Marketing 100(S) is the introductory course in marketing required of all majors in the Craig School of Business at CSU, Fresno. The course has been designated as a service-learning class where students learn and develop their understanding of Marketing by engaging in community SERVICE while relating that experience to classroom material (LEARNING). Marketing is an ideal business discipline for service-learning since most non-profit organizations can use assistance in this area. Students learn by participation in the utilization of marketing by a Community-Based Organization (CBO) and, at the same time, act as a valuable resource to enhance the marketing activities of that organization.

- The Marketing Project will be completed by a team typically made up of 2-4 students. However, should the project require a larger team, this can frequently be accommodated with approval of the instructor. Further, at the discretion of each Mktg. 100S instructor, individuals may be given the authority to work on a full service-learning project by themselves. The instructors’ decisions will be based on the student having a valid and compelling reason to justify working along.

- Each student, as a team member, must commit to serving a minimum of 15 hours with the non-profit organization.

- During the fall semester the individual or team must begin no later than early September and complete the marketing project prior to the Thanksgiving holiday (instructors will provide the specific dates the first or second day of class).

- During the spring semester the individual or team must begin no later than early February and complete the marketing project by the end of April (instructors will provide specific dates the first or second day of class).

- With the approval of the course instructor and the CBO, the team will agree to a specific marketing project goal and measurable objectives. The project must have a clearly defined purpose, quantifiable outcome, and must incorporate at least several key concepts or processes of marketing.

- A member of the CBO staff must be available to assist and provide guidance. The team or individual should be provided an overall orientation at the organization’s base of operation on-site. However portions of the actual work on the project may be performed away from the CBO offices.
Marketing-Related Activities

- Marketing related activities can involve the organization’s relationships with donors, the public, constituents, volunteers, or any other “public” that impacts the success of the agency. Some suggestions include:
  - Helping with fundraising: i.e., helping with event planning and helping the day of the event **(NOTE: Students are not to directly solicit cash contributions/donations without specific written approval from the instructor)**
  - Mini-research projects **(NOTE: All proposed research projects must be pre-approved via submission of a completed Human Subject Form)**
  - Creating a database
  - Developing or updating a website
  - Developing or updating promotional/informational materials (brochures, posters, etc.)
  - Updating educational materials
  - Working at “informational” events (with materials the team has designed)
  - Helping with awareness-building campaigns
  - Updating volunteer or donor files
  - Creating a newsletter

- Service-Learning activities that are **not** permitted include the following:
  - Actively and personally soliciting cash contributions/donation without specific written approval of your Mktg. 100S instructor
  - Door-to-door solicitations of any kind
  - Activities that are based on family/friends as the primary target audience
  - Any retail sponsored events/fundraisers
  - 100% social media campaigns. Social media should be used as just one of the marketing tools available to you, but the project **cannot** be entirely online
  - Neighborhood garage sales
  - Food drives limited to just putting out collection boxes with some signage.

**Lessons Learned from Past Service-Learning Projects**

- Activities or projects need to be carefully planned and have specific outcomes/objectives that can be achieved and **measured** in the allotted time.

- Communication between the agency, faculty, and students is extremely critical. Most of the unsuccessful projects have resulted from a lack of contact, communication, feedback, or responsiveness on the part of one of these parties. Non-profits should designate one individual as a contact and mentor who can be flexible in their availability.

- Agencies should not attempt multiple projects in the same semester. Trying to work with several student teams on different projects at the same time is difficult to coordinate and the results are usually unsatisfactory for all parties. However, should the agency wish to engage two teams to work on the **same** project as a means of creating spirited and professional competition between the two, instructors would be supportive.
Caveats about Team Projects: While team projects allow you to share the work, can be a fun and can help members learn about team dynamics, students must keep the following in mind:

- Make sure that your schedules are compatible. The inability to meet and work together will doom the project from the beginning.
- Where given the option by the instructor, sign up for a project with an agency that you are interested in working for. Don’t just select it because it is a team project.
- Make sure that you will be available on any specific dates required for the project. For example, you may have to work a fund raising event. Since this may be a major part of the project, it would be unacceptable to miss that event.

