

## DOCUMENT RESUME

ED 338 197

HE 025 040

TITLE Status Report on Human Corps Activities, 1991. The Fourth in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).

INSTITUTION California State Postsecondary Education Commission, Sacramento.

REPORT NO CPEC-R-91-5

PUB DATE Apr 91

NOTE 65p.

AVAILABLE FROM California Postsecondary Education Commission, 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985 (free).

PUB TYPE Reports - General (140)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS College Students; Community Services; \*Extracurricular Activities; Higher Education; \*Human Services; Program Descriptions; Program Evaluation; Reports; School Community Relationship; State Legislation; State Universities; \*Student Volunteers

IDENTIFIERS California State Postsecondary Education Comm; California State University; \*Human Corps Programs CA; University of California

## ABSTRACT

This report reviews the origins of the Human Corps concept, discusses the Human Corps activities of the University of California and the California State University over the past year (1991), and offers two recommendations concerning future reporting requirements related to this program. The recommendations are: (1) the University of California and the California State University shall not be required to conduct an interim survey of Human Corps participation in 1991, unless the State provides funding for such a survey; and (2) Commission staff and representatives from the University and the State University shall meet with appropriate representatives of the Legislature to discuss future reports related to the Human Corps program, given the availability of State funding. The first recommendation is due to fiscal restrictions at both the schools and the State; the second is in response to the possible costly nature of the final comprehensive evaluation of Human Corps activities due from the Commission in 1994. Appendices (over 90% of the report) contain documents from the State University and the University of California that describe Human Corps activities on the various campuses as well as overall student participation. Contains four references. (GLR)

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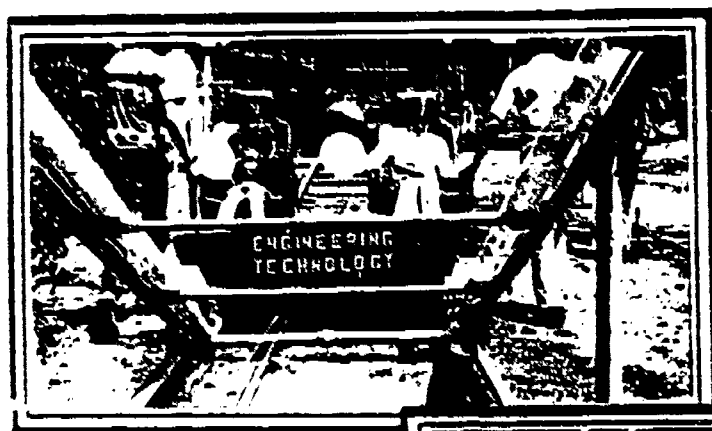
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# STATUS REPORT ON HUMAN CORPS ACTIVITIES 1991



CALIFORNIA POSTSECONDARY  
EDUCATION COMMISSION



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## Summary

Through Assembly Bill 1820 (Vasconcellos, 1987), the Legislature directed the California Postsecondary Education Commission to report annually from 1988 to 1994 on the development, implementation, and operation of "Human Corps" programs of volunteer student service at the University of California and the California State University. This fourth report in the series reviews the origins of the Human Corps concept, discusses the Human Corps activities of the University and State University over the past year, and offers two recommendations on page 3 concerning future reporting requirements related to this program: First, because of fiscal stringencies affecting the two segments as well as the State at large, and because data already exist to assess the progress made by the segments in expanding student participation in community service activities, the Commission recommends that:

1. **The University of California and the California State University shall not be required to conduct an interim survey of Human Corps participation in 1991, unless the State provides funding for such a survey.**

Second, because of the possibly costly nature of the final comprehensive evaluation of Human Corps activities due from the Commission in 1994, the Commission recommends that:

2. **Commission staff and representatives from the University and the State University shall meet with appropriate representatives of the Legislature to discuss future reports related to the Human Corps program, given the availability of State funding.**

Attached to the report are documents from the State University and the University that describe Human Corps activities on the various campuses as well as overall student participation.

The Commission adopted this report at its meeting on April 28, 1991, on recommendation of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Publications Office of the Commission at (916) 324-4991.

Questions about the substance of the Commission's report may be directed to Karl M. Engelbach of the Commission staff at (916) 322-8012.

Inquiries about Human Corps activities at the University of California may be directed to Suzanne Castillo-Robson, Director, Student Affairs and Services, Office of the President, at (415) 987-9554.

Inquiries about the California State University's activities may be addressed to Kathy Mahoney, Administrative Operations Analyst, Office of the Chancellor, at (213) 590-5866.

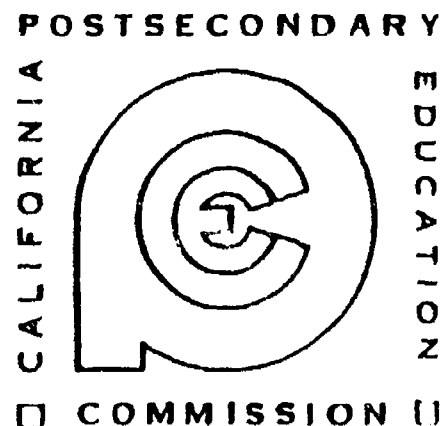
*On the cover:* Students participating in Human Corps activities at California Polytechnic State University, San Luis Obispo.

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# STATUS REPORT ON HUMAN CORPS ACTIVITIES, 1991

*The Fourth in a Series of Five  
Annual Reports to the Legislature  
in Response to Assembly Bill 1820  
(Chapter 1245, Statutes of 1987)*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION  
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985





**COMMISSION REPORT 91-5**  
**PUBLISHED APRIL 1991**

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# Status Report on Human Corps Activities, 1991

## Origins and scope of the report

In Supplemental Language to the 1986-87 Budget Bill (Assembly Concurrent Resolution 158; Chapter 165 of the Statutes of 1986), the Legislature called on the University of California and the California State University to implement "Human Corps" programs of community service by students on each of their campuses. It also directed the California Postsecondary Education Commission to report on efforts by colleges and universities throughout the country to encourage volunteerism and to review and comment on the Human Corps activities undertaken by the University and State University in response to the Supplemental Language.

In March 1987, the Commission responded to that legislative mandate with its report, *Student Public Service and the "Human Corps."* In that report, the Commission presented no specific recommendations, although it stated its belief that public service programs in public colleges and universities should be voluntary rather than compulsory.

In 1987, the Legislature adopted Assembly Bill 1820 (Vasconcellos; Chapter 1245, Statutes of 1987; reproduced in Appendix A), which expanded the Human Corps concepts contained in ACR 158. AB 1820 called for cooperation between postsecondary education institutions, public and private schools, and non-profit agencies and philanthropies to plan, fund, and implement Human Corps activities. It recommended an average of 30 hours of community service per student in each academic year, and it intended that such student participation increase substantially by 1993, with an ultimate goal of 100 percent participation of all full-time students, including undergraduate and graduate students. It called on both segments and all campuses to establish Human Corps task forces.

AB 1820 also directed the Commission to monitor the development, implementation, and operation of the Human Corps program and submit annual reports each March to the appropriate fiscal and policy committees of the Legislature, and it required

that by March 1, 1994, the Commission conduct a comprehensive evaluation that covers both qualitative and quantitative changes in the segments' volunteer participation. It specified that the Commission include in that report recommendations regarding continuation of the Human Corps and whether or not a mandatory program is needed to fulfill the objectives of the legislation. It also stated the intent of the Legislature to provide funding for that comprehensive evaluation.

This document constitutes the Commission's fourth annual report in response to AB 1820. Since new data on student participation rates are not available, this report focuses on the current Human Corps activities of the University and the State University. Attached to this report as Appendices B and C are documents that the University and State University submitted to the Commission this past November about their Human Corps programs and serve as the basis for the information contained in this report.

Rather than repeat the detailed information in those reports, the Commission presents only general information about the two segments' activities in the following paragraphs and then offers two recommendations about future Human Corps reporting requirements in light of the State's and the segments' limited fiscal resources.

## University of California activities

Despite the lack of State funds for Human Corps projects, the campuses of the University of California continue to operate a wide variety of community service programs and to work at increasing student awareness of these service opportunities. Last February, University students, faculty, and campus administrators joined youth service representatives and government officials at a Sacramento conference co-sponsored by the University and State University systemwide offices to discuss successful youth service models as well as future funding and growth



strategies. And during 1989-90, the University's operating budget for Human Corps activities grew by 24 percent to a total of \$661,311.

Recognizing that the State's current fiscal crisis makes State funding for Human Corps programs highly unlikely, the Office of the President has increased its efforts to provide information to campuses on extramural funding for community service projects. In 1988-89, extramural funding for Human Corps activities increased by 37 percent over the previous fiscal year. Yet student registration fees represent nearly three-fourths of the dollars available to campus programs, and if the State's worsening fiscal condition results in additional cuts to the University's budget, campuses may be forced to divert student fee revenues from Human Corps activities to other vital student programs and services.

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### **California State University activities**

Like the University, the State University has demonstrated a commitment to providing a wide variety of community service programs for its students. In addition to the conference sponsored jointly with the University, it conducted a survey of the organizations where students perform community service-related work. While a limited number of respondents expressed some criticism of student participants, most reported that students were providing a valuable service to their organizations and that they would like to have additional students volunteering their time.

As an indication of the State University's dedication to the Human Corps philosophy, in 1989-90, the Trustees allocated \$1 million in supplemental State Lottery funds to support 3,342 paid student interns who participated in a variety of community service programs. However, because of the budget reductions sustained by the system in 1990-91, the Trustees have had to discontinue funding these internships. Nonetheless, campus officials have indicated that this loss will not seriously affect their remaining Human Corps activities, which provide the overwhelming majority of community service opportunities for students.

The State University supports its Human Corps activities through a variety of funding sources, includ-

ing campus-based funds, Campus Compact grants, federal ACTION Office grants, local United Way contributions, and campus' student government associations. As with the University, if further budget reductions are implemented, the State University may need to redirect a portion of its campus-based funds away from Human Corps activities to higher priority areas.

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### **Recommendations regarding future reporting requirements**

As the Commission noted on page 1, it is required to submit annual reports to the Legislature each March regarding the segments' operation and expansion of their Human Corps programs. Each of the Commission's annual reports to date has relied upon submissions from the segments regarding their Human Corps activities. Those submissions have demonstrated that both the University and the State University are committed to providing expanded community service opportunities for their students, faculty, and staff, despite the fact that neither institution has yet received any State funds for Human Corps activities and is unlikely to receive any during 1991-92.

In addition to the survey to be conducted in 1993 for the Commission's comprehensive evaluation of the Human Corps program, in 1987, officials of the University and State University voluntarily agreed to collect data in 1989 and 1991 to assess the progress made in increasing student participation in the program. The Commission's 1990 Human Corps report contained the results of the 1989 survey. This past December, representatives of both the University and State University wrote to the Commission indicating that because of the budget reductions they sustained during 1990-91, they would be unable to conduct the 1991 survey in this series without State funding. The cost of this survey would likely range from between \$25,000 to \$90,000, depending on the size and nature of the survey sample. In addition, the State University's representative noted that the results from this survey would probably not differ significantly from those obtained during the initial survey, since the composition of the State University's student body has not changed greatly since 1989. As a result, and because data already exists to assess the progress made by the segments in ex-



panding student participation in community service activities, the Commission recommends that:

1. **The University of California and the California State University shall not be required to conduct an interim survey of Human Corps participation in 1991, unless the State provides funding for such a survey.**

Moreover, in light of the State's current budget situation and the possibly costly nature of the final comprehensive evaluation of Human Corps activities due from the Commission in 1994, the Commission further recommends that:

2. **Commission staff and representatives from the University and the State University shall meet with appropriate representatives of the Legislature to discuss future reports related to the Human Corps program, given the availability of State funding.**

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## References

California Postsecondary Education Commission.

*Student Public Service and the "Human Corps": A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 1505, Statutes of 1984).* Commission Report 87-12. Sacramento: The Commission, March 1987.

--. *Status Report on Human Corps Activities: The First in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).* Commission Report 88-24. Sacramento: The Commission, May 1988.

--. *Status Report on Human Corps Activities, 1989: The Second in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).* Commission Report 89-8. Sacramento: The Commission, March 1989.

--. *Status Report on Human Corps Activities, 1990: The Third in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).* Commission Report 90-11. Sacramento: The Commission, March 1990.

**CHAPTER 1245**

**An act to add Chapter 2 (commencing with Section 99100) to Part 65 of Title 3 of the Education Code, relating to postsecondary education, and making an appropriation therefor.**

[Approved by Governor September 27, 1987. Filed with Secretary of State September 27, 1987.]

I am deleting the \$340,000 appropriation contained in proposed Education Code Section 99106 contained in Assembly Bill No. 1820.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year.

Both the University of California and the California State University have ongoing student volunteer community service activities. The administrative structure is in place to accommodate activities proposed by this bill. No additional funds are required.

