

1998-99 Year End Evaluation Report

Analyses of the
"Evaluation of the Service Learning Process by Student"
"Evaluation of the Service Learning Process by Faculty"
"Evaluation of the Service Learning Process by Community Partner"
"SL200 Service Learning Pre-Post Assessment"
Surveys
Fall and Spring semesters 1998-99

Analyzed and Compiled by

Jane R. Brown, PhD.

for the

Service Learning Institute
CSU, Monterey Bay
September 1999

**1998-99 Year End Evaluation Report
Table of Contents**

<i>Topic Heading</i>	<i>Page</i>
Evaluation by Students	1
I. Evaluation of Service Learning Courses by Students	1
A. Service Placement Experience	2
B. Impact Evaluation	2
1. Learning of course content	2
A. How service enhanced learning	2
B. Most valuable out of the experience	3
2. Commitment to Community Service	4
II. Comparison of SL200 with Majors-based courses	5
III. Evaluation of SL200 impact	6
A. Pre-to-Post course experience attitude changes	6
B. Spring 1999 post-self-assessment: Impact on Learning	8
Evaluation by Faculty	10
I - Overall evaluation of teaching a SL course	10
A. Continue teaching this SL courses?	10
B. Development or another SL course?	10
C. Encourage other faculty to use SL pedagogy?	11
II - Impact of Service Learning on Student Learning	11
A. Enhanced student learning?	11
B. Recommended to other faculty - Why?	12
III - Impact of teaching a Service Learning course for faculty	12
IV. Practical Considerations/Logistics	13
A. Amount of time	13
B. Support from the Service Learning Institute	13
C. Faculty-Community Partner Relationships	14
D. Obstacles/Barriers	15
Final/additional comments	15

Evaluation by Community Partners	16
I. Evaluation Summary - Agencies	16
A. Overall Effectiveness of the Partnership	16
B. Impact	17
C. Service Learning Students at the Organization	18
1. Student Preparation	18
2. Time Cost/Benefits	18
3. Drawbacks/Barriers to student participation	19
D. University Support of Service Learning at the Sites	19
1. Barriers to Relationship with Faculty	19
2. Suggestions for improvement for Faculty	19
3. Suggestions for improvement for SLI	20
II. Evaluation Summary - Schools (same outline as above for Agencies)	21-23

Evaluation by Students

I. Evaluation of Service Learning Courses by Students

A. Service Placement Experience

B. Impact Evaluation

1. Learning of course content
2. Commitment to Community Service

II. Comparison of SL200 with Majors-based courses

III. Evaluation of SL200 impact

A. Pre-to-Post course experience attitude changes

B. Spring 1999 post-self-assessment: Impact on Learning

I - Evaluation of Service Learning Courses by Students

426 Students from 28 service learning courses in the majors and 8 sections of SL200 completed the "Evaluation of the Service Learning Process by Student" questionnaires this year. Courses included:

Fall 1998: SL200 (3 sections), MIE 412, CHS 313, CHS 407, GLOBAL-?, HCOM 320, LS 391, LS 393, LS394, MIE 371, MIE 412, SBSC-?, TAT 332.

Spring 1999: SL200 (4 sections), CHS 201, CST 362, ESSP 384, GLOB 325, GLOB 365, HCOM 307, HCOM 395, LS 393-1, LS 393-2, LS 394, SL 395, TAT 332, VPA 306, WRSI 161.

Demographic Information (426 respondents)

Gender

- Women 65.3% (278)
- Men 23.2% (99)
- Not answered 11.5% (49)

Racial Identification

- Not answered 44.8% (191)
- Asian/Asian American/Pacific Islander 3.3%% (14)
- Black/African American 2.3% (14)
- Caucasian/European American 26.3% (112)
- Latino(a)/Mexican/Mexican American 20.9% (89)
- Native American .2% (1)
- Other than listed above 2.1% (9)

Year in School

- Not answered 11.5% (49)
- Freshman 12.4% (53)
- Sophomore 13.6% (58)
- Junior 30.0% (128)
- Senior 32.4% (138)

Age Range

- Mean 24.6 years
- Range 18-56 years

Course enrolled

- SL200 18.5% (78)
- Major-based SL 81.5% (348)

IA. Service Placement Experience

Students were asked to rate their experience at the site where they had served along several dimensions. Their responses were overwhelmingly positive. The proportion of students who rated themselves "**Satisfied**" or "**Very Satisfied**" with each dimension is indicated below.

94%	Helpfulness of agency staff
90%	Adequate orientation and training
94%	Adequate supervision
92%	Meaningful tasks to perform
96%	Recognition of efforts

- 94% of the students indicated that they would recommend the site where they had worked to future service learning students.
- 94% of the students felt that they had been able to make "a meaningful contribution to the community" through their service learning experience.

IB. Impact Evaluation: 1. Learning of courses content

Students were asked three questions that addressed their perceptions of the impact the courses had as learning experiences. Their answers were overwhelmingly positive.

- 93% of the students indicated that their service activities had enhanced their understanding of course content.
- Only 13% agreed that they would have learned more from the class if more time had been spent in the classroom instead of doing service in the community.
- 78% of the students indicated that they would enroll in another course with a service component beyond the CSUMB requirement.

In addition to these quantitative assessments of the impact of SL courses on student learning, we also asked students to describe (1) how their service activities enhanced their understanding of course content (if it had) and (2) what was the most important thing they got out of their service learning experience.

