

Service Learning Institute



January 2011
Academic & Administrative
Services Review

Service Learning Institute

2010-11 Academic and Administrative Services Review

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OVERVIEW

California State University, Monterey Bay (CSUMB) is the only public university in California, and one of only a few public universities nationally, to have made service learning a graduation requirement.¹ Since its founding in 1994, service learning has been a core component of CSUMB's innovative outcomes-based academic program. Each academic year, approximately 45% of CSUMB students enroll in a service learning course. Specifically in 2009-2010, **1851 students in 104 service learning courses** provided over **59,920 hours of service to 200+ community organizations** in the Tri-county area of Monterey, Santa Cruz and San Benito counties. The monetary value of this service to the community, calculated with the Independent Sector Value of Community and Volunteer Service, totals **\$1,249,332**. (See Appendix A: SLI Quick Facts, 2009-2010)

While the scope of these efforts is significant for an institution of higher education, it is the university's fundamental commitment to issues of diversity, compassion, justice and social responsibility that truly distinguishes CSUMB's service learning program. At CSUMB, service learning is more than just an innovative teaching strategy, or a way to have students do volunteer work. Grounded in the university's commitments to diversity, ethical reflection and practice, and applied learning, service learning at CSUMB is an academic program that enables CSUMB students to develop the social, moral and multicultural civic skills necessary to play an active role in building more just and equitable communities. (See Appendix B: Pollack and Cordero de Noriega (2006). *Civic Learning Across the Curriculum*.)

1. Service Learning's Roots in CSUMB's Vision Statement

As the California State University's "21st campus for the 21st century," CSUMB's growth and development has been guided by its distinctive Vision Statement. At the core of this vision is the commitment to preparing well-educated students for an increasingly multicultural, globally interdependent and technological society; and to building a pedagogy and a curriculum that makes the community and the academy equal partners in teaching and learning. As described in the Vision Statement:

CSUMB...will be distinctive in serving the diverse people of California, especially the working class and historically under-educated and low-income populations. The identity of the University will be framed by substantive commitment to a multilingual, multicultural, intellectual community...broadly defined scholarly and creative activity, and **coordinated community service**.

Our vision of the goals of California State University, Monterey Bay includes a model, pluralistic, academic community where all learn and teach one another in an atmosphere of mutual respect and pursuit of excellence...Our graduates will have an understanding of interdependence and

¹ Based on information provided by California Campus Compact in September 2010, the other California universities that have a service learning requirement are: Azusa Pacific, La Sierra, Pitzer, Santa Clara, and University of San Francisco..

global competence...the critical thinking abilities to be productive citizens, and **the social responsibility and skills to be community builders.** (Emphasis added.)

To keep the Vision Statement in sight as the campus grows, CSUMB has distilled from it seven Core Academic Values. Service learning is one of those core values. Of particular importance to the organization of the service learning program have been the values of multiculturalism and ethical reflection and practice. Service learning is conceived as an active learning pedagogy to help students experience and examine their role in a multicultural society and further explore the ethical and moral implications related specifically to addressing societal and global injustice and inequality.

CSUMB's Core Academic Values

- ❖ Multiculturalism and Globalism
- ❖ Ethical Reflection and Practice
- ❖ Interdisciplinarity
- ❖ Collaboration
- ❖ Technology Infusion
- ❖ Applied Learning
- ❖ Service Learning

2. Overview of Service Learning at CSUMB

Growing within this very distinctive context, service learning at CSUMB is distinguished by two facets: 1) its integration throughout the academic program; and, 2) its curricular focus on the critical examination of the concept of service in a diverse, multicultural society.

2.1 Integration Throughout the Academic Program

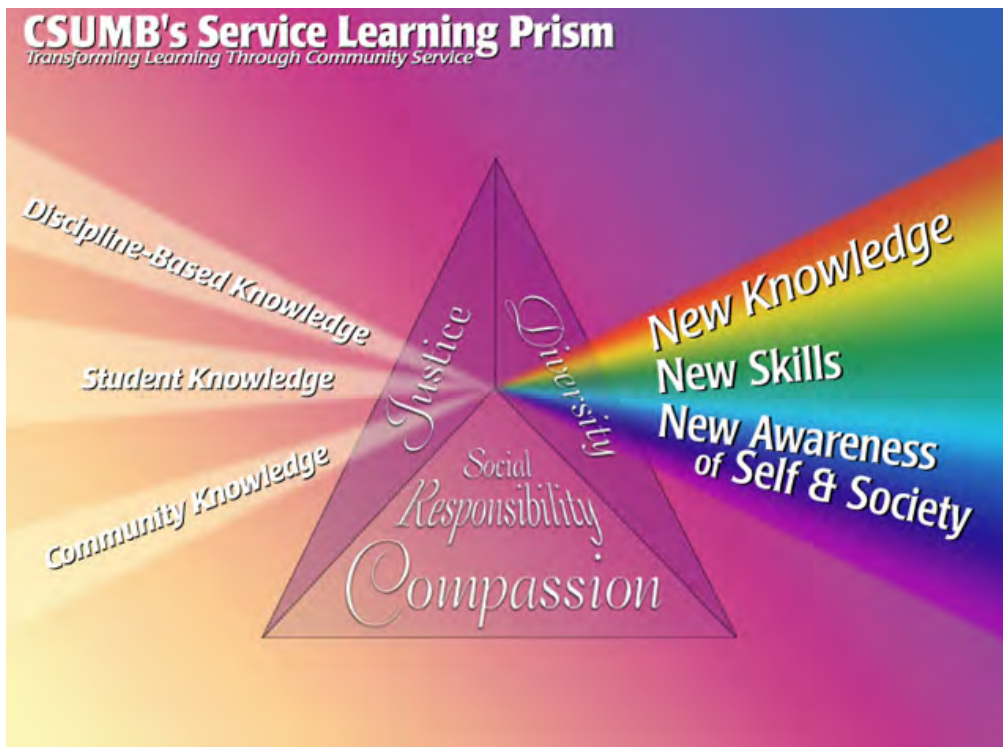
Since the creation of the university, there have been two components to CSUMB's service learning requirement. Students who enter CSUMB as lower division students (new freshmen or lower-division transfer students) must take an initial service learning course as part of their lower division general education requirements. Historically, this has been called the "Community Participation University Learning Requirement." Community Participation (known as "CP") was one of the thirteen required general education outcomes in CSUMB's previous general education framework. In 2009-2010, CSUMB approved a new general education program, which has come to be known as the "Otter Model." The Otter Model has maintained a lower division service learning requirement, now known as "Lower Division Service Learning." Historically, the majority of the lower division service learning courses have been offered by the Service Learning Institute.

In addition, all students, regardless of when they enter CSUMB, are required to take an upper division service learning course as part of the requirements of their major. In the previous model, these courses met the Service Learning Graduation Learning Outcome (SL GLO). In the recently approved Otter Model, this requirement has been maintained and is now called "Upper Division Service Learning." In these major-based service learning courses, students apply discipline-specific skills and knowledge and examine issues of ethics, service and social justice that relate to their field of study. Thus, all CSUMB students will take at least one service learning course before they graduate, and those who complete the majority of their undergraduate work at CSUMB will have taken at least two. Currently, there are over forty upper division service learning courses offered each semester, addressing learning outcomes from each of the university's undergraduate degree programs.

2.2 Explicit Curricular Focus on Service and Social Justice

At CSUMB, service learning is more than just a pedagogical strategy to acquire traditional “academic” knowledge. As depicted in CSUMB’s Service Learning Prism (see Figure 1 below), the learning outcomes for a service learning course are transformed by incorporating a critical examination of the concept of “service” as an integral aspect of the learning experience. Service learning at CSUMB is distinguished by its explicit goal of helping students examine issues of compassion, justice, diversity and social responsibility within the context of the knowledge-base of their discipline. These themes have been incorporated in the learning outcomes associated with each service learning course. Through critical reflection assignments, students examine ways in which systems of inequity affect their own lives and the lives of the community members with whom they work. By examining issues of service and social justice as a part of the course learning outcomes, students develop a clearer understanding of their own ethic of service, and have the opportunity to consider how they will act on these values in their future careers. In this respect, CSUMB service learners are not just honing their technical skills in a community context, but are actively developing their social, cultural and civic skills as community builders in a diverse, multicultural society.

Figure 1 CSUMB’s Service Learning Prism



*As light passes through a prism, learning is fundamentally transformed through service learning. Students engage in real-world community service experiences while examining issues of compassion, diversity, justice and social responsibility in the context of their field of study, emerging with **new knowledge, new skills and new awareness of self & society.***

3. Diverse Functions of the Service Learning Institute (SLI)

The **Service Learning Institute** serves as the home of CSUMB’s service learning program. It is housed in the College of Undergraduate Studies and Programs in the division of Academic Affairs. The Service Learning Institute (SLI) is itself a unique structure, unlike traditional academic departments or other academic support units. The **Service learning Institute (SLI)** has three core functions or identities:

- SLI is an **Academic Unit**, responsible for teaching courses;
- SLI is an **Academic Support Unit**, responsible for providing support for the effective delivery of service learning (“S-designated courses”) campus-wide; and,
- SLI as the administrative home for the **Student Leadership in Service Learning (SL²)Program**, providing a small cadre of students with advanced training and opportunities for leadership in service learning at CSUMB.

3.1 SLI as an Academic Unit

As an academic unit, the Service Learning Institute develops and delivers courses that meet both the Lower Division Service Learning requirement (previously known as the “Community Participation ULR”) and the Upper Division Service Learning requirement. However, as the Upper Division SL requirement has historically been the provenance of the various academic degree programs, the bulk of the SLI coursework has addressed the Lower Division SL requirement. In addition, the SLI is the official administrative home of the Minor in Service Learning Leadership.

- *Community Participation ULR (aka, “Lower Division Service Learning”).* Historically, the SLI has offered approximately 90% of lower division service learning courses. The only other departments to have offered courses to meet the CP ULR have been Liberal Studies (LS 298S) and Humanities and Communications (HCOM 211S). The SLI has provided leadership for the CP ULR Learning Community, as part of CSUMB’s system of general education course approval and professional development. Under the previous GE model, the SLI has offered between 8-10 sections of the lower division service learning course each semester. (See Appendix C: SL 200S Hunger and Homelessness Syllabus.)
- *Upper Division Service Learning Courses.* The SLI offers a limited selection of upper division courses, primarily to meet the requirements of the Minor in Service Learning Leadership (SL 300S: Service Learning Pedagogy and Design; and SL394S: Service and Social Justice). In addition, the SLI offers an independent study service learning course (SL 497S) to meet the needs of individual students who are not able to find a suitable upper division course in their major. Finally, the SLI offers “special topics” courses to support specific community partnerships initiatives that it has developed, for example, *The Chinatown Renewal Project*.

- *Minor in Service Learning Leadership.* In 2002, the Academic Senate approved the *Minor in Service Learning Leadership*. This was the first academic program in the country to focus specifically on training future leaders in service learning. The academic program grew out of the SLI's highly successful co-curricular student leadership program. Currently, the majority of students enrolled in the minor are also participants in the Student Leadership in Service Learning (SL²) Program.

3.2 SLI as an Academic Support Unit

As an academic support unit, the Service Learning Institute provides support for various aspects of the service learning process, including: community partnership development, risk management, curriculum development, evaluation and assessment. The SLI maintains an active on-line database of community partners (MYSLP), which also serves as the online hub for information gathering and evaluation. The SLI also coordinates recognition events for students and faculty each year.

- *Curriculum Development.* SLI staff, including the College Coordinators (CPS, SMART and CAHSS) and the Director, provide one to one consultation and group advising and curriculum development support to all SL faculty. The development sessions can be for new SL faculty in each department, or in learning communities with faculty across disciplines. Following the *SLI Prism*, the support focuses on developing social justice oriented meta-questions, learning outcomes and reflection activities. New lower division SL faculty (those that teach Community Participation ULR courses), also avail themselves of 1:1 workshops with SLI staff to understand the theory and practice of teaching for transformation and the distinctive CSUMB model of Service Learning. (See Appendix D: SLI Curriculum Development Framework.)
- *Community Partnership Development.* In the CSUMB model of service learning, faculty establish relationships with community partners who will host their students for 30-50 hours of meaningful service. Faculty are assisted by SLI Coordinators in identifying appropriate agencies working in areas that compliment the course content i.e. a homeless shelter for an SL 200 course on Hunger and Homelessness. SLI has a database of over 400 formal partner non-profits, schools and governmental agencies for faculty to partner with during a semester. Partnerships, ideally, are long-term, deep relationships, where faculty know the experience will provide learning experiences that are co-instructional for their students.
- *Risk Management.* The CSU system requires all campuses do all that can be done to insure a safe learning environment for students. In 2005, the SLI coordinated a university-wide Risk Management Task Force, that developed a comprehensive set of policies and practices for managing risk in off-campus learning environments. (See Appendix E: Risk Management Task Force Memo and Risk Management Forms.) The SLI has developed a strong collaboration with Business Support Services/Risk Management and community partners to implement this policy, which includes: complete Site Visit Checklists, University Agency Agreements for the Placement of Students (UAAPS), etc. Liability insurance and Worker's Compensation responsibilities are determined in the UAAPS, and risk issues are identified in the Site Visit form, as are site

supervisors, service opportunities and location(s) of service. Any faculty member can meet with agency staff to complete both the site visit process and receive the UAAPS, usually signed by an Executive Director, agency board president or school superintendent. SLI staff often complete this process with agency/school personnel. UAAPS are renewed every three years.

- *Awards and Recognition.* Spotlight on Service is an annual event organized by SL Institute staff during Capstone week each May at the end of spring semester. One graduating student from each academic department is honored with the *Service Learning Award*, presented by their faculty member and community partner. In addition, the *Marian Penn Partnership Award* honors an outstanding partnership between a faculty member and a community partner. This award is named after the founding director of the SLI, Marian Penn. This university-community partnership exemplifies the depth and breadth of service opportunities for students and commitment to social change and transformational learning with community.
- *Evaluation, Tracking and Assessment.* From its inception, the SLI has conducted regular evaluations of students, community partners and faculty each semester, gauging the effectiveness of the service learning experience for each constituency. In addition, the SLI tracks each student's community placement. This allows us to monitor the impact of service learning from a number of angles. The SLI uses software and tech support of Student Voice, a licensed service CSUMB purchases each year for on campus surveys. Student Voice is the electronic tool SLI uses to gather evaluation of service learning students' experiences. The SLI Associate Director, with the support of the Information Specialist, sets up the survey each semester, and prepares reports for the Director, department chairs, SL faculty and the university administration.
- *Communication and Outreach.* The SLI publishes a newsletter each semester, Reflections. Each edition highlights the work of a faculty member, students and community partners. Through such articles written by SLI staff and others, we acknowledge the impact service learning has on various populations. In addition, *SLI Quick Facts* is produced annually, providing an overview of the impact of service learning in the community. Outreach efforts include attending classes to talk with students about the placement process and evaluation, as well as introducing students to the SL Student Leadership (SL²) Program and to the Service Learning Leadership Minor. On campus, SLI staff attend faculty meetings in departments to answer questions and inform faculty about initiatives and support efforts. On a daily basis, students drop in at the Institute, to have questions answer and to receive support for placement issues which may arise. On a less frequent basis, SLI staff are guest speakers in the community at partner agencies or, potential partner agencies.
- *MYSLP and On-Line Tracking Systems.* My Service Learning Placement (*MY SLP*) is an electronic placement program linked to CSUMB's CMS information system. It was developed at CSUMB, and is considered to be a cutting edge tool for managing service learning partnership

information. *MY SLP* is where students enter to find a community partner for service, choose a placement and site supervisor and complete a Learning Agreement. *MY SLP* is also the database listing all community partners, both active and in-active. As it is linked to CMS, student and course records are up-to-date. SLI staff maintain the community partner data base, updating information on supervisors, agency address / telephone information and a tickler system reminding staff about UAAPS renewal dates. Reports for faculty are generated from *MY SLP* letting faculty and SLI staff know who has made a placement and which students still need to perform this task. Reports on which community partners have students and how many can be produced.

3.3 SLI as Host of the Student Leadership in Service Learning (SL²) Program

The SLI has developed a model student leadership program that prepares a cadre of CSUMB students to be effective service learning leaders both on campus and in the community. Students who are chosen to participate in the program receive extensive leadership training, and then are employed by the SLI as Service Learning Student Leaders (SL²s) –also known as “Squares.” Squares work collaboratively with faculty to develop and teach service learning courses, and also serve as liaisons at specific community partner sites, facilitating both the service and reflective learning of their peers.

- *Recruitment.* Through relationships with service learning faculty, community partners, and colleagues in Student Affairs, SL²s are recruited during the spring semester to begin working with the SL² Program the following fall semester. To be eligible to join the program, students must successfully complete an “S” designated course; have two semesters remaining in their academic career at CSUMB; maintain a cumulative G.P.A. of 2.5 or higher; and be able to commit to 15-20 hours per week in their work.
- *Roles and Responsibilities.* A course-based Service Learning Student Leader (SL²) can provide a continuum of support to faculty, ranging from general assistance, such as communicating service learning guidelines and procedures in class, to working as a teaching partner who co-develops and co-facilitates classroom discussions and critical reflection and or designs and leads community visits. Community-based SL²s offer support in three key areas: 1) developing service learning partnerships with faculty; 2) recruiting, placing, training, and coordinating service learners; and 3) providing direct service to the community organization. SL²s greatly enhance teaching and learning in their work as peer educators and mentors to service learning students through development and facilitation of meaningful reflection activities in the classroom and on-site. Additionally, SL²s implement action projects, which are designed to address important social and community issues, raise awareness, and inspire action among students and faculty on the CSUMB campus.
- *Training & Professional Development.* Service Learning Student Leaders (SL²s) are engaged in ongoing training and professional development, including:
 - The Summer of Service Leadership Academy (SoSLA)

SoSLA is an intensive, two-week training for newly hired SL²s, which takes place two weeks prior to the beginning of the fall semester. During SoSLA, students develop a deeper understanding of the meaning of service; increase their knowledge of the assets of communities in the tri-county area; deepen their understanding of self and others in terms of social identities and their relationship to systems of privilege and oppression; acquire the skills to be effective multicultural community builders and leaders for social change; and increase their understanding of the philosophy and mission of the Service Learning Institute. SoSLA is a 4-credit academic course represented as SL295S in the CSUMB course catalog. (See Appendix F: SL 295S Service Learning Leadership Training Syllabus.)

- SL²s Program Retreats
New and returning SL²s attend a summer and winter 2-day retreat to build community, engage in professional development, and plan for their work in supporting curricular service learning and action projects.
- SL²s Program Meetings
Throughout the academic year, SL²s attend a program meeting on a weekly basis. At program meetings, SL²s reflect on their placements with community partners and service learning faculty; plan, organize, and implement action projects; and engage in professional development activities to strengthen their work as co-educators and facilitate reflection. Program meetings are represented by SL397s, a 2-credit academic course in the CSUMB course catalog.
- SL300S: Service Learning Pedagogy and Design and SL394s: Service and Social Justice
During their first academic year with the SL² Program, newly hired student leaders enroll in the courses Service Learning Pedagogy and Design, a 4-credit academic course represented as SL300s, during the fall semester, and Service and Social Justice, a 4-credit academic course represented as SL394s, during the spring semester. These two courses satisfy the following minor Learning Outcomes--Service Learning Pedagogy and Design (mLO1) and the Perspectives in Service and Social Justice (mLO2) for the Service Learning Leadership Minor. Service Learning Student Leaders often opt to complete the SLL minor after taking these two courses by completing the Social Change Processes (mLO3) and integrating service learning into their capstone (mLO4). (See Appendix G: SL 300S Service Learning Pedagogy and Design Syllabus; and Appendix H: SL 394S Service and Social Justice Syllabus.)
- *Recognition.* The SL² Program is recognized as a hallmark of CSU Monterey Bay's (CSUMB) academic service learning program and a model program of the CSU Chancellor's Office of Civic Engagement. In 2008, the Student Leadership in Service Learning Program at CSUMB was selected as one of four model programs to be highlighted in the CSU Center for Community Engagement CSU Student Leadership Manual. The SL² Program has been very well received at

the Western Regional Continuums of Service Conference. Since 2008, SL²s have presented the following workshops:

- “Student Leaders in Service Learning: A Social Justice Focused Service Learning Leadership Program” (Portland, Oregon, 2008);
- “Building Campus and Community Partnerships to Address Environmental Issues” (Portland, Oregon, 2008);
- “Change, Courage, and Leadership: CSU Monterey Bay Service Learning Student Leaders’ Stories of Creating Humane and Just Communities” (Portland, Oregon, 2010).

In April 2011, the Student Leadership in Service Learning Program will have a very strong presence at Western Regional Continuums of Service Conference in San Diego, CA. Two SL²s will be co-presenting a pre-conference session about student leadership initiatives, service, and social justice and their work on the Alisal Peace Garden Project. SL²s will also present the following workshops: “Emerging Social Change Leaders: Students Speak on Building Just, Vibrant, and Sustainable Communities” and “Building Hope and Opportunity: Social Action Project for College Access of the CSUMB Student Leaders.” Locally, Service Learning Student Leaders for two consecutive years (2009 and 2010) have been awarded the National Philanthropy Day Award for Outstanding Young Adult Philanthropist for Monterey County and in 2008 and 2009, SL²s received the CSUMB President’s Award for Exemplary Student Achievement

3.4 Institute Governance

The Service Learning Institute works collaboratively with faculty, students and the local community to build mutually beneficial service and learning partnerships. The Institute is committed to the principle of shared governance, and has worked hard to integrate these diverse constituencies into the Institute’s decision-making processes. The **Service Learning Institute Advisory Board** meets quarterly and is made up of faculty, CSUMB administrators, community partners and students. The Advisory Board provides a vehicle for broader campus and community input into the overall direction of the institute.

4. National Prominence and Recognition

CSUMB is recognized as a national leader in service learning and civic engagement in higher education. The staff of the SLI are frequently asked to present at regional and national conferences, and have served as mentors for emerging service learning programs across the CSU system. Following are some of the specific honors and recognition that CSUMB has received for service learning.

- *President’s Award and Corporation for National and Community Service (CNCS) Higher Education Honor Roll.* In 2006, CNCS launched the higher education honor roll, to recognize outstanding achievement my universities in community service. 480 programs applied for the program in its inaugural year. CSUMB was one of three universities to receive the top award: *The President’s Award.* Each year since 2006, CSUMB has been recognized on the honor roll, “with distinction.”
- *US News & World Report: Outstanding Service Learning Programs.* CSUMB has been consistently listed as one of the top twenty universities in the country for service learning by US

News & World Report. However, for some unknown reason, CSUMB dropped off the list in 2010.

- *Carnegie Classification for Community Engagement*. In 2006, CSUMB was among the first cohort of 60 institutions to receive the new Carnegie Classification for Community Engagement. The classification now includes 196 institutions nationally.
- *MYSLP: On-Line Placement and Risk Management Processes*. CSUMB is also seen as a national leader in the nuts and bolts administration of service learning programs. CSUMB's approach to managing risk in service learning is seen as a national model. The SLI Director has shared the CSUMB approach through a national webinar sponsored by Campus Compact. CSUMB's on-line service learning partnership tool, *MYSLP*, was featured in a webinar by the CSU system. Currently, there are talks about replicating this model throughout the system (See Appendix I: E-mail from Judy Botelho, Director, CSU Center for Community Engagement, January 21, 2011).

A: MISSION STATEMENT

How does the unit's mission align with those of the University and of the division? This statement should include approximately 3-5 sentences that identify the name of the department, its primary functions, modes of delivery and target audiences.



SLI Mission Statement

The mission of the Service Learning Institute is to foster and promote social justice by cultivating reciprocal service and learning partnerships among CSUMB students, faculty, staff and the tri-county (Monterey, San Benito, and Santa Cruz) community.

SLI Philosophy Statement

Social justice is the guiding principle for our practice in service learning. We believe that:

- CSU Monterey Bay should be a responsible, engaged member of the local community;
- CSUMB students, as future leaders of our community, deserve a real world education that inspires social responsibility, cultivates respect for diversity, fosters a commitment to justice, and encourages compassion for all;
- Education at CSUMB should be transformative, creating graduates who become active, ethical and responsible community members;
- Reciprocity should be central to our practice, so that all partners in the service learning process teach and learn, serve and are served.

Effective service learning at CSUMB requires:

- Building **authentic partnerships** that demonstrate shared leadership, collaboration and reciprocity;
- Serving with **compassion**, demonstrating honesty and authenticity;
- Developing **multicultural understanding** and **respect for differences**;
- Cultivating **awareness of self** in relation to social inequities through **reflection** and **meaningful service with the community**; and,
- Working towards **social justice**, directing our pedagogy and practice towards creating a more equitable society.

SLI Student Learning Goal

Our goal is for CSUMB students to become **multicultural community builders**: students who have the knowledge, skills, and motivation to work effectively in a diverse society to create more just and equitable workplaces, communities and social institutions.

The programs of the Service Learning Institute engage the content, practice, and pedagogy of service learning to promote social transformation and work towards creating a more just world.

(Adopted 8/10/00; Revised 9/28/05)

B. PLANNING GOALS

What are the goals of the service or program? Planning goals are broad statements that describe the overarching long-range intentions of an administrative unit. Goals are used primarily for general planning, as the starting point for the development and refinement of objectives and/or student learning outcomes.

B.1. Background to SLI's Work with Strategic Planning

The SLI has a rich history of engagement with strategic planning and goal setting, fueled by processes both internal to CSUMB, and those that have originated from the CSU Chancellor's Office of Civic Engagement and Service Learning. As service learning is a relatively new and emerging component for most CSUs, the Chancellor's Office has used strategic planning as a way to raise the capacity and visibility of service learning system-wide. As a result, the SLI has consistently worked from a strategic planning framework, taking stock of its progress vis-à-vis its specific goals and objectives on a regular basis at SLI-sponsored retreats each semester.

B.1.1. 2001-2002 to 2005-06 –First 5-Year Plan

The SLI's first 5-year plan was developed immediately after the Institute's initial Program Review in 2000, part of an initiative sponsored by the CSU Chancellor's Office. This strategic planning document provided guidance for the SLI during a significant period of growth both for the university and for the SLI. It was during this period that the Minor in Service Learning Leadership was approved, and efforts at institutionalizing the **SL² Program** were launched.

B.1.2 2005-06 to 2009-10 -Second 5-Year Plan

The SLI launched a second 5-year plan as part of a planning initiative sponsored by the Division of Academic Affairs that focused on 2010 as a significant planning milestone for the university. This document guided the work of the SLI from 2005 through 2008.

B.1.3. 2008-09 SLI Strategic Planning Process

2008-09 was a significant year for the SLI, as there had been significant staff turnover the previous year. Five new staff had been hired in Spring 2008: Associate Director, Faculty Coordinator of Student Leadership, Interim Faculty Coordinator of Introduction to SL Instruction, Coordinator of Community Partnerships and the Information Specialist. Additionally, the SLI Director was on sabbatical for the year. Given this significant transition in key personnel, the SLI Staff engaged in an additional strategic planning process during the 2008-09 academic year to create a greater sense of unity of purpose and provide direction for upcoming grant initiatives².

B.2. Presenting Both 2005-06 and 2008-09 Goals

Given SLI's recent history with goal-setting, it was decided to present both the 2005-06 goals and the 2008-09 goals as framing documents for this review. While there is considerable overlap, there is also

² In Fall 2008, the Corporation for National and Community Service had launched a new Request for Proposals, to which the SLI was intending to respond.

significant difference. Most notably, the 2008-09 goals did not address the academic course delivery function.

B.2.1. SLI Strategic Plan Comparison (2005-06 and 2008-09)

2005-06	2008-09
<p>Goal 1: SLI Academic Program</p> <p>Develop and strengthen SLI academic program to enable CSUMB graduates to leave with advanced knowledge, skills and capacity in service learning, social change and leadership.</p>	
<p>Goal 2: Support for Service Learning Campus-Wide</p> <p>Enhance support for community partnership development and faculty development for service learning in the majors.</p>	<p>Support for Service Learning Campus-Wide</p> <p>Develop and support collaborative learning, teaching, and research relationships among faculty, staff, students, student support services and community partners that creates vibrant and civically engaged Learning Communities on and off campus.</p>
<p>Goal 3: Community Partnerships</p> <p>Co-create long-term, multi-departmental partnerships with communities that address community-identified needs and integrate CSUMB faculty and service learners in service delivery and community problem-solving.</p>	<p>Community Partnerships</p> <p>SLI staff, faculty, SL Student Leaders and community partners will deepen relationships and create learning opportunities that will lead to significant actions that address critical community issues.</p>
<p>Goal 4: Student Leadership in Service Learning (SL²) Program</p> <p>Strengthen and grow the Student Leadership in Service Learning (SL²) Program.</p>	<p>Student Leadership in Service Learning (SL²) Program</p> <p>Refine SL² Program through iterative process with SL²s, faculty, community partners to: 1. facilitate communication, reciprocal partnerships, and meaningful engagement; and 2. support service learning students in integrating self, community, and academic knowledge.</p>
<p>Goal 5: Research, Evaluation and Outreach</p> <p>Develop a research agenda and disseminate information to provide leadership for SL field and promote CSUMB's service learning program.</p>	<p>Research, Evaluation and Outreach</p> <p>SLI staff working with collaborating campus departments, students and community partners, will maximize service learning as a model of community engagement and academic learning.</p>

C. OBJECTIVES AND/OR LEARNING OUTCOMES

What are the unit's objectives and outcomes? Objectives are related to service improvement around issues like timeliness, efficiency, and participant satisfaction. Learning outcomes address what a person learns or better understands or how a person changes by participating in the program or utilizing the service. Both objectives and learning outcomes are measurable statements that provide evidence as to how well you are reaching your goals.

