

CSUMB Service Learning Evaluation Report
Spring Semester 2001

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CSU Monterey Bay

I. EVALUATION BY STUDENTS

Evaluation of Service Learning Courses by Students

1. SL Courses Completing Evaluation
2. Demographic Information
3. Service Placement Experience
4. Impact of Experience
 - a. How service activities enhanced students' understanding of course content
 - b. Most valuable experience
 - c. Commitment to Service
 - d. Suggestions for Improvement

1. SL Courses Completing Evaluation

During the Spring Semester 2001, 292 students from 18 major-based service learning courses and 7 CP ULR courses completed the "Evaluation of Service Learning Process by Student" questionnaire. Courses included: CH 313S, CH 407S, CST 361S, ESSP 395S, GS 200S, HCOM 317S, HWI 361S, JAPN 301S, LS 393S, LS 394, MIE 303S, SL200 (4 sections), SPAN 301, and TAT 332.

2. Demographic Information (292 Respondents)

Gender:

- Women: 63% (N =185)
- Men: 28% (N = 80)
- Missing: 9%(N = 27)

Year in School:

- Frosh: 11% (N = 31)
- Sophomores: 12% (N = 35)
- Juniors: 26% (N = 77)
- Seniors: 41% (N = 120)
- Fifth-Year: 0.4% (N = 1)
- Missing: 9.6% (N = 28)

Age:

- Mean: 21.6 years old
- Range: 18-58 years old

Ethnic/Racial Identification:

- White: 26% (76)
- Mexican (24), Hispanic (20), Latino (1), Chicano (1), Puerto Rican (1): 16% (47)

SLI Evaluations - Spring 2001

- Asian (6), Filipino (3), Asian Pacific Islander (1), Japanese (1), Korean (1): 4% (12)
- African American (5), Black (1): 2% (6)
- Middle Eastern: 1% (3)
- Native American: 0.7% (2)
- Portuguese: 0.3% (1)
- Other: 3% (9)
- Missing: 42% (117)

Course Enrolled:

- CP URL Courses: 49% (142)
- Major-based SL Courses: 51% (150)

3. Service Placement Experience

Students described doing the following service activities:

- Working as an Elementary/Junior High Instructional Aide (33.5%)
- Teaching Children and Adolescents about Radio and Media Literacy (11%)
- Computer Technician and Web Page Development (8.5%)
- Working in Environmental Protection and Education (6%)
- Working in After-School Programs (5%)
- Working at a Homeless Shelter (5%)
- Office Manager or Clerical Work (5%)
- Assisting in the Mental Health Field and Developmentally Disabled Individuals (4%)
- Assisting in Independent Living or Safe Environment for Youth (4%)
- Working at a Hospital or in the Health Care Field (3%)
- Doing Fundraising or Outreach (3%)
- Working with the City Council (2%)
- Assisting in the Farm Worker Health Program (2%)
- Staff Assistance (2%)
- Doing Adolescent or Adult Tutoring (1%)
- Child Care (1%)
- Working in Housing Programs and Rehabilitation (1%)
- Working with Support Groups for Tobacco/Drug Dependency (1%)
- Working at a Needle Exchange Program (1%)
- Working as a Financial Assistant (1%)

Recommend Site to Future SL Students?

Ninety-four percent of the respondents (N = 275) said that they would recommend their site to others; while 5% said they would not (N = 13); and 1.4% were missing responses (N = 4). The following were open-ended responses from those who said they would recommend their site to future students:

- "It had a great time at the Boys and Girls Club and I learned a lot. This experience will really help me in the future."
- "It was a great experience. I had the opportunity to work with many different units within Social Services."
- "Yes, it's a great opportunity to learn about agriculture in Salinas Valley."
- "It was very educational and a great opportunity to meet a lot of people in your community, and test/improve your social skills."
- "The Monterey Hostel is a perfect opportunity for SL students to work with dedicated volunteers and meet traveling Internationals."
- "I recommend this site because you learn a lot of life lessons as well as a deeper respect and compassion for those around you and the things you have (deeper appreciation and gratefulness). Working with the Franciscan workers was great and really helps you grow as a person."
- "Yes, it was a very positive organization and staff, and plenty of opportunity for everyone in the fight against HIV/AIDS."
- "It's a great eye opener. I knew about the problems in my community, but I never paid attention to it until I was put in the community."

Two students who said they would not recommend the site provided open-ended responses saying, there was "Not enough to do" and "We did not have interaction with the students/kids." One student said, "It depends; the site has enough work for more than one service learner, but they don't have enough time to make it a 'learning opportunity' for more than one student."

4. Impact of Experience

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

Seventy-five percent of the respondents (N = 220) indicated that Service Learning enhanced their understanding of course content; 14% said it did not (N = 42); 10% were missing responses. **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.** These included (in order of most frequent responses):

- Journal Writing and Reflection Activities

- Books Read and Reading Assignments/Handouts
- Working with Kids in the Classroom
- Panel Discussion on Education and Technology and Community SCAN
- Story-Telling Activity
- Interview Practice
- Latino Heroes on TV
- Class Field Trips
- Theatre and Play
- Group Discussions
- Meeting the Community
- Addressing Issues and Discussing Programs with Students
- Discussion of Multicultural and Gender Issues
- Presentations
- Writing Own Theory on Environmental Justice
- Parenting Classes
- Counseling students, Mediation Between Parties
- Information about Client Centered Approaches

b. 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 indicated the following were the most valuable to their service learning experiences (in order of most frequent mention):

- Teaching and Working with Children
- Connecting with the Community and the Surrounding Cities
- Learning about People of Diverse Backgrounds and Issues
- Relationships with Children and People in their Community
- Leadership and Career Skills
- Feeling that they were Making a Difference in the World
- Opening their Eyes to the Power Distribution in Politics
- Time Management

c. Commitment to Service

Do you plan to continue serving with this community program after completing this service learning course?

Forty-four percent of the respondents (N = 129) said they would continue serving with the site after completing their course, while 51% (N = 149) said they would not; 5% had missing responses (N=14). The primary reasons students gave for not continuing to serve with their site after completing this course were due to the fact they were graduating or moving out of the area, and time constraints. The following are some examples of the open-ended responses from students who said they would continue serving:

- “Yes 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.”
- “Yes, 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.”

Would you enroll in another course with a service component beyond the CSUMB requirement?

Forty-eight percent of the respondents (N = 141) said “Yes,” they would enroll in another course beyond the CSUMB requirement, and 47% of the respondents said, “No” they would not (N = 137); 5% were missing responses (N = 14). 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:

- “Yes, I would because it’s nice to be able to experience real life jobs and the reciprocal benefits, when both parties are receiving are great experiences.”
- “Yes, to help kids excel in their lives.”
- “Yes, I thought it was an awesome class.”
- “Yes, better experience in work interests.”
- “Yes, practical experience for future employment. Networking.”
- “Yes, good hands on experience.”
- “Yes, the experiences are essential to learning and priceless.”
- “To become involved with my community and learn about how I can help improve issues that concern me.”
- “The SL program allows students to almost “escape” from the stress of school and work. Serving others is a reminder of how lucky I am and a reminder that the homeless is a very important issue.”
- “So I can at least give something back to the community.”

