CSUMB Service Learning Evaluation Report

Analyses of the Evaluation of the Service Learning Process by Student, Faculty,

and Community Partner, and the CP URL

Service Learning Pre/Post-Assessment Surveys

Fall Semester 2001

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for the Service Learning Institute

CSU Monterey Bay

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During the Fall Semester 2001, 371 students from 18 major-based Service Learning courses and 6 CP URL courses completed the "Evaluation of Service Learning Process by Student" questionnaire. Courses included: CST361, JAPN301, LS394, LS398, SL200, SL300, SL390, SPAN301, HCOM317, MIE303, HWI361, TAT332, CST361, HCOM432, ESSP349, CHHS320, MPA317, SBSC320, SBSC327, ESSP396, VPA306, and VPA320.

Demographic Information (371 Respondents)

Gender:
- Women: 61% (N = 226)
- Men: 35% (N = 130)
- Missing: 4% (N = 15)

Year in School:
- Frosh: 1% (N = 5)
- Sophomores: 15% (N = 54)
- Juniors: 35% (N = 128)
- Seniors: 47% (N = 175)
- Fifth-Year: 2.4% (N = 9)
- Missing: 0.0% (N = 0)

Age:
- Mean: 25 years old
- Range: 18-57 years old
- Missing Data: 25 students did not specify their age.

Ethnic/Racial Identification:
- White/Caucasian 50% (160), Italian 0.3% (1): Total European American 50% (161)
- Mexican (4), Hispanic/Latino (11), Chicano (83), Spanish (1): Total Latino 27% (99)
- Asian Pacific Islander 4% (13), Filipino 1% (2): Total Asian 5% (15)
- African American 3.2% (12)
- Afghanistan 0.3% (1), Israeli 0.3% (1), Pakistani 0.3% (1)
- Native American 1.3% (5)
- Mixed Heritage/Bi-/Multi-racial 6% (20)
- Other: American (0.5%) (2), Human 0.3%, Slavic 0.3% (1), Alien 0.3% (1), Refuse to comment 0.3% (1)
- Missing: 0% (0)

Hours of Community Service Completed:
- Mean: 36.5 hours
- Range: 68 to 641 hours

I. Evaluation of Service Learning Courses by Students

A. Service Placement Experience

Students described doing the following service activities (N):
- Working as an Elementary/Junior High Instructional Aid or Tutor (95)
- Reading and Storytelling (53)
- Computer Instructor/Technician (39)
- Research/Survey Development/Data Entry (37)
- Health Care/Assisting Doctors, Nurses, and Patients (27)
- After-School Programs: Homework, Activities, Sports (22)
- Translation/Working with Bilingual Parents, Teachers, Students (20)
- Teaching Language and Multicultural Activities (19)
- Creating GIS Maps (13)
- City Council/School Board Politics, Fundraising, and Outreach (12)
- Worked as a USA/Team Leader (12)
- Mentoring Teenagers (11)
- Needle Exchange/HIV and AIDS Awareness (10)
- Website Developer/Instructor (10)
- Clerical Work/Assisting with Clients (9)
- Environmental Issues/Watershed Greenhouse (7)
- Working at the Monterey Museum of Art (7)

- Classroom Observation (7)
- Contributing to Multicultural and Diversity Issues (e.g., creating a historical timeline for Monterey Bay focusing on cultural influences, formulating a survey on issues of globalization, race relations, and immigration) (5)
- Outreach/Tabling Events (4)
- Recreational Activities (4)
- Working with Homeless (3)
- Music/Art (2)
- Miscellaneous (implement a program, making a brochure, home visits, helping out, home visits, interacting with parent volunteers) (5)

Recommend Site to Future SL Students?

Eighty-eight percent of the respondents (N = 327) said that they would recommend their site to others, while 12% said they would not (N = 44). The following were some of the open-ended responses from those who said they would recommend their site to future students:
- "It's a great a great atmosphere. The Staff are great people."
- "Because I really liked the YWCA."
- "It's an adaptable and cooperative agency to work with.
- "Because it is very interesting and fun."
- "Because the instructors are wonderful."
- "A great place to learn from other people with experience."
- "Great campus, nice teachers."
- "Because it is a multicultural classroom."
- "Teachers are very helpful and flexible."
- "Every school needs help!"
- "They fostered a warm environment to work with."
- "I had a really good experience."
- "I learned a lot about our community."
- "I really enjoyed working with the kids."
- "It was a good 'hands on' assignment."
- "I would recommend any school."
- "I thought it was a very enlightening and challenging site."
- "Students are willing to learn…"
- "The union work was good for the SL students."
- "The watershed site is great."
- "You meet lots of great people and it feels like you make a difference."
- "It is a valuable experience for anyone."
- "I had an amazing time working for RISE."
- "I learned a lot about a very important organization."
- "This site has changed my life."

The following were some of the open-ended responses from students who said they would not recommend the site to future students:
- "It is a far drive from the campus…"
- "Because I don't think I got all of the necessary training."
- "Because they don't need help…"
- "I felt useless that I was not making a difference."
- "It was a discouraging experience."
- "It was very unorganized."

B. Impact of Evaluation

1a. How did Service Learning Activities Enhance Students' Understanding of Course Content?

Nine percent of the respondents (N = 33) indicated that service learning did not enhance their course understanding; 36% (N = 135) reported that it enhanced their understanding somewhat; 25% (N = 93) said that it enhanced their understanding quite a lot; and 40% (N = 110) indicated that service learning enhanced their understanding very much. Students provided open-ended responses describing the types of activities or assignments that best helped them to integrate the course content with their community service experience.
- Learning about Different Cultures and Underrepresented Groups
- Hands-on Experience
- Learning about technology (or lack thereof in our community) and the "Digital Divide."
- Journal Writing and Reflection Activities
- Reading and Learning about Multiculturalism and Biases in Books
- Field Experience
- Applied Learning in by Working with Kids in the Classroom
- Increased Spanish vocabulary by speaking and translating to people in the community
- Learning about Discrimination and Privilege by actually seeing it in the community

1b. Most Valuable Experience

Students' open-ended responses were examined qualitatively for descriptive themes describing the most valuable things they gained from their service learning experience. They indicted the following were the most valuable to their service learning experiences:
- Learning about People of Diverse Backgrounds and Issues
- Learning the Value of Bilingual and Multilingualism/Practicing my Spanish
- Self-Reflection about Myself and My Service
- Hands-on Learning and Activities/Applying Learning to Real Life Situations
- Learning How Technology Influences the Learning Experience (Digital Divide)
- Teaching and Working Hands-on with Children and Learning from Teachers
- Getting a Different Perspective about my Community and the World
- Personal Skills: Time Management and Patience
- Relationships with Children and People in my Community
- Leadership and Career Skills

- Feeling that You Can Make a Difference in the World
- Changed Views about Homeless and Drug Users
- Being in the Fields and Talking to the Workers
- Learning to Communicate with People of Different Backgrounds

2. Commitment to Service

2a. Do you plan to continue serving with this community program after completing this Service Learning course?

