolled	No. Completed (SL&PS)	% Completed
2003	523	352	67%
2004	552	345	63%
2005	355	185	52%
2006	398	263	66%
2007	475	298	63%
2008	522	300	58%
2009	399	235	59%
2010	501	254	51%
2011	367	182	50%
2012	181	123	68%
2013	129	78	61%
2014	137	77	56%
2015	143	111	77%

SL&PS Advisory Board

The purpose of the Service-Learning and Public Service Advisory Board is to promote and facilitate the development of student learning through CSL and community involvement in local communities and at the college. The primary function of the Board is to advise and provide feedback on initiatives, strategies and future direction for the program. The board is made up of dedicated faculty members and staff, interested in helping make possible CSL initiatives. The chair of the Advisory board is the faculty Service-Learning Coordinator, who convenes and chairs the meetings. The Board meets once a semester or as needed. The SL Coordinator provides updates by e-mail to the Board members on pressing issues and upcoming events. Membership on the board is open to all faculty and staff wishing to serve. At one time students served on the Board but recent cuts in Coordinator's reassign time made it impossible to schedule meetings during student's availability.

Advisory Board Members

Shelley Blackman, Librarian

Marjorie Clark, Chair

Cam Martian, Equity Plus

Robin Salak, Instructor/Coordinator, DSP

Elizabeth Tyrell, Director of WIN Program/CalWorks

PART B: Curriculum

The SL&PS program provides students from across all age groups and ethnicity the opportunity to participate in service-learning and public service for academic learning, personal development, major requirements, career exploration, and civic engagement. SL has been integrated into the curricula of approximately 140 general education courses across disciplines such as Psychology, Biology, ESL, Sociology, Environmental Science, Family and Consumer, Counseling, etc. (Appendix N). The program also has several stand-alone courses: SERV-001 Introduction to Community Service-Learning, SERV-002 Service-Learning: Personal and Career Development (approval pending),

Spanish 98A Direct Study in Service-Learning, EDU-12SM Math and Science Future Teacher Seminar I, and EDU-13SM Math and Science Future Teacher Seminar II. In addition to these courses, two (2) General Studies AA Degrees, have been developed by faculty members in other disciplines requiring students to engage in service-learning: General Studies with Emphasis in Women's Studies AA degree and General Studies with Emphasis In Mathematics For Secondary School Teaching AA Degree. All of the SL courses and general education courses offering SL options meet the needs of students by providing them with opportunities to link coursework to real world experiences, to enhance their learning, to provide alternative learning methods, and to develop critical thinking and problem solving skills across disciplines. SL meets the needs of all disciplines by increasing retention and success rates.

New Discipline

In 2013, the SL Coordinator created a new discipline at EVC with the development of SERV-001: Introduction to Community Service-Learning. In fall 2015, the SL Coordinator created SERV-002 Service-Learning: Personal and Career Development Course, which is currently awaiting approval from the ACCC.

Mandatory Service-Learning Courses

Steve Matusow, Mathematics Professor, developed EDU-12SM Math and Science Future Teacher Seminar I and EDU-13SM Math and Science Future Teacher Seminar II to provide students with opportunities to serve in elementary and high schools classrooms in order to meet teaching requirements before transferring into a Multiple Subject Teaching Credential program at San Jose State University.

AA Degrees Requiring Service-Learning

1. **General Studies with Emphasis in Women's Studies AA degree** is an interdisciplinary field of study that examines the experiences, concerns, and needs of women from a psychological, historical, social, political, economic and cultural perspective. The courses in the degree critically examine sex, gender, class, and

feminist theory as they relate to women's complex roles in the family, work place, society, and the world. Students analyze how their lives are influenced by personal experience, as well as by social, economic and political forces. Each course emphasizes community engagement, social activism and social justice. Students completing this program will satisfy lower division requirement necessary to pursue a Baccalaureate Degree in Women's Studies, Social Science, Psychology, or other related fields. Students will be required to complete 18 units of core courses and 3 units of electives with a grade of 'C' or better in each course. In addition, **students are required to complete a total of 40 hours of Service-Learning or community Service.** (Appendix O)

2. **General Studies with Emphasis In Mathematics For Secondary School**

Teaching AA Degree Upon completion of the Associate in Arts degree in General Studies with a Emphasis in Mathematics for Secondary School Teaching, a student will be prepared to enter a BA or BS degree program at a four-year college or university with a major in mathematics. Further, the student will have completed education courses and **Service Learning to be on track with the UC Cal Teach Program or a CSU teacher preparation program leading to a fifth-year Secondary School Credential Program.** Students must complete all Area of Emphasis requirements with a 'C' grade or better (Appendix P).

98A Directed Study in Service-Learning

The 98A Directed Study in Service-Learning was developed in order to provide students with opportunities to pursue in-depth academic SL experiences in specific disciplines under faculty supervision. In 2004, SL Coordinators, Marjorie Clark (EVC) and Ron Levesque (SJCC), created Any Discipline-98A Directed Study in Service-Learning **template** in consultation with Dr. Jon Kangas, SJECCD Vice Chancellor of Research and Planning, Nancy Gressley SJCC IPCC Chair, Counseling and Matriculation Dean Claudia Consigny and the EVC and SJCC Technical committees. Both colleges approved the templates, as did the Board of Trustees on June 14, 2005. Furthermore,

the Academic Senate in 2005 passed a Resolution supporting the development of 98A Directed Study in Service-Learning courses (Appendix D).

In fall of 2005, the first 98A discipline specific course, GUID-098A Directed Study in Service-Learning, was submitted for approval at San Jose City College (SJCC) and at EVC by the SL Coordinator. The course was approved at SJCC but was blocked for four (4) years at EVC. When GUIDE-098 went before the TEC Committee, the right of the SL&PS program to develop curriculum was questioned. Concerns were raised that Service-Learning stand-alone courses would negatively impacted the Work Experience program, despite the fact that Work Experience and Service-Learning are different forms of experientially learning and both are essential to a well-rounded education. Consequently, GUIDE-098 was blocked from advancing to the All College Curriculum Committee (ACCC) and the SL Coordinator was ordered by VP of Academic Affairs to provide research on different kinds of SL curriculum at other colleges. A special meeting was convened on October 2008 and the ACCC agreed that the 98A Directed Studies course should be permitted to go through the established curriculum process.

In 2009 and 2010, the SL Coordinator proceeded to develop six (6) 98A courses with instructors in the discipline: Library-098A, Psych-098A, SOC-098A, Art-098A, History-098A, and Spanish-098A. In spite of the fact that the ACCC and governing board approved these courses, **only Spanish-098** Directed Study in Service-Learning **was submitted to the State** for approval because it was tied to an International Service-Learning trip. In addition to not submitting the five (5) 98A courses to the state, Spanish-098, an active course, is **not listed in the 2015-2016 EVC Catalog**.

Staying Current

The SL&PS program remains current in the Service-Learning field by following educational trends and constantly assessing as many SL programs across the nation as possible for SL curriculum, training materials, best practices, policies and procedures. The program also utilizes resources from the National Service-Learning Clearinghouse, Center for Civic Engagement, The Corporation for National and Community Service,

International Association for Research on Service-Learning and Community Engagement and California Campus Compact. At one time, EVC was a member of California Campus Compact, a coalition of college and university presidents committed to the advancement of Service-Learning, but the college canceled its membership after several years. California Campus Compact provides resources, training and conferences on SL and Civic Engagement, and the program receives information about these workshops and conferences as a former member.

Updating Courses

All SL stand-alone courses in the program have been updated and/or are in queue at the ACCC for review and approval. The General Studies with Emphasis in Women's Studies AA degree is in the process of being updated to include four (4) revised course as well as a new name, General Studies with Emphasis in Women and Gender Studies. The 40-hour Service-Learning requirement remains the same.

Innovative Strategies

SL&PS developed the Teacher's Assistant Service-Learning (TASL) component, an innovative program designed to help students in developmental math courses advance to higher-level courses. See "Program Services" section for a complete description of the program. This innovative strategy of placing tutors in developmental math courses is modeled after programs cited by the American Mathematical Association of Two-year Colleges. SL Math instructors using SL Tutors as teachers Assistants report that students who worked with the TASL tutors performed at higher level than students who did not have TASL tutors. The former group also successfully completed the development math course and advanced to the next level math course, thus increasing their opportunities of completing their Associate of Arts degree requirements and transferring to four-year colleges or universities. The SL&PS plans to do a more formal assessment in the future.

Future Curricular Development

The program has plans to develop a Certificate in Service-Learning and Civic Engagement by 2017.

PART C: SL&PS Student Learning Outcomes and Assessment

The SL&PS program does not offer a degree or certificate in Service-Learning. Currently SL is embedded in general education courses. SERV-001 Introduction to Community Service-Learning course has only been offered once in Spring 2014, and Spanish 98A Directed Study in Service-Learning was offered in Spring 2009. SLO's for both courses have been completed however since the courses have not been taught again, improvements or modification to the assessed SLO have not been carried out. Service-Learning activities are required in two General Studies AA degrees listed above and the activities are assessed in the major and electives courses in the degree.

Course Learning outcomes for the Serv-001 Introduction to Community Service-Learning are assessed through:

1. Reflection Journals and essays
2. Oral Presentations
3. Multimedia presentations
4. Exams

SERV001 was assessment in spring 2014. SLO assessment is completed for this course. Based on student feedback the course was revised from a 2-unit course to a one-unit course in fall 2015. The revised course is not scheduled to be offered in the near future.

EDU-012MS and ED-13MS is currently being updated. SLOs for these courses are not listed as either in progress or completed on the colleges' website.

The learning outcome for the SL&PS program are:

1. Connect key course concepts and theories with the community service-learning experience through reflection.
2. Appraise community identified needs and strengths from a social and community based perspective.
3. Work effectively with diverse populations.
4. Discuss the need for individual and collective civic responsibility.
5. Identify career options.
6. Articulate beliefs and values about social problems at the service.

SLOs are assessed from faculty reflection assignments. The program plans to assess SLOs through faculty and student surveys in the future. Since 1999 the program has been collecting student evaluations based on the above SLOs but because of lack of adequate staffing these surveys have not been tabulated.

This is the program's first program review therefore summary of assessment review is not applicable.

The program intends to request that SERV-001 and SERV-002 be offered every semester. Adequate funding to support future assessment will be requested.

PART D: Faculty and Staff

Marjorie Clark, SL&PS Founder and Coordinator/Counselor/Instructor: As the founder of the SL&PS program, and leading authority on Service-Learning pedagogy in the district, Marjorie Clark has been the faculty coordinator for the program since its inception. The SL Coordinator provides leadership, facilitates the development of community-based curricular activities, is responsible for organizing faculty development programs, curriculum and assessment criteria, coordinates academic policies concerning SL on campus, and provides on-going support for SL teaching.

The SL Coordinator is also responsible for developing program materials, writing grants, securing funding, advocacy, chairing the SL Advisory Board, and heading the SL&PS Center.