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:

- 92% of the students felt that they were able to make a meaningful contribution to the community through their service learning experience.
- Only 17% 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.
- 85% of the students indicated that they felt more comfortable participating in the community after completing this course
- 80% of the students indicated that this service learning experience encouraged them to think about social justice issues in ways they had not before.
- 86% reported that their service learning experience motivated them to listen to perspectives that are different from their own.
- 70% of the students reported that their service learning experience challenged the assumptions they held.
- 83% of the students felt a stronger sense of commitment to being involved in their community as a result of this course.

d. 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):

- Better Integration Between Site and Class Material
- Nothing at All/Fine As Is
- Have More Time at the Service Learning Site
- More Sites to Chose From/Closer Site
- More Class Time or Time with Professor
- Less Hours
- Change Assignments
- Site Agreement on Time to Start
- Make it Optional
- More Computer Training
- Change the Assignments
- Change the Evaluations
- Continue to Employ Professors in SL that are Familiar with the Community

Any Other Aspects of SL (positive or negative) That You Would Like to Share?

Students provided the following positive notes of praise, individual challenges, and suggestions for improvement:

Praise and Encouragement

- It was great!
- The classroom work was an integral part of understanding more about EJ and SL in the community.
- Overall good experience.
- It was really a positive experience to work with someone who had previously taken the course.
- My SL experience at the Boys and Girls Club was very positive and I am glad that I had the opportunity to create a system that they can use.
- This was an incredible volunteer site. The staff members were very kind and generous of their time and support.
- The experience was invaluable—thanks for the opportunity to serve.
- I did not want to do it at first but I grew to really enjoy it. I learned a lot from my SL teacher about how a classroom functions.
- It was great. It totally changed my views of service and got me into the community.
- Enjoyed the kids—looked forward to seeing them every week.
- The positive side would be that it's a great deal of knowledge that I myself have gained.
- The site I went to teaches you a lot about life and Dorothy's Place may seem intimidating and a bit scary or challenging at first, but serving there is a very rewarding experience and

really gets you involved in the community there. I recommend the site to those who do not mind a challenge. It is definitely worth it.

- It helped me to think about youth and their lives and the community that I live in. It motivated me to get involved.
- The whole experience was a great learning experience in the most positive way. I truly enjoyed being with this group of children. They are great!!
- Mr. Reyes is a great teacher and I look forward to working with him again—maybe in the credential program.
- Learning about all the services/resources that Monterey County has to offer for people in need.
- I think the SL component of education is extremely valuable. When I talk to students at other schools about it they are always envious of such a program.
- My interaction with those in recovery was a valuable experience because so many of the people I come into contact with in my field will be or have been addicted to something.
- I gained a clearer understanding of the effects of AIDS and the displacement that occurs with many people.
- Great! Keep up the good work!
- Land watch is a great opportunity.

Individual Challenges

- There is a small problem if there is no ride.
- I wish I had more time to put into my site.

Suggestions

- Less hours at site. Less work for class. Less panels. Can it be online only?
- Do not allow students to choose their own SL partners unless they have 100% assurance that it is approved. I waited for approval from a state agency but the bureaucracy was too slow and they eventually said no anyway.
- It is important to be placed with a seasoned teacher.
- I would really like to see a writing program implemented because my experience at the school is that students are not being heard.
- The reading assignments must correlate better with the on-site learning.
- Professors should be screened heavily before being allowed to teach. There was no “wobble room” for sickness, etc. In missing only one site visit because of scheduling conflicts. I could go on but I feel discouraged and feel it is not worth complaining about.
- I hope the children’s education with media literacy continues.
- The Monterey Hostel just started 5 months ago. It is still growing and is still trying to adapt to the community. I have learned so much from the staff with regard to financial concerns and mission accomplishment. This can only help and compliment my overall learning experience, which was great.
- I felt that going into the SL sector at a lower level of URL is a good idea because it can give students particular insight on how they choose their career fields and maybe majors for individuals that are not sure. It was also a good idea to categorize the sites by the type of work a student will be doing.
- I think the agreement of completion of the MLO’s worksheet is ridiculous! It’s just busy paperwork!
- RISE should get more student Service Learners.
- I am very disappointed with the SL program at this school. I learned so much more doing SL in high school and middle school. (It was required). The site just didn’t work for me.

II. EVALUATION OF CP ULR IMPACT

The Service Learning Pre- and Post-Assessment was administered to students at the beginning and the end of the Spring semester. Seventy-eight students completed both the pre- and the post-assessment survey during the Spring 2001 semester.

Four scales were created from 17 questions. Three were scales from the original Furco questionnaire (Civic Participation, Career Preparedness, and Academic Relevance). The Civic Participation scale includes items that address the values students place on participating in the community through service. The Career Preparedness scale includes 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 Academic Relevance scale includes items that assesses students' motivation to enroll in courses they have real life applications as well as students' perceptions of the extent to which they learn best in courses that involve "hands-on" experiences. The fourth scale, Service Self-efficacy, contains items which reflect students' beliefs 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.

Pre- and post-course comparisons were made on the data from the 78 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. Results indicated that the end of the semester:

- Students were more committed to Civic Participation, and
- Students' sense of Self-Efficacy, i.e., their ability to address community issues, strengthened over the course of the service learning experience; while

There was no change in students' scores on Career Preparedness and Academic Relevance. See Table below.

Pre- to Post-Course Experience Attitude Changes			
Scale	Number of Students	Pre- to Post-Changes	T
Civic Participation	71	Increase	2.93 p < .01
Career Preparedness	70	No Difference	n.s.
Academic Relevance	70	No Difference	n.s.
Self-Efficacy	72	Increase	6.23 p < .001

Students were asked on the Post-Assessment the extent to which their Service Learning course helped them in various areas. The following are the percentage of students responding “Very Much” to “A Great Deal.”

To What Extent Has This Course Helped You To:	% Responding “Very Much” to “A Great Deal”
Decide on a major	83%
Question the assumptions you bring with you?	79%
Be more reflective?	82%
Gain confidence in stating your views?	75%
Be more open to hearing perspectives that differ from your own?	87%
Recognize stereotypes more often?	84%
Identify ways you can play a part in interrupting structured inequalities in society?	80%
Be more aware of the ways inequality affects your daily life?	81%
Reflect on how your own ability, age, gender, race, class, primary language, religion, <u>and</u> sexual identity affect how you interact in communities?	84%
To what extent has this course influenced your daily actions?	81%

III. EVALUATION BY FACULTY

Evaluation of Faculty

1. 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?
2. Faculty assessment of the Impact of Service Learning on Student Learning
 - a. Enhanced Student Learning?
 - b. Impact of Teaching a SL course for Faculty
3. Practical Considerations and Logistics of Teaching a SL course
 - a. Support Received from the SLI
 - b. Faculty-Community Partner Relationship
 - c. Obstacles that Deter You from Teaching SL Courses

During the Spring 2001 semester, 11 faculty members completed the "Evaluation of Service Learning Process by Faculty" questionnaire. The following is a synopsis of their responses.

1. Overall evaluation of teaching an SL course

a. Plan to continue teaching this SL course?

82% of the faculty respondents (N = 9) indicated that they planned to continue teaching their Service Learning course; while 18% of the respondents (N =2) said they did not plan to teach another Service Learning course. One respondent who will not teach another service learning course indicated that the reason why was because the class was cancelled. Several of the faculty who responded positively to this question provided the following open-ended responses:

- "In fact, I plan on integrating more of the SL philosophy and outreach into my non-SL courses."
- "If we can get the numbers-Do you know a way to get more students in 300 level SL classes?"
- "Subject to change scheduling of course!"
- "393 in summer. Next fall-I will teach 298 in the new form."
- "Until a tenured person is hired. We need this course in the community."