A. How service activities enhanced students' understanding of course content

Students' written responses to this question were examined qualitatively for descriptive themes. By far the most frequent explanations for how service activities enhanced learning had to do with the relationship between the course content and the work students performed. Students also described interaction and reciprocal learning as well as learning about the community and about service. It was also interesting to note that types of answers (e.g. application of knowledge to service work or the relationship of issues to site experience) tended to characterize particular courses. Examples of students' responses in each of five categories follow.

Issues discussed in class were "made real" in the site experience

- Halfway through the semester the course material started to really make sense. The relationship between the literature and the students (at the site) was an eye opener.
- It enhanced it because I got to experience first hand what our lectures and text in class were about.
- I faced some of the very issues discussed in class at my service learning site.
- I understand more about environmental justice taking place in our own back yard.

Skills and knowledge learned in the course were applied to service work at the site

- Being in the fourth-fifth grade classroom provided a great hands on experience that can't be taught in a classroom.
- They showed me how to manage cases hands on.

Experience of reciprocal learning/learning through interaction with others

- Through my service learning, I was able to learn from my students. I got to relate their responses to what I was learning.
- By hearing what the kids had to say, I was able to learn these concepts on a much deeper level.
- Just being with the girls and listening to their stories about daily life helped me to become compassionate.

Understanding of community and service

- I understand how service learning can benefit the community and the college by building a bridge between the two.
- This service activity allowed me to realize that one needs to take action and work with the community in order to build a safe community environment.
- It helped me develop my own theory of environmental justice.

B. What was most valuable in this service learning experience?

Students' answers to this question were also analyzed qualitatively and again, several descriptive categories of answers appeared. The most frequently cited was the relationships students developed with the people with whom they worked in the community, approximately one-third of the answers were about these relationships. Categories of responses and examples follow.

Relationships formed with the people with whom students worked

- The relationship that I was able to develop with the children at my site was the most valuable. This is not only because of what I gave them but more so what they gave me.
- Having the opportunity of communicating with the children. A communication that made them open up to me and share everything they felt and had in mind.
- The most valuable thing that came out of service learning is the connection I made with the children and the staff at the school

Career-related experience and skills

- Giving presentations to schools and organizations enhanced my presentation skills.
- Getting experience in the classroom with children.
- I have learned to interact with more ease with clients.
- I learned to handle professional conversation with elders, government officials and other high respected environmentalists.

Personal Engagement with Issues

- Realizing what role I may have as an oppressor or ally to oppressed people.
- I reflected on my life and my actions and identified many good and bad things that related to the issues discussed in class.
- My awareness of multicultural books and how different people are stereotyped.
- The most valuable thing that came out of my service learning experience is it helped me change my stereotypes of women in prison and also prisoners in general.

Self Knowledge

- A better understanding of myself.
- It made me realize my strengths and weaknesses when working with kids.
- It changed my life, my self, my core perspective of understanding, and my perspective on the world.
- The experience has helped me realize my love for teaching.
- Insight to my own inner goals, what makes me feel purpose.

Learning about the community and how to be involved

- My sense of community participation. I feel a part, whereas before I felt like an outsider.
- Having a more positive attitude about going into the community, more confidence.
- A greater understanding of the community.
- I learned methods to get involved. They are out there if you know where to look.

Compassion

- The development of compassion for others.
- The ability to be willing to put myself in others' shoes.
- Compassion for the inmates and their families.

Creativity, integration of learning from class and site

- I was able to use my imagination more in relation to this class than in any other.
- The experience of integrating books and activities that were interactive and of interest to the students instead of following a previously written curriculum.

IB. Impact Evaluation: 2. Commitment to Service

Students were also asked four questions that addressed the impact the course had had on their commitment to serve in the community.

- 71% of students indicated that their attitude toward service had become more positive as a result of the course. (Only 3% said it had become more negative).
- 93% of the students indicated that they felt more comfortable participating in the community after completing this course.
- 63% of the students indicated that they planned to continue serving at the community site where they had served after the course was completed.
- Nearly half of the students (47%) worked more than the required 30 hours at their site over the course of the semester .

II - Comparison of SL200 with Majors-based SL courses

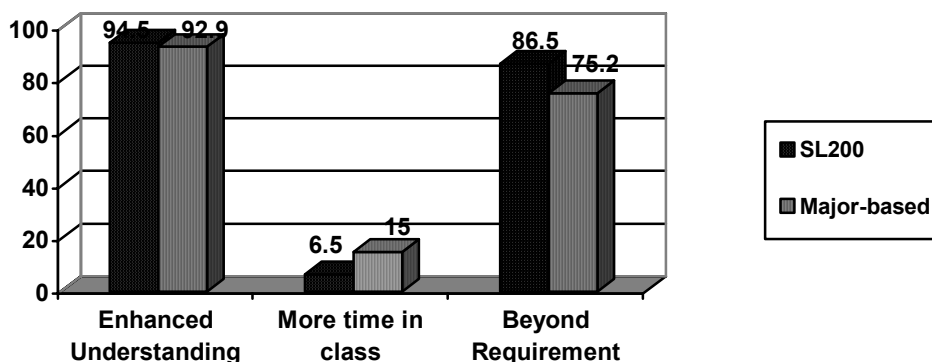
A comparison was made between students' responses from the 8 sections of SL200 and the 28 Majors-based service learning courses to the six "impact" questions.

Impact on Learning Course Content. (SL200 v. Major-based)

1. Proportion of students who indicated that their service activities had enhanced their understanding of course content. **Enhanced Understanding 94.5% v. 92.9%**
2. Proportion of students who felt that they would have learned more from the class had more time been spent in the classroom instead of doing service in the community.

