

**1999-2000 Year End Report
Service Learning Institute
CSUMB**

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Evaluations by Students 1999-2000

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I. Evaluation of Service Learning Process by Students

531 students from service learning courses in the majors and SL 200 completed the "Evaluation of the Service Learning Process by Student" questionnaires this year (Fall 1999 and Spring 2000). Note: 42 students in Spring LS courses completed an evaluation designed by the Coordinator for Service Learning in the Schools (Scott Clary) to answer specific evaluation questions he had about the LS service learning experience. It was planned that all LS students would complete the specially designed evaluations, but unfortunately, many completed the standard Process Evaluation. The subset of LS student evaluations completed in the Spring are analyzed and reported separately.

Students in service learning courses in the following majors completed the evaluation in Fall and Spring: CHS, CST, ESSP, HCOM, ISSM, GS, LS, MIE, SBSC, SPAN, TAT, VPA.

Demographic Information

Gender

- Not answered 17% (89)
- Women 59% (313)
- Men 24% (126)

Racial Identification

- Not answered 53% (283)
- Asian/Asian American/Pacific Islander 03% (18)
- Black/African American 02% (8)
- Caucasian/European American 23% (121)
- Latino(a)/Mexican/Mexican American 13% (71)
- Native American 01% (3)
- Other than listed above 03% (16)
- Bi- or multi-racial 02% (11)

Year in School

- Not answered 18% (95)
- Freshman 09% (46)
- Sophomore 15% (82)
- Junior 25% (132)
- Senior 33% (173)
- Grad 01% (3)

Age Range

- Mean 24.2 years old
- Range 17-79 years

Course enrolled

- SL200 27% (143)
- Majors 73% (386)

A. Service Placement Experience

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

96%	Helpfulness of agency staff
90%	Adequate orientation and training
96%	Adequate supervision
95%	Meaningful tasks to perform
95%	Recognition of efforts

- 94% of the students indicated that they would recommend the site where they had worked to future service learning students.
- 95% of the students felt that they had been able to make "a meaningful contribution to the community" through their service learning experience.

B. Impact - Learning

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

- 91% of the students indicated that their service activities had enhanced their understanding of course content.
- Only 13% indicated that they would have learned more from the class if more time had been spent in the classroom instead of doing service in the community.

- 64% of the students indicated that they would enroll in another course with a service component beyond the CSUMB requirement.

Students were also asked if they were given ample opportunity to reflect on their service experience in writing or in class discussion. **95% of the students responded Yes.**

104 students enrolled in major-based SL courses had taken SL200. Of these, **80%** said that SL200 had prepared them "**A great deal**" or "**Quite a bit**" for their major-based service learning experience. **22%** said it had prepared them "**A little**" and **2%** said "**Not at all.**"

How service activities enhanced learning of course content:

The students who said that their service activities had enhanced their learning of course content were asked "How?" Their answers analyzed qualitatively. Four major themes appeared in the answers students gave, although not all of the responses were able to be categorized.

1. **Service was an opportunity to apply skills and knowledge learned in the classroom**, providing students with practical experience in a particular field. The largest number of answers were in this category (approximately 2/5) and were most commonly expressed by students in major-based service learning courses, particularly Liberal Studies.
2. **Issues of social justice that were raised in class were "made real"**; students gained first hand knowledge about issues and institutions. Second most frequently cited were explanations in this category (approximately 1/3) and were expressed by students in both courses in the majors and in SL200.
3. **Understanding self in relation to others**: Students learned to interact with others with compassion; to identify their own assumptions and their impact on their service in the community; to be aware that others had different perspectives and experiences than their own. Approximately 15% of the students' answers were in this category and the majority of these responses were from students in SL200 courses.
4. **Learned how organizations and agencies serve the community**; how technology and other resources can meet the needs of the community. Less than 10% of the responses were in this category and were expressed primarily by students in service learning courses in the majors.

C. Impact - Commitment to Service

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

- 64% of students indicated that their attitude toward service had become more positive as a result of the course. (Only 1% said it had become more negative).

- 94% of the students indicated that they felt more comfortable participating in the community after completing this course.
- 56% of the students indicated that they planned to continue serving at the community site where they had served after the course was completed.

D. Most valuable about service learning experience?

Students were also asked, "What was the most valuable thing that came out of your service learning experience?" 416 students' answers were coded thematically. (Approximately 50 students gave more than one response and the remainder were not able to be categorized.) Seven themes characterized the vast majority of the responses. These were:

1. **Interacting with people in the community:** Approximately one-quarter of the responses described interactions with community members, most particularly children, as the most valuable aspect of the service learning experience. Examples:
 - "Working with the kids and learning about them and seeing how enthusiastic they are was the most valuable for me."
 - "Working with screaming, violent, kind, creative, energetic, cunning young individuals."
2. **Career-related experience and skills:** Another quarter of the responses referred to experience or specific skills the student had gained that they could apply to future work. Examples:
 - "Learning how to keep children interested in science and find activities that teach them basic concepts in a fun way."
 - "Writing a business plan."
3. **Service Efficacy:** Included in these responses were students' observations that they felt they had made a difference by their service, that their work was appreciated, that they had a new appreciation for the value of service. Nearly one-quarter (22%) of students' responses were in this category. Examples:
 - "It helped me to understand the importance of service to the communities."
 - "A more positive outlook on community service."
 - "What it feels like to affect someone else--the feeling of knowing that, because of you someone will not be the same."
4. **Relationships formed with the people with whom students worked:** Approximately 8% of the students wrote of forming relationships with individuals in the community. Examples:
 - "A bond with my classmates both at CSUMB and North Monterey County High School."
 - "Friendship that I gained from the students; I became their friend, teacher, and role model."
5. **Personal Engagement with social issues:** Approximately 1 in 7 students (14%) wrote about their experiences witnessing, reflecting on, and discussing issues of social justice, power, and privilege. Examples:

"Looking at my own identity, issues of privilege and marginalization were especially powerful to me."