Forty-seven percent of the respondents (N = 174) said they would continue serving with the site after completing their course, while 53% (N = 197) said they would not continue serving this community site. The following are some of the open-ended responses from students who reported that they would continue serving:
- "If they need help I will...I'm doing something good."
- "I would still like to serve the site on a part time limited basis."
- "I am hoping that next semester I will be able to volunteer a few hours a week."
- "I plan to dedicate more time with my present place of work."
- "I have lots more to learn!"
- "The kids can grow on you. I think it's best to finish the semester with them."
- "I will continue to help Shari with her website and will stay involved with CPU activities."
- "Yes, the site pages need more work, and time permitting I will continue to help the leaders develop them."
- "I want to finish what I started."
- "I still plan on going back, once next semester starts up again, because I met some really amazing kids and staff at the site."
- "I feel like I've spent the whole semester just trying to figure out what to do and how I could best be of help; it seems a waste to leave when I'm just getting the hang of it."
- "I may be hired as the school's computer technician."
- "I would like to get a permanent job teaching there after I graduate!"

The primary reasons students gave for not continuing to serve with their site after completing this course were due to: (1) time constraints or heavy work/school load, (2) they were graduating, transferring, or moving out of the area, (3) they already fulfilled their requirement, (4) the site was not compatible with their major or career goals, (5) it was too far or difficult to get transportation, and (6) they didn't feel needed or there was lack of work at the site. The following are some of their open-ended responses:
- "I have completed my service requirements."
- "I can not afford to work for free."
- "Sorry, I do not have enough time."
- "Too busy with Capstone."
- "I did not enjoy this place."
- "I am already overloaded."
- "Moving out of the area upon graduation."

- "I live about 2 hours away."
- "No more transportation available."
- "I am transferring to Humboldt."
- "Not necessary."
- "I work full time and go to school full time."
- "Unfortunately I do not have the time."
- "They don't want us."
- "I am a single mother and I do not have time."
- "Does not apply to my major at CSU."
- "I am not going into teaching."

2b. Would You Enroll in Another Course with a Service Component Beyond the CSUMB Requirement?

Forty-four percent of the respondents (N = 163) said "Yes," they would enroll in another course beyond the CSUMB requirement, while 56% of the respondents said, "No" they would not (N = 208). The primary reasons students said they would not enroll again were either they were graduating, or there were time constraints with their school or work schedule. The following are some of the open-ended responses students provided for why they would enroll in another course beyond the CSUMB requirement:
- "Give back to my community."
- "I feel it's important for me to not only recognize that I've had opportunities in my life that others have not, but to do what I can to 'spread the wealth.' By sharing my knowledge and time, I can give something back."
- "Yes, I want to and it's required by my major to take two semesters of service learning.
- "I enjoy working in the classroom and feel that I learn quite a bit about teaching from the staff here. They provide a variety of models to learn from."
- "One can never get enough experience."
- "Yes because these classes provide us with hand on activities which help us see the big picture of what it really mean to be in a school site."

Students were asked seven questions that examined impact of their service learning experience. The following are the percentage of students who responded "Agree" and "Strongly Agree" to these questions:
- 89% of the students felt that they were able to make a meaningful contribution to the community through their service learning experience.
- 19% indicated that they felt they would have learned more from this class if more time were spent in the classroom instead of doing service in the community.
- 88% of the students indicated that they felt more comfortable participating in the community after completing this course
- 78% of the students indicated that this service learning experience encouraged them to think about social justice issues in ways they had not before.
- 89% reported that their service learning experience motivated them to listen to perspectives that are different from their own.

- 72% of the students reported that their service learning experience challenged the assumptions they held.
- 77% of the students felt a stronger sense of commitment to being involved in their community as a result of this course.

3. Suggestions for Improvement

What Would You Do to Improve this SL Course?

      The following were various suggestions students mentioned for improving their Service Learning course (in order of most frequent mention):

- Nothing; It is Fine the Way it is
- Better Organization and Communication Between the Instructor and Site
- More Choices for Service Learning Partners and Sites
- Integrate the Course Content Better and Improve Class Organization
- Less Class Time and More Time at the Site
- Less Hours to Serve due to Hectic Schedule
- Don't Force Student to Take it
- Just Have One Site or Organization Where the Instructor Knows the Site and People
- Send a List of Service Learning Objectives to All Service Learning Sites; Have Sites Know About Service Learning Before Sending Students to a Site
- Provide a Ride for Those Who Don't Have Cars
- Instructor Should be Involved in Periodic Updates with Students One-on-One or in Assigned Groups.
- More Structure and a Visual Timeline of Due Dates
- Make SoSLA program longer.
- Make the Class More Exciting

IIA. Pre-to-Post Course Experience Attitude Change

The Service Learning Pre- and Post-Assessment was administered to students at the beginning and the end of the Fall 2001 semester. Sixty-seven students completed both the pre- and the post-assessment survey during the Fall 2001 semester. The questionnaire asked students to make self-assessments of their attitudes toward service, their sense of efficacy as a community participant, how prepared they felt to pursue a career, and how decided they were on their major course of study at each time point.

Three scales were created from 16 questions on the pre- and post-survey assessments. Two were scales from a questionnaire developed by the Service Learning Research and Assessment Center at UC Berkeley (Civic Responsibility and Career Preparedness). The Civic Participation scale includes 5 items that address the values students place on participating in the community through service. The Career Preparedness scale includes 5 items that ask students to rate their confidence in a work situation and their understanding of daily job responsibilities in a career that interests them. The third scale, Service Leadership/Self-Efficacy has been developed at the Service Learning Institute at CSU Monterey Bay. It contains 6 items which reflect students' belief in their abilities to have a positive impact on the community, their knowledge of the community in which they live, their advocacy of working in a multicultural community, and their plans to be active in the community. Internal consistency was assessed using Cronbach's alpha. Scores for each of these scales were: Civic Participation .80, Career Preparedness .61, and Service Self-Efficacy .81.

Pre- and post-course comparisons were made on the data from the 67 students for whom we received both pre- and post-survey data. Rating scores were summed for each scale and paired comparison T-tests were conducted with students' pre- and post-test scale scores. At the end of the semester, results indicated that:

- Students were more committed to Civic Participation.
- Students did not report significantly higher Career Preparedness.
- Students' Sense of Service Self-Efficacy, i.e., their ability to address community issues, strengthened over the course of the service learning experience (See Table).

Pre- to Post-Course Experience Attitude Changes

Scale	Number of Students	Pre- to Post-Changes	$\underline{T}$
Civic Participation	67	Increase	-3.84, $\underline{p} < .001$
Career Preparedness	67	No Difference	-.39, *n.s.*
Self-Efficacy	67	Increase	-3.84, $\underline{p} < .001$

IIB. Impact on Community Participation

Students were asked on the Post-Assessment the extent to which their Service Learning course helped them to participate in their community. The following are the percentage of students responding "Agree" to "Strongly Agree."