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. Six indicated they did not want to develop another course, and four had missing responses. The following are their open-ended responses:

- “Yes, It is in motion! For next fall.”
- “Perhaps-YPA 300- major proseminar.”
- “TAT has no money.”
- “Not at this time.”
- “Not at this time, however. I’m open to future possibilities.”

c. Would you encourage other faculty to use SL pedagogy?

Nine of the faculty respondents said that they would encourage other faculty to use service learning pedagogy; two were missing responses. Faculty said they would recommend service learning pedagogy to other faculty for the following specific reasons:

- "It inspires students.”
- “I believe it really helps students make essential connections between theory and practice.”
- “Powerful integration of theory and practice.”
- “Absolutely; especially after we as a faculty have re-examined the validity of the SL outcomes.”
- “Yes if it can be integrated with course content and VLR objectives.”
- “It provides a learning experience that is connected to people rather than abstract concepts.”

2. Faculty assessment of the Impact of Service Learning on Learning and Teaching

a. Did the service activities enhance your students' understanding of the course content?

100% of the faculty respondent (N = 11) reported that Service Learning activities enhanced their students understanding of course content. Faculty respondents' described the following activities or assignments enhanced their students' learning of the course content:

- “Real hands on experience with real children.”
- “Students learned in real world situations.”
- “Working directly with at-risk clients in social service settings example-residential drug treatment program.”
- “Students were able to experience the impact of media through their weekly activities and discussion with children. These children are at high risk for violence due to their exposure to real-life violence and media violence.”
- “Absolutely-daily opportunities to witness the working of power/privilege and oppression at the sites: racism, classism sexism, adultism. Also, creating methods and exercises to teach poetry and creative writing really opened up students own writing process and ability.”
- “Experience in classrooms makes the course material come alive contact with children, school curriculum, teacher’s methodology all are important to the class.”
- “All of the students (today) visited one of the students’ school site and worked with the little children on a garden-bells went off for those who worked mainly with older kids-they understood growing community.”

- “If you’re speaking about the activities in the binder I used many activities and handouts. I also incorporated activities shared in the SL luncheons and the dialogue and caucus group discussion and concepts.”
- “It seemed as the context from which to examine social relations, democratic participation, local history in their assignments.”
- “Students learn digital imaging, design, and public art process through the collaboration with community partners.”
- “Students were able to approach their service learning positions understanding some aspects of cross cultural communication and the assets versus deficit model of working with community.”

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:

- Understanding and Appreciating the Service Learning Philosophy and Practice
- Collaboration with Sites, Students, and Community Partners
- Seeing Students Learn and Gaining Reciprocal Feedback

3. 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.” Nine of the 11 faculty respondents indicated that they received “Sufficient” to “Very Sufficient” support from the Service Learning Institute. Two had missing responses.

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
- Assistance from the SL staff
- Direction as to its goals, outcomes, resources and support with sites
- Interest and getting proper paperwork
- Reading materials, on-line connection to other SL trainings and groups.

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 faculty development. Two of the faculty indicated they would have liked more support with community partnerships. Two of the faculty would like support with both faculty development and community partnerships. Three of the faculty indicated they received sufficient support and

did not need additional assistance. The following are faculty respondents' open-ended responses:

- "I would like to I think we have more work to do regarding partnership development and alignment of SL goals and pedagogy at our middle school sites."
- "These are essential to the success of an effective SL course with course content/focus and would benefit from co-collaboration with partners."
- "I wish there was more time for SL pedagogy readings on after school programs."
- "All of the above."
- "All."
- "None. Thank you for my opportunity this year. I learned a lot! I will be visiting the sites!"

b. Faculty-Community Partner Relationships

How did you first learn about your community partners?

Faculty respondents indicated that they first learned about their community partners through:

- Personal contact (N = 4)
- Database (N = 3)
- Service Learning Institute staff (N = 2)
- CSUMB Mission Statement (N = 1)
- They Were a Community Partner as Well (N = 1)

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:

- E-Mail (N = 3)
- A combination of phone calls, site-visits, and e-mail (N = 2)
- Meetings with site coordinators (N = 1)
- An event (N = 1)

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:

- Outstanding: Interim, NMC, Alisal Healthy start, Santa Rita Healthy Start, Genesis."
- "Cesar Chavez Elementary School-Main site. Natividad Elementary School- Supplementary site, Community Partnership for Youth-Supplementary Site."
- "Fortunately, all of my sites (Dorothy, Alisal, MCAP, Boys & Girls Club, and Natividad) were excellent."
- "We need to develop good sites in south county-king city area. Highland again is a problem too. Can we add Bradley? More in Watsonville/ the Santa Cruz sites many not have been diverse enough."
- "Peter Moras @ Kamman School-Salinas is great!"

c. Obstacles that Deter You from Teaching Service Learning Courses

Faculty respondents were asked to comment on any obstacles that deter them from teaching service learning courses. Three faculty respondents mentioned the following specific obstacles that deter them from teaching SL courses:

- "Numbers & FTE- Students automatically expect a longer time commitment-Ours is built in with the teaching."
- "Now that HCOM has make SL courses 6 units-it is more cost effective to have full time faculty teach SL."
- "Too much paper work. These forms are too long, there are to many of them. I don't have time for them. They get in the way and make the class even more complicated then it already is."

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

IV. EVALUATION BY COMMUNITY PARTNERS

Evaluation Summary - Schools (same as outlined above for 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

During the Spring 2001 semester, 32 community partners completed the "Evaluation of Service Learning Process by Agency" questionnaire. The following is a synopsis of their responses.

1. Evaluation Summary - Agencies

a. Overall Effectiveness

All but two of the agency representatives reported that their service learning partnership was "Effective" to "Very Effective;" 3 had missing responses. The following were their open-ended responses describing the overall effectiveness of the service learning partnership:

- "There was no coordination between my organization and CSUMB."
- "The partnership was effective because I have been doing this for awhile and I am getting better at supporting and encouraging the students. The students are also well prepared and open to their work."
- "Students bring us new life."
- "Pleasure to work with mature, highly motivated, and well prepared students."
- "Very effective due to the abilities of the students."
- "I have and have had great mentors. It is our duty to do the same. Nurturing students grooms great future colleagues in the future."
- "The CSUMB students seemed to have a good time."
- "We are a small branch library and did not always have a large audience for the students."
- "A great web page was designed the first semester. Students created several digitally altered prints the second semester."
- "Well-supported, commitments were in place, good match between SL and agency."

- “Our organizations benefited from the help and the relationships.”
- “We worked well together.”
- “It is beneficial to both parties. I really appreciated the help from happy and willing students.”

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

All but one 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 following were their open-ended responses:

- “Yes!”
- “I would like to know what the faculty requires of the students.”
- “Provide more information on the goals and processes of the SL institute.”
- “More communication if there were challenges with a particular student-this however has not been an issue.”
- “Students need follow-up with change in their plans. Our agency can accept up to two each semester.”
- “I still need help with computer technology, Adobe, Photoshop and digital photography expertise in program.”
- “It depends on timing. I have two annual events that I usually need help with.”

b. Impact of Service Learners in Agency Organizations

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 are indicated under the following themes:

Computer/Technological Assistance

- “Our tech tutors spent some of their time working with the general public (mostly teenagers) and some time training specific students to be peer tech tutors. The peer tech tutors learned a great deal and are continuing to expand their computer skills and try new projects.”
- “One student used his GI skills to make maps of monitoring locations.”
”I’m excited by the potential of using the promotional video Sarah Radloff developed for her project.”