This section will review Objectives and Learning Outcomes as they relate to each of the Service Learning Institute's three core functions:

- SLI as an **Academic Unit**
- SLI as an **Academic Support Unit**
- SLI as the administrative home for the **Student Leadership in Service Learning (SL²) Program**

C.1. SLI as an Academic Unit

The following documents present the Learning Outcomes that have guided the SLI's work as an academic unit:

- CP ULR / SL GLO Learning Outcomes
- Otter Model DRAFT "Lower Division Service Learning Outcomes"
- Otter Model DRAFT "Upper Division Service Learning Outcomes"
- Minor in Service Learning Leadership Outcomes



CSU Monterey Bay

Service Learning Outcomes

Community Participation (CP) University Learning Requirement (Lower Division Service Learning)

The purpose of the CP ULR is to foster the development of self-reflective, culturally aware and responsive community participants through reciprocal service and learning.

Outcomes:

1. Demonstrate critical self-reflection of one's own assumptions and stereotypes.
2. Comprehend own social and cultural group identities and the relative privilege or marginalization of each.
3. Demonstrate intercultural communication skills.
4. Demonstrate knowledge of the demographics, socio-cultural dynamics and assets of a specific local community.
5. Examine and analyze a community issues in the context of systemic inequities
6. Enter, participate in, and exit a community in ways that do not reinforce systemic injustice.
7. Demonstrate reciprocity and responsiveness in service work with community.

Service Learning Graduation Learning Outcome (SL GLO) (Upper Division Service Learning)

The following outcomes must be addressed in all upper division courses that carry the "S" designation and meet the Upper Division Service Learning Graduation Learning Outcome (SL GLO).

Outcomes:

Civic Engagement

Students will deepen their understanding of personal and professional social responsibility, and be able to apply the knowledge & skills of their field to enhance the social, cultural and civic life of our communities.

Social Justice

Students will analyze and apply theories and practices from their field to understand how individuals and social systems promote both equitable and inequitable practices in society.

Multicultural Community Building

Students will learn from and work responsively and inclusively with diverse individuals, groups and organizations to build just and equitable communities.

CSU Monterey Bay

Service Learning Outcomes: Lower Division

-- FINAL VERSION- updated (01/21/11)

All lower division service learning courses will integrate and fulfill both the Lower Division SL Outcomes and the outcomes from one of the A-E GE areas. Lower Division SL courses will be either 5 or 6 units, depending on the unit value of the area A-E course. Service learning courses must demonstrate a clear linkage between the planned service activities and the course learning outcomes. In order for a course to receive an “S” designation, it must:

1. Involve students in **service activities** or projects with **external communities** that are **responsive to community-identified needs**;
2. Require students to **integrate the learning** derived from service with course learning outcomes **through critical reflection** exercises, discussion, written, oral or media presentations; and,
3. Provide students an opportunity for consistent engagement in the community for a minimum of **30 hours** over the duration of the semester, **focused on the learning outcomes** below.

OUTCOMES

Self and Social Awareness

Students will develop an understanding of the social, cultural and civic aspects of their personal identities.

- Define and describe the concepts of individual social and cultural group identities and the concepts of social privilege and marginalization.
- Demonstrate critical self-reflection of their own assumptions, values, and stereotypes, and recognize the relative privilege and marginalization of their identities.

Service and Social Responsibility

Students will develop an understanding of social responsibility and the connections between short-term community service and greater long-term societal well-being.

- Articulate the relationship between individual, group, community and societal well-being.
- Identify individual actions that contribute to short-term well-being and/or greater long-term societal well-being.

Community & Social Justice

Students will develop an understanding of how the actions of individuals and social systems foster both equity and inequity in communities and society.

- Explore the demographics, socio-cultural dynamics and assets of a specific local community through a social justice framework.
- Examine a community issue(s) in the context of systemic inequity, discrimination and social injustice.

Multicultural Community Building/Civic Engagement

Students will learn from and work responsively and inclusively with diverse individuals, groups and organizations to build more just, equitable, and sustainable communities.

- Demonstrate intercultural communication skills, reciprocity and responsiveness in service work with community.
- Enter, participate in, and exit a community in ways that do not reinforce systemic injustice.
- Identify and develop personal and institutional strategies, policies and practices to create greater equity and social justice in communities.

01/21/2011

CSU Monterey Bay

Service Learning Outcomes: Upper Division

-FINAL VERSION- *Updated (01/21/2011)*

Service learning courses must demonstrate a clear linkage between the planned service activities and the course learning outcomes. In order for a course to receive an “S” designation, it must:

1. Involve students in **service activities** or projects with **external communities** that are **responsive to community-identified needs**;
2. Require students to **integrate the learning** derived from service with course learning outcomes **through critical reflection** exercises, discussion, written, oral or media presentations; and,
3. Provide students an opportunity for consistent engagement with the community for a minimum of **30 hours** over the duration of the semester, **focused on the learning outcomes** below.

OUTCOMES

Self and Social Awareness

Students will deepen their understanding and analysis of the social, cultural and civic aspects of their personal and professional identities.

- Define, describe, analyze and integrate the concepts of individual social and cultural group identities and the concepts of social privilege and marginalization.
- Demonstrate critical analysis of their own assumptions, values, and stereotypes, and evaluate the relative privilege and marginalization of their identities.

Service and Social Responsibility

Students will deepen their understanding of the social responsibility of professionals in their field or discipline, and analyze how their professional activities and knowledge can contribute to greater long-term societal well-being.

- Articulate the relationship between individual, group, community and societal well-being.
- Analyze how individual and professional actions contribute to short-term well-being and/or greater long-term societal well-being.
- Develop a critical understanding of ethical behavior in the context of their profession or discipline with regard to issues of societal well-being.

Community & Social Justice

Students will evaluate how the actions of professionals and institutions in their field or discipline foster both equity and inequity in communities and society.

- Examine the demographics, socio-cultural dynamics and assets of a specific community through a social justice framework.
- Analyze a community issue(s) in the context of systemic inequity, discrimination and social injustice.

Multicultural Community Building/Civic Engagement

Students will learn from and work responsively and inclusively with diverse individuals, groups and organizations to build more just, equitable, and sustainable communities.

- Demonstrate intercultural communication skills, reciprocity and responsiveness in service work with community.
- Enter, participate in, and exit a community in ways that do not reinforce systemic injustice.
- Develop and implement personal, professional and institutional strategies, policies and/or practices to create greater equity and social justice in communities.

01/21/2011



CSU Monterey Bay

Minor in Service Learning Leadership

The minor in **Service Learning Leadership** provides interested students with the opportunity to develop advanced knowledge and skills in service learning leadership, preparing students to work as leaders in the growing service learning field. The minor provides students with foundational knowledge in the design and delivery of service learning experiences, community and social change processes, and perspectives in service and social justice. In addition, it requires students to integrate this knowledge in the form of a senior capstone service learning project, designed and carried out collaboratively with a community organization..

Requirements

All students must complete the Community Participation ULR as a pre-requisite for the minor. Students must fulfill four Minor Learning Outcomes (mLOs) with a minimum of 12 credits. This will include an appropriate Senior Capstone Project that meets the requirements of mLO 4: Advanced Application.

Minor Learning Outcomes

mLO 1: Service Learning Design and Pedagogy

- Students will know the theoretical roots and various approaches to service learning and experiential education pedagogy;
- Students will be familiar with empirical research in service learning, focusing on cognitive and affective outcomes for student learning and development as well as community development;
- Students will know how to facilitate service learning and practical experiences, and will be able to identify and assess critical components of effective service learning; and,
- Students will be able to assess community service learning as strategies for (a) creating more just communities, and (b) preparing students for lifelong community participation.

mLO 2: Perspectives in Service and Social Justice

- Students will understand theories and issues of social justice, including oppression (and its manifestations at various levels), liberation, coalitions and alliances;
- Students will be able to identify and analyze systemic elements that perpetuate injustice in communities;
- Students will be familiar with diverse traditions of service and historical service movements, and be able to analyze their relation to the current service movement; and,
- Students will be able to critically analyze the linkages between service and social justice.

mLO 3: Community and Social Change Processes

- Students will be familiar with various models for grassroots social change, including direct action, policy initiatives, and systemic change;
- Students will understand communities, how they function, make decisions, acquire and expend resources;
- Students will be able to analyze the network of influences and forces (local, regional, national, and global) that affect community life;
- Students will be familiar with effective practices in community building and processes that connect people across difference;

mLO 4: Advanced Application (Capstone)

- Students will be able to articulate the linkages between service, social justice, and their chosen field of study;
- Students will be able to develop a Senior Capstone Project that is responsive to community-identified needs;
- Students will be able to gather knowledge with, and provide information to a community in a way that enhances community capacities; and,
- Students will understand their own capacity for service and social justice as an individual working in their chosen field of study.

C.2. SLI as an Academic Support Unit

The following document presents the objectives which have guided the SLI's work to support service learning campus-wide:

- SLI Strategic Plan Comparison (2005-06 and 2008-09): Goals and Objectives

C.2.1. SLI Strategic Plan Comparison (2005-06 and 2008-09) Compilation of Goals and Objectives

2005-06	2008-09
<p>Goal 1: SLI Academic Program</p> <p>Develop and strengthen SLI academic program to enable CSUMB graduates to leave with advanced knowledge, skills and capacity in service learning, social change and leadership.</p> <p>1.1 Develop curriculum materials and trainings for faculty teaching Community Participation ULR courses.</p> <p>1.2 Increase the enrollment of students in the Service Learning Leadership minor, attracting Liberal Studies students interested in service learning pedagogy.</p> <p>1.3 Work with the Watershed Institute to develop a new minor in /Environmental Service Education</p> <p>1.4 Develop a pathway in Liberal Studies and Teacher Education for future teachers to acquire skills in service learning pedagogy.</p> <p>1.5 Conduct research and development for a future major in service learning/social justice.</p> <p>1.6 Develop curricular pathway for students to continue community service involvement after completing their CP ULR course.</p>	
<p>Goal 2: Support for Service Learning Campus-Wide</p> <p>Enhance support for community partnership development and faculty development for service learning in the majors.</p> <p>2.1 Develop a training pathway for faculty teaching service learning courses in the majors, including a “faculty mentor program” for first time instructors.</p> <p>2.2 Replicate the success of the SMART College Service Learning Coordinator, and</p>	<p>Support for Service Learning Campus-Wide</p> <p>Develop and support collaborative learning, teaching, and research relationships among faculty, staff, students, student support services and community partners that creates vibrant and civically engaged Learning Communities on and off campus.</p> <p>2.5 Creation of SLI centered Learning Communities (LCs): Theme or issue- based LCs</p>

<p>hire service learning coordinators in 1) College of Professional Studies (CPS) and 2) College of Arts, Humanities and Social Sciences (CAHSS).</p> <p>2.3 Create a K-12 Service Learning Advisory Council to work with Liberal Studies to deepen partnerships with a core set of K-12 schools (including stipends for K-12 site coordinators).</p> <p>2.4 Expand the number of service learning courses in the majors that are effectively supported by the Student Leadership in Service Learning SL² Program.</p> <p>Develop a generic upper division service learning course that students in the majors could take</p>	<p>(e.g., environmental sustainability, economic justice, youth empowerment, adult education, education/literacy) composed of SL²s, faculty, student affairs, and community partners which meet on a monthly basis.</p> <p>2.6 Articulate intentional pathways of service and learning that promote social responsibility: Deepen campus-wide civic engagement through pathways of service and learning that include both curricular and co-curricular service opportunities; build from little “s’s and l’s” through large “S’s and L’s” throughout the undergraduate experience at CSUMB; integrating courses, capstones, clubs, student activities, and other non-SL courses.</p> <p>2.7 Offer regular professional development institutes: community partners, faculty, Service Learning Student Leaders, and staff attain in-depth understanding of how to support community-based actions that address social issues.</p> <p>2.8 Promote career choices in community service for CSUMB grads: Highlight SL programs that prepare students for careers in community service.</p>
<p>Goal 3: Community Partnerships</p> <p>Co-create long-term, multi-departmental partnerships with communities that address community-identified needs and integrate CSUMB faculty and service learners in service delivery and community problem-solving.</p> <p>3.1 Continue to work with community partners to address needs of homeless community and chronic poor in downtown Salinas (Soledad Street).</p> <p>3.2 Raise funds for on-going Community Partner in Residence Program to continue to raise awareness at CSUMB of critical community issues.</p> <p>3.3 Increase the number of CSUMB capstone projects that are directly working with community partners; including the creation of on-going community capstone sites and projects.</p> <p>3.4 Work with Business Support Services and other academic units to fully implement the new CSUMB risk management plan.</p>	<p>Community Partnerships</p> <p>SLI staff, faculty, SL Student Leaders and community partners will deepen relationships and create learning opportunities that will lead to significant actions that address critical community issues.</p> <p>3.5 Mentor new partners to: create effective learning opportunities for students; increase understanding of Service Learning; support new leadership amongst partners; and navigate CSUMB culture & systems.</p> <p>3.6 Develop partnership Best Practices to: deepen student learning; create imagination for possibilities of community change amongst partners; increase understanding of depth vs. breadth of critical community issues; and create collegial community of learners amongst partners.</p> <p>3.7 Provide opportunities for Partner/Faculty Development to: increase learning for students; develop cadre of co-educator partnerships amongst partners & faculty; and create an interdisciplinary culture of partnership across issue and geographic lines that will inform SLI culture and best practices.</p> <p>3.8 Opportunities for Community Partner Development: develop Certificate Programs for community partners for continuing education</p>

<p>Goal 4: Student Leadership in Service Learning (SL²) Program</p> <p>Strengthen and grow the Student Leadership in Service Learning (SL²) Program.</p> <p>4.1 Grow the SL2 program to include 40 participants annually.</p> <p>4.2 Work with the Watershed Institute to create an Environmental Service Leadership Program or pathway parallel to existing SL² program.</p> <p>4.3 Emphasize recruitment and placement of student leaders with the majors, working with major departments to identify student leaders and to develop more clear job descriptions.</p> <p>4.4 Enhance co-curricular service opportunities through developing student leader placements that work collaboratively with student affairs units.</p> <p>4.5 Support students’ professional development through conference participation.</p> <p>4.6 Increase opportunities for support and peer networking among SL²s to enhance ongoing training and retention.</p>	<p>Student Leadership in Service Learning (SL²) Program</p> <p>Refine SL² Program through iterative process with SL²s, faculty, community partners to: 1. facilitate communication, reciprocal partnerships, and meaningful engagement; and 2. support service learning students in integrating self, community, and academic knowledge.</p> <p>4.7 Refine content of SL295 (Summer of Service Leadership Academy) to 1. align with learning communities 2. support SL²s in gaining the foundational knowledge and skills needed to provide leadership that fosters university-community relationships and 3. educate self and others about service and social justice</p> <p>4.8 Refine Service Learning Leadership minor to respond to students from a diverse range of academic disciplines; provide professional development for SL²s; and sustain itself economically.</p> <p>4.9 Provide ongoing professional development opportunities for SL²s through attending and presenting at regional and national conferences and participating in TLA Cooperatives.</p> <p>4.10 Strengthen relationships between SLI faculty and staff and SL²s to provide greater support for and integration of SL²s into the work of the SLI</p> <p>4.11 Enhance co-curricular service opportunities through developing SL² placements that work collaboratively with Student Affairs units.</p>
<p>Goal 5: Research, Evaluation and Outreach</p> <p>Develop a research agenda and disseminate information to provide leadership for SL field and promote CSUMB’s service learning program.</p> <p>5.1 Host three national service learning conferences (one for student leadership; one for faculty; and one for peer (or other) institutions with service learning requirements)</p> <p>5.2 Support faculty research and conference participation in service learning.</p>	<p>Research, Evaluation and Outreach</p> <p>SLI staff working with collaborating campus departments, students and community partners, will maximize service learning as a model of community engagement and academic learning.</p> <p>5.7 Develop a comprehensive Service Learning evaluation plan and procedures: launch student, community partner and faculty evaluation forms via Student Voice software; produce meaningful reports on SL faculty, students and community partner activities.</p>

<p>5.3 Publish materials that communicate CSUMB’s service learning model and program.</p> <p>5.4 Work with Admissions to intentionally include service learning in outreach and recruitment activities with high schools and community colleges.</p> <p>5.5 Conduct longitudinal research on the impact of CSUMB’s service learning program (with students and in the community).</p> <p>5.6 Conduct comprehensive assessment of CP ULR outcome attainment</p>	<p>5.8 Develop methods and timelines for gathering, documenting, archiving and sharing service learning student, faculty and partner stories and successes: faculty share their papers, presentations with SLI/SL community; SL Student Leaders document presentations at national and local conferences; students SL Capstones are submitted to the Library for archiving and future reference.</p> <p>5.9 Support at least six (6) information/networking opportunities per year for students, community partners and faculty: faculty, community partners, SL Student Leaders participate in learning community meetings; SLI Advisory Board meetings, Town Hall meetings, dialogs and training opportunities.</p> <p>5.10 Increase use of social networking tools to showcase Service Learning accomplishments and share information.</p>
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C.3. Student Leadership in Service Learning (SL²) Program

In addition to those summarized above through previous strategic planning processes, the SL² Program has a set of on-going objectives that also guide program planning and development. The objectives of the SL² Program fall within three areas: institutionalization, program development, and student learning. The overarching goals guiding the institutionalization of the SL² Program are to:

- Stabilize a service learning leadership program as an essential component of the Service Learning Institute supported by CSUMB's core budget;
- Develop the capacity to support replication of similar student leadership programs at other institutions of higher education, especially in the California State University system; and,
- Document the program's impact and contribute to the knowledge-base on social justice-related teaching and learning, emphasizing the power of peer-facilitated learning.

Program development objectives are to:

- Recruit and train 22-33 SL²s to support 10-15 service learning courses and 8-12 key community partner organizations each semester;
- Employ SL²s in the SLI to support high quality service learning through work with key community partners each semester;
- Develop strong co-teaching partnerships among SL²s, faculty, and community partners;
- Implement SL²-led social action projects that provide opportunities for CSUMB students to connect with critical community issues and resources;
- Provide ongoing support and professional development for SL²s through attendance at national service learning conferences;
- Develop user-friendly versions of program curriculum and training guides to be used in dissemination efforts about service learning leadership; and,
- Assess the experiences of Program alumni, community partners, and service learning faculty to learn about the impacts of service learning leadership and students as co-educators and peer mentors; and Provide guidance and support for other California State University system student leadership programs focused on service learning.

Student learning objectives are to:

- Explore conceptions of leadership as they relate to social justice and service learning;
- Deepen awareness of self and others and capacities for self-reflection;
- Explore and deepen understanding of critical issues important to communities and service learning;
- Develop knowledge and practice support and sustenance of self and others involved in social change work;
- Reflect on and examine internalized, interpersonal, and institutional manifestations of privilege, oppression, and liberation;
- Develop strategies for educating on privilege and oppression perpetuated (especially) in service-learning experiences;

- Develop knowledge and skills important to facilitating intergroup dialogue and reflection on service learning experiences in classroom, community partner sites, and action projects;
- Reflect on and assess the purpose and function of the program as a student leadership program designed to facilitate service learning and work for social justice through service learning by careful reflection and analysis of individual roles and group process in the organization and operation of the program; and,
- Articulate a vision for social justice and develop strategies to enact that vision.

D. PROGRAM STAFF AND RESOURCES

How well does the current level and configuration of the staff provide the knowledge, expertise, and experience required to meet the objectives and outcomes? How well do the current funding and facilities provide for the resources required to meet the objectives and outcomes?

D.1. Service Learning Institute Staff Structure

The permanent staff of the Service Learning Institute is composed of three full-time faculty, two management professionals, four administrative professionals, and 12-15 Service Learning Student Leaders (SL²s). The three faculty include one tenured full professor (Director of Service Learning), a tenure-track assistant professor (Faculty Coordinator of Service Learning Leadership) and a vacant tenure-track line (Coordinator of Introduction to Service Learning Instruction). The two management positions include the Associate Director and the College of SMART Service Learning Coordinator. Of the four administrative support positions, three are funded through the general fund budget (Coordinator of Community Partnerships, Information Specialist, and Budget Analyst), and one is funded through an annual allocation from the CSU Chancellor's Office through the *California's Call to Service Initiative*.

The current SLI staff also includes five grant-funded positions. These include the Chinatown Renewal Project Coordinator (HUD-funded), the Salinas-Marina Community Food Project Manager (USDA-funded), the Chinatown Community Learning Center Coordinator (BTOP-Funded) and two AmeriCorps VIP Members (Community Service Opportunity Coordinator/Student Affairs Liaison; SL² Program Assistant). An additional 10 AmeriCorps VIP Members work directly with SLI community partners to enhance their capacity for recruiting, training and supervising volunteers.

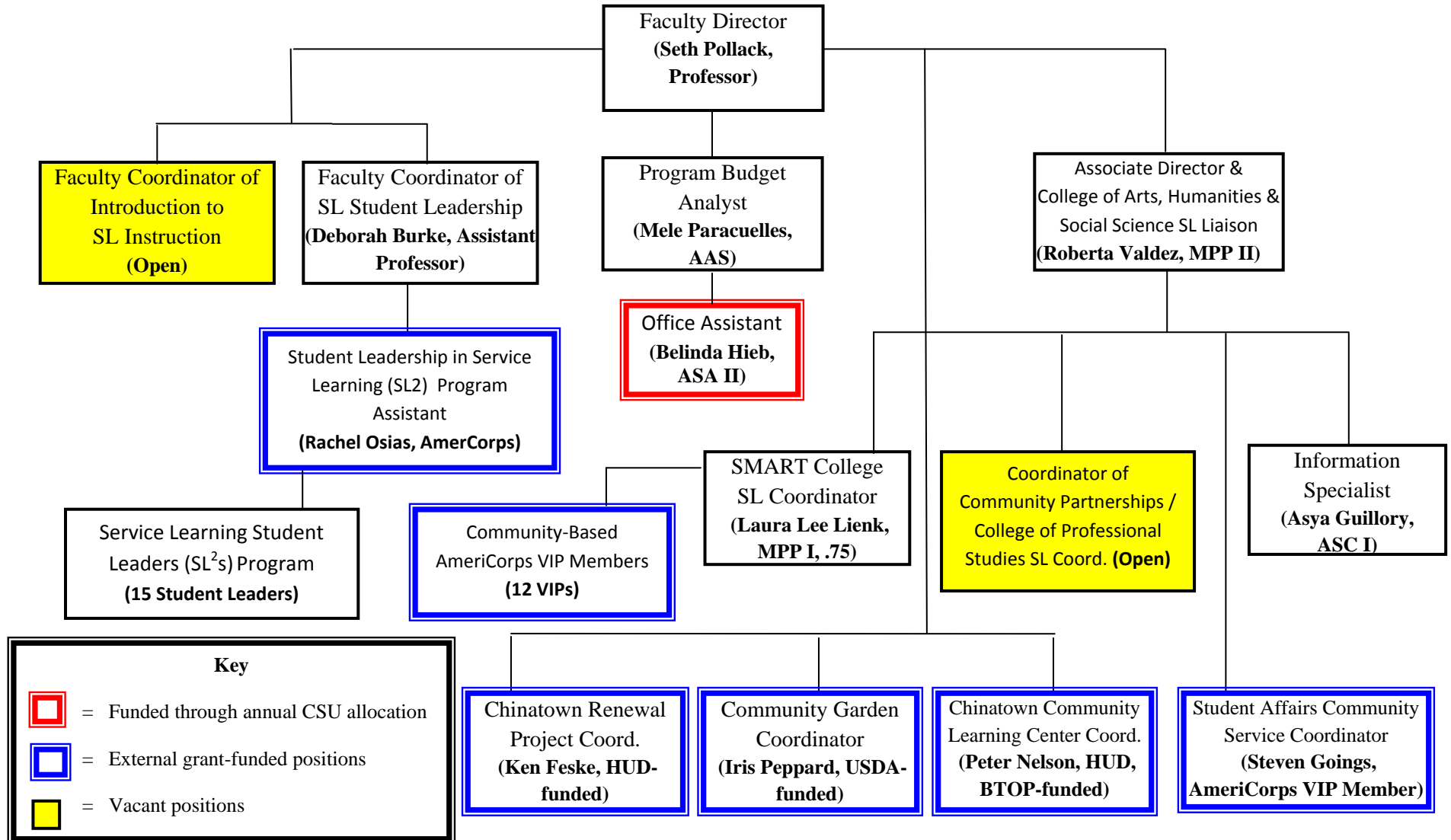
These positions are briefly described below and represented in the SLI Org Chart (see Figure 2 below).



Service Learning Institute Organizational Chart (2010-2011)

SL Academic Programs

SL Support Programs



D.2. SLI Staff Profiles

Dr. Seth S. Pollack, Professor

Director

The Director is responsible for the overall management and direction of CSUMB's service learning program, especially for the SLI's academic program. The Director serves as Department Chair, and is responsible for the SLI's course offerings and for hiring part-time faculty. The Director provides leadership for faculty development efforts related to the Upper Division Service Learning requirement. The Director oversees all external fund-raising and program development efforts.



Dr. Pollack received his PhD in International Development Education and M.A. in Organizational Sociology from Stanford University. He is a recognized leader in the service learning and civic engagement field. In 2005 he received the *Thomas Ehrlich Faculty Award for Service Learning*, the leading faculty award in the field. In 2008-09, he was a Fulbright Scholar at the University of Cape Town and the University of the Western Cape in South Africa. Seth's scholarship focuses particularly on issues of diversity and social justice, and the institutionalization of civic engagement in higher education. He currently serves on the Salinas Downtown Community Board, and is an advisor for the Community Foundation of Monterey County's Community Leadership Program.

Do justly, love mercy, and walk humbly with your God.

-Micah

Bolo den kelen tay say ka bele tah! (You can't pick up a stone with just one finger.)

-Bambara proverb

Dr. Deborah Burke, Assistant Professor

Faculty Coordinator of Service Learning Leadership

The Faculty Coordinator of Service Learning Leadership coordinates the Student Leadership in Service Learning (SL²) Program and Service Learning Leadership Minor. Responsibilities for the SL² Program include provision of professional development, training, mentoring, and supervision for 12-15 student leaders who instrumentally support CSUMB's service learning mission; recruitment, hiring, and assessment of student leaders; and arrangement of student leader placements with community partners and service learning faculty. The Faculty Coordinator of Service Learning Leadership teaches SL295S: The Summer of Service Leadership Academy; the core courses for the Service Learning Leadership Minor—SL300S: Service Learning Pedagogy and Design and SL394S: Service and Social Justice; and the CPULR course—SL200S: Introduction to Service Learning in Multicultural Communities (Educational Equity).



Deborah received her PhD in Educational Leadership and her MA in Applied Anthropology from Oregon State University. Her scholarship focuses on the use of qualitative methodologies—critical ethnography, auto-ethnography, and oral history—to understand the operations and impacts of power, privilege, and oppression related to race and class in educational systems; dialogue practice in teaching for diversity and social justice; and college student leadership development. Deborah is a collaborator with Increase the Peace: Salinas Youth, Families, and Schools Building Peace Together, an ongoing project between El Sausal Middle School, Youth Alive! an afterschool program at a migrant farm worker labor camp in Soledad, CA, and CSUMB. Also, Deborah serves on the Board of Directors for the Franciscan Workers of Junipero Serra.

Like a Little Stone

*Like a little stone, feel the shadow of the great earth;
let distance pierce you till you cling to trees.
That the world may be all the same,
close your eyes till everything is,
and the farthest sand can vote.*

*Making the world be big by hunting its opposite,
go out gleaning for lost lions
that are terrified by valleys of still lambs,
for hummingbirds that dream before each wingbeat,
for the mole that met the sun.*

*If time won't let a thing happen, hurry there,
to the little end of the cone that darkness bends.
Any place where you turn but might have gone on,
all possibilities need you there.
The centers of stones need your prayers.*

--William Stafford

Vacant

Faculty Coordinator of Introduction to Service Learning Instruction

This faculty person is responsible for faculty development related to the lower division service learning course (previously known as the “Community Participation ULR”). The Coordinator provides leadership for the CPULR Learning Community, facilitating assessment retreats and other professional development initiatives. Provides training and professional development for new instructors. With the Director, ensures that the diverse sections correspond to both community needs and student interests.

Roberta Valdez
Associate Director

The Associate Director is responsible for developing and managing the support systems for service learning at CSUMB, and for managing the dissemination of information regarding CSUMB's service learning program. In this position, she provides direct supervision for SLI staff involved in coordinating the service learning placement process; managing the SLI training calendar and providing leadership for SLI training events. The Associate Director is the point person in developing and implementing procedures for managing risk in service learning, coordinating with the SLI Advisory board, and is the principal liaison with Student Affairs programs and activities, providing support for co-curricular community service and outreach and recruitment efforts.



Roberta has worked in the field of education at all levels from preschool (Migrant Head Start), to elementary / high school and university (Mendocino College, UC Santa Cruz and CSU Monterey Bay). Roberta's higher educational background is in Anthropology and Education and Social Sciences (Bilingual / Cross-Cultural Education). Since 1978, she has worked in non-profits, a county office of education and higher education for programs that focus on families and individuals marginalized by the educational system. Away from work, Roberta serves as Treasurer/Stage Manager for the Monterey Cowboy Poetry and Music Festival and is a member of the Santa Cruz Triathlon Club.

Fear of radical changes leads many citizens of our nation to betray their minds and hearts. Yet we are all subjected to radical changes every day. We face them by moving through fear...Society's collective fear of love must be faced if we are to lay claim to a love ethic that can inspire us and give us courage to make necessary changes.