The SL Coordinator position is the only one of its kind at the college, since the position also entails recruiting and training students, (comma) making classroom presentations, establishing community partnerships and conducting site visits. Reassign time for the SL Coordinator's position has ranged from 60% to 30% and is not based on the depth and breath of the duties and responsibilities of the position, but rather is contingent on the will of the Administration. Ms. Clark has 16 years of experience in the service-learning field and has integrated Service-Learning into her *Psychology of Women: Global Perspective, Marriage and Family and Family Violence* courses. Moreover, Ms. Clark has developed the SERV discipline for the program and college and three stand-alone SL courses. Ms. Clark remains current in the discipline by participating in Service-Learning and Civic Engagement conferences throughout the country. Her expertise, commitment and experience in the field have made her a fierce advocate for the program, and she is been the guiding force in keeping Service-Learning available for EVC students.

Tiffany O'Brien has a Bachelor of Science degree in Biology from San Jose State University. The SL Program Assistant is 16-hour a week and 10 month position. Ms. O'Brien is responsible for the SL&PS programs day-to-day operation. She assists SL students with their community placements, maintains student databases, generates statistics, budget reports, as well as Faculty and Professional Recognition (PRC) reports, and supervises work-study students. Ms. O'Brien has extensive technology skills and is responsible for updating the program's website and FACEBOOK account. Ms. O'Brien professionalism, expertise and interpersonal skills contribute to the smooth day-to-day operation of the program. Ms. O'Brien has been a great asset and has single handily updated the program's student databases, which were neglected for three year. Because of her diligence, the program is once again able to track and monitor students' service in the community. However, Ms. O'Brien only has 16 hours a week to

complete the job of a full time Program Specialist, and consequently can only complete the most essential task to keep the program operational.

Faculty Evaluation

SL&PS program has one tenured faculty member and evaluation timeline is based on AFT contract. Classified employee's evaluation timeline and procedures are governed by CSEA contract.

Departmental Orientation

Classified employee receives on-going training on program and district's policies and procedures, as well as computer programs.

PART E: Facilities, Equipment, Materials and Maintenance

Facilities & Technology

Accessibility to the Center for Service-Learning and Public Service is inadequate. The Center is tucked away in a courtyard in the Roble Building with limited visibility. Programs such as SL&PS with high student traffic should be in a central location with high visibility. The Center's office space is also very small and contains one small private office and one larger common space. There is insufficient space to accommodate SL students when they come in groups directly from their classes as they often do when their instructors send them to the Center to turn in their SL forms. Additionally, there is only one workstation for one work-study student. The program has been dependent on student workers for clerical assistance since the program started and we typically have two work-study students at a time. Therefore, additional workspace and computers are needed to accommodate our work-study students. The only technology the Center currently utilizes is the program's two computers and two printers. One computer and printer is in the SL Coordinator's office and is not available to student workers. The SL&PS program desperately needs a larger space with two private offices and one larger common space with 2 additional computers.

Materials

There is a limited budget in fund 10 to purchase materials. The \$1,500 supply budget has not been restored. Our current supply budget is \$1,200 which will soon become insufficient to pay for supplies and awards for students. As a certifying organization for the President's Volunteer Award, the program is responsible for paying the cost of the award packages, plus shipping. As the program grows, it will not be able to purchase these awards or medallions for qualifying SL students.

Equipment Maintenance

The program only has two computers and two printers and they are both serviced by Campus Technology Support Services.

Support from Industry

Not applicable.

PART F: Future Needs**Current Budget**

The 2015-2016 SL&PS fund 10 budget is \$75,481.00, which includes the SL Coordinator and Program Assistant salaries with benefits. It also includes a \$1,200 supply budget.

The current program budget is inadequate and does not meet the needs of our students. In order to be fully operational, and in order for the SL&PS program to continue being in alignment with EVC's guiding principles of "equity, opportunity, and social justice", and EVC's mission "to empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens", the SL&PS needs the following:

- a. A 20-hour/week Program Specialist position
 - Presently the SL&PS program has a 16-hour a week, 10 month classified position which just barely keeps the program functional. The current employee is functioning at a Program Specialist level, and given the limited hours, she can only accomplish the essential tasks necessary to keep the program operational. In order to better provide the necessary services to students, faculty and community partners, the program needs an additional 4 hours a week and one (1) additional month, for a total of 20 hours a week and an 11 month position.

- b. A full time Community Engagement Specialist.
 - The Community Engagement would be a full time permanent 40 hours a week 12 month step 89 level C-D position which will keep the program open in the afternoons and summer. This position will conduct extensive community outreach and will utilize social media outlets to update students of volunteer opportunities. The employee will also plan and organize program orientation and events, produce and disseminate communication materials, and provide general administrative support for the program.

- c. Restoration of SL Coordinate's 60% reassign position.
 - Student, faculty and community enrollment is directly linked to the SL Coordinator's reassign time. If the program is to rebuild and grow, the Coordinator's reassign time must be restored. See Charts and tables for justification.

- d. Restoration and augmentation of student hourly budget.
 - In 2007, the program created a Service Scholars component to assist with recruitment, orientation and to help SL students keep on track with their community service. These Service Scholars were experienced SL students who demonstrated a passion for community service and civic engagement and who served as good-will ambassadors. The \$4,500 budget for this position was lost in 2008 and has not been restored.

- e. Funding for Recruitment Video
- The SL Coordinator has been solely responsible for making classroom presentations to recruit potential SL students, but since she only works 1-2 days a week depending on the level of reassigned time provided, and only during regular semesters, classroom presentations are not unavailable in the evenings and during the intersession and summer terms. Having a 5 minute short recruitment video featuring SL student talking about the value and benefits of service-learning would help tremendously with recruiting students into the program. The video would also help SL faculty members explain service-learning to their students. Video cost is approximately \$3000.
- f. Funding to pay faculty members to integrate SL into their curriculum.
- The purpose of the faculty award program is to encourage the integration of community engagement through service-learning into the academic curriculum. Since integrating academic service-learning into curriculum requires training, research and time, faculty members deserve compensation for this scholarly endeavor. Moreover the faculty need to know that their work is valued and will be recognized. Awards will consist of approximately \$1,000 at the rate of \$76.00 an hour.

External Fund 17 Funding

Not Applicable

In spring 2016 received funding from Student Success and Student Equity for student help, half time, no benefit classified position, and compensation for 5-10 SL faculty members. Total amount allocated has not been determined as of this writing.

PART G: Additional Information

When the SL&PS program shut down in 2011 and 2012 without prior notice, SL faculty members and SL students were instantly cut off from the essential services they needed to support their classroom SL instruction and SL assignment. In the nine years prior to the shutdown, SL faculty members were accustomed to receiving essential services to support their teaching. The program provided faculty members with:

- Assistance in identifying and locating appropriate community agencies that met their course learning outcomes;
- forms for waiving liability, and documenting student's services hours including evaluations from their immediate supervisor;
- classroom presentations and student orientations to educate students about SL and their rights and obligations;
- bi-monthly faculty reports documenting students' enrollment and service to assist faculty in their grading;
- Professional Recognition (PRC) reports to Human Resources documenting their integration of SL into their curriculum.

When the program closed down, SL students and SL faculty members were left unsupported in their work. In the face of constant complaints from their students, the SL faculty became frustrated and left the program in droves. EVC faculty lost faith in the SL&PS program and in the "new initiative." Faculty members have seen Learning Communities, Peer-Led learning and Service-Learning start up with great fanfare only to disappear years later without any explanation.

If the program, and this is a big IF, is going to win back the trust of EVC faculty and convince them to invest their time and efforts in this service-learning pedagogy, then the college is going to have to provide them with visible proof that their work will be supported. Only then will the program have a fighting chance to begin to rebuild and grow. What does visible support from the Administration look like?

- Financial compensation for integrating SL into existing or new curriculum;
- a Center that is open five days a week during normal business hours and

doesn't shut its door every time the 16 hour a week SL Program Assistant leaves to go to bathroom, or is out sick or on vacation;

- full time clerical support staff that keeps accurate student databases, and tracks and monitor students' service in the community and on campus;
- ample community partnerships to students with options on where to volunteer;
- assessment of student's performance, so that faculty can evaluate their teaching;
- certificate of appreciation for SL students;
- celebration ceremonies to honor their student's services;
- an adequate supply budget to buy necessary office supplies and material for SL projects and drives.

In other words, faculty and student need to know that their service-learning activities will be supported, valued and appreciated. The college community needs to know that EVC's mission to "empower and prepare students from diverse backgrounds to succeed academically and to be civically responsible global citizens" is more than pretty politically correct words. The college community also needs know that the EVC is walking the talk and supporting the very program that embodies their mission and the mission of all community colleges.

Without adequate support for SL faculty and SL students to support their teaching and assignments, Evergreen Valley College SL&PS program will go the way of San Jose City College's Service-Learning program, which essentially exists in name only.

PART H: Annual Assessment: Program Faculty and PR Committee

Not applicable.

PART I: Resource Allocation Table

Item Title	Response
Productivity (WSCH/FTEF)	NA
Student Success Rate (Retention Rate)	NA
Number of class sections offered by your program	SL tied to GE courses, varies per semester, on average
Changes in enrollment	Average student enrollment was 388 before 2011 budget cuts.
Your Program's Current Budget (from Fund 10)	Current Fund 10 budget is \$75,481.00, which includes SL Coordinator and Program Assistant salaries with benefits. It also includes a \$1,200 supply budget.
Current External Funding (from Fund 17)	NA
Future Needs: Faculty (Estimated Additional Cost)	Restoration of SL Coordinator's reassign time to 60% is \$8,507.2 for a total of \$51,04.32
Future Needs: Staff (Estimated Additional Cost)	Program Assistant an additional 4 hours per week is \$994.00 Community Engagement Specialist \$56,368-\$58,000 Restoration of Student Hourly budget \$4,500
Future Needs: Facilities (Estimated Additional Cost)	Larger Space with 2 offices
Future Needs: Supplies (Estimated Additional Cost)	Restoration of supply budget to \$1,500

The program's plan and future needs is based on the assumption that student and faculty enrollment will see new growth. The program expects student enrollment to grow by 15% this semester alone. The growth assumption is based on several new faculty members who are offering service-learning options to their students this semester. Growth assumptions are also based on the fact that the new Student Volunteer Service Club was also established this spring and the students in the club will part of the program's Public Service component and will be working towards the President's Volunteer Award.

Appendices

Appendix A

State Academic Senate Volunteer and Service Learning

Spring 1996

Resolution Number: 09.06

Whereas the newly developing program of Service Learning in California's community colleges promotes community service linked directly to academic learning and

Whereas students in courses across the curriculum are enabled to have real-world learning experiences in a variety of service situations, which tie directly to their classroom instruction, and

Whereas the program creates a mutual benefit between students and the community and encourages an enhanced sense of civic responsibility in keeping with the community college mission, and

Whereas service learning with clear educational goals is a motivating force for students to enjoy and remain in college,

Resolved that the Academic Senate for California Community Colleges support the development of Service Learning programs throughout the community college system and schedule a breakout session on this topic during the Fall, 1996 Academic Senate Session. M/S/U Disposition: Executive Committee

Appendix B

State Academic Senate Community Service

Fall 1999

Resolution Number: 6.01

Resolved that the Academic Senate affirm the importance of the principles of service to the community and the cultivation of altruism in service to society in general, and

Resolved that the Academic Senate work to support and extend sound programs and offerings that promote a service ethic among students, and

Resolved that the Academic Senate support voluntary efforts rather than a system wide community college graduation requirement for community service.