To What Extent Has This Course Helped You To:	% Responding "Agree" to "Strongly Agree"	Mean (Range 1 to 6)
Decide on a major	88%	5.46
Question the assumptions you bring with you?	85%	4.66
Be more reflective?	82%	4.79
Gain confidence in stating your views?	76%	4.46
Be more open to hearing perspectives that differ from your own?	90%	4.96
Recognize stereotypes more often?	91%	5.06
Identify ways you can play a part in interrupting structured inequalities in society?	81%	4.51
Be more aware of the ways inequality affects your daily life?	88%	4.75
Reflect on how your own ability, age, gender, race, class, primary language, religion, and sexual identity affect how you interact in communities?	94%	4.96
To what extent has this course influenced your daily actions?	79%	4.42

I. Overall Evaluation of Teaching a SL Course
    A. Plan to Continue Teaching this SL Course?
    B. Consider Developing Another SL Course?
    C. Encourage Other Faculty to Use SL Pedagogy?
II. Faculty Assessment of the Impact of Service Learning
    A. Enhance Student Learning of Course Content
    B. Most Valuable Experience for Faculty
III. Practical Considerations and Logistics of Teaching a SL course
    A. Support Received from Service Learning Institute
    B. Faculty-Community Partner Relationship
    C. Obstacles that Deter you from Teaching Service Learning courses
    D. Additional Comments

During the Fall 2001 semester, 14 faculty members completed the "Evaluation of Service Learning Process by Faculty" questionnaire. Faculty respondents taught the following courses (Note: Some instructors taught more than one course):

- MIE303S Community Economic Dept.
- SL200 Alisal Community
- SL200 Women's Issues
- LS298
- HCOM 432S Advanced Creative Learning
- ESSP 349S Interpreting Monterey Bay Natural History for the Community
- 306SL VPA Digital Public Art
- 390SL Effective Tutoring
- JAPN 301SL
- TAT 332S
- CHHS 320S
- SL200, section 6;
- ESSP 396S Environment as Integrated Context for Service and Learning
- HCOM 317 Advanced Composition and Composition Theories
- HWI 361SL Foundation of Wellness Through Community Participation
- Spanish 301

NOTE: The following is an analysis of faculty members' evaluations of their Service Learning course. Faculty members who taught more than one course were asked to complete an evaluation for each course separately. Therefore, there may be more than 14 respondents for each question.

I. Overall Evaluation of Teaching an SL Course

A. Plan to Continue Teaching this SL Course?

75% of the faculty respondents (N = 12) indicated that they planned to continue teaching their Service Learning course, while 25% of the respondents (N = 4) left this item blank. The following are the open-ended respondents of the faculty who planned to continue teaching their service learning course:
- "I love SL200--will teach it when I can—it is a process of unfolding for the student—great partnerships in the community."
- "If I had the opportunity—or other sections as I am now."
- "I am now [teaching 3 sections]."
- "At this point, we'd probably offer this particular section of 432S every other year."

Those who did not indicate whether they would or would not teach this course again provided the following open-ended responses:
- "Unclear."
- "Not sure—I may be turning this over to Hester Parker next Fall."
- "Maybe. HCOM is hiring a composition and rhetoric TT position. When hired, this new TT person will have first choice at Hcom 317, if they want to teach it."
- "Not in the near future. I was asked to teach the SL learning course last semester as a fourth class and it became too much work for me. I don't feel I gave the class my best because I had too much to do in my other 3 classes."

B. Are you Considering Developing or Integrating Other Courses that involve Service Learning?
Only one respondent was considering developing or integrating other courses that involved Service Learning. This person indicated that the course would be CHHS310S. Eleven indicated they did not want to develop another course, and four had missing responses. The following are their open-ended responses:
- "No, I would love to develop other classes."
- "Hope I can work on the online version of this course (LS298)."
- "Not at this time."
- "Although I have no current plans to teach another course, I'm very in increasing my involvement with the institute. If you think I can be of more assistance, please let me know."
- "Not at this point."
- "Would love to have an advanced version. TAT won't pay."
- "I am already teaching/coordinating other courses."
- "Perhaps. A concentration in health and wellness has recently been approved in HWI and it is our hope and plan to offer additional service learning courses. I am particularly interested in offering such a course related to human sexuality."
- "I would like to see this done but as a temporary employee I have no say in the matter. I have for the last two years spoken to the Director of WLC to consider doing this."

C. Would you Encourage other Faculty to use SL Pedagogy?

Eleven of the faculty respondents said that they would encourage other faculty to use service learning pedagogy, while one said "no," and 4 were missing responses. Faculty said they would recommend service learning pedagogy to other faculty for the following reasons:
- "I am always sharing service learning pedagogy when I can—not only for the enchancing of learning but also to build bridges with the community."
- "I absolutely would encourage other faculty to integrate service learning pedagogy into their courses. The amount of trust in the institute places in the capacities of service learners to create new knowledge from their experiences takes the learning process to unpredictable and exhilarating places."
- "Students prepare and learn the course material."
- "Students prefer doing to lecturing."
- "Of course. I see SL curriculum (social justice issues) as central to all courses at CSUMB. The SL pedagogies are excellent ways to reach outcomes in social justice. It works!"

The faculty respondent who indicated that they would not encourage other faculty to use service learning pedagogy said, "I think the field-based work and the reflection could be valuable components in other courses." Those who left this question blank provided the following open-ended responses:
- "Depends on the course and its intent."
- "Of course---again my job."
- "N/A"
- "Yes. I believe that service learning pedagogy can be an effective method for enhancing student understanding of the course content but I don't think I knew enough about SL to be able to do this successfully when I taught SL for the first time."

II. Faculty Assessment of the Impact of Service Learning

A. Did the Service Activities Enhance your Students' Understanding of the Course Content?

87.5% of the faculty respondents (N = 14) reported that Service Learning activities enhanced their students understanding of course content, while two faculty respondents indicated that it did not. One faculty respondent who said that service activities did not enhance their students' understanding of the course content said, "This Service Learning course was not attached to my course (Spanish)." The other faculty respondent said:
"It did in one respect: folks working on the Living Wage project were able to gain some insight into issues of income and affordability. Whoever, on the whole I did not do a good job of integrating service learning and "content"- oriented learning. Iris Peppard and I, with Seth Pollack's help, have totally redesigned the course for the semester (Spring 2002), and so far it seems to be working much better (though students are only now starting their service work)."

The faculty respondents who indicated that Service Learning activities did enhance students' learning described the following activities or assignments enhanced their learning of the course content:

- "The content is CP ULR so the service learning is essential! Example students experience at Healthy Start with families challenged their assumption of the needs/assets of East Salinas."
- "The service experience was crucial."
- "Students felt the 20 hours of service learning in classrooms was key to this class experience. Intro to teaching and learning they learned through example in classrooms."
- "Students' research on the problems local clinics face, whether social, legal or medical, providing adequate services to farm workers substantiated the class readings that included findings published in various studies and articles."
- "Students became more aware of their own privilege by working with the high school students."
- "Doing a relevant project for a community partner with real world issues to enrich the work and process."
- "Services learning experience was, in this case tutoring secondary students in local classrooms, allowed my service learners to implement specific tutoring strategies on a weekly basis. We then used the SL 390 classroom as a place to reflect and launch into new areas of knowledge."
- "JAPN301SL Students visit the junior/high school and teach Japanese language and culture. If they don't understand basic Japanese language and culture, they are not able to teach. Therefore, they make an effort to understand course content."
- "Real world applications for future artist/actor/director/teachers."
- "Students had very rich experience working with middle school youth. Some worked on a multicultural club and had a direct connection with social justice issues."
- "Students examined their own privilege from their own school experience in comparison with the challenges faced by the young people in the RISE program."
- "Considerable focus in the class activities, journals, and one paper assignment on social identities of the student and the relationship of those identities to those at their site. Social identities was one aspect of the course that students commented most on in their learning during the course."
- "Referring specifically to learning outcome four: examine and analyze a community issue in the context of systemic inequities, students at Natividad and Dorothy's were able to observe the discrepancies in health services, particularly as they relate to income and race."