- bell hooks, all about love: new visions

No one can make you feel inferior without your consent.

- Eleanor Roosevelt

Asya Guillory
Information Specialist

The Information Specialist is the first point of contact for Service Learning inquiries and manages the SLI's core information systems. The Information Specialist manages the SLI website, monitors *MySLP* (My Service Learning Placement) student placement management and community partner database, assists faculty and students with SL placement processes and forms, and tracks the UAAPS (University Agency Agreement & Placement of Students) process with new and active community partners. The Specialist gathers data and compiles reports from the community partner, student, & faculty evaluations and semester/year end placement reports. Additionally, the Information Specialist provides information and content for publications, manages equipment check-out to SL students & faculty.



Asya began her rendezvous with Service Learning as a senior while completing her Capstone project, African American Scientists & Inventors: Creating Role Models to Increase Diversity in Science. She received the Community Service Learning Award in her major Earth Systems Science & Policy. She was employed by the institute in 2007. She continues to feed her hunger for diversity and ethnic expression by playing her part in providing culturally-enriching community events, Seaside's Juneteenth Celebration, Celebrating Culture, and various Black History Month events. For the last 4 years she has facilitated summer youth workshops in her hometown Oakland, Ca & with the Monterey chapter of the NAACP. Last year she joined NCBI's (National Coalition Building Institute) board of directors to continue her efforts to bring multicultural awareness and appreciation to this region.

Without struggle there is no progress.

- Frederick Douglass

He who knows men is clever, he who knows himself has insight. He who conquers men has force; he who conquers himself is truly strong.

-Taken from the Tao Teh Ching #33

Vacant

Coordinator of Community Partnerships/College of Professional Studies SL Liaison

The Coordinator of Community Partnership is responsible for the overall development, maintenance and tracking of community partnerships for CSUMB's service learning program. The Coordinator serves as the Service Learning Institute's primary representative in the community, introducing community organizations to the work of the SLI, and to the processes for building service learning partnerships with CSUMB faculty and students. The Coordinator also serves as the main conduit of community service-related information for CSUMB faculty and students, informing the campus of relevant community initiatives and programs. The Coordinator serves as the primary contact for service learning in the College of Professional Studies, supporting faculty in Liberal Studies, Business, and Kinesiology. The Coordinator is the lead person for maintaining strong relationships between K-12 schools and CSUMB faculty.

Laura Lee Lienk

College of SMART Service Learning Coordinator

The SMART SL Coordinator works with faculty and community partners to create exciting and meaningful learning opportunities for students in the sciences and technology. She also coordinates several STEM-SL grants via the CSU Chancellor's Office of Civic Engagement from the Corporation for National and Community Service. In addition, the Coordinator works with other SLI staff to manage overall partnership issues and training programs.



Laura Lee holds an MS in Science Education from Cornell University, and an Educational Administration degree from San Jose State University. In past lives she was a naturalist/teacher in Philadelphia, the Director of Outdoor Education Programs for Monterey County, CA, a teacher trainer in the sciences for Central CA, a Peace Corps Volunteer in Argentina. She is also the Director of the Watershed Institute, and is dedicated to bringing environmental service opportunities and community parks to marginalized populations in our region. Every weekend Laura Lee can be found planting native plants in urban settings with community members as beautiful parks and natural spaces emerge in former dump areas. Laura Lee has been recognized as one of Monterey County's Outstanding Women and is the recipient of the CSUMB President's Award.

Ideas become real at the point of action.

- Buddhist style greeting card.

Mele Paracuelles

Program Budget Analyst

The Program Analyst's responsibilities include overseeing the administrative, personnel, and financial aspects of the Service Learning Institute. This includes, but is not limited to, budgeting state and grant funding for the Institute, scheduling the SLI's courses; staff, faculty, and student personnel management and hiring; and building management.

Mele is one of the pioneering staff members, coming on board 16 years ago before CSUMB opened the doors to the first class in 1995. She started out helping to build the Service Learning Institute while supporting founding faculty, and has remained with the department ever since. Everyone who knows Mele agrees that for her, family is her first and foremost passion in life and her family has extended well into the youth of her community. She is currently attending classes as time and family commitments allow, and plans to position herself one day where she can help other single parents and/or youth pursue and achieve their dreams.



I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

-Maya Angelou

You can stand tall without standing on someone. You can be a victor without having victims.

-Harriet Woods

Belinda Hieb

Program Assistant

The Program Assistant has a variety of responsibilities including, but not limited to, the coordination of policies and procedures for the SLI



Department, accounting and budget support for the department, equipment and office maintenance, and all administrative support to the staff, faculty and students of the Service Learning Institute.

Belinda has lived on the Monterey Peninsula for 36+ years. She has worked for CSUMB for 10 years and helps to keep SLI staff, faculty and community partners well informed and organized of the SLI's goals and special events that make our department a success. Belinda is the living Goddess of the inspirational quote: "Live, Laugh, Love." She LIVES life at its fullest, LAUGHS at all the things that don't matter and LOVES with all she has and more.

The happiest people don't have the best of everything....they just make the best of everything that they have.

Count your blessings.

Reverend Ken Feske
Chinatown Renewal Project Coordinator

The Coordinator is responsible for initiating, supporting, coordinating and overseeing student and community members contributing to this neighborhood revitalization effort. The principle job is building bridges of understanding and opportunity between the campus and the community. The Coordinator manages federal funding expenditures and submits required grant reports. From the community garden and learning center to the projected Cultural Museum/Center the emphasis is on discovery, learning and enrichment.



Ken joined SLI in 2007 after thirty-three years in parish ministry. He would like to be remembered as someone who made a difference not someone who graduated from a certain school. He would rather impart a little hope than be remembered for working at a certain place. He is more impressed with the people he has met and the partnerships he has formed than any personal accomplishments or undertaking.

Comfort the disturbed & disturb the comfortable.

-T-shirt

It takes more than words to cook rice.

-Chinese Proverb

Iris Peppard
Salinas- Marina Community Food Project Manager

The SLI Project Manager is responsible for the overall implementation of the Salinas-Marina Community Food Project, a collaborative effort between



three community-based organizations. Ms. Peppard is responsible for carrying out the Project's mission, which is to increase access to fresh production of food, nutrition education, employment training, and free public green space by building and maintaining community gardens with and for underserved populations. In the next two years, she will oversee the Project's plans to build two new community gardens, increase the knowledge of effective food production, establish a composting enterprise, and collaborate with university students to develop and deliver nutrition education programs.

Iris has served as the Garden Coordinator for over four years for the SLI Chinatown Community Garden. She received her Bachelor's of Arts in Integrated Studies from California State University Monterey Bay (CSUMB). During her time at CSUMB, Iris participated for three years in the SLI Student Leadership program. Ms. Peppard's senior capstone project was the creation of Everyone's Harvest, a 501 (c) 3 not-for-profit organization focusing on certified farmers' markets and nutritional education for youth. Iris strongly believes everyone has the right to fresh, healthy, organic produce supplied by their local region and free public events are necessary to strengthen a community. In 2007, Ms. Peppard was honored as an Outstanding Women by the County of Monterey Board of Supervisors. She now serves on the board of the Goodwill Industries and the Sierra Club Ventana Chapter.

Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever does.

- Margaret Mead

Emancipate yourselves from mental slavery, none but ourselves can free our minds!

- Bob Marley

**Peter Nelson, Manager
Chinatown Community Learning Center**

The Chinatown Community Learning Center in Salinas is an integral part of the Chinatown Renewal Project. The Community Learning Center serves the homeless and marginalized population of Salinas, especially those who are working hard to re-build their lives. The manager coordinates the community organizations, clients, and service learners who come to the center to learn from each other. The center provides computer training, job training, job skills, resume writing, and other resources. It also serves as the organizational hub for the Chinatown Renewal Project.



Peter joined the CSUMB non-profit community in 1999 while working for Return of the Natives Restoration Project. His background is in native habitat restoration and community-based education. He has worked in the Alisal Elementary School District doing nutrition education and garden building. He worked with a homeless garden crew from 2006 to 2008 to build the Chinatown Community Garden and has run several other job training programs in the region.

Knowledge is like a garden, if it is not cultivated it cannot be harvested.

– African Proverb

Rachel Osias, AmeriCorps VIP Member
Student Leadership in Service Learning (SL²) Program Specialist

The SL² Program Specialist provides support for the day-to-day functioning of the **(SL²) Program**. The Program Specialist helps to facilitate weekly program meetings and problem solves individual issues with the “Squares.” In addition, the Specialist supports the Squares as they plan service events designed to increase the number of CSUMB students, community members and youth participating in national and local service events.



Rachel is a graduate from CSUMB with a B.S. in Environmental Science, Technology, and Policy with emphases in both Outdoor Education and Service Learning Leadership. She worked as the Service Learning Student Leader for the Agriculture and Land-Based Training Association (ALBA) in the Salinas Valley from 2006-2010. In 2009, Monterey County recognized Rachel as the first Outstanding Philanthropic Young Adult and upon graduation in 2010 Rachel received the Service Learning award in her major. Her senior project was the creation and implementation of a Multicultural Environmental Science Education curriculum at ALBA. She currently serves on the leadership team for the non-profit after school enrichment program “Youth Alive!” in Soledad.

Steven N. Goings, AmeriCorps VIP Member
Service Opportunities Coordinator/Student Affairs Liaison

The Service Opportunities Coordinator is responsible for developing and implementing a volunteer program, infrastructure and database. The Service Opportunities Coordinator is the liaison between the Service Learning Institute and Student Affairs. The Coordinator is responsible for coordinating two National Days of Service, presenting workshops for reflecting on service activities and engaging Student Affairs departments in purposeful service opportunities.



Steven Goings recently graduated magnum cum laude from CSUMB’s Social and Behavioral Sciences program with a concentration in social history. He was awarded the Inter Club Council’s 2010 Social Justice Advocacy Award. He was a founding member of three campus clubs – The Gathering, the Student Peace Alliance and Out & About. In addition to his duties with AmeriCorps and Service Learning, Steven is also the Assistant Secretary of the Monterey County Branch of the NAACP and the President of the Monterey Peace and Justice Center.

One can reach God if one follows any of the paths with whole hearted devotion...being firm in thy devotion to the deity of thy own choice, do not despise other deities, but honor them all. Bow down and worship where others kneel, for where so many have been paying the tribute of adoration, the kind Lord must manifest himself, for he is all mercy.

–Ramakrishna

Purpose in Life is to empower individual to actualize their highest potential through service to their communities.

–Quazar

Service Learning Student Leaders (2010-2011)

- **Stephanie Grijalva-Arechiga** partners with Human Communication faculty member Dr. Rena Benmayor in teaching HCOM350s: Oral History. Stephanie is a Human Communication major/Practical and Professional Ethics minor/Service Learning Leadership minor, graduating in spring 2012. Stephanie has worked with the SL² Program since fall 2010.
- **Monica Casorla** partners with the Castroville Library Homework Center. Monica is a Communication Design major, graduating spring 2011. Monica has worked with the SL² Program since fall 2009.
- **Sierra Dierks** partners with Dorothy's Hospitality Center. Sierra is a Science and Environmental Policy major/Service Learning Leadership minor, graduating in spring 2011. Sierra has worked with the SL² Program since fall 2010.
- **Dania Elghazali** partners with the Chinatown Revitalization in Salinas and works with the CSUMB Learning Center on Soledad St. Dania is Human Communication major, graduating in spring 2012. Dania has worked with the SL² Program since fall 2009.
- **Victoria Flores** partners with Liberal Studies faculty member Dr. Miguel Lopez in FYS in teaching SL200s: Introduction to Service Learning in Multicultural Communities and El Sausal Middle School. Victoria is a Social and Behavioral Sciences major, graduating in spring 2013. Vicki has worked with the SL² Program since fall 2010.
- **Nicole Frager** has partnered with Kinesiology faculty member Barbara Sayad in teaching KIN471s: Service Learning for Kinesiology majors and is currently working on the Alisal Peace Garden Project. Nicole is Collaborative Health and Human Services major, graduating in spring 2012. Nicole has worked with the SL² Program since fall 2009.
- **Joseph Garcia** partners with the Seaside Boys and Girls Club. Joe is an Environmental Science, Technology, and Policy major/Service Learning Leadership minor, graduating spring 2011. Joe has worked with the SL² Program since fall 2009.
- **Jannelle Mestice** partners with Central Coast HIV/AIDS Support Services. Jannelle is a Kinesiology major, graduating spring 2011. Jannelle has worked with the SL² Program since fall 2009.
- **Esa Morrison** partners with Community Alliance with Family Farmers and is currently working on the Alisal Peace Garden Project. Esa is an Environmental Science, Technology, and Policy major, graduating in spring 2012. Esa has worked with the SL² Program since fall 2008.
- **Brizey Orjuela** partners with Human Communications faculty member Debra Busman in teaching HCOM 307s: Social Impacts of the Mass Media and HCOM211s: Reading, Writing, and Critical Thinking and community partner Seaside Middle School. Brizey is a Psychology

major/Service Learning Leadership minor, graduating in spring 2012. Brizey has worked with the SL² Program since fall 2009.

- **Luz Nuñez** partners with Visual and Public Arts faculty member Stephanie Johnson in teaching VPA317s: Community Research. Luz is a Collaborative Health and Human Services major, graduating in spring 2013. Luz has worked with the SL² Program since fall 2010.
- **Emily Thompson** partners with faculty members Drs. Pamela Motoike and Deborah Burke in teaching FYS 100: The Psychology of Love, Hate, and Community and SL200s: Introduction to Service Learning in Multicultural Communities. Emily is a Psychology major, graduating in spring 2012.
- **Zachary Walker** partners with Service Learning instructor Terri Wheeler in teaching two sections of SL200S: Introduction to Service in Multicultural Communities. Zac is a Mathematics major/Service Learning Leadership minor, graduating spring 2011. Zac has worked with the SL² Program since fall 2007.

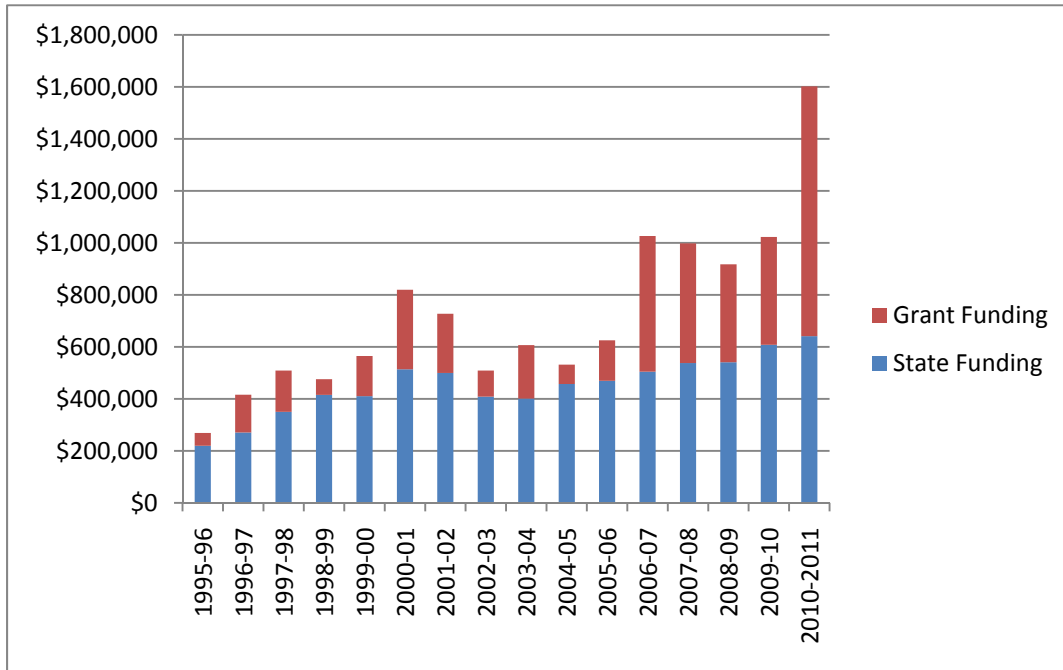
Community-Based AmeriCorps VIP Members (2010-2011)

- **After School Academy:** Nellie Morreno has brought an entire CSUMB Japanese Culture Service Learning class to teach special afterschool workshops with the children.
- **Boys and Girls Club:** Krystle Hemmings works in their HR Department building a system to attract, retain and appreciate their hundreds of volunteers.
- **Chinatown Community Garden:** Javier Rodriguez trades use of raised garden beds for volunteering in the larger garden.
- **Community Alliance with Family Farmers:** Jenna Segal is creating an entirely new volunteer intern program.
- **Community Partnerships for Youth:** Ben Bruce is tapping into new partnerships such as with the Regional Opportunities Program (ROP).
- **Me Earth Hilton Bialek Garden:** Christine Collantaro has found great database tracking systems for their program.
- **Return of the Natives:** Ellen Epley has partnered with the Salinas YMCA and has developed a large cadre of middle school environmental volunteers.
- **Return of the Natives:** Jennifer Vanderwage will soon pilot a new greenhouse volunteer and training program.
- **Salvation Army:** Lucy Brewer works with volunteers for their many events in addition to bringing special volunteers to their afterschool programs.
- **Second Chance/Building Healthy Communities:** Monica Politro is training youth leaders in East Salinas' Acosta Plaza neighborhood.

D.3. Overall SLI Budget and History of External Funding

The following two charts present the overall budget of the Service Learning Institute since the inception of the university. As depicted in the first graph below (Figure 3), external funds have been a significant component of the SLI budget, representing between 30% and 60% of the SLI’s annual budget. The

Figure 3: SLI Annual Budget: State Funding and Grant Funding



external funds have been critical to the growth and development of the program, as they have helped to launch significant components of the SLI’s current staffing and services: the Student Leadership in Service Learning (SL²) Program, the SMART College Coordinator position, and the Information Specialist. In addition, external funding has enabled CSUMB to develop significant long-term partnerships with the community. Furthermore, external funds have been the sole source of resources for the faculty professional development initiatives offered by the SLI over the past 15 years.

Overall, since its founding in 1995, the SLI has raised **\$5,807,451** in grant funds to support the development of CSUMB’s service learning program.

While the impact of these funds has been broadly felt throughout all aspects of the SLI’s programming, one example is especially noteworthy. Since 2005, the Chinatown Renewal Project has brought in \$1.8 million in HUD HSIAC (Hispanic Serving Institutions Assisting Communities) grants. Through these funds, CSUMB has become an integral partner with the Salinas Redevelopment Agency, the Salinas Buddhist Temple, the Salinas Confucius Church, the Franciscan Workers, Salinas Old Town Association and numerous other social service providers and property owners in the revitalization of the Chinatown neighborhood in Salinas. Since 2005, over 780 CSUMB service learners, from virtually every academic program, have been involved in the project. This includes a number of student capstones from

departments as diverse as Visual and Public Art, Social and Behavioral Sciences, Teledrammatic Arts & Technology, and Information Technology and Communications Design.

CSUMB’s role in the Chinatown Renewal Project has received recognition locally, nationally, and now globally. Because of its significant accomplishments, CSUMB will be hosting the HUD HSIAC National Conference, February 1-4, 2011. The project was also invited to be one of three featured partnerships in an international conference on community-university partnerships to be held in May 2011 at Portland State University. And just recently, the SLI received word that the Chinatown Renewal Project was one of 22 finalists in the MacJannet Prize for Global Citizenship, sponsored by the Talloires Network for Social Responsibility in Higher Education. In March 2011, we will find out if we will have won the grand prize. (See Appendix J: MacJannet Prize Nomination and Congratulatory email.)

The chart below (Figure 4) lists all the external funds that have been raised by the SLI from 1995-2011.

Figure 4: SLI –University Corporation Funds List

SLI - University Corporation Funds List			
Year	Grant Name	Amount	Annual Totals
1995-96			
	Community Development Block Grant	\$ 29,100	
	Fund for the Improvement of Post-Secondary Education (FIPSE) Budget	\$ 19,975	
			\$ 49,075
1996-97			
	Monterey Peninsula Golf Foundation - AT&T	\$ 15,000	
	Corporations for National Service Grant	\$ 130,000	
			\$ 145,000
1997-98			
	Arkay Foundation	\$ 8,000	
	Community Foundation - Boys & Girls Club	\$ 3,400	
	California Campus Compact	\$ 5,000	
	Chualar School District	\$ 8,007	
	Corporations for National Service Learn & Service Grant	\$ 14,287	
	Monterey County Office of Education - Alisal Healthy Start	\$ 2,500	
	Monterey Peninsula Golf Foundation - AT&T	\$ 25,000	
	Salinas Valley United Way	\$ 2,500	
			\$ 168,694
1998-99			

Arkay Foundation	\$ 10,000
California Campus Compact	\$ 4,000
Chualar School District	\$ 3,307
Corporations for National Service Learn & Serve Grant (carry over)	\$ 24,142
Dunspaugh-Dalton	\$ 5,000
Monterey County Office of Education - Alisal Healthy Start	\$ 2,500
Monterey Peninsula Golf Foundation - AT&T	\$ 5,000
Sharon Damon	\$ 5,000
Slautterback	\$ 1,503
	\$ 60,452

1999-00

Arkay Foundation	\$ 5,000
California Campus Compact	\$ 3,500
Chualar School District	\$ 2,993
Monterey Peninsula Golf Foundation - AT&T	\$ 10,000
Sharon Damon	\$ 8,000
Surdna Foundation	\$ 125,000
	\$ 154,493

2000-01

Arkay Foundation	\$ 2,500
Chancellor's One-time Allocation	\$ 85,000
Corporations for National Service Learn & Service Grant	\$ 80,000
Institutionalizing Community Service Learning in the CSU	\$ 3,000
Monterey Peninsula Golf Foundation - AT&T	\$ 10,000
Surdna Foundation	\$ 125,000
	\$ 305,500

2001-02

Arkey Foundation	\$ 2,000
Chancellor's One-time Allocation	\$ 100,000
Corporations for National Service Learn & Service Grant	\$ 80,000
Institutionalizing Community Service Learning in the CSU	\$ 25,488
Surdna Foundation	\$ 120,000
	\$ 327,488

2002-03

Chancellor's One-time Allocation	\$ 48,000
Corporations for National Service Learn & Service Grant	\$ 80,000
Institutionalizing Community Service Learning in the CSU	\$ 19,993
	\$ 147,993

2003-04

Cesar Chavez Grant	\$ 52,185
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Chancellor's One-time Allocation	\$ 48,000	
Community Foundation - Boys & Girls Club	\$ 15,500	
Corporations for National Service Learn & Service Grant	\$ 80,000	
Monterey Peninsula Golf Foundation - AT&T	\$ 20,000	
Monterey County Office of Education - Cal Serve Sub-grant	\$ 23,280	
Monterey County Office of Education - Alisal Healthy Start	\$ 2,500	
UC Berkeley Cal Serve	\$ 12,000	
		<u>\$ 253,465</u>
2004-05		
California Campus Compact	\$ 8,795	
Chancellor's One-time Allocation	\$ 48,000	
CSU Fresno Mini-Grant	\$ 1,100	
CSU Learn & Serve - Civic Engagement YR1	\$ 19,000	
CSU Students in Action	\$ 5,000	
Monterey County Office of Education - Cal Serve Sub-grant	\$ 28,780	
UC Berkeley Cal Serve	\$ 12,000	
		<u>\$ 122,675</u>
2005-06		
CSU Learn & Serve - Civic Engagement YR2	\$ 19,000	
Surdna Foundation YR1	\$137,000	
Chancellor's One-time Allocation	\$ 48,000	
		<u>\$ 204,000</u>
2006-07		
Chancellor's One-time Allocation	\$ 48,000	
Housing Urban Development (HUD)	\$599,912	
Monterey County Office of Education - Cal Serve Sub-grant	\$ 28,780	
Monterey Peninsula Golf Foundation - AT&T	\$ 51,500	
Surdna Foundation YR2	\$137,000	
		<u>\$ 865,192</u>
2007-08		
Americorp YR1	\$ 45,272	
Americorp YR1 - Match	\$ 24,300	
Bank of America	\$ 10,000	
CAFF	\$ 5,814	
Chancellor's One-time Allocation	\$ 48,000	
Housing Urban Development (HUD)	\$ 604,847	
Surdna Foundation YR3	\$ 75,000	
		<u>\$ 813,233</u>
2008-09		
Americorp YR2	\$ 46,294	
Americorp YR2 - Match	\$ 20,345	

	Bank of America	\$ 10,000	
	Housing Urban Development (HUD)	\$599,879	
	Chancellor's One-time Allocation	\$ 48,000	
			\$ 724,518
2009-10			
	Americorp YR3	\$ 69,440	
	Americorp YR3 - Match	\$ 34,033	
	Bank of America - Green Jobs	\$ 7,500	
	Chancellor's One-time Allocation	\$ 45,000	
	USAF Mini-grant	\$ 4,000	
			\$ 159,973
2010-11			
	Americorp-VIP	\$133,899	
	Americorp-VIP Match	\$ 42,000	
	Chancellor's One-time Allocation	\$ 45,000	
	Housing Urban Development (HUD)	\$599,298	
	USDA-NIFA Grant	\$250,000	
	California Campus Compact	\$ 10,000	
	STEM - 3 yr	\$ 75,000	
	STEM - One-time	\$ 4,000	
	Public Service Corp - NPS/Monterey College of Law	\$146,503	
			\$ 1,305,700
TOTAL			\$ 5,807,451

D. 4. SLI Resource and Staffing Issues

Over the past few years, the SLI staff have recognized that there have been a number of resource and staffing issues that have prevented the Institute from fully achieving its goals. The following section will look at these issues as they pertain to each of the five strategic planning goal areas.

D.4.1. Goal 1: SLI Academic Program

- *Lack of leadership for Lower Division service learning courses (Community Participation (CP) ULR).* Since Dr. Pamela Motoike was appointed as Interim Director of First Year Seminar in AY 2006-07, the faculty position responsible for leading professional development for the lower division service learning courses has been vacant. This course is extremely challenging to teach, as there is really no equivalent course offered in higher education. All faculty need significant training and support to be successful. Historically, the CP ULR Learning Community, led by the Faculty Coordinator, has been an extremely vital place of learning and professional development for faculty. Unfortunately, with the vacancy this has not been maintained. The need for support for Lower Division SL will only increase with the new Otter Model, as numerous other departments across campus will most likely begin to offer courses that meet the new Lower Division SL outcomes. Faculty professional development is of paramount importance.

- *Part-time faculty teaching significant percentage of courses.* Without a tenure-track person in the position of Faculty Coordinator of Introduction to Service Learning Instruction, a significant percentage of the lower division courses offered each semester by the SLI are taught by part-time faculty. Though we have some faculty with considerable experience, the transitions make it difficult to deepen our relationships with our partners.
- *Lack of enrollment in Minor in Service Learning Leadership and SLI's Upper Division courses.* The *Minor* was designed to grow to approximately 30 students annually. We anticipated serving both the SL Student Leaders, and other CSUMB students, such as the Panetta Institute's AmeriCorps program members. However, few students outside the SL² Program have entered. In addition, due to funding constraints, the size of the SL² Program has not grown as had been anticipated.

D.4.2. Goal 2: Support for Service Learning Campus-Wide

- *Increase in work-load with implementation of Risk Management policies.* Since the implementation of the CSU system-mandated comprehensive risk management processes, there has been a significant increase in the workload for the SLI staff. Tasks include: Managing University-Agency Agreements for the Placement of Students (UAAPS) for 500+ partners; conducting site visits and safety checks for new partner sites; distributing, collecting and storing Student Learning Agreements; maintaining updated and accurate records in *MYSLP*; etc. These and other procedures related to risk management and mitigation are on-going and occupy the preponderance of time of all College Coordinators, the Associate Director and the SLI Information Specialist. Also, involved in this process is the campus Risk Manager.
- *Lack of partnership-building support for faculty in College of Professional Studies and College of Arts, Humanities and Social Sciences.* The SMART College is the only college that has a dedicated service learning coordinator (Laura Lee Lienk, SMART SL Coordinator). However, there are more service learning courses and more service learning partnership needs in the College of Professional Studies (CPS) and College of Arts Humanities and Social Sciences (CAHSS). We recognize that the faculty struggle to do sufficient partnership development in preparation for their courses. Unfortunately, the SLI does not have sufficient staffing capacity to address their needs.
- *Difficulties with transition to CMS; limited access to CMS programmers.* In 2008, CSUMB began a campus-wide transition from one management system (Banner) to CMS-PeopleSoft. This change impacted every aspect of the Service Learning Institute's infrastructure processes related to risk management and course / student placement, database structure and evaluation and faculty training. The Institute does not have in-house tech staff to recreate the system and manage the transition. Hours and days of staff and consultant time working with IT staff to design, test, launch and trouble-shoot the transition of business processes was relatively

successful. Though since the launch, very little consistent time has been available for SLI and IT staff to keep on top of the issues that were created by this transition. There are still numerous glitches that prevent the SLI from meeting its information gathering and analysis goals. Considerable SLI staff time goes to piece-meal attempts by campus IT staff to support essential record keeping and reporting functions. IT staff on campus are competent, though spread thin across campus with other projects and responsibilities.

- *Lack of funds for faculty development.* Service learning requires significant new skills for faculty, as they must teach to a very challenging set of learning outcomes related to social justice and social responsibility. In addition, experiential learning pedagogy requires that they embrace a more student-centered, participatory approach to teaching and learning. However, the SLI has never had a budget for faculty development. The various faculty development initiatives which that SLI has sponsored over the years have all been funded through external grants. This significantly limits our ability to support the SL faculty.
- *Lacking funds to support remainder of salary/benefits for Program Assistant (beyond annual contribution from Chancellor's Office allocation).* The CSU system contributes funds to service learning and/or community engagement programs at each CSU in recognition of the work (Call to Service funds). The SLI uses the funding to partially fund one Program Assistant who acts as an Office Manager supporting essential in-house business functions of the department. SLI contributes to the total salary / benefits package of the staff person beyond what the Chancellor's Office provides. Should these funds from CSU not be available, an important infrastructure piece would have drastic effects on the performance of the department and the workload of remaining staff.