Positive Role Models

- “Jane assisted many clients in offering a positive role model, advocate and mentor to kids who have been abused, reflected, abandoned, or who have special emotional needs. Very kind and accepting lady.”

Enhanced Resources and Outreach to Clients and Community

- “The database built will directly benefit clients and volunteers we serve, by making better matches in our face to face program.”
- “Our service learners brought joy, competency, and great skills to our project.”

Assisted in Grant Writing and Research

- “Two small grants were written. Both were declined that was not surprising. LM did all the research, waiting, phone calls and follow-ups. Client satisfaction survey was completed. The student NP reward allows old tools, researched more, did the survey, statistically analyzed it etc.”

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. They said:

- “Immersion and heightened awareness of a unique culture and local community.”
- “The greatest benefit the students received was being able to work with people of different ages and from different cultural and socio-economic groups.”
- “Cross-cultural understanding and the valuing of diverse cultures (and classes) were enhanced.”
- “The SL's had a chance to improve their communication, organizational and negotiation skills. For some of them, this is an experience that adds to their cross-cultural understanding.”
- “Being out in community! Working with real “clients” patience. Real world experiences.”
- “They experienced our community in action and were impressed by the abilities of some of our youths.”
- “Experience, increased confidence, skills in group management and safety awareness.”
- “A whole lot, breaking down of stereotypes, meeting IV drug users face to face. Learning about a bigger world than their own. They got a chance to see firsthand how HIV-AIDS affects/effects this community.”
- “The satisfaction of helping people create something that could not have happen without them.”
- “The diversity of tasks required for one person to accomplish, planning, funding opportunities, funding restraints working with advisory council members (other volunteers) seeing collaborations that function and don't function.”
- “They were able to see the need and challenge of collaborating with other organization.”
- “Great discussions about college!”

d. Service Learning Students at the Organization

Student Preparation

100% of the community partner respondents indicated that the students were adequately prepared for the work they did with the organization. Respondents reported that students showed that they were prepared by (1) knowing the expectations and being committed to field hours in service placement, (2) taking their responsibilities seriously, (3) being prepared with their goals and objectives and communicating well with their supervisor, (4) having prior diverse experiences, (5) being open to learn and wanting to try and get into the pace of the organization and the multiple priorities.

Time Cost/Benefits

100% of the community partner respondents indicated that the amount of time required to supervise service learning did not outweigh the beneficial aspects of the service students provided. Some of the community partner respondents' open-ended responses and suggestions were:

- "Needed very little supervision. A great asset to the agency."
- "She knew what to do. Self starter! Her previous experience is the reason!"
- "It was a pleasure to have an SL volunteer. Although we do see a high amount of volunteers who just do their 30 hours and then split. This does not do the community much good. Maybe the SLI can brainstorm on how to best address this dilemma."
- "Students should come in with a skills inventory so we know how to maximize their talents."

Drawbacks and Barriers to Student Participation

Six of the community partner respondents described several barriers to student participation, including students' schedules being impacted, students leaving the program, and confidentiality. The following are some of their specific open-ended responses:

- "Students' schedules are so impacted!"
- "One of the Service Learners had some difficulty because of her schedule, which was due to changes in course times. We managed to work around her schedule but her experience would have been more rewarding if she had a better schedule."
- "As stated above, a large number of students do 30 hours and then move on."
- "Except that students don't stay long enough to realize the benefits of the work and relationships they created."
- "This is hard. Volunteers take time. We do community programming and the new perspective they bring each year or semester is a big asset."
- "Mostly due to confidentiality. (i.e. was not able to sit in on individual sessions etc.) but went to groups trainings and worked 5 clients 1on 1."

e. University Support

Barriers to Relationships with CSUMB Faculty

Several respondents mentioned barriers to their relationship with CSUMB faculty due to minimal or no communication with the faculty members. The following are some of their specific responses:

- "Apparently we have had some difficulty with communicating by Fax."
- "I did not try to contact any of the faculty. I didn't receive any communication."
- "Distance prevented site visits-on a more frequent basis."
- "I received no contact between professors and my organization."
- "Many students have called and broken appointments or set-up a mentorship then call or show-up come half way into the semester and expect us to support them project on a very short deadline. I don't have time to call the school."
- "I would prefer to be directly informed by faculty at the beginning of any semester where a student is doing service learning with my organization."

Requests of Increased Support

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

- “Improve communications.”
- “Learn more about our organization. Go through the same trainings that their students have to go through. Pretty hypocritical maintain communication with CBO.”
- “Meeting with the mentor and student in our workplace. This may not be possible due to the number of students. I have had two students that spent more than one semester with me and that was great. We had the opportunity to meet.”
- “Didn’t have as much correspondence with faculty this time around. Wasn’t sure when to come out and share information about the agency.”

When asked what the Service Learning Institute could do to provide the organization with better support, community partners suggested the following:

- “Perhaps a phone call to make sure the placement is correct and working?”
- “Would need more support of there were deficiencies with the student’s performance.”
- “Schedule some of the classes later. My window to interact with our client base is from 9am-noon. Many times from 2-4. Tues.-Thurs. are our prime work days.”
- “Communicate with the participating organizations.”
- “Communication with CBO. Teach CBO’s philosophy of SL hold In-services.”
- “Give us some guidelines to follow.”
- “Maybe a little more advertising.”

2. Evaluation Summary - Schools

a. Overall Effectiveness

All but one 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:

- “It’s effective because our children see college students’ taking the time to work with them. It is great to have role models for our children who encourage them to learn and go on to higher learning.”
- “It is great to have someone enthusiastic about education to assist in the classroom.”
- “Very effective due to the abilities of the students.”
- “I really think the program is wonderful, just want to plan more with student from the beginning.”
- “It was great for our students (especially the English Learners) to have Spanish support.”
- “I don’t feel I had a “partnership” with anyone but Jane Cohene. She was great.”
- “I benefited, the children benefited, and the SL benefited.”

All but 3 of the school representatives said, “Yes” when asked, “Are you interested in continuing as a service learning partner in the future?” The three who would not continue the partnership indicated that the reason was because they were no longer going to teach there or were moving. The following were their open-ended responses:

- “Yes!”
- “I will not be returning here as a teacher next year.”
- “I will no longer be teaching.”
- “However, I am moving. Our school really benefits.”
- “More communication if there were challenges with a particular student-this however has not been an issue.”
- “I would like a tech volunteer to help us maintain/upgrade our computers. Schools have few resources for repair and maintenance and we need to learn ourselves.”
- “I wish we could get more bilingual (Spanish) students, however we need English readers too so please keep them coming! Also we begin at 8:30 so optimal times for tutors are at 8:30-11:30 and from 12:30-2:30 on Wed. until 2:00.”
- “Teen tutors matched up with partners by specific needs and abilities.”
- “We are interested, if Carol Rogers, our Homework center coordinator, is back in the Fall.”

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 Tutoring and Mentoring

- “Students received one-on-one tutoring and mentoring. Teachers had a second brain in the classroom to answer question/address needs.”

- “Many of our students benefited greatly by the one-on-one instruction they received in the reading and math.”
- “We had a tutor Marcus Pandos who came all the time absent only a few times due to illness. He continued to work even after his service learning was over. Last year I had two young men who also did a great job. Their students moved ahead in reading because the tutors were here all the time and the students went up in reading and in believing they could learn.”
- “The students in my classes benefited from the 1 to 1 tutoring and the expertise they brought with them.”
- “Amy would work one-on-one with students who needed extra help. She would also help in group activities by being an extra “expert”.”
- “Students were able to get one-on-one support in reading, math, writing from service learners in several classes. Students at Alianza had added time in small groups reading literature with service learners.”