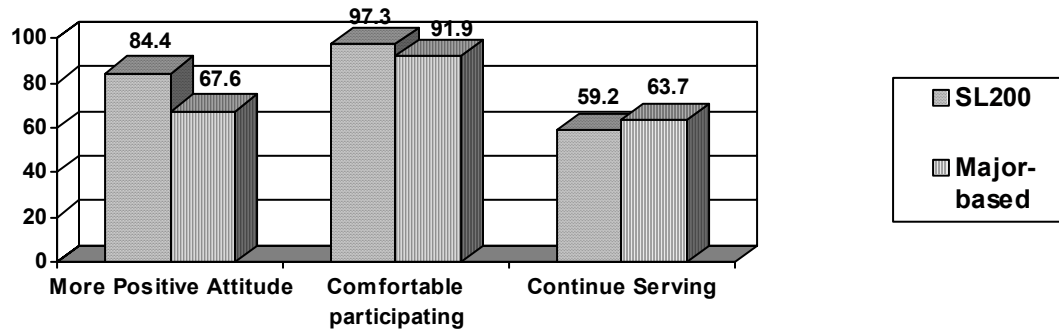
More time in class 6.5% v. 15%

3. Proportion of students who indicated that they would enroll in another course with a service component beyond the CSUMB requirement. **Beyond Requirement 86.5% v. 75.2%**



Impact on Commitment to Community Service (SL200 v. Major-based)

1. Proportion of students whose attitude toward service was more positive as a result of the course. **More Positive Attitude (84.4% v. 67.6%)**
2. Proportion of students who felt more comfortable participating in the community after the class. **Comfortable Participating (97.3% v. 91.9%)**
3. Proportion of students who planned to continue serving at their service site after completing the course. **Continue Serving (59.2% v. 63.7%)**



III - Evaluation of SL200 impact

- A - Pre-to-Post course experience attitude changes
- B - Spring 1999 post-self-assessment: Impact on Learning

IIIA - Pre-to-Post course experience attitude changes

The Service Learning Pre- and Post Assessment was administered to students both in the Fall semester and the Spring, with one major difference. The 4-point scales used in the Fall were modified to 6-points in the Spring in an effort to allow for more variability in students' responses. As a result, these data were not combined and are reported separately. Demographic information for the two semesters is combined and is based on questionnaires completed by students at the beginning of the course each semester

104 students completed the Pre-questionnaire at the beginning of Fall and Spring semesters. The demographic characteristics of these sl200 students were:

Racial Heritage:

- 9.1% Asian American
- 43.2% Caucasian
- 47.7% Latino/a
- 10.6 % students identified themselves as bi-racial
- 5 students declined to state their racial heritage.

Year in school

- 21% Freshmen
- 51% Sophomores
- 17% Juniors
- 11% seniors
- 4 students declined to state year in school

Gender

- 47.5% Men

52.5% Women
3 students declined to state gender

Why enrolled in sl200

59% Graduation Requirement
10% Interest in Service
5% Career Exploration
13% Interest in Theme of Course
13% Other

Fifteen majors were represented by the students in SL200 and 19.3% of the students were Undeclared majors.

Fall 1998

Four scales were created from the 27 questions. Three were scales from the original Furco questionnaire (**Civic Responsibility, Academic Relevance, and Career Preparedness**). The fourth scale, **Service Self-efficacy** has been in process for the last 2 semesters. It contains 10 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. (See items). Internal consistency reliability was assessed using Cronbach's alpha. Scores for each of the scales were: Civic Responsibility .64; Academic Relevance .69; Career Preparedness .47; and Service Self-efficacy .73.

Pre- and post-course comparisons were made on data from 30 students for whom we have both pre- and post-survey data. **Students' scores were statistically significantly higher at the end of the semester for the Civic Responsibility scale ($t=-1.69$ $p<.05$, one-tailed); the Service Self-efficacy scale ($t=-3.39$, $p<.01$, one-tailed) and the Academic Relevance scale ($t=-2.72$, $p<.01$, one-tailed).** No significant increase in students' perceptions of their Career Preparedness were noted ($t=-.61$, n.s.) Note: The significance test (one-tailed p test at .05 level) is a very liberal criteria for establishing significance.

Spring 1999

The same four scales were analyzed; **Civic Responsibility, Academic Relevance, and Career Preparedness** and **Service Self-efficacy**, but a 6-point response scaling was used. Internal consistency reliability was assessed using Cronbach's alpha. Scores for each of the scales were: Civic Responsibility .80; Academic Relevance .54; Career Preparedness .60; and Service Self-efficacy .75.

In the Spring, there were only 22 students for whom we had both pre- and post-survey data which seriously limits both the statistical power and the generalizability of the analyses. In addition, although the scales were increased to 6 points, mean scores for individual items were high at the beginning of the semester (e.g. 4.6/6) suggesting a ceiling effect in students' responses.

Students' scores were statistically significantly higher at the end of the semester on the Service Self-efficacy scale ($t=2.1$, $p<.05$ two-tailed), but not for the Civic Responsibility, Academic Relevance, or Career Preparedness scales.

III B - Spring 1999 post-self-assessment: Impact on Learning

Spring semester students were also asked to rate the extent to which sl200 had had an impact on several dimensions of their learning. They were asked to rate these items on a 6-point scale, from "Not at all" (1-2) to "Somewhat" (3-4) to "A great deal" (5-6). 37 students completed this portion of the assessment. Reported below are the mean (average) scores and the proportion of students who rated the impact as being "A great deal" (5 or 6) for each statement. The actual number of students is in parentheses.