D.4.3. Goal 3: Community Partnerships

- *Lack of sufficient support for community partnership development in College of Professional Studies (CPS) and College of Arts, Humanities and Social Sciences (CAHSS).* The College of Science, Media Arts and Technology (SMART) is the only college with a permanent coordinator of service learning. As a result of this consistent presence, the partnership work in SMART has been thorough resulting in very satisfied students, faculty and community partners. In 2008, the SLI re-organized its approach to partnership development. The Coordinator of Community Partnerships would become the principal “*liaison*” for CPS, and the Associate Director would play a similar role for CAHSS. While this has improved the level of support somewhat, there is still a need for more significant partnership support in CPS and CAHSS.
- *Lack of resources to help community partners fulfill their roles as “co-teachers.”* Community partners are not always able to devote the time and energy required to supervise CSUMB students, and fulfill their roles as “co-teachers.” This is especially true at small non-profit organizations, and at schools. While there are over 250 community partners who work with CSUMB students each year, there is a smaller group of 30-40 “core partners” who work with six

or more service learners every semester. These “Core Partners” actually work with approximately 60% of CSUMB service learners. Unfortunately, the SLI is not always able to provide the support for these “Core Partners” that they deserve in order to truly fulfill their potential as co-teachers. [See Appendix K: List of Core Partners, 2009-2010]

D.4.4. Goal 4: Student Leadership in Service Learning (SL²) Program

- *No administrative assigned time for Coordinator.* Despite the clear identification of 4-units of “assigned time” in the hiring paperwork for the Coordinator position, Academic Affairs has not formally recognized this commitment. As a result, the Coordinator receives no assigned time to coordinate the SL² Program. Despite the responsibility for managing this significant program, the Coordinator is expected to teach a full course load. Administrative responsibilities include: identifying course-based and community-based placements for 12-15 SL²s each semester; providing supervision, mentoring and advising of SL²s; coordinating assessment and compiling data; creating and managing the program budget; grant writing and fund-raising to increase available funding for the program and grant management; coordinating conference attendance; coordinating the hiring process of SL²s; planning and implementing retreats; writing award nominations and letters of recommendation for current SL²s and alumni; and maintaining relationships with alumni. This arrangement is not at all workable.
- *Limited funding; not able to achieve optimal level of sustainability.* In response to a grant match commitment, the Provost increased institutional funding for the Student Leadership in Service Learning Program from \$40,000 to \$105,000 in 2008-09. However, we have not reached our intended goal of \$135,000 in core support. In addition to an increase in institutional funds to support the program, University Advancement has identified the Student Leadership in Service Learning Program as a fundraising priority. However, no organized initiative has been launched to support this identified university priority.
- *Need for position for recent grad as “Program Specialist.”* Beginning in AY 2010-2011, we have secured an AmeriCorps VIP member to serve as a critical support person for the Coordinator. This has provided significant administrative support for the Coordinator. However, there is a question as to whether the compensation associated with the AmeriCorps position is sufficient to attract and retain the right people for this job. Ideally, a state-funded position for a recent graduate would be preferable.
- *Limited access to Community Work Study (CWS) funds.* Historically, the SL² Program has been able to receive up to \$25,000 in Community Work Study funds. However, given the limited number of slots, and the high demand on campus, our ability to support students in the program through CWS has been limited. As a result, we have been able to access on average, \$9,000 annually.

D.4.5. Goal 5: Research, Evaluation and Outreach

- *Lack of resources to support faculty research and scholarship.* While CSUMB is recognized as having one of the most robust and innovative service learning and civic engagement programs in the nation, the SLI has not had the resources to support faculty to develop their scholarship in this area. There is significant work to be done to learn from and share the transformative work that is taking place.
- *Lack of staff resources to support consistent use of evaluation data.* Until Fall 2002, the SLI was able to devote resources to hire an external evaluator. The external evaluator would prepare a summary report of the student, community partner, and faculty evaluations. Unfortunately, without an external evaluator, the SLI has not been able to make systematic use of the information generated by the evaluation processes.
- *More work to tell our story using technology.* The SLI web-site is very informative, containing detailed information on various aspects of the program. We receive frequent compliments and requests to “plagiarize” from our sister institutions in higher education. The SLI also produces two regular publications: the annual *SLI Quick Facts* summarizes our data on service learning placements; and, the semi-annual newsletter, *Reflections*. However, we have yet to harness the power of new digital technology (video, social networking, etc.) to share the incredible stories that emerge. As a result, the general public is less than adequately informed about service learning at CSUMB.

E. MEASURES

What measures, methodologies and timeframe will be used for data collection? Measures also should identify the population being surveyed and/or tested. Provide materials such as survey instruments, check lists, focus group protocols, etc., in an appendix.

E.1. Overview of SLI's Evaluation Systems

CSUMB was heading into uncharted territory when it decided to make service learning a core, required component of the academic program. Some early critics voiced an objection to the “oxymoronic nature of required volunteerism.” Others wondered if sending “all students” into the community might not result in more harm than good; especially if students felt this to be akin to “forced labor.” Others still felt that students, especially CSUMB’s *vision students*, needed to earn money to cover the costs of their education, and might not have the time, or the generosity of spirit, to fulfill a community service requirement. Those with a more community-oriented concern wondered if there was enough need for all CSUMB students in the community; or if the community organizations had the time, energy and inclination to supervise students. Those familiar with the habits and predilections of faculty wondered if faculty would have sufficient interest in service learning, and sufficient time and interest in building relationships with community organizations. Finally, there were numerous logistical questions to be answered: can CSUMB connect the dots effectively to make it possible for one thousand students each semester to find meaningful and degree-relevant service work in the community?

Given the serious reservations at the outset, it was incumbent on the SLI to generate the data necessary to answer these and a host of other questions and concerns. As a result, the SLI developed and implemented five regular evaluation tools and processes (See Appendix L: SLI On-Going Evaluation Instruments):

- (1) The student evaluation of the service learning experience is administered to all students enrolled in service learning courses each semester. This survey provides quantitative and qualitative data assessing students' attitudes toward service, the extent to which community participation enhanced their learning process, and their views of their community service placement, among other issues.
- (2) Community partners evaluate the service learning experience by completing their own evaluation at the end of each semester. In addition, focus group interviews assessing the outcomes for their program, for the students, and the service-learning partnership have been held intermittently, to provide in depth information on specific areas of programmatic emphasis (i.e, science and technology, pre-teacher education).
- (3) CSUMB faculty also complete an evaluation of the service learning process each semester, evaluating their overall experience of teaching a service learning course and the impact of service learning on students' learning and performance.

- (4) Service Learning Student Leaders (SL²s) complete evaluations of both the Summer of Service Leadership Academy (SoSLA), and their SL² placement each semester. These evaluations look at the impact of the experience on their leadership development, the impact of service learning on their academic and career goals, and their ability to work for social justice in diverse, multicultural settings.
- (5) Service Learning Placements are summarized at the end of each semester. This allows the SLI staff to have an accurate report of the service learning partnerships for all CSUMB academic programs.

In addition to these on-going evaluation processes, CSUMB has participated in two regional studies related to service learning, that give us additional insight into the effectiveness of our programs and services. These are:

- “Community Voices: A California Campus Compact Study on Partnerships.” California Campus Compact (2007). A study of community partners’ perspectives on service learning. 12 universities from California participated in this study, including CSUMB. (See Appendix M: Community Voices, Executive Summary)
- “Faculty Engagement Survey,” Western Region Campus Compact Consortium, 2009. A study of faculty involved with service learning from California, Oregon, Washington, Hawaii, Colorado, Montana, and Utah. 2,626 faculty participated in the survey, including 51 from CSUMB. (See Appendix N: WRCCC Faculty Engagement Survey, Executive Summary)

E.2. Focus for 2010 Review: Are we succeeding in “going deeper?”

The SLI’s ongoing evaluation processes have shown that overall, the SLI has been able to effectively deliver a high quality service learning program for all CSUMB students. Student, faculty, community partner and student leader evaluations show a high level of satisfaction with CSUMB’s service learning program, and the SLI’s support services. These results will be discussed in more detail in the “Results” section.

However, as expressed in the 2005-06 and 2008-09 goals, the SLI has not been satisfied with merely having an “effective” program, able to “place” CSUMB in relevant community service opportunities. Rather, the SLI’s goal has been to facilitate the creation of more profound service and learning partnerships between CSUMB and our community partner organizations –more specifically, between CSUMB faculty and individual community leaders (i.e., teachers, non-profit managers, etc.). In addition, over the past five years the SLI has done significant curriculum development work to deepen our faculty’s ability to integrate social justice issues into their syllabi. These questions related to the goal of “going deeper” have motivated the SLI’s information gathering processes for this review.

- Are students becoming “multicultural community builders?”

- Do community partners see themselves as co-teachers with faculty?
- Do faculty see themselves as engaged in “deep, transformative relationship” with community members?
- Are the SL Student Leaders able to use their leadership skills to facilitate this process of “going deeper?”

E.2.1. Additional Focus Group Research

In addition to further mining our rich collection of data, it was determined that the SLI would benefit from more in-depth discussion with our three core constituencies: faculty, community partners and student leaders. The SLI organized a series of focus groups that were conducted in December, 2010. In addition to gaining insight into the overall impact of service learning, the focus groups specifically sought to understand the extent to which the “going deeper” goals were being realized.

The SLI conducted five focus groups during the week of December 13 (See Appendix O: 2010 SLI Academic and Administrative Services Review Focus Group Schedule). There were two faculty focus groups, two community partner focus groups (one specifically with school partners), and one focus group of Service Learning Student Leaders. The key questions examined in the focus groups are listed below (See Appendix P: Program Review Focus Group Protocol):

- Faculty Focus groups (2)
 - To what extent does the SLI provide effective support for you as faculty teaching service learning courses (partnership development, curriculum development, pedagogical development, community building, etc.)
 - To what extent are you able to connect your service learning teaching with your scholarship and own professional development?
 - To what extent have you been able to realize the SLI’s core mission to “promote social justice by cultivating reciprocal service and learning partnerships...”?
 - What has been the impact of service learning for you, your students and for the community?
- Community Partner Focus groups (1 for school-based partners; 1 for other partners)
 - To what extent does the SLI provide effective support for you as a community partner (partnership development, community building, etc.)
 - To what extent does your involvement with service learning contribute to your own professional development?
 - To what extent have you been able to realize the SLI’s core mission to “promote social justice by cultivating reciprocal service and learning partnerships...”?
 - What has been the impact of service learning for you, your agency and its “clients,” and the CSUMB students?

- Service Learning Student Leaders
 - What aspects of the program have been most effective in supporting your development as an emerging service learning student leader?
 - To what extent have you been able to develop as a “multicultural community builder: students who have the knowledge, skills, and motivation to work effectively in a diverse society to create more just and equitable workplaces, communities and social institutions.”
 - To what extent has your work as an SL Student Leader enabled you to help other CSUMB students grow as “multicultural community builders.”
 - What has been the impact of service learning for you, your fellow CSUMB students and the community?

F. RESULTS

What are the results of data analysis? Include a brief narrative of findings and/or essential tables or graphs. The results should indicate the extent to which the objectives and/or student learning outcomes were met.

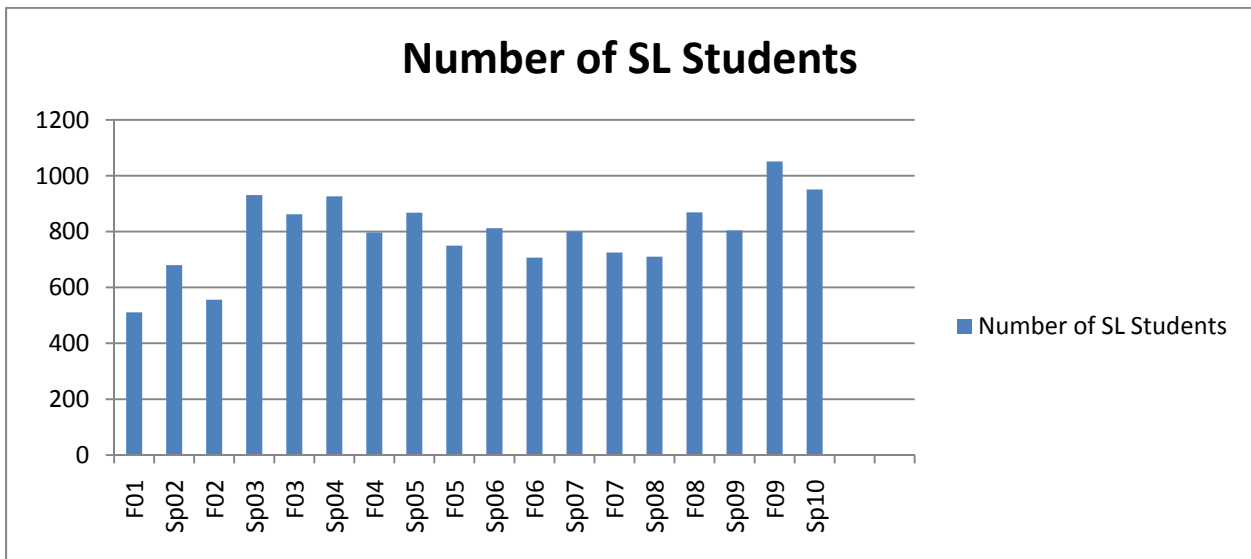
F.1. Results of SLI On-going Evaluation processes (Fall 2005 – Spring 2010)

The following data is reported directly from the SLI’s ongoing regular evaluation processes. Unless otherwise noted, the data covers the ten-year period from Fall 2001 – Spring 2010. The data reported here is from 3 of the 4 on-going evaluation process: SLI’s End of Semester Reports, Student Evaluations of the SL Experience, Community Partner Evaluations of the SL Experience. ³

F.1.1. End of Semester Reports

The “End of Semester Placement Report” summarizes the data entered by students who register their service learning placement site on-line, through *MYSLP*. Figure 5 reports the total number of students who are enrolled in a service learning course each semester.

Figure 5 Service Learning Students by Semester

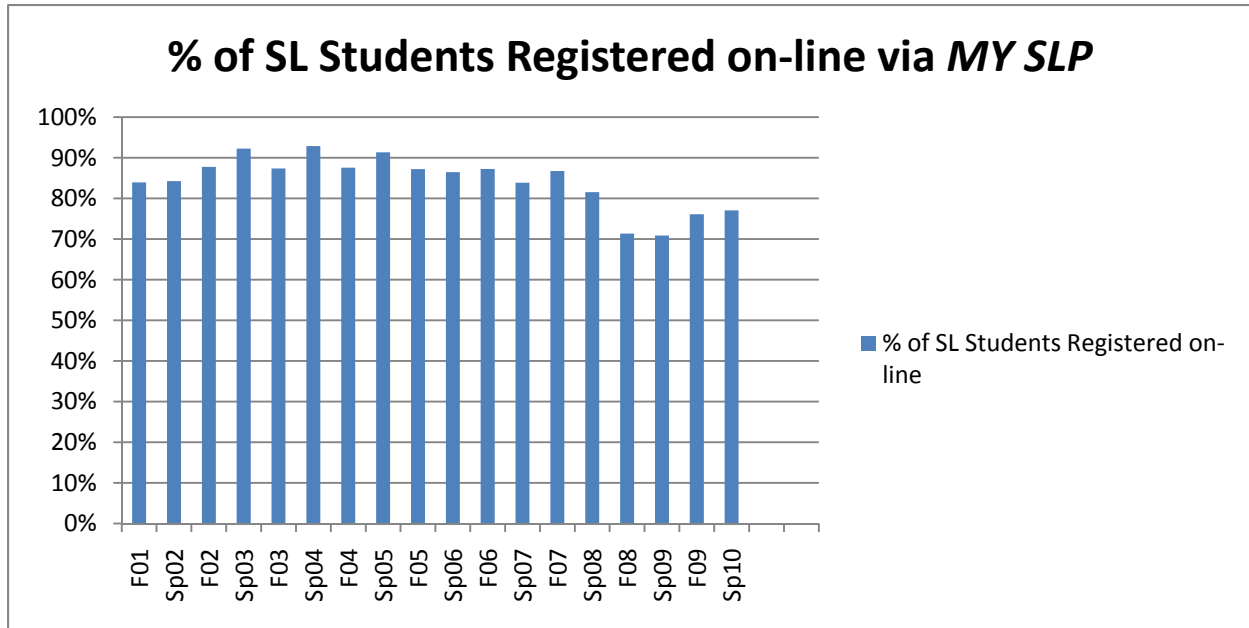


The SLI’s goal is to have 100% of students register their service learning placement on *MYSLP*. Figure 6 reports the percentage of students who registered their placement each semester. Unfortunately, we have not reached our goal, and in fact, there has been a downward progression over the past few years,

³ The data does NOT include reports from the Faculty Evaluation of the Service Learning Experience. Since 2005, this survey has been neglected by the SLI. As a result, only a handful of SL faculty have completed the survey each semester. For that reason, we felt that data to not be worth reporting in this report.

from a high of 92% in Fall 2005, though with a slight uptick in the 2009-2010 academic year. Currently approximately 75% of service learning students are registering their placements on-line.

Figure 6 Percent of SL Students Registered w/MYSLP



The report also tracks the number of community partners who host service learners each semester. Figure 7 compares the total number of partners with the number of “Core Partners” (i.e., those that hosted 6 or more service learners). While the number of overall partners hovers around 160 each semester, the number of “Core Partners” varies from 25-42 each semester. However, the role of this small group of “Core Partners” is significant. Figure 8 shows that the core partners work with between 50% and 70% of all service learners.

Figure 7: Community Partners & "Core" Partners by Semester

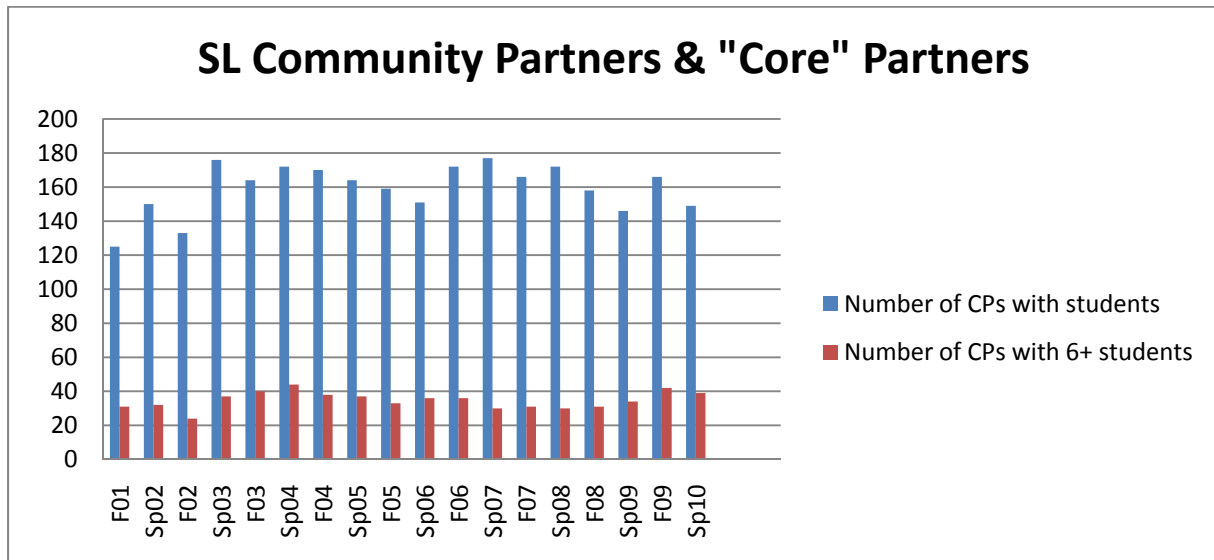
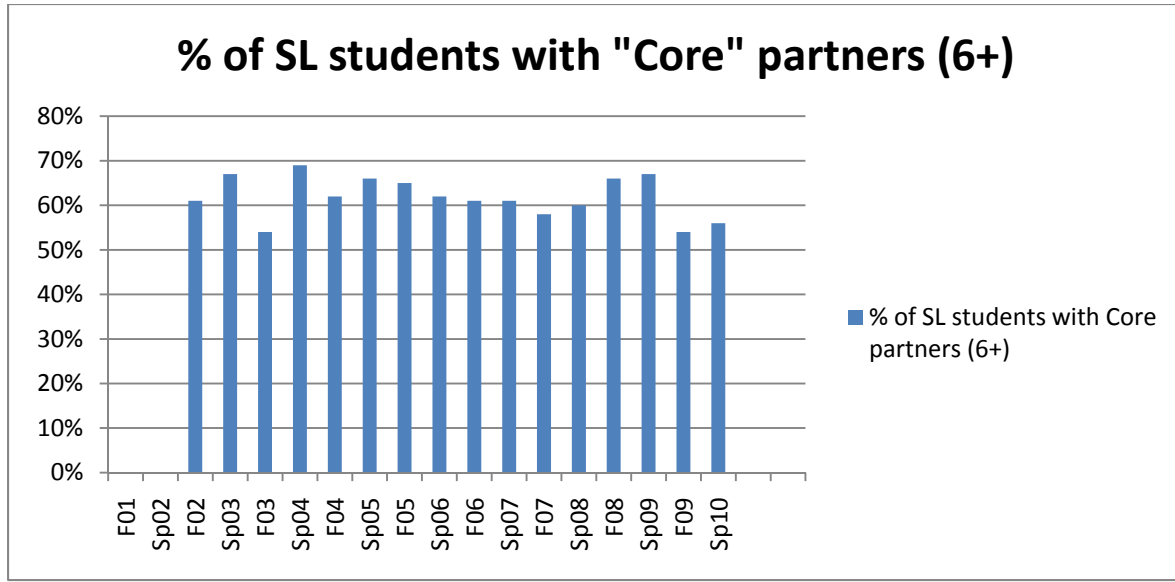


Figure 8; Percent of SL Students with "Core" Partners

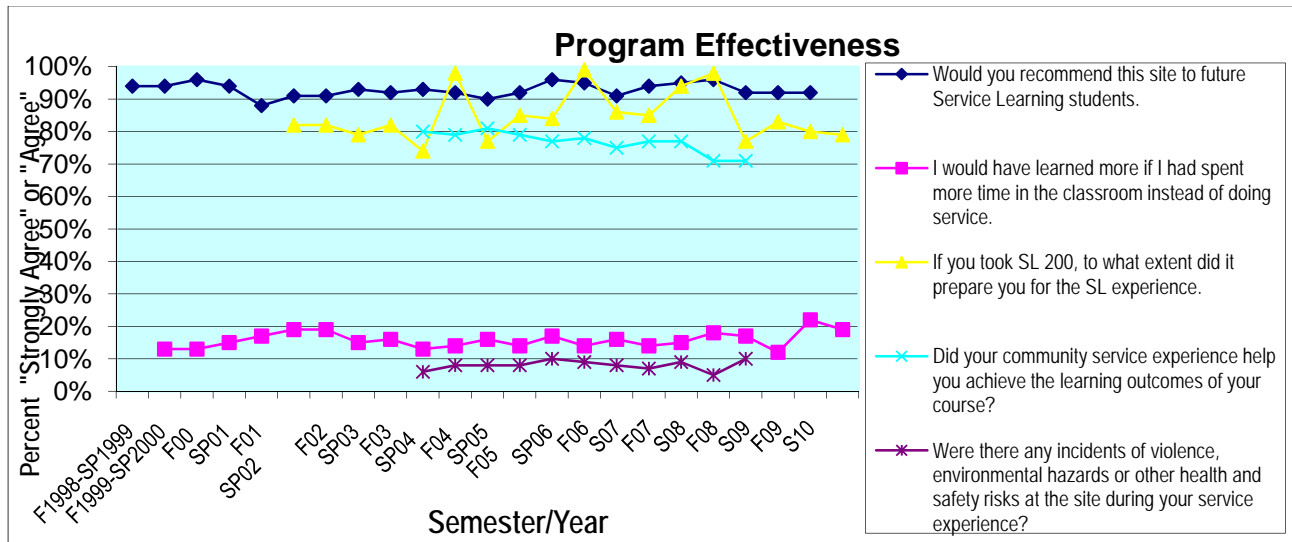
F.1.2. Student Evaluation of SL Experience: Quantitative Summary

The student evaluation gets at three main areas of concern. First, there are three questions that address overall “program effectiveness.” These questions are:

- Would you recommend the site where you had worked to future service learning students?
- I would have learned more if I had spent more time in the classroom instead of doing service?
- If you took SL200, to what extent did it prepare you for the SL experience?

Figure 9 shows that overall, students are consistently very satisfied with their placements and that they would NOT have learned more if they had stayed in the classroom. However responses to the question about SL 200S are not consistent. Perhaps this is due to the poorly worded nature of the question.

Figure 9: Student Evaluation of SL Experience: Program Effectiveness

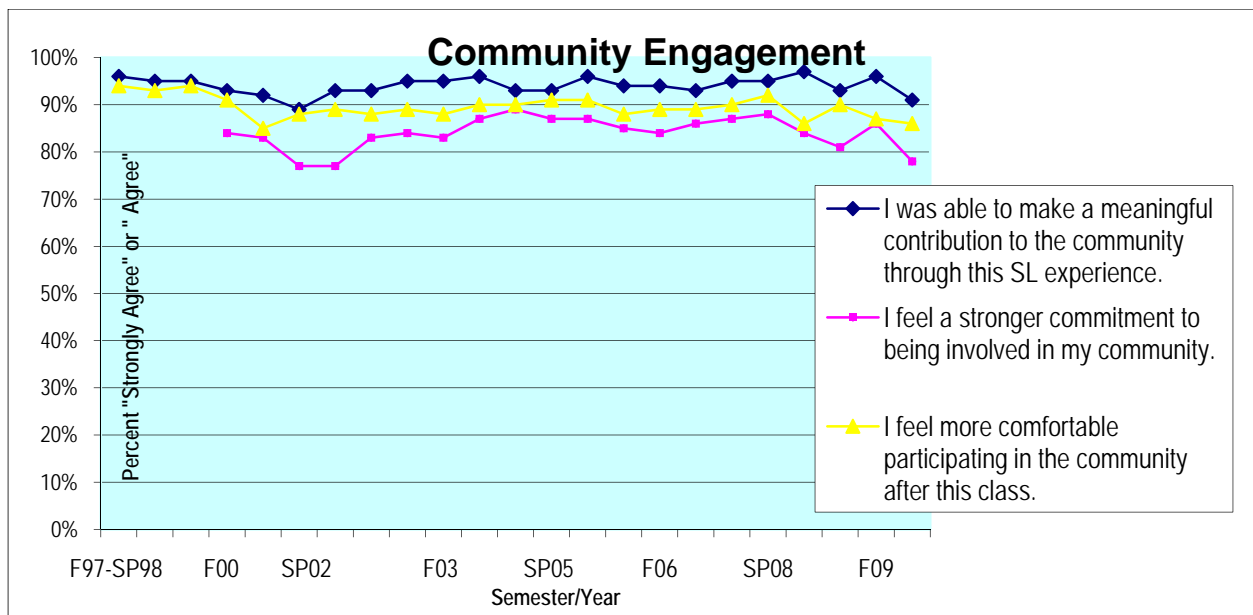


The second area of focus is community engagement. There are three questions which evaluate the impact of the service learning experience on students’ commitment to community work. These questions are:

- I was able to make a meaningful contribution to the community through this SL experience.
- I feel a stronger commitment to being involved in my community
- I feel more comfortable participating in the community after taking this class.

As shown in Figure 10, results are consistently high, as between 85% and 95% of students either “strongly agree” or “agree” with the above statements.

Figure 10: Student Evaluation of SL Experience: Community Engagement

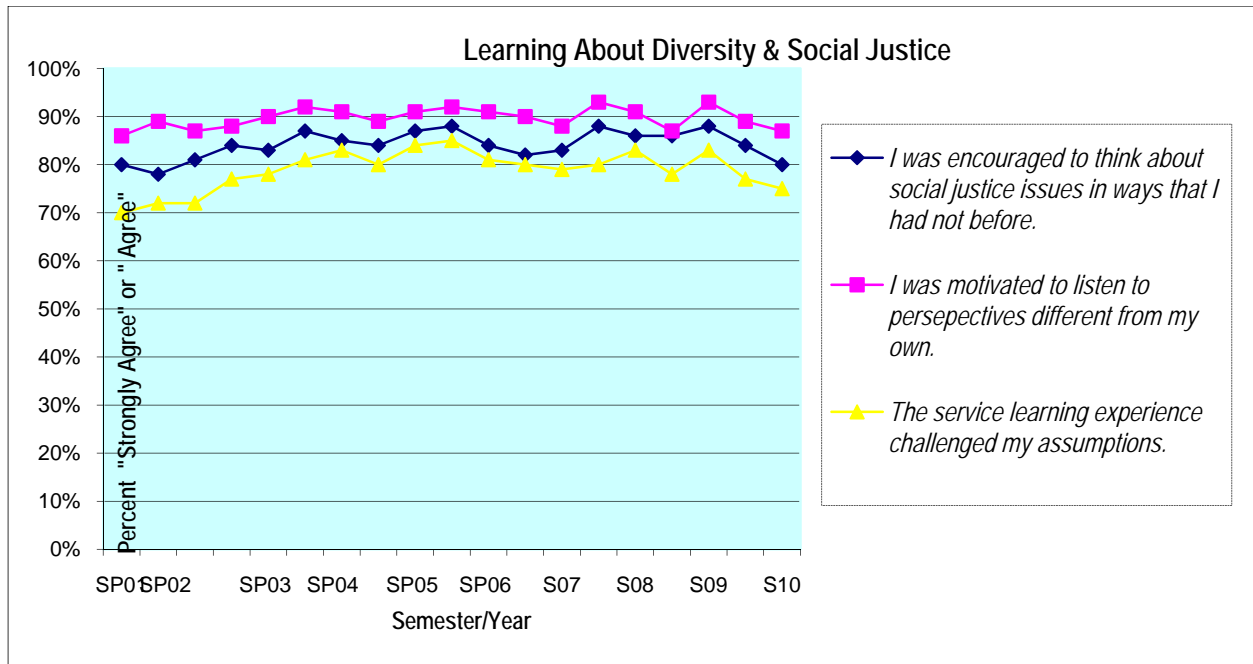


The third area of focus is on diversity and social justice. There are three questions with address the SLI’s aspirations for student learning in this realm. These questions are:

- I was encouraged to think about social justice issues in ways that I had not before.
- I was motivated to listen to perspectives different from my own.
- The service learning experience challenged my assumptions.