Appendix C**State Academic Senate Community Service****Spring 2000****Resolution Number: 06.03**

Whereas the Academic Senate for California Community Colleges is on record in Resolution 6.01 F99 as supporting the Governor's call to community service, with the reservation that the Academic Senate for California Community Colleges opposes a mandatory service graduation requirement, and

Whereas the Executive Committee has subsequently worked with the Chancellor's Office to develop a recommendation to the Board of Governors, which embraces the following points: the establishment of service offices with locally determined choice of community service, service learning, or both, using (as appropriate) local volunteer centers and entertaining a campus-first approach as an option, and

Whereas the California community colleges serve a substantial population of disadvantaged students, who deal on a daily basis with such problems as hunger, homelessness, inadequate health care, and other traumatic experiences which severely limit possibilities of success in their academic pursuits,

Resolved that the Academic Senate reaffirm its support for the development of service opportunities for students as expressed in Resolution 6.01 F99, and

Resolved that the Academic Senate recommend to the Board of Governors the following:

That campuses should funding be made available, each campus in the system should establish a service office, focusing on service learning or on community service (volunteerism) or a combination of the two;

That campuses instituting service programs should be urged to utilize the resources of local volunteer centers, as a means of positioning themselves efficiently and effectively to begin serving community needs; and

That all campuses be encouraged to entertain as an option in their service efforts a "campus first" approach, which views the campus as a microcosm of the larger community and seeks to address such problems as hunger, homelessness, and inadequate health care among students; and

Resolved that the Academic Senate support, in particular, the recommendation that a "campus first" approach to service in the California community colleges should be emphasized as a legitimate option.

Appendix D

Board Approved: 11-11-03

SAN JOSE/EVERGREEN
COMMUNITY COLLEGE DISTRICT

GOVERNING BOARD PRIORITIES FOR 2004-2005

Each year, in response to the mission of the San Jose/Evergreen Community College District and to the pressing needs of the community it serves, the governing board of the San Jose/Evergreen Community College District establishes a set of priorities to guide its efforts.

**BOARD PRIORITIES AS THEY RELATE TO
COMMUNITY NEEDS AND TRENDS.**

Trend I: Higher education institutions across the country are designating student learning as the centerpiece of their educational missions.

BOARD PRIORITY I: A COMMITMENT TO HIGH QUALITY STUDENT LEARNING AND STUDENT SUCCESS AS WELL-ROUNDED HUMAN BEINGS IS AT THE CORE OF THE MISSION OF THE SJ/ECCD AND LANGUAGE COMPETENCY IS A FOUNDATIONAL COMPONENT OF THAT CORE COMMITMENT TO EVERY STUDENT.

District Response: SJ/ECCD will review and/or modify curricular content, instructional practices, student support services, and administrative procedures in an effort to assure that all District employees are working in support of high quality student learning.

- Advocate high quality learning as the primary goal of the District.
- Set and maintain high standards for student learning.
- Make computer literacy and appreciation of the value of the internet a basic skill for all students.
- Promote increased competency in math and science throughout our curriculum.

- Support new strategies for teaching and learning, and take steps to assure that those strategies are deployed to improve language competency for all students.
- Encourage and support active learning strategies with special emphasis on service learning.
- Provide a comprehensive student support system.
- Channel resources to support learning.
- Develop a timely and flexible system of evaluation to determine student curricular and schedule needs, and develop class schedules that are responsive to those needs.
- Offer courses at times and locations that are convenient to students, and commit to offering course sequences over a two-year timeframe that will enable students to complete their curricular requirements.
- Design staff development programs that focus on learning for all employees.
- Assess student learning and provide feedback to stakeholders. Expand our assessment of student learning to include both aggregate indicators of student achievement and assessment that tells us more about student knowledge, skills and values. **Trend II:** *Our community has a very diverse population.*

BOARD PRIORITY II: THE PROGRAMS AND SERVICES OF THE SJ/ECCD WILL BE RESPONSIVE TO THE NEEDS OF OUR DIVERSE CONSTITUENCIES.

District Response: SJ/ECCD will continue to implement programs and services aimed at recruiting and retaining a diverse faculty and staff. The District will also deploy instructional and student support strategies that respond to student cultural diversity, as well as diversity in student learning styles.

- Know our student population. Assess student college readiness, aspirations, and needs. Develop and implement multiple learning and support strategies that are known to enhance learning and improve retention for all of our student populations including students with disabilities, international students, and immigrant students.
- Evaluate and develop programs to fit the ever-changing demands of our local economy.
- Ensure a welcoming environment for all our students.
- Incorporate knowledge relating to the needs of our diverse population into our curriculum.
- Increase the number and percentage of minorities, women and disabled persons employed by the District, at all levels, through improvements in the processes of *employee* recruitment, selection, and support.
- Implement a comprehensive staff development program around issues of diversity, cultural understanding, cultural competencies, and intercultural skills.
- Assess the impact of diversity-related programs and services on the college and its community.

- Develop outcome strategies and baseline data.

Trend III: The social and economic structure of our community exhibits a wealth/poverty gap.

BOARD PRIORITY III: THE SJ/ECCD IS COMMITTED TO PROVIDING PROGRAMS AND SERVICES AIMED AT NARROWING THE WEALTH/POVERTY GAP THAT CHARACTERIZES THE SOCIAL AND ECONOMIC STRUCTURE OF OUR COMMUNITY.

District Response: SJ/ECCD will continue to develop workforce-training programs for welfare to work and other low-income students. The District will also provide language and basic skills programs that will help all students succeed in college, and place additional emphasis on transfer programs for students seeking to study at the baccalaureate level and beyond.

- Encourage a “lifelong learning” approach within all of our educational programs.
- Continually update and enhance our workforce education offerings. This process should focus on both traditional as well as high technology career areas.
- Emphasize transfer education as an integral part of the District’s comprehensive mission.
- Partner with colleges and universities, K-12 school districts, and other community agencies to create programs and services that are responsive, coordinated, and efficient.
- Create intensive workforce training programs for welfare-to-work and other low-income students.
- Expand partnerships with community & business organizations
- Continue to support programs that bridge the digital divide that exists in our community.
- Continue to address issues of salary equity and livable wages within the District.
- Expand District outreach efforts and course offerings to our lowest income communities.
- Assess the impact of programs and services that are designed to narrow the wealth/poverty gap in our community.
- Create educational programs to promote labor studies, community studies, and leadership development to help narrow the wealth/poverty gap.
- Expand college offerings in areas of need during periods of economic downturn to meet increased student needs.
- Teach students the value of networking and provide instruction in how to build and use networks.

- Create courses and curriculum that provide opportunities for meaningful employment for our students.

Trend IV: The Silicon Valley economy is at the forefront of the information age.

BOARD PRIORITY IV: STUDENTS, FACULTY, AND STAFF WILL HAVE ACCESS TO UP-TO-DATE TECHNOLOGY.

District Response: SJ/ECCD will deploy the latest technology in support of all of its educational programs, develop and implement technology-related vocational programs, and use technology to reach distant learners.

- Review curricular content for relevance and responsiveness to the needs of the Silicon Valley workforce and to student needs and aspirations.
- Revise plans for replacing computers and related technology in light of new budgetary realities.
- Improve the educational uses of technologies in all areas of the curriculum.
- Use a portion of District staff development funds to help employees become knowledgeable and adept at using technology in their work.
- The District will assess the impact of technology on the effectiveness of district processes and on student learning.

Trend V: In today's community college environment, organizational and educational structures and procedures need to be flexible and responsive.

Board Priority V: The SJ/ECCD will strive to create flexible and responsive organizational structures and procedures.

District Response: SJ/ECCD will review its organizational structure and administrative practices and continue to implement changes that are responsive to the needs of our students and that enable our employees to be more efficient and effective.

- Adapt and expand our services and offerings to serve the expected enrollment increases from the population growth now moving through California's educational institutions.
- Continue to refine the District's organizational structure.
- Enhance internal and external processes and communication to create an improvement in organizational culture.
- Enable and encourage all constituency groups to participate in governance and decision-making.
- Design facilities that are responsive to the learning needs of our students.
- Continue to develop internal partnerships between academic and student affairs.
- Continue to evaluate organizational structures and administrative practices for efficiency, effectiveness, and quality of the work and learning environment.
- Continue to develop and discuss effective strategies to deal with budget situations.

Appendix E

Whereas Service-Learning Programs in California's community colleges promote community service linked directly to academic learning and

Whereas students enrolled in courses across disciplines are afforded real-world learning experiences in a variety of service situations, which tie directly to their classroom instruction, and

Whereas Service-Learning benefits students by enhancing course instruction, developing critical thinking and problem solving skills; providing career exploration and employment opportunities, and

Whereas Service-Learning promotes cross-cultural awareness, social responsibility as well as civic responsibility and

Whereas Service-Learning with clear learning outcomes increases retention rate and course success and

Whereas the Academic Senate for the California Community Colleges has passed resolutions, 6.01, 6.03, and 9.06, and 6.03 in support of the development of service opportunities for students, as well as the establishment of a service office, and

Whereas Evergreen Valley College has had a Service-Learning program since the spring of 1999 which has offered student a variety of academic Service-Learning opportunities in the community as well as on campus,

Whereas Service-Learning is a learning initiative supported by the SJECCD Board of Trustees,

Therefore be it resolved that the Academic Senate of Evergreen Valley College supports:

- Instruction that offers Service-Learning opportunities for Evergreen Valley College students;
- Service-Learning reporting to the Vice President of Instruction;
- The development of 98A Directed Study in Service-Learning variable unit courses across disciplines;
- The development of a variety of discipline specific stand-alone Service-Learning courses;
- The documentation of student's service hours on their official transcript;
- Recognition of students at graduation ceremony who have completed one hundred hours or more of service during their academic study at Evergreen Valley College;
- The SJECCD Faculty Association's efforts to have Service-Learning included as a Professional Recognition component for credit.

Be it further resolved that the Academic Senate of Evergreen Valley College supports Service-Learning at Evergreen Valley College, and affirms the importance of service as a pedagogical method that enhances academic instruction, promotes cross-cultural awareness, social and civil responsibility.

April 4, 2005

Appendix F

SJECED STUDENT SUCCESS DEFINITION & POLICY -- BP-5050.2

Student Success Definition

Student Success for community college students means more than just obtaining degrees, transfer, certificate, or career advancement. It also means the achievement of the individual student's self-established educational goals including completing a specific course, program, career and/or technical education to maximize the skills necessary for becoming a better person, worker, and/or citizen. Student success is not merely an outcome, but also a process. It's a journey that encompasses multiple levels of achievement and milestones such as abilities to: analyze, synthesize, and evaluate information; effectively communicate with others; achieve proficiency in subjects including science, mathematics, computer/technical skills, world languages, history, geography, and global awareness; collaboratively work in culturally diverse settings; be leaders who see projects through to completion; be responsible decision makers who are self-motivated; be active civic participants; and be ethical individuals who are committed to their families, communities, and others. Student Success is everyone's responsibility demonstrated through role modeling, support, opportunity, equity, and social justice.