NOTE: At the discretion of the instructor, teams can select one individual to serve as the team coordinator/liaison (the specific title is at the discretion of the team-members). The specific responsibilities of this “coordinator” could include, but are not limited to:

- Coordinating team meeting times/locations
- Identifying specific activities and obtain consensus/agreement among team-members as to individual activities, responsibilities and due dates.
- Serving as the liaison between the site supervisor and the team
- Ensuring that all documents are completed properly and submitted to the instructor per the due dates
- Oversee the assembly of the of the Final Report to ensure that all components are included
- Take responsibility for overseeing the proper editing and proofreading of all documents

Advice from former students

Students who participated in this effort in semesters past have provided the following advice:

- **Make sure to start early in the semester!** Without question the greatest contributor to a poor grade is the failure of teams to quickly identify and reach agreement with a CBO and/or initiate work on the project.
- Find a niche that you are interested in and comfortable with (e.g. Cancer Society, women’s shelter, historical society, etc.). Ask relatives about service groups they belong to for possible leads. This is the most critical part of the assignment – a supportive partner makes your job much easier.
- If you are having any problems, be sure to discuss them with the instructor early – do not wait until the situation becomes critical.
- Talk about the project with other teams. You may be able to use some of their ideas with your CBO.
- With a team project everyone needs to contribute in order for it to be successful.

Identifying, selecting and reaching agreement with an NPO is often the most perplexing and time-consuming part of the assignment for many students. Schedules (academics, jobs, family, social activities), where they live, and specific interests play major roles in the decisions students make with regard to choosing a CBO. Ten years of program experience strongly
suggests that instructors allow some latitude in the organizations that students choose in order to optimize the service-learning experience. The few rules of thumb that instructors will consider in approving student Service-Learning Plan Proposals include:

- Is the organization proposed listed in the CBO database or one of the exhibitors at the Community Service Opportunity Fair conducted during the first two weeks of each semester?

- If not, is it a valid 501c3 (non-profit) organization? It is the responsibility of the each team to verify to the instructor the organization’s status via GuideStar or MelissaDATA (websites)

- Is the organization on the “Not Approved” list (to be discussed in class)

- Does the student’s schedule or place of residence practically preclude him or her being part of a team?

- Does the student have a special interest (animal protection, battered women)?

- Does the organization’s project proposal contain adequate marketing-related activities to meet the learning needs/experience of the student?

The Marketing Project will be completed by a team typically made up of 2-4 students or, with the approval of the instructor on a case-by-case basis, individual students may work on the S-L project alone. However, should the project require a larger team, this can be accommodated with the explicit approval of the instructor.

To minimize both the confusion and the time requirements, students have three options for finding a CBO that best fits their specific interests and requirements:

1) **Service-Learning Website** – Designed to serve as a resource for students, instructors, and CBOs, it will, among other elements, offer the following:

   - A list of 100 or more approved CBOs in the Fresno area listing their mission statement, contact information, details of services offered, and a link to their website (when available).

   - All of the documents required for students to fulfill their service-learning project: assignments, forms, readings, etc.

2) **Community Service Opportunity Fair** – Scheduled during the first two weeks of each semester, instructors will provide specific dates times and locations. This event brings in 50 or more CBOs on campus who set up in a series of booths where students can speak to representatives and/or pick up promotional materials concerning the organizations. However, students are not limited to working with those agencies attending the Community Service Opportunity Fair or those provided by the instructor. You are free to identify and select other non-profits with the specific approval of your instructor.

3) **Student-Identified Organizations** – Since a relatively large number of students commute from outside the immediate Fresno area (Merced, Visalia, etc.), some may
prefer to work for an organization that serves their own community. However, it is
the responsibility of the student team to verify to the instructor that the organization
is a valid non-profit (501c3) or a government organization.

NOTE #1: In some instances the course instructor may choose the CBO that the
students will work for based on experience and historical needs.