As shown in Figure 11, results are also very consistently positive. In fact one sees a slight positive trend, which could be an indication that the SLI’s work in faculty development around social justice pedagogy has had an impact.

Figure 11: Student Evaluation of SL Experience: Diversity & Social Justice



F.1.3. Student Evaluation of the SL Experience: Qualitative Summary

[The following section contains a brief summary of the analysis of the qualitative component of the Student Evaluation of the SL Experience conducted by the SLI External Evaluator, Dr. Peter Shaw. To view the entire summary, please see Appendix Q: Summary of Student Qualitative Evaluations, Spring 2005 – Fall 2009.]

General

These are large, very rich data sets: students rarely pass up the opportunity to comment and many choose to comment at some length. The samples selected for display here are almost all of 3 or more sentences in length: each should be taken as a representative of a hundred other brief, bald reports: "It was a great experience" or "I learned a great deal" or "I experienced personal growth" or "It was a very enjoyable experience" or "The people there were great." The longer quotations seen below not only have more specific impacts but also enable a more nuanced presentation of each theme. Thus, the somewhat cryptic ("I better understand my politicalness"[F09]; or "I actually had a lot of inner changes, which is the idea of Service learning"[S05]) may strengthen the basic findings of this report, but it is the more extended and expressive versions which add colour and fine-grained insight (**the bolding is mine**):

"I am **proud** to go to a school that takes service learning so seriously. This course has really **impacted my way of life, way of thinking and how I am going to choose to conduct myself in the future**. I think that it was an extremely positive experience for me." [S07]

The findings are presented under ten separate themes: Personal Growth, New Perspectives, Professional Orientation and Growth, Positive Organization Facets, Personal Relationships, Present and Future Impact, Sense of Accomplishment, Social Justice, Learning, and Inspirational Role Models.

This is not to say that all comments are positive (see below for more details). However, it is striking how many students were willing to make the most of a difficult situation, as seen in this example:

"I would not recommend this site to future students, as we had trouble with the site supervisor all semester. She seemed to have a lack of confidence in us from the beginning, and was not open to talking to us or hearing about our concerns. She tended to get defensive and assume we were inappropriate before we got to explain ourselves. Also, the children are very disrespectful to the leaders, including us. I believe this is a direct result of a lack of discipline and consistency within the site dynamic. [BUT] Despite all this, **I did learn a lot**, as I had to learn to deal with my site supervisor in a professional manner. I am sure I will have to deal with many more extremely difficult people in my career and **I am sure I will reflect back to this experience and the methods I have developed to help me deal with difficult challenges**. [S07]

Above all, these data abound with testimonies to the basic value of SL:

"I now have a much better idea what it takes to do that job day in and day out; and I haven't even scratched the surface. I would work for 3-5 hours at a time and sometimes it was very tough. Our farm was right next to other large cooperate farms and watching those guys picking strawberries, working hard on the field; that is something that I could not do. I have a much greater respect for them and appreciate what I have in a way that I can't explain. The **BEST, MOST VALUABLE part of this class was this service learning.** The lesson that I obtained out there on the field is something that could never be taught in a classroom. [F06]

Theme 1: Personal Growth

A strong theme throughout these data are reports by students of learning more about themselves through the SL experience; of building self-confidence and self-esteem; of feeling more rounded, more prepared for dealing with the world as aware, empathetic individuals.

"It was a truly rewarding experience that gave me **more confidence** when working with children as well as valuable knowledge about landscaping and sustainable living. [S08]

"I feel that I have **grown so much as a person** and educator through this experience. [S08]

"With my participation as a service learner I get to acquire more than a simple inner gratification. Thanks to homeless people and to their lives experiences I had learned things that I never thought I would learned. **My self-esteem is higher.** [F08]

"What I will take with me is that the service is not meant to be about you. You are serving other people. **When you serve other people you tend to grow as a person** much more than if you were getting paid.' [S09]

Theme 2: New perspectives

Gaining new perspectives, abandoning old beliefs and prejudices, grasping new truths, appreciating the true nature of others and their circumstances, seeing whole communities in a new light: all are found in the data, often with telling details and comments on the process of reaching the new stance.

"I learned a lot about the students in there they aren't just juvenile delinquents. They are actually really smart kids and some of them just got into a little trouble or couldn't help it from where they came from. I got a completely different image about these kids and their background." [F08]

"I've learned that heroic actions are often very subtle and don't have to come in a grandiose package. We are all capable of being heroes." [S09]

"Seeing that just because someone has an addiction does not mean that they are scary, or horrible people. The majority of the people I met were extremely friendly and interesting." [S07]

"I learned not to judge the homeless. I use to always think that they were lazy and mean. I was shocked to learn how hardworking some are and they truly are trying to better their life. Also, I learned that I have a high tolerance level of patience." [F07]

"Wow. So much! I gained a great understanding and appreciation for the things these students have gone through in their lives, and the ways in which social inequities have forced them into a lifestyle that is very negative" [S08]

Theme 3: Professional Orientation and Growth

Many student commentators relate their SL experience with their professional future, indicating how they have been confirmed in their original choice or moved in a new direction.

"Great place (Pajaro CDC) for business students to practice all the business theories and everything we have learned during our business education. Consulting requires a little of every area of business studies, which is a perfect opportunity to develop business experience." [S08]

"I never knew the passion I had for teaching. It is a very rewarding career and it really made me think about perhaps becoming a teacher or a professor in the future." [S09]

"I think the most valuable thing that I learned from my service experience is that I really do want to be a teacher. I wasn't really sure before." [S09]

Theme 4: Positive Features of the Organization

There are many comments throughout the years on the positive and challenging features of the community partners themselves and the values, benefits and challenges of working at a particular site. Here are a few of the positive comments; it will be noted that there is a strong emphasis on the individuals involved, either as administrators, supervisors, co-volunteers or clients.

"The people who work for this site are caring passionate people, and are very supportive of the service learners. It was well organized, and they were respectful to me. I had a great experience with them, and if I could do it over again I would select the citizenship project again." [S05]

"The reason that I would recommend this site to other is because everyone at this location is friendly and the children are eager to get help from other special college students. The students look up to college students and are always asking questions regarding their future education. I just loved the place and its people." [F09]

"The entire staff is very welcoming and really happy to have volunteers in the classroom. [Name]. was a wonderful mentor to learn from. [Name] was a great site supervisor. She always called me back in a timely matter and has made sure that things are going well for me throughout the semester. It's been a great experience." [S07]

Theme 5: Personal Relationships

Personal relationships were often mentioned, as seen above, as a positive facet of a particular SL placement in terms of the organization and, particularly, its leadership. Relationships with individuals are also frequently mentioned as a positive feature in and of themselves. They are also often linked with particular outcomes, as in:

"I was able to reach one child and I hope really make a difference. There was a child that was all over the place and by me sitting with her to do her homework she was able to calm down and focus on her work. That made me feel that my time was well spent." [F07]

"Getting the chance to interact with the older crowd. I met one lady that told me all about her life for probably 2 hours and I just felt so amazed and blessed once I left the site. People there are amazing and to get the chance to find that out its such a joy." [F07]

"I actually will be incorporating my service learning into my capstone. I befriended my three students and they have agreed to be a part of my capstone project. Also two of the three of my students had already taken their test for citizenship and both passed." [F08]

Theme 6: Current and Future Impact

Completing the SL evaluation also gives students an opportunity to comment on the impact that they have had at their site on the organization and its clients, as well as seeing that impact extend into their future, either as a professional or as a lifelong community volunteer.

"I would say the most valuable thing that came out of this experience would be **how my group and I reached out to the students**. They really wanted to learn and they had so much respect, and enough to where we felt so comfortable. My heart is touched now that I have done this incredible work and I know that I have touched their hearts too." [F06]

"Having the opportunity to work with the children, many who want to learn to read. Be able to work with these children because reading skills are important it can be fun to learn. Seeing their little eyes light up when you've told them they've done a great job. This is very important to them. **I have decided to continue after accomplishing my service learning.**" [F06]

"I found a place that I plan to put in many more hours of restoration. I learned about restoration, native plants, propagating seeds, and planting. I was inspired by the way the children responded to me as a teacher and as a leader. **I was told that there will always be a place for me there to participate when my service is over.** I plan to make lesson

plans specific for restoration. The children told me that they want to have more time doing science, art and field trips and be out of doors while learning. They immensely enjoy their participation and that drives me to make it possible for them. I realized how much students need this program because they do a lot of testing compared to other schools, so they really need time out of doors learning." [S06]

Theme 7: Sense of Accomplishment

Expressing a sense of accomplishment, of fulfillment, of pride, of satisfaction is a strong theme in these data. The worthwhile nature of SL projects is documented clearly as students report key details of their work along with the positive feelings generated through their participation. Many of these statements include plain, frank statements such as the following:

"I was able to help my environment and members of my community, which in turn, helped me. I felt a **sense of pride and accomplishment** when I completed by SL hours." [F09]

"Feeling a **sense of accomplishment** by providing this video to Shelter Outreach Plus that they will likely use for years as part of their fundraising. It means a lot to me to know that our group was able to help in some small way with bringing in more money and awareness about such a worthy organization." [S05]

Theme 8: Social Justice Issues

Although students occasionally complain that social justice issues are being pushed a little too strongly in their SL classes ("Keep the community service, but stop force feeding the 'social injustice' angle to the students. I know that it's ultimately for a good cause, but being told to have a particular stance about an issue is not a good feeling." [S07]), there is an abundance of recognition that their awareness and insights in this regard are greatly enhanced through their community service. As with the related theme of perceptions, students often compare their new awareness with their previous lack of insight (often labeled as "ignorance" or "blindness").

"The most valuable thing that I gain from my experience at the Salvation Army was to be thankful for the things I have. I also learn the value of people and their lives. I learned the value of giving of oneself. I got to see the homeless and others who really don't have much, but there were people there who were willing to help them even though they did not want to help themselves. I have met the best people in the world at this site." [S05]

"Realization that the way most Americans live is basically in a fantasy reality that does not acknowledge the truth of what is going on outside of our selfish American perception of reality, in which we do not consider our actions to be affecting others." [S05]

"The service experience helped me identify cultural identity. The site made me realize that there are privileged individuals within cultures and I noticed that there is social injustice in our community. The site helped me see the gaps in our systems." [F08]

Theme 9: Impacts on Learning

It is clear from these data that students learn a great deal through their SL courses. The most powerful learning is various ascribed to individual components, but more often to a potent combination of elements:

"We learned, throughout the semester in ESSP 384S, **about environmental justice** (and injustice). Being able to see that firsthand was an incredibly valuable experience, and provided hands-on knowledge and experience with a prevalent local issue." [S07]

"The activities that helped **me integrate course content with my community service experience** were the ones where the whole class was able to speak about their own experiences. This helped me at the site because it made me more willing to listen to other people." [S08]

"The final paper which included reflections from working at the site helped me come to realization that I did learn more than I thought I had. **It makes you dig deeper into thought than skimming the surface**. That's what helped me the most." [F08]

"The most valuable thing that came out of my service learning was the ability to have a hands on business experience and bringing all the hours of class homework tests finals and projects of business to reality. In summary assessing my knowledge of business." [F08]

"Many of the activities and assignments correlated with the above outcome [successful learning & growth]. We wrote numerous essays critically analyzing the social and environmental justice component. We conducted research that brought the issues of community based habitat restoration to bear. And we took part in many discussions intended to broaden our minds learning how to think critically. [F09]

Theme 10: Role Models and Inspiration

The mention of inspiring role models is common in these data, whether it be the service learners being role models for clients, or someone at the site providing guidance and inspiration to the SL student. Sources of inspiration can be of all ages:

"The experience of helping my community especially students that had goals and were interested in doing well in school. They motivated me to do better in school and to reach my goals." [F05]

"The staff and Board of Directors at Shelter Outreach Plus were fantastic to work with. Their work with the homeless in our county **is very inspiring** and every person involved gives 110% of themselves which makes them **great role models** for students to work along side." [S05]

"Volunteering prolongs the quality of life. Speaking just from personal observations, the elderly who had the most vitality and whose minds where the sharpest seemed to be the ones who kept active by giving of themselves. Amongst all the senior volunteers I never noticed one who was ever angry or upset. As a group the seniors who volunteered seemed to be fuller of life and happier. Most important to me was the fact that they seemed to retain their mental facilities longer. It wasn't that seniors who just showed up for services had problems. In fact other than for age, non-volunteering seniors could have been any group of people some happy some not. It was that seniors who volunteered, even ones in their 90's, Where all above average in those areas previously mentioned." [F05]

Reservations, Complaints, Suggestions

It is to the credit of the students responding to this evaluation that their complaints are rarely unaccompanied by a suggested remedy. There is a strikingly small number of comments to the effect that "this was a complete waste of my time" or "I learned nothing new." The responses are also tempered by a recognition that even -projects hampered by poor organization of a lack of adequate communication (the two most common issues) among stakeholders can nonetheless provide benefits, learning and growth.

"It pains me to say, but the amount of time I spent helping middle school students with their work did not even come close to the amount of time I spent at the site waiting for the chance to do something helpful. It didn't seem like the teachers knew what to do with me, and 30 hours was not enough time for the students to get to know and trust me." [S07]

"I would recommend the site [Boys and Girls Club] to anyone who feels more comfortable doing a service somewhere that is more low key in terms of intense issues, however to get more of a memorable and long lasting effect I would not recommend this site." [S07]

Then there is the issue of work load. Service Learning courses are clearly all rigorous and demanding, to a point where student feel recommendations are necessary for a reduced workload (or more units allocated):

"The format of the course is fine maybe less paper work since we have to spend a lot of hours at the site." [F08]

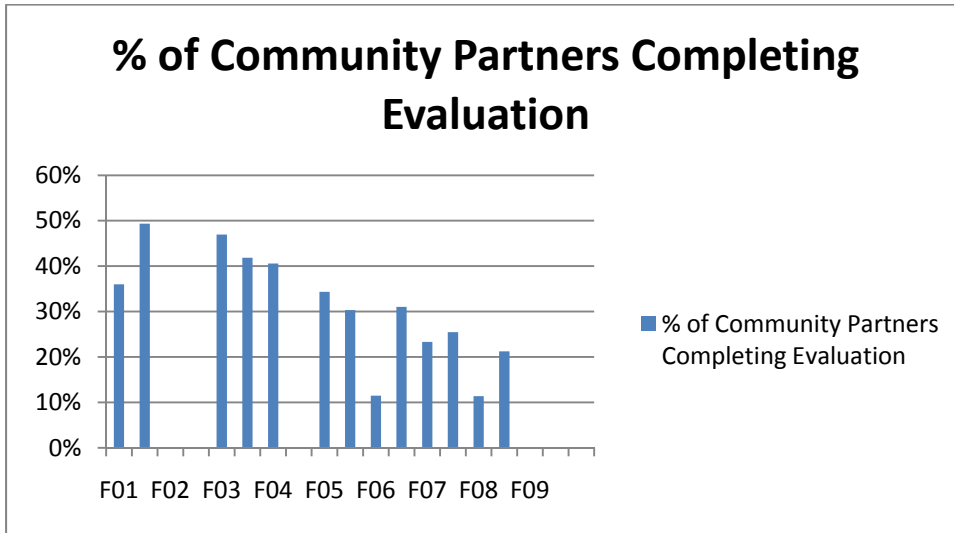
"I would really appreciate a reevaluation of the requirements for this course in relation to the number of units. I feel like with all the in-class requirements, out of class assignments, and the service hours, I dedicated an outrageous amount of time to this class. The ideas are great, though [Name] is absolutely one of the best, if not the best instructor I have had here at CSUMB." [S07]

"Require fewer hours. It is unrealistic for students to complete 50 hours and have a full course load and work." [F08]

F.1.4. Community Partner Evaluation of the SL Experience

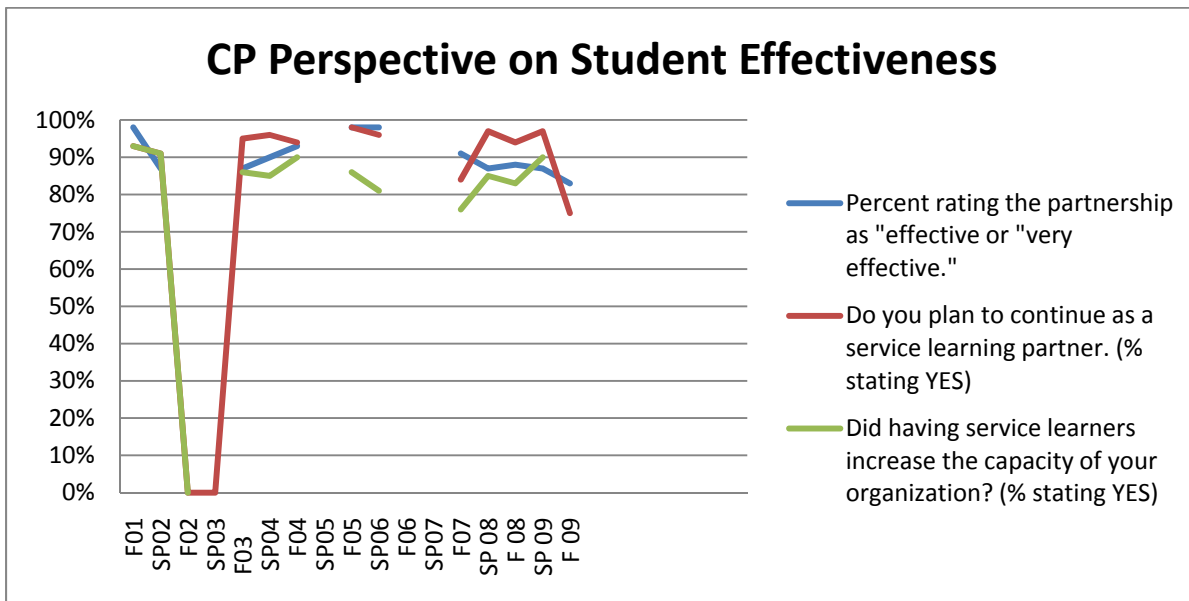
The Community Partner Evaluation process has not been as effectively administered by the SLI. Figure 12 shows that over the past 10 years, the response rate has been steadily declining from a high of nearly 50% in Spring 02 to a low of 11% in Fall 08. In addition, in five different semesters, the community partner evaluation was not administered.

Figure 12: Community Partner Evaluation Response Rate



When the evaluation is administered, community partners feel, in general, that the partnership was effective, that they plan to continue as a partner, and that the service learners have increase their capacity. This is depicted in Figure 13.

Figure 13: Community Partner Evaluation: Student Effectiveness



F.2. Results of the Outside Research Efforts

The two larger evaluation studies that CSUMB participated provide additional insight into program effectiveness.

F.2.1. 2007 California Campus Compact Study on Partnerships

[The following section contains a summary of the CSUMB focus groups conducted as part of the 2007 California Campus Compact Study on Partnerships. This summary was prepared by SLI External Evaluator, Dr. Peter Shaw.]

This study provides a valuable and objective view of SL at CSUMB, including opportunities to compare and contrast this program with service learning programs at other campuses. The involvement of 99 community groups across 8 college campuses provides a broad base for discussion; the account which follows is based on the following data sets:

1. The raw data from the posters from the three focus group sessions held at CSUMB.
2. The notes taken during the three focus group sessions.
3. The executive summary (See Appendix M: CCC Study on Partnerships, Executive Summary).

The executive summary (Sandy, 2007), presents the characteristics of effective partnerships, derived from focus group interviews from representatives of 99 community groups across 8 California campuses. The study group identified the following as the highest rated features of healthy, productive collaboration between university and community:

- | |
|--|
| <ol style="list-style-type: none"> 1. Relationships are essential 2. Communication, which should be clear and ongoing 3. Understanding one another's organizations and setting mutual goals 4. Planning, training, orientation, and preparation 5. Shared leadership and accountability 6. Access to and support of higher education 7. Constant evaluation and reflection 8. Focus on students - placement fit |
|--|

Now, at one level, there is an obvious banality to these findings; clearly, effective partnerships require clear communication, mutual understanding, shared goals and planning, and continuous evaluation. On the other hand, there is a subtext here: in the words *mutual*, *access*, *shared*, *accountability* and *planning*, we see the strong desire of the community organizations to be *full and equal partners* with the university. This message is seen clearly in the first four of the five recommendations made by the study team. Even in the case of the fifth, the call for student accountability, the partners are seeking to emphasize the significance of their role. Here is a typical comment cited by the study team:

"[Students] come from the university hoping to help us build a house, but with service-learning in context, that same student would understand why there is a lack of affordable housing, what is the impact of lack of housing on the community, on a low-income family, on a neighborhood. Part of the

challenge is broadening the scope of what the specific work a student might be doing at an agency and helping them understand that in context. That is a really tough thing to do, and it seems **like it is often our responsibility as community partners to help make those links.**"

CCC Study recommendations:

- I. The primary challenge identified was a lack of access to and respectful communication with faculty. There were problems with required assignments that were illegal or unethical. Community partners have a need to connect with faculty to plan curriculum, negotiate placement, and assess experience. At a minimum, partners want to see the syllabus and specific goals and expected outcomes: partnerships are stifled when faculty are not involved. A typical quote: "Partnerships are fluid, not stagnant. Things change over the years as the two sides are involved with each other. **Hopefully, the development comes from both sides.**"
- II. This leads to a call for more regular meetings, more direct contact with faculty, and the valuing of relationships. As one participant speculated: "I can imagine an in-service of some kind for both the university and the cooperating teachers and administrators. Why not? **Sit down and have a regular conversation about your expectations . . .**"
- III. The team recommended more opportunities for community groups to **network both with the campus partner and with other agencies** - thus helping build social capital. Community groups want colleges to take a leadership role in bringing people together.
- IV. In turn, this means the development of new, more facilitative roles for SL staff: not just as gatekeepers, but as organizers of **more meetings for planning, evaluating, celebrating, and networking.**
- V. The report emphasizes the need to clarify student accountability in ways other than simply just tracking hours. They call for more emphasis on learning outcomes and appropriate duration of the experience.

In other words, the thrust of this report is that while community partners value the basic function of service learning centers, they are eager for both quantitative (more, more often) and qualitative (better, more social and affective depth) enhancements.

These points are emphasized consistently in the three focus group sessions conducted by the CCC team at CSUMB: community partners valued the current activities and resources of the SLI ("*The support that I find with the Service Learning Institute [is crucial],*" said one participant, "*there's always good support there*"), but they also want more. The evidence of the two focus groups conducted for this report (see section F3 below) suggests strongly that these views have not changed.

The poster data from the 2007 CSUMB focus groups display the following characteristics of effective partnerships (participants were asked to indicate items of particular significance by placing colored dots, represented here by asterisks):

Process: regular communication/continuity *****

Evaluation Process Shared *****

Shared values/goals *****

Take time to plan/negotiate in person *****

Flexibility, creativity *****

Communication/responsiveness *****

Helps to have convener/leader *****

Training orientation **

(Data consolidated from three CSUMB focus groups, 2007)

The call for sharing, personal contacts, responsiveness and continuity is clear. Similarly, when asked for concerns and challenges regarding their relationship with SLI and CSUMB, the participants stressed common themes: lack of familiarity with and access to SL course syllabi, learning goals, assignment expectations and evaluation criteria and procedures; lack of personal contact with faculty; lack of clarity in communication pathways; insufficient feedback (especially to schools); insufficient training for new partners; and insufficient follow through on new SL opportunities. Such considerations led to various recommendations: planning, coordinating retreats at the beginning and end of each academic year; events celebrating service learning and the benefits for all participants; giving community partners the opportunity to observe SL classes in order to "get on the same page"; providing briefings (for example to teachers in schools) about SL through documentation, videos and personal presentations at meetings; and enhanced communication (again, including celebration of successes) through newsletters and other media.

Here is a typical passage from the notes taken at the third CSUMB focus group:

"This group clearly saw themselves as co-educators. They want the syllabus and they want the students to understand the syllabus and the learning goals; they want the professors to visit their sites, and be more "on board" and to understand the realities of non-profits, and they want more evaluation. They also want more quality time with service learners. All three groups expressed an interest in having whole classes devote themselves to a particular organization or by engaging capstone students for a longer period of time."

In a similar vein, a verbatim comment from the transcript stresses that same need for time and personal contact:

". . . along the lines of initiating the relationship and focusing on a common goal. When we started here, there was the Service Learning Institute, there were community partners, there were professors, you know, in the same room, and we decided to meet together and just talk about things. And, it took a while, it took a year, I think, to see some real progress, and sometimes I felt frustrated, but there was a lot of progress because I think people were committed to it and willing to take the time to meet and talk about it."

The importance of patient communication is seen in this account from a CSUMB focus group:

"I had an intern through the social work program here, and I'm thinking of flexibility and communication, because we had set some goals for her and the professor wasn't happy with that and the student wasn't happy with it. And so she contacted me, and the professor also contacted me and so we just got together and we talked about it and, you know, came to different goals for her that worked out better for everyone. So just talking through that and you were able to say, hey, this isn't working for us, and OK, what can we do to change it, and we were able to come to something that we all agreed on."

Again, from the focus group transcript:

"The real personal touch makes the difference. I'm the site coordinator, and I started with service-learning when I was a classroom teacher . . . Now I'm a resource teacher so I'm doing the coordinating. So one thing I noticed is that the university was willing to have us go to the campus and I was looking at the website and just all that orientation that I needed now that I was being the coordinator on campus. So that was really important for me. I was comfortable with the relationship that I can reach out and explain it to teachers and the service-learners and the university. So that personal touch."

At the same time, there is consistent and emphatic recognition of the many **benefits derived by community partners from the participation of service learners in their program**. There were multiple mentions of a basic fact: that the majority of these programs could not be run without volunteers; that the impact of CSUMB service learners is massive and meaningful. . This can be seen, for example, in comments (from the focus groups) on the impact of college vacation periods:

"It is so difficult. Because we get into a pattern of really using our service learners. The hardest part is August through September when we have no one, and then January through part of February. We just hang by a thread, and our children lose out . . . And we work our budget around the number of service learners are coming in."

The students bring energy and excitement to their work, providing motivation and inspiration for overworked staff; they display great humanity and compassion in their interactions with clients; in many cases (and especially in schools), the service learners are role models, mentors and advocates, providing a positive image of higher education in general and CSUMB in particular; they bring and share important knowledge and skills for example, refreshing even veteran teachers with new ideas and resources); they generate and bring to fruition important projects; they magnify and stimulate the activities of the partner organizations; and they add valuable diversity to the mix of local volunteers.

Community partners also recognize **the value of SL for the CSUMB students**. The focus groups see service learners letting go of stereotypes and eliminating tendencies to be judgmental; developing leadership skills, empathy and respect; accepting others for who they are; understanding

the dynamics of marginalization and the basic issues of social justice; recognizing and meeting head on the challenges faced by the community organization; learning about the circumstances and challenges faced in the local community; and committing themselves to a lifetime of service. One focus group participant put it this way:

"We allow students to grow as leaders, leaders of tomorrow . . . which is a big plus. When you allow the knowledge of the students in, they have knowledge to help us, we want to empower the students to become leaders, to help us improve our plans of work. It goes both ways." Another expressed it in a compelling image: "I like to learn from them before I say what we will do [as a SL activity]. My main focus is to learn from the people who are coming to us. They are human beings with needs too. So who is there to help them? It goes both ways. . . . Beauty will come from that. The bud will open into the rose."

The focus group data also indicate how the participants combine to set appropriate levels of challenge in SL projects:

"[At first] I was afraid to ask too much of the interns because I didn't want to overwhelm them with all this stuff, but the professor was like, "No, they need big projects. Get them a big project to do." And I'm like, "Shoot, that'd be great for us, if you want to do all of that work, go for it." Like before it just was we need a bunch of people to be with the kids, but now they're actually doing meaningful work for the agency."

The community partner focus groups were also very eloquent in acknowledging **the benefits of SL for CSUMB itself**: the visibility in, and the multiple and meaningful connections with the community ("no walls around campus" was one poster comment); the contributions to improving life and making positive changes in local communities; the strong links between SL, social justice, community issues, research and publications; the valuing of SL as a public goal; attracting young people into vital professionals (for example, in education and health fields); creating well-rounded, reflective, aware individuals and inspiring them to be active advocates for key social issues. There was specific comment on the symbolism of the location of CSUMB in Fort Ord, the power of the image of beating swords into ploughshares. Here is one view from the focus group transcript:

"Well, from my perspective, like any school, the university is part of the community and the community is part of the university. The university, from my perspective, has the potential to literally transform the community. And it is very conceivable instead for a very small percentage of graduates from my high school going on to a four-year college, can double, triple, quadruple, as a function of the university's efforts. Just in that small area, it could increase its enrollment. It has the potential to transform the school and community, and it has a direct benefit in transforming itself."