With this deletion, I approve Assembly Bill No. 1820.

GEORGE DEUKMEJIAN, Governor

**LEGISLATIVE COUNSEL'S DIGEST**

**AB 1820, Vasconcellos. Postsecondary education: Human Corps.**

Existing law does not require college students to participate in community activities.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year, as specified.

This bill would require the California Postsecondary Education Commission to annually, by March 31, conduct progress reports on student participation in the Human Corps, as specified.

This bill would require the commission to conduct a comprehensive evaluation by March 31, 1994, as specified.

This bill would require that all progress reports and the comprehensive evaluation be submitted to the appropriate fiscal and policy committees of the Legislature.

The bill would appropriate \$70,000 to the University of California and \$170,000 to the California State University for its purposes, as specified.

Appropriation: yes.

*The people of the State of California do enact as follows:*

**SECTION 1.** Chapter 2 (commencing with Section 99100) is added to Part 65 of Title 3 of the Education Code, to read:

## CHAPTER 2. HUMAN CORPS

99100. (a) The Legislature finds and declares all of the following:

(1) California students have a long and rich tradition of participation in community service which should be recognized, commended, and expanded.

(2) There is a growing national consensus that student participation in community services enhances the undergraduate experience.

(3) Student community service is an activity of extreme importance to the mission of the university and deserves to be conducted both for academic credit and otherwise.

(4) The state's postsecondary educational institutions are charged to maintain a tradition of public service as well as teaching and research.

(5) Access to the privilege of attending the university is made possible for many by our state's tradition of keeping fees and tuition low.

(6) Practical learning experiences in the real world are valuable for the development of a student's sense of self, skills, and education.

(7) Our state faces enormous unmet human needs and social challenges including undereducated children, increasing illiteracy and teenage parenting, environmental contamination, homelessness, school dropouts, and growing needs for elder care.

(8) The state's ability to face these challenges requires policymakers to find creative and cost-effective solutions including increased efforts for community and student public service.

(9) The Legislature and the State of California provide substantial incentives and subsidies for its citizens to attend the state's postsecondary education institutions, public and private, which are among the finest in the world.

(10) Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because private, state, and federal funding are insufficient to pay for all the social services needed.

(11) Existing community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their services.

(b) It is the intent of the Legislature in enacting this article to do all of the following:

(1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences.

(2) To help nurture a sense of human community and social responsibility in our college students.

(3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies to plan, fund, and implement expanded opportunities for student participation in community life through public service in organized programs.

(4) To substantially increase college student participation in community services by June 30, 1993, with the ultimate goal of 100 percent participation.

99101. There is hereby created a program known as The Human Corps within the University of California and the California State University. The California Community Colleges, proprietary schools, and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to implement Human Corps programs. The purpose of the corps is to

provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity. Toward this goal, beginning in the fall term in 1988, full-time students, including both undergraduate and graduate students, entering the University of California, the California State University, or an institution that is a member of the Association of Independent California Colleges and Universities to pursue a degree shall be strongly encouraged and expected, although not required, to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. The segments shall determine how to encourage and monitor student participation. The segments are strongly encouraged to develop flexible programs that permit the widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations.

99102. For the purposes of this article, community service shall be defined as work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools, or college campuses. In general, the work or service should be designed to provide direct experience with people or project planning, and should have the goal of improving the quality of life for the community. Eligible activities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, particularly for disadvantaged or low-income residents.

In developing community service programs, campuses shall emphasize efforts which can most effectively use the skills of students such as tutoring programs or literacy programs.

99103. There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988. Community colleges and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to establish task forces for the purposes set forth in this section. Each task force shall be composed of students, faculty, and campus administration. Each task force also shall include community representatives from groups such as schools, local businesses and government, nonprofit associations, social service agencies, and philanthropies. Each task force shall reflect the ethnic and racial diversity of the institution and the surrounding community. The purpose of the task forces is to strengthen and coordinate existing on-campus and external community service opportunities, expand and make new service opportunities available, promote the Human Corps to make students, community groups, faculty, employment recruiters, and administrators aware of the service expectation, and develop rules and guidelines for the program.

In conducting their charges, campus task forces should develop an implementation strategy which includes but is not limited to, the following, by July 1, 1988:

- (a) A survey of the existing level of student participation including number of students, amount of time allocated, sources, and amounts of funds for activities and types of agencies participating.
- (b) A plan to substantially expand student participation in community service by June 30, 1993.
- (c) Criteria for determining what activities reasonably qualify as community service.

(d) Criteria to determine which community agency and campus programs have the training, management, and fiscal resources, and a track record or potential for success in addressing social needs and can reasonably use additional student assistance to administer their programs.

(e) A statement regarding the institution's commitment to community service to be included in application and orientation materials to communicate the expectation for student participation in community service.

(f) A statement that each campus has examined, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit.

(g) A budget which identifies the staff and funding resources needed on each campus to implement this Human Corps.

99104. It is the intent of the Legislature that segments maximize the use of existing resources to implement the Human Corps. This responsibility includes seeking the resources of the private and independent sectors, philanthropies, and the federal government to supplement state support for Human Corps programs. The Legislature intends that the funds appropriated for purposes of this chapter to the Regents of the University of California and the Trustees of the California State University be used to offset some of the costs of developing the Human Corps. The segmental and campus Human Corps Task Forces shall jointly determine how those funds are used. It is the further intent of the Legislature that funds be allocated competitively for programs and not on a pro rata basis for each campus. Preference in funding should be given to strengthen and expand exemplary efforts to implement the Human Corps and to stimulate new efforts on campuses where the establishment of student community service programs has been limited.

Campuses may develop numerous approaches to implement the Human Corps on each campus. Activities eligible for funding may include a wide variety of incentives for student participation such as:

- (a) Recognition programs.
- (b) Fellowships.
- (c) Awareness programs.
- (d) Periodic conferences for students and community organizations.
- (e) Transportation costs.
- (f) Matching grants.
- (g) Intersegmental programs.

99105. The California Postsecondary Education Commission annually, by March 31, shall conduct reports on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps. By March 31, 1994, the commission shall conduct a comprehensive evaluation which shall include, but not be limited to, the following:

(a) The number of students who completed participation in the Human Corps by academic area (humanities, social services) and academic level (freshman, sophomore, etc.).

(b) The number of students who volunteered, or received pay or academic credit for service.

(c) An inventory of the types of community agencies which participated and the types of opportunities they provided.

(d) An inventory of the types of incentives for student participation offered by campuses including awards, grants, and training.

- (e) The number of courses related to Human Corps program.
- (f) The number of staff and sources of funding provided to Human Corps on each campus.
- (g) A survey of participating agencies to determine whether the addition of student resources enhanced their program.
- (h) The number of community colleges which participated in the Human Corps.
- (i) Recommendations for continuation of the Human Corps including a recommendation whether a mandatory program should be established to the extent that community service programs failed to produce a substantial increase in student participation in the Human Corps. It is the intent of the Legislature to provide funding for the evaluation.
- (j) The commission shall convene a meeting of representatives from the University of California and the California State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. All progress reports and the comprehensive evaluation shall be submitted to the appropriate fiscal and policy committees of the Legislature.



**Human Corps at the University  
of California**

**Fourth Annual Report  
October, 1990**

# Human Corps at the University of California

## Fourth Annual Report October, 1990

In 1987, Assembly Bill 1820 created the Human Corps at the University of California and the California State University. The intent of this program is to "provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity." Full time students are strongly encouraged, although not required, to participate in Human Corps by contributing an average of 30 hours of community service in each academic year. In addition, educational segments are given latitude in developing ways of encouraging and monitoring student participation in Human Corps. Moreover, they are directed to develop flexible programs that permit the "widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations."

This report constitutes the fourth in a series submitted by the University of California to the California Postsecondary Education Commission (CPEC). As directed by statute, CPEC must report annually on the progress of the University of California and California State University regarding their Human Corps efforts. Previous University reports to CPEC have detailed discussions of the central planning group, reviewed the development of campus advisory committees, outlined implementation strategies, highlighted program budgets, summarized campus efforts, and provided an analysis of UC student participation rates in community service programs. This report will review universitywide and campus Human Corps activities during the 1989-90 academic year, including: 1) a description of Office of the President support for campus Human Corps programs; 2) a summary of Human Corps activities at each campus; and 3) a discussion of Human Corps program budgets and overall funding support.

### I. Universitywide Efforts

The eight general campuses provide direct Human Corps program administration and initiate new activities in order to meet the unique needs of their respective students. The Office of the President continues to provide policy direction and administrative coordination to the campuses. For example, the Office of the President furnishes Human Corps Advisory Council Chairs with information on various sources of extramural funding for community service projects, and reports on state and national policy initiatives and legislation, as well as new volunteer programs or models that could be incorporated effectively by campus Human Corps projects.

In addition to these activities, the Office of the President acts as a catalyst to foster discussion of Human Corps issues. For example, on February 6-7, 1990, the Office of the President, in conjunction with the California State University, hosted a two-day Human Corps Conference in Sacramento. The purpose of the Conference was to provide an opportunity for students, faculty, and staff from both segments to discuss student participation in Human Corps programs and other community service activities. Discussions in Conference sessions included ways of increasing faculty involvement in Human Corps, methods of promoting the ethic of public service, a review of administrative models for securing extramural funding, and techniques for recruiting students for Human Corps programs. The Conference was attended by over 100 Human Corps professionals as well as other individuals interested in community service issues.

The Office of the President also helped to sponsor campus participation at the "California Comprehensive Youth Services Conference." This two-day Conference was held in Sacramento on February 4-6, 1990 and assembled over 300 youth service spokespersons including college presidents, faculty, administrators, students, and government officials. The purpose was to discuss a number of statewide youth service concerns, including successful youth service models, financing of youth service, strategies for future growth, and the progress of state legislative proposals focusing on youth service.

## II. Summaries of Campus Activities

Campus Human Corps advisory councils and implementation strategies have been in place since the 1988-89 academic year. Activities on each campus represent a combination of new initiatives developed in response to the Human Corps legislation, as well as an expansion of programs that were in place prior to AB 1820. The following highlights some of the most prominent campus Human Corps activities.

### Berkeley

Human Corps at UC Berkeley is guided by a Task Force whose membership reflects a cross-section of campus and community leaders. The mission of this Task Force is to set policy for all Human Corps activities, focusing specifically on achieving greater coordination and communication among already existing UC Berkeley community service programs rather than establishing an entirely new volunteer office.

Cal Corps is the center of an extensive community service network at UC Berkeley, which also includes the University Health Service/Health Education Program, University YMCA, and the Stiles Hall Community Service Projects. These

programs help to coordinate student volunteer activity at over 150 community service agencies across the Bay Area. These efforts cover a myriad of social issues including poverty, health services, education and tutorials, nutrition, sexual harassment, legal services, educational access, services for the disabled, and neighborhood safety.

Several new programs were advanced in 1989-90 in response to pressing community concerns. The most prominent activity was disaster relief immediately following the devastating October 17, 1989 Loma Prieta earthquake. Cal Corps moved quickly to establish contact with the American Red Cross and raised \$6200 for this group in just the first 6 days after the quake. In addition, Cal Corps provided the campus community with information, updated daily, about relief organizations that needed student support. Student groups across the campus mobilized to provide food and clothing to quake victims. Legal assistance was provided by the La Raza Law Students who traveled to Watsonville to assist affected residents in filling out disaster relief loan applications. In addition, several groups organized blood drives as well as solicited donations for a variety of disaster relief organizations.

### Davis

Coordination of UC Davis Human Corps activities is the responsibility of the Human Corps Task Force which includes members of the faculty, as well as community, staff, and student representatives. This Task Force reports to the Vice Chancellor for Student Affairs.

Human Corps at Davis is housed within the Internship and Career Center, which facilitates a variety of volunteer opportunities for students. Last year, Davis students worked with over 250 different community agencies requiring volunteers. These agencies included alcoholism/drug abuse services, child protection and care service, mental health agencies and direct health care in hospitals and clinics.

To increase visibility for Human Corps, two special events were held at Davis during the 1989-90 academic year. The first was a volunteer faire which provided an opportunity for students to sign up for community service activities and for agencies to educate students about their needs. Over 30 community service agencies and 200 students participated in this Faire. The second event was a "Student Services Recognition Reception" which was designed to reward those students who participated in Human Corps activities during the past year.

## Irvine

The Human Corps Program at UC Irvine reports through the Student Affairs Division, with the Dean of Students serving as Chair of the Human Core Council. The Council is composed of representatives from student groups, as well as faculty and staff from academic departments that have strong community service commitments.

Students at UC Irvine have volunteered at a variety of community service agencies. A recent survey indicated that religious institutions, public/private schools, and medical care centers were among the most popular volunteer settings for UC Irvine students. In addition, fundraising, recreational activities, and instruction/tutoring were the most commonly performed types of community activities.