Student Success Policy

(Per California Leadership Alliance for Student Success (CLASS) Policy Agenda with Student Success Board Committee and Constituent Group modifications)

An effective student success policy agenda reflects an institution-wide commitment, involving faculty, staff, administration, students, and board, to improvement of educational outcomes for students across all groups. Improvement of student outcomes (for example, individual student's educational goals, successful course completion, persistence, certificate/degree attainment and transfer) clearly requires broad participation, commitment and leadership by the faculty. It also requires leadership and support by the president/chancellor and the Board of Trustees.

Leadership and Governance

Students succeed because of the work of the governing boards, chief executives, faculty, staff, administrators and students. Strong and supportive leadership is required to overcome cultural assumptions and systemic inertia that accepts the behavior that says "but we have always done it this way."

The Board's commitment to student success is to ensure the availability of resources for the colleges to:

- Ensure that Student Success is a shared responsibility.
- Mandate college orientation.
- Mandate assessment.
- Limit or eliminate late registration.
- Mandate advising and counseling and educational plans, targeted support and/or student success courses especially for high-risk students.
- Require or strongly encourage students to enroll in needed basic skills and prerequisite courses in their first term(s).
- Provide integrated basic skills programs and services that are evidence-based.
- Promote the use of disaggregated student progress data (qualitative and quantitative) and cohort tracking to foster inquiry and improve programs; engage in "courageous conversations."
- Foster common definitions of student progress and the ability to benchmark progress.
- Foster curricular and program design that addresses diversity in learning styles and cultural backgrounds.
- Engage employees in professional development focused on improving student success, including cultural competency and effective teaching/learning for students with a wide variety of backgrounds and skills.
- Revisit hiring practices for faculty to ensure effective teaching skills, including and particularly for faculty teaching basic skills courses.
- Adequately fund, staff and support Service-Learning programs on both campuses to create a culture of service and civic responsibility, and to provide students with opportunities to engage in social change work.

Board Adopted January 22, 2013

Appendix G

EVC Academic Senate Resolution in Support of EVC Center for Service-Learning and Public Service Program October 2011

Whereas service-learning is a proven effective pedagogy that increases student retention, success, and faculty/student contact,

Whereas the American Association of Community Colleges estimates that almost sixty percent of community colleges offer some form of service-learning courses,

Whereas all University of California and California State University campuses offer service-learning programs or courses, and many high impacted majors require community service,

Whereas despite the economic downturn, CSU campuses continue to provide high quality service-learning opportunities for nearly 70,000 students and during the 2010-2011 academic year allocated \$1.035 million to the 23 CSU service-learning offices,

Whereas through community involvement, service-learning directly addresses Evergreen Valley College and San Jose/Evergreen Community College District's mission of equity, opportunity and social justice,

Whereas EVC has had a service-learning program since 1996, and in 2005 the Academic Senate passed a resolution in support of the program and in the development of service-learning courses,

Whereas service-learning has been institutionalized at EVC through the embedment of the pedagogy in the following: numerous General Education course outlines; the Introduction to Community Service-Learning course; the 98A Directed Studies in Service-Learning across disciplines courses; the Education Math and Science Future Teachers Seminars; the graduation requirement for the AA General Studies with Emphasis in Women's Studies degree; the Service-Learning Teacher's Assistance Program; the formal establishment of over 60 community partnerships; and the pending AA degree in General Studies with Emphasis in Community Service-Learning degree,

Whereas faculty members at EVC rely on the Center for Service-Learning to establish safe community partnerships that meet their learning outcomes, develop proper documentation to track student's progress, assist students in their placements, generate monthly progress reports, and document their participation for advancement in the salary schedule,

Whereas the Administration's determination to terminate the 20 hour per week Service-Learning Program Assistant position, along with the reduction of the

Coordinator's release time from 50% to 30%, has essentially resulted in the unofficial termination of the program's services thus leaving Service-Learning faculty members and their students without the resources and services necessary to do their work; therefore let it be it,

RESOLVED, that the Academic Senate recommends the restoration of appropriate and previous staffing so that the Center for Service-Learning and Public Service can keep its doors open and continue to provide faculty members with the necessary services and resources for them to fulfill their instructional responsibilities.

October 16, 2011

Appendix H

EVC Academic Senate Resolution in
Support of EVC Center for Service-Learning and Public Service Program
6 May 2014

WHEREAS, Service-Learning is a proven andragogy that links meaningful community service with academic learning, personal growth, cross-cultural competency, civic engagement and increased student retention and success; and

WHEREAS, Service-Learning can be an integral part of a student's education, and is an option offered at most colleges and universities including all University of California and California State University campuses, as well as 60 percent of all community colleges nationwide (American Association of Community Colleges); and

WHEREAS, the Academic Senate for the California Community Colleges (ASCCC) passed resolutions 9.06 (spring 1996), 6.01 (fall 1999), 6.03 (spring 2000), in support of the development of service opportunities for students, as well as the establishment of a service office; and

WHEREAS, the EVC Service-Learning and Public Service Program (SLPS Program) was established in accordance with ASCCC and national best practices, and has received long standing support from the EVC faculty, including resolutions passed by the EVC Academic Senate in 2005 and 2011 supporting the program; and

WHEREAS, since its inception the SLPS Program has enjoyed broad support among EVC students, with approximately 200 student participants per semester, and a 2011 resolution by the Associated Student Government recommending adequate staffing and funding for the program; and

WHEREAS, Service-Learning has been integrated into the curricula of many disciplines at EVC including the incorporation of the andragogy into many general education courses, the Introduction to Community Service-Learning course, the 98A Directed Studies in Service-Learning courses, the Math and Science Future Teachers Seminar, as graduation requirements for the AA General Studies with Emphasis in Women’s Studies and the AA General Studies with Emphasis in Mathematics for Secondary School Teaching degrees, and the Service-Learning Teacher’s Assistance Program; and

WHEREAS, the SLPS Program uniquely addresses the San Jose/Evergreen Community College District’s mission of equity, opportunity and social justice, and, through its network of community partnerships, specifically attends to EVC’s community engagement commitment-to-action; and

WHEREAS, the SLPS Program is a recognized and valuable community asset as evidenced by Assembly Member Resolution 765 by the Honorable Paul Fong commending “the faculty, Advisory Board, Coordinator and participating students of the Evergreen Valley College Service-Learning and Public Service Program for the outstanding contributions they have made to the local community, and extends sincere best wishes that the Program’s indomitable efforts will continue in the years ahead”, and by letters of support from community leaders such as California State Senator Jim Beall, State Assembly member Paul Fong, San Jose Vice Mayor Madison Nguyen, and former SJECCD Board member Fred Tovar; and

WHEREAS, SJECCD Board Policy BP-50.50.2 states that the district should “Adequately fund, staff and support Service-Learning programs on both campuses to create a culture of service and civic responsibility, and to provide students with opportunities to engage in social change work.”; and

WHEREAS, severe budget cuts since 2010-2011 have resulted in a drastic decline of the SLPS Program from serving 200 to only 40 students, from 17 to just 5 faculty members,

and from 60 to 26 community partners per semester, and cuts to coordination and staff have impacted the program's ability to function; therefore be it

RESOLVED, that the Evergreen Valley College Academic Senate acknowledges the support of students, faculty, and community leaders for the Service-Learning and Public Service Program, and that it shares in that support and reaffirms its 2011 Resolution endorsing adequate funding and staffing of the Service-Learning and Public Service Program; and

RESOLVED, that the EVC Academic Senate opposes closing the SLPS Program, even temporarily, because of the serious disruption even a short-term closure would create for students, faculty, and the program's community partners; and

RESOLVED, that the EVC Academic Senate recognizes that the Service-Learning Program works in concert with other viable programs on campus to increase student success, and

RESOLVED, that the EVC Academic Senate recommends that the SLPS Program be provided with the funding necessary to rebuild the program to meet the needs of students and faculty, and to help the San Jose/Evergreen Community College District and Evergreen Valley College achieve their missions and commitments to the community.

Appendix I

**California Legislature
Assembly
Resolution
By the Honorable Paul Fong
28th Assembly District, Relative to commending the
EVERGREEN VALLEY COLLEGE
SERVICE-LEARNING AND PUBLIC SERVICE PROGRAM**

WHEREAS, For its unwavering commitment to promoting cross-cultural awareness, civic responsibility, and social justice in the education of its students and its immeasurable contributions to the advancement of the communities wherein it serves, the Evergreen Valley College (EVC) Service-Learning Program is deserving of special public recognition and the highest commendation; and

WHEREAS, Service-Learning is a proven and effective pedagogy that links meaningful community service experiences with academic learning, personal growth, and civic responsibility; and

WHEREAS, Service-Learning creates powerful reciprocal relationships between colleges and the communities they serve, and provides students with opportunities to acquire skills in real life situations; and

WHEREAS, An integral part of a student's education, Service-Learning programs are offered at most public and private four year colleges and universities, including all University of California and California State University campuses, as well as 60 percent of community colleges, according to the American Association of Community Colleges; and

WHEREAS, The core mission of the community college is to provide education for individuals in its service region, and to serve its community as a community-based institution of higher education; and

WHEREAS, Since the establishment of its Service-Learning and Public Service Program in 1996, EVC has met the core mission of community colleges by serving the immediate needs of the diverse communities it serves while empowering students to become agents of socio-economic change and to be socially and civically responsible citizens; and

WHEREAS, EVC faculty members of various disciplines have embraced Service-Learning as a pedagogy that ensures students' retention and success, and have integrated Service-Learning experiences into their curriculum; and

WHEREAS, Over the course of the last decade, EVC students have provided thousands of hours of free service to the campus and its neighboring communities; and

WHEREAS, The EVC Service-Learning and Public Service Program has worked diligently to foster a generation of competent leaders committed to the advancement of equity, opportunity, and social justice for all members of society, and its positive impact on the lives of its students and on the local community is deserving of acknowledgement and praise; now, therefore, be it

RESOLVED BY ASSEMBLY MEMBER PAUL FONG, That he commends the faculty, Advisory Board, Coordinator, and its participating students of the Evergreen Valley College Service-Learning and Public Service Program for the outstanding contributions they have made to the local community, and extends sincere best wishes that the Program's indomitable efforts will continue in the years ahead.

**Members Resolution No. 765
Dated this 8th day of April, 2014
Honorable Paul Fong
28th Assembly District**

Appendix J

EVC Service Learning Project
 Highlights from Spring 1999 Student Survey & Report

At the beginning of the semester, students rated on a scale of 1-5 their learning expectations in the following three areas. At semester's end, they expressed how much learning they felt they had actually gained.