While the focus group facilitators did not ask specific questions about **the SLI, the responses often mention its, role, activity and resources**. Prominent is the acknowledgement of the SLI's

responsiveness and commitment to establishing and enhancing fruitful partnerships in the community. While there is some grouching about the amount of documentation required, there is praise for the quality of the initial orientation, briefing and training; for the consistency of follow through (the phrase “consistent nourishing” was used in one focus group); for the willingness to seriously and promptly address problems which arise; and the dedication of SLI staff to maintaining meaningful communication and exploring new opportunities (one focus group noted “valuing each other, checking in with one another, soliciting input”). One telling comment “I think of us more as a family than a partnership.” Again, we see the “more and better” theme: in the third focus group, the note-taker wrote the following: “Many expressed their appreciation for the support of the Service Learning Institute, and like the two previous groups would like the university to take on a greater role in convening groups/facilitating the relationships among the partners and between the university and community partners.”

Many of these issues are seen in the following themes which the CCC study team identified from the focus group discussions:

- a. **Relationships** are foundational and require continuous attention. As one participant put it: “You can’t assume that the partnership will stay what it is. It needs to be fed.” There was widespread agreement on the importance of valuing and nurturing the community-campus relationship. Roles, goals and responsibilities must be communicated clearly; expressing appreciation is also crucial.
- b. Educating college students is the common ground for partners. “We are **co-educators**. That’s not our organization’s bottom line, but that’s what we do.” There is a profound dedication of community partners to educating students, along with great depth of knowledge about potential benefits of SL for both students and colleges.
- c. While the benefits for community partners vary, the basis is **sustaining and enhancing organizational capacity** and having a positive impact on client (youth, elderly, homeless) outcomes. Others include personal satisfaction and pleasure from working with students, learning from them (and faculty), prestige from the association, identifying future employees, and volunteers. A typical comment: “Our program would probably not survive if we do not have service-learners.”
- d. Community partners are very aware of **potential benefits to students and committed to the learning goals**. Benefits include enhanced learning of content, building intercultural understanding and communication skills, cultivating “humanity,” practicing civic participation, and commitment to lifelong service. A typical comment: “We embody what they’re there at the college to learn.”
- e. Community partners are also aware of **separate benefits to the university itself**. Enhancing student learning, furnishing data for research, fulfilling social justice mission. A typical comment: “All aspects of the community are serving the university by being in relationship to them . . . The exchange goes both ways.”
- f. Finally, partners acknowledge the **commitment to social justice**, to the common struggle for social justice and equity; this includes transforming knowledge by bridging theory and practice. A typical comment: “Being a participant in social change – this should be the ultimate goal.”

F.2.2. 2009 WRCCC Faculty Engagement Survey

The Western Region Campus Compact Consortium, including California, Colorado, Hawaii, Montana, Oregon, Utah, and Washington campus compacts, conducted a survey exploring how higher education faculty bring involvement in their local communities to their work as educative and how this involvement affects them. The survey was implemented on 47 campuses between February and April 2009. A report summarized the entire set of respondents (N=2626) and also broke out a separate report for CSU Monterey Bay faculty (N=51). The CSUMB report compares CSUMB faculty to the total sample.

Overall, CSUMB faculty felt more supported, and felt that they had fewer obstacles to overcome as service learning faculty. There was also a heightened focus on issues of diversity and social justice. In addition, they felt significantly greater **professional** and **personal** rewards from their work in service learning. Ironically, CSUMB faculty published less than the sample, and were more likely to desire grant writing support. Figure 14 reflects a few highlights from the study.

Figure 14: WRCCC Faculty Engagement Survey (2009).

Question	WRCCC Average	CSUMB Average
<i>What kinds of student learning and development outcomes do you expect service-learning experiences to enhance?</i>		
• Knowledge of community issues	3.58	3.91
<i>What kinds of student learning and development outcomes do you expect service-learning experiences to enhance?</i>		
• Stereotyping and prejudice (decrease in)	3.37	3.70
• Desire to promote social justice and equity	3.30	3.83
<i>Have you experienced any positive PROFESSIONAL impacts from using service-learning?</i>		
• My awareness of the community has expanded.	4.27	4.70
• I am more satisfied with my campus.	3.35	4.00
• My job satisfaction has increased.	3.59	4.04
• I am now more likely to stay at my institution.	3.16	3.77
<i>Have you experienced any positive PERSONAL impacts from using service-learning?</i>		
• My relationships with colleagues have expanded.	3.50	3.95
• My relationship with the community has improved.	3.93	4.33
• My relationship with the environment has expanded.	3.47	3.89
• I have become aware of some of my own biases and prejudices.	3.56	3.95
• My appreciation of diversity has increased.	3.65	3.95
• I have an increased sense of self as a global citizen.	3.62	4.10
• I am more adaptable/tolerant.	3.53	4.05
<i>Have you published your service-learning work?</i>		
• Percent answering "YES"	15.7%	4.2%
<i>What types of information and/or support would help further your service-learning efforts?</i>		
• Grant writing support	31.8%	52.6%

F.3. Results of Focus Groups

[The following section was prepared by **SLI External Evaluator, Dr. Peter Shaw**. To maintain objectivity in this evaluation, no member of the SLI staff had any role in the analysis and compilation of the focus group interviews.]

INTRODUCTION

On December 13th and 16th 2010, I conducted five focus groups for the Service Learning Institute (SLI). The sessions were recorded and notes were taken by an independent observer. The first group consisted of 8 students who are currently participating in the Service Learning Student Leader (SL²) program. The second and fourth groups were instructors of SL courses; a total of 23 faculty participated, representing a variety of majors and experience with SL courses ranging from a couple of years to veterans from the earliest years of the program. The third and fifth groups were community partners: the former, with 7 participants, all educators representing the K-12 sector; the latter comprised 15 representatives of local organizations and institutions. In each case, the general purpose was to assess the impact of SLI activities and resources on each of these populations engaged in the CSUMB service learning program.

In addition, I was able to study three other data sets provided to me: student written evaluations of their service learning courses, from Spring 2005 through Fall 2009; the 2007 CCC Study of community partnerships, include notes and transcripts from the three focus group interviews conducted at CSUMB; and the 2009 WRCCC survey, *Faculty engagement in service-learning and community-based research*. As background, I also examined the SLI Program Review Portfolio from November 2000 and the SLI website.

The data from these focus groups were analyzed through the following procedures:

1. by first reading the notes, then listening to the audio files and identifying important themes and significant illustrations of those themes;
2. by seeking answers to a set of questions provided for each focus group by the SLI staff;
3. by triangulating these data with the student evaluation data;
4. in the case of the faculty data, making comparisons with the WRCCC data;
5. in the case of the community partner insights, cross-checking with the CCC data.

The discussion will first examine each focus group in turn, with the two faculty sessions combined. Then insights will be drawn from the focus group data as a whole and discussed in terms of the complementary sources. Finally, recommendations and conclusions will be offered.

F.3.1. Faculty

The two faculty focus groups provided an identically strong endorsement of service learning, the mission of CSUMB, and the role of the Service Learning Institute. Service learning is regarded as transformative and life-changing, and the deep commitment to SL was expressed throughout. Participants spoke of enhanced motivation for students, a positive impact on teaching and curriculum and the value of portfolios and personal reflective journals. Many cherish the involvement with students personally as they think and care deeply and make life-changing decisions about careers; and with the learning process, with which they feel a strong connection. In some cases, it was also reported that service learning teaching can positively be integrated with research and scholarship.

These positive features are neatly captured in this statement:

“When through reflection and classroom dialogue students are sharing how this is a life-changing experience for them - “I cannot walk outside the classroom any more with the same feelings that I had, I am not organically the same person” - that for me as an educator is also life-changing and that’s how I can make that piece - because the practical issues of getting paid a salary and making a living are important - but those intangibles of service learning are hard to put your hands around, but the transformative experience of students is what has kept me here.”

At the same time, the faculty participants in these focus groups raised a number of issues and challenges. Being a service learning instructor is a massive commitment of time, energy and attention; it involves too much paperwork, and involves constantly facing complex issues of curriculum development (“It’s exciting, but it’s too much”) and revision and the concomitant renewal and expansion of pedagogy; the very scale of SL causes frustrations, leading to complaints about the lack of university support and acknowledgement of the complex challenges involved. Outside the Service Learning faculty, it was pointed out, there is not a lot of appreciation of what SL involves. “These courses are a huge challenge for any faculty member, because they provoke a deeper level of learning and enrich the educational experience.”

In terms of the SLI, the faculty readily acknowledges the vital support they have received. This has been especially effective at the initial stages of a new course, when the support for creating learning outcomes, developing curriculum and enhancing pedagogical resources has had great impact. The challenges for the SLI in terms of human resources are fully recognized and these faculty members made a clear call for the university to help the SLI to provide the necessary level of support for the SL instructors. At the same time, the focus groups urged the SLI to use the opportunity of this review to face some difficult decisions. In particular, should the future direction focus on greater breadth (more partners) or fewer partnerships, developed more intensively? Along with the community partners, the faculty lean towards the latter. Here’s a typical outcry:

"500 partners, 30 classes, 1,000 students each semester - it's insane! And the faculty development position unfilled for more than a year! How do you do that?"

While there are basic tasks to sustain (maintaining the data base), the faculty urge the SLI to take this opportunity to examine new possibilities, remake the vision. However, they do acknowledge the dilemma: "the curriculum task needs to be cut down, but it's all so powerful and important and cutting edge."

Background

This group represented a wide range of disciplines (philosophy, environmental sciences, health sciences, education, psychology, economics, business, history, composition) and a great deal of experience (from three semesters of SL teaching to two or three decades). Experience ranged about equally across lower division and upper division SL courses. All expressed the significant role of Service Learning in their decision to come to CSUMB or to stay here once installed. Comments included the following:

"Initially I did come to the department because of the direct relationships they were building with the community."

"Really attracted by the mission and the more experiential approaches represented by service learning."

"For me it's exciting because it's what schools were meant to do initially, which is to help our students be citizens . . . and so for me I get excited when my students have to come up by the end of the semester with how they are going to be part of the common good . . . identifying what are they going to care about and what the hell are they going to do about it."

"I think what for me is completely exciting is the transformation of students - they really shift a lot in their attitudes and also in their skills so when they graduate they do care about something and they can actually do something about it and they are prepared to become entry-level professionals with a commitment to the community, so I see a huge transformation. On the other side of it, the agency professionals really benefit - the students come in and develop relationships and spend significant time in the agencies and it's their way to give back to a future generation of professionals . . . helping build the future work force."

"I teach 60 to 70 students a semester in two upper division business classes. Business students would not be your primary source for people wanting to get involved in social justice - most of them went into business to make money. But they begin to ask if there's something else in life. So I have the opportunity to be the intervention at that point and one of the first things do is find out what a non-profit is and what it does and the fact that you can actually get paid to work at one. So it's challenging to be moving them on a

continuum - some of them don't move too far by my standards but it might be a long way by theirs.'

In terms of the teaching profession, all education programs have placement but CSUMB does it in the service learning context.

"It's the reflection piece that comes back to our classroom and is pushing them to look not just at the classroom but to look at the community around the classroom." The experience is so much more than just field experience or a few hours volunteering. The Return of the Natives Project, for example, involves teachers in a three-way process of action, reflection and development. The context, typical of SL, is that of being citizens and "being teachers who will make changes in a society."

Key questions and responses

These group were asked to examine a list of ten aspects of the support which SLI endeavors to provide to the faculty. They were asked to comment on areas where such support was either strikingly effective or somewhat lacking.

How effectively is the SLI supporting the SL faculty?

- A. Partnership development.
- B. Curriculum development around social justice and social responsibility.
- C. Development of pedagogy (e.g. reflection).
- D. SL process support (logistics, risk management, placement, etc)
- E. Faculty support provided by SL2s.
- F. Assessment of student learning
- G. Professional development & community building
- H. Recognition of effort and work.
- I. Opportunities to develop SL-related scholarship.
- J. Recognition for SL-related scholarship.

The consensus was that all items on this list have been available at one time or another and have been positive and effective. However, the overwhelming scale of the program and the shortage of human resources at SLI (noted as "really great master teachers") have generated some inconsistency. The faculty took pains to make a clear distinction between the SLI, which "tries to do a phenomenal job in all these categories," and the university, which fails to provide support, especially in the form of compensation for faculty development. "There is no time, space or monetary compensation" for the much greater workload associated with SL courses.

Faculty recognized a number of specific aspects of the support provided by SLI: scholarship opportunities, finding ways to celebrate all the work accomplished, finding community partners and establishing initial meaningful connections with them. A number of positive mentions were made of item E, the role of the Service Learning Student Leaders, who were described as "a phenomenal

resource." The SLI plays a very positive role in providing support for faculty by training and supporting the squares so they can stand alongside faculty in mentoring service learners. There was, however, a difference of opinion as to the optimal deployment of the squares: one view being that they are best used as site coordinators, providing consistency and ensuring that placements are appropriate. Others, however, strongly valued their role in SL courses. As faculty struggle with seeking certain prescribed outcomes, the Squares have helped with packages of activities for key issues:

"you can call them and they come in and do the Outside Observer or the Paper Chain - they're set up to do that. That's been very helpful to make sure that we do certain hands-on activities."

There was also positive comment for item A - partnership development. This is a "very, very powerful contribution", which benefits the university and enhances its community involvement. An improvement suggested was to restrict some meetings to known, established, reliable partners. A number of faculty complained about the waste of energy dealing with sites not yet established. A specific example was given of a crisis when three agencies were merged into one in the middle of a semester and SL placements were lost. SLI stepped in quickly and created new partnerships for a number of students. It was noted more than once that the sites change, "they are people dependent - can be fantastic one semester, a disaster the next." Faculty agreed that the quality of partnerships is as important as the quantity and that the SLI might consider some kind of moratorium on adding new partners (a point made also by the community partner focus group). Also of significance under items A and E is the distinction between schools and other agencies: K-12 sites have more layers and dealing with teachers is qualitatively different. Teachers, it was suggested, can and do get confused at meetings and with documents where the language is aimed at non-profits and their needs and structure.

Responses to SLI concerns

To what extent does the SLI provide effective support for you as faculty teaching service learning courses (partnership development, curriculum development, pedagogical development, community building, etc.)

The focus groups identified many positive aspects to the support provided by the Service Learning Institute. The SLI responds promptly and fully to suggestions for new programs and problems with SL sites. The meetings about curriculum development are applauded as valuable, especially in specifying service learning and social justice outcomes. They are also "terrific" for developing SL scholarship: "they are always sending information on opportunities for that."

"The Service Learning Institute has been useful to me in a couple of ways: I've participated in a lot of discussions about learning outcomes . . . that's been INCREDIBLY helpful to me. What do we mean by civic engagement and civic responsibility - just sitting and talking

about these concepts helps me pedagogically to understand what I'm doing and be able to communicate that to the students."

The Service Learning Institute is part of a new STEM grant, geared at working with faculty in building deep, ongoing relationships with community partners." Over the next three years, STEM faculty will be working with the SLI to put together projects to engage students and support the community.

The first focus group discussed the tricky balance the SLI has to maintain between providing faculty (and especially new faculty) with a framework and set of tools to create and launch SL courses, and, on the other hand, helping faculty explore the messy complexity and think on their feet as they deal with it. Starting with outcomes is recognized as essential, and there is much value in the weekly meetings to talk about this and other issues.

The faculty emphasize strongly the direct connection between the time and effort spent in developing and sustaining community partnerships and the quality of the learning experience for students:

"Without all the energy spent nurturing and supporting our community partners and developing trust and intimacy with them, then you end up with a very thin experience for the students."

To what extent are you able to connect your service learning teaching with your scholarship and own professional development?

The focus groups both commented on the difficulty of maintaining a research life separate from service learning. A number described how their research and their writing came directly out of their service learning courses, where the class serves as something of a laboratory. In the field of oral history, for example, it has been "tremendously helpful to develop research and scholarship around the service learning classes." Service learning has also made it possible for some faculty outside the school of education to be recognized for research in teaching and learning and publishing about pedagogical issues and breakthroughs. Others commented that their SL expertise was not recognized as an aspect of their scholarship.

To what extent have you been able to realize the SLI's core mission to "promote social justice by cultivating reciprocal service and learning partnerships...?"

The focus groups noted that the extent to which the mission is achieved is considerable. Typical comments include the following:

"One of the things we do is build relationships with community partners and these relationships are deep - through our courses and also outside our courses. And so there's tremendous level of engagement with the community."

One of the distinguishing features of the program was acknowledged as follows:

"It's the way in which the response, that interaction with the community partners and the kind of work that the students have been able to accomplish through this has just mushroomed and its gotten this momentum and that's kept me teaching this class in service learning and kept on the project. Even at the micro level with a particular class and a particular project. That engagement, it's hard to let go of it."

"The university has deepened its understanding of social justice: the community understands it, the students understand it."

What has been the impact of service learning for you, your students and for the community?

One repeated comment was on the mutuality of the learning in SL contexts. One participant put it this way:

"If students are being asked to bring a certain level of vulnerability to the classroom - and I [the faculty member] am doing the same, that's a mutual learning experience and even portfolios don't capture it fully. It's a very different way of learning and teaching. It speaks to what keeps students and faculty engaged. Reflective writing maybe gets at the more complex type of learning with multiple outcomes - journals are what probably tell you if they're getting it."

"One of the things that attracted me to this university was that connection of the applied nature of the curriculum in relation to community work. Not only coming here but staying here was the strong commitment to community. And also the way that we did service learning here: that it wasn't just putting in the hours but it was a very deeply felt, experiential and pedagogical experience for the students so it was very tied to student learning, very tied to community need and infused throughout with social justice."

"We are really held as a model for the level of reflection and engagement and critical thinking around issues of social justice and the university and the students can be of service to the community." "It's a very strong draw." "It's amazing when you go to conferences and all, people are very impressed or curious or interested in our service learning. I knew NOTHING about service learning when I came here 10 years ago but understanding and learning about it from the faculty that were already here and the staff participating in it has TOTALLY changed the way I teach."

Museum studies: "service learning has really shaped our whole program so that students perceive museums as sites of cultural value." "I was very attracted to this university because of its explicit focus on social justice. It's been an incredibly transformative experience . . . in terms of just talking about social justice as opposed to actually doing it. It's an incredibly powerful pedagogical tool, it's so engaging."

Flexible curriculum design and implementation: the course design and content changes as the community changes. Need for flexibility. The shape of the course: students don't get to the main insights until the end of the semester, after collecting data, analyzing them and reflecting on their significance.

Comparison with 2009 WRCCC findings

Both groups endorsed the WRCC findings that CSUMB faculty are more likely than those at any other campus to remain at the university because of the commitment to Service Learning; that CSUMB faculty are much less likely to teach through lectures and assess students through final examinations; and, rather, are more likely to use reflective journals and portfolios as assessment tools. The unique nature of the CSUMB SL program is identified by the WRCCC report and is confirmed in these focus group discussions.

Benefits and Outcomes

These groups described as central the combination of classroom discussions, exposure to concepts through readings, personal reflection through journals and the service component in the community. This is both "a challenge and a powerful enrichment." "Going to sites like juvenile hall and skid row makes a great impact on students.": Reading student reflections reveals that "so much of what they have learned is from having been out there in the community, having been right in the middle of stuff we were talking about in the class and it really solidifies it in the mind." Thus, the mission-driven ideology of social justice at CSUMB is embodied practically in service learning. Students can begin to absorb this vision during their time at college, experience a richer education, and be in a better position to make decisions about their next steps after graduation.

More specifically, positive outcomes identified include the following:

Quality of student work and learning: A number of general comments emphasized the value of SL courses in promoting learning: "What a tremendous learning experience it has been . . ." "The kind of learning is just phenomenal . . ." In service learning-based composition courses, student writing improves more and more rapidly because they care about what they are writing about. They witness inequities and they get "crazy passionate about it." In general, service learning provides that additional source of information. The students bring their experiences back to the classroom and make meaning for them through their discussions and reflections. "Learning," commented one

participant, "is reflection and holding all those questions and looking at them and valuing everybody's knowledge, including students' knowledge from that community."

A STEM instructor commented on the exciting challenge of SL courses. The students tend to want to answer empirical questions without considering the context:

"It is a very exciting pedagogical challenge getting science students to understand that for these empirical questions there's this whole layer of morals and ethics and social justice and all those things that they are never asked to think about." Recognizing the connections between, for example, humans and ecosystems is described as "transformative, powerful and exciting."

A business instructor discussed the importance of getting students to ask questions about who is being served and how; this then leads to the excitement of seeing the outcomes at the end of the semester. In one case, it was an entire business plan for a school, which was eventually adopted by the district. This kind of significant project, together with the experience at the site, combined with personal reflection produces a lasting impact. The faculty role includes getting students to consider the value of "just" creating a website or sitting in the office redoing excel spreadsheets versus directly serving the community. This is a constant tension for faculty as they try to get students into meaningful partnerships and tasks.

Student commitment: Students are frequently observed to go above and beyond the course requirements. One example cited involved service learners engaging with GED students in the continuation high school in Salinas. When the latter showed an interest in the university and in college life, the service learners organized various events to sustain this interest, including a campus tour of CSUMB, including the opportunity to visit dorms and sit in classes. The GED students were "completely transformed." And, with a great sense of pride: "And that was done by my students."

Everyone learns: The faculty focus groups stressed that everyone is learning: students, faculty, community partners. One key aspect of this is the students asking tough, messy questions of the staff and other volunteers at the various agencies: in general terms, basic questions like "Who are you serving? How?" Another comment includes the SL squares in the picture:

"And so it's development on many different levels. I didn't think I was going to be able to have a service learning student leader in my class, but the one who was working with me last year, she came in and was part of it, and it's the development of the service learning student leader and it's my development too, and hopefully of the development of the folks in the community as well because I use the same partner semester after semester, so for me it's just about everybody's learning and being able to build those critical friendships both in the classroom and amongst my colleagues."

Flexible pedagogy: The approach to learning is clearly very student-centered.

“Teaching service learning is a lot of hard work. Much, much more challenging than anything I’ve every taught. But it’s also the most rewarding. What makes it unique in terms of how I teach it [kinesiology] . . . instead of addressing a limb, or an organ, we address a whole person in their entirety . . . in the context of the community, in the context of political issues, access to health services and so forth.”

This is very different from non-SL courses, which lack that contextualization. Another participant talked about the additional hours needed to make everything work: reworking the curriculum and pedagogy to match changing conditions in the community; visiting the site to observe and even do some facilitating there; reading reflective journals carefully and responding fully.

In addition, faculty view it as important to partner with community agencies as co-educators. A lot of learning takes place there and faculty must ensure that their partners understand the mission and pedagogy of SL. This involves for the faculty a lot of time on site and the telephone, but it keeps the pedagogy flexible and on target.

Challenging the community: “Seth taught me what service is . . . to really understand it as give and take . . . that our community members really are our students now - they [service learners] are very much in demand because they go in there and ask the tough questions.” In terms of the museum context, for example, they are asking why a certain artifact is presented or interpreted in a certain way; what does a stuffed grizzly bear, representing an extinct species, have to say about how we live in and manage the environment?

Understanding service and service learning: it is hard work to understand the different philosophical aspects of SL. For example, one focus group launched into a complex discussion of the desired balance between service learning and asset-based learning; it is a key issue for some to explore and value what students bring to the class and to validate that in ways that support the community. This challenge is taken up every time the faculty member takes on a service learning course.

Areas for growth; Challenges

These two groups identified a number of important challenges. They recognize that this is an important time for the SLI in making plans for the future. These challenges are as follows:

The responsibility to motivate as well as educate: One additional challenge identified in recent years is the impact on the students of the economic downturn. With more family members out of work or struggling, students are under more pressure to find a job in addition to their studies, this limiting their time for service learning projects.

The complexity: every year for service learning is different. Students learn about what happens in the community and why. They go to different sites and learn different things arising from their desire to help. “Integrating service learning and a pedagogy designed in the abstract” is very

difficult. Making everything cohere takes a huge amount of work. Even with the support of a Service Learning Student Leader, the maintenance is very heavy.

A common emphasis was that **teaching service learning courses is so much more work**: “because we enter into all these kinds of questions [philosophy, pedagogy], it’s all called into question. Nothing is routine or scripted. You cannot just give a lecture and then write down the right answer. One of the things we call into question from day one is ‘What is service?’ ‘What’s the difference between service and volunteerism? Helping, fixing, or serving?’ We also look at our own identities: what’s the difference between entering a community that is your own and one that isn’t your own? That’s what makes it so messy.” A similar comment:

“It’s not comfortable for the professor necessarily because you can’t just rely on a prescriptive set of rules . . . or pedagogical tools. You have to be comfortable with things getting really messy.”

The complexity is also out in the community: “Community need is not one thing . . . even within one organization, teachers, counselors, students in a school all have different viewpoints.” Thus, the SL course must be fluid and accommodate changes according to the students, their set of questions, and their reflections.

The mix of students is also a challenging complexity. For example, if the class is exploring the issue of being the first member of one’s family to go to college, this may involve interviewing subjects right there on the CSUMB campus. Thus, the work involves not only helping the community, but using the community as an asset. There is a rich synergy with the right mix of students with different experiences – those from the local community and those not, for example. One faculty member made this comment:

“This stew of respect and understanding for each other and learning from each other, it’s really rich, but really tricky, especially since the student body includes a lot from Orange County who have no idea of the community where we’re at and we also have lot from this area – and the conflict, who dominates the conversation does create the opportunity for a lot of shallow conversations because everyone wants to be safe – and sometimes there are great ah-ha moments and sometimes everyone is trying to be nice – it really does affect the nature and the depth of the work. In reflection, a lot of that stuff comes up, but in the classroom discussion it fades, or creates this whirlwind of confrontation. . . . So there’s a micro community in each classroom.”

There was some feeling in one of the focus groups that students’ life experiences were not being sufficiently validated; that the balance between helping the community and learning from the community has not yet been well explored. Curriculum development is tough because of the search for this balance, “to have respect for the students’ own experience and create a safe place for them to explore it.” The example was given of two East Salinas students, who in the period

between Thanksgiving and the end of the semester had someone in their family shot or shot at. Such events call for flexibility and responsiveness from the faculty. No amount of careful planning can prepare for events in the real world.

"Service learning **requires an intense pedagogical rethinking**: one cookie cutter framework does not work." "You have to sit down and spend a lot of time articulating how service learning pedagogy really interfaces with the content of the class." This requires a lot of faculty time that is not compensated. "We get a lot of support from the Service Learning Institute at all kinds of levels but that too requires an immense amount of time." It all "needs more time, study and resourcing to do this right."

There were comments on **the challenges of the paperwork**: "it's annoying and there's lots of it." While acknowledging the need for handling legal, safety and liability issues, the faculty find some of the paperwork irrelevant: "this is not a one-size-fits-all situation." In general, the call was for "less red tape."

Conclusion

These groups had plenty to say about the lack of support and resources, about the complexity and multifarious challenges of teaching SL courses. However, in the end, the most striking impression is of their commitment to and excitement about the life-changing impact of the courses they teach:

"Amidst all the complicated work - the curriculum management, the double work, the evaluations that change regularly, the out-of-date data base, learning more about the community, working with individuals - this is the work, when students change their major and want to go back to Salinas and be a Migrant Education Counselor."

F.3.2. Community Partners

CSUMB service learning students work with approximately 160 different community organizations each semester. These organizations are extremely diverse and both form and function. As a significant number of CSUMB service learning community partners are schools, two different focus groups were held. One focus group invited only school-based partners. The other focus group invited all other community partners.

The results of the two focus groups are reported separately below.

F.3.2.1 Focus Group with School-Based Community Partners

This focus group provided a massive endorsement of the SL program, using words like "valuable," "indispensable," and "successful." They emphasized the crucial importance, at this time of shrinking education budgets, of having additional caring and attentive adults at K-12 sites. They stressed that they and their colleagues learn from SL students, who are also role models, and mentors for the children. The participants indicated that they very much feel like co-educators of service learners and that generally their relationship with the university has a clear structure. They regard this as a unique and powerful program, which should be provided with the additional funding and resources necessary to provide more SL students to assist and strengthen programs in local schools. They raised a number of continuing challenges: that some lower division SL students are not well enough prepared or briefed, that too many are "clueless;" that service learners need to also look beyond the school to the community and identify where the serious challenges come from; and that there is a need for more consistent and precise communication with CSUMB faculty so that every school site would have a clear, feasible plan for both lower division and upper division service learners.

Background

This group represented all levels of K-12 education, including special programs involving special tutoring and one-to-one assistance, before- and after-schools programs, technology training (for teachers as well as pupils) and special projects which add new resources for schools. The length of experience with the SL program ranged from several years to one semester. The number of service learners at a site ranged from 1 to 60.

Key questions and responses

The focus group was provided with the following prompt, listing the eight areas of impact which the SLI staff regard as most crucial in the K-12 context.

How effectively is the Service Learning Institute supporting its Service Learning Community partners in terms of . . .