Provide More Activities and Be More Responsive to Students’ Needs

- “The students received more attention. The response time for getting help was quicker-there behavior stayed on task because they received more monitoring. When we had SAT 9 testing my service learner was able to go to PE, music, and library with the children-she said that she learned a lot from this.”
- “We were able to offer more story time and more personalized help with homework because of the CSUMB service learners. Most beneficial of all was multicultural and bilingual nature of the program.”

Computer and Technological Assistance

- “Our tech tutors spent some of their time working with the general public (mostly teenagers) and some time training specific students to be peer tech tutors. The peer tech tutors learned a great deal and are continuing to expand their computer skills and try new projects.”
- “Both service learners contributed in different ways. One designed our web page and the other worked directly with students. Both students tutored me.”

Positive Role Model

- Our “student” population benefited through positive role model contact and through participation in recreational activities provided by SL students.
- She served as a role model for other staff members and students. Also Araceli led the class with different activities and interacted well with the students.

Close Relationships

- Many of my students' parents expressed appreciation for their child's' participation in our arts crafts and school gardening activities which Jack's presence stimulated and supported. She formed many close relationships with students because of her caring and dignity. These students looked forward to Jackie's arrival with anticipation.
- Kids love to see her!

Increased Multicultural Teaching and Learning

- The greatest benefit the students received was being able to work with people of different ages, and from different cultural and socio-economic groups.
- To take staff and children on campus to learn computer skills was awesome. Not only are we breaking down the digital divide but also showing young people that college is attainable.
- Our participants meet young and interesting students from CSUMB.

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 in the classroom teaching experiences, (2) Interaction with teachers and kids, (3) Cultural competence, and (4) Public speaking skills. The following were their specific responses:

- "They got to see real life teaching from the teachers POV. They got to work with great kids."
- "I think that some of the Service Learners have decided to enter the teaching profession as a result of their experience here at Cabrillo."
- "I think the students learned a lot about children and how to interact with them in and educational setting. They all seem to be satisfied with their experiences (felt rewarded)."
- "I think she was encouraged about thinking of teaching in the first grade. I think it would be good for SL's in schools to take one day to visit other classrooms at their site. You can learn so much and get good ideas."
- "Interaction with children. Both media literacy students and tech tutors expressed appreciation for exposure to community."
- "The opportunity to observe 8th grade math classes and assist with her tutoring and organizational skills."
- "The SL's were able to see experienced teacher in action-learning organization and management style-strategies and learn new materials and resources for teachers."
- "They seemed to love working with our kids. Erin and Francine picked up tech skills."
- "They were in a position to interact with and actually teach children. They experienced what it is like to be a teacher."
- "It helped the students to adjust their curriculum plans to the reality of a classroom with diverse needs."
- "I think the CSUMB SL who is sincere learns that not everyone has had the same opportunities or experiences that they (SL) has had and consequently they see how important they are to the children, and they have a chance to change a child's life for the better."
- "Araceli was able to gain the experience of working with special needs students, which encompasses medical needs, behavioral needs, and communication needs."
- "Public relations, practice in public speaking and demonstration, assisting in the development of k-12 educational programs."

d. Service Learning Students at the Schools

Student Preparation

All but one school representative indicated that the students were adequately prepared for the work they did at the schools. Several respondents indicated through open-ended responses that students needed more preparation for their SL position and they needed to be more responsible and have regular attendance. These were their specific suggestions:

- “One of the tutors who had worked with us for two years said that the class did not offer enough concrete preparation in how to tutor people. I agree there should be more emphasis on some basic skill building in SL 200 Middle and High School Outreach.”
- “Some needed some training but only caught on very quickly.”
- “The students were prepared for the work however when in the classroom they need to realize how important their attendance is to the child or children they work with.”
- “Two students were not ready to meet their SL obligations with a sense of responsibility.”

The following are the open-ended responses among those who felt the students were adequately prepared for their Service Learning position at the school:

- “I worked with 1 service Learner from an SL 200 class and 2 tech tutors. All 3 were well prepared for their community experience.”
- “Amy blended into the class quickly. She knew her role and was quickly accepted by the students.”
- “The student had good work habits and also exhibited an understanding of developmental stages, cultural diversity and basic to intermediate behavior control techniques. She demonstrates enthusiasm for the students and her role.”
- “Araceli was familiar with the procedures in the classroom. She was open minded and flexible when dealing with the students.”
- “I’m in Kinder and Lizzie has taught preschool-she brought this in.”

Time Cost/Benefits

Only one of the school representative respondents indicated that the amount of time required to supervise service learning outweighed the beneficial aspects of the service students. The following were their open-ended statements in response to the question of whether the amount of time required to supervise the students outweighed the benefits:

- “My position requires I work with low performing students daily and very often I must stop with my groups to handle questions or to call teachers to let them know their tutor will not be here. It’s more a problem of getting everyone paired up and the times scheduled.”
- “No, but the teachers in the classrooms had to do the majority of the supervising.”
- “Jackie learned quickly how to support one during my after-school class as well as with my homeroom. She was attentive, caring, flexible and very responsible. I quickly entrusted her with increasing levels of responsibility.”
- “Spent 5 extra hours for 6 weeks after work to take staff and students to campus.”
- “There were times when I felt it necessary to create additional work for the students.”

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:

- “What happens is that tutors begin the tutoring and become a part of the daily routine for those children they work with, however once the newness wears off the tutors find it harder to come to tutoring and in some cases are absent too much, and the strength of their effectiveness is wasted.”
- “The only drawback was having a couple of students begin and then leave the program (the service learners). Our students at Cabrillo loved the one-on-one attention.”
- “As stated above, a large number of students do 30 hours and then move on.”

e. University Support

Barriers

School representatives were asked to describe the barriers they experienced with University support at their school. Several school representatives indicated that they had little communication with the faculty, specifically stating:

- “Jane did all the communicating never had a site visit or phone call from faculty.”
- “Communication with the learning facility was minimal. Fortunately the student tried to stay on top of necessary papers in a timely fashion.”
- “Actually, the only contact I had with faculty was when I attended two tech tutors workshops.”
- “The only contact I had with the SL faculty was one phone conversation.”

School representatives who communicated frequently with the University faculty described their communication and support from the faculty:

- “I was invited to visit a class session for the SL 200 course. The Tech tutors instructor kept in touch through email and the class website. We also were invited to a tech workshop on campus and the final presentations.”
- “I had the pleasure of meeting and speaking with Dr. Motoike. She met with me and asked for my opinions on the training of tutors, how to get them to continue volunteering, and what if any suggestions I might offer.”
- “Brenda Schnault was caring and consistent Gerri and Kevin were always available.”
- “Jerri was very organized and even added us to the computer system to comment with the service learning class. She is hospitable and supportive.”
- “Received frequent emails from CSUMB one visit and I attended a workshop in the winter at on campus.”

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:

- “Keep encouraging SL partnerships.”
- “Nothing-the students seem very well prepared.”
- “Change the course to incorporate effective tutoring strategies.”
- “It would be helpful to have the requirements for each course and the expectations for the students written out before the service learners begin.”