B. What was the Most Valuable Thing that Came Out of this Service Learning Teaching Experience for You?

Faculty respondents' open-ended responses were examined qualitatively for descriptive themes. Faculty respondents indicated the following themes that were most valuable to them:
- Seeing the Students and Community Members Interact and Reciprocate
- Integrating Service Learning and the Course Content
- Learning by Seeing Students Learn from their Community Experience
- Getting Rejuvenated through Students' Spirit and Commitment to the Service Learning Mission
- Watching Students Challenge their Assumptions and Grow from their Service Learning Experience
- Building Teaching and Learning Relationships

III. Practical Considerations and Logistics of Teaching a Service Learning Course

A. Support Received from the Service Learning Institute

Faculty were asked the extent to which the amount of support they received from the Service Learning Institutes was sufficient on a scale from "Very Insufficient" to "Very Sufficient." Thirteen of the 16 faculty respondents indicated that they received "Sufficient" to "Very Sufficient" support from the Service Learning Institute. One respondent indicated he/she received "Insufficient" support, and two had missing responses. One of the respondents who left this question blank said, "I'm sure that the support is there. I didn't know how to get the help I needed at times."

1. Faculty mentioned specific ways in which the Service Learning Institute provided them with "most valuable" support.

The most valuable types of support mentioned were:
- **USA support and assistance** (Iris Peppard, Lisa Wakefield, Charmeaka)
- **Assistance from the SL staff** (Veronica Brown, Laura Lee, Deb Busman, Brenda Valles, Seth Pollack, Steven Levinson, Dara Zimmerman, Pam Motoike, Stew Jenkins).
- **CP ULR weekly meetings**
- **Faculty Luncheons held by Pam Motoike and her as a Guest Speaker**
- **Dealing with the fingerprinting and TB test**

2. **Several of the faculty respondents mentioned they "would like to have received more support from the Service Learning Institute."**

Four of the faculty respondents indicated that they would have liked to have more support with <u>faculty development</u>. The following were their open-ended responses:
- "LS 398/LS 298 Faculty would benefit from a faculty workshop."
- "All of these would have been helpful (how to facilitate reflection, designing service learning objectives, considering service activities in determining grades)."
- "I have attended SL workshops on facilitating difficult dialogues before and they have been very helpful. I wouldn't mind attending more on this topic because it is difficult."
- "I realize that I need to ask for the help in the future. This goes for this question as well as the next. I know I would get the help I need from the SL Institute and in the future I would like to have the time to really get the help I need to I can teach my class with confidence."

Seven of the faculty respondents indicated they would have liked more support with <u>community partnerships</u>. The following are faculty respondents' open-ended responses:
- "This went pretty well with summer meeting."
- "This is fine—always evaluating for best placements."
- "Finding the appropriate site—When I asked the Service learning Institute about community partnerships, they mentioned a couple of Japanese communities such as the Monterey and Salinas Buddhist Temples. However SLI doesn't have knowledge about what JAPN301SL students can do at those sites. I have to contact them to find out whether those sites accept students or not. SLI should refer appropriate community sites and what duties students can perform there."
- "It's time to have a consistent group of children at an after school program for 3rd through 6th graders."

B. **Faculty-Community Partner Relationships**

1. **How did you first learn about your community partners?**

Faculty respondents indicated that they first learned about their community partners through the following sources (Note: Some faculty indicated more than one source):
- Service Learning Institute staff (N = 7)
- Summer Meeting and Previous Instructors (2)
- Personal Contacts and Knowledge (N = 2)
- Previous experience in teaching this course (N =2)
- Database (N = 1)
- Local Newspaper (1)
- VPA's Reciprical University for the Arts (RUAP) (N = 1)
- USA assistant and students (N =1)

2. In what ways did you maintain contact with your community partners?

Faculty members indicated that they maintaining contact with their community partners in the following ways:

- Phone Calls (N = 11)
- Site Visits (N = 5)
- E-Mail (N = 6)
- Through Veronica Brown and Meetings with Teachers (N = 1)
- Updates from Students and Exercises (N =1)

3. Agencies that stood out as "outstanding" and/or "a cause for concern" for learning environments for students

Faculty respondents were asked to comment on any agencies that were outstanding or a cause for concern for learning environments for students. The following were their comments.

- "I definitely recommend against using [the Carpenter's Union] in the future…The part-time Executive Director (and only staff person) quit shortly after the start of the semester, so there really was no one with whom to interact other than individual campaign members (mostly unions). Also, I had some personal problems and did not let the Living Wage project itself get away from me (since I ended up managing it myself) so the students did not get the satisfaction of seeing a completed product. Most of the other Partners (CHISPA, MANA, HERE, and SEIU) were great. The one partner I definitely would recommend no one use for service learning is the Carpenters Union (Ron Chesshire). They are good folks but not at all organized to use service learners."
- "Healthy Start is a great placement, MCAP was also very good. No one chose Citizenship Project—they may need to think how to present a clear idea of what students could do. America Reads was a disaster for my class since they took 9 weeks to place students."
- "YWCA-good-more focused on political work than client based; MCAP-great; North County Rec-need more specific direction for working with young women; Healthy Start-good."
- "Outstanding were CRLA and the Watsonville Law Center. Problematic were CHAMACOS and Clinica de la salud del valle because of confidentiality issues as it applies to interviewing clients and patients. In the future, I'll have to make other arrangements for our students to interview groups of farm workers identified by Maria Giuriato of the Monterey County Social Service programs so students can interview them outside of class. Clinica also had problems identifying who would supervise our students and what they responsiblilites would be. Fortunately, the director met with several of our SL students at the end of the semester learn what they could do to make this process more valuable in the future."
- "All schools seemed to be very helpful in giving JAPN 301SL students the opportunity to teach."
- "Del Monte Manor children are so inconsistent that I probably need to change sites. This will take time and I'm not sure I have it."
- "Concern—San Benito Co H&HS. Outstanding—Salvation Army, WIC."
- "Harden was not a very successful partner. B&G Club, MLK Middle School, N. Monterey County Rec., Castroville Library were all great!"
- "RISE!!! Debbie Delatour really works well with the students."

- "The partnership with the afterschool program at Gambetta Middle School is still very much in process after 1 ½ years. There is much work to be done between the director of the afterschool program and the 2 CSUMB profs who work with him (Deb Busman and myself). We need support from SLI to do this work. Service learners in both our writing classes have a great deal to offer the students at Gambetta, but the afterschool program so far makes this service difficult to deliver, since it is designed primarily as a homework center."
- "This semester was the first time I placed students at the YWCA and for the two students who did volunteer there, it did not appear to meet their personal or class-related goals or outcomes. I believe that this failure was a combination of timing and lack of organization; early in the semester, the YWCA had to move. In addition, I feel that the site supervisor, Cara Lapenas, didn't have the time to plan with the students a schedule that would meet the needs for a service learning student. Thus, I will not send students to Cara again."