Question	Mean Score	% "A great deal"	% "Not at all"
This course has helped me question my own assumptions.	4.43	56.8% (21)	13.5% (5)
This course has helped me become a more self-reflective person.	4.57	64.9% (24)	16.2% (6)
This course has helped me become more confident in stating my views.	4.51	62.2% (23)	16.2% (6)
This course has helped me become more open to hearing perspectives that differ from my own.	4.57	64.9% (24)	16.2% (6)
This course has helped me recognize stereotypes more often.	4.59	62.2% (23)	18.9% (7)
This course has helped me identify ways I can play a part in ending structured inequalities in society.	4.49	59.5% (22)	13.5% (5)
I find myself talking with others outside of class about the material covered in the course	5.03	73.0% (27)	5.4% (2)
This course has influenced my daily actions.	4.51	59.55 (22)	16.2% (6)
This course has helped me to become more aware of the ways inequality affects my daily life.	4.54	59.5% (22)	16.2% (6)

For two of the above statements, students were also asked to explain their responses. These were: "This course has influenced my daily actions" and "This course has helped me to

become more aware of the ways inequality affects my daily life." Examples of students' explanations follow.

This course has influenced my daily actions:

Students' explanations were of two kinds, generally speaking. The majority gave examples of how they had become more aware of the issues raised in the class and of the assumptions that they had held about these issues. Students also said that their perspectives had been broadened and they had learned to listen to others' perspectives. Examples include:

- I am open to different ideas and views from people I interact with.
- I think about others' points of view, not only mine.
- I question the way things are more. In other classes I apply what I have learned here.
- I question everything! I am aware of when I am assuming, stereotyping, etc. I try to stop myself and open discussions with others.

The second category of explanations were those that referred to doing service in the community:

- I am working with kids over the summer.
- I make time 3 days a week to help in my community.

This course has helped me to become more aware of the ways inequality affects my daily life.

Students' explanations for their responses to this statement were of three general kinds. Students appreciated the pervasiveness of inequality; students recognized the inequality present at their sites; and students' reflected on the inequality that they encountered personally.

Pervasive inequality:

- I see inequality everywhere.
- I was already aware of inequalities, but not how extensive they are. I never thought of how racism actually works or the target and nontarget groups.

At the site:

- I see a lot of inequality in the community I work in, how prison mothers are oppressed and stereotyped.
- Because of the site I worked at.

In their own lives:

- I was never really aware of white privilege and how I might have abused it.
- As a Hispanic woman, I have realized that I don't have an equal opportunity to American (White) women.

Evaluation by Faculty

- I - Overall evaluation of teaching a SL course
 - A. Plan to continue teaching this service learning course?
 - B. Consider developing another course that involves service learning?
 - C. Encourage other faculty to use service learning pedagogy?
 - II - Faculty Assessment of the Impact of Service Learning on Student Learning
 - A. How is student learning enhanced through SL pedagogy?
 - B. Why recommend SL pedagogy to other faculty?
 - III - Impact of teaching a Service Learning course for faculty
 - IV - Practical Considerations and Logistics of teaching a SL course
 - A. Amount of time
 - B. Support from the Service Learning Institute
 - C. Faculty-Community Partner Relationships
 - D. Obstacles to teaching service learning courses
- Final/additional comments

I. Overall evaluation of the experience of teaching a SL course

36 faculty, teaching SL courses in 13 major disciplines (CHS, ESSP, GS, HCOM, ICCS, LS, MATH, MIE, SBSB, SPANISH, TAT, VPA, WRSI) and Service Learning completed the evaluations Fall and Spring semesters 1998-99.

Three questions asked faculty respondents for a global evaluation of their experience of teaching the service learning course. These were:

- Do you plan to continue teaching this service learning course?
- Are you considering developing or integrating other courses that involve service learning?
- Would you encourage other faculty to use service learning pedagogy as an effective method for enhancing student understanding of course content? Why?

A. Do you plan to continue teaching this service learning course?

100% of the faculty respondents who planned to continue teaching at CSUMB (N=27) said they planned to continue teaching this SL course or develop a new SL course.

B. Are you considering developing or integrating other courses that involve service learning?

Seven faculty members contributed ideas for specific courses they were in the process of or would like to develop. These were:

- A touring theater for children involving social issues (Edwards)
- An upper division course about community development (Pollack)
- HCOM 317SL - Advanced Writing (March)
- A multicultural adolescent literature course (Wheeler)

- "Seeing me in you or Seeing you in me" (Louie)
- Management of nonprofit Organizations (White)
- Diversity and Equity in Organizations (White)
- Issue plays for Youth (Edwards)
- Women's Issues (March)

C. Would you encourage other faculty to use service learning pedagogy as an effective method for enhancing student understanding of course content? Why?

35 of 36 faculty respondents (97%) said that they would encourage other faculty to use service learning pedagogy. The reasons they gave for this focused on the impact that service learning pedagogy had for student learning. Answers are presented in the "Impact on Student Learning" section below.

II. Impact of service learning on student learning

A. How is student learning enhanced through SL pedagogy?

35 of 36 faculty respondents (97%) said that the service activities enhanced their students' understanding of course content. Explanations of how this occurred were of several kinds.

Students observed and experienced issues raised in class in real life contexts, as concrete experiences.