- A. . . .the preparation of Service Learning students
- B. . . .the contribution of Service Learning students

- C. . . . increased collaboration with other organizations
- D. . . . the process of building a partnership with the Service Learning Institute
- E. . . . the process of building a partnership with the CSUMB faculty
- F. . . . activities resulting in deeper engagement between your site and the CSUMB faculty
- G. . . . facilitating the personal and/or professional development of you and your colleagues at the site
- H. . . . providing you with all necessary support

When asked to identify areas of relatively high impact, the participants indicated A (with the exception of a small number lower division SLs who are "somewhat clueless" about basic behaviors - punctuality, dress - in a professional context); B ("our kids get an awful lot out of it" was a typical comment); D (especially the process of first setting up the partnership, going over the guidelines, expectations, documentation and the like); G ("We steal all kinds of ideas from them" was one striking comment); and H (with reservations in terms of C, E, and F).

When asked to identify areas of relatively lower impact, the participants nominated C, E and F. There was a strong interest in networking with other sites to compare experiences and exchange ideas; and a definite need for better communication with the SL course instructors, including more personal interactions.

Responses to SLI concerns

The SLI staff also provided four key questions for this group:

To what extent does the SLI provide effective support for you as a community partner (partnership development, community building, etc.)

The response was: to a considerable extent. All agreed that the process of establishing and maintaining the partnership has been extremely positive: from the web site to the site visit, interaction with the SLI staff and resources has been helpful and supportive. The reservations expressed were in the areas of faculty contact and interacting with other schools and community groups.

To what extent does your involvement with service learning contribute to your own professional development?

The focus group participants all indicated significant value in this aspect of the relationship, ranging from the specific impact of a capstone student engaged in a valuable project to the infectious enthusiasm of many lower division participants. Most significant in this regard is the contribution of upper division service learners who come to the school with creative, fresh ideas and materials or with specific technological skills. In a couple of cases, the computer training

provided for the teachers was the most significant SL contribution, leaving the school with an enduring legacy of increased staff capacity and confidence around technology.

To what extent have you been able to realize the SLI's core mission to "promote social justice by cultivating reciprocal service and learning partnerships"?

The focus groups noted how both regular classroom activities and special programs (before and after school) provided opportunities for insights into aspects of social justice and that the richest conversations with service learners was not about pedagogy or curriculum but about the relationships among children's home background, conditions in the community and success at school. It was suggested that the service learning experience at a school site might profitably include exploration of those community circumstances through home visits and other devices.

Strengths, Benefits and Positive Outcomes

The group identified a number of benefits and positive outcomes for those involved in the service learning-K12 partnership.

Basic benefit to the schools: more hands: All participants in this focus group agreed that SLs fill an important and ever-widening gap between the number of adults actually working in K-12 education and the number required for success. As one site coordinator put it: "We'll take any extra hands in schools these days." This issue was well illustrated by the case of a local middle school which has 700 pupils and one counselor. The support of a SL intern one day a week made it possible to execute a plan whereby meetings were held with 90 students and their parents to create a 6-year plan. "We worked together as a team," the counselor reported, "and her role was really indispensable. It was a win-win situation for all of us. I couldn't have been happier."

Diversity among Service Learners: The variety among service learning students in terms of background, experience and interests is largely regarded as a strength: "It's been by and large an incredible experience. I've gotten all different kinds of students, from very young, immature students to older students who are returning to school for a second career and so there's a lot of different needs, strengths and inputs from these people. So I've been very happy with the program."

Specific projects: The Principal of Court Schools was very pleased with three films that have been made so far at his site; it was difficult to deal with problems of confidentiality, but he, his staff and his students had "a wonderful time" being involved and were very impressed with the outcomes. A high school site coordinator reported on the role of 12 SLs in the school's credit recovery program, in which students took online courses to compensate for failed or missed classes:

"They came alongside and helped students do problems, think things through and find answers. They've done it in a wonderful way. It's hard to express the impact that the service learners have had." In addition, students working on individual projects made specific contributions: in one case, creating a data base of scholarship opportunities which is now available to the whole school.

Interaction between Service Learners and pupils/SLs as role models: A school principal:

"Our kids get an awful lot out of it. It's really wonderful to see them interacting with the [SL] students. The high school students show great interest in the service learners and often come to the point of asking: Do you think it's possible for me to do something like this? Or: Could I go to college one day? They receive lots of encouragement from the SLs and always look forward to the days when they are on campus."

A number of participants noted that while Service Learners are helpful and effective in the classroom, it is particularly in supplementary, before- and after-school programs that relationships with individual pupils really blossom. A middle school site coordinator reported how service learners "exuded positivism and enthusiasm and energy"

Benefits for service learners/professional preparation: the basic point, emphasized by all focus group participants, is how the experience provides a bridge from the university classroom and its ideas which are great in theory, to the real world of K-12 classrooms. "At the end," commented an elementary school site coordinator, "they've learned to readjust. To take that plan they've created that works so well on paper and develop the adaptability to make it actually work in the real arena." This, in turn, they hear from SLs and faculty, leads discussion back in the college classroom about what worked and what did not. "It's making them that much more prepared when they get out there."

The group also emphasized the opportunities for service learners to be exposed to careers they might not have been familiar with: speech therapists, special education specialists, and so on.

"What's great about service learning," commented another participant, "is everyone has to do it. Those really talented students can just soar. Those who want to do it have a great experience, and those who don't are still getting something out of it. They're forced to get out of the academic zone. This is a very unique program and I wish there was more funding."

Enhanced skills for school personnel: During the course of supervising service learners, a high school site coordinator learned things himself, including the ability to make full use of Excel spreadsheets. Another site coordinator put it bluntly; "We've stolen a lot from them: they have wonderful ideas, fresh - great for some of our older teachers who may be a little burned out." "A real shot in the arm," was another comment, describing how SL composition students bring new, inspired ideas for getting reluctant, even intransigent high school students to write poetry, stories and short plays.

Enhanced hedonic tone: There is also an affective side to the relationships among service learners and school site personnel. One participant noted: "I am thrilled to have the students there and it was wonderful for me personally and for the impact they've had on the high school."

Areas for growth; Challenges

This group clearly reaffirmed the central themes of the 2007 CCC study on campus-community partnerships:

1. *Relationships are essential*
2. *Communication, which should be clear and ongoing*
3. *Understanding one another's organizations and setting mutual goals*
4. *Planning, training, orientation, and preparation*
5. *Shared leadership and accountability*
6. *Access to and support of higher education*
7. *Constant evaluation and reflection*
8. *Focus on students - placement fit*

The areas specifically identified for growth are in the areas of 2 (especially with the SL faculty), 4 (particularly in the preparation of lower division service learners), and 6 (again, a more intimate relationship with CSUMB faculty, including the opportunity to visit SL classes).

Similarly, the CCC study recommendations hold up well with this focus group of school site coordinators, teachers and administrators:

- I. *Primary challenge: lack of access to and respectful communication with faculty. Need to connect with faculty to plan curriculum, negotiate placement, assess experience. At least see the syllabus and specific goals and expected outcomes. Partnerships are stifled when faculty are not involved.*

This finding is clearly replicated by this focus group. The hurdle is particularly imposing when students at a particular site are drawn from different SL courses and the overwhelming challenging of making meaningful contact with a half dozen instructors means a lack of access to the precise expectations and a consequent inability to set up for each student a well-focused and relevant experience.

- II. *Leads to a call for more regular meetings, more direct contact with faculty, the valuing of relationships.*

Again, there was mention in this focus group of the need for more direct and regular contact with faculty and of the frustration of not receiving a prompt response when a question or need is conveyed.

- III. *More opportunities to network with campus partner and other agencies - help build social capital. Want college to take a leadership role in bringing people together.*

This group also called for more regular opportunities to network with other schools and agencies in order to share stories and exchange ideas.

IV. Develop new, more facilitative roles for SL staff: not just gatekeepers, but facilitating more meetings for planning, evaluating, celebrating, networking.

This group, as noted under item III, emphasized the networking aspect more than any other, though there was also a desire to have more opportunity to celebrate the contributions and achievements of service learners in a context where they could also become familiar with the positive impacts on other schools.

V. Clarify student accountability: not just tracking hours. More emphasis on learning outcomes and appropriate duration of the experience.

This group not only described varying levels of satisfaction in the quality of specifications in terms of learning outcomes. "we need a better plan for what we will use these students for," commented one site coordinator. "Each site needs to have a clear plan." They also agreed that they would like service learners to look beyond the school into the community to become familiar with the root problems and gain a better understanding of the totality of challenges which children face and see the relationship between home situations and classroom behaviors and learning struggles.

In the community partner focus group with organizations other than schools, there was no mention of unmotivated SLs, of students who were just "warm bodies." Here, in contrast, there was evidence of a small but persistent group of under committed SLs. The coordinator of an adaptive PE program divided service learners into three groups:

"Some want to be physical therapists, athletes or occupational therapists and come to my school to experience development. Some students come with some experience and can contribute significantly to the program. A few come and say 'I want to do as many hours as possible today and get it over with.' I just don't have time to sit down with kids who are not motivated."

It is clear, however, that this third group is heavily outnumbered by the other two. All participants had stories of students who return for extra hours, or come back as volunteer in subsequent semesters.

Related to this issue is a lack of maturity in forethought when lower division SLs begin their first experience. Some seem to lack the appropriate orientation for what may be their first work experience: the need for punctuality, for dressing appropriately and the like. One participant expressed the difference between lower and upper division participants this way:

"It's a huge difference. First-year students need far more direction and support, they come in flip-flops and mini-skirts. Upper division students have much more preparation, direction and commitment and know what they want to do."

Another noted that some students spend a lot of time in their first experience observing, "just taking it all in." They then return and "blow us away" with how active and involved they are in the upper division rotation. They also agreed that it was necessary to have a clear, feasible plan for using lower division service learners and that this is missing at some sites.

Conclusion

This group clearly articulated the challenge of SL assignments in schools, the growth they see in the CSUMB students in both specifics of being an educator and more general perceptions and attitudes, the positive impact on pupils and teachers, and the positive affect, the lifting of spirits which the partnerships engender. As one participant explained:

"For many lower division service learners, their comfort zone is definitely compromised. It's great to watch them recover and learn to cope, and then return for the second semester and make a real contribution."

F.3.2.2 Other Community Partners

This focus group provided a strong endorsement of the value of their partnership with CSUMB: they applaud the dedication, consistency, and resources brought to their sites by service learners; how fresh eyes and ears renew the work of the agency and enrich relationships with clients. The participants reported feeling like co-teachers of their service learners, while they themselves learn things through the collaboration. They also note the value to the CSUMB students in terms of job skills, personal growth and new perspectives.

The group also raised issues to be addressed in the future: they would like to be more engaged, more in the loop with faculty, including consistency in responses to questions and requests and a better flow of regular information. As with the K-12 group, lower division students are viewed as somewhat less effective, less well prepared. In contrast, the upper division and capstone service learners are viewed as consistently valuable and committed participants.

Background

This group represented 11 local organizations and agencies, ranging from after school programs (such as tech tutoring), adult school tutoring, programs for the homeless, to engagement with agriculture through farmers markets and a small farm incubator. All have had a partnership with the SLI for several years. The number of service learners at each site ranged from 5 to 30, with an average of 15. The SL experiences represented here are therefore rich and substantial.

Key questions and responses

The focus group participants were given copies of the following list of issues nominated by the SLI staff as key questions:

- How effectively is the Service Learning Institute supporting its Service Learning Community partners in terms of . . .
- A. . . .the preparation of Service Learning students
 - B. . . .the contribution of Service Learning students
 - C. . . . increased collaboration with other organizations
 - D. . . . the process of building a partnership with the Service Learning Institute
 - E. . . . the process of building a partnership with the CSUMB faculty
 - F. . . . activities resulting in deeper engagement between your site and the CSUMB faculty
 - G. . . . facilitating the personal and/or professional development of you and your colleagues at the site
 - H. . . . providing you with all necessary support

The group was eager to characterize the SLI as very effective in the majority of these issues. Absent some reservations about a handful of lower division service learners, CSUMB students are well prepared (A) and make a huge, rich contribution to community agencies. With some small reservations, partnership building with the SLI is effective (D) and support is considerable (H), and all participants reported significant personal and professional development for themselves and their colleagues at each site (G). Those reservations around item D were hedged with a recognition of the limitations imposed by SLI's scarce resources. If the relationship with a site is started effectively (as it always is, for this group), it may be neglected and the agency itself has to take full responsibility for continued participation. "The Institute has a real struggle," it was noted, "so many partners, only so many students. So then it becomes our job to build a connection with faculty."

Reservations were expressed around items E and F and, to a lesser extent, C. While most faculty are specific about requirements and expectations of SL students, expressing same in helpful emails, there are occasional cases where there is a lack of precision about basic issues like the number of hours required. Community partners would also like to be kept better informed about specific dates and events, the days of student presentations, the last day of class and the like. Partners would like to be kept more in the loop.

Mention was also made of unexplained changes: the community scan, for example, used to be done prior to the onset of service and now is often being done at the end. This change makes no sense to community partners and has never been explained to them.

There is also an issue around learning objectives and outcome statements. Some sites find them about "big and noble issues" (social justice, humility, prejudice) and would like to see them more specific and "a bit more in our court: it's like trying to fit a triangle into a square. Somehow we have to shape it together so it's a win-win situation." One comment described the gap between SL objectives and reality as "the elephant in the room."

Other organizations, however, have clearly managed this shaping:

"We craft ours with the students, asking them what they want to get out of the experience." They are able to make objectives which reflect that particular project at that particular site.

In terms of item C, this was seen as "a piece that's always been missing. We don't have the opportunity to collaborate with each other on best practices and share success stories. There's no venue for that." The annual Spotlight was noted, but also that the focus is on the service learners themselves and that attendance is often sparse.

"There's not things that bring us together . . . I've learned so much over 3 years and I'm sure over 6 or 10 years there are things that you want to share with other sites that are struggling or just starting."

In addition, such gatherings need to be relevant. The group - again, all with several years experience with SL - expressed dissatisfaction with the orientation. "If you already know the process, to drive out here and go through that again ... doesn't meet the need [to share experiences]." The call is for a second orientation for experienced agencies who do not need the basic briefing about procedures.

Responses to SLI concerns

To what extent does the SLI provide effective support for you as a community partner (partnership development, community building, etc.)

As noted, this focus group were very impressed with the initial contact and the way that the partnership is set up, initial briefings and orientation provided, documentation explained and so forth. Maintaining the relationship is a little more of a mixed picture, with some agencies feeling neglected by the SLI, a situation compounded with interaction with faculty is also less than optimal. This has implications for key issues such as the recruitment of student (see below).

To what extent does your involvement with service learning contribute to your own professional development?

The focus groups were emphatic in applauding the many benefits in terms of professional development, with a particular emphasis on technological skills. At a basic level, the very task of supervising and evaluating 10 to 20 additional staff members invokes better management and time management skills in site supervisors.

To what extent have you been able to realize the SLI's core mission to "promote social justice by cultivating reciprocal service and learning partnerships...?"

The focus group made a particular point of the awareness raising opportunities for their staff in interacting with the service learners, seeing clearly the difference between community service and service learning and reflecting on aspects of social justice relevant to that site and its clients.

Comparison with 2007 CCC Study

As with the K-12 group, this group endorsed the same issues raised in the CCC study, both in terms of the partnership characteristics and the recommendations.

Again, the highest ranked characteristics of effective partnerships (according to representatives of 99 community groups [8 campuses] were the following

1. Relationships are essential
2. Communication, which should be clear and ongoing
3. Understanding one another's organizations and setting mutual goals
4. Planning, training, orientation, and preparation
5. Shared leadership and accountability
6. Access to and support of higher education
7. Constant evaluation and reflection

8. Focus on students - placement fit

This focus group especially emphasized #2, especially in terms of their communication with the faculty; #3, the need to have more networking opportunities through the SLI with other agencies; #4 they underscored the value of upper division and capstone service learners because of their optimal preparation and commitment; #7 is also related to #3, as the chance for reflection alongside fellow agencies, sharing successes and providing mutual support, would be valuable.

From the CCC recommendations, the following points might be made from the insights of this focus group:

- I. *Primary challenge: lack of access to and respectful communication with faculty. Problem with required assignments that were illegal or unethical. Need to connect with faculty to plan curriculum, negotiate placement, assess experience. At least see the syllabus and specific goals and expected outcomes. Partnerships are stifled when faculty are not involved.*

Details are provided below of difficulties with faculty-agency communication, especially around the issue of recruiting service learners and setting site-appropriate outcomes and objectives.

- II. *Leads to a call for more regular meetings, more direct contact with faculty, the valuing of relationships.*

Similarly, more direct contact with faculty would lead to fewer difficulties with placement, assessment, understanding expectations and sharing feedback on individual service learners.

- III. *More opportunities to network with campus partner and other agencies - help build social capital. Want college to take a leadership role in bringing people together.*

A lengthy discussion led to the call for a second orientation each semester for experienced agencies who, rather than reviewing basic procedures, could share experiences and ideas.

- IV. *Develop new, more facilitative roles for SL staff: not just gatekeepers, but facilitating more meetings for planning, evaluating, celebrating, networking.*

This would satisfy item III as well as sustain and enrich the partnerships between campus and community.

- V. *Clarify student accountability: not just tracking hours. More emphasis on learning outcomes and appropriate duration of the experience.*

Again, the setting of outcomes and objectives in partnership with faculty and service learners is regarded as optimal.

Benefits and Outcomes

The overall response from this group was very positive:

"I love the service learning program and it's been fabulous. It mostly goes great and is wonderful and we have great connections. There's just a little room for improvement."

"I'm really proud to be part of CSUMB . . . [service learning] is something that sets it apart from UC and other CSUs and makes it special."

"It has many wonderful strengths."

"Working with these young people has been a highlight of the last five years."

"It's a great way [for CSUMB students] to develop job skills . . . it's a fabulous opportunity."

More specific benefits are as follows:

Enhanced capacity: the group emphasized over and over how vital the service learners have become to the daily operation of their organization. For example, the Farmers' Markets include an information booth and a kids' booth, but the agency lacks the funds to provide staff for these features.

"It really adds to our organization and gives us the ability to really have a human face out in the public. People really appreciate there being folks there to talk to and then that really adds to the students' involvement in the community because they're asked to be a resource for the community at our tables. It really helps."

An agency working with teenagers in an after school program indicated that "we couldn't run our operation without the service learners. We have moved from involving 240 students a week to 1700."

Advocacy for community organizations: Several participants commented on the value of service learners as part of the community, specifically as advocates for their agency. For example: "The majority of the times they come out as supporters, new members that support our organization and that's really greatly appreciated." Another common note was that "they understand the nuts and bolts of our organization" and can convey this to others.

Personal relationships: a number of participants described the value of personal relationships formed between service learners and their clients. One put it this way:

"They [service learners] are able to form relationships with some of the kids, I mean we just can't with all of our kids . . . with one or two students, they'll get really close with them over the semester and be able to develop a really good relationship with them and see personal growth. That's been great."

At a local homeless hospitality center, a similar point applies: the agency focuses on palliative care, harm reduction and the valuing of guests just as they are. The program may not have tangible outcomes and it is important for the service learners to recognize this (see the conclusion for an extended commentary on this point).

Teaching needed skills effectively: the group emphasized the contribution of service learners to developing needed skills for their clients. In one case, a SL tech tutor worked very effectively and appropriately with women living in a safe house: it was memorable "how courteous this male was and how understanding he was and he just really taught on a level that they could understand."

Inspiration and motivation: the group also stressed the affective benefits brought by service learners. In one case, a service learner gave piano lessons at a teen center and the staff began to notice that the boys would keep practicing when the teacher was not there: "He went above and beyond and was really good teaching them." The site coordinator at a homeless hospitality center described the "affective shift" when service learners were present: "the atmosphere in the room lifts" and while this cannot be measured it is nonetheless extremely valuable.

Professional development for site staff: the group noted a variety of facets to this issue, many of them related to technology.

"Not only did they [tech tutors] work with students on skills in the after school program and helping with technology because we have laptop carts. But one of the things they were able to do is we scheduled on the teacher collaboration day, the tech tutor would sign up teachers to spend time teaching them the basics of putting their materials on a website. And the teachers were very intimidated, technology was very scary to them, but they had a great tech tutor and he would just sit down and he made it so easy for them to learn, just kind of set up a template for everyone to use, the learning curve was perfect for older teachers, it was great."

A site supervisor put it this way: "I am now accountable to 18 more staff members who I have to evaluate. This has improved my management skills, my time management."

Awareness raising: the group stressed the role of SL in raising the awareness of their staff around issues of service and social justice. "Service learning students are a good staff development for our teachers. It has helped them understand the difference between community service and service learning. This took work, but it was a significant step and the staff are sold now." In another case, what helped the growth of the agency staff was the students' comments on how life changing it was to do service learning. "They provided feedback to us on understanding the work we all do together. This was very helpful. It involved a lot of work with the SLI coordinator to enhance this understanding."

A coordinator from an after-school program put it this way:

"It is also really helpful to just have outside eyes, fresh eyes every semester and just kind of getting feedback from them and what they're experiencing, what they're seeing. We would sit down with the students and have a reflection with them."

Important communication and networking in the community: the group noted how the impact of service learning goes beyond the agency into the community beyond. In one case, a site coordinator stressed the value of the system set up by service learners to connect students and teachers and families. This enabled parents to go online and see homework assignments and upcoming events, and, in general, communicate more effectively with teachers. The site was subsequently recognized by the school district for the quality of its home-to-school website. "And that was started by the service learners, it was the perfect fit. They had the skills and they came and taught the teachers and that was fabulous."

Learning outcomes for SL students: these focus group participants clearly identify the powerful learning which takes place when the site experience is combined with course readings, class discussions and personal reflections. Such students also tend to do more than the required 30 hours of service. The only gap in the system is that some organizations feel less efficient with lower division service learners and would appreciate more preparation and guidelines.

Areas for growth; Challenges

This group noted four particular challenges and areas for improvement. They are presented here in some detail.

The group noted **the differences among lower division, upper division and capstone service learners**. For some, these distinctions were something they had to figure out for themselves and would have appreciated more guidance. One site coordinator described the differences among these three populations as a "remarkable contrast," especially in terms of the huge contributions of the capstone projects, which represent both a multi-year commitment as well as a "terrifically valuable contribution," which sometimes includes successful grant proposals which add to agency funding. "Capstone students are really driven and have it totally together."

In general, the upper division service learners were seen as well prepared: "they get it, they're ready to go on day one." Some lower division participants have not thought about outcomes and lack focus, though it was agreed that there are differences among departments and most agencies received a briefing every semester, including the added potential of upper division and capstone students. The concern about lower division service learners, however, was less here than in the K-12 focus group (see section F.3.2.1). Very, very few could be characterized as "warm bodies" or "a drain." For one thing, these site coordinators were willing to take a lot of responsibility for the orienting of first-time service learners: "If you make it really clear what your expectations are of them, you get much better results out of them. That's something we've learned over the last 3 years." Explicitness with lower division students was marked as crucial: "make it clear that you'll be doing this activity from this time to this time." Another commented:

"We're teaching them basic job functions, especially with the lower division students. They need to know how to arrive on time, how to commit to a schedule, not call or text me that I'm not going to be in today . . . basic job skills they learn over a semester. When they come in clueless how to even be present, then get to the end of the semester and they dot all their i's and cross all their t's, it's a huge difference and I think in that case, all of us are teaching here."

When asked about **their role as co-teachers of service learners**, all participants expressed that this role was indeed meaningful and substantial. The experience varies, however, according to the quality of the connection with the SL course instructor. This comment is not untypical:

"As a co-teacher, I feel the need sometimes to talk to the instructor too . . . Yes, I feel that I'm a co-teacher, but I feel a disconnect from the actual instructor. I'd like to make that an easier process of contacting the teacher and just letting them know what I'm experiencing with the individual service learners."

As quoted above, the co-teaching can be at a very basic level:

"When they come in clueless how to even be present, then get to the end of the semester and they dot all their i's and cross all their t's, it's a huge difference and I think in that case, all of us are teaching here."

Many CSUMB faculty members are seen as very supportive, encouraging site partners to take full advantage of that role. It is also helpful when SLI staff convey this notion, "sell it that way to the site staff." This also includes briefing the service learners fully, especially on behind the scene activities which SLs do not have access to.

There was also a discussion around **the recruitment of service learners**. Those with several years experience have seen the difference between visiting a particular SL class and recruiting service learners and the current situation with both more service learners and many more partners. The case of on-line technology courses are particularly bothersome, as those class instructors do not see their students in person. Representatives of smaller sites have to fight for students, going to every single SL class to advertise themselves. "Students have so many options," it was noted, "so you have to go out there and sell it." The tone at this point became rather plaintive: "We actually have no idea how to get students. A professor has chosen us and sends us students and while there are other students we would like to get, it's very difficult. I initiated one contact with another professor but there must be a more regularized way of doing this." Or: "We've been doing this for three semesters and still don't know how to go about recruiting." Or: "Some professors like a site and want to send a cohort of 7 or 8 students. It's like a free market and you'd better get in there and market your little agency at the right time in the right classroom. It's very confusing." The most touching commentary was this: "I feel like a used car salesman. Because you would be out

there trying to recruit, sell your program, pick me, pick me . . . and then if you didn't get picked, you felt like the last kid picked for kickball."

It was acknowledged that the website can help an agency identify all the SL classes each semester and that one can then send a blanket e mail to all those instructors. However, "the teachers are really inconsistent when it comes to responding" and it doesn't help that orientations take place at different times through the first 3 or 4 weeks of the semester. Also acknowledged was the effort required in the part of faculty: if an instructor has already developed relationships with a few sites, it makes sense to continue that; it is clearly easier to connect with 4 people, known to be dependable, than with 20, some of whom are an unknown quantity. "I can't blame them," said one small agency representative.

The conclusion of this discussion was a call for a moratorium on adding organizations and a focus on facilitating the recruitment process for smaller agencies and strengthening the connections among all community partners.

Item C: the community partners would appreciate the opportunity to meet with each other under the aegis of the SLI, to exchange ideas, compare experiences and give each other suggestions and mutual support. As noted above, participants called for a second tier orientation, with less stress on basic procedures and more on sharing experiences and successes.

Finally, while it is readily acknowledged that it is a huge task, there was a reminder that it is important **to keep the data base up to date**. The group acknowledged, however, that they had 50% of the responsibility to inform the SLI when there were changes, especially when the key contact person moved on and was replaced by someone new.

Conclusion

This group was emphatic in stressing the vital connections among service learning, social justice and personal growth. This is perhaps best captured in the following evidence presented in a letter from a service learner to a site coordinator at a homeless hospitality center, and quoted with the author's permission:

The service learner expressed appreciation for ". . . learning the true meaning of service. I began my hours in September with the idea that I could "help" people in some way. I quickly learned through your example that I was not there to help or fix anyone. I was there to serve them in whatever capacity I was capable of. . . . [I learned that] I would only be discouraged if I were trying to change people, rather than accept who they are. This lifelong lesson suddenly made complete sense and helped make the hours I spent there very enjoyable. I was able to be present in the moment, interact with the guests in ways they were interested in and be grateful for the opportunity I was given. So I thank you from the bottom of my heart for giving me the opportunity for personal growth, acceptance and realization that just being present for someone is invaluable."

F.3.3. Service Learning Student Leaders (SL²s)

This group presented themselves as strongly committed to the goals and values of the CSUMB Service Learning program, as strong advocates for SL, as willing and capable allies for faculty, their fellow students and the community partners, and as activists in key areas of social justice and community development. They massively endorsed the SL² program in terms of its values, its procedures and its outcomes; and described the role of the SLI faculty and staff as hugely facilitative and supportive of their work, from the initial SoSLA training to graduation.

Background

This group comes from a variety of backgrounds in terms of major (from mathematics and graphic design to liberal studies and psychology). They came to the SL² program in a number of different ways, but predominantly by being inspired by their first SL course or being recommended by a faculty member who had noted their leadership potential and interest in SL. They were all initially unaware of the SL² program and feel that it should be advertised to a greater extent. They themselves work hard at publicizing the opportunity, especially with announcements in lower division SL courses and maintaining a presence at campus events; but this is something which incoming freshmen should be aware of from the outset of their CSUMB experience.

Asked if their own service should be exemplary, the Squares responded that they sought to be a role model, but also had to be realistic about what a full-time student can achieve. A typical comment:

"I needed to be a role model and I needed to be realistic with what I was capable of doing as a full-time student. My service was exemplary because I was the Student Leader for my community program. After all the service paperwork was taken care of and I would take groups of students out to do service and to do service with them, all I was interested in was being a good model through engaging and asking questions and letting them know that even though the service we were doing was small in the big picture, it was still full of momentum because we were doing it."

With regard to their relationship with service learners, one Square put it this way:

"We have to have conversations about not only them doing the service because they are in the lower or upper division but also making them reflect on why it is important to be doing the service and that serving is not just helping others, it's serving with yourself."

In addition, being a Square involves a lot of research when they are assigned to a SL course rather than a site and thus become involved in curriculum development: identifying new readings, finding relevant movies and the like. Being assigned to a site, in contrast, involves a lot of logistical problem-solving: pairing students for transportation purposes, establishing assignments and hours, "a lot of preventative maintenance at the beginning." "Most of our job," they explained, "is just

trying to make the process as smooth for the students to get to the site and have a good experience with what they're working on."

Key questions and Responses

The group were asked to draw up an exhaustive list of their duties and write each one on a separate 3 x 5 card. After considerable discussion, 27 cards were produced.