C. Obstacles that Deter You from Teaching Service Learning Courses

Faculty respondents were asked to comment on any obstacles that would deter them from teaching service learning courses. Six faculty respondents mentioned the following specific obstacles that deter them from teaching SL courses:
- "If I did not have the support of RUAP both in terms of staff and funding this course would not be possible at the level which we offer it and the results we get."
- "As a public school teacher and parent, it's extremely difficult to juggle other responsibilities. So, a major obstacle that often confronts me is simply a shortage of time and energy."
- "It is difficult to find appropriate sites for the students to perform service, save for the teaching Japanese language and culture."
- "The online paperwork did not allow me to see who had and had not filled out the forms (this is a double-check I could do when they were papers I returned to you. I was confused by who was and was not registered.)"
- "As you are well aware, the service learning courses take an incredible amount of time and commitment. No surprises, no regret on my part…only a caveat for other new faculty."
- "I would prefer to teach it in the future as part of my regular teaching load so I can devote enough time to the students and the community partners; I would like time to explore community partners that could challenge our Heritage speakers. As it is now, our Heritage speakers do not feel that their use of the language is improving. I would like for us to discuss SL in our Institute; I have questions regarding the outcomes for this course."

D. Additional Comments

- "Anna Perez-Rick did an excellent job as a USA at Healthy Start. Her extra effort with students on their assignments, reflection activities, and troubleshooting were very well appreciated!"
- "Small class, very good discussions with those who attended."
- "LS Faculty needs to meet more to be on the same page around this class and service learning."
- "Thanks for always doing such a great job!!! ☺"
- "Thanks!"
- "Thanks!!"
- "The SL orientation to working in after school middle school programs was not very helpful to my students. I understood, but only after the fact, that the orientation is designed more for the SL200 classes than for this particular upper division class. In the future, I would probably not ask my students to go to this orientation."

I. Evaluation Summary - Agencies
  A. Overall Effectiveness
  B. Impact of Service Learners in Agency Organizations
  C. Impact of Service Learning on CSUMB Students
  D. Service Learning Students at the Organization
  E. University Support
II. Evaluation Summary - Schools (same as outlined above for agencies)

During the Fall 2001 semester, 45 community partners completed the "Evaluation of Service Learning Process by Agency" questionnaire. The following agencies participated as Community Partners:

Los Padres School, North County Rec. & Parks, Moss Landing Middle School, The Citizenship Project, International Center for Sustainable Dev. (CIDERS), Fitch Middle School, Gamete M.S., Marina Library, MPUSD, RISE Program, Sunny slope Elementary School, SEIU. 817, Buddhist Temple of Salinas Japanese Language School, Dorothy's Place, California Coastal Commission, United Farm Workers, Mont. Co. Sheriff's Dept., Catholic Charities, Juan Carrillo School, Return of the Natives, Champaks, Hotel Employee's Restaurant Employees Union Local 483 AFL-CLO, Ajar Valley Water Management Agency, Association of Monterey Bay Area Governments (AMBAG), Boys & Girls Clubs of Monterey County, Aliens School, Alisal Community Healthy Start, MPC Upward Bound Program, YWCA of Monterey County, Co. of Santa Cruz Human Resource Agency, Laurel Wood School, Seaside High, Women's Crisis Center, Chart well School, Castroville Library, Hospice Caring Project, John XXIII AIDS Ministry, Marina Children Center, Planned Parenthood, Senior Network Services/ HICAP, Del Monte School, Tanzanite Elem. School, Monterey Museum of Art, Spring Hill Advanced Elementary.

Number of Service Learners Working at an Organization

1 Service Learner = 16 organizations
2 Service Learners = 5 organizations
3 Service Learners = 7 organizations
4 Service Learners = 3 organizations
6 Service Learners = 4 organizations
7 Service Learners = 3 organizations
8 – 14 Service Learners = 4 organizations

I. Evaluation Summary - Agencies

A. Overall Effectiveness

98% percent of the agency representatives (N = 44) reported that their service learning partnership was "Effective" to "Very Effective" (1 was a missing response). The primary reasons agency representatives mentioned for why the partnership was effective were: (1) it gave SL students "real world" experience, (2) it enhanced agency's ability to attain their goals, and (3) it enhanced the personal qualities of the students (e.g., being experienced, enthusiastic, dedicated, responsible, flexible). The following were their open-ended responses describing the overall effectiveness of the service learning partnership:

- "Most of the time I would rate the partnership as very effective. It works best when students are in a class with a RISE focus and meet in the RISE office before going to the sites."
- "Our goal is to change the world, to end poverty and the (unreadable) of persons; the more persons who come to see and get their heart touched, their lives energized, and their minds challenged by their visits, the sooner our goal will be reached."
- "Good final product produced by students."
- "Effective because we are on campus."
- "I think the students enjoy their service here and we are very happy to have them."
- "We overbooked by having four students this semester. They had all selected specific projects, but it was too much supervision and two slipped through without a positive experience for them with service learning."
- "Maggie was the perfect candidate for the intership with our agency. Great match."
- "Students became a part of our community while they were doing service at our site. Students seemed well prepared and enthusiastic."
- "I believe it was effective because of their previous volunteer experience in our agency. In addition, they both gave an incredible amount of time and heart to the children as well as helping the program grow."
- "The effectiveness of service learning partnership is wonderful, it help the students prepare for the real world and what to expect when they do graduate."
- "Student was punctual, dependable and flexible to changes."

Are You Interested in Continuing as a Service Learning Partner in the Future?

All but two of the community agents (97%) indicated that they were interested in continuing to serve as a Service Learning partner in the future (2 were missing responses). The community agents who agreed to continue serving as a Service Learning partner in the future would like to do several things differently in the future, including (1) better preparation and more orientations, (2) clearer goals and expectations for the faculty and students, (3) more contact with the faculty, (4) better organization, and (5) more careful selection of the students. The following are their specific suggestions:

- "Establish direct communication with faculty to explore ways in which CIDERS and Service Learning Institute would collaborate and benefit from each other's work."
- "Would like to know more about the students before the program."

- "More students, more student involvement in our other projects (like working at Margeret's Place with farmworker children)."
- "I would prefer to only do one or two orientations if possible rather than 10 or more."
- "More orientation, formal meetings for teacher, students, agency."
- "Again, I'd like to connect with the faculty member to determine the goals of the service learner."
- "Now that I've had a chance to try it out, I know I want to be better organized to utilize the students to the fullest and give them the best experience."
- "Do our interview with the student before they are matched with our agency."
- "With the same two students during 2002."
- "Actually, I am retiring in June."
- "We would like an early start next semester."

B. Impact of Service Learners in Agency Organizations

93% of the agency representatives (N = 42) indicated that having service learners increased the capacity of their program, while 2% (N = 1) reported that it did not (2 were missing responses). Agency representatives were asked to give an example of how the people who used their organizational services benefited from the service of the CSUMB service learners this semester. The types of benefits they reported were that students: (1) enhanced opportunities and effectiveness of the organization, (2) served as role models and mentors, (3) developed creative and useful innovations, (4) provided their own perspectives and feedback, (5) helped promote social justice, and (6) helped provide community information and outreach. Agency representative's specific responses are indicated under these themes.