Personal Growth and Development

- openness to new experiences
- personal power
- sense of usefulness
- self-understanding
- self-esteem

Survey Pairs = 37 Service Learners; 21 Non Service Learners

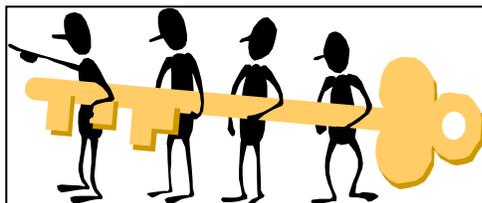
Overall average change between expectations and actual learning experiences in each category:

<u>Personal Growth</u>	
Service Learners	+ .25 pts
Non-SL Students	- .16 pts
<u>Intellectual Development</u>	
Service Learners	- .04 pts
Non-SL Students	- .02 pts
<u>Social Growth</u>	
Service Learners	+ .33 pts
Non-SL Students	+ .08 pts



Intellectual Development and Academic Learning

- communication skills
- skills in learning from experience
- skills in applying academic knowledge to "real life"
- critical thinking and problem-solving skills
- knowledge of people



Social Growth and Development

- knowledge of service-related careers
- civic involvement
- skills in caring for others
- appreciation of diversity
- concern for people

"I was able to be an intern at Lighthouse Community Center. I think that really had a lot to do with my decision to change my educational goals."
 -- S99 Service Learning Student

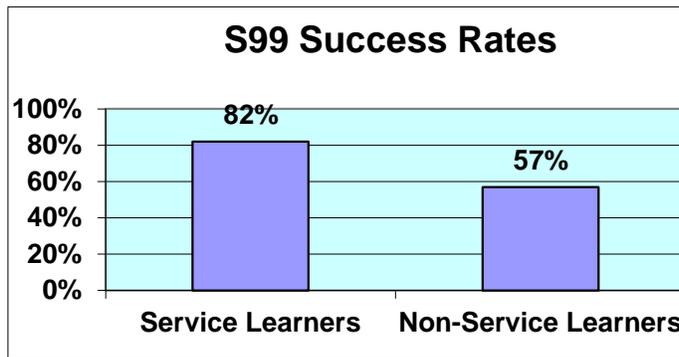
Service Learning Students

- ✓ high initial learning expectations
- ✓ high actual learning experiences
- ✓ actual learning exceeded expectations
- ✓ 82% success rate in their classes
- ✓ 6% withdrawal rate

Non-Service Learning Students

- ✓ lower initial learning expectations
- ✓ lower actual learning experiences
- ✓ actual learning didn't meet expectations
- ✓ 57% success rate in their classes
- ✓ 29% withdrawal rate

Courses represented: Com S 45, Engl 104, Engl 1A, Psych 47, Hist 1, IDS 190, Phil 65, ES 10, S Sci 30, Pol Sci 1



Total number of sections:
13

Total number of enrollments: **463**

Appendix K

SL&PS Student Success Stories

Alma Acosta Sanchez – Spring 2015

Major: Secondary School Teacher

Awards: President's Volunteer Award 2015, Bronze

Last spring, I enrolled in EDUC-013MS Math and Science Future Teacher Seminar II, a Service-Learning class at Evergreen Valley College, designed to provide students interested in being teachers, with theory and hands-on experience working with children in math and science at local schools. The course requires 50 hours of on-site Service-Learning experience as a classroom assistant. I volunteered at Silver Creek High School in Mrs. Grace Perez-Vokt's classroom. I helped her answer student's questions and worked one on one and in groups, explaining Algebra 1 concepts, such as graphing linear functions and the Pythagorean Theorem. I continued my volunteer service past the 50 hours required for the class, because I genuinely established a loving relationship with the students and the teacher.

The Service-Learning experience was powerful because it helped me grow as a person and fortified my desire to teach Mathematics at a secondary school. I learned that I have a gift or ability that can be shared with others. I also gained valuable wisdom in working with students. The simple adventure of seeking answers presented itself to me each moment a student raised his or her hand. For this I am happy and grateful because Service-Learning helped me identify the path to my dream.

"A dream is a special message from the heart." ~Alma Acosta Sanchez

Alisha Church – Spring 2015

Major: Radiological Technology

Spring 2015

When given several options for my Final, I immediately knew that Service-Learning was the one for me. I'm the type of person that likes to give gifts instead of receiving them, and that is what I first thought volunteering would be. But I was SO very wrong. I was not only giving a gift, but I was getting one in return.

I have to admit I was pretty nervous when I first signed up to volunteer at Reading Partners. I wasn't sure what to expect. Was I just going to read to kids? Were the kids going to like me? When I pulled up to Los Arboles Elementary School, located off of Monterey and Center in San Jose, the first thing I noticed was that I was just about the only white person there. I didn't know if I would fit in. However, the Coordinators were amazing and immediately helped me feel comfortable. I was assigned two beginning-intermediate readers: a third grader named Ashley and a second grader named Chrystian. When I first met Chrystian I found that he was very shy and already embarrassed about his reading skills. However, within a week, I could already see him opening up and learning that reading is actually fun! Last week, I was informed that Chrystian was moving up a level!!! I was so happy and excited for him, and right there, I knew that I was doing something right!

In my research, I learned that over three million women under the age of twenty become pregnant, and more than half of these pregnancies result in a birth of a child. Many are poor and have dropped out of school. For the young mothers who pull a double shift and don't have time to fully go over their child's homework, and the overworked teachers with 40 kids per class who cannot give their students the one-on-one attention they need, Reading Partners is there to help.

At Reading Partners, I was constantly comparing the kids there to my son. I am a single parent, working my butt off to go to school, work, and still be a good parent. Just when I thought I was doing alright, my son's teacher tells me that my son is having a hard time in school. My son is only in preschool, but I don't want him to develop bad habits because when he goes on to elementary school, he will be expected to transition from learning to read, to reading to learn. That is why volunteering at Reading Partners was such gift for me; I can now teach my son the reading fundamentals that I learned in Reading Partners. I believe that this program is truly changing the lives of these children, and it has changed the way I view things as well. When I first walked into the school, I was intimidated by the neighborhood, and the fact that I was the minority. But I couldn't have been more wrong. These students didn't judge me on the fact that I was a young White woman with pink hair and tattoos, but instead took me in and accepted me as a mentor. I have learned to love these kids. I love watching them accomplish their goals, which in return, makes me want to accomplish mine. This Service-Learning experience also completely changed my attitude about

stereotyping, because I never realized I did it, until I was nervous on the first day. Now I realize that most of us pass judgment without realizing it. I guess what they say is true, "Never judge a book by its cover".

"One tutor. One Child. Infinite Possibilities."

Chidinma Kalu – Fall 2013

Major: Psychology

Fall 2013

In the fall of 2013, I participated in a Service-Learning project in Marjorie Clark's Psychology of Women: Global Perspective class. My responsibility was to research community service and internship opportunities for female students in Science Technology Engineering Math (STEM) fields. During my research, I came across numerous jobs and internships that required a lot of programming and other technical skills that I and most of the female students I knew were not qualified for. Although I did not have the technical knowledge and experiences required for those positions, I believed that I would do well in those jobs if I was given the right training. Through my Service-Learning research, I eventually found the program "Year Up" which offered young people 18-24 intensive training in business and information technology with a guaranteed internship at a fortune 500 company. The program seemed right for me so I applied and got the training I was looking for. I was able to build skills in productivity software, computer hardware and basic programming. At the end of the training, I was placed at Facebook and put to the test as Telecom expense manager. I developed leadership and management skills in IT and through this Service-Learning experience, I have found a genuine path in my major, psychology. I plan to merge my interest in psychology with technology. I will be moving ahead to engage in user experience research and human computer interaction in my graduate studies and field of work. Thanks to this Service-Learning experience, I am currently working in the technically challenging field at Tivo as a Beta Triage.

Armando J Ferrer Jr. – Fall 2013

Transferred to SFSU

Major: Mechanical Engineering

Date of Service: Fall 2013

In the fall of 2013 I decided to join the Service-Learning program here at EVC. Before joining the program, I was merely thinking about the academic benefits I would acquire from it. I thought it would give me a stronger mathematical foundation. In addition, it would contribute to my major of engineering. However, after involving myself in the Service-Learning program I indeed found myself with not only a stronger foundation in math, but also a new perspective in life.

We tend to get caught up with our own struggles and fail to recognize that many others are going through issues of their own--inside and outside of the classroom. Helping others allowed me to create a sense of solidarity with those around me as I gained interpersonal relations through those I helped. With this, I learned that everyone's life is filled with his or her own stories and obstacles. Involving myself in this program made me realize I want to dedicate my life to helping others. There are a lot of people who are suffering through minor and major struggles. Whether it be a mathematical problem or not, I want to do what I can to contribute to the well-being of others. Ralph Waldo Emerson once said, "To have known even one life has breathed easier because you have lived. This is to have succeeded." I am thankful to have been a part of such a great program that has allowed me to do just that.

Maria Franco – Spring 2014

Date of Service: Spring 2014

I was introduced to the Service-Learning Center at EVC by Professor Marjorie Clark. I was actually taking her Women's Psychology class at the time. Professor Clark being the Service-Learning Coordinator assigned Service-Learning as a major assignment to the class. At first I was hesitant about the fact that I had to do this assignment, mainly because I already had school, work, and other things on my plate.

The major that I had in mind at the time was Psychology. So I shopped around online seeking for different volunteer opportunities that were related to Psychology. I came across the Bill Wilson Center's "Contact Cares Program." The contact cares program offers a 24/7 Crisis Hotline. I loved the idea of being a so called, "Crisis Counselor," so I ended up volunteering there. My one year contract expired in March 2014, but I will continue to volunteer my hours for as long as I can. And the great thing is that I will receive a great recommendation letter toward then end of my service.

My Service-Learning experience has made me see things in a different way. It has made me appreciate life a lot more. I have learned so much through my experience. And the great thing is that I am gaining good experience for different fields in my major. Not only have I gained experience but I have made new friends and "Reliable References" for a future Job/Career. I am really glad that I took part of the Service-learning experience, because I love what I do. I really hope that the Service-Learning program continues to be a part of EVC, because it truly helps students experience with different professions they can possibly pursue in the near future.

An Nguyen

Major: Diagnostic Medical Sonography

I knew the Service-Learning Program when I was a student assistant in the Computer Lab at the Library. During that time I wanted to join into the Program but I still considered because my communication wasn't fluently. Until I took Ethnic study class, I decided to join the Program. At first I just wanted to get an extra credit for my class. Helping other people is happiness, and I love that. When I help someone to do something even though it's just a little thing, I felt very happy. Therefore I volunteered for Vietnamese Voluntary Foundation (VIVO), and my job was food distribution.

Volunteering and giving help to those people who need are also helping others for my own benefit, because long-term satisfaction and happiness come from altruistic actions. After I finished 20 hours required, I decided to continue to help. That job was also related with my Ethnic class, so it helped me to improve my knowledge, understood more about my culture, and supported for my course. When I passed out the food for people who were mostly elder, I saw happiness on their face. It made me very happy. I felt like I am living in my hometown because there were a lot of Vietnamese people.

I would say thank you Service-Learning gave me an opportunity to learn, understand, and practice to build my career further. My major is Ultrasound technician, and I will work at the hospital. This volunteering will help me have the easier to contact with patients especially Vietnamese people who are presence a lot in San Jose.