"Improvement in my understanding of my community, society, and personal life."

6. **Self Knowledge:** Ten percent of the students wrote that their service learning experiences had taught them about themselves. Examples:

"I have decided to become a teacher."

"Learning about the true passion I have to continue to work in this area of higher education."

7. **Learning about the community and community programs:** Somewhat less than ten percent (6%) wrote that they had learned about specific local communities and/or about agencies and programs that address local community issues. Examples:

"Getting involved with the Red Cross and learning about NGO's and transnational advocacy networks."

"Learning about the community outside the campus."

II. Evaluation of Service Learning Process By Liberal Studies Students Spring 2000 Survey

42 students in Spring LS courses completed an evaluation designed by the Coordinator for Service Learning in the Schools (Scott Clary) to answer specific evaluation questions about the LS service learning experience. It was planned that all LS students would complete the specially designed evaluations, but unfortunately, many completed the standard Process Evaluation and were included in the group analyzed above in Section I. The quantitative analyses of the 42 students completing the Liberal Studies Process Evaluations are analyzed and reported below. These students were also asked to give qualitative answers or explanations to their yes/no answers to several questions. Please see individual survey responses to these questions.

Question:	Number of Students	
	Yes	No
<ul style="list-style-type: none"> • Did you experience any barriers to beginning your school service or any difficulties making initial contact with your community partner teacher? Barriers: language (bi-lingual classrooms); phone tag; hard to find time; teacher expectations 	5	37
<ul style="list-style-type: none"> • Would you recommend this classroom site to future service learning students? No: Highland Elementary School (2 students) 	40	2
<ul style="list-style-type: none"> • Did you learn anything particular from this experience that will be useful in your teaching career? 	37	4
<ul style="list-style-type: none"> • Did your school service activities enhance your understanding of course content? 	35	6
<ul style="list-style-type: none"> • Did you have discussions with your supervising teacher about the CSU course curriculum? 	26	15
<ul style="list-style-type: none"> • Would you enroll in another course with a service component beyond the CSUMB requirement? 	26	16

Please indicate the extent to which you agree with the following statements:	Percentage of Students:			
	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
• I was able to make a meaningful contribution to the community through this service learning experience	45%	55%	--	--
• I would have learned more from this class if more time had been spent in class instead of doing service at the school.	--	10%	57%	33%
• I feel more comfortable participating in the community after this class.	38%	55%	5%	2%
• This service learning experience encouraged me to think about social justice issues in ways I had not before.	29%	49%	20%	2%
• This service learning experience has motivated me to listen to perspectives that are different from my own.	38%	52%	10%	--
• This service learning experience challenged the assumptions I held.	20%	80%	--	--
• I feel a stronger sense of commitment to being involved in my community as a result of this course.	27%	66%	7%	--

A final question asked: "To what extent did SL200 prepare you for this service learning experience?" 7 students had taken SL200; 6 indicated that it had prepared them "A great deal" or "Quite a bit" for their current service learning experience.

III. Evaluation of SL200 impact Spring semester, 2000

Three assessments of the impact of the SL 200 course experience on student learning were carried out in Spring semester, 2000. First, students completed a pre-post questionnaire that asked them to make self-assessments of their attitudes toward service, their sense of efficacy as a community participant, how prepared they felt to pursue a career, and how decided they were on their major course of study at each time point. Second, the post-course survey contained questions about students' learning of CP ULR outcomes. Third, one section of students wrote a final reflection paper for which they were asked to describe the competencies they acquired as a result of their SL experience. These essays were analyzed qualitatively. The results of the three assessments are described below.

A. Pre-to-Post course experience attitude changes

Three scales were created from the 16 questions on the pre- and post-surveys. Two were scales from a questionnaire developed by the Service Learning Research and Assessment Center at UC Berkeley (Civic Responsibility and Career Preparedness). Each contain five items. The third scale, Service Leadership/Self-efficacy has been developed at the SLI, CSUMB. It contains 6 items which reflect students' belief in their abilities to have a positive impact on the community and their knowledge of the community in which they live (see Appendix C). Internal consistency reliability was assessed using Cronbach's alpha. Alpha values on the post-assessment for each of the scales was: Civic Responsibility .82; Career Preparedness .64; and Service Self-efficacy .75.

56 students completed both the pre-service and post-service questionnaires. Of these, 31% were Freshmen, 48% were Sophomores, 15% were Juniors, 2% were Seniors, and 2% were Grads. Pre-to-post- paired comparisons (t-tests) showed a significant positive change in students self-assessments on the measure of **Service Self-efficacy** ($t=6.64, p<.001$). This change was equal to one standard deviation in the variance on students' scores as a whole. There were no statistically significant changes in students' self-assessments on the measures of Career Preparedness or Civic Responsibility. On the latter scale, it should be noted that students' scores at the beginning of the semester were, on average, very high; the average score for each item was in the range of 4.7-5.2 out of 6. This "ceiling effect" is likely to have contributed to the lack of change in students' scores from the beginning to the end of the semester.