Enhanced Opportunities and Effectiveness of the Organization
- "They made it possible to compile 200 names and addresses for direct mailings. This will help us distribute educational materials in the future."
- "The students help the clients who they come in contact with better understand the full scope of services available to them and how to access these services, including sexually transmitted diseases, general health check-up, etc."
- "Tanya also worked with our secretary on how to transfer data to the main file server."

Role Models and Mentors
- "Students were able to relate to a younger adult, positive role model. Ms. Bravo works well within our organization and supports/advocates for kids."
- "The service learners are excellent role models for the RISE studetns and they also helped RISE see that college students are interested in their success."
- "At-risk youth benefited from the students mentoring ability."
- Many students need individual help after-school. The SL did that, plus they provided much needed adult attention and were good role models.
- Children received extra attention in child care; adult learners received one-on-one or small group tutoring/assistance, etc.
- Students who came to the library received one-on-one help with school projects and got to know some college students. This assistance and connection was a great benefit to students.

Innovations

- "Two students helped convert the school computer lab. They readied the old computers to be shipped out to classrooms and then set up the new ones. Another student worked on original multimedia projects and dealt directly with students."
- "Students developed a methology of inventoring and tracking critical information to our staff."
- "Great posters/web page/great exhibits."
- "Student was able to take an element of our program and expand it. He researched a problem and interfaced with population and expanded information and education of the public."

Benefitted from Students' Perspectives, Feedback, and Energy

- "Our students had access to an older individual and the wisdom he could give them."
- "Provided feedback/reality check on some of our new materials/plans/messages."
- "The students participated in an important part of a larger proposal and provided valuable information and prespective from their work that would not otherwise have been available to the WLC."
- "I benefitted from working in the youthful exhuberance of college students. Because of the instructor, it was a pleasure to participate."

Serving the Needs of the Community and Promote Social Justice

- "For most people who "hit bottom," their ability to cope with life has been severely compromised—they no longer have a sense of value or meaning. The warmth, intelligence, and commitment of the students is a significant source of encouragment for our guests."
- "CSUMB service learners began working with us shortly after the 9-11 attacks and resulting fallout in the hospitality industry. The students worked long hours to help the union reach out to and raise money for laid-off workers."
- "Students helped to creat a geographical key for the agency's well database."
- "Maggie was able to provide safety and comfort to our clients through peer-counseling and legal services."
- "They supported children in grief individually and in group setting, participated in several collaborative projects, revised program brochure, devoloped group curiculum, devolop many tools for kids to express their grief and more."

Community Information and Outreach
- "The Outreach Ed. Dept. was able to do some outreach by setting up tables in different community settings and events."
- "Student is developing a community information powerpoint presentation about In-Home Support Services and a social work reference guide on regulations, program policies and procedures."

C. Impact of Service Learning on CSUMB Students

Community partners were asked to provide examples of how CSUMB Service Learning students benefited as a result of their service with their organization this semester. Responses were analyzed qualitatively for descriptive themes. Students benefited from working with community partners by: 1) getting real world "hands on" experiences, 2) serving the needs of the community and enhancing social justice, 3) increasing their understanding and knowledge, 4) learning how to develop and maintain relationships and enhance their communication skills, and 5) developing personal skills. The specific types of benefits they reported are under these themes:

Real World "Hands on" Experience
- "I gave them assignments that put them in touch with the community we serve and also very practical experience of what it takes to carry out a project like ours."
- "Real world experience in working with data sets for spatial data."
- "I believe the student got a feel of what goes on first hand in this community."
- "Hands-on, practical experience, about client population and workforce."

Serving the Needs of the Community/Promoting Social Justice
- "The needs of Salinas Valley residents. Our computer technician saw donated and old computers etc. and the welcome for these necessary items regardless condition. True community service-2 of the girls in our Adult School witnessed a grassroots education program that exists solely through dedication, volunteerism, and a sense of family."
- "They got to be involved with our Home Care Workers in a crisis time in which we won."
- "We believe that the CSUMB Service Learning students who worked with us had a spiritual and unique opportunity to increase their awareness, commitment, and sense of compassion/social justice. We hope they will change the world!"
- "She has learned the facts and reality of some of our social problems such as domestic violence, sexual assault and child abuse. She gaines a great understanding of victim's rights and resources available to them."
- "Greater appreciation of the young people who want to do well and an understanding of the role of a good library in a community."
- "Broadened their knowledge of grief through projects. Deepened their ability to support children in grief. More understanding of community needs."

Increased Understanding and Knowledge

- "Greater understanding of how globalization and trade are affecting grassroot communities in the United States. How to conduct a survey among NGO's."
- "Understanding of GIS in the professional workplace, better understanding of Enviromental Management."
- "Introduction to components of an organization building for changing economic conditions in Ag communities."
- "I think they definitely learned what it takes to reach middle school students in an after school setting. They also learned about teaching engaging science lessons to middle schoolers."
- "Increased understanding of young people and mentoring skills needed to work effectively with them. Increase in interpersonal communication skills. Understanding of community (unreadable) and problem solving skills."
- "I believe they gained a better understanding for 1) Realizing of pesticide exposure to farmworkers and 2) Difficulty in warning workers (unreadable) system for farmworkers especially those with (unreadable) pesticide."
- "Greater knowledge of intersect between environment and community healing, and role of community in restoring habitats."
- "Greater understanding of democratic unions and social movements."
- "Our SL definitely has a greater understanding of teen culture as well as the diversity in our community."
- "The students learned how domestic violence effects our community, how dating violence effects teens in local high schools, and working in Seaside, the learned more about the diversity of the community, especially of the youth."
- "Learned assessment skills, interviewing techniques, writing case documentation, program analysis and how to develop a desk reference manual and powerpoint presentation for community about services to aged and disabled."
- "Understanding of regional/local government. Increased technical skills in GIS (2 students). Understanding of agency programs (commute alternatives, clear air month)."
- "Better understanding of this age group."
- "Greater understanding of musuem operation, working in communities."

Learned to Develop and Maintain Relationships/Enhance Collaboration and Communication Skills

- "Better understanding of collaboration with community partners. More in depth study of tobacco use products."
- "Direct contact with children and families who reside in East Salinas helps to reduce stereotypes and generalizations about our community."
- "They have learned to communicate with teens, PPMM surrounding in the community and they now have a greater knowledge and understanding about the full scope of service offered."

Personal Skills
- Patience, assertiveness skills, appreciation of cultural diversity, knowledge of child development.
- They learn how to gear their talents to meet the needs of the clientele.

D. Service Learning Students at the Organization

1. Student Preparation

91% (N = 41) of the community partner respondents indicated that the students were adequately prepared for the work they did with the organization, while 7% (N = 3) indicated that students were not prepared; 2% (N = 1) was a missing response. Respondents reported that students were prepared by (1) having prior experience, (2) being willing to put in time into learning, and (3) being prepared with their goals and objectives and knowing their expectations. Community partner respondents who indicated that students were not adequately prepared provided the following open-ended responses:
- "Students did not have enough experience in the classroom applying techniques learned in class. I spent most time teaching students software package, rather than applying skills learned in a professional workplace."
- "We were late getting started, but we got some good things going."
- "Student never showed up. Apparently, he dropped the class."