This past year, the Human Core Program, with the help of the Student Affairs Office and the County Volunteer Program, developed "Volunteer Connections," a program designed to match collegiate volunteers with community service organizations. Prior to the development of Volunteer Connections, members of the Human Corps Council had established ties with a number of specialized campus groups such as Flying Samaritans, Chicanos for Creative Medicine, La Escuelita, Circle K, Project Literacy, and Social Ecology Field Studies. With the help of Volunteer Connections, a major recruitment effort was begun in Fall 1990 to improve administrative coordination among these groups and increase student participation in community service projects. It is hoped that by the end of the 1990-91 academic year, UC Irvine will have a student-run, broad-based student volunteer program.

## Los Angeles

Human Corps efforts at UCLA are guided by the Division of Student Relations, which relies on a campus Human Corps Task Force to provide broad policy guidance. Community service programs are provided at UCLA in several divisions, including Student Affairs (Community Programs Office, Community Resource Center, Extramural Programs and Opportunities Center), Student Government (Community Service Commission), and Academic Affairs (The Office of Field Studies Development). Additional volunteer programs are developed independently by campus clubs and organizations.

The great number of community service organizations at UCLA has allowed the campus to develop a variety of service projects strengthening connections between the campus and surrounding communities. Some of the newest programs include: 1) "The Armenian Tutorial Project" which was



designed to aid recent immigrants needing practice in English; 2) "Best Buddies," a national organization that helps meet the needs of physically and mentally disabled children; and 3) "Filipinos for Community Service," a program designed to meet needed health care needs in the Filipino community.

The Office of Field Studies Development has also been active, developing three new programs in 1989-90 which allow students to translate classroom learning into service to the community:

- o The "Sociology Emersion Quarter" focused on the needs of recent immigrants to the United States. Students provided direct tutorial and educational support in addition to working on policy strategies for future community service efforts in this area.
- o The Division of Honors and Social Science Research Council developed a 3-quarter program designed to educate students about urban poverty and allow them to provide direct services to the poor in the Los Angeles community.
- o A grant from the U.S. Department of Education was obtained to develop a literacy training program. The ultimate purpose of this program is to train undergraduates to develop reading materials and tutorial skills to improve literacy in the community.

In addition to new programming initiatives, the UCLA Human Corps Office, in conjunction with the Community Resource Center, were the hosts for the National Conference on Community Service. This Conference was sponsored by the Campus Outreach Opportunity League (COOL), a national organization established in 1984. Nearly 150 UCLA students helped plan this Conference which was held March 8 to 11, 1990 on campus. Over 450 UCLA students participated in the event, along with 1100 students from other colleges and universities around the country. The Conference was devoted to the sharing of information and strategies to develop greater awareness and participation in community service. Workshops and seminars were presented from a variety of agencies addressing issues as diverse as AIDS, race relations, the environment, hunger/homelessness, literacy, mental health, services for the disabled, educational access, and substance abuse.

### Riverside

Administration of Human Corps activities at UC Riverside is handled by the Campus and Community Service Office, which



reports to the Vice Chancellor for Student Services. A Human Corps Advisory Committee has been established and includes student, staff, and faculty representation, as well as members of the community (i.e., United Way of Riverside and Riverside Volunteer Center). A recent survey indicated that students were most interested in tutoring and literacy programs, environmental issues, drug/alcohol awareness, and providing services to abused children. Human Corps program administrators were encouraged by increased student participation in annual campus/community events during 1989-90, especially the Thanksgiving food drive and the Christmas toy drive for the County Social Services Department.

The Human Corps Office initiated several new programs during the past year including:

- o Fellowships for Community Service - Three summer fellowships, totaling up to \$3,500 each, were donated by a local businessman to encourage UC Riverside students to create and implement community service projects. These fellowships will be awarded annually.
- o Help-Line - A student-staffed phone line was established to help students with academic, personal, and social problems. Help-Line staff assist callers by referring them to appropriate campus or community service agencies for help.
- o Marguleas Community Service Awards - Monetary awards have been established to honor students for humanitarian work and community service. These awards are to be bestowed annually.
- o Ethic Studies and Community Service - All undergraduates are now required to complete Ethic Studies 1, which requires students to complete at least 4 hours per quarter of direct community service off campus in addition to traditional academic assignments.

### San Diego

Human Corps activities at UC San Diego remain under the direction of the "Volunteer Connection," a centralized campus service dedicated to increasing the number of students involved in community service. The Human Corps Task Force, consisting of members of the faculty, staff, and students, provides broad policy guidelines for the development of volunteer programs.

The Volunteer Connection has developed referrals to over 170 community service agencies. These agencies cover a wide spectrum of activities including animal rights, child/family

abuse, counseling services, crime/juvenile delinquency, services to the elderly, environmental concerns, homelessness relief, health care, legal assistance for the disadvantaged, mental health services, and tutoring/education activities.

In 1989 UC San Diego students were involved in several new and innovative projects focusing on community needs. One project ("Apples for Students") involved the acquisition of Apple Computers for an inner-city, low income elementary school. "Hands on San Diego" was a one-day event that provided students with an opportunity to contribute to a variety of community service projects around the city, and, in doing so, exposed them to the critical need for social service volunteers. In November of 1989, the "Angel Tree Project" was launched which allowed UC San Diego students to sponsor children who had been abused and were wards of the State. By sponsoring a child, students provided these disadvantaged children with gifts for the holidays.

### Santa Barbara

Community service activities at UC Santa Barbara are handled by the Associated Students Community Affairs Board (CAB), although many activities are decentralized. CAB is funded by the Student Fee Advisory Committee (which has provided funds for a CAB Advisor and Office Manager) and the Associated Students (which has provided office space and funds for programming). Staff handling Human Corps projects report directly to the Dean of Students, although this reporting relationship may be shifted to the Associated Students next year.

Over 250 community, non-profit government and human service agencies have been served by UC Santa Barbara students. Volunteer activities varied from one-time only efforts such as blood drives and community fund-raising activities, to on-going volunteer programs including child care, Special Olympics, and local/international relief.

Santa Barbara students participated in several special projects during the 1989-90 academic year including: 1) National Volunteer Week, which consisted of student/community recognition and award programs; and 2) the compilation and publication of a directory that advises students about campus and community volunteer opportunities.

### Santa Cruz

Human Corps activities are under the auspices of the Student Services Division at UC Santa Cruz. Public service activities are directly supervised by the Student

Organization Advising and Resources Office, which became fully operational in the Spring of 1990. Policy guidance is provided by the Public Service Committee which includes campus faculty, staff, and students, as well as the Director of the Volunteer Center of Santa Cruz County, the Coordinator of Volunteers for the County Schools, and a member of the Santa Cruz City Council.

Students at UC Santa Cruz have been involved in a variety of volunteer activities. Most recently over 300 students volunteered their help during the period immediately following the 1989 Loma Prieta earthquake. Students also have been involved in literacy programs, hunger and homelessness relief, and programs devoted to assisting disabled students, such as the "Best Buddies" program previously described under the UCLA campus. UC Santa Cruz students participated in volunteer programs, involving at least 361 agencies including social service organizations, mental health clinics, schools, hospitals, and legal services.

### III. Human Corps Funding

For this report, each campus submitted its operating budgets for the 1989-90 academic year, highlighting new sources of funding. It should be noted that budgets reported do not reflect the true cost of a fully-operational Human Corps program on each campus, or the actual cost of providing community service opportunities to students by campus programs established prior to the passage of AB 1820. For example, student participation in courses with internships or community service fieldwork are reported as part of universitywide Human Corps activities; however, the costs borne by the academic departments are not reported.

Attachment 1 presents the annual operating budgets for Human Corps and community service activities at each campus. The total universitywide budget represents a 24% increase over last year. Most of this increase came as a result of substantial augmentations in campus Registration Fee funds that were made available for Human Corps activities, in particular at UCLA.

Extramural funding was also up 37% over 1988-89 funding. Such funding has lead to the development of several project, most notably:

- o The UCLA Field Studies Development Office secured a grant (\$5,000) from the U.S. Office of Education to develop a "literacy corps" consisting of undergraduates who perform literacy training in the community.

- o A local businessman donated funds (\$10,000) to establish three fellowships to support UC Riverside students who wish to complete community service projects during the summer break.
- o Operation Civic Serve donated \$600 to support two Human Corps interns at UC Santa Barbara. The goal of these internships was to educate the student body about the purpose of the Human Corps legislation and to assess how the University could best serve the Santa Barbara community within the framework of the Human Corps mandate.

Although monies for Human Corps activities have shown an increase for 1989-90, funding remains a major concern. AB 1820 specifies that the University should "substantially expand student participation in community service by June 1993," yet no State funding has been provided to achieve this goal. Campuses have reassigned existing resources and have attempted to obtain funding from other sources in order to meet Human Corps objectives, but it is unclear that they will be able to increase student participation beyond current levels without additional resources from the State.

Given the lack of State funding, campuses have turned to Registration Fee funding to support their programs. At least 73% of all funds budgeted to campus Human Corps programs in 1989-90 came from Registration Fees. However, this source of funds may become less and less available. In the wake of the State's recent budget shortfalls, campuses may soon be forced to use Registration Fees to support a number of other student programs and services. Faced with declining State revenues and an overcommitted Registration Fee fund, Human Corps Directors may be forced to search more vigorously for external monies, resulting in more time spent on fundraising rather than on student service programming devoted to community service.

ATTACHMENT 1

UNIVERSITY OF CALIFORNIA

Annual Operating Budgets for the 1989-90  
Campus Human Corps Programs

Campus	Annual Budget
Berkeley	\$ 77,168
Davis	11,500
Irvine	2,800 <sup>1</sup>
Los Angeles	393,471
Riverside	26,823
San Diego	24,132
Santa Barbara	95,904
Santa Cruz	13,513
Sub-Total (Campus Budgets)	645,311
Office of the President	16,000
TOTAL	661,311

<sup>1</sup> Amount represents costs involved in operating the Human Corps office only. Salaries and additional expenses incurred in affiliated programs not reported.

# **The Human Corps in the California State University**

**Progress Report  
1989/90**



**THE HUMAN CORPS IN THE CALIFORNIA STATE UNIVERSITY  
PROGRESS REPORT  
1989/90**

**INTRODUCTION**

The Human Corps was established in 1987 through the passage of Assembly Bill No. 1820. Since that time, The California State University has made significant progress in the implementation of this program both on a systemwide and individual campus level. Activities and programs are in place on 19 CSU campuses and new methods of service are constantly being explored and developed.

For the purposes of the Human Corps program, community service is defined by The California State University as: all human and social service action, government service, and community service action provided by campus organizations, public or private community agencies or businesses that will nurture a sense of human community and social responsibility in our college students and contribute to the quality of life for individuals and groups in the community.

As part of the Human Corps legislation, The California State University is required to report its progress in Human Corps activities to the California Postsecondary Education Commission each year. This report reflects the efforts of the California State University during the 1989/90 academic year toward offering opportunities to students to serve their community and toward increasing the rate of student participation in community service.

**THE CALIFORNIA STATE UNIVERSITY HUMAN CORPS TASK FORCE**

The California State University Human Corps Task Force was created in the Fall of 1986 to provide leadership and stimulate campus commitment to student volunteerism in accordance with Assembly Bill No. 1820 requirements. The charge to the Task Force was to explore and recommend ways in which The California State University might increase community service learning experiences for students and impact on significant human and community needs. The Task Force was also asked to prepare a report which included recommendations for complying with the legislation. The Task Force membership included representatives of the CSU Academic Senate, The California State Student Association, two campus Presidents, two Vice Presidents, and community representatives.

Some of the work undertaken by members of the Task Force included: preparing papers on various issues related to community service programs on campuses, developing effective campus/community relationships, and identifying possible sources of funding for community service programs.

In addition, the Task Force considered such issues as the preparation of students for service learning situations, criteria for student participation, types of organizations appropriate for student placement, and resource requirements for community service programs. The Task Force also considered papers and recommendations prepared by various community groups and directors of student-directed service programs on the CSU campuses, as well as reports on programs at other institutions in California and elsewhere.

One of the strongest recommendations of the Task Force dealt with seeking permanent funding for the Human Corps program. The Task Force felt that adequate fiscal and administrative resources were important for human service activities to become an integral part of the life of the California State University.

As the Task Force proceeded with its mission, and the potential for student and community enrichment unfolded, a renewed commitment to student community service developed. It became clear that opportunities exist to serve the diverse community service needs of California, to strengthen the sense of civic responsibility on campuses, and to join the theoretical and practical aspects of learning with respect to community service.

In the Fall of 1990, it was determined that the Task Force had successfully completed its charge and a letter was sent to Task Force members acknowledging this accomplishment. (Appendix A).