- "Students are better able to see inequity when involved in a community context over time and given questions to guide their critical reflection."
- "Students gained a deeper, more meaningful experiential understanding of compassion and vulnerability in difficult situations."
- "Seeing concrete examples, such as pesticide safety information provided in English only to Spanish-only-speaking farm workers."
- "The importance of ethical decision making in framing environmental policy was a keystone of the placements and part of the course content."

Students applied the skills they learned in class to their service.

- "Students were able to apply theory in practice settings."
- "Many students used Reciprocal Teaching, which we study in class, in their service learning tutoring."

Students developed relationships with people in the community and experienced perspectives that differed from their own.

- "They learned about allowing for different perspectives in the community."
- "The students reported, both in class and in their journals the way their stereotypes were broken (of incarcerated women) through their relationships with women at the site and through their research."
- "It challenged our students to see outside of their box and to have compassion and be vulnerable to people outside of their circle."

- "By direct interaction with inmates of Salinas Valley State prison, research and production were more meaningful."

B. Why recommend SL pedagogy to other faculty?

Reasons faculty respondents gave for why they would recommend service learning pedagogy to other instructors:

Student understanding of issues of diversity and justice and community enhanced.

- "Because S.L. pedagogy stimulates enhanced insight and understanding of issues of diversity and justice, community participation, social and economic issues."
- "It offers the best way to address social issues and connects the classroom to the everyday of the community."

-

SL gives students the opportunity to learn course content through "real world" experience and practice.

- "SL pedagogy facilitates and reinforces the application of abstract theoretical concepts to everyday life activities."
- "This curriculum and perspective is very effective in enhancing learning and bridging various elements in pedagogy."
- "This is the most valuable way to connect theory and practice."

Motivation

- "It helps students understand the goal of learning, keeps students active in the class."
- "Experiential learning helps make book learning more visceral, tangible."

SL promotes critical thinking and learning skills

- "SL facilitates critical thinking, reading and writing through reflection activities."
- "It facilitates critical thinking; it engages the multiple intelligences."

SL promotes social responsibility

- "I am convinced that service learning is unparalleled in its ability to enhance and reinforce the importance of service to the community."

III. Impact of teaching a Service Learning course for faculty

What are the most valuable things that faculty get from teaching using service learning pedagogy? Teaching a service learning course had multiple different impacts for faculty:

Unique opportunities for interaction and reciprocal learning with students:

- "The primary gift was the opportunity to work closely with students, to develop relationships with the students and be a part of their learning process."
- "It enabled me to build mentoring relationships, to connect on a deeper level with the students."
- "Learning from the students."

Community involvement:

- "Becoming more involved with my community."
- "Contacts with community leaders."
- "Feedback from local community groups."

Collaboration, Enhancement of teaching

- "Continually finding ways to make better connections between course content and the service experience."
- "Learning about the CP ULR."
- "Collaborating with other SL instructors."
- "Learning about issues of power, privilege, and equity."

IV. Practical Considerations and Logistics of teaching a Service Learning Course**A. Amount of Time**

Three quarters of the respondents (74%) said that the course took more preparation and/or instruction time than a traditional course. One quarter (26%) said it required about the same amount of time. (None said that it took less time!)

B. Support from the Service Learning Institute:

All faculty respondents said that they received **sufficient** or **very sufficient** support from the SLI.

1. Most valuable support from the Service Learning Institute:

Faculty mentioned specifically a number of different kinds of "most valuable" support they received this semester. These were:

- Contact, support, and guidance from individual SLI staff (each mentioned by name)
- USA's support in class and as liaison with community partners
- Tuesday Lunches (SL200 faculty)
- Faculty Council Meetings
- Facilitation of community partner relationships (identifying potential partners, setting up meetings and forums with partners, assisting with student placements.)
- Curriculum and Service Learning foundational material

2. "Would have like to have received more support with:"

Nine faculty said they would like more support in the area of faculty development and ten indicated that they would like more support in the area of community partnerships. Several faculty wrote about specific areas for which they would like more institute support. These were:

Faculty development

- "I would like more information on SL reflection and info about power relations in this country. Or activities that include both these aspects of SL."
- "I would love a weekly lunch/pedagogy community like in SL200."
- "Weekly check-ins: about classes, teaching."

- "Perhaps a week of faculty development at the beginning of the semester, bringing together faculty, USA's, SL staff and Community Partners, to work out how best to integrate SL activities into class curriculum."
- "Teaching strategies."
- "SL journals- they're useful, but how to grade them? How much LS feedback during class time."
- "Designing SL objectives for my courses in the different ways each semester."
- "Some sort of regular group that met to talk about their SL experiences would be helpful. Or a series of workshops, e.g. on designing reflection activities, facilitating touchy discussions, creating an open atmosphere for discussing touchy subjects, dealing with challenging community partners, etc."
- "Considering service activities in determining grades."

Community Partnerships

- "Finding appropriate sites & finding the time and mental space for forming ongoing relationships."
- "Involving partners in curriculum development."
- "Maintaining connections/doing checkups during the busy semester."
- "Agency decided to drop out...although they initially stated they could provide the experience."
- "I need help thinking of/developing 1 or 2 new sites for my course."
- "Ways of forming ongoing partnerships, because I don't want to have any miscommunication between me and partnerships."
- "I would go about this differently if I were to do it again...I would develop a them area together with community partners and make the course flow out of this theme area."
- "I would feel less burdened in this course if I knew that the SLI was keeping track of the site end of student's education. More involvement of supervisors in SL course would work."
- "International service learning."
- "Involving partners in curriculum development."
- "Partnerships could be strengthened (communication with and training of the teachers and librarians in direct contact with the service learners.)"