2. Time Cost/Benefits

Seventy-three percent of the community partner respondents (N = 33) indicated that the amount of time required to supervise service learning <u>did not</u> outweigh the beneficial aspects of the service students provided (Missing: N = 1). Some of these respondents provided the following open-ended responses:
- "Their help is invaluable."
- "Students are part of our programming."
- "Because these students were working with an instructor, under his guidance and training this was not a problem."

Twenty-four percent (N = 11) indicated that the costs outweighed the benefits. Some of the community partner respondents' open-ended responses and suggestions were:
- "I was able to do the groundwork, organizing placements, and orienting students and doing overall evaluations etc…"
- "We attended two meetings prior to having the student assigned. Reduce meetings to one and shorten the meeting."
- "Presently it seems as though there are too many evaluations, i.e., students, USA, SLI."
- "Discouraging work when students are leaving."
- "More practical application of skills in the classroom before placement in the workforce."
- "More organization on part of the students. Group attendance at training sessions."

- "Emphasis on job skills, such as commitment to arrive on time, as scheduled."
- "It seems each semester there are one or two challenging students. I believe we all need to try to be more aware early on so that we can assist students who are not connecting with the concepts of service learning."
- "If the YWCA takes on this many students in the upcoming semester a USA would be helpful."

3. Drawbacks and Barriers to Student Participation

Seventeen of the 45 community partner respondents described several barriers to student participation, including time constraints, students' inability to speak Spanish, students' irresponsibility, and their lack of preparedness/training. The following are their specific open-ended responses:
- "Not all the students were responsible, but we worked together to get the goal accomplished."
- "Level of supervision of tutorial."
- "In a semester we do not see results of long term plans/strategies and how the pieces the students contributed fit into the bigger picture."
- "If they had been fluent in Spanish, we could have done more in terms of involvement with the community."
- "Not all students could attend all the training sessions."
- "We were never quite sure when to expect the student learners-even after a schedule for their hours was established."
- "It took some time to set up tasks/projects/events for the students. A USA may be helpful in the future."
- "Only if scheduling was a problem."
- "Coordinating very busy schedules."
- "If they had been fluent in Spanish, we could have done more in terms of involvement with the community."
- "Would be great is at beginning of each semester I received a list with phone numbers and emails of who will arrive and with which course…"
- "It isn't always easy to "fit" a service learner's agenda into an already full curriculum, but it's worth the effort."

E. University Support

1. Barriers to Relationships with CSUMB Faculty

Thirteen percent of the 45 respondents (N = 6) mentioned barriers to their relationship with CSUMB faculty due to lack of communication with the faculty members. The following are some of their specific responses:

- "Too many restrictions. Example-Service Learner had to bring in her own books for multicultural portion rather than use what the teacher had already planned."
- "Professor was not easily reachable. Professor did not adequately mentor students/prepare students for the Service Learning program."
- "We did not have relationships with service learning faculty to expand the use of service learners."
- "I have no idea who the faculty members, other than a name provided by the service learners."
- "But okay for after-school program. Didn't have any contact, but this was okay in our situation."
- "I have not spoken to the service learning faculty of our service learners."

2. Requests of Increased Support from Faculty

When asked what faculty could do to provide their organization with more support, community partners provided the following open-ended responses:

- "Refinement of the community project. The community is the site in which the service learning occurs, it could be focal point."
- "On-site visit with service learners to get a feel for the environment and communicty prior to decision of commitment."
- "Explain to student the content of the work we do why we do it and who it benefits."
- "We've tried about everything. People just don't remember on those days. Maybe you could make a program that advertises the program and have your students create it for us."
- "It's very helpful when we are able to work in close partnership with faculty (such as in the case with Laura Lee) and when prep for RISE is woven into the SL class."
- "I feel the program is fine. The more in class participation, the better for all concerned."
- "Provide a sufficient information and ability of the student."
- "More in class application of concepts of coursework. Better organization and hands on tutoring of students through SL process."
- "Invite us to meet them (faculty)."
- "We could put on an orientation/presentation on the program and its objectives."
- "I can't think of anything. We had very good communication."
- "Meeting with students and agency."
- "Not sure. Perhaps better coordination of service learning between departments so there are not so many meetings for the partners to attend (i.e. tech tutors, SL 200, Social Justice Institute, Afterschool programs group, RUAP, etc.)"
- "I would like to have some contact, either in person or by telephone (or even email) with the faculty member to know what their expectations of the service learner are."

- "Parking passes when we are on campus to support service learners!! I got another ticket this year."
- "Maybe we could present our services to your staff so they become more with our agency and we can recruit more students."
- "I am satisfied with the faculty support I received. Having students turn in journal entries online has been a help because it makes it easier for "Slers" to share journal entries with me."
- "I thought we did a great job."
- "I did not feel I needed support."
- "It's about as good as it gets."

3. Requests for Increased Support from Service Learning Institute

When asked what Service Learning could do to provide their program with better support, community partners indicated that better communication (e.g., e-mails, visits, meetings, etc.), clear set of expectations for the students with the professor, earlier pre-planning, having a USA, better coordination of scheduling and meeting dates, and better recruitment strategies would help. The following are their specific open-ended requests:

- "USA."
- "Construct a better system of finding or pairing partners. Maybe web resumes for each could be posted ahead and possible partners could email ahead of time then dinner would be the face-to-face meeting, not a meat market."
- "Have our staff come speak and come visit us to learn more."
- "Share information about our organization with the students."
- "Could you find some craft books that would help with their story needs? The ones in the library are not as appropriate."
- "I appreciate all of your ongoing support and concern. Hopefully, over time scheduling issues will improve. Thank you for all of your help."
- "Communication and mutual understanding of the purpose of the program."
- "Better coordination with professor. Clear set of expectations and role of student with professor."
- "Provide networking events with faculty sponsor."
- "I appreciated the e-mails with the student information before hand."
- "I had such great communication with the instructor that I did not even think about the Service Learning Institute."
- "Better coordination of service learning departments regarding meetings. We want to be represented at all meetings and our USA has been great about going to a lot of them, but there are so many. It gets a little time consuming. I appreciate the opportunity to earn a stipend for participating, but I feel like that's not an incentive that gets me there. If there was a "Service Learning Fair" where all groups were represented it would be easier for me personally."
- "I would like some contact with faculty member to know what their expectation of the service learners are."
- "A USA."
- "Maybe we could present our services to your staff so they can help us recruit more students."

- "Provide letter from course instructor re: expectations for student learner."

Future Evaluation Preferences

      51% of the agency representatives (N = 23) would prefer to fill out the "Evaluation of Service Learning Process by Community Partner" on-line, while 33% (N = 15) would not like to fill out the form on-line, 9% (N = 4) indicated "either way," and 7% (N = 3) were missing responses.

Additional Comments and Suggestions
- Great program! Let's keep collaborating!
- I felt bad that we have a USA funded by you and we only got four service learners.
- Lani really tried hard to recruit, but for whatever reason, different placement decisions were made. Our members really benefit from the energy and enthusiasm that some of the service learners bring here. We are very interested in continuing the relationship. Thanks for the support!
- Less paperwork—between SL students, USA, etc.—it feels like a lot of forms and the evaluation form isn't too relevant and, yes, as much as possible—do it online!! ☺
- Since our student did not show up, I did not answer some questions.