### **SYSTEMWIDE ACTIVITY**

In February, 1990, sixty CSU representatives attended a Human Corps Conference. The purpose of the conference was: to share information about programs and experiences between the two systems and to build on existing programs; develop additional programs to respond to local needs; increase coordination; and improve communication with student groups and student government leaders. The conference was held in Sacramento and was co-sponsored by the CSU and UC systems. Participants included students, faculty, and administrators, CSU Human Corps Task Force representatives, representatives from the CSU Academic Senate, and the UC counterparts for each of these categories.

The evaluations of the conference indicated that the participants found the conference stimulating and informative. They enjoyed the opportunity to meet and share ideas with colleagues and fellow students both from the California State University and University of California systems. Fifty three University of California representatives attended the conference and a representative from the California Postsecondary Education Commission was also present. The project successfully initiated promotion of service learning on CSU campuses. A copy of the conference program and a list of regional workshops held during the conference is attached. (Appendix B).

### **EXAMPLES OF SPECIAL ACTIVITIES AND EVENTS**

The California State Polytechnic University, San Luis Obispo Residence Halls Community Service NETWORK was named "Service Club of the Year" by the Economic Opportunity Commission. They were chosen from a field of 18 community clubs.

The "Human Race", was an event sponsored by the Volunteer Center of the Greater Pomona Valley and was held on the California State Polytechnic University, Pomona campus. The purpose of this annual event is to serve as an opportunity for the Center, campus agencies, and local community agencies to generate funds. The event provided a forum for improved cooperation and coordination between the University and the local community.

During the Fall semester, community agencies and organizations participated in a campus volunteer fair, "Reach out Today". The event was co-sponsored by the California State University, Long Beach EPIC Program (Educational Participation in the Community), the Associated Students Community Service Commission, and the Long Beach Rotary Club. Forty four community agencies and organizations participated in the fair. Seventy three non-profit professionals had the opportunity to meet students, faculty, staff and administrators during the event. Students were able to talk face-to-face with the representative from the different organizations about hundreds of volunteer service opportunities. Campus-wide publicity and interest was generated as a result of the event and 100% of the agencies indicated they found the event a wonderful way to connect with the campus and the students. The agencies expressed strong interest and support in holding a second annual volunteer fair.

Also at California State University, Long Beach, a literacy tutoring pilot project was initiated in cooperation with a community program that supports at-risk junior high youth. Students participated in 12 hours of training which covered literacy tutoring and mentoring. Eight students successfully completed the training program and were assigned junior high school students to work with twice a week during the Fall semester. The tutor/mentor junior high student relationships proved rewarding to both parties. The school program personnel gave the project a very positive evaluation. The University students utilized the project not only for personal and career-related experience, but some tied their work to major-related coursework. Each University student received a certificate of appreciation and a Human Corps Community Service notation on their academic transcripts.

Each Spring, numerous busloads of disabled children arrive for the annual California State University, Fullerton Special Games. This day of events has become a tradition at the campus and warms the hearts of both the volunteers and participants. The program is organized through the Office of Disabled Student Services and recruits volunteers from the campus and community to participate in the event. Faculty, staff, administrators, and students donated their time and energy to make this a special day for the student athletes. Over 200 volunteers are recruited each year to help support the program. The support consists of encouraging the student athletes as well as congratulating them with a big "hug" when they are finished. The program has grown tremendously in popularity. The original program welcomed approximately 90 students to the campus while this year over 500 student athletes were present.

### RELATED COURSES

Each year campuses are requested to provide information on the number of Human Corps related course offerings currently in place. Campuses were requested to provide a comprehensive list of all courses with components of community service. In 1988/89 campuses reported an estimated 1,115 related courses. In 1989/90 that number increased to a reported 1,454 (an increase of approximately 30% over last year). Review of campus lists reflected that Human Corps related coursework is broadly represented in the curriculum on virtually all CSU campuses, with the highest concentration of coursework appearing to be focused in the areas of Social Sciences, Education, Public Administration, the Arts, and Math and Science.

Examples of courses include:

CSU, Fresno: Chicano and Latin American Studies 145 – Fieldwork in Community Settings; Involves supervised placement in community and educational settings and provides a variety of learning experiences in community agencies, organizations and institutions.

**CSU, Chico: Music 303A – A Capella Choir;** Students are involved in fine arts activities involving one or more public performances each semester.

**CSU, Dominguez Hills: Behavioral Science 500;** Students work in senior citizen centers, health care units and family crisis centers.

**CSU, Hayward: Foreign Language and Literatures 3904 – Sign Language Field Work;** Compares the variations in sign language due to ethnic, social, educational regional and age factors. Students usually volunteer their time at the California School for the Deaf in Fremont, as teachers aides, tutors, or transportation escorts.

**CSU, Northridge: Speech Communication 198;** Students give speeches to high school classes on the topic, "What it is like to be a college student."

**California Polytechnic University, San Luis Obispo: Human Development/PSY 461/462 (Senior Project);** Students planned and implemented a "Providers Fair" for the community to learn about organizations who deal with alcohol and drug abuse prevention and intervention; developed a manual for a local hospice's work with children; aided in the development of an SLO day program for victims of Alzheimers disease; created a children's program and library for the local homeless shelter and; created and staffed a child care program for children of parents participating in an effective parenting workshop aimed at child abuse prevention.

**CSU, San Francisco: English 695/696 – Community Work Experience;** Offers students the opportunity to combine journal writing with field work in agencies dealing with human and urban problems. Course #696 presents students with the opportunity to teach English as a foreign/second language under the guidance of a staff member with the cooperation of a supervising teacher.

**CSU, Sonoma: Anthropology 490 – Child Abuse;** This course studies child poverty and homelessness as forms of institutional child abuse.

In addition to formal courses, many campuses offer internships, cooperative education assignments, and individual study courses through campus departments or schools which contain aspects of community service.

## **AGENCY SURVEYS**

Campuses were asked to distribute a questionnaire to the various agencies, groups, and organizations where students perform community service related volunteer work. They were asked to provide feedback on the benefits of CSU student involvement in their organizations as well as any negative effects of such involvement. In addition, the questionnaire requested voluntary input on suggested areas of improvement in the program. Responses were received from all 20 campuses. The types of agencies responding covered a wide range, the majority of which fell into the following groups: local city and state government agencies, medical care facilities, advocacy groups, private non-profit organizations, other colleges and universities and public or private schools.

A broad overview of the responding agencies' perceived program benefits, criticisms, and suggestions for improvement and expansion is presented below:



### **Program Benefits**

- Students bring enthusiasm and much needed labor force to each activity they assist in;
- Students contributed ideas and perspectives that were invaluable;
- Several campus agencies stated their funding problems were largely alleviated due to the assistance provided by student volunteers;
- Professional staffs were freed to address the higher level issues associated with their agencies' purpose;
- Students are great role models for the various clients being served;
- Students help improve clients self-esteem;
- Many agencies stated that without student volunteers, their agency could not function properly;
- Students helped certain agencies perform much needed research and assisted in the preparation of valuable research projects.

### **Program Criticisms**

- Students were sometimes late and did not telephone to cancel commitments;
- Agencies suggested improvement of students' interpersonal skills prior to assignment;
- Scheduling work hours was sometimes difficult, particularly around mid-terms and final exams;
- Lack of follow through on assigned projects was a prominent concern.

### **Suggested Areas of Improvement or Expansion**

- Provide agencies with a statement of student's work hours, duration of placement, and funding source;
- Encourage students from a wide variety of majors to participate;
- Encourage faculty and administration to visit agencies to better understand and witness the tremendous advantages of student volunteer placements
- Better prepare students for the environment in which they choose to work;
- Screen students prior to admission in programs;
- Expand length of time commitment;
- Sharpen English language skills;
- Refer more graduate students;
- Inform agencies of the ability to advertise internships;
- Instruct students in the basic principles related to their internship;
- Allow students to earn more academic credit;
- Provide a handbook on CSU community service procedures to agencies;
- Offer more financial assistance and public recognition to students;
- Send more students.

Agencies are generally very pleased with the assistance received from students, and would embrace the opportunity to accommodate more volunteers. The majority of reporting agencies agreed that the best way to encourage more student participation in community service activities is to offer more financial assistance and public recognition.

A common problem for agencies was that students had prior commitment to studies (both undergraduate and graduate), which placed limitations on their ability to contribute. Once an agency utilizes student volunteers, it seems they become substantially dependent on their continued assistance. If any real problem exists, it would seem to be, that students are doing too good of a job and have created a supply vs. demand situation. Finally, several agencies indicated they tended to prefer the formal academic internship of students above the student who volunteers on his/her own time.

## **Funding**

No general fund support exists for the Human Corps Program, however, CSU has dedicated lottery funds for community service internships. Since the establishment of the Human Corps in 1987, the Trustees of The California State University have approved supplemental lottery funding to campuses in support of the legislation. Unfortunately the recent statewide budget crisis forced the Trustees to discontinue this funding for 1990/91.

During 1989/90, \$1,000,000 of lottery funds provided a reported 3,342 student internships for community service. As well, lottery funding enabled CSU campuses to initiate new programs, and to continue funding many existing activities. Lottery funding increased opportunities for students to participate in community service related activities and to relate their academic knowledge and learned skills to practical experience in real life settings. Each year, a report is submitted to the Trustees outlining the use of lottery monies for the Human Corps program. A copy of the 1989/90 Student Internships/Community Service report is included with this report. (Appendix C). The report contains summary information on the utilization of lottery funding during the 1989/90 academic year.

A survey of campus Human Corps coordinators revealed disappointment on the loss of lottery funded support for this valuable program. However, CSU campuses reported that the overall effect of loss of lottery funding would not seriously or immediately impact their existing programs. Campuses also stressed the importance of continuing to pursue permanent funding for Human Corps.

Listed below is a history of lottery funding since the programs' inception:

<u>Fiscal Year</u>	<u>Amount</u>
1986/87	\$ 500,000
1987/88	500,000
1988/89	500,000
1989/90	<u>1,000,000</u>
Total Funding:	\$2,500,000

In addition to lottery support, campuses utilize other campus resources and rely on outside grants to support expansion of Human Corps activities including: Campus Compact grants, small grants from the federal ACTION office, their local United Way and support from the campuses' Associated Students government organizations.

## **Insurance Liability**

A continuing source of concern has been the assumption of liability for this legislatively mandated program. In the Fall of 1989, The CSU submitted a budget request for \$170,000 to purchase personal injury and liability insurance for students participating in the Human Corps program. The Department of Finance (DOF) deferred a decision on this request until they were able to research the issue; including the legal aspects and the extent of risk. In July, 1990, the DOF issued their final decision. (Appendix D). They conclude, that the State is unlikely to be liable for damages to Human Corps program participants, and that risks of damages are very low. To date, there has never been a liability claim against a student performing university-sponsored community service in the CSU. They also ask that campuses be alerted to avoid risky activities involving students.



The DOF believes that students participating in Human Corps activities share the same risks as other citizens participating in such activities. Accordingly, they have concluded that state funds should not be provided to the CSU to purchase insurance for Human Corps participants. (Note: The University of California does not have insurance coverage for their Human Corps program). It should also be noted that any student receiving compensation for Human Corps related service (as in the case of lottery funded internships) is covered under the state employee workman's compensation policy.

## **CAMPUS ACTIVITIES**

In addition to supporting the continuation of pre-existing campus community service programs, implementation of the Human Corps legislation proceeds on the campuses. Listed below are examples of community service related activities in which campuses have participated during the 1989/90 academic year. These activities are related to the concept of Human Corps as set forth in Assembly Bill No. 1820 and are not supported by lottery monies.

### **California State University, Bakersfield**

Student community service at California State University, Bakersfield included assistance in a wide range of activities and with a diverse group of agencies. Examples of student involvement include being a companion for animals at the Bakersfield Society for the Prevention of Cruelty to Animals (SPCA) to helping senior citizens and others fill out income tax forms through the Volunteer Income Tax Assistance program (VITA). One outstanding student has been selected to go to Gambia as part of an undergraduate internship program sponsored by the Peace Corps and Campus Compact, (a coalition of 250 U.S. colleges and universities promoting student volunteerism). The student is one of 20 college students nationwide selected for the program.

### **California State University, Chico**

California State University, Chico reported that approximately 2,682 students served an estimated 144,161 individuals through 25 campus sponsored programs in the 1989/90 academic year. The nature of student involvement was eclectic and many agencies came to rely heavily on students as the core of their operations. In particular, students provided a very valuable resource for fundraising events in the community and substantially enabled agencies to better serve their clients. Some of the diverse tasks performed by students were: conducting research, serving as summer camp counselors, publicity assistants, translators, and custodians, and working as receptionists, secretaries and clerks in agency offices.

### **California State University, Dominguez Hills**

Students from California State University, Dominguez Hills focused their involvement in the areas of tutoring, clerical work, athletic coaching, counseling, and mentoring. As a direct result of their tutoring experience, three student volunteers reported to their respective departments that they are now seriously considering entering the teaching profession. One agency stated "without the students, our summer basketball program for at-risk youth could not have become a functional program".