The extent to which students had decided on a major demonstrated a significant positive change from the beginning to the end of semester. At the beginning of the semester student responses, on average, were in the "Agree Somewhat" range in response to the item, "I have decided on a major." At the end of the semester, the average response to this item was in the "Strongly agree" range. The paired comparison showed a significant positive change in these ratings ($t=6.8, p<.001$). Again, the change was equal to one standard deviation in the variance on students' scores as a whole.

B. Post-self-assessment: Impact on Learning

Nine items on the post-assessment asked students to rate the extent to which the course had helped them address or achieve learning outcomes reflecting the Community Participation ULR. All items were rated by the students on a six-point scale from 1-2 "Not much"; 3-4 "Somewhat"; to 5-6 "A great deal."

Analysis was made of the responses of 67 students who completed the post-assessment. The majority of students rated their learning of the nine CP-ULR items as a 5 or a 6 (a great deal). The proportion of students who said the course had helped them "a great deal" to learn each of the outcomes ranged from 57.6% for "gain confidence in stating your views" to 80.6% for "be more self-reflective." In response to seven of the nine items, 4-5 respondents rated their learning in each of the areas in the 1-2 (not much) range. For two items, "open to hearing perspectives that differ" and "reflect on [identities]" 7-8 students responded in the "not much" range. The average ratings and the proportion of students responding in the highest and lowest rating categories for each item are presented below.

To what extent has this course helped you to:	Average rating for item	% students rating item as 5 or 6	% students rating item as 1 or 2
Question the assumptions you bring with you?	4.9	69.7%	6.1%
Be more self-reflective?	5.1	80.6%	6.0%
Gain confidence in stating your views?	4.6	57.6%	7.6%
Be more open to hearing perspectives that differ from your own?	5.1	76.1%	10.4%
Recognize stereotypes more often?	5.1	76.1%	4.5%
Identify ways you can play a part in interrupting structure inequalities in society?	4.9	73.1%	4.5%
Be more aware of the ways inequality affects your daily life?	4.9	68.7%	6.0%
Reflect on how your own ability, age, gender, race, class, primary language, religion, and sexual identity affect how you interact in communities?	5.1	75.1%	11.9%
To what extent has this course influenced your daily actions?	4.7	67.1%	9.0%

C. Student Reflection Papers: CP ULR Competencies

At the end of the Spring semester 2000, students in K. Rice's SL 200 were asked to write a final reflection paper in which they discussed whether they had achieved the competencies of the Community Participation ULR and how their experiences in the class had contributed to their learning of these competencies.

Sixteen students' papers were examined by their SL200 instructor (K.Rice) and the SLI program evaluator (J.Brown). We identified in their papers common themes students used to describe what they had learned and the experiences that contributed to what was learned. The themes we identified were presented by students to correspond with each of the four learning outcomes.

The themes students described were very often interrelated. We believe this reflects the interrelatedness of the learning outcomes and of the experiences students had as they achieved these outcomes. Several of these stand out. Competency as a self-reflective community participant and as a culturally aware community participant both involved examining one's identity in relation to participation within communities and within larger systems of inequity. Themes describing developing an awareness of having privileged and/or marginalized identities in this society were present in students' discussions of both competencies. They were combined and are presented as a group under the heading of Culturally aware participant competencies. Compassion, while not explicitly described in the competency statements, appears in students' descriptions of both Self-reflective and Responsive community participation.

First presented is a general description of findings from student's reflection papers. Following this are presented quotations from the students' papers. Both sections are organized and presented to illustrate each of the four Community Participation ULR's.

Self Reflective Community Participant

Students' papers emphasized developing an awareness for the assumptions they held that had an impact on their participation in community. Their assumptions principally were about people and communities who are "targeted" or "marginalized" by the dominant culture and social institutions. Students wrote about recognizing the origins of their assumptions as well as their content and the impact their assumptions had on their interactions in the community. In addition, students wrote about the processes involved in learning to be self-reflective, including the course activities that prompted self-reflection, their own emotional reactions to what they were learning, and new ways of thinking they learned as they became more self-reflective. Seven themes were categorized in students' papers.

Culturally Aware Community Participant

Students' learning about cultural awareness centered on understanding cultural "identities" (including abilities, age, class, gender, primary language, race, sexual identity, religion), how these identities were privileged or marginalized in this society, and what impact this had on their own and others' experiences. Students learned to recognize the ways in which they received privilege in this society, their contribution to perpetuating "the ism's" and how to be an ally to people from targeted groups. Students also wrote about the experience of being

targeted identities, and learning to resist oppression. The focus of students' learning was personal; they learned how they fit into a larger system of social inequity and power. Seven themes also characterized students' discussions of this ULR.

The responsive community participant

Students described how they had learned to listen to others' stories empathically, both in their community service work and as they did course readings. They linked empathic listening to compassion and to learning not to blame; several noted that they had learned to have compassion for themselves as well as others. Students also wrote specifically of having to overcome barriers to being responsive. Often barriers were created by assumptions they held and students were helped to rethink these as part of self-reflective activities and processes. Several students described instances in which community members gave them feedback that brought their assumptions directly to mind and gave them an opportunity to respond in a different way. Five themes described students' reflections on being a Responsive Community Participant.

Engage in reciprocal service and learning

Students' responses emphasized what they had learned from the community and highlight the relationships they developed with people at their sites.