C. Faculty-Community Partner Relationships:

1. How were Community Partners for this course identified? Faculty first learned about the community partners with whom they and their students worked in a variety of ways. In order of frequency, these were:

- Personal knowledge of the community (11)
- Service Learning Staff (8)
- SLI Database (5)
- Other faculty (5)
- Students (3)
- Newspaper (1)

2. How was contact with community partners maintained? Most faculty maintained contact with their Community Partners on the telephone (16); about half made site visits (9). Other means of maintaining contact were:

- Inviting Community Partners to the class
- Doing service at the sites themselves
- Email
- SLI mid-semester workshop
- Class visit to site
- USA's

D. Are there any obstacles that deter you from teaching service learning courses."

Fourteen faculty mentioned specific obstacles that deter them from teaching service learning courses. These were:

- Paperwork (2)
- Time and workload -especially for part-time faculty, and when short notice given to create class (5)
- Need for staff support to assist faculty (1)
- Site difficulties: Some school principals did not cooperate; a lock-down at the prison site; placements unable to provide needed opportunities (case management) for students (3)
- In-class time to do reflection activities and teach major-based course curriculum (not a deterrent, but an issue) (1)
- Class size and amount of teacher-student interaction (12 is optimal)
- Difficulty adapting SL model to professional training type field practicums (1)
- Low enrollment, due to student perceptions of class (1)
- I left the service part to the students and the sites and in retrospect that may have been an error.(1)

Final/additional comments:

"Thank you for the wonderful opportunity to teach SL200. I am particularly impressed with students, staff, and faculty of the SLI!"

"Thank you for your wonderful help!"

"My experience in this course was incredible!"

"I love Service Learning!"

"Thank you for a marvelous learning and sharing opportunity."

"SL creates more meaning, better work, and a healthier attitude toward social engagement."

"It's a fantastic component to tie social foundations of education to school's daily lives."

"Having a USA to support this class was a huge asset! Thank you."

Community Partners

Evaluation of Service Learning Process By Community Partners questionnaires were completed by 41 agency representatives and 31 teachers who worked with service learning students in the 1998-99 academic year. The responses were analyzed separately for agency partners and teacher partners and are reported separately as well.

I. Evaluation Summary - Agencies

A. Overall Effectiveness of the Partnership

B. Impact

C. Service Learning Students at the Organization

1. Student Preparation

2. Time Cost/Benefits

3. Drawbacks/Barriers to student participation

D. University Support of Service Learning at the Sites

1. Barriers to Relationship with Faculty

2. Suggestions for improvement - Faculty

3. Suggestions for improvement - SLI

II. Evaluation Summary - Schools

(same outline as above)

Special notes

I. Evaluation Summary - Agencies

A. Overall Effectiveness of the partnership

All but 5 (88%) of the community partner respondents rated their partnership with service learning at CSUMB as "Effective" or "Very effective." The remaining five rated the partnership as "Somewhat effective." 4 out of these 5 indicated that the partnership was only "somewhat effective" because there was not enough time for students to do a meaningful project (Assemblyman Keeley's office, CRLA, Pesticide Watch, RDC). The fifth agency cited the students' failure to fulfill her/his obligation and problems communicating with faculty as the cause of the less than effective partnership (EDC of Monterey County).

All but one agency representative indicated that they would recommend the service learning partnership to other organizations and all but two said that they would like to continue as a service learning placement site. These latter two were RDC and Keeley's office. Both explained that they were unable to provide students meaningful projects within the time frame of a SL course.

B. Impact

Agency representatives were asked to give (1) an example of the benefits that their clients received as a result of the service provided by the CSUMB service learners and (2) an example of the benefits the organization received from the students' work. Their answers were multiple and varied. The kinds of benefits they reported included:

Enhanced agency's ability to provide service to their clients

- Additional, individualized attention to youth and parents assists our case management services to families.
- Our participants received increased one-on-one attention because of the service learners' presence.
- Our organization benefited by the increase in our tutorial staff. Our budget does not always allow us to hire specialized tutors and he (SI'er) has been a tremendous benefit.

New Services and activities possible because of the students' work

- She helped us execute our education outreach project in a timely manner.
- We were able to offer a service that would have otherwise been impossible to offer given our lack of adequate funding and resources.

Improved quality of services of the agency

- The student's participation on the Hopemobile definitely was an increase in quality of services provided.
- Because of the service learner participation, we were able to provide better quality services to children as a result of the increase in manpower, greater preparation time, new ideas/fresh energy from the students, and the students' commitment.
- Service learners in the library improve the quality of our service to students by allowing students to have more one-on-one help.
- It provided a means for our organization to contribute something to a larger community by way of our programs. The service provided an interactive resource in learning to interact within a diverse group.

Infusion of energy, ideas and enthusiasm into the agency

- Exchange of ideas and information.
- The CSUMB students bring their new knowledge and enthusiasm to us.

Enhanced resources of the agency

- The intern helped us achieve program goals.
- Beautiful materials produced by service learners.
- The reactivation of our fundraising effort.
- We increased our research and outreach capacity in Monterey County.
- Having this student enabled us to get our message out to a much larger audience.
- CSUMB student assisted in organizing and updating the educational and resource material that our case managers use to assure clients receive adequate health ed and appropriate resource referrals.
- The brochures and flyers that the students created are still being used.