### **California State University, Fresno**

During the past year, California State University, Fresno has been working with a select group of organizations to place students with a desire to participate in Human Corps activities. Some of the unique assignments accepted by students include: Working with the Central Valley Aids Team where they act as a "buddy" to individuals with AIDS by taking them to appointments, and running errands. Arte America is another organization that utilizes student volunteers for special projects, fundraising and office work. Students assisted at a Dance Festival held in the Spring and a Latin Jazz Festival also held in the Spring.

### **California State University, Fullerton**

The Human Corps program at California State University, Fullerton is located in the University Activities Center. Each year, the campus holds a summer camp (Camp Titan) for underprivileged children. Camp counselors are comprised of students who volunteer one week out of their summer to spend with these children. The campus also sponsors a "Greek Week" each year. The goal of this event is to raise money to donate to Camp Titan. This year the campus Greek community raised over \$10,000 to donate toward sending underprivileged children to the summer camp. Another campus group known as the Peace Studies Student Association (a group which is invested in the pursuit of world peace) affiliated themselves with two community organizations: The Santa Ana Soup Kitchen and the Orange County Mental Health Facility. Each week the students volunteered approximately 3 hours each at the Mental Health facility working with the homeless. They were involved with numerous activities which involved both direct and indirect contact with homeless individuals. In addition, during the first Saturday of each month, members of the organization would visit the soup kitchen to help with serving food to the needy.

### **California State University, Hayward**

At California State University, Hayward, students provide service to community agencies through public relations work with the Bay Area Girl Scouts Council, and accepting volunteer placements in public, private, or non-profit agencies on projects related to citizen action, environmental planning and research work. Many local agencies reported that student volunteers represented more than half of their staff. In addition, a free tax assistance center has been established on the campus to help anyone in the community with the preparation of his/her individual income tax returns. Students are trained, and supervised by an instructor who also reviews the returns prepared by the students.

### **Humboldt State University**

At Humboldt State University student community service activities are centered with the Youth Educational Services organization (Y.E.S.). This campus based organization provides student volunteer placement and service to 13 different community service programs. A start-up program called "New Games" was recently approved by the campus' trustees. The program focuses on several local public schools that are experiencing problems with student interaction during recess. The program is intended to place student volunteers at these schools during recess to initiate better discipline through the organization of games and supervised play activities. The program is intended to provide a healthy and fun atmosphere and to encourage better communication among young students during their playtime activities.

### **California State University. Long Beach**

**California State University. Long Beach**, students provided a wide range of services to the community. Students served in areas such as substance abuse programs, recreation services, victim-witness assistance programs, hotlines, schools, hospitals, child care programs, literacy tutoring, health care agencies, mental health services, homeless support programs, learning assistance services, and senior citizens programs. The students brought expertise to the local community from a wide variety of disciplines and provided necessary skills to enhance needed programs and services.

All students were placed through the Cooperative Education and Educational Participation in the Communities (EPIC) programs of the California State University, Long Beach Career Development Center.

### **California State University. Los Angeles**

For the past 25 years, **California State University. Los Angeles** has served the local community through its EPIC (Educational Participation in the Community) program and various cooperative educational efforts. Of particular note during the 1989/90 academic year was the development of the Partners in Learning Program which is a mentoring program targeted at 6th grade students who are at-risk at El Sereno Junior High School. This program was initiated by the campus and developed in association with The California Campus Compact, California State University, Dominguez Hills, the University of California, Los Angeles, the University of Southern California, and Los Angeles City College. The program focuses on college students serving as mentors to at-risk 6th grade students and assists them with the difficult transition from junior high school to high school. The Los Angeles Unified School District has identified this period in a student's experience to be an extremely fragile and difficult time. The program is expected to receive approximately \$25,000 in funding through its association with the Campus Compact to support these efforts.

### **California State University. Northridge**

**California State University. Northridge** has initiated a coordinating council with several off-campus agencies for the purpose of exploring increased opportunities for students to participate in community service. A major focus of the council is to develop more meaningful jobs within the agencies in which students from across the majors would be able to participate. Through this effort, other agencies are also being sought who would benefit from student volunteer work. The campus Human Corps program also provides career counseling and guidance to students who wish to be involved in community service work. Assistance is provided to students in choosing an area of concentration and assists in placing the student in an appropriately related facility.

### **California State Polytechnic University. Pomona**

At **California State University. Pomona**, a new program, called the Culture Corps has been initiated as a sub-program of the campus' larger Human Corps program. The program is designed to facilitate greater cross-cultural interaction between various ethnic groups both on and off campus. Culture clusters will be created involving individuals from different cultures and a volunteer facilitator. Each cluster will meet ten times per year for at least three hours per meeting to earn their 30 hours of volunteer credit. A program format will be developed for each of the ten sessions that would produce cultural-social-educational interaction between the group members. The primary purpose of this project is to counter much of the ethnic isolationism that currently exists between individuals and groups of various cultures.



### **California State University, Sacramento**

At California State University, Sacramento, a significant number of students volunteered their services to the local public schools. Student volunteers provided curriculum enrichment experiences to school children in elementary schools in the Sacramento area with high minority enrollment. The schools identified the areas of need, and students were assigned to work with individual teachers. Other services provided by student volunteers included: implementing a call-back program for surgical outpatients at Kaiser Hospital; setting up workshops for the local Vietnamese community to understand social issues relating to their community; and researching and implementing a committee hearing in the legislature on the impact of AIDS on long-term care in California.

### **California State University, San Bernardino**

California State University, San Bernardino reported a sizeable growth in its Human Corps related activities during 1989/90. The campus reported that over 135 students participated in at least 50 hours each of independent community service, while student organizations participated in 300 hours of community service through the Human Corps program. The campus estimated this to reflect an increase of approximately 59% in student participation over the previous year. The most noticeable area of growth occurred in assistance to local governmental agencies. Students were utilized in a number of different ways by these agencies, resulting in an improved partnership between the University and the community.

### **San Diego State University**

Community service at San Diego State University continues to be very active. Student participation in community service programs increased modestly this past year. The campus reported that approximately one third of the student body is known to have volunteered as a direct result of their affiliation with the campus. The campus reported that discussions with the Associated Students and Campus-Y representatives confirm a very high rate of satisfaction with student participation and that they submit repeated requests for additional volunteers. Both the Associated Students and the Campus-Y perform an internal quality control assessment which evaluates the ability of the agencies to supervise and contribute to the goals of campus community service programming.

### **San Francisco State University**

Examples of community service performed by students at San Francisco State University include: voluntary contributions of time to charitable groups, fraternal groups, or service clubs in support of charitable endeavors; providing consulting or technical assistance for such activities as farming projects, engineering projects (Peace Corps), information systems, automation, and small business operations involving the disadvantaged or disabled. Other activities involved serving as tutors for literacy programs, and participating in an enrichment program for disadvantaged or disabled populations.

### **San Jose State University**

San Jose State University's Human Corps program has been growing with increased support from university administration, faculty and an increasing interest from the general student body. Students in the Human Corps program were directly involved in the helping processes following the October 17, 1989 earthquake. A small group of students provided innumerable hours of service to homeless children and families in the Watsonville area – an area most seriously devastated by the earthquake. The work of this group was

admirable and continued through the spring semester. In addition, the Human Corps program is being promoted on this campus for consideration as pre-professional experience for a variety of majors, including those considering the teaching profession.

#### **California State University, San Marcos**

During 1989/90, Human Corps activities at California State University, San Marcos have been limited to the development of a foundation for their program. Efforts have focused on the formation of a Human Corps committee and participation in systemwide and statewide meetings on this subject. The founding faculty at the campus has played an important role in the development of a strong commitment to the concept of Human Corps activities as an integral part of campus life. As a result, one of the campus' goals is for faculty, staff, and students to become effective and enthusiastic participants in Human Corps activities in the years ahead.

#### **California Polytechnic State University, San Luis Obispo**

Much exciting work is being done at California Polytechnic State University, San Luis Obispo, for example: A "Service in Learning Team" promoted academically-related service in each of the seven academic schools in conjunction with the University-Wide "U Can Make a Difference" campaign; a pilot project, for placing qualified work-study students with non-profit agencies in positions tailored to their majors and career goals was launched and was highly successful; a telephone survey of campus fraternities and sororities revealed that each house performed at least three community service projects in addition to a canned food drive and carnival fundraiser.

#### **California State University, Sonoma**

California State University, Sonoma's Community Involvement Program (CIP) is a student volunteer program designed to facilitate experiential learning and service to the community. Participation in this program is often a means for students to "reality test" an interest in a particular field while contributing to their local community and receiving academic units. Placements obtained through this campus program are strictly volunteer. Under most circumstances, CIP volunteer placements are off-campus. Students perform a vast array of services including: Counseling; child care; conference/workshop planning; food distribution; and grant research, to name only a few.

#### **California State University, Stanislaus**

California State University, Stanislaus tracks student volunteer assignments through the Cooperative Education/Learning Project program. Examples of student contributions follow: One student volunteer provided computer support for the local Red Cross. The student trained office personnel to use hardware/software by conveying technical information to non-computer oriented personnel in layman's terminology.

Sociology students provided assistance to teen mothers in areas of infant health care and emotional development of parent and child. Finally, a group of Math students volunteered as tutors in the public school system. Several of the tutors were bi-lingual and were able to communicate basic arithmetic fluently to students with poor English skills.

## **CONCLUSION**

The California State University has had a long-standing commitment to the importance of human and community service in the academic experience of students. The 1987 Human Corps legislation formalized the concept of the Human Corps in The California State University, and has assisted the University in making a strong statement about education and the development of socially conscious citizens. The commitment of the California State University to community service continues to evolve and has been strengthened by the passage of Assembly Bill 1820.

The CSU Human Corps program is expected to face new and difficult challenges in the immediate future. Lottery fund support for this program has been discontinued due to the severe budget crisis experienced by the State of California. However, the goals and requirements of the legislation remain. The lack of permanent funding will challenge campuses to further explore innovative ways for new and existing programs to continue their good work.

As a system and as individual campuses, the CSU has successfully progressed in the implementation of the Human Corps program. The CSU believes that the Human Corps program offers exciting and rewarding opportunities for students, faculty, and staff to serve the community. As well, the mission of the CSU is supported and strengthened by the Human Corps program. It is hoped that all Human Corps activities currently in existence will continue to flourish and that new areas of service will be explored and established in the years to come.

- |                   |   |
|-------------------|---|
| <b>APPENDIX A</b> | <b>CSU Task Force Letter</b>  |
| <b>APPENDIX B</b> | <b>Program and Workshop List for CSU/UC Human Corps Conference:<br/>February - 1990</b> |
| <b>APPENDIX C</b> | <b>1989/90 Student Internships in Community Service Lottery Report</b>                  |
| <b>APPENDIX D</b> | <b>Insurance Liability - Department of Finance Letter</b>                               |



## THE CALIFORNIA STATE UNIVERSITY



BAKERSFIELD • CHICO • DOMINGUEZ HILLS • FRESNO • FULLERTON • HAYWARD • HUMBOLDT • LONG BEACH  
SACRAMENTO • SAN BERNARDINO • SAN DIEGO • SAN FRANCISCO • SAN JOSE • SAN LUIS OBISPO

LOS ANGELES • NORTHRIDGE • POMONA  
SAN MARCOS • SONOMA • STANISLAUS

OFFICE OF THE CHANCELLOR  
TELEPHONE:

TELEFAX:

September 10, 1990

## Human Corp Task Force Members

Dr. Hal Charnofsky  
Professor of Sociology  
California State University, Dominguez Hills  
Carson, California 90747

Dear Dr. Charnofsky:

As you are aware, language in Assembly Bill 1820 states:

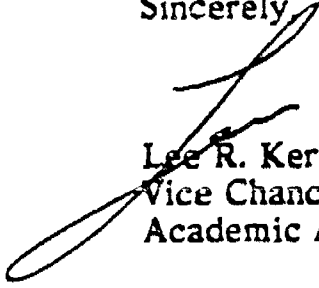
*"There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988."*

In our November, 1989 submission to CPEC, *The Human Corps in the California State University*, we reported that CSU campuses have established Human Corps Task Forces composed of students, faculty, community members, agency representatives and campus administrators. Some campuses have formulated permanent community service program Advisory Boards. Therefore, I am most pleased to acknowledge that the CSU Human Corps Task Force, which was created to provide leadership and stimulate campus commitment to student volunteerism, has successfully accomplished its charge.

While the meeting originally scheduled for September 14, has therefore been cancelled, I would like to thank our colleagues at CSU Fresno for having graciously offered to host the meeting.

Thank you once again for the fine work that was done by the CSU Human Corps Task Force and for your continued leadership in implementing successful Human Corps activities on CSU campuses.