The following are verbatim examples from students' final reflection papers, organized by theme and learning outcome:

A. The self-reflective community participant will be able to:

Recognize her/his own beliefs and assumptions and their impact on her/his interactions in community settings;

Critically and sensitively question, examine and analyze her/his own experiences and identities in relation to her/his participation within communities and larger systems of inequity.

1. During the course, students began to recognize the origins of their beliefs, to think about and question the assumptions they had always held, and to question the beliefs of those around them (family and friends).

After much reflection I have come to the conclusion that my life is a product of my culture and the society in which I was brought up. Now that I know this, I need to decide for myself what aspects of "society's expectations" I will keep for myself.

I have begun to wrestle with a lot of issues that I have within my family, my friends, and myself.

I have not been able to stop making assumptions, but now I recognize myself making them.

I have had to confront the ways in which my parents contributed to some of the learned unhealthy behavior I possessed. I have had to confront my acts of internalized oppression, homophobia, racism, and blaming. Although the process of confronting and reflecting upon

these issues was very difficult and painful, I truly feel that I have gained strength, awareness, and knowledge.

Everyone makes assumptions based on what we have been taught in school as well as what we see on television.

2. Students identified assumptions they had held about social issues or groups of people

As I read the story I kept trying to find out what X was (Baby X) and I caught myself acting just like the other kids' parents were acting.

If I read something about a welfare mother, I assumed that they are in their situation because of the wrong choices they have made...never before did I stop to think that maybe the society we live in has contributed to their current situation...before this class I would have not thought about it twice, I would have agreed for them to take the child away.

3. Students wrote of recognizing assumptions they held about the people they worked with and the community in which they served

Boy was I shocked I did not go by my own perception of the city. I went with what I had heard of the place...what other people said about Salinas.

I am very fortunate I was able to filter through the stereotypes and negative comments about the Alisal community. I found all of these things to be completely false.

I used to think kids that age were not very complicated and didn't have problems.

When she told me that she didn't have any books at home but she could ask her dad to buy her some, I felt completely awful. I had no idea what this girl's life was like and I assumed she had this ample library at home.

One of my students had to finish their work at home and I said, "Well, you could use the calculator that you have at home." He then said, "I don't have one and my mom can't afford one." I felt so heartbroken and stupid because I assumed that he had one.

4. Examination of experiences and identities in relation to participation in community included recognition of the impact of what they said had on others:

This class has helped me to see how I affect others in what I say, do, and who I am in a community.

I learned from this class to be more careful of the things that I say, because I don't know how others will react.

5. Several wrote of new ways of thinking that resulted from self-reflection:

Being self-reflecting means to rethink about any issue before jumping into any conclusions that lead me into falling into the action of making assumptions, and blaming others because of their behaviors and beliefs.

I must analyze my thoughts, ideas, and experiences that I have while interacting with the community.

I need to let go of my carved-in-stone definition of right and wrong. I have been using what I think of as right as a weapon to blame and judge.

6. What has helped students to be more self-reflective? (Activities, processes)

My **self-assessments** are a good way for reflecting back on what I have learned and how I have grown as a person.

The **racial and gender caucuses** were opportunities to feel empowered because I was able to be among individuals who could sympathize with me. We were among like individuals and were able to share experiences and give each other advice.

I have been more able to share things about myself and look at my own actions. I have been better able to examine sides and take a stance on issues. I think that my **experiences in the community** have helped me a lot to become less indecisive.

In the **journals** throughout the semester I have especially noticed that I have been very judgmental toward the readings. I commented on writing styles and tone of voice throughout the whole semester. I need to work at appreciating those points of view.

On the **Compassion and Blame worksheet** that we did in class at the beginning of the semester, most of my assumptions were blaming. Now that I go back and look at it, my impressions have changed drastically.

I know that I have changed since I started going to **my site**...I have gotten to know a few of the ladies there and they have shared their stories and **they have also asked me questions** that have made me question myself and my answers.

At the beginning of the semester when we were asked to assess ourselves in the four types of community participation I gave myself fairly high points on all four aspects. When we had to do the same **assessment** again in the middle of the semester, I gave myself less points than I had for the first assessment...I realized that I was not as aware of community needs as I thought I was.

After I re-read my **journal** entries, I realized that I have learned more than I thought I have. I also realized that I have become aware of many assumptions I had before this class started. I have looked at myself in new and different ways

7. Emotional response--a signal that there is something to pay attention to, to be self-reflective about:

What can I call a class that has challenged me in areas of my identity that I had never thought twice about? A class where at one point I wanted to drop because the guilt and frustration I was feeling was so intense, but at the same time would never consider dropping

because the compassion and intimacy of my instructor and classmates was unlike anything I had ever experienced before.

The Pema Chodron article was really touching and informative...I related with the slogan, "When it hurts so bad it's because you're holding on so tight." That slogan, just those few words, gave me spiritual guidance. I was given the strength to deal with a lot of personal issues going on in my life.

All aspects of the course, from class discussions, lectures, activities, readings, journals, and our sites have really been areas that we can learn from our reactions to see how the learning has affected us.