David Torres – 2011/12

Transferred: San Jose State University

Major: Business Administration

Award: President's Volunteer Award 2011-Bronze

Date of Service: 2011-2012

My name is David Torres, a former Evergreen Valley College (EVC) student. My focus of study at EVC was Business. After graduating from EVC, I was accepted to San Jose State University; pursuing Bachelors of Science in business management. I was introduced to the Service Learning Program (SLP) through a classroom presentation at EVC. SLP is an extraordinary opportunity that provided the building block for my future career by enhancing my learning outcome. I found a quote, by actress Gillian Anderson, emphasizing the exact existence of volunteering, "Be of service. Whether you make yourself available to a friend or co-worker, or you make time every month to do volunteer work, there is nothing that harvests more of a feeling of empowerment than being of service to someone in need." Dedicated to "Inspire the innovator in everyone," The Tech Museum of Innovation was my first and only choice to volunteer. I volunteered during the 2011-2012 school year. I decided to volunteer at a place where it is well known that knowledge intersects with creativity. As a volunteer, my responsibilities as an exhibit explainer were the following: Interacting with guests, exceeding every guests learning output. I provided an enthusiastic environment for all guests. Having an extensive knowledge about the Tech Museum and their exhibits, providing answers to any question guests have. I am honored to have participated in a life changing experience that I strongly believe every student should have.

Pha Tran

Major: Health Sciences, emphasis on Community Health,

CSU Long Beach

President Award: Bronze Medal

My name is Pha Tran. I first volunteered three months after I moved to the United States. I was so excited every Sunday when I had chance to stay in front of the class and teach my little students to read and blend the words in Vietnamese. It was the most meaningful activities to me at that time since I could bring new knowledge to the kids and show them how helpful and meaningful another language to their lives.

Several months later, I attended Evergreen Valley College where I had chance to participate in another meaningful activities. Through my friends, I learned that the Service-Learning and Public Service Center at Evergreen provided tons of interesting volunteering opportunities for students who want to join in and help out the community. I went

there, got my application and was able to begin my second volunteer job as a tutor at English/ESL (English as A Second Language) at Evergreen Valley College Tutoring Center. I have gained a lot of interesting experiences that not only helped me improve my knowledge but also trained me to become a patient and strong student, who were willing to encounter all of the difficulties and challenges in the college and in real life.

Through the Service-Learning and Public Service Program, I earned my President's Award, which surely strengthens my resume significantly. I really appreciated the Service-Learning and Public Service Program, the very first place that successfully contributed in shaping my personality

Francisco Servin – Spring 2014

Major: Global Studies

Date of Service: Spring 2014

I was born and raised in Mexico, and came to the United States when I was 20 years old. I am the fourth of five siblings, and the only one who decided to continue my education; my siblings just went through elementary and middle school. My parents still live in Mexico.

When I first came to the U.S. my goal was to save some money and go back to Mexico. As I was working, I decided to learn English. In 1998 I thought about going to college, so I obtained a GED. I took a few classes at De Anza College, but because of work I had to leave school, or I should say because I didn't know how to make time for school. After a long break, I decided to return to college in 2009. Unfortunately, after the first semester I had a terrible back injury. This injury completely changed my life and eventually the way I see life and the world.

I am very curious by nature, and find several subjects interesting. However, that is not always a good thing because it made it difficult for me to choose a major. I always struggled because as an immigrant I thought that I had to be financially successful, but at the same time I wanted to do something that I felt real passion about.

When I took Ms. Lujan's Introduction to Sociology class in 2012, I still didn't have a major in mind. I was mostly interested in getting my general education done. It is true that when I volunteered I did it to have extra credits in case I needed them because this was my first college class after 10 years. I participated in The Hunger Banquet that Ms. Lujan organizes every year. In the beginning I just wanted to get those credits, but as I started reading and researching about hunger in the world, I became more and more interested. I completed my research about Burundi, an African country with high indexes of poverty and hunger. The findings were alarming, there as well as in many other countries. At the end of the class I decided to pursue a major that would allow me to work in the field of International development. I plan to pursue a bachelor degree in Global Studies at San Jose State University once I complete my Associate degree at Evergreen. I would like to contribute one day to solving global issues such as hunger, education, or housing among many others.

After my Service-Learning experience, I began reading books related to hunger or healthcare, such as Mountains Beyond Mountains and Strength in What Remains, both by Tracy Kidder. I am planning to contribute financially soon to one or two NGOs that are active in areas of my interest such as Partners in Health. At this point of my life I feel very strong about my career choice. In life we go through paths that we never imagined, and we never imagine because we are immersed in our individual experiences. When we are exposed to the realities of the lives of others, we learn to appreciate what we have. We also learn to question. Why is their reality that way? How can people in the same planet have such opposite experiences? Why children have to die so young? How the actions and choices of some people affect the lives of others?

I am grateful that my life has been touched by the Service-Learning and Public Service Program and by Professors like Ms. Lujan. I am working hard to reach my goals and hope to someday help to make the world a better place for future generations.

Yana Cerna – Fall 2013

Major: Psychology

Fall 2013

I thought I wanted to major in Forensic Psychology, but I changed my mind after volunteering at the Alzheimer's Activity Center in San Jose. I have now decided to major in Clinical Psychology, and would really love to work with patients with Alzheimer's disease. When my professor told our class that we had the option of doing Service-Learning or writing essays for the Final, I chose Service-Learning.

At first I wanted to work in the area of my major, but when I saw that I could volunteer at the Alzheimer's Activity Center something in me told me to try it. The first day I walked into the Center, I was nervous and didn't know what to expect. I will not lie; the first day was an overwhelming experience. When I finished my hours that day, I walked to my

car, sat there with tears coming down my eyes and contemplated my own life. Every day we seem to take the smallest things we have in life for granted. We become mad because we don't have the latest things in fashion or electronics. I realized how blessed I am to have a healthy mind; that my parents have a healthy mind; that I don't need to see my parents' mental health deteriorate in front of me and not be able to do anything about it. I can only imagine the pain the children, grandchildren, wives or husbands of the clients of the Alzheimer's Center go through. Every time I walk into the Alzheimer's Center I make a new grandpa, grandma, aunt, uncle, ma, and pa. The clients have become part of my family and it brings me joy that I'm able to make them laugh and smile while I am there. Not only do I teach them small things, but also they have taught me so much more about life. I can put a fancy quote about why Service-Learning is so important, but I don't feel that would capture the essence of Service-Learning. Speaking from my heart, Service-Learning should be experienced by everyone. Not only will it help you know if your major is right for you, but it will be an ever changing life experience, just like it was for me

Truong Mai – Fall 2013

Major: Bioengineering

President's Volunteer Awards: 2011 Gold, 2012 Silver, 2012 Gold Medals

623.5 Volunteer hours

Fall 2013

I immigrated to the United States from Vietnam in August 2011. At first, my primary purpose for volunteering was to learn English. However, in time, I have learned that volunteering makes everyone's life better because basically we all have strengths and weaknesses and something to give each other. For example, when I volunteered in a Basic Computer Class for Parents, I spent months teaching parents how turn a computer on/off to listen to music and watch movies for entertainment. On the other hand, those parents gave me happiness of doing a meaningful job.

I have volunteered as a math tutor for FasTrack, EVC Math and Science Resource Center, and Yerba Buena High School, and on Citizenship Days at SIREN informing people about Deferred Action, and how to become a U.S. Citizen. But Service-Learning has also helped me, in 2011 I was awarded the President's Volunteer Service Award which led me to win the Aspire scholarship. In 2013, I honorably received the second President's Volunteer Service Award, which I definitely added to my applications to Universities of California and California State Universities. I hope that I will get accepted to a good university to study bioengineering in April 2014

Julie Ngo – 2010/11

Year volunteered: August 2010 – May 2011

Major: Neurobiology, Physiology, and Behavior at UC Davis

Degree: AA in Chemistry at EVC with Magna Cum Laude Honors

President's Volunteer Award 2011 Gold

(EVC) Community Service Award 2012

Coming from a small town in Australia, I moved to San Jose only a few months prior to enrolling in Evergreen Valley College. At that time, I didn't know much about the community nor the campus, and didn't understand much about transferring. I felt the need to put myself out there and be more involved with the campus. In addition, I wanted to have a purpose and be accepted. Tutoring math and chemistry at the DSP Office of Evergreen Valley College helped me get used to living in a different country, let alone a different city.

I cannot express how much tutoring at the EVC DSP office meant to me. In 2010, I was so shy initially and had a saddened feeling in my heart for leaving my home, Australia. However, tutoring gave me a purpose as those who were struggling in math and chemistry needed my help. I grew closer to staff and students at EVC from this. This service allowed me to overcome my personal obstacles and allowed me to focus on those who may be trying to overcome their own obstacles. From this, I grew a desire to help the disabled members of the community even more. This triggered my dream of becoming a physician.

From tutoring at the Disability Support Program at EVC, I felt very strongly about my experience. Not only did I learn that I wanted to become a physician, but I adapted faster after my immigration with this experience. More than once I have mentioned this experience in a personal statement for transfer and summer internship programs. Showing that I am interested and committed to the community may have been a big factor in how I was accepted into a Stanford Summer Health Careers Opportunities Program, hosted by the Stanford School of Medicine. In addition, I received acceptance letters for transfer from UC Berkeley, UC Davis, UC San Diego and UC Santa Cruz.

Constance Maes – Spring 2014

EVC Student & Tutor
Spring 2014

I was working as an aide for a quadriplegic and it was increasingly difficult for me to do the required physical labor involved such as lifting her in and out of her wheelchair. As my client's health declined she needed more nursing care than I was able to give and after several trips to the ER in an ambulance with her I realized that I needed to investigate other viable opportunities for employment. I had worked in corporate situations prior to my taking on the responsibilities of a Home Health care aide but I had no desire to return to the big business work place. At this time, I was also tutoring at Evergreen Valley College and taking several classes.

The Service-Learning assignment in the Psychology of Women gave me the opportunity to volunteer as a tutor in the Disabled Student Program (DSP) and earn college credit. I worked hand in hand with Robin Salak the Director of DSP and the other staff members every day to accommodate our students' needs. I was able to spend more time tutoring, which was my first love and I found that my 20 years of experience working for a disabled person and my love of tutoring combined with the course work allowed me to find my true bliss, tutoring the disabled. As the semester rolled on I found myself brainstorming about new ways I could improve my tutoring skills and accommodate my students better and I felt empowered to give 110% to this job. It was a revelation that at my age, my love of teaching and people skills could be used together. I have unlimited patience for my students and get great joy out of each session.

Thanks Marjorie for offering Service-Learning in your class, which gave me a heads up to my future. I am now happily tutoring away both at Evergreen and privately to supplement my income.

Huy Truong – Spring 2014

Future Math Teacher
Spring 20014, President's Volunteer Award Gold Medal 2014

I knew about the Service-Learning Program when I was taking a Calculus course three years ago. At first, I participated in the program to earn extra credit in order to secure a good grade. A few of my classmates and I became teacher assistants for my professor for an Algebra class. The first day at the class, I was very nervous because it was my first time tutoring. However, the students were very friendly and they gave TAs many claps after we introduced ourselves. The warm welcome made me feel very comfortable and ready to expose myself to a new environment. As the course went on, I helped many students clarify unclear points in the lectures. It was a very excited feeling when I saw them understand and handle their math problems on their own. I also had a chance to improve my English-speaking and social skills.