Sincerely,

  
Lee R. Kerschner  
Vice Chancellor  
Academic Affairs

LRK:gdr

cc: Dr. Ellis E. McCune  
Dr. Robert C. Detweiler  
Dr. Harold H. Haak  
Dr. Ronald S. Lemos  
Dr. Sandra Wilcox

**CALIFORNIA STATE UNIVERSITY/  
UNIVERSITY OF CALIFORNIA  
HUMAN CORPS CONFERENCE**

**Holiday Inn Capitol Plaza  
February 6-7, 1990**



# PROGRAM

## TUESDAY, FEBRUARY 6

4:00 p.m.-5:30 p.m.      **REGISTRATION**  
Location: Main Lobby

5:30 p.m.-6:30 p.m.      **RECEPTION**  
Location: Balboa Room

## WEDNESDAY, FEBRUARY 7

8:00 a.m.-9:00 a.m.      **CONTINENTAL BREAKFAST**  
Location: California Room

**REGISTRATION (cont'd)**  
Location: Main Lobby

9:00 a.m.-9:30 a.m.      **WELCOME**

Introductions:    Alice C. Cox, Assistant Vice President  
                                 Student Academic Services  
                                 UC Office of the President

Donald R. Gerth, President  
CSU Sacramento

Philip Dubois, Associate Vice Chancellor  
Academic Affairs  
UC Davis

Cathrine Castoreno, Legislative & Budget Analyst  
California Postsecondary Education Commission  
Location: California Room

9:30 a.m.-10:45 a.m.      **SESSION I**

1. **FACULTY PARTICIPATION IN STUDENT  
COMMUNITY SERVICE: Research & Scholarship  
Opportunities, Academic Enhancements, and Joint  
Efforts with Administrators**

Moderator: Diane Vines, Director of Special Programs  
CSU Office of the Chancellor

Jennifer Anderson, Field Coordinator / Lecturer  
Environmental Studies Field Program  
UC Santa Cruz

Hal Charnofsky, Chair  
Academic Affairs Committee  
CSU Academic Senate  
CSU Dominguez Hills

Lawrence B. Coleman, Director  
Internship & Career Center  
UC Davis

Becky Loewy, Vice Chair  
CSU Academic Senate  
San Francisco State University  
Location: Granada Room

2. **RECRUITING FELLOW STUDENTS: How to Increase Student Participation in Human Corps Activities**

Moderator: Karen Bedrosian, Co-Chair  
Community Affairs Board  
Student, UC Santa Barbara

Richard Miller  
California State Student Association  
Student, CSU Sacramento

Stacy Stilwagen, Student Coordinator  
Human Corps  
Student, UC Riverside

Location: Hermosa Room

10:45 a.m.-11:00 a.m.

**BREAK**

Location: Granada and Hermosa Rooms

11:00 a.m.-12:00 p.m.

**SESSION II**

1. **SUCCESSFUL ADMINISTRATIVE MODELS FOR CAMPUS-BASED PROGRAMS: Securing Extramural Funds, Eliminating Barriers to Student Participation, and Working Effectively with Other Divisions on Campus**

Moderator: Susanna Castillo-Robson, Acting Director  
Student Affairs and Services  
UC Office of the President

Nadine Bell, Associate Director  
California Campus Compact  
UC Los Angeles

Sally Peterson, Dean of Students  
UC Irvine

Location: Hermosa Room

2. **PROMOTING THE ETHIC OF PUBLIC SERVICE AND INCREASING STUDENT AWARENESS OF SERVICE OPPORTUNITIES**

Moderator: Charles Supple, Acting Director  
Community Resource Center  
UC Los Angeles

Sally Cardenas, Assistant Director  
Human Corps, ERIC/COOP  
CSU Long Beach

Bart Grossman, Chair  
Human Corps Task Force  
UC Berkeley

George Umezawa, Coordinator  
Human Corps  
CSU Los Angeles

Location: Granada Room

12:00 p.m.-1:30 p.m.

**LUNCH**

Location: California Room

Video Slide Presentation: *Community Service in the CSU:  
An Overview*

Ronald S. Basich, Associate Director

Analytic Studies

CSU Office of the Chancellor

Steven Frieze, Analyst

Analytic Studies

CSU Office of the Chancellor

1:30 p.m.-2:45 p.m.

**SESSION III**

*FOSTERING COOPERATIVE EFFORTS: Northern and  
Southern Regional Workshops on Homelessness,  
Literacy, Substance Abuse, and Public School Outreach*

Locations:

Homelessness: Balboa Room

Literacy: Granada Room

Public School Outreach: Calaveras Room

Substance Abuse: Hermosa Room

2:45 p.m.-3:00 p.m.

**BREAK**

Location: North Lobby

3:00 p.m.-4:15 p.m.

**SESSION IV**

*LIABILITY: What Every Human Corps Administrator  
Needs to Know*

Moderator: Diane Vines, Director of Special Programs  
CSU Office of the Chancellor

Stephen Deness, Associate Director

Risk Management and Safety

UC Office of the President

Glenn Mitchell, Principal Business Analyst

Office of Auxiliary & Business Services

CSU Office of the Chancellor

Diana Spaniol, Program Coordinator

Property/Casualty

Risk Management and Safety

UC Office of the President

Location: Granada Room

4:15 p.m.-5:00 p.m.

**SEND-OFF**

Speaker:

Peter Mehas

Assistant to the Governor for Education

Office of the Governor

Location: Granada Room

## REGIONAL WORKSHOPS ON SELECTED ISSUES

### Facilitators (\*) and Presenters

	<u>North</u>	<u>South</u>
<b>Homelessness:</b>	<p>Susan Burcaw * Assistant to the Vice Chancellor UC Santa Cruz</p> <p>Emmack Lovett Assistant Vice President Instructional Services CSU Hayward</p> <p>Tammy Box Community Service Involvement Center San Francisco State University</p>	<p>Dulcie Sinn * Advisor Community Affairs Board UC Santa Barbara</p>
<b>Literacy:</b>	<p>Roseanne Fong * Coordinator Community Projects Office UC Berkeley</p> <p>Pam Lennox Interim Director Cooperative Education Program CSU Stanislaus</p> <p>Jose Villa Coordinator Si, Se Puedo San Jose State University</p>	<p>Marti Barmore * Assistant Director Student Activities UC Irvine</p> <p>Tom Orr * Coordinator Cooperative Education, MIP, &amp; Human Corps CSU Bakersfield</p>
<b>Substance Abuse:</b>	<p>Renee Hernandez * Coordinator Human Corps Sonoma State University</p>	<p>Carl F. Emerich Associate Vice President for Student Affairs San Diego State University</p> <p>Yolanda Garcia * Director Special Student Programs and Volunteer Services UC San Diego</p> <p>John Shainline Senior Assistant to the President CSU Long Beach</p>



**Public School  
Outreach:**

Suzanne Hendry  
YES Office  
Humboldt State University

Marilyn Galloway  
Coordinator, COOP  
Education and Academic  
Internships  
CSU Northridge

Marg Lee \*  
Coordinator  
Education Placement  
Internship & Career Center  
UC Davis

Jackie LaBouff \*  
Human Corps Coordinator  
CSU Dominguez Hills

David Raske  
School of Education  
CSU Sacramento

Jane Permaul \*  
Director  
Field Studies Development  
UC Los Angeles

Janet Richmond-Summerville \*  
Director  
CAVE  
CSU Chico

Jo-Ann Shibles  
Activities Coordinator  
CSU Fullerton

1989/90

**STUDENT INTERNSHIPS - COMMUNITY SERVICE**

The CSU Board of Trustees allocated \$1,000,000 of lottery monies to fund community service programs and internships during 1989/90. As shown in Attachment A, each campus received a fixed amount of \$25,000 plus an amount proportional to the campus 1989/90 budgeted college-year full-time equivalent students (FTES). In 1988/89, campuses reported 2,552 student intern participants. In 1989/90, approximately 3,342 student intern participants were reported. Therefore, an estimated increase of 30% occurred in overall program participation during 1989/90.

The emphasis of the legislatively mandated program is on offering students opportunities to relate their academic knowledge and learned skills to practical experience in real-life settings. Some of the categories in which students were able to participate included paid internships, volunteerism, work-study, laboratory experiences, cooperative education, and clinical assignments. To facilitate data management, communication, and program coordination, each campus selected one individual to serve as a liaison with the Office of Special Programs in the Chancellor's Office. Attachment B lists the Human Corps campus coordinators and designees.

This report is presented in two parts. The first section describes campus efforts in selected areas of awareness and community need. The second section of the report contains summaries of campus activities for the 1989/90 academic year. Attachment C presents an overview of campus activity by categories of awareness and community need.

The CSU is proud of the on-going commitment of its campuses to community service. In the past year, excellent programs have been expanded or developed as a result of lottery supported funding for this valuable program.

**SECTION I****AWARENESS AND COMMUNITY NEED****EDUCATIONAL PARTICIPATION IN COMMUNITIES (EPIC)**

At California State University, Los Angeles, student interns continued to work as "project coordinators" for several campus based activities. The duties of these student coordinators included project design and promotion, volunteer and intern recruitment, orientation and training of student participants, maintaining communication with students and their supervisors in the field and other support activities. A total of 215 students volunteered for service-related field work assignments through CSULA's Community Service 395 courses in 1989-90, an increase of 20 students over last year.

The variety of services performed by these students ranged from the development of a tutor/mentor drop-out prevention program at El Sereno Jr. High School to a business student's creation of MIS and accounting systems for a local non-profit mental health agency.

With lottery monies, the California State University, Long Beach EPIC Student Internship-Community Service Program placed 282 students who provided 38,984 hours of community service during the 1989/90 academic year.

## **OUTREACH TO THE PUBLIC SCHOOLS**

Students from California State University Bakersfield served as tutors and mentors at five elementary sites that primarily serve at-risk students.

The Outreach Office at California State University, Fresno promoted the University to high school and community college students. Students also gave presentations to local high school students regarding college, administered career tests, and assisted with various career guidance and counseling activities.

A vocal quartet group from San Jose State University performed at fifteen high schools and junior colleges. The quartet performed for students and then discussed music as a career. This activity provided a wonderful opportunity to take music from the university out into the area schools.

The Adelante Project coordinated by student volunteers from California State Polytechnic University, San Luis Obispo was designed to assist limited English speaking junior high school students in pursuing a college education.

## **SERVICES TO THE HOMELESS**

California State University, Northridge interns worked in a social welfare agency providing direct service and counseling to the homeless.

Through the efforts of California State University, Bakersfield students, food was collected and given to the Golden Empire Gleaners for distribution to the homeless and clothing was delivered to the Bethany Center Homeless Shelter.

San Francisco State University community service volunteers provided assistance to 6 local homeless shelters.

## **AGRICULTURAL PROGRAM ASSISTANCE**

California State University, Chico students and faculty developed a series of radio broadcasts dealing with community agricultural issues. Feedback from the community indicates that these broadcasts have had a definite impact on the community served by the campus.

## **RESOURCES FOR THE NON-PROFIT SECTOR**

While providing valuable academically related experience, two lottery funded internships at California State University, Fullerton provided a foundation for pursuing other funding. Due to the success of one lottery funded internship, the CSUF Arboretum Heritage House is exploring possible funding to continue such an internship as an on-going operation. As a result of an internship at the Journal of Orange County Studies, (a non-profit journal on local events and history) similar arrangements are being explored to continue funding for an editorial assistant in charge of financial operations.

A California State University, Los Angeles business student created an MIS and accounting system for a local non-profit mental health agency.

A student at Cal Poly, SLO conducted a feasibility study about starting a non-profit restaurant to feed the homeless and hungry poor using wasted food from local restaurants and markets.

## **PROGRAMS FOR THE DEAF AND DISABLED**

The 1989/90 Deaf and Disabled Internship Program at California State University, Northridge placed students in internships that resulted in their exposure to realistic work settings and hands-on experiences that were of benefit to them in working toward their academic career goals. Aside from the benefits to students, the local community also benefited greatly from student volunteerism at local organizations and agencies that provide services to the deaf. Student involvement in these programs included: tutoring of hearing impaired students, training in sign language techniques, and job development and placement for deaf and disabled students.

California State University, Hayward placed several students at the California School for the Deaf. They acted in a wide variety of capacities and with a diverse group of recipients. Tutoring and teachers aide services were among the most widely offered services. Many students worked with very small children teaching them safety techniques; understanding and carrying out directions; and helped with playground and field trip duties.

## **ESL AND LITERACY TUTORING**

Student volunteers from California State University, Bakersfield taught reading skills to adults with literary deficiencies.

With lottery funds, the California State University, Chico English Department, in conjunction with a local non-profit agency, has initiated a small pilot adult literacy program which trains the University's remedial writing students as literacy tutors.