B. The culturally aware student will be able to:

Examine ways in which her/his cultural identities (e.g., ability, age, gender, race, class, primary language, religion, and sexual identity) influence the way s/he perceives and participates in communities;

Analyze power relations within and between communities and their larger societal contexts and determine how to relate to those structures in ways the community defines as effective

1. Students described developing an awareness of how privilege affected their own lives

The article "White Privilege and Male Privilege" was really hard for me to read the first time through. When I got to the list of White Privileges, I automatically wanted to put on my hard belly and throw up my hands and say, "Hold on, that's not me, that list doesn't apply to me," and I did do that. After the class, I reread the list and really tried to read it. I did have these privileges, whether I wanted them or not. I realized that I used a lot of them all the time and I didn't even realize it.

Before this class, I was never aware of my identity in society and how it applies to the privileges I receive and do not receive. I always believed that I am here today because of what I have achieved in school and working, I never thought about my race and/or gender playing any role in how I got here. After playing the Star Power game in class, I realized how important my identity is and how difficult it is to overcome the barriers it creates in moving up in the class/economic levels and into the more privileged groups.

Working with the students of the ESL program was very intimidating and caused me a great deal of apprehensiveness...My Spanish skills are not, as I quickly found out, up to par with those of an ESL teacher...I wasn't comfortable in a place where my language wasn't the language being spoken and as a result of that unpleasant feeling, I missed three weeks of service at my site. It wasn't until I took a step back and looked at the whole picture with the help of my instructor that I realized that by my choice to miss those two weeks, I was doing nothing more than exercising my white privilege. As Peggy McIntosh described it in "Race and Racism," one way to exercise my white privilege is to "...arrange to be in the company of people of my race most of the time." There it was in black and white. I was caught by myself, perpetuating my unearned privileges.

At my site and in any type of participation in the community I try to be aware of my identity and the identities of the people around me. I realize that because I am given privileges in our society, people may treat me differently than they would others. I need to be aware of my actions especially when I am around people with identities that are targets of discrimination and prejudices. It is important to be conscious, not cautious, of the people who are around me.

2. Students wrote of recognizing both their privileged and marginalized identities

The Star Power activity put me in a position of power and that was an awkward place for me. Having never been aware of the privileges, I never thought I had power. It forced me to look deeper and find any other privileges I may have that I was not aware of such as heterosexual privilege and ablism. I was not aware of the power that I had in those areas of my being, and that activity made me see that.

Growing up Chicana, I had always been aware of the way in which I had been oppressed, but never stopped to think about the importance of the privileges I possessed that others did not. It was not until I completed the identity chart in class when I realized the privileges I possessed being a heterosexual, able-bodied, bilingual, USA citizen, and college student.

I feel like I had a blindfold on before. A blindfold that prevented me from seeing all the discrimination and conspiracy out there. I woke up from a dream world. A dream world in which every one was equal.

3. Students expressed an increased awareness of racism and sexism as members of targeted groups; seeing the "ism's" in 'my own life'

The gender caucus made me slightly upset because to me, none of the males there seemed like they cared or were even aware of their actions that we, the females, were affected by their comments and/or actions. I know that none of them meant for this to happen, but it still hurts and it is still degrading.

Out of all the very insightful reading that we had, I found Tired of Playing Monopoly, by Donna Langston to be the most enjoyable and informative...I already knew about classism, I lived it, but to have it explained and broken down was very profitable.

I had some internal conflicts about traditional expectations for Mexican women, I did not know if I would be brave enough to defy them. I know now that I can be happy without hurting others, and that I don't have to follow the rules all the time.

4. Students expressed an increased awareness of racism and sexism as members of privileged groups; recognizing that "I do not know how it feels to be targeted."

Before SL200 I was never asked to relate to other cultures. I had my culture and I felt that was enough. The majority of my friends were white and I had a few that were African American and Hispanic, I considered myself culturally aware. Boy, was I wrong. I never actually thought about how we were different. I considered everyone the same, that is, I thought they were all like me...The racial caucus I was a part of touched me and made me realize how others had been hurt and how they felt.

I feel that this subject is one that my eyes were opened to the most throughout this semester. I have always felt that I could sympathize with those that were being oppressed and that I in no way was contributing to that oppression. Through readings such as the Working to End Oppression hand out, Healing from Racism, White Privilege and Male Privilege, and Battling Toxic Racism, I have learned that I know very little about the experiences of people of color and the injustices they have suffered in the U.S.

5. Students expressed an increased awareness of their own racism, homophobia

The race caucus was very emotional because I did not realize that I perpetuated racism. I realized that a few of the examples of racism we were given, I in fact do.

After the race caucus I was very disturbed, and began to think very deeply. When I realized that the most important thing to do is not to feel guilty yet make changes in the way I carry on in everyday life...I am now aware that something that seems as harmless as a comment or even a joke is contributing and even promoting racist thinking.

Even after coming to an agreement with racism, sexism, and even cultural boundaries, I had a constant internal struggle with the topic of sexuality. I had placed an unfair bias on my opinion due to circumstances and comments of other people. After a long period of search for compassion as well as a very insightful conversation with a certain person, I was able to come to terms with my own discomfort and...[have come to] the understanding that we often become a product of our surroundings and I was being influenced by a homophobic society.

6. Students examined power relations in societal context

During our class sessions a few of the activities that we did stood out for me. The first one that stood out for me was the Star Power game...Playing this game made me think about how the system is run. The working class compared to the upper class and who makes the decisions.

The journal article "Tired of Playing Monopoly" gave me a better understanding [of class] when Langston said that class is how you look, dress, talk, and the school you attend and the education you attain.

I loved reading "A Fabulous Child's Story"...These issues are emphasized in the books that we read [in schools]. Almost every book we read about families has a mother who stays home taking care of the children and a father who works...The books students do read are mostly about keeping these gender identities and the roles that are associated with them.