NOTE #2: Once a student team (or individual) has identified a CBO they wish to work for,
it is their responsibility to approach that organization, make the appropriate contact,
reach agreement in terms of an appropriate marketing-related project, have the CBO site
supervisor with whom they will be working complete and sign the Service-Learning Plan,
and turn it in to the instructor with their own signatures by the stipulated due date.

Each service-learning team will be responsible for the successful completion of the following
assignments in conjunction with the minimum 15 hours working for a community-based
organization (CBO):

1. Completion and Submission of “Service Learning Plan” (to access the blank form See
Blackboard or S-L Website)

   a. Each “Team Coordinator/Liaison” must have the CBO site supervisor under whom
they will be working complete the form outlining the marketing project the students
will be involved in, have the CBO site supervisor and all team-members sign it and
submit it to the instructor for approval. This document also contains space for
students to outline details concerning responsibilities and objectives as well as
obligations on the part of both the CBO and the student(s) to minimize any confusion
regarding those obligations. (No grade) Proposal must contain:

   - Description of the marketing project and the desired quantifiable
goals/objectives
   - General guidelines as to the frequency with which student will and must be
available.
   - Description of any special skills students must have to perform the
proposed project (bi-lingual, creating web pages, etc.)
   - Description of the specific marketing activity/activities students will be
engaged in and a specific timeline for each step in the process.

   b. Press Release (See attached) – After approval of “Service Learning Plan” each team
member will create a Press Release of their own for their CBO that can be used to
publicize an event, a service, a change of personnel, etc. This press release should
reflect the actual planned occurrence as explained in the “Service Learning Plan”, and
not just some fictitious event. The team will then select one of the press releases
(with any necessary adjustments) for actual dissemination.

2. Completion and Submission of Final Report (See Blackboard or S-L Website)
The following provides the format that is to be strictly followed in preparing and submitting the Final Report. The written report will be comprised of:

A. Cover Page
B. Table of Contents
C. Opportunity

  o PROJECT GOALS AND OBJECTIVES: In a couple of brief sentences explain overall what you planned to achieve for the organization (e.g., plan a specific fund-raising event with a monetary goal established; create a database to identify former, current, or potential contributors; create a brochure to enhance awareness of the organization, etc.)
  o Opportunity (Problem) Identification: Explain the particular opportunity that you were trying to resolve (see objective).
    - What is that specific opportunity/objective?
    - What are the issues that created the opportunity?
    - What efforts have been made in the past to address that opportunity and what degree of success was achieved? Why?

D. Organizational Description

  • A brief outline of the genesis of the organization (Who, What, When, Where, Why).
  • State the organization’s mission
  • What services does the organization provide?
  • Who are the target markets ( Constituents - those the organization serves or relies on) ?
  • How does this organization differ from similar organizations in terms of mission, services offered, target markets, etc? (E.g. Animal Rescue vs. Society for the Prevention of Cruelty to Animals).
  • What is the organizational structure?
  • What is the organization’s source of funding? (Private donations, corporate donations, local, state, or federal grants, other). NOTE: CBOs are often reluctant to provide a specific dollar breakdowns of their budgets. However, most are willing to identify sources of income (private donations, grants, etc.) in percentages as well as a breakdown of spending between administration costs and services provided
  • Number of paid staff vs. volunteers
  • What kind of promotional activities does the organization normally engage in and for what purpose? How frequently? What kind of promotional materials does the organization have and use? (Attach samples)

E. Action Plan

  • MARKETING-RELATED ACTION PLAN: Identify the sequential steps (with deadlines) taken in the development and execution of your “Service Learning Plan”. This should include assignment of responsibilities to team members (if this is a team project), information gathered, and materials collected.
• Executional Details: Provide the details of your plan and how you executed that plan. This will include, but not be restricted to a breakdown of the estimated costs if any), the source of funding (if any), the media used (if applicable).

F. Results

• Description of the final product (including the rationale for it based on valid marketing principles)
• An explanation of how the results of your plan were/will be measured and the criteria used to determine success or failure.

G. Attachments

Students must also attach the following assignments to this report when submitted:

• Site Supervisor Evaluation for Each Individual Team Member (See Blackboard or S-L Website) – Each student is required to have his or her site supervisor complete and sign the evaluation, which is then turned in to the instructor.