II. Evaluation Summary - Schools

Among the 45 agency representatives who completed the "Evaluation of Service Learning Process by Community Partner," 13 are community partners from the local schools. The 13 schools that participated in the survey are:
  - Los Padres School
  - Moss Landing Middle School
  - Fitch Middle School
  - Gamete M.S.
  - Sunny slope Elementary School
  - Juan Carrillo School
  - Aliens School
  - Laurel Wood School
  - Seaside High
  - Chart well School
  - Del Monte School
  - Tanzanite Elem. School
  - Spring Hill Advanced Elementary

A. Overall Effectiveness

100% of the school representatives reported that their service learning partnership was "Effective" to "Very Effective." The following were their open-ended responses describing the overall effectiveness of the service learning partnership:

- "Teachers were able to utilize the service learners to impact student achievement."
- "Most of your students are very dedicated. They want to be teachers, so that helps."
- "The children enjoyed the program very much."

All of the school representatives said, "Yes" when asked, "Are you interested in continuing as a service learning partner in the future?" One teacher provided a suggestion for how they would do things differently in the future saying, "Prepare teachers in August."

B. Impact of Service Learners in the Classroom

School representatives were asked to provide examples of how students and the school benefited from the service of the CSUMB service learners in their classrooms. The types of benefits they reported are specified under the following themes:

One-on-One Mentoring
- "One-on-one work with student learners in our school benefit. Both participants participate in what we call "mutual self-empowerment." The girls allowed our one full-time teacher to work on lesson plans while they facilitate and school. Our computer tech helped us by keeping out computers working!"
- "It has helped our teachers work more effectively with those kids in need of more one on one."
- "Students received either extra one-on-one attention and help or small group attention."
- "More one-on-one attention."
- "CSUMB students were able to work with students here one-on-one or in small group, providing extra support, connecting us/them, improving their self-esteem, confidence, and quality of education, academic success…!"
- "The extra person allows us to provide more one-on-one homework assistance."

Enhanced the Content of Educational Themes
- "Our students learned about other cultures and read other books that they would not have read. We had more story tellers and new friends."
- "The students in my class have had greater opportunities to do educational activities that I would have been unable to do alone. The students in my class also are able to get extra help with the service learning students."
- "Nicole did a multicultural literature theme that was wonderful and enriching for my students."
- "My students learned how to build their own web sites and help us keep our own updated."

Improved Teacher Effectiveness and Quality of Student Learning
- "An extra staff always help the school, particularly someone who is interested in the teaching."
- "To help ease the burden of teaching students at different levels of learning in subjects."
- "Third grade students had an opportunity to read with a caring, positive mentor. When Tyree was absent due to health or other reasons, the students were disappointed in missing a reading session."

Computer and Technical Assistance
- "Sean gave an excellent on-going class to teachers on building and updating a classroom website. We now can do it on our own! Chris worked all over campus with technology problem solving, got computers on line, loaded and debugged systems, etc. We do not have a computer lab person, so he did it all when he was on campus. James was very helpful the last two weeks with photography and software problems."

C. Impact of Service Learning on CSUMB Students

Teachers and school representatives were asked to provide some examples of how service learning benefited CSUMB students' learning as a result of working in their school. The main themes that they described were: (1) Real life hands-on classroom teaching experiences, (2) Working with Children with Diverse Needs and Behaviors, and (3) Establishing Student and Teacher Relationships. The following were their specific responses:

Real Life "Hands-on" Experience Teaching in the Classroom
- "Great classroom experience, very "hands on." I fell it gives them a truer picture of what the classroom experience is actually like rather than "academic" learning."
- "Experience working in a real school with real adolescents."
- "I feel the service learning students received a better understanding of everyday preparations and running of the classroom. The student also learned the wide ranges in learning styles and abilities."
- "A better understanding of the teaching profession."
- "Tanya is a natural teacher. She returned what came natural to her and to have fun doing it. I would like to think that this will stimulate her to teach one of these days."
- "She experienced her actual teaching skills."
- "Sean became confident as a teacher and did excellent planning on his goals for his project to fit everything in. Chris was so knowledgeable about all aspects of technology that everyone was seeking his assistance and he improved his self confidence working with teachers and students. Patrick and James, while very knowledgeable about technology, did not have the opportunity to complete their goals."

Working with Children with Diverse Needs and Behaviors
- "Learned how to manage students' behaviors and gained knowledge on L.D. student learning issues."
- "Interaction with 6 year olds, planning ahead, thinking about the appropriateness of materials."
- "An opportunity to work with students who have a varying degree of needs for support, encouragement and mentoring."

Establishing Student and Teacher Relationships
- "Getting along with students, establishing and maintaining relationships with students and teachers."
- "They had a one-on-one relationship with repeat students. They learned about homework needs of students. We prepare, but many times no one came. The library staff felt awful about this, but we are a volunteer type store."
- "Classes-understand 2 way immersion. Quality collaborative grade-level program, teams work together to devolop curriculum. School/community connections. Excellent teachers modeling."

D. Service Learning Students at the Schools

1. Student Preparation

All of the school representatives indicated that the students were adequately prepared for the work they did at the schools.

2. Time Cost/Benefits

One of the school representative respondents indicated that the amount of time required to supervise service learning somewhat outweighed the beneficial aspects of the service students. The following suggestion was made to alleviate the problem: "Teachers need to be informed in a more timely manner as to what is expected of them. I attended the workshop after Service Learners were assigned and it would be more helpful to have done workshop early <u>August</u>."

3. Drawbacks and Barriers to Student Participation

Although the majority of school representatives did not experience any drawbacks or barriers to student participation, a few respondents described several challenges, including students' absence and students leaving. Here are some of their open-ended responses:
- "The student did not speak Spanish."
- "We cannot guarantee students. They will help with the homework students, but not always with their reading. We try."
- "Once again our attempt to expand CSUMB students to the high school had problems. First, the fingerprinting is always a bit of a hurdle. Then, the two <u>students</u> were not participating, sometimes "disappearing" from their assisnments so we had to bring them back to the Center to finish their service."

- "Allowing access to students by any outsiders in under question these days, so CSUMB students primarily worked with school staff, not students. They were never alone with students."
- "Perhaps motivate the students to start earlier; a few students had to cram their hours into the second half of the semester, which put pressure on us."
- "Very supportive so far."

E. University Support

1. Barriers

School representatives did not indicate having any barriers they experienced with University support at their school.

2. Requests for Increased Support

School representatives were asked, "What could faculty do to provide your program with better support?" The following were suggestions for how the faculty could better support their program:
- "Pre-Planning: Allow teacher and service learner time to get together to review the expectations early in the school year (Sept.?)."
- "More contact."
- "The sooner we start, the better."
- "They should meet with the support providers, especially the children's literature class and try to co-ordinate their program with the schools."
- "Would be great if at beginning of each semester I received a list with phone numbers and e-mails of who will arrive and with which course."
- "Follow-up more frequently on student success, etc. Make sure student are getting what they need for their education."

When asked, "What could the Service Learning Institute to provide your program with better support?" school representatives responded:
- "More time in the pre-planning stage. This will allow the teacher time to prepare and the service learner time to "connect" with the teacher."
- "We should have an early date to meet."
- "I think you do a fantastic job already."
- "You all did a great job."