California State University, Dominguez Hills Education students served as interns in the City of Gardena Literacy Program.

## **ENVIRONMENTAL PROJECTS**

Four student interns at California State University, Fullerton worked on environmentally related projects. One student worked at the Office of Emergency Services and created a series of multi-colored maps by counties which will serve a number of uses for this agency. Another student spent time at the Key Ranch in Orange County and was involved in historical preservation work. Two students developed a data bank for the Bureau of Land Management. The data collected focused on various natural resources, human uses of the desert region, and the projected concerns for long-term preservation and management.

At California State Polytechnic University, Pomona, four students worked approximately 860 hours at the California Regional Water Quality Control Board in Riverside. The students assisted engineers and scientists with data collection, analysis and management, computer applications, environmental permit processes and regulations, and field work.

## **INCREASING VOLUNTEERISM AND COMMUNITY SERVICE**

A student from California State University, Chico volunteered his services to the Community Volunteer Connection Program. He was responsible for the overall administration of this volunteer referral service. Over 30 volunteers were placed in local agencies during the time he worked with the program.

California State University, Fullerton Communications majors designed flyers for various internship programs to advertise the programs to various Orange County employers. Students also wrote articles for a small local business newsletter promoting community services available through such programs.

Two Sonoma State University students were enlisted to improve current community service activity by SSU students by developing and publicizing community service volunteer and internship opportunities. The students mailed letters to students, made presentations to classes and student clubs, telephoned students, followed-up on student responses to flyers and pamphlets, and staffed information tables to increase student participation in the Community Involvement Program Service Internships, and the volunteer component of the Human Corps Program.

California State University, Stanislaus interns were instrumental in the organization and administration of a Volunteer Fair, which served to unite the campus community with volunteer agencies in the six county area. Over 500 students and 50 agencies were involved in the fair.

## SECTION II

### CAMPUS SUMMARIES

#### CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

Number of students involved: 316

##### Services Performed

Primary student service continued to focus on involvement with at-risk, disabled, or disadvantaged youth and low income or poverty related constituencies. Additional services included designing newsletters, teaching reading skills to adult illiterates, supporting legal services for poverty and welfare law, soliciting/packaging/and distributing food through local agencies, and providing administrative support to various county and city departments as well as to several non-profit organizations.

##### Benefits to the Community

During 1989/90, a 59% increase in volunteerism was experienced over last year. Students became more directly involved with the recipients of their service, (working with children, the elderly, the disadvantaged and those less fortunate) and not just exclusively with the service organizations.

Increased responsibilities among participants was noted in the students' journals. Whether counseling in chemical dependency or teenage pregnancy, tutoring the learning disabled or serving as a Big Brother or Sister, students gained valuable insight to the needs of the community and provided services which may have otherwise been unavailable. An estimate of 29,604 hours of community service were provided through coordination of the Human Corps office during 1989/90.

##### Relationship to Academic Program

The majority of student volunteers earned lower-division credit for their service, but some students were able to take advantage of earning upper-division credit through the Psychology Department (Psych 396-Community Service). The Psychology Department was the first on the CSUB campus to initiate a course dedicated to Human Corps Service.



## **CALIFORNIA STATE UNIVERSITY, CHICO**

**Number of Students Involved:** 244

### **Services Performed**

Students continued services already in place with the county, the radio broadcast community, and the public schools. In addition, a small pilot adult literacy program was developed in conjunction with the English Department and the Community Action Volunteers in Education (CAVE) which is a campus based volunteer placement organization. Other areas of service include placing 31 volunteers in agencies registered under the Community Volunteer Connection Program. Examples of organizations where students were placed include: The American Lung Association, Do-It Leisure, Wall Street Center for the Arts, and Enloe Hospital.

### **Benefits to the Community**

Agricultural awareness programs were broadcast to the community covering topics such as water distribution, food safety, urbanization of farmland and farmworker safety.

Student interns served with the Chico Legal Information Center which provides the community (primarily low-income citizens) with legal information. The students were responsible for overseeing the operation of the program.

One student intern effectively initiated an after-school latch-key program in addition to coordinating and assisting California State University, Chico Recreation Department's efforts in involving students in various Chico Area Recreational District programs.

### **Relationship to Academic Program**

All agricultural related broadcasts were taped and have been placed in the University Library for use by faculty and students. Potential academic programs that might benefit from this material include communications, political science, recreation and parks management, and the Center for Economic Development and Planning. Nursing students were provided a "hands-on" experience in primary prevention through a project coordinated with the Northern California Head and Spinal Cord Injury Prevention Project. Students involved with the adult literacy project received one unit of academic credit for their work.

## **CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS**

**Number of Students Involved:** 180

### **Services Performed**

During the 1989/90 academic year a total of 180 Certificates of Appreciation were awarded to students for participation in community service. Students interns were placed in a variety of settings including those involved with earthquake victims, senior citizens and city government.

### **Benefits to the Community**

Music students wrote, recorded and sold an audio-tape as a fund raising effort for the Watsonville earthquake victims. This venture raised \$1,200. Students from all of the different academic program areas served as interns in the L.A.'s Best Program. This is a program in the Los Angeles Unified School District that offers structured after-school activities at selected school sites. CSUDH students also served as tutors, mentors, P.E. coaches, and facilitated arts projects.

### **Relationship to the Academic Program**

Some students recieved a stipend while others received course credit for their involvement. The students came from a variety of program areas such as Human Services, Public Administration, Psychology, Education, Sociology, and Art and Music.

## **CALIFORNIA STATE UNIVERSITY, FRESNO**

**Number of Students Involved:** 72

### **Services Performed**

Students provided a wide array of services to over forty different organizations in the community. Examples of placements include: case work and constituent services for a local assemblyman; teaching disabled students adaptive living skills; parolee supervision for the California State Dept. of Youth Authority; promoting careers in journalism to minority high school students; assisting in volunteer and visitation programs for local convalescent homes; crisis intervention and advocacy to sexual assault and incest victims. Students also assisted in designing and constructing exhibit displays for the Fresno Metropolitan Museum.

### **Benefits to the Community**

During the 1989/90 academic year, over 40 non-profit organizations and public agencies were able to increase services to the immediate community with the additional assistance provided by student interns and volunteers.

### **Relationship to the Academic Program**

Lottery funds were used to establish academically related Community Service Internships in which all participating students received a stipend. There were a total of 72 students from eight academic schools who participated.

## **CALIFORNIA STATE UNIVERSITY, FULLERTON**

**Number of Students Involved: 41**

### **Services Performed**

**Students were actively involved in areas ranging from environmental issues to museum appreciation. Other services included participation in the Intercultural Counseling Internship Program which involved student interns in providing a wide variety of services to clients from Ethiopia, Afghanistan, Southeast Asia and Eastern Europe. Other students set up special fund raising projects and participated in community based media relations. A group of Communications majors designed flyers and developed an advertising campaign promoting the Internship Program to Orange County employers. Four interns worked in conservation and environmental related projects.**

### **Benefits to the Community**

**Student internships provided a particularly valuable service to local senior citizens. Research was performed on improving senior citizen transportation and housing issues and on expanding telephone counseling and service referrals. Students also assisted in teaching creative writing to seniors, organizing fund raising projects, special activities and events, and helped conduct exercise and arts and crafts classes.**

**At the Figueroa Community Center, students provided counseling in the form of parent education classes, a women's group and a girl's therapy group. These were offered and assisted by student volunteers.**

### **Relationship to the Academic Program**

**All student interns were enrolled in academic courses and supervised by University faculty from Political Science, History, Geography, Gerontology, Anthropology, and Communications and Computer Science programs.**

## **CALIFORNIA STATE UNIVERSITY, HAYWARD**

**Number of Students Involved: 202**

### **Services Performed**

Students contributed a wide variety of services to a large segment of the community. Some of the activities involved participation in probation services for adult and juvenile delinquents, working with the severely retarded and handicapped, support services for a battered women's agency, grief and suicide counseling. Several students were placed in administrative type positions in addition to the hands-on placements.

### **Benefits to the Community**

Students from 19 different majors provided service to 115 different agencies and non-profit community organizations.

### **Relationship to Academic Program**

Students were able to gain experience in their major field while performing a public service and simultaneously enhancing existing programs through their involvement in community service.

## **HUMBOLDT STATE UNIVERSITY**

**Number of Students Involved: 198**

### **Services Performed**

Some community service projects in which students participated included the Grass Roots Project, Sign in the Schools Project, the First Earth Games Festival, a Juvenile Hall Recreation Program, the Spring Arts Festival 1990, the Women's Center Outreach Project, Peer Counseling, and the Global Education Project.

### **Benefits to the Community**

One of the programs involved educating community members regarding environmental issues in a casual and fun atmosphere. Another offered students a new approach to using peer counseling skills learned in a psychology related class to interact with their community. Another project taught children at Fieldbrook School simple techniques to help repair ailing streams and presented information to the children on local streams and ecosystems.

### Relationship to Academic Program

The campus uses lottery funds to support student and faculty initiated community service projects. Students may receive credit for their work on a project. Another aspect of academic benefit includes providing incentive to develop projects that offer opportunities for students of an existing HSU class to carry out class related experiential work addressing community problems.

### CALIFORNIA STATE UNIVERSITY, LONG BEACH

Number of Students Involved: 282

### Services Performed

The following community agencies and organizations were supplied interns: Lifeline, Ami-Del Amo Hospital, Long Beach Unified School District, San Fernando Community Health Center, Straight Talk, Upward Bound, the Braille Institute, Irvine Fine Arts Center, Isabel Patterson Child Development Center, Leisure World, Planned Parenthood, Long Beach Community Hospital, South Central Los Angeles Regional Center, the Red Cross, Los Angeles Childrens' Museum, Orange County Health Care, Project Ahead, and Cities in Schools.

### Benefits to the Community

The 282 students provided the community with service in the areas of substance abuse, nutrition and personal counseling, computer programming, recreational program administration, library assistance, public relations, fundraising, hospice workers, financial assistance, program administration, graphic arts, senior citizen care, respite care, laboratory aide, research and statistical aide and children's program aide.

### Relationship to Academic Program

Similar to last year, all students were placed through the Cooperative Education - Educational Participation in Communities (EPIC) office which provides a University-wide academic program. Students provided a total of 38,984 hours of community service during the 1989/90 academic year.



## **CALIFORNIA STATE UNIVERSITY, LOS ANGELES**

Number of Students Involved: 458

### **Services Performed**

Paid internships were provided for via the Community Services Internship program in 1989/90. Student volunteers were involved in off-campus field placements or in campus based, student run service projects. Several University sponsored service projects included CSULA's campus wide annual Christmas Toy and Food Drive for needy families and a Summer Youth Employment and Training Program for low income high school youth.

### **Benefits to the Community**

One student designed and implemented outdoor play activities for the Maclaren Children's Center afterschool recreation program. Child Development majors introduced new learning activities for the children and assisted the Center staff with the daily interactive support care.

The variety of services performed by student volunteers ranged from the development of a tutor/mentor drop-out prevention program to a business student's creation of an MIS accounting system for a local non-profit mental health agency

### **Relationship to the Academic Program**

Lottery funds have served to strengthen and expand paid and credit community service internship opportunities in several academic departments. Funding has strengthened and given visibility to the EPIC Office as a central information resource and coordinating office for service-learning activity throughout the campus.

## **CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**

Number of Students Involved: 289

### **Services Performed**

A significant number of students worked for the Deaf and Disabled Internship Program sponsored by the campus. Others worked in the offices of senators, congressmen, councilmen, the courts and various public agencies. Additional areas of placement included the Fair Housing Council, the Community Development Commission of L.A. County and the San Fernando City Community Development Department.

Some of the tasks undertaken by the students included research projects, helping with the homeless, initiating a study of black attrition in the University, and serving as translators.

### Benefits to the Community

The Society of Hispanic Professional Engineers (SHPE) held a one day fair at the campus. The event included 400 sixth grade students who came to CSUN for the day. The objective of the fair was to inform the students about higher education and to provide them with role models. Interns provided counseling fieldwork services to various non-profit agencies and individuals in the community. Another student internship program enabled the development of a resource data base which would serve as a directory of community services for handicapped individuals.

### Relationship to the Academic Program

All activities attempted to further student involvement in community service areas while providing educational enhancement to their academic programs.

### CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

Number of Students Involved: 54

### Services Performed

Involved students participated at designated sites in the community as tutors, teachers, group leaders, and role models. Interns assisted engineers and scientists with a project that involved data collection, analysis and management, and computer application techniques. Another group of volunteers prepared individual income tax returns and/or provided tax related information through the VITA (Volunteer Income Tax Assistance Program).

### Benefits to the Community

Students involved in the Community Liaison Activities for Social Service (C.L.A.S.S.) project served as role models for students "at risk" within the community. This project was designed to increase opportunities for "at-risk" students in the community to become successful in school through exposure to positive role models. Involved students participated at 12 designated sites in community service programs as teachers, tutors, group leaders and, role models in ways that benefited both the recipients and the providers.