- “Explain to students the reality of what our students need and of what varied backgrounds and abilities they’ll be working with. One SL was so surprised to find out a 3rd grader was reading at a pre-primer.”
- “Making sure that students understand why SL is valuable to them (the students).”
- “Maybe check with students periodically to ensure they are on task.”
- “For tech tutors, help match tech skills with school needs, instead of putting everyone together in a room and leaving it to chance.”
- “Provide age appropriate books and concepts.”
- “I would like to know a little more about what is really acceptable/unacceptable for the SL to do in class!”
- “An email in beginning of semester regarding the learning objectives for the student.”
- “It would be helpful to have contact with students as early in semester as possible. Also-the issue of your vacations differing than ours needs to be made clear at the onset in the semester (calendar of semester with breaks) with classroom teachers.”

When asked, “What could the Service Learning Institute to provide your program with better support?” school representatives responded:

- “Continue.”
- “I have no recommendations.”
- ”The program is perfect.”
- “Overall everything was great.”
- “Keep providing quality students.”
- “Perhaps a phone call to make sure the placement is correct and working?”
- “Would need more support of there were deficiencies with the student’s performance.”
- “Coordinate placements across the different courses so that we don’t end up with more students than we can handle.”
- “I’m hoping to work with Pam M. to develop a 6-unit course that covers CPULR and also spends 1/3 class working on basic tutoring skills.”
- “Send Michelle Slade to our site.”
- “Frankly, the workshop in Winter wasn’t helpful to me and made me quite unwilling to go to the one in May. Sorry.
- “More students.”

Seven students who had attended SoSLA 2000 and had worked as University Service Advocates in the 2000-2001 academic year participated in a focus group held on May 9, 2001. The focus group was facilitated by Christy Teranishi. Cherie Bartimus and Joel Escalona observed and took notes. The purpose of the focus group was to obtain feedback on the Summer of Service Leadership Academy (SoSLA) and to learn what impact their SoSLA and USA experience had for these students.

The focus group was structured around the following topics (see Appendix for the survey questions):

1. Motivation for attending SoSLA and becoming a USA
2. The impact of SoSLA on their:
 - personal growth
 - development as a leader
 - understanding of service learning
 - goals for their college education
 - General feedback on SoSLA and USA teaching, learning, and work experience

1. **Motivation for attending SoSLA and becoming a USA**

Students described four reasons why they became interested in attending SoSLA and becoming a USA: (1) they enjoyed their SL200 course; (2) key people in SL200 or SoSLA introduced them to the program; (3) they wanted to gain leadership experience; and (4) they liked the idea of learning and getting paid for it.

Three students became interested in SoSLA and becoming a USA through their SL200 course. Students said they enjoyed their SL200 course and they liked the SL experience. One student said "I really understand the point of service learning, reflecting upon myself and constantly learning."

Three students indicated that they became involved in SoSLA and becoming a USA through the inspiration and encouragement of key people. One student reported that she had heard good things about USA program through other USA's. Another student said he had heard about it from his SL200 teacher, he was having fun in the course and he needed a job. One student said her roommate was in SoSLA the year before. She said SL200 taught her that SoSLA was a good way to become more involved in something she was passionate about.

One student mentioned he wanted to be a USA to gain leadership experience. Another student said that SL200 enriched her learning experience, and it provided an opportunity to work in communication, to learn, and get paid for it.

2. **Impact of Service Learning on Personal Growth, Leadership Development, Understanding of Service Learning, and Educational Goals**

Students indicated that participating in SoSLA had an impact on their personal growth, their leadership development, their understanding of service learning, and their educational goals in various ways. All of the students mentioned that their personal growth was intertwined with their leadership development in that SoSLA and being a USA enhanced their personal growth by helping to improve and build upon their leadership skills. Three students said that it helped to improve their communication skills, and made them more comfortable talking and offering their opinions. One student mentioned it helped to improve their conflict resolution skills, and another student said that it created more awareness of how things work and make more informed decisions.

SoSLA enhanced students' leadership development by helping them to develop their self-confidence in being a leader and communicating better. They were able to develop their organizational skills, such as by getting an organizer. They also learned to design and implement reflection activities like journals. Students indicated that they learned to be more resourceful as they put conferences together.

SoSLA enhanced students' understanding of service learning by defining it. They said that by participating in SoSLA they learned about what Service Learning was and was not. SoSLA provided students with a greater understanding of Service Learning that was not provided by merely taking their SL200 course.

The USA program helped students develop their educational and career goals. One student said, "Talking about identity, race, privilege, power, and real experiences... People telling you what they've been through and what they believe have had an impact on my goals for his college education and career." Another student mentioned that being a USA helped teach her how to pick her battles in terms of which struggle she wanted to focus on. She said, "I can't do it all. I have to define what I want to do, and put issues into the papers I write in class." Three students indicated that being involved in SoSLA and the USA program helped them choose their majors and apply their work through their major. Two students reported that participating as a USA enabled them to become more engaged in the community and that "it made concepts that we read in books real."

Contribution to your Success as a Student

SoSLA and the USA program contributed to students' success by helping students become more organized, develop their critical thinking skills, become more participatory in campus and community issues, and by getting them more interested in developing relations with faculty members. One student said, "I write papers better because I am more organized," while another student said, "Now that I have a planner, I am more focused." Two students mentioned that they now participate more and are more interested in what's going on on-campus. One student said it helped them become more interested in developing relationships with faculty.

Impact on Students' Ability to Work in a Multicultural Setting

The students felt more conscious about understanding differences when communicating and interacting with people as a result of SoSLA. SoSLA allowed them to meet different people, to get to know who they are, and how they are interacting in a group. It also facilitated their self-reflection in dealing with multicultural settings. One student mentioned that it enabled him to appreciate and respect differences, such as religion and beliefs different from his own.

Facilitating Teaching and Learning in Service Learning

Students felt SoSLA helped to facilitate their teaching and learning in service learning. All of the students gave credit and appreciation to Michelle Slade for her outstanding teaching. One student said, "I reflected upon what she said and passed it along." Another student said, "I presented a workshop to 30 children. I knew how to plan ahead and have the room and supplies ready beforehand. I was very prepared seeing Michelle do it first hand and imitating her style." Learning about different learning styles was also an important teaching tool. She said, "Writing and drawing versus just lecturing is important because people learn in different ways." Finally, one student noted that it is important to know what you are talking about, and to give people tools to teach.

SOSLA as preparation for USA role

There were various activities that students mentioned that helped them prepare them for their role as a USA. Students mentioned the Team Action projects and the Youth Leadership Conference as two activities that helped them prepare to become a USA. One student said, "We pulled together each USA's strengths in planning, obtaining resources, etc., and Michelle let us take leadership in developing the conference, and let us run with it." One student noted that it was not just a few activities that prepared her to be a USA but "Everything. We need all of it, not just one part of it."

Although SoSLA provide students with a strong foundation to be a USA, in some aspects they were not adequately prepared. Several students indicated that one reason that they were not adequately prepared was because they didn't know what they were supposed to do in the beginning. One student said, "It wasn't clear. I just played it by ear when working with faculty." Another student said, "Ditto. Half of the class was not Service Learning and the faculty had never taught a Service Learning course. Neither of us knew what to do. The role is not defined or explained easily." Other students indicated that they did not know how to deal with students who did not like the class or those who had a bad attitude. One student said, "Particularly for the community-based service learning courses, it is difficult holding students accountable and dealing with their bad behavior. How do I help them become interested in their SL experience or activity so it doesn't make the guest uncomfortable or SL look bad?" These are just a few challenges that students encountered as they entered their role as new USAs.