After the course was finished, it grew to me that there was a stereotype, "Math for Asian geeks," passing among many students. Many students from non-Asian culture thought that math is a very complicated subject, and only Asian folks with thick glasses could study it. I wanted to eliminate this stereotype. Thus, I decided to take the Tutoring Training Course to learn some tutoring techniques. After finishing the course, I applied them to help many of my students successfully passed their classes with high grades. This result was so satisfying that it brought me to the conclusion that I would like to become a math teacher someday.

Thanks to the Service-Learning Program, I have known what profession I will pursue. It is no doubt that teaching is a very challenging job. However, participation in the Service-Learning Program has enhanced the confidence that I need in order to thrive in my future profession.

Tammy-Christine Do – Spring 2013

Public Health
President Volunteer Award: Silver Award
Spring 2013

The Center for Service-Learning and Public Service gave me an opportunity give back to the community. Volunteering for Kaiser Hospital, tutoring, as well as working with many other charities was especially rewarding because I able to help people of all diverse backgrounds. This skyrocketed my career in Public Health. I was accepted to UC Berkeley, awarded a scholarship for academic achievement by UCLA and am currently serving as the Regent Scholar at UC Irvine. I am a firm believer that Service-Learning provides an outlet where students will benefit by actively learn by going beyond the realms of classroom walls.

Viviane Nguyen - 2011

Major: Political Science, Class of 2015 UC Berkeley
President's Volunteer Award: 2011 Bronze

Growing up in a less-privileged family has not only offered financial and academic challenges, but has also made me realize the value of a college education and importance of paying it forward. My experiences at the Service Learning Center at Evergreen Valley College before transferring to UC Berkeley helped me think critically about the narrative of my educational endeavors and compare them to the narrative of other students in different communities.

As an Accel Middle College student, I had the opportunity to be concurrently enrolled at EVC during my senior year of high school from 2011 to 2012. I was privileged to be in Professor Marjorie Clark's class, Introduction to Woman's Psychology Class, and fortunate to have her introduce me into the Service Learning component at the Womyn's Center. My experience at the EVC Womyn's Center has made me into a more resilient and well-rounded woman equipped with experience learning translatable to different environments, such as my political internships from San Jose City Council to a Congressional office in Washington, D.C. I worked alongside Professor Clark to launch the first "Women 4 Women" faculty-student mentoring program, which connected female faculty mentors with students. My service at the Center was an opportunity to reflect upon my personal narrative of overcoming adversities as an Asian American woman to recognize the opportunities I was afforded and to remember the women role models who have positively affected my life.

I am a proud transfer student, and I am on track to get a degree in Political Science and a minor in Education in three years. However, I am incredibly appreciative of the opportunity to continue my education as a low-income, first-generation college student from EVC to Cal. I will not forget my experiences learning at Evergreen Valley College, and I hope the Service-Learning and Public Service program continues to be part of the campus to help students like me learn, change, and serve.

Appendix L**International Service-Learning Program
Student's Reflections**

Quote #1: "Education is the true key to change the lifestyles of the local individuals."...Hilda Morales, 2006 Oaxaca, Mexico trip.

Quote #2: "The service that we can provide for others in many ways serves us to grow and develop into more well-rounded people...it also allows us to share that experience with our own family...it also allowed us to cherish all the opportunities that we have in our homes."...Hilda Morales, 2006 Oaxaca, Mexico trip.

Quote #3: "Most of the community had left the village...customs and traditions were kept only by the people that stayed. Despite not having much, they serve food to guests before they have their own meals. We share all the hardship they are suffering."...Ai Mai, 2006, Oaxaca, Mexico trip.

Quote #4: "My experience in El Salvador has changed my daily habits. I conserve more food and water because people in impoverished countries lack these essential resources. This amazing experience truly changed my life and the lives of my peers."...Jessica Gonzalez, 2009, Caluco, El Salvador trip.

Quote #5: "One thing that really struck me was the idea of family and how important and deep-rooted it was in the El Salvadorian traditions and values...family was the only thing that really kept the people together and truly happy despite all the hardships they had to go through in the tough economy and daily living conditions."...Jennifer Tan, 2009, Caluco, El Salvador trip.

Quote #6: "...the people in El Salvador were just so friendly. It felt like the atmosphere was completely stripped from societal expectations and influences... and the people had everything to give even though they barely had enough to survive themselves."... Jennifer Tan, 2009, Caluco, El Salvador trip.

Quote #7: "When we visited Sister Peggy she spoke upon the matter of the civil war's effect on the country...she said, "today we share our food and tomorrow we share our hunger". The quote is not focusing on the concept of sharing our food, but rather a much more meaningful statement that meant united as one we stand and divided we fall. It inspired me to be more caring of others"...Sergio Zepeda, 2009, Caluco, El Salvador trip.

Quote #8: "People in the town are very poor; they have nothing but rocks and dirt; yet, they are friendly, humble and diligent. They made me feel very welcome when I was there." Connie Ho, 2006, Oaxaca, Mexico.

Quote #9: "He laughed and gently put his hand on my shoulder and told me, "When you are hungry, you will find a way to eat". Those words have stayed with me this whole time. Here is a person who did not see trash as a problem but more as the solution. Throughout the whole trip I notice people were doing service not to receive an award or strengthen their resumes, but to simply survive."...Francisco Alvarado, 2005, Oaxaca, Mexico trip.

Quote #10: "People were using all their ingenuity to ensure their continued existence in this world. Recycling was their weapon to overcome adversities. In the States we see recycling as something we should do to help the environment. We see recycling as an extra step in our daily routine...The people that I met, during my trip, saw recycling as a way of life."...Francisco Alvarado, 2005 Oaxaca, Mexico trip.

Quote #11: "We went to El Salvador to make a change in a foreign community, but the community ended up changing us."...Kenny Gutierrez, 2009, Caluco, El Salvador trip.

Quote #12: "Despite the poverty in El Salvador, the people are very generous...I guess what makes them so happy is the fact of knowing that they shared their wealth with us."...Fernando Cardona, 2009, Caluco, El Salvador trip.

Quote #13: "Being in El Salvador has done me a service by changing my perspective on things...my mission now is to serve as much as I can to benefit others, instead of just myself."...Raquel Nevarez, 2009, Caluco, El Salvador trip.

Quote #14: "Being exposed to all the social injustice and poverty, I was able to find my higher calling in life...this was the perfect reality check that I have longed for."...Tien Nguyen, 2009, Caluco, El Salvador trip.

Appendix M

**SL&PS Community Partners
1999-2016**

1. American Association of University Women (AAUW)- San Jose Branch
2. Acterra - *Arastradero Preserve Stewardship Project*
3. Acterra - *San Francisquito Creek Stewardship Project*
4. African American Community Agency
5. Aids Resources, Information & Services of Santa Clara (ARIS)
6. Alex Anderson Elementary School
7. Alliance for Community Care
8. Alum Rock Counseling Center - *Ocala Mentoring Program*
9. Alum Rock Counseling Center - *Turning Point Mentors*
10. Alum Rock Union Elementary School District Migrant Education
11. Alzheimer's Activity Center
12. American Red Cross - *Santa Clara Valley Chapter*
13. Anti-Graffiti and Litter Program - City of San Jose
14. Asian American Mentoring Program
15. Asian American Recovery Services, Inc
16. Asian Americans for Community Involvement (AACI)
17. *AACI - Asian Women's Home*
18. Asian Immigrant Women Advocates
19. Asian Pacific Family Resource Center
20. Bay Area Women's Sports Initiative (BAWSI)
21. Belmont Village of San Jose
22. Berryessa Union School District - Supplementary Instruction Programs
23. Big Brother Big Sister of Santa Clara County
24. Bill Wilson Center
25. Black Infant Health
26. Boys and Girls Club
27. Boys and Girls Club - *Smart Girls*
28. Bridge Point at Silver Creek
29. Brooktree Elementary School
30. Campaign of Ash Kalra - State Assembly District 27
31. Campaign of Denise Belisle - San Jose City Council District 8
32. Campaign of Josh Barousse - San Jose City Council District 8
33. Campaign of Mike Honda - U.S. Congress, CA 17th District
34. Campaign Maria Fuentes SJECCD Board of Trustees
35. Campaign Jeffrey Lease SJECCD Board of Trustees
36. Campaign Nancy Pyle SJECCD Board of Trustees

37. Campaign Richard Hobbs SJECCD Board of Trustees
38. Campbell Historical Museum - The Ainsley House & Gardens
39. Captain James M. Dahl Elementary School
40. Career Closet of Santa Clara County
41. Catholic Charities - *Eastside Neighborhood Center*
42. Catholic Charities - *ESL Program*
43. Catholic Charities - *The Job Market*
44. Center for Employment Training (CET) Immigration & Citizenship Program
45. Centro Aztlan Chicomoztoc
46. Cherrywood Elementary School
47. Child Abuse Prevention Center
48. Child Quest International
49. City of San Jose - Office of the Mayor Sam Liccardo
50. City of San Jose Environmental Service Department
51. Clyde Fisher Middle School - Vertical Team Project
52. Coaching Corps
53. Contact Cares - Santa Clara County
54. Crestwood Manor
55. Cross Cultural Community Service Center (CCSC)
56. Del Roble School
57. East Valley Family YMCA
58. Easter Seals Timpany Center Respite Program
59. Eastfield Ming Quong & Family Services(EMQ) - UPLIFT PROGRAM
60. Eastfield Ming Quong - *Neighbor to Neighbor*
61. Eating Disorder Resource Center EDRC
62. Economic & Social Opportunities Inc. (ESO)Tag Team
63. EHC Life Builders
64. Emma Prusch Farms
65. ESO Economic & Social Opportunities Inc. Tag Team
66. EVC Child Development Center
67. EVC Disabilities - Support Program (*DSP*)
68. EVC Diversity Program
69. EVC Math & Science Resource Center
70. EVC Tutoring Center and Lab
71. EVC Womyn's Center
72. Evelyn S. Cox Foster Family Agency
73. Even Start
74. Family and Children Services - Santa Clara County
75. Family Visitation Center Service
76. Fresh Lifelines for Youth (FLY)
77. Gardner Family Care Corporation

78. George Miner Elementary School
79. Girls for a Change
80. Grace Baptist Community Center
81. Grace Community Center Parks & Rec Neighborhood Services (PRNS)
82. Grail Family Service
83. Green Party of Santa Clara
84. Guadalupe River Park & Gardens Corporation
85. Guadalupe River Park Conservancy
86. Gunderson High School
87. Habitat For Humanity - East Bay/Silicon Valley
88. Harris-Lass Museum House
89. Hayes Elementary School
90. Health Trust: *Food Basket*
91. Health Trust: *Health Fair*
92. Help One Child
93. KGACLC - Santa Clara University Legal Clinic
94. History San Jose
95. History San Jose & Peralta Adobe & Fallon House
96. Human Agenda - *Hunger Banquet*
97. Independence High School
98. Indian Health Center (IHC) of Santa Clara Valley
99. Inn Vision - The Way Home
100. International Rescue Committee
101. James Lick High School
102. Junior Achievement of Santa Clara County, Inc.
103. KAFPA: Kinship Adoptive & Foster Parent Association
104. Kaiser Permanente - San Jose
105. Kaiser Permanente - Santa Clara
106. Kids in Common
107. La Biblioteca Latino American
108. Latinas Contra Cancer
109. Leadership Training & Education (SEIU Local)
110. Legal Aid Society
111. Lendesma Mentor Program
112. Live Oak - *Adult Day Services*
113. Loaves & Fishes Family Kitchen
114. Los Arboles Elementary
115. Luther Burbank School District
116. Majestic Way Elementary School
117. Martha's Kitchen
118. Meadows Elementary School
119. Mexican Heritage Corporation
120. Momentum for Mental Health