The presentation Kira Corser gave really...helped me see that injustice and discrimination in this world that I refused to see.

Being a participant of this caucus was great because for me, it connected many things from the class together. The gender caucuses made it clear to me that men have more power than women.

7. Students described actions that they have taken as an "ally" or "resister" to oppression.

"Baby X" was a creative approach to educating on sexism and the negative force it implies... We are being molded by sexist society that socializes many of us at a very young age... I am now able to break the mold and use my "new" train of thinking and challenge the stereotypes. In Alisal I am able to educate males as well as females that certain stereotypes can, and should be broken to reach your potential.

By speaking out whenever a sexist or racist comment is said in front of me whether in my community or with my family, it will help to stop perpetuating this kind of oppression.

He [another volunteer] said stuff to me about how the child's mom didn't care about her child's education enough to even come to a parent-teacher-meeting. I sat there and listened to him for awhile and then I finally had to say something. I asked him if he thought about how hard the mother is working to support the big family that this child comes from.

I have felt more attached to my communities. I have been able to understand and relate to others in a different way. I have become a stronger young Mexican woman. I have been able to take control of what is going on around me. I try to speak up for myself more than before.

C. The responsive community participant will be able to:

Listen empathically to community identified interests, needs and strengths;

Engage in work in the community defined as valuable by the community;

Hold oneself accountable for one's actions by reflecting upon, learning from and incorporating feedback to respond more effectively in subsequent situations.

1. Listening empathically:

Even when people are truly expressing blame and how unable they are to forgive they are usually saying these things for a reason... They have had experiences in their lives that are so different from mine... I assumed equal problems and equal numbers of problems by mistake. That's not true. When "those people" speak of their problems they are not dwelling on them. They are speaking of their life and their experiences. Those problems are a major part of their lives compared to mine. In reality those are the people that I should be most willing to be compassionate to.

I have learned what it is to listen to a person and try to hear them from where they're coming from without judging them.

I want to be an elementary teacher when I graduate and I have learned that to be a beneficial teacher, I must listen to the specific needs of each child and cater to those needs. I might be the adult in the situation, but I don't always know what is best for the child.

I had an amazing experience at my site that demonstrated the importance of empathic listening. I call her Lucha, Spanish for "struggle." The conversation began with a simple question. I asked her, "How long have you been living in Salinas?" Lucha then proceeded to tell

me her amazing life story...In my mind, I was beginning to think, "I have to help this woman, what kind of advice can I give her?" However, I caught myself and realized that the best thing to do was to simply listen empathetically. I gave her a ride home, and I thanked her for sharing her story, she then turned to me with a smile and said, "Thank you for listening." I realized that I had made the right decision just to listen.

2. Own self-reflection has led to compassion for others:

Throughout the semester I have critically thought about myself, my identity, my experiences, and my perceptions of other people. By becoming a self-reflective individual I have learned to have compassion for others. I have allowed myself to feel what I feel and I don't push it away.

I have learned to have compassion toward myself and others' actions, feelings, ways of thinking, manners of being, beliefs, etc. Every individual is unique and with a different personality, way of thinking, manner of feelings, etc.

I learned to let myself be vulnerable. By saying vulnerable, I mean that I have shifted my mindset off of blaming others and on to having compassion for myself and others. By doing that I can listen to community feedback with an open mind.

Learning how to have compassion for others regardless of the differences we have is something I have been able to work towards. I have realized that by listening to others compassionately with a "soft belly" and an open mind leads to respect and understanding.

3. Overcoming barriers to responsiveness (learning to recognize and put aside assumptions, stop blaming)

I always found it unacceptable when a parent would not attend meetings at school or be very active in their child's education. But during one discussion in class I realized that maybe some parents have to work two or more jobs to support their family and in turn do not have the time to meet with their child's teacher.

I try to stop blaming others and accept things and others for what they are.

One of the assumptions that I have had is the belief that I am being lied to. Whenever people say things like, "Can I have more for my friend," I have to admit that I am suspicious, but it doesn't matter because I usually give them whatever they are asking for.

Remen's "Helping, Fixing, or Serving?" opened my eyes to what the differences in power and roles were in the different mind sets of helping, fixing, and serving. One recent night while at my service site, I caught myself in one of these negative mind sets. I noticed one of the homeless men taking entirely too much food...After I said something (to someone else), I knew I made a mistake. I should have talked to the man directly. I could have asked him to try to limit it to two items for next time or something like that...It's difficult when limitations have to be put on items. That night I found myself more interested in procedure than in the people we were there to try to serve.

The orange activity made me realize that I shouldn't judge because then I will not hear the voices of others; I will not have an open heart and mind. Listening more and speaking less is sometimes more helpful for everyone.

If someone had asked me a year ago what I thought of a mother that used drugs while she was pregnant, my first thoughts would be that she is a terrible mother and that she must not love her baby and that she shouldn't be allowed to keep her child. If I were asked that question now, my thoughts would be, "I wonder why she did use drugs? What could have possibly made it that bad that she felt she needed to use drugs, even though she knew she was hurting her baby."

Many children show disruptive behavior in school, and many people assume it is due to their upbringing, and is their parents' fault. But it was no one's fault why Robert (in *Black and Blue* by Anna Quindlen) acted the way he did, he was reacting to his stress and confusion in the only way he knew how.