Nevertheless, the students were not discouraged. They even provided some suggestions for improving the transition. Some students suggested to have veteran USAs come in and explain what they did in the positions they held before the new USA taking over. Others suggested separating the SoSLA groups (community-based vs. course-based) since the roles are different and it would help to define them.

Civic Engagement

Service Learning provided students with an outlet for civic engagement. Several students mentioned that it enabled them to develop their own events while at the same time want to go to other events. One student said, "I wasn't normally interested or involved before. Now, I have participated in Christmas in April twice, and I am more interested now in other functions and activities."

Strengthening and Changing SoSLA

Students were asked, "If you were in charge of strengthening SoSLA what elements would you be sure to keep the same? What would you do differently?"

The group as a whole felt that Michelle had done an outstanding job in her role as USA coordinator and mentor. Students commented, "Keep all that Michelle teaches the same." Other students mentioned it would be great to continue to have graduated USAs come in.

Students provided some suggestions for things to do differently, such as having current USAs be more involved with new USA training. All of the students thought that it would be good to have a USA "mentor" for new USAs, and to develop a mentoring program. Another suggestion was that new USAs should have better defined roles. Also, CP URL faculty needs to be more involved in USA meetings and vice versa.

Evidence for Support and Funding

Students were given the following scenario: You have to convince the University Administration to support and fund (i.e., institutionalize) the SLI's student leadership programs. What evidence would you present?

Several students suggested providing them the Service Learning Vision statement and entire catalog to encourage more support, and show them our portfolio and pictures. One student said, "Summarize all of our accomplishments. There's no limit to where we can go and what we can do." Other students suggested giving them the feedback from USAs, faculty, and Community Partners, describing the relationships that have been built with surrounding community, or inviting the administration to attend some of the events we put on in order to let them see how it impacts the growth of a person. One student simply said, "Let them try to do it without us for one semester!"

Anything else?

All of the students noted that it is important to recognize the support people behind the scenes, the Staff. They thought we should have the staff become more involved in our activities. Another suggestion was to see where this Institute is compared to other universities. One student said, "It is a leading Institute among leaders." A final suggestion was to follow the graduating USAs to see what they do after graduation. One student said, "SL200 brought me to SoSLA and SoSLA blew me out of the water. This experience has been life changing for me. Look at what past USAs have gone on to do and their success." All seven students said that they would be available to be mentors for future SoSLA students and for long-term assessment after graduation.

USA Focus Group: SoSLA 2000 Experiences

1. What made you interested in attending SoSLA & becoming a USA?
2. Let's talk about the Summer of Service Leadership Academy. What are your reactions to that experience? In what ways has it impacted you?
 - personal growth
 - development as a leader?
 - understanding of service learning?

- goals for your college education?

3. Has SoSLA contributed to your success as a student here at CSUMB? If so, how?
4. In what ways has your SoSLA experience had an impact on your ability to work in a multicultural setting?
5. How did SoSLA contribute to your ability to facilitate teaching & learning in service learning?
6. What aspect of SoSLA prepared you most for your work as a USA?
In what area(s) did you feel SoSLA did not adequately prepare you for your work as a USA?
7. How has your SoSLA/USA experience affected your civic engagement/responsibility?
 - If you were in charge of strengthening SoSLA what elements would you be sure to keep the same? What would you do differently?
 - Scenario: You have to convince the University Administration to support and fund (i.e., institutionalize) the SLI's student leadership programs. What evidence would you present?
 - Is there anything else you would like to share?

Five USAs who had worked as University Service Advocates during the 2000-2001 academic year and were about to graduate participated in a focus group held on May 16, 2001. The focus group interview was facilitated by Dr. Christy Teranishi. Cherie Bartimus observed and took notes. The purpose of the focus group was to obtain feedback on the USA Program and to learn what impact their USA experience had for these students.

The focus group was structured around the following topics (see Appendix for the survey questions):

1. The impact of being a USA on their:
 - personal growth
 - development as a leader
 - understanding of service learning
 - goals for their college education
2. General feedback on their USA teaching, learning, and work experience

1. Impact of Service Learning on Personal Growth, Leadership Development, Understanding of Service Learning, and Educational Goals

Personal Growth

Students described how being a University Service Advocate had an impact on their personal growth in the following ways: 1) by developing their confidence as a leader and facilitator, 2) by developing their communication skills, and 3) by connecting with the community and make a difference in other people's lives. One Latina student said, "I was born in Mexico and raised in South Central L.A. I was the first to leave home. Here, I found people who believe in me, and wasn't looked down upon. I used to be shy. Here I'm not! I was provided with role models here that I didn't have before." Another female student said that she also overcame her shyness and developed her confidence taking on the role of the facilitator. Three students indicated that their personal growth developed as they worked with people in the community. One student noted that his personal growth developed as he made a difference in people's lives through communication and helping them to learn and grow through their experiences. He said his favorite personal quote is, "Elevate others and they will elevate you." Students indicated that building partnerships with people is not something they could get in the classroom, and that working out in the community with people who do not have higher education provided them with personal growth by enabling them to learn from them.

Leadership Development

Some of the ways that being a USA enhanced students' leadership development were participating in conferences, building their self-confidence, and by providing them with mentors. One student said, "I developed my leadership skills by taking the initiative and participating in state conferences and campus action project. Being a USA has given me confidence to put myself out there." Another student indicated that despite the challenges of preparing for graduation this semester, "I was able to rise through the challenges this semester.

Sitting in other SL courses explored different avenues for trying new innovative things with students and developing new challenges.” Some students mentioned that working with particular faculty provided them with a mentor to help enhance their self-confidence. One student said, “Kathleen Rice brought out the best in me and built my confidence to do this.”

Understanding of Community Issues

All of the students indicated that being a USA enabled them to gain a better understanding of community issues. “Any community based USA gets of taste of how important it is to work in the community and how important it is to have community. They need to tell CSUMB what they need and teach us what they are all about,” said one male student. Other students agreed that it is important to have community partners come in and teach us how we can become part of the community. One female student said, “I learned it is important to not go into the community, try to impose my “stuff” on them or change them.” A White female student added, “I consider it a privilege to relate to the community. The privilege I encounter is due to the color of my skin.” Another student mentioned that it is important to know the community before you go into it. It was helpful to have information from USAs who went before them to prepare them for what to expect before they went into their community site. Finally, it was also mentioned that being a USA gave students a better understanding of community issues by being able to see things that were happening in the community and experiencing them rather than just hearing or reading about them.

Educational and Career Goals

All of the graduating USA students indicated that they are going to continue their work in the educational field in some form or another. One male student said he would continue on to get his Master’s degree. He said, “Being a USA has given me the self-confidence and self-worth to continue on in Social Justice work and in Environmental Policy.” The four other graduating USAs want to continue on to be Educators. Two of these students want to teach at the secondary level; one wants to teach at the University level; and one wants to work in after-school youth programs. One student said, “Through being a USA I learned I can bring passions into the educational role such as working with ESL students and working with immigrants.” Another student said she wants to carry on what she has learned as a USA. She said, “I want to be a teacher and impact my students by letting them know they can make a difference.”