121. Morrill Middle School
122. Mother's Milk Bank
123. Mount Pleasant School District - Even Start
124. National Council on the Aging
125. National Hispanic University - Upward Bound
126. Next Door Solutions to Domestic Violence - Kids Club
127. Noble Elementary School
128. Northwood Elementary School
129. Oak Grove High School
130. Ocala Middle School - Homework Center
131. Office of Andres Quintero, Mount Pleasant School Board
132. Office of Councilmember Dave Cortese
133. Office of Human Relations Summit On Immigrant Needs
134. Office of Ron Lind
135. Our City Forest
136. Overfelt High School, AVID Program
137. Parent Institute for Quality Education (PIQE)
138. Peninsula Family Services
139. Peter Burnett Academy - *Breakthrough*
140. Piedmont Middle School
141. Pioneer High School
142. Planned Parenthood - Mar Monte
143. Project Shine
144. Reading Partners
145. Recording For The Blind & Dyslexic
146. Regency of Evergreen Valley - Brookdale Senior Living
147. Regional Medical Center of San Jose
148. Registrar of Voters
149. Robert Sanders Elementary
150. Ruskin Elementary School
151. Sacred Heart Community Service
152. San Jose Care and Guidance center
153. San Jose First United Methodist Church - Outreach Center
154. San Jose Medical Center
155. San Jose Multicultural Artists Guild - Teatro Familia Aztlan
156. San Jose Parks and Recreation Department
157. San Jose Peace & Justice Center
158. San Jose Public Library
159. San Jose/Evergreen Community College District: *Human Resources*
160. Santa Clara Department of Correction - *Correctional Center for Women*
161. Santa Clara Valley Water District
162. Santee Elementary School

163. SCORE Santa Clara Chapter 405
164. SEIU Local 1877
165. Services, Immigrant Rights & Education Network (*SIREN*)
166. Sierramont Middle School
167. Silicon Valley FACES: *Camp EVERY TOWN (SVCCJ)*
168. Silver Creek High School
169. Somos Mayfair
170. South Bay Regional Public Safety Training Consortium (Academy)
171. Student Mentoring In Learning & Education Luther Burbank School -SMILE
172. Summerdale Elementary School
173. Sunday Friends
174. Sunrise Assisted Living at Silver Creek
175. Sylvandale Middle School
176. The Role Model Program
177. Toyon Elementary School
178. TransForm
179. Ujirani Family Resource Center
180. Vanished Children's Alliance (VCA)
181. Veggielution - Veggielution Urban Farm Park
182. Vietnamese American Center
183. Vietnamese Voluntary Foundation (VIVO)
184. Vinci Park Elementary School
185. Vintage Silver Creek - Vintage Senior Living
186. Windmill Springs School - Franklin-McKinley School District
187. Youth Science Institute (YSI)
188. YWCA Silicon Valley - Rape Crisis Center
189. YWCA Silicon Valley - Support Network For Battered Women

Appendix N

General Education Courses with SL Option

1999-2016

1. ACCTG-021	38. BIS-050B	75. ETH-040	112.PSYCH-060
2. AJ-010	39. CHEM-001B	76. ETH-042	113.PSYCH-092
3. ART-012	40. COMS-010	77. FCS-050	114.PSYCH-096
4. ART-014	41. COMS-045	78. GUIDE-080	115.PSYCH-099
5. ART-024	42. COMSC-045	79. GUIDE-095	116.SERV-001
6. ART-026A	43. COUNS-014	80. GUIDE-096	117.SOC-009
7. ART-029	44. EDUC-012MS	81. HED-011	118.SOC-010
8. ART-035	45. EDUC-013MS	82. HED-012	119.SOC-011
9. ART-036	46. ENGL-001A	83. HIST-001	120.SOC-020
10. ART-055A	47. ENGL-001B	84. HIST-001A	121.SSCI-028
11. ART-055B	48. ENGL-001C	85. HIST-009	122.SSCI-030
12. ART-060	49. ENGL-033	86. HIST-014	123.SSCI-040
13. ART-061	50. ENGL-080	87. HIST-017A	124.SSCI-042
14. ART-066	51. ENGL-102	88. HIST-017B	125.SPAN-001A
15. ART-091	52. ENGL-104	89. HIST-035	126.SPAN-001B
16. ART-098A	53. ENGL-322	90. IS-060	127.SPAN-020A
17. BIOL-021A	54. ENGL-330	91. IS-090	128.SPAN-020B
18. BIOL-004A	55. ENVIR-010	92. LIB-015	129.SPAN-091B
19. BIOL-004B	56. ESL-01A	93. MATH-013	130.SPAN-101A
20. BIOL-061	57. ESL-091	94. MATH-021	131.VIET-001A
21. BIOL-065	58. ESL-092	95. MATH-052	132.VIET-001B
22. BIS-003	59. ESL-302	96. MATH-063	133.WOMS-010
23. BIS-008	60. ESL-312	97. MATH-071	
24. BIS-105	61. ESL-313	98. MATH-072	
25. BIS-106A	62. ESL-314	99. MATH-073	
26. BIS-106B	63. ESL-322	100.MATH-079	
27. BIS-011A	64. ESL-323	101.NS-010A	
28. BIS-011B	65. ESL-324	102.NURS-113	
29. BIS-011C	66. ESL-327	103.PHIL-010	
30. BIS-012	67. ESL-332	104.PHIL-060	
31. BIS-125	68. ESL-333	105.PHIL-065	
32. BIS-015	69. ESL-334	106.PHYS-004A	
33. BIS-016	70. ESL-337	107.POLSC-001	
34. BIS-017	71. ETH-011	108.PSYCH-001	
35. BIS-036	72. ETH-028	109.PSYCH-025	
36. BIS-039	73. ETH-029	110.PSYCH-035	
37. BIS-050A	74. ETH-035	111.PSYCH-047	

Appendix O

ASSOCIATE IN ARTS DEGREE 2015-2016

GENERAL STUDIES WITH EMPHASIS IN WOMEN'S STUDIES

The General Studies with Emphasis in Women's Studies AA Degree is an interdisciplinary field of study that examines the experiences, concerns, and needs of women from a psychological, historical, social, political, economic and cultural perspective. The courses in the degree critically examine, sex, gender, class, and feminist theory as they relate to women's complex roles in the family, work place, society, and the world. Students analyze how their lives are influenced by personal experience as well as by social, economic and political forces. Each course emphasizes community engagement, social activism and social justice. Students completing this program will satisfy lower division requirements necessary to pursue a Baccalaureate Degree in Women's Studies, Social Science, Psychology, or other related fields. Students will be required to complete 18 units of Core Courses and 3 units of Electives with a grade of "C" or better in each course. In addition, students are required to complete a total of 40 hours of Service-Learning or Community Service.

Program Learning Outcomes:

- Develop critical thinking and problem solving skills.
- Define, compare and contrast gender, ethnic and age-based stereotypes in society, literature and the media.
- Discuss how past events, concepts and laws have influenced women's consciousness.
- Recognize and identify famous women as role models.
- Compare and contrast images of women in distinct genres of literature.
- Demonstrate the critical understanding of the contemporary structure of opportunities for women in technology.
- Demonstrate solid understanding of how to work effectively with both women and men in all fields of study.
- Demonstrate a sense of cross-cultural awareness, sensitivity, civic and social responsibility and social justice.

Core Courses

EDIT	024	Women in Technology	3.0
ENGL	033*	Women in Literature	3.0
HIST	014*	Women in American History	3.0
PSYCH	025*	Psychology of Women: Global Perspective	3.0
SOC	011	Social Problems	3.0
WMS	010*	Introduction to Women's Studies	3.0

**Course meets the Ethnic Studies/Cultural Pluralism graduation requirement*

Approved Electives

AJ	123	Women and the Criminal Justice System	3.0
LIB	015	Electronic Research and the Internet	
Psych	026	Violence Against Women: Cross Cultural Perspective	
PSYCH	096	Marriage, Family and Intimate Relationships	
PSYCH	100	Human Sexuality	
SERV	001	Introduction to Community Service-Learning	

Service-Learning/Community Service Option (select one)

- Option # 1:** 40 hours of Service-Learning in core and elective courses
Option # 2: 40 hours of Community Service. Service must directly address the real needs of young girls and or women in the community. Site must be approved and documented by EVC Center for Service Learning and Public Service.

Core Requirements	18.0
Approved Electives	3.0
General Education Requirements	39.0
Physical Activity	<u>1.0</u>
Total units	61.0

Appendix P

Associate in Arts

2015-2016

GENERAL STUDIES WITH EMPHASIS IN MATHEMATICS FOR SECONDARY SCHOOL TEACHING

Upon completion of the AA degree in General Studies with a Emphasis in Mathematics for Secondary School Teaching, a student will be prepared to enter a BA or BS degree program at a four-year college or university with a major in mathematics. Further, the student will have completed education courses and Service Learning to be on track with the UC Cal Teach Program or a CSU teacher preparation program leading to a fifth-year Secondary School Credential Program. Students must complete all Area of Emphasis requirements with a "C" grade or better.

Program Learning Outcomes:

- Apply problem-solving methods to application problems involving linear equations and inequalities.
- Categorize and distinguish the particular and special characteristics of linear, quadratic, absolute value, exponential, and logarithmic functions.
- Analyze polynomial functions of higher order, and apply to them the remainder theorem, factor theorem, and fundamental theorem of algebra and its corollaries to study their rational, irrational, and complex roots.
- Apply the principles of analytical trigonometry, including fundamental identities and formulas, in solving a variety of practical problems.
- Use matrix methods to solve problems that involve systems of three or more linear equations.
- Use the methods of calculus to solve problems involving rates of change, vectors, and interpretations of areas and volumes.
- Recognize and identify and best practices in teaching.
- Assess the diversity of learners in a classroom and evaluate teaching methods that address the variety of ways that students learn.
- Distinguish between learner-centered and teacher-centered curricula and distinguish between classroom approaches that are inquiry-based (hands-on) and those that are informational.
- Describe how national and state standards in science and mathematics affect curricular design and testing.

Area of Emphasis Requirements

MATH	071	Calculus I with Analytic Geometry*	5.0
MATH	072	Calculus II with Analytic Geometry	5.0
MATH	073	Multivariable Calculus	5.0
EDUC	012MS	Math & Science Future Teacher Seminar I	3.0
EDUC	013MS	Math & Science Future Teacher Seminar II	3.0
EDIT	010	Computers in Education	3.0
		Area of Emphasis Requirements	24.0
		General Education Requirements	36.0*
		Physical Activity	1.0
		Total	61.0

*3 units of General Education (area B4) can be met with Math 071

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