### RELATIONSHIP TO THE ACADEMIC PROGRAM

Many students received training by sponsoring organizations which added greater relevance to their academic studies.

## **CALIFORNIA STATE UNIVERSITY, SACRAMENTO**

Number of Students Involved: 49

### **Services Performed**

Students were supported in activities such as implementing a call-back program for surgical outpatients at Kaiser Hospital; setting up workshops for the local Vietnamese community to understand a variety of social issues; providing research and background for a legislative committee hearing on the impact of AIDS on long-term health care in California; and assisting teachers of Vietnamese children.

### **Benefits to the Community**

Student interns who were placed in elementary schools provided enrichment experiences to school children in elementary schools in the Sacramento area with high minority enrollment. Student volunteers were instrumental in setting up community workshops relating to child abuse, drugs, gang prevention and law enforcement.

### **Relationship to the Academic Program**

In most cases, student volunteer activities were directly related to the student's major, career goals and/or coursework.

## **CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO**

Number of Students Involved: 42

### **Services Performed**

Agencies served by student interns included: Celebration Pathfinders - a religious organization; Main Street - an organization involved in the redevelopment of public areas; KNBC television; the San Bernardino County Probation Department; the Riverside Sheriff's Department; a children's center; a counseling center; the American Red Cross; and a shelter for battered women to name a few.

### **Benefits to the Community**

As a result of student involvement, the community received assistance in areas such as coordination of teen groups, community care activities, development of community awareness television spots, and assistance to social workers with home health care and health education programs.

### **Relationship to the Academic Program**

Students participating in academic internships arranged on their own initiative, for credit through their respective academic departments. These students received a reimbursement of expenses for completing fifty hours of service and attending a two hour training session.

## **SAN DIEGO STATE UNIVERSITY**

**Number of Students Involved: 160**

### **Services Performed**

**A majority of the students focused their involvement on programs related to child/parent services. Other areas of concentration included: participation in elementary school academic and after school programs; development of marketing plans for community service based agencies; and collection of data for the San Diego County Community Planning Committees.**

### **Benefits to the Community**

**Over 60 community non-profit agencies, public schools and service related facilities benefited from the participation of student volunteers and interns. Examples include: student participants in the Head Start program assisted African American and Hispanic parents in honing skills on how to read to their children; Ph.D. students in Public Health developed two training manuals for the San Diego Child Health Consortium and served as "master trainers" at two workshops to introduce the manuals; another group of students helped develop a resource directory for foster parents and developed a self-esteem enhancement project for drug addicted mothers.**

### **Relationship to the Academic Program**

**As a result of their work in this program, students contributed greatly to local community agencies, non-profit organizations and public schools. Students also had the opportunity to experience first-hand, that application of their community service work could enhance the overall experience of working on their related majors.**

## **SAN FRANCISCO STATE UNIVERSITY**

Number of Students Involved: 410

### **Services Performed**

The Community Involvement Center (CIC) placed students in community service activities in 150 Bay Area non-profit human service agencies and in formal academic and paid internships. Some of the services performed for the agencies included such tasks as: general office work; child care; tutoring; coaching; setting up activities/excursions; counseling work; and working with handicapped individuals.

### **Benefits to the Community**

CIC interns planned and managed a two day Volunteer Fair at which representatives of 50 community agencies met directly with 3,000 students on campus to inform them about the work of the agencies and recruit them as volunteers. Through student community service work, many community programs directly benefited from the involvement of students. Some of the areas where students contributed their talents included: animal welfare; the Arts; crisis intervention centers; education and school services; environmental concerns; the homeless, legal and human rights; and senior citizen programs.

### **Relationship to the Academic Program**

Students involved in community service were supervised by faculty members and represented the following areas of academic study: Psychology, Liberal Studies, Biology, English, Health Science, Sociology, Speech Communication, and Political Science.

## **SAN JOSE STATE UNIVERSITY**

Number of Students Involved: 193

### **Services Performed**

Students were placed in schools, social service agencies, health services, public agencies such as recreation and on campus projects such as the Peer Support Network, and Student Services.

### **Benefits to the Community**

The community received assistance in literacy training, tutoring, after-school playground and cultural activities, information and referral, earthquake assistance to families in Watsonville, development of a cultural drop-in center on campus, and outreach to potential San Jose State University students.

### **Relationship to the Academic Program**

Academic areas that were represented by student interns included Social Work, Humanities, Theater Arts, Recreation and Leisure Studies, Art, Liberal Studies, Mexican American Studies, Sociology, and Engineering Science.



## CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

Number of Students Involved: 72

### Services Performed

The Community Service Awards program was designed to encourage students to undertake internships or senior projects that would benefit the community. Over 110 students applied and 72 received awards in varying amounts.

### Benefits to the Community

Student volunteers interested in teaching careers assisted a project targeted at junior high school students with limited English speaking proficiency to pursue a college education and to assist them in preparing for acceptance at a university or college.

### Relationship to the Academic Program

A pilot program was developed that placed several qualified students in community service positions that directly related to their majors and career goals. As well, the following academic departments provided community service internship opportunities for students: Political Science, Social Science, Speech Communication, Psychology and Human Development, City and Regional Planning, and Recreational Administration.

## SONOMA STATE UNIVERSITY

Number of Students Involved: 20

### Services Performed

Training for parent groups, data collection, grant writing, market research, assistance to severely emotionally handicapped children, and daycare facility assistance are among some of the activities performed by student interns and volunteers.

### Benefits to the Community

Parent effectiveness training was provided at two elementary and two junior high schools. This activity provided the parents and students with significant additional experience and knowledge relating to community and school based support programs.

### Relationship to the Academic Program

Faculty were involved by sponsoring a number of interns for academic credit. Students' participation in community service activities provided in depth practical experience toward their career development. Student feedback provided information on issues which could be introduced into several areas of curriculum.

## **CALIFORNIA STATE UNIVERSITY, STANISLAUS**

**Number of Students Involved:** 60

### **Services Performed**

Students worked as counselors, tutors, computer technicians, accounting assistants, mentors and marketing assistants.

### **Benefits to the Community**

Student participation in the administration of a Volunteer Fair helped unite the campus community with volunteer agencies in a six county area.

### **Relationship to the Academic Program**

The Lottery Community Service Award Program provided students with the opportunity to transfer theoretical classroom concepts into actual on-site skills in the counseling teaching and support areas. Faculty in all departments have encouraged student participation in community service activities. One faculty member served in the area of recruitment, placement and supervision of students in the field of psychological and sociological counseling.

## M E M O R A N D U M

Date: JUL 17 1990

To: Lou Messner, Assistant Vice Chancellor  
Budget Planning and Administration  
California State University

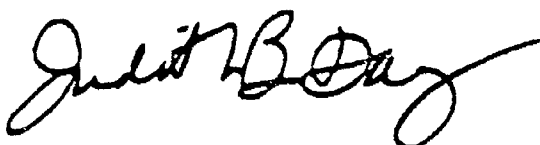
From: Department of Finance

Subject: HUMAN CORPS INSURANCE

Last Fall, the California State University (CSU) submitted a budget request for \$170,000 to purchase personal injury and liability insurance for students participating in the Human Corps. The Department of Finance (DOF) deferred a decision on this request until we had a chance to research this issue, including the legal aspects and the extent of risk (see attached Issue Memo). We learned that while the State is unlikely to be liable for damages, the risks of damages are very low. There has never been a liability claim against a student performing university-sponsored community service. Also, campuses are warned to avoid risky activities. Furthermore, according to a recent CSU survey, more CSU students are volunteering in community service activities outside the Human Corps than in it (i.e., about 80,000 vs. 30,000). Finally, voluntarism is a well-established tradition in our society, and if there were widespread problems with liability, we believe that it would be common knowledge.

In our opinion, students participating in Human Corps activities share the same risks as other citizens participating in such activities. Accordingly, we have concluded that state funds should not be provided to CSU to purchase insurance. (We note that the University of California does not have insurance coverage for the Human Corps.) This does not preclude CSU from purchasing insurance with Lottery Funds, since this funding source is being used for other Human Corps administrative costs.

Please call me at ATSS 8-485-0328 if you have any questions.



Judith E. Day  
Principal Program Budget Analyst

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# CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

## Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of March 1991, the Commissioners representing the general public were:

Lowell J. Paige, El Macero; *Chair*;  
Henry Der, San Francisco; *Vice Chair*;  
Mim Andelson, Los Angeles;  
C. Thomas Dean, Long Beach;  
Rosalind K. Goddard, Los Angeles;  
Helen Z. Hansen, Long Beach;  
Mari-Luci Jaramillo, Emeryville;  
Dale F. Shimasaki, San Francisco  
Stephen P. Teale, M.D., Modesto.

Representatives of the segments were:

Joseph D. Carrabino, Orange; appointed by the California State Board of Education;

James B. Jamieson, San Luis Obispo; appointed by the Governor from nominees proposed by California's independent colleges and universities

Meredith J. Khachigian, San Clemente; appointed by the Regents of the University of California;

John F. Parkhurst, Folsom; appointed by the Board of Governors of the California Community Colleges;

Theodore J. Saenger, San Francisco; appointed by the Trustees of the California State University; and

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary and Vocational Education.

## Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

## Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985; telephone (916) 445-7933.

**BEST COPY AVAILABLE**

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# STATUS REPORT ON HUMAN CORPS ACTIVITIES, 1991

## California Postsecondary Education Commission Report 91-5

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ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

**90-22** Second Progress Report on the Effectiveness of Intersegmental Student Preparation Programs: The Second of Three Reports to the Legislature in Response to Item 6420-0011-001 of the 1988-89 Budget Act (October 1990)

**90-23** Student Profiles, 1990: The First in a Series of Annual Factbooks About Student Participation in California Higher Education (October 1990)

**90-24** Fiscal Profiles, 1990: The First in a Series of Factbooks About the Financing of California Higher Education (October 1990)

**90-25** Public Testimony Regarding Preliminary Draft Regulations to Implement the Private Postsecondary and Vocational Education Reform Act of 1989: A Report in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989) (October 1990)

**90-26** Legislation Affecting Higher Education During the Second Year of the 1989-90 Session: A Staff Report of the California Postsecondary Education Commission (October 1990)

**90-27** Legislative Priorities of the Commission, 1991: A Report of the California Postsecondary Education Commission (December 1990)

**90-28** State Budget Priorities of the Commission, 1991: A Report of the California Postsecondary Education Commission (December 1990)

**90-29** Shortening Time to the Doctoral Degree: A Report to the Legislature and the University of California in Response to Senate Concurrent Resolution 66 (Resolution Chapter 174, Statutes of 1989) (December 1990)

**90-30** Transfer and Articulation in the 1990s: California in the Larger Picture (December 1990)

**90-31** Preliminary Draft Regulations for Chapter 3 of Part 59 of the Education Code, Prepared by the California Postsecondary Education Commission for Consideration by the Council for Private Postsecondary and Vocational Education. (December 1990)

**90-32** Statement of Reasons for Preliminary Draft Regulations for Chapter 3 of Part 59 of the Education Code, Prepared by the California Postsecondary Education Commission for the Council for Private Postsecondary and Vocational Education. (December 1990)

**91-1** Library Space Standards at the California State University: A Report to the Legislature in Response to Supplemental Language to the 1990-91 State Budget (January 1991)

**91-2** Progress on the Commission's Study of the California State University's Administration: A Report to the Governor and Legislature in Response to Supplemental Report Language of the 1990 Budget Act (January 1991)

**91-3** Analysis of the 1991-92 Governor's Budget: A Staff Report to the California Postsecondary Education Commission (March 1991)

**91-4** Composition of the Staff in California's Public Colleges and Universities from 1977 to 1989: The Sixth in the Commission's Series of Biennial Reports on Equal Employment Opportunity in California's Public Colleges and Universities (April 1991)

**91-5** Status Report on Human Corps Activities, 1991: The Fourth in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1829 (Chapter 1245, Statutes of 1987) (April 1991)

**91-6** The State's Reliance on Non-Governmental Accreditation, Part Two: A Report to the Legislature in Response to Assembly Bill 1993 (Chapter 1324, Statutes of 1989) (April 1991)

**91-7** State Policy on Technology for Distance Learning: Recommendations to the Legislature and the Governor in Response to Senate Bill 1202 (Chapter 1038, Statutes of 1989) (April 1991)

**91-8** The Educational Equity Plan of the California Maritime Academy: A Report to the Legislature in Response to Language in the Supplemental Report of the 1990-91 Budget Act (April 1991)

**91-9** The California Maritime Academy and the California State University: A Report to the Legislature and the Department of Finance in Response to Supplemental Report Language of the 1990 Budget Act (April 1991)

**91-10** Faculty Salaries in California's Public Universities, 1991-92: A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (April 1991)