Contribution to your Success as a Student

Students indicated that being a USA contributed to their success as a student in several ways. Two students mentioned that it enabled them to see issues more clearly when they come up in classrooms and they are able to make the connections. One male student said, “It did not contribute to my success as a student so much from academic view, but it gave me the freedom to step away from academic work. I came in as a transfer student. It gave me a sense of exploring things other than my major. It is a learning experience being a USA.” A White female student said, “I draw from everything I learned in my USA role. It’s become who I am. It helped to develop who I am. It’s more than a job.” A Latina female student said, “It’s not a paying job for me. I felt like quitting several times since 1998 but I keep coming back. It’s

worth a lot more to me than money. I've gained so much knowledge and developed so many friendships."

Impact on Students' Ability to Work in a Multicultural Setting

The USA program had an impact on students' ability to work in multicultural settings is by helping them deal with social issues and to develop awareness by providing them with the education and by exposing them experiences at conferences. The USA program also helped students learn to deal with multicultural issues and people. One student said, "We learn how to work together, notice and acknowledge how different we are, and learn from that."

Three ways the USA program could have done more to enhance their ability to work in a multicultural setting were: 1) by providing instructors with a stronger background on how to teach service learning courses, 2) by providing major-based transfer students with a background on Service Learning since they don't take the CP URL course, and 3) by supporting USAs to work with inexperienced SL instructors and students. One student said, "Our curriculum is not taught the same. New instructors don't even know what they are teaching about. USAs get stuck with teaching the Service Learning course as a student and have to know what it entails." Another student said, "We have to take SL200! Instructors should have to go through it too, so they can know all the issues, and what SL is! Also major based transfer students don't have to have a SL200 background so they don't get it!"

2. General Feedback on USA Teaching, Learning and Work Experience

How Have USA Experiences Differed From Other Experiences?

Three students mentioned that their USA differed from their other experiences they had as a student. First, students were able to have the time to reflect how their actions affect others and others affect their own. Second, students are provided with a tremendous amount of support for being involved in service learning. A European American student said, "Outside you may not get the same support and that can be dangerous where you might be attacked for having your opinion on social justice." The third way, students mentioned was different from other experiences was the difference in pay per hour in relation to their sense of self-worth. One male student said, "There was a difference in pay per hour in the different jobs I was offered. It was \$7 per hour versus \$9 per hour. However, knowing I would take a pay cut but knowing that coming to SL would have meaning and a sense of self-worth, it was worth the difference in pay."

Most Valuable Thing in the USA Program

All five of the graduating USA students said that the most valuable thing they got out of their involvement in the USA Program was the relationships they developed in Service Learning. All of the students mentioned Michelle Slade and Kathleen Rice as powerful mentors who had inspired and supported them as USAs. Students also mentioned that their relationships with other USAs and collaborations with the community were important. One student said, "Just because I am graduating those relationships will not end." The other students nodded and echoed her indicating that they would continue to maintain the important relationships and connections they developed in the USA Program long after they graduated from CSUMB.

Greatest Obstacle to Success as a USA

Three students mentioned that the greatest obstacle to their success as a USA was their personal doubt. One student indicated that in his major-based Service Learning course he had personal doubt due to his gender and their age. He said, "Students were older than me. I kept wondering whether they were paying attention when I was teaching reflection projects..." Another student said she also had personal doubts, particularly when she was running out of time because course did not allow enough time to finish her reflection project. She ended up having to cut down the activity time in order to complete the class. Two students indicated that the greatest obstacle to their success as a USA were the faculty and the administration. One student mentioned that some of the instructors were not prepared and did not have the knowledge to teach Service Learning. Another student said, "Some people like the administration take credit for the work we do. However, they don't have to go through the training we do. I think we should have them come through the training with us!"

Preparation for Work as a USA

Students were asked, "What aspect of the USA most prepared you for your work as a USA?" All five graduating USAs emphasized that the instructors and staff were the ones who most prepared them for their work as a USA. The CP ULR staff and instructors were very supportive. They indicated that having one to two hours a week with the instructor was very valuable, and working closely with instructor enabled them to be prepared for their work as a USA. One student said, "The instructor incorporated me as part of the syllabus. I worked with her two hours a week and was able to provide leadership in running the activities in the classroom. The instructor stepped down from her role and became a learner." Students also mentioned that SoSLA was essential to their preparation as a USA. One student said, "It is essential to have SoSLA. It is also important to maintain involvement in the community and to keep the people and the staff that make this USA program work by nurturing them."

Students were also asked, "In what area(s) did you feel the USA Program did not adequately prepare you for your work as a USA?" A Latina female student said matter-of-factly, "We can't always be prepared, not matter how much training we get." A White male student asked a rhetorical question, "How do you prepare for the politics that go on?" A White female student replied, "Before entering into Instructor/USA relationship we need to have more collaboration prior to the classroom experience. They need to make the connection and know how each teach and how their roles are going to be defined."

Civic Engagement and Responsibility

Students reflected upon how being a USA affected their civic engagement and responsibility, and mentioned issues surrounding voting, democracy, and social justice. "It has opened my eyes. I'm not a US citizen, but if I were I would vote. I learned to be aware of issues you are voting on, learning and knowing about what you are voting on, how it impact others such as the poor, women, people of color, elders," said a Latina graduating USA. Being a USA has affected students' perception of democracy at the local level. He said, for example, "Students are supposed to get to choose which site they want to serve at. But it turned out the sites were chosen for us. We only got to choose out of six versus several hundred in database." Being a USA has also impacted students' sense of social justice. A female student said, "It is my duty to speak up for social justice. I have a voice now and feel it is my duty to speak up."

Recommendations for the USA Program

Students provided the following recommendations for improving the USA program. First, students recommended integrating more faculty and community partners in the program. Second, they also suggested providing the students and faculty with more resources, such as higher pay, transportation, housing, etc. One student said, “It is important to value their work more. Give the people who run it more credit. Focus on how to keep them, not just give them such a heavy workload. We need more resources.” A final suggestion was to conduct a mid-semester assessment. This would enable SLI to assess how the semester is going halfway through in order for them to make any necessary changes or improvements throughout the semester.

Note: We did not complete Question 10 due to time limitations. The students had a meeting that lasted longer than expected right before the focus group interview, and then they had another meeting immediately afterwards, so due to time limitations we had to finish the interview with question 9.

FOCUS GROUP: USA Experience
(Graduating USAs including Graduating USAs who participated in SoSLA 2000)

1. Looking back on your time as a USA, what aspects of your experience has had the greatest impact on your:
 - personal growth
 - development as a leader?
 - understanding of service learning?
 - goals for your college education?
2. Has your USA experience had any impact on your success as a student and/or your decision to complete your studies here at CSUMB? If so, how?
- 3
 - a. Have your experience in the USA Program enhanced your ability to work in a multicultural setting? If so, how?
 - b. How could the program have done more to enhance your ability to work in a multicultural setting?
4. How have your experiences as a USA difference from other experiences (e.g., courses, leadership, work experiences) you have had as a student at CSUMB?
5. What was most valuable about your involvement with the USA Program?
6. What has been your greatest obstacle to your success as a University Service Advocate?
- 7
 - a. What aspect of the USA most prepared you for your work as a USA?
 - b. In what area(s) did you feel the USA Program did not adequately prepare you for your work as a USA?
8. How has your USA experience affected your civic engagement/responsibility?
9. If you were in charge of strengthening SoSLA what elements would you be sure to keep the same? What would you do differently?
10. Scenario: You have to convince the University Administration to support and fund (i.e., institutionalize) the SLI's student leadership programs. What evidence would you present?
11. Is there anything else you would like to share?

THANK YOU FOR YOUR PARTICIPATION!