Mentoring

- Great role models for the younger children!
- One-on-one mentoring. Giving children a good example of the benefits of learning.
- The students who have the opportunity to partner with a service learner in the library are able to see how a college student would approach the work they are doing.
- Our students gained an appreciation for their own self-worth and were motivated to one day be college students as well.

Quality personal interaction with clients

- She (service learner) always had a sympathetic ear. With our homeless clients, this is very valuable.
- Our guests benefit from the eclectic nature of the students who visit and work at Dorothy's and see that more people care about them than they experience on the street.
- Patients enjoyed the extra time and attention.
- Seniors here at the center had a chance to socialize with younger people that actually were interested in what they had to say.

C. Service Learning Students at the Organization

Three questions addressed logistical issues related to the effectiveness of having service learning students at the organization.

1. Student Preparation

All but 3 (93%) community partner respondents indicated that the students were adequately prepared for the work they did with the organization. Respondents who said the students were prepared noted specifically student's personal characteristics (motivation, warmth, knowledge, commitment to learn) as well as in-class preparation (including discussions of respectful community relationships) and the organization's own training as means of preparing students for the work.

The four sites where students were not adequately prepared noted (1) little or no experience in agriculture and no Spanish (RDC); (2) students did not attend training the organization held (Prusch Farm Park); (3) student was not aware of the purpose of her position as a service learner (Cloud Forest Institute).

2. Time Cost/benefits:

Did the amount of time required of staff to supervise students outweigh the beneficial aspects of the service they provided?

Eight community partners indicated that the amount of time to supervise students outweighed (or somewhat outweighed) the service the students provided. Several mentioned the specialized nature of the service and the need for training to be able to do the work. Two said that 30 hours over the semester did not allow adequate time for a project to be planned and carried out. Another felt that the students were at the site too infrequently and required too much "catch up" for the time to be productive. There were also observations that students were unprepared for the service (either with basic skills or understanding of the program) which required extra staff time to address. (Sites where this was an issue: VA Monterey Clinic, Fred

Keeley's office, RDC, Prusch Farm, Watsonville Library, CRLA, Pesticide Watch,. Cloud Forest Institute).

In contrast, Marilyn Dorman of the Housing Advocacy Council noted, "Every minute our staff spent on these projects was more than worth it. The students became a part of our team and provided wonderful service as well as learning about services."

3. Drawbacks/barriers to student participation.

These included:

- Student Reliability (i.e. no shows, dropping out, not notifying of intended absences)
- Scheduling (student's busy schedules)
- Amount of training required
- Too little time (30 hours) to complete projects
- Lack of planning (prof and student)
- Language ability (students unable to speak Spanish)

D. University Support of Service Learning at the Sites

1. Barriers to relationship with faculty

Five (12%) of the agency respondents indicated they experienced barriers to establishing or maintaining a cooperative working relationship with faculty. Three indicated that a lack of communication with the faculty teaching the course was a barrier (Food Bank, EDC, Cloud Forest Institute). One asked for more information about service learning (Salinas Chinese Association) and one asked to be included in the annual information Fair (MPC Upward Bound).

2. Suggestions as to what CSUMB faculty could do to provide the community partner's program with better support:

- Better communication:
Regular, monthly follow-up, informal meetings periodically.
Support calls, any communication.
Introduction, contact before semester begins.
Feedback on the project ideas (did they approve?)
Written report of project outcomes for students.
Meet to review curriculum goals together
- Provide Community partners with more information about the course
Provide description/syllabus of course students are taking.
Information about the goals/requirements of the class.
- Communicate importance of service activities to students
- Advise agencies of up-coming courses.
- "Financial support or donations or publicity." (Marine Mammal Center)
- "Target Latino students--sell the idea of the RDC to them"

Faculty members who were mentioned by name as doing an excellent job of partnering with the agencies were: David Takacs, Laura Lee Lienk, Loraine Lomax, and Suzi Worcester.

3. Suggestions for what the Service Learning Institute could do to provide the Community Partner's program with better support:

Let students know about the site as a possible placement

- Include us in the SL Fair (MPC Outward Bound, Cloud Forest Institute)
- More organized Service Learning Fairs (Redwings)
- More students (Community Partnerships for Youth)
- Would like to make sure we know the steps and deadlines and contacts needed to insure that SL students know about us. (John XXIII Aids Ministry)

Communication between CP, SLI, and faculty

- Regular Follow-up (EDC)
- Periodic check-ins with supervisors to check progress and trouble shoot (Defensa de Mujeres)
- Planning in advance (Food Bank)
- Regular (quarterly) coordination and education meeting to keep field instructor up to date and aligned with CSUMB curriculum and expectations.(MCHD-ACT Program)
- Arrange more meetings with professors. (Cloud Forest Institute)
- Repeat class, allow us to collaborate with more schools to refine the model and curriculum (Media Literacy Alliance)
- Coordination of placements (Prush Farm Park, San Jose)
- A Community-based USA would be great (Dorothy's Kitchen)
- Send a school calendar. (MoCo Free Libraries-Castroville)
- Present this evaluation earlier in the semester. (Salinas Chinese Center)

Special Activities

- More volunteers for our special events (Oldemyer Center)
- Computer Links (The Carpenters' Learning Center)
- Offer gardening training workshops to students (RDC)

Other

- Allow organizations to utilize a portion of the student's time for administrative activities. (Landwatch)
- Buy cameras so we can document the good work in a visual way! (Extended Day:Delinquency Program)
- Let us have the students longer than one semester (MCAP)

II. Evaluation summary by Teachers/SchoolRepresentatives

A. Overall Evaluation of the Service Learning Partnership

28 of 31 (90%) of the teachers/school representatives rated the partnership as "Very Effective" (74%) or "Effective" (16%). Two indicated that it was only "Somewhat Effective." In one case this was due to students' unreliability, in the other to the "newness" of the program. One rated the partnership "Not at all Effective" because the service learner had specific activities to do in the class which were not coordinated with or supportive of her curriculum. Teachers who rated the partnerships as "Effective" or "Very Effective" gave explanations which fell into several categories: (1) the additional help and individual attention for students in their classrooms; (2) the characteristics of the individual service learner(s) with whom they worked (e.g. students were described as conscientious, out-going, flexible, interested, capable, competent); (3) the positive responses their students had to working with the CSU students.