4. Recognizing own motivation to help or fix rather than serve

I put myself into positions of service because I wanted to feel like I was making a difference, I like the feeling of being appreciated and doing something that was perceived as generous. No that I realize that my feeling of guilt (reading "Helping, Fixing, or Serving" article) came from my subconscious telling me that I had to begin to look inside of myself and ask why I felt that I was "helping, and fixing" to begin with.

5. Incorporating feedback:

I have always assumed that because I was a University student, my younger cousins would listen to my lectures and follow my advice. I assumed that I knew best, and they needed my "help." After awhile, I noticed that my cousins would practically run away from me whenever I attempted to approach them at family functions....It was not until I read Remen's "Helping, Fixing or Serving?" that I realized...I was wrong by assuming that I was "helping" my cousins by lecturing them. I realized that if I wanted to effectively serve my cousins, I had to be responsive and listen to their needs, rather than act on my assumptions.

I have learned that what I think is best for the community isn't always what the community thinks is best for them...This became clear to me one day when I was reading with one of the children at my site. I was reading a story to a little boy and he said to me, "I like that you're reading to me, but can I try to read it to you?"...I didn't happen to think that maybe he enjoyed reading to me every day and that that is what he felt was best for him in order to strengthen his reading skills.

It has taught me that we must go into our communities with an open-mind ready to ask what is needed of us from the people who will use the services.

I assumed he was one of those children that did not care about school so I decided that I was not going to waste my time on him. I could be helping someone who really needed the help. I went to talk to the teacher and told her that he did not want to read. She explained to me his situation...For him to come to a place where he had to learn how to read in Spanish was hard. I knew how he felt because I could relate in a way. I am not very good in reading Spanish. I

decided to have a talk with him and explain my situation to him. I wanted him to see that I understood him. Since that day he started to put a lot of effort in his reading.

One time I asked one little girl that I was working with if she was going to go Trick-or-Treating and she said no, that her family didn't celebrate Halloween, so I asked her what she did celebrate and she told me that she is Jewish and her parents didn't like her dressing up for Halloween. So now we talk about Jewish holidays.

D. The student engaged in a reciprocal service and learning relationship will be able to:

Communicate and demonstrate her/his power to contribute to community and the power of the community to contribute to her/his academic, personal and professional learning and development.

1. What students received from the community:

Respect and love: As relationships with the students began to flourish, so did my happiness and positive outgoing attitude...many people noticed my excitement when departing to or arriving from Alisal High.

Mentors: Mr. Chavez's loyalty and dedication to the success of his students was crucial to my success as a service learner.

Active Understanding of Compassion: This opened my eyes to not confuse the meaning of pity and compassion. It is when I as a human being learn to provide support to others and receive it from them as well that I will understand what compassion is.

About myself: The community has given me so much. I have learned a lot about myself, who I am, and the person I want to become.

Joy of living: I learned that I receive much more than I give in service work. I have nothing of equal value to offer these three children who have taught me to let go of stressful work and have fun.

She taught me to think like a child, to see the world with innocence.

Appreciation of others: The Alisal community is responsible for making a huge impact on me in many areas. The students at Alisal have shown me that no matter who we are or where we are from we all have something special to offer our community and more importantly, the world. As a person, I have really grown throughout the semester.

I had the opportunity to meet incredible individuals that taught more than I can ever repay them for.

Relationships: I never thought I would learn so much about maintaining a relationship from my service learning. This woman, and many others who would drop in to chat, had so much to share, and I feel honored that they would trust me with so much.

Service learning gave me close relationships with the tutees. They were not only recipients of my service, but my friends.

Feeling I made a difference: Not only did I give my time to these children, but they gave me so much more. They gave me the feeling that they appreciate me going for four hours a week just to play with and spend time with them. They have taught me that what I do actually made a difference and that I can improve a child's day by spending a few hours with them.

Returning to my community: Going back to Alisal I feel that it gave me, first of all a chance to go back and to do my service to a community that at one point gave a service to me...I got the

gratitude of knowing that I'm at least making some sort of difference in my community. It really gave me the sense that I was back at home.

Activities -Their relation to Learning Outcomes

The following course activities were cited by students in their descriptions of what they had learned.

1. The student will demonstrate competency as a self-reflective community participant.

CPULR Self Assessments

Race and Gender Caucuses

Community Experiences

Journal (rereading journal)

Compassion and Blame worksheet

Reading: Pema Chodron, "A Fabulous Child's Story", Rachel Naomi Remen, "Helping, Fixing, or Serving"

2. The student will demonstrate competency as a culturally aware community participant.

Identity Chart

Star Power

Race and Gender Caucuses

The journal article "Tired of playing Monopoly" by Langston

Working to End Oppression hand out,

Healing from Racism

White Privilege and Male Privilege

Battling Toxic Racism

The Nature of Oppression, the Bird Cage

A Fabulous Child's Story

Community Experiences

3. The student will demonstrate competency as a responsive community participant.

Remen's "Helping, Fixing or Serving?"

Black and Blue by Anna Quindlen

Community Experiences

4. The student will demonstrate competency in engaging in reciprocal service and learning.

Remen's "Helping, Fixing or Serving?"

Pema Chodron

Community Experiences

IV. USA/SoSLA Focus Group Spring, 2000

Twelve students who had attended SOSLA '99 and had worked as University Service Advocates (USA's) in the academic year 1999-2000 participated in a focus group held March 29, 2000. The focus group was facilitated by Jane Brown. Stew Jenkins observed and took notes. The purpose of the focus group was to obtain feedback on the Summer of Service Leadership Academy (SOSLA) and to learn what impact their SOSLA and their USA experiences had had for these students.