SLSL DUTIES:

1. Problem solving
2. Opening up lines of communication between students, faculty and community partners.
3. Read student reflections
4. Help set agenda, facilitate and participate in Program Meetings
5. Research
6. Presenting and facilitating at conferences.
7. Presenting sites to SL classes
8. Developing curriculum for SL courses
9. Community partner orientation: facilitation and participation
10. Facilitation of discussions in hallways
11. Facilitation of discussions in the community
12. Facilitation of dialogue in classrooms
13. Development and implementation of Action Projects
14. Preventative maintenance
15. Student community hours check-ins
16. Maintaining communication
17. Mutual support
18. Service learner recruitment
19. Reflections on why we serve at CSUMB

20. Informing students of SL squares.
21. Exemplary role model
22. Development of new community partners
23. Representing the program
24. Reflections in class
25. Community partner needs
26. Faculty needs
27. Student needs

The Squares were now asked to consider their preparation and orientation through the intensive SoSLA course, and to place the cards in three piles, representing items for which they were very well prepared, moderately well prepared or under prepared. The results were as follows (this being a group of nuanced thinkers, the end result was five piles rather than 3):

VERY WELL PREPARED: 5, 9, 10, 15, 16, 17, 18, 19, 21, 23, 24

BETWEEN VERY WELL PREPARED & MODERATELY WELL PREPARED: 3, 11

MODERATELY WELL PREPARED: 1, 4, 8, 12, 14, 22, 25, 26, 27

BETWEEN MODERATELY WELL PREPARED & UNDER PREPARED: 2, 7

UNDER PREPARED: 6, 13, 20

It was also noted that #8 (curriculum development), #18 (SL recruitment) and #22 (developing new community partners) were aspects which were learned as part of the job and probably did not require early preparation. Similarly, #6 (conference presentations) and #7 (presenting sites) could be addressed later as the need arose and did not have a place in initial training. More important for SoSLA training is the general aptitude of being comfortable in front of a group and opening lines of communication, especially with faculty, whose presence would be welcome. It was agreed, however, that there could be more practice in communicating both with community sites and in classrooms with students; and that developing action projects (#13) could be part of the training.

When asked to identify the central value of SoSLA, the group selected ##17 and 19, agreeing that developing a system of mutual support and the habit of reflection were both crucial to the success of the SL² program.

The group was then asked to discuss their duties in terms of the support provided by SLI once they began their activities. They explained that the support takes many forms: retreats, weekly meetings, meetings with site supervisors, meetings with faculty supervisors, personal check-ins, and, above all, the mutual support of their group, which begins when the new cohort meets the returning Squares. The group was unanimous in establishing that the SLI faculty and staff provide enormous amounts of support: that they are all open to questions, readily give advice and provide a strong support system. The openness and flexibility of SLI is exemplary: "This Institute's very good about support - if you come asking, I need help with this, there's someone to help you - always." "There's a lot of support for our development to be exemplary role models, there's a ton of support in the whole program for that." When pressed to identify any gaps in this support system, the group would only note that there might be more support for students making a conference presentation for the first time.

Responses to SLI concerns

What aspects of the program have been most effective in supporting your development as an emerging service learning student leader?

The focus group provided a detailed profile of the SLI training and support systems for Squares and characterized the overall impact as massive and positive. When pressed to identify the most crucial aspects, they pointed to creating and sustaining the mutual support provided by the SL² program, the openness and flexibility of the SLI faculty and staff in being always available with help and advice, and the habit of reflection which is established early in the training and encouraged throughout.

To what extent have you been able to develop as a "multicultural community builder: students who have the knowledge, skills, and motivation to work effectively in a diverse society to create more just and equitable workplaces, communities and social institutions."

The short answer to this question was "life changing." The personal, academic and professional development has been such that career plans have been completely changed and a lifelong commitment to service has been established: "When I'm done with this, I can't let go of this work: it's so ingrained in who I am that I am going to take a big part of it with me."

To what extent has your work as an SL Student Leader enabled you to help other CSUMB students grow as "multicultural community builders."

Though hampered by logistical obstacles, the focus group felt strongly that they function well, both individually and collectively, as role models, leading by example, and gently pulling their peers along with them. Especially important seem to be conversations in which other service learners are reminded of the context and significance of their work and nudged into seeing it in the context of social justice. In addition, it is clearly of value that placement and logistical issues be resolved as expeditiously as possible at the beginning of each semester so that the service learner can make

the most of a given opportunity. So being a role model, being a facilitator, being a good listener and being a problem solver are all vital in this regard.

What has been the impact of service learning for you, your fellow CSUMB students and the community?

The focus group noted a range of impacts for themselves and their fellow CSUMB students: enhanced communication skills (especially the ability to still one's own voice in order to listen carefully to others); changed perceptions and enhanced vision; an added breadth and depth to their education; personal growth; sharpened critical thinking skills; a more meaningful vision of their future in both professional and community service terms; a greater understanding of and commitment to social justice issues; and a stronger and richer engagement with the local community. There was a suggestion that the university-community partnership works best when the Square at a particular site forms a tight and effective relationship with leadership there and maximizes the SL benefits for that organization.

Commentary on SL² Program outcome statements

The group were presented with the official outcome statements for the SLSL program and asked to comment on items where the goal was being especially fully met or where there was a shortfall. The statements are as follows:

- A. To develop a greater understanding about community participation through service, particularly regarding issues of service learning, charity and social change.
- B. To increase knowledge and awareness of community assets, issues and models of community building, with particular emphasis on the cities bordering CSUMB.
- C. To increase personal awareness of motivations, passions, commitments and life goals as related to leadership and social justice.
- D. To explore and deepen understanding of the impact of social group membership and multiple identities (especially regarding age, race, ethnicity, class, gender, ability, sexual orientation, first language and religion).
- E. To increase knowledge of models of social change, social action, and strategies for promoting social justice.
- F. To develop skills and knowledge necessary to be a leader in service learning.
- G. To develop a greater understanding of the philosophy and work of the Service Learning Institute.
- H. To develop the skills to become effective multicultural community builders and advocates of social justice.

The goals being most thoroughly met are C (commitment to social justice goals) and F (leadership skills). The rest were deemed meaningful goals which are being achieved. None of these statements lacks relevance or accuracy. The extended quotation presented below in the conclusion might well be placed here as testimony, as all 8 goals are reflected in that statement.

Benefits and outcomes

The group identified the following benefits from their participation in the SL² program:

Enhanced communication skills: this is noted as a major benefit; one participant explain how being a Square involved getting "into a much deeper level and asking questions that I wouldn't have asked before and be able to have discussions with people on a daily basis that I wouldn't have had without this program." Another explained: "My skills being able to relate to other people have just exponentially exploded after doing this kind of work and interacting with like-minded people."

Changed perceptions, enhanced vision: participation in SL² has facilitated a much clearer vision of actual problems and their causes, eliminating inaccurate preconceptions and putting service learning into an appropriate context: "seeing my impact as little steps towards a bigger picture." Another square noted: "before I came to this program I was walking blind - I wasn't seeing a lot of things that I kind of woke up to once I started doing this work."

Contribution to education: the group reported the SL² experience as central to their education and quite possibly the most significant element in every case. "Here at CSUMB, I can't imagine what these four years would have been like if I hadn't been in this program. I have no idea; I can't even fathom it. It becomes such a crucial, big part of who I am that I couldn't imagine where I would be or what my vision of the future would be without this program."

Personal growth: the group agreed that personal growth through the SL² program was significant, intense and deep. "Absolutely instrumental in my growth as an individual," said one participant. The changes include going from being "really shy" to being ready to "step it up as a social worker;" from the prospect of making a presentation before one's peers as "horrrifying" but now comfortable; changes in attitude, knowing now what is appropriate in terms of humour; no longer making assumptions about people; being able to create an environment where all children want to learn.

Critical thinking skills: as a consequence of their work, the squares provided a catalogue of skills: talking, facilitating dialogue, curriculum development, higher level thinking and analysis, embracing differences and learning to work with others. This is seen in developing action projects, responding to students' reflections and questions, to quickly coming up with strong responses to expression of skepticism about SL or some aspect of social justice.

Engagement with social justice issues: this is also a rich, crucial aspect of the Squares' identity and work: "... a big challenge of our work - the term social justice is a kind of buzz word and justice issues in general - issues of being oppressed or in a minority - what the SLI hopes for is for students to find their voice and explain and articulate their experiences and what that means and then to listen well and to answer questions..." One participant noted that "social justice has become concise, concrete and real." This includes building relationships with the local community and finding love for the community. It is "a huge thing." Another square noted that "you can't escape it, in a very positive way. You are always asking why? Service learning takes you past the

place of just noticing injustices to asking questions and taking action." This includes being present for others, working in a team and learning to hear the opinions of others. It also appears that these effects are permanent; as one square put it, "When I'm done with this, I can't let go of this work: it's so ingrained in who I am that I am going to take a big part of it with me."

Impact on campus and community: this is clearly related to social justice issues: "The importance of our job . . . our peers that we take classes with see that we care about this and it's a catalyst for them to personalize it and make it their own too." There is also a very strong sense of significant achievement in the group:

"After you walk away from this program, there's a sense of pride; you made an impact on the campus community and on the community as a whole. And this program is the catalyst for that and I know that when I look back on this time this is what I will be thinking about. This is what I am walking away with. This is where the most growth happened."

Impact on future career plans: in many cases, tentative plans for the future made before attending CSUMB have been abandoned. A typical comment:

"As for my career path, I can't envision myself working anywhere else but in the surrounding community just because I have developed this huge love for the people that exist here and for the incredible struggle that the community, especially Salinas, has going for it."

Areas for Growth, Challenges

The group addressed some concern for the size of the program, noting how the full scale of the task was far beyond the means of the present modestly sized team; the potential for growth was described this way:

"If we have a student leadership program that has only 12 or 15 or maybe only 10 student leaders and we have more than 500 community partners, how can student leaders be utilized to the maximum degree without burning out our student leaders? So I think something that has been discussed in the past in that if you have an exceptional student leader and partner relationship established, that it has its own trickle down effect for being a model for other institutions and if other community partners are interested in pursuing a similar skeleton of partnership with the university then they can get in touch with that other community partner and square."

Increase the size of the program would solve other issues: the need to sustain partnerships and create new ones; the demand to keep curricula fresh and relevant; the need to brief and nurture students, especially in their first SL experience; and so forth. All Square activities could be quantitatively and qualitatively enhanced: but the level of SLI support would also have to undergo a corresponding increase. The group also addressed the issue of the Service Learning Minor and the current low level of participation. They ascribed this partly to a lack of awareness: though listed on the website, the SL minor is not well advertised. Secondly, there is the "Service Learning stigma":

"Service learning has something of a negative stigma on this campus - it's a lot of work, putting yourself into an uncomfortable position; not everyone is willing to do that." In addition, "it's a daunting thing to look at if you're just trying to graduate and get out of here." Thirdly there are always a handful of students who do not have an optimal SL experience, often because of a wrong placement or severe logistical problems. They would therefore steer clear of further SL commitments.

Conclusions

This group provided a massive endorsement of the SLSL program, cataloguing the multiple positive outcomes: changed perceptions, enhanced self-esteem and self-knowledge, personal & professional development, improved communication skills especially listening, higher critical thinking skills, commitment to community service, skill in facilitating group processes, awareness of significance of social justice. They found that SLI provides excellent initial training and outstanding continuous support for all aspects of the squares' work, thus ensuring the emphatic achievement of all the learning outcomes stipulated for this leadership program.

There is no better way to summarize this focus group's conclusions than this extended quotation from one of the participants:

"Being a square has been extremely beneficial for me developing as a person. I think in doing everything . . . has really helped me grow and I think I am much more able to be in relationships with people now. I'm able to think through something from start to finish. I understand where I am coming from and it's easier for me to understand where someone else is coming from or at least be able to hear them - fully - and quiet myself down enough where I'm tuned in. I think it opened up my eyes enormously in looking at the world and understanding the type of world that I'm living in. And also being able to separate myself as an individual from the big systems of privilege and oppression that are surrounding me all the time . . . and claim my identity. In addition, I think I kind of went into college with an expected outcome, goal of working in environmental education and going and living somewhere and hanging out with a bunch of kids and hiking around and at this point it's not possible for me to do this - I'm too much involved in environmental justice at this point to just focus on sustainability or being a naturalist or things like that. I want to be in relationships with people, I want to talk about hard stuff and I want to be able to create an organization that's inclusive - to the best of my ability. So it's altered my career path, it's changed the way my peers perceive me, and how the adults in my life perceive me and I guess how I perceive myself as well, just a tremendous amount of confidence in myself. . . . And I think it's something I'll never be able to escape at this point. I enjoy service learning and I enjoy thinking about justice continually. It's something I won't back away from now; ignorance is no longer an option."

G. CONCLUSIONS

How will we use the results to “close the loop?” That is, the conclusion should summarize briefly key findings and identify what decisions and/or modifications will be made on the basis of these analyses.

G.1. Conclusions from SLI External Evaluator, Dr. Peter Shaw

[The following summary was written by SL External Evaluator, Dr. Peter Shaw.]

From the five focus groups and from the other data sets made available to me, I have become aware that CSUMB, through the Service Learning Institute, is running a vast, rich, multi-faceted educational endeavor which sprawls across three counties, involving at any given time dozens of faculty, hundreds of local schools and non-profit agencies and nearly a thousand students. The whole sits firmly in a clear mission, a philosophical and conceptual foundation which traces profound and meaningful links among learning, service, personal growth, professional development and social justice. From the university side, the viability of this enterprise depends on a large data base, a set of established procedures, the dedication and good will of faculty whose belief in service learning impels them to the extra investment of time and energy required in SL courses, and the broad shoulders and willing spirit of the small staff of the Service Learning Institute, including the dozen or so Service Learning Student Leaders.

The impact of the SL program might be summarized in four words: **everyone learns, everyone grows**. Students learn from their course readings, in-class discussions, opportunities for reflection and, of course, from their service. Faculty learn more about the community as they develop and nurture partnerships; they also learn from creating and re-creating curriculum, from interacting with each other and with SL²s; and they learn about service through interactions with SLI staff. Site coordinators, other staff and volunteers at the community partners learn from the service learners, who bring valuable knowledge and skills to their work; as co-educators of CSUMB students, community partners also experience new learning and professional growth. At school sites and after-school programs for teenagers, the youth learn from the CSUMB students, who often form individual relationships and become mentors and role models. The service learners also learn from the children they tutor or assist, sometimes leading to key decisions related to career (*yes, I will be a teacher!*) or life (*I will be a good parent - or, very occasionally, I will never have children*). The service learning student leaders learn and grow from their faculty and site supervisors, from their interactions with each other and from the service learners. **Everyone learns, everyone grows**.

For me, the key questions raised in exploring the data are these: (1) how might the SLI respond to the suggestion, coming from both faculty and community partners, for a moratorium on new

partnerships so that existing relationships can be strengthened and refreshed (including attending to the plight of smaller agencies who currently struggle to recruit service learners)? (2) How might the SL² program be expanded, to perhaps eventually provide a Square for each significant site and for each SL course? (3) How might SL faculty be provided with ample support and professional development facilitation in crucial areas such as writing learning objectives, developing new courses, updating and diversifying their pedagogy and developing SL-related research and scholarship projects? (4) How might alliances and synergy be developed among community partners through opportunities provided by the SLI for exchanging ideas, networking, sharing strategies and celebrating successes (including the specific idea of a second orientation for veteran partners who do not need a review of basic procedures)?

Themes emerging from the study

Service learning-based education is very hard work: curriculum, pedagogy and assessment tools require constant updates and revision, dictated by continuing changes in community conditions and events and by shifting identities, needs and interests in the CSUMB student population. Community partnerships require consistent attention, strengthening and renewing.

Service learning provides lots of opportunities for mutual motivation and inspiration. For an outsider, studying SLI evaluation data and conducting focus groups proved a moving and inspiring experience.

Relationships are foundational and not static: community-university relationships must constantly be refreshed and nurtured. Roles, goals, expectations and responsibilities must be clearly expressed. Appreciation and celebration should occur regularly.

Communication is vital in a successful service learning program: responses to questions must be prompt and clear; ideas must be exchanged regularly; all procedures will at some point require clarification.

Co-educating college students is the crucial common ground for college-community partnerships. Site personnel must be supported and trained as necessary in this role. Community partners are very aware of potential benefits to students and committed to the learning goals, especially the common struggle for social justice and equity. Benefits include enhanced learning of content, building intercultural understanding and communication skills, cultivating "humanity," practicing civic participation, and commitment to lifelong service.

Benefits for community partners vary from one site to another, but the basis is sustaining and enhancing organizational capacity and having a positive impact on client (youth, elderly, homeless) outcomes. Others include personal satisfaction and pleasure from working with students, learning from them (and faculty), and identifying future employees and supporters.

The university itself enjoys a separate set of benefits. These include attracting faculty dedicated to social justice issues, enriching student learning and personal growth, furnishing data for

research, providing a meaningful bridge between theory and practice, and fulfilling the social justice aspects of the campus mission.

Summary of findings in terms of SLI goals:

The SLI academic program

There is strong endorsement for the effectiveness of lower division SL courses from student evaluation data and from all the focus groups. There are minor misgivings in the lack of preparation of some students for effective participation in the work of their SL site; and, as always, questions about capacity and resources to maintain the quality delivered over the last 10 years. Otherwise, the findings are overwhelmingly positive.

Support for SL campus-wide

The focus groups indicate that over the last 10 years faculty have greatly valued the support and resources of the SLI and continue to look there for further professional growth and support. As new curriculum is developed and pedagogy enriched, SLI participation is regarded as vital for quality outcomes. Both faculty focus groups lamented the limited capacity and resources of the SLI and hoped for more support from the university.

Community Partnerships

The findings from the CCC 2007 study are validated here. There is massive support from the focus groups attesting to the value of partnerships to all involved and confirmation of the capacity building and quality enrichment provided by service learners. While there are some communication and networking issues to consider (principally, meaningful contact with faculty and opportunities for communication among participating community organizations to share ideas and celebrate successes), the general impact is to strongly endorse the role of the SLI in this area.

Student leadership

If I may be permitted a personal observation, as impressive and compelling as were the testimonies of the SL faculty and community partners, it was the session with the Service Learning Student Leaders which was the most summoning. This is an enormously dedicated, articulate and aware group of young people who are engaged in rich and challenging tasks, the outcomes of which are hugely positive. In terms of those outcomes, the current data confirm the continuing validity of those identified in the 1999 focus group report. Namely, that participation in the SL² leads to considerable personal development and empowerment; to increased motivation and engagement in academic activities and with faculty, and thence to academic success; to a clear commitment to a particular career path; to a deeper understanding of service learning, diversity and social justice; and to a better understanding of power structures, issues and relationships in communities. Of the suggestions made by the 1999 groups, only one resurfaced in 2010, namely the call for greater

faculty participation in SoSLA. All other items appear to have received significant attention in the intervening decade.

The present group also propose minor adjustments in training and support but otherwise asseverate substantial satisfaction with SLI resources and staff, whom they find amply open, supportive and flexible (of 27 activities, participants receive adequate preparation and support in all but 2). There is no doubt that the present cohort of Squares find the program rich, challenging and wholly worthwhile; and, in almost all cases, life-changing. Meanwhile, faculty and community partners agree that teaching a SL course or running a SL program is more efficient, more effective, more rewarding and more enjoyable with the support of a Service Learning Student Leader.

All the data point inevitably to one question: what can be done to grow this program to the point where all significant SL sites and as many SL courses as possible receive this kind of support and enrichment?

Research, evaluation, outreach

There is less to say here: the SLI program evaluations are clearly thorough and informative. The faculty data are a little mixed on research: SL-related projects are enhanced by teaching SL courses; but it is hard, because of the work load, to maintain a separate research agenda. Some community groups need more outreach, especially the smaller agencies who struggle to find enough service learners. In general, initial contacts and briefings are thorough and effective, but some sites would like more follow through.

G.2. SLI Conclusions and Next Steps

In the sixteen years since its founding in 1995, CSU Monterey Bay has emerged as a national leader in service learning in higher education. CSUMB's academic program established an ambitious goal for service learning: to have every student participate in a service learning course in both the lower division General Education program, and in their major. National studies show that very few universities, and even fewer public universities, have developed such a broad commitment to service learning. Furthermore, CSUMB's approach to service learning has emphasized students' critical interaction with issues of diversity and social justice as a core component of the service learning experience, further distinguishing CSUMB's efforts in the field. In addition, CSUMB's Minor in Service Learning Leadership, created in 2002, is one of the few academic programs in the country with a focus on service learning and civic engagement (See Appendix R: Academic Programs with Majors & Minors in Community Engagement).

In reviewing both the evidence collected over the past ten years, as well as the in-depth focus group interview reports prepared explicitly for this review by **SLI External Evaluator Dr. Peter Shaw**, the following conclusions stand out. They will be briefly presented below, by objective area.

G.2.1. Academic Program

As an academic program, The Service Learning Institute has provided effective academic leadership for service learning at CSUMB. The past five years has seen a strong evolution of the upper division requirement, from a broad consensus around active pedagogy, to the emergence of a clear set of learning outcomes grounded in issues of social justice, civic engagement, and multicultural community building. Furthermore, the newly revised General Education curriculum (known as the "Otter Model") has maintained CSUMB's outcomes-based curricular commitment to service learning in both the lower and upper division.

Findings

A review of data collected over the past ten years as well as the focus group data collected for this study shows that:

- The curricular focus on issues of diversity and social justice are clearly present in service learning courses (*Student Evaluation of the SL Experience*);
- Student's perspective on and commitment to community engagement is enhanced through service learning courses (*Student Evaluation of the SL Experience*);
- Students have developed a significant increased awareness of community, community issues, and their role in addressing those issues (*Student Evaluation of the SL Experience*);

- CSUMB faculty have made social justice and diversity issues a focus in their service learning curricula (*WRCCC Faculty Survey*);
- The SL² Program has been extremely successful in providing a cadre of future service learning leaders with powerful skills for leadership in the field (*SL² Focus Group*); and,
- The SL Leadership Minor has not attracted as many students from outside the SL² Program (*SL² Focus Group*).

Next Steps

- The implementation of the new *Otter Model GE Curriculum* will require significant professional development, especially for faculty from across campus interested in teaching the new lower division required course.
- We need to examine ways to attract more students to the Minor in Service Learning Leadership. Perhaps it could be re-cast in a broader framework.

G.2.2. Support for Service Learning Campus-Wide

The majority of the SLI's staffing resources are devoted to providing support for service learning campus wide. Support includes partnership development, risk management, curriculum development, data gathering, etc. While the first level goal is to create an effective infrastructure for service learning support at CSUMB, the deeper goal is to provide opportunities for deeper partnerships between faculty, students and community organizations. The SLI has established the support structures necessary to support 1,000 CSUMB students, 160 community partners, and 40 faculty to build positive service learning relationships each semester. However, the goal of building deeper, high-quality partnerships is made challenging due to resource constraints, especially from the faculty work-load perspective.

Findings

A review of data collected over the past ten years as well as the focus group data collected for this study shows that:

- Students find the support structures for service learning to be effectively in place, and support a high quality service learning experience (*Student Evaluation of the SL Experience*);
- Community partners are in general satisfied with the level of support they receive in the service learning process (*Community Partner Evaluation of the SL Experience*);

- Lower division service learning students seem to have a more difficult time getting traction and focus in their service learning placements (*Community Partner Focus Groups*);
- Faculty receive significant support from the SLI to facilitate the basic service learning experience (*WRCCC Faculty Survey*);
- While the systems are in place, faculty feel they could use even more support in building partnerships and being more effective in service learning curriculum development; also, work-load issues and a lack of appreciation for the time intensive nature of SL courses in the departments is a constraint (*Faculty Focus Group*);
- SLI has developed a nationally coveted on-line system for managing service learning placements (*MySLP*), partnerships and risk management practices. However, the system is still in development, and the SLI lacks the technical capacity to make needed improvements .

Next Steps

- With increasing numbers of service learning students, faculty in CAHSS and CPS feel under-supported, especially in partnership development. Need to provide additional resources to support faculty in both curriculum development and partnership work.
- Need to help departments plan for and acknowledge the significant workload that is required to teach service learning courses.
- Need to increase SLI capacity, or support from IT at CSUMB, to further refine *MySLP*.

G.2.3. Community Partnerships

Between 150 and 175 community organizations receive around 1,000 CSUMB service learning students each semester from over 50 different courses. Each semester, approximately 30-40 of these partners work with 6 or more CSUMB students. These “Core Partners” actually serve around 60% of service learners each semester. While the SLI has established an effective infrastructure to facilitate the service learning process, the SLI also has a goal of facilitating the creation of deeper, co-teaching relationships between faculty and community partners.

Findings

A review of data collected over the past ten years as well as the focus group data collected for this study shows that:

- Community partners find student to be valuable assets for their organizations, and that the administrative burdens of working with CSUMB do NOT outweigh the benefits they receive (*Community Partner Evaluation of the SL Experience; Community Partner Focus Groups*);

- Community partners whole-heartedly embrace their role as “co-teachers” of CSUMB students, and experience professional fulfillment in this role (*Community Partner Focus Groups; CCC Community Voices*);
- Community partners have difficulty connecting with faculty, and would like to feel more “in the loop” with the course and the faculty’s goals (*Community Partner Focus Groups*);
- Community partners want more intensive relationships with CSUMB faculty and the SLI (*Community Partner Focus Group*).

Next Steps

- Need resources to facilitate “deeper partnerships” between faculty and community partners. For example, the current STEM Service Learning project funded by the Corporation for National Service. It provides funding for faculty to meet regularly with their “Core Partners” to build stronger connections between the community issues and the curriculum.
- Need to focus professional development efforts on “Core Partners” to support the “going deeper” goals, and focus less on “new partnership development.”
- Need to consider a “moratorium” on new partnerships, to improve our connections with existing partners.

G.2.4. Student Leadership in Service Learning (SL²) Program

The SL² Program is recognized as a national model. Over 160 students have completed the program since its creation in 1996, and many have gone on to rich professional careers in service learning, public service and related fields (See Appendix S: SL² Program Alumnae List).

Findings

A review of data collected over the past ten years as well as the focus group data collected for this study shows that:

- CSUMB has not been able to meet its financial commitment to institutionalize the program. As a result, the program has not been able to serve the number of students that it had envisioned.
- Though the size of the program has not grown as had been envisioned, the SL² Program has met many of the objectives outlined in the 1999 focus group report regarding the quality of the experience for the participants and its impact on CSUMB’s service learning program (*SL² Focus Group Report, 1999*).

- The SL² Program is a powerful student leadership training program, and is having massively positive impact on its participants, especially around: self-esteem, personal and professional development; listening skills; group processes; and awareness of significance of social justice (*SL² Focus Group*);

Next Steps

- Need to address the lack of assigned time for the Coordinator. This is currently an unworkable administrative burden.
- Need to review the resource-intensive nature of the program in light of the current budget constraints, and develop a strategy to expand the program's reach. In other words, how to balance the power of the intensive student development approach currently being pursued, with the potential benefits of extending the reach of the SL² Program to more SL courses and more key SL "core partners."

G.2.5. Research, Evaluation and Outreach

The SLI has developed a thorough set of evaluation and tracking processes needed to monitor this complex network of service and learning relationship. *MySLP* has been recognized across the system and nationally as a "state of the art" tool in the administration of community –university partnership programs. However, we suffer from a lack of capacity to "research" and "refine" our work. This is not only true for our own internal systems, but for faculty as well.

Findings

A review of data collected over the past ten years as well as the focus group data collected for this study shows that:

- CSUMB faculty do not engage in research and publishing about their service learning work, to the extent that their colleagues at other institutions do (*WRCCC Faculty Survey*);
- The SLI has developed a "state of the art" database system (*MySLP*) to manage and track partnerships, placements, and risk management processes. Still, there are significant glitches that need to be addressed.
- The SLI has developed tools to collect data from each of its constituencies (students, faculty and community partners) on the effectiveness of service learning. However, the SLI has not been able to consistently implement these systems, nor have they been able to regularly assimilate the data into their "continual renewal processes." The lack of resources for an "Evaluation Specialist" has been felt.

Next Steps

- SLI needs to strengthen its internal processes for collecting and assimilating the evaluation data. The Faculty Evaluation needs to be revisited and re-started.
- SLI needs additional IT Staff support to help *MySLP* reach its fullest potential, and become a model for data gathering throughout the CSU system.
- The SLI needs to increase its use of social networking tools and digital media to share its message, and the powerful impact of its programs.

H. EXTERNAL REVIEW

Programs and service areas are encouraged to consider the usefulness of external reviews when they are planning their review. External reviews are of particular value when units identify challenges for which they would benefit from outside consultation or when they wish to see their practices and outcomes in comparative perspective.

APPENDICES

Appendix A: SLI Quick Facts 2009-2010

Appendix B: Pollack and Cordero de Noriega (2006). *Civic Learning Across the Curriculum*.

Appendix C: SL 200S: Hunger and Homelessness Syllabus

Appendix D: SLI Curriculum Development Framework

Appendix E: Risk Management Task Force Memo and Risk Management Forms.

Appendix F: SL 295S Service Learning Leadership Training Syllabus

Appendix G: SL 300S Service Learning Pedagogy and Design Syllabus

Appendix H: SL 394S Service and Social Justice Syllabus

Appendix I: E-mail from Judy Botelho, Director, CSU Center for Community Engagement, January 21, 2011

Appendix J: MacJannet Prize Nomination and Congratulatory email.

Appendix K: List of Core Partners, 2009-2010

Appendix L: SLI On-Going Evaluation Instruments

Appendix M: Summary of Student Qualitative Evaluations, Fall 2005 – Spring 2009.

Appendix N: Community Voices, Executive Summary

Appendix O: WRCCC Faculty Engagement Survey, Executive Summary

Appendix P: 2010 SLI Academic and Administrative Services Review Focus Group Schedule

Appendix Q: Program Review Focus Group Protocol

Appendix R: Academic Programs with Majors & Minors in Community Engagement

Appendix S: SL² Program Alumnae List