• Student Evaluation for S-L Site for Each Individual Team Member (See Blackboard or S-L Website).

• Peer Evaluation (See Blackboard or S-L Website) – Each member of the team is required to complete a individual Peer Evaluation on each of his or her teammates, excluding the evaluator and either placed in a single sealed envelope and inserted in the pocket of the Final Report three-hole binder or submitted via email to your instructor – your instructor will notify students as to how they should submit the Peer Evaluations (NOTE: It is important to note that all peer evaluations are held in the strictest confidence with only the instructor privy to seeing them.

• Reflections Journal - Each team-member or individual is to prepare and submit a “Reflection Journal" This should not just be details of the activities they participated in with the CBO, but also their observations about the organization itself, how it operates, things they think could be changed, and any feelings they have about how the organization works to fulfill it mission. Also included should be the following:
  • How did this experience affect you?
  • Was this experience different from what you expected? If so, how?
  • How likely is it that you will do something like this again? Why?
  • What were the positives and drawbacks of this experience?
  • What benefits did you gain?
  • Do you feel that you made a difference?
  • Do you feel you had an impact on a person, group of people, or problem in our community?
  • In two separate paragraphs, explain how your Service-Learning project related to the specific concepts learned in class
  • What did you learn from this experience both personally and as a marketing professional? Be as specific as possible.
• **Work Log (See Blackboard or S-L Website)** – Each member of the team is responsible for keeping track of the time they spend on the team project. Students will use the Work Log provided on the S-L website.

**H. A Group Power point Presentation**

A 10-15 minute PowerPoint slideshow will be prepared as an abbreviated version of your GROUP Final Report. Use of graphs and photos (photos reflective of your activities as well as the materials the team designed/prepared) in your presentation is required. At the discretion of the instructor, each team will present its slideshow to the class; each member is expected to participate equally in the presentation.

**GRADING: (Total Points)**

- Press Release Assignment (Individual)  
  TBD
- Essay Readings Exam (Individual)  
  TBD
- Final Report (Team or Individual)  
  - Written Assignment  
    TBD  
  - PowerPoint Presentation  
    TBD
- Essay Readings Exam (Individual)  
  TBD
- Reflections Journal (Individual)  
  TBD
- Site Supervisor Evaluations (Individual)  
  TBD
- Peer Evaluations - (Individual)  
  TBD

**TOTAL**  
TBD

**NOTE:** All S-L written assignments will be typed, including the Work Log (NOTE: All of the S-L documents can be found on the S-L website, can be typed on, printed and submitted)

*Grading is at the discretion of each instructor

**DUE DATES**

(Date) – Service-Learning Plan (TEAM or INDIVIDUAL)

(Date) – Essay Readings Exam (INDIVIDUAL)

**On-Going Assignments:**

(Date) - Work Log - Keep a log of hours, which indicates dates, times, activities completed, personal in attendance as well as location of service completion. This log will need to be signed by the agency supervisor at the end of the **minimum** 15 hours or service. (INDIVIDUAL)

(Date) – Reflections Journal: Each individual team member must maintain a journal that describes your service experience. (See below) (INDIVIDUAL)


(Date) – S-L Plan – See Blackboard or Service-Learning website for form (TEAM or INDIVIDUAL)
What coverage is provided for students in service-learning courses?

The University does provide professional and general liability insurance for students enrolled in service-learning courses (SAFECLIP1). Student MUST sign in at CBO each time they provide service and choose to perform their service at an approved service-learning site where an agreement has been negotiated with the university in order for the coverage to be valid. Student is not permitted to drive a vehicle to perform duties for the CBO without written authorization from the university risk manager. Please note: the university does not provide auto liability coverage for students and students are not covered while driving to or from their chosen site.

Student Academic Field Experience for Credit Liability Insurance Program (SAFECLIP)

SAFECLIP provides coverage limits for up to $2 million per occurrence with a $10 million annual aggregate. This coverage applies for all students enrolled in a service-learning course.