All but one (teacher noted above "not effective" partnership) indicated that they would recommend the partnership to others. In addition, all but this one indicated that they would like to continue to partner with service learning at CSUMB.

B. Impact of Service Learners in the Classroom

Every respondent cited at least one benefit s/he saw resulting from the CSUMB students' service in the classroom. In order of frequency in which they were cited, the following benefits resulted from the SL partnership:

- **Individualized attention for students:** teachers noted that their students progressed more rapidly with the one-to-one or small group teaching that the CSUMB service learners did. This was especially true when the students they worked with had special needs, but also true when the service learners worked with students on class-wide curriculum.
- **Relationships between college student learners and elementary/high school learners:** The CSUMB were positive role models of college learning; they developed warm, close relationships with the younger students.
- **Afforded teachers the opportunity to work individually with students as well:** For many teachers it was equally important that they were able to give individualized attention with a second teaching partner in the classroom. Others noted that having the service learners in the classroom increased their own positive use of time.
- **CSUMB students carried out special projects that school staff alone would not have been able to initiate or complete:** The CSUMB service learners worked with school and students to create native plant restoration sites, establish an Internet connection for classrooms, initiate science programs.

C. Service Learning Students at the School

1. Student Preparation

All but two of the teachers/school representatives said that the students who came to their schools were adequately prepared to work in the classroom. One noted that the students' preparation varied, with most well-prepared and the exceptions not.

2. Time Cost/Benefits

None of the teachers felt that the time spent supervising the service learning students outweighed the beneficial aspects of having them in the classroom.

3. Drawbacks and barriers

A quarter (26%) of the teachers did note drawbacks to having CSUMB students in their classrooms. Three issues were raised, by far the most concerning to teachers and school administrators was the first:

- **Student Reliability:** comments ranged from observations that the CSUMB students did not "bond" with the elementary school students due to unreliable attendance to an observation from a school administrator that, "I was very disappointed with one Service Learner who did not come regularly, but reported to her instructor that she had. I don't appreciate slackers like this and don't want them at our school."
- **Lack of contact with CSUMB course instructors:** several commented on the need for better communication with faculty teaching the SL course at CSUMB.
- **Need to coordinate SL students' activities with teachers' activities:** Two teachers noted that SL students, satisfying their course requirements, either gave too much homework and ill-time tests to their students or presented curriculum that overlapped, but was not coordinated with their own (Multicultural literature) curriculum.

D. University Support for Service Learning at the Schools

1. Barriers to relationships with CSUMB Faculty:

Only two of the teachers said that they experienced barriers to establishing a working relationship with CSUMB faculty. However, several noted that they had had no contact with faculty at all. The two who said that they had experienced barriers both cited student reliability problems as the concern they had wanted to be able to discuss with the faculty instructor.

2. Suggestions for how faculty could provide better support to community teachers

These were varied. In order of frequency, suggestions made included:

- Stress to students the importance of showing up, on time, and informing the teacher if they cannot come at the expected/scheduled time.
- Come to observe student/class and to meet the teacher at least once in the semester.
- Less paperwork for the teachers to complete.
- Provide written expectations for students' service requirements.
- Send some recommended activities for service learners to perform.
- Send out mid-semester evaluations. (One teacher noted that SL'er brought "a bunch" of evaluation papers for her to complete on the last day. She was uncomfortable with this and it was a burden to do. Asks faculty to emphasize professionalism with students.)
- Return calls sooner.

3. Suggestions for how the SLI could provide better support to their sites.

The majority of responses to this question referred to or repeated the suggestions above for faculty. In addition,

The advantage of beginning-of-the-semester meetings between SLI staff, instructors, CSU students and community teacher-partners was commented on by several:

- Have one large meeting for all the teachers who will be working with the Multicultural Children's literature class to get information together.
- Having a chance to meet potential service learners ahead of time to learn of their backgrounds contributed to the effectiveness of the partnership. "Our service learner matched our needs most beneficially from the very beginning!"
- "The meeting with Laura Lee at the beginning of the semester "to go over the plan" was very helpful."

In answer to the question, **What would you like to do differently in the future?** The majority of responses had to do with University (SLI or faculty) support issues.

Teachers would like to have more information about the University, the SL program generally, specific courses, and expectations of students:

- More information about the SL courses (specific requests for written info and the opportunity to sit in on classes)
- A CSUMB calendar
- Written description of program
- More information about what SL students needs to get out of the experience.

Several suggestions concerned the role of the SLI as the link between faculty, students, and community partners.

- More staff contact.
- Make clear to students the importance of regular attendance.
- Help establish a balance between class time, site time, and homework for students. "Many students put in extra hours and seemed overloaded."

Finally, teachers requested that more students serve at their schools

- More participants; Schedule students daily.