The focus group was structured around the following topics:

- Motivation for attending SOSLA and becoming a USA
- The impact of SOSLA
 - on participants' personal growth and their development as leaders
 - on their understanding of service learning
 - on their educational goals and success as students
 - on their ability to work in a multicultural setting
 - on their ability to facilitate teaching and learning in service learning
- General feedback on SOSLA and USA activities

Motivation for attending SOSLA and becoming a USA:

Three interrelated themes described the students' motivations to attend SOSLA and become service advocates: (1) the people students worked or studied with during their introductory service learning course (SL200); (2) the issues that their service learning experience addressed; (3) their experience doing service in the community.

Key people who had inspired or motivated students to become USA's were faculty (SL200 instructors); community partners (service supervisors); and other student USA's. Interacting with USA's in their classes and in the community, observing them facilitate service learning experiences and community programs was key to motivating several students to do this work themselves. Additionally, several had friends who were USA's and had encouraged them to participate in SOSLA.

SL200 provided a forum to think about and address issues underlying community involvement and social action. Both in class and in service work in the community, issues addressed "put into perspective" concerns students had. Students said that SL200 had given them the opportunity to reflect on issues they had wanted to study and to address through social action.

The group had varying amounts of community experience prior to participating in service learning. For some, service learning was a way to become involved in and learn about a new community, for others it broadened their perspectives on community work. For most,

SOSLA/USA program was a way to deepen their involvement in the community. One student noted, "Social action, direct action, that's pretty much all I am interested in... So any job that I actually get paid to do what is really important to me, I am really happy about."

Leadership development

Most of the students noted that their conceptualization of what it meant to be a leader changed a great deal as a result of SOSLA. They said that leadership was practiced collaboratively in SOSLA, which was new to most of their experiences. They learned how to identify and draw on each other's unique strengths and different leadership styles, in an inclusive leadership effort. Several said that this alternative approach to leadership had an impact on their motivation to take leadership roles. For example, one said, "Before SOSLA, my idea of being a leader was to lead by yourself; I thought that it was really exclusive. And I didn't really like that idea. SOSLA brought out the idea that you can have collaborative leadership that you can work together. And that was something that I felt comfortable with." In SOSLA, students learned to identify their own and other's strengths and through the training and their service projects they were able to put into practice this alternative, collaborative model of leadership.

Understanding of Service Learning

Most of the students had been introduced to service learning through SL200 and their understanding of service learning was not changed, but enhanced through SOSLA. SL200 had introduced them to the concept of identity and had engaged them in reflection and discussion of social issues. SL200 had provided them with a language to think about and discuss these issues. SOSLA built on this in several ways. First, students were able to engage in discussion of these issues at much greater depth and with other students were dedicated to exploring them in the context of service. Second, during SOSLA, students had the opportunity to put what they had learned into practice and to add to what they had learned through experience. One student gave a specific example of putting into practice empathic listening during a SOSLA service project. She and another SOSLA participant had the opportunity to model for the youth participants in the group learning to hear and understand someone's point-of-view that differed from their own, and from "the norm."

Students also felt that SOSLA enhanced their abilities to practice service learning. One explained, "It made me feel really empowered about service learning... I feel like it's here, it's in me, it's a part of me that had never been tapped before and now I am in an environment where it is tapped daily."

Impact on academic and career goals

SOSLA and students' work as USA's helped them to identify career and academic goals they wanted to pursue. For several, this experience had played a major role in the majors they chose. Students had changed majors as a result of their service learning experiences, and had new thoughts about the kind of career they wanted to pursue. Several said that they now saw themselves pursuing careers with a service or social action focus. While most spoke of gaining clarity or confirmation about their future plans, one student commented, "It opened up my

options. I had myself narrowed down to 'this is where I am going'. And now, (laughing) I am a little more confused! I am no longer keeping myself on this narrow track."

The students also spoke of concrete, instrumental opportunities that had come their way through their work in service learning; opportunities to meet people in the professions and in the community where they planned to work as well as opportunities to participate in national service learning programs, such as AmeriCorps. Their experiences in the USA program also gave them role models among the graduate USA's, former students who were pursuing careers involved in social change.

Impact on success as student

SOSLA and the USA program promoted students' success because they developed leadership and communication skills as a result of their participation in the program. Several felt that they had greater confidence to speak up in classes, to speak out about "the ism's" and to raise objections to things they found offensive in the classroom. Critical to the increased confidence they felt was the sense of having a support system, people with whom to share their observations and experiences.

For two students, SOSLA also contributed to their work as RA's. One noted SOSLA gave her tools to facilitate discussion about racism and homophobia with the residents in her dorm. She observed that her relationship with the residents had changed. She had learned how to examine her own thoughts and beliefs and how to put them forth in an open conversation with other students. Another student said that she had developed a greater sensitivity to the people around her as a result of SOSLA.

One student also said that she finds she pays more attention in class, absorbs more, thinks about issues more, and feels she is able to reflect on and write (in journals) at greater depth as a result of her SOSLA experience.

Impact on students' ability to work in a multicultural setting

The students felt that as a result of their SOSLA training they had developed in increased awareness and understanding of their own social identities and how these affected their thinking and interactions with others. They felt they were learning to appreciate others' differing experiences and to think about how their thoughts and actions had an impact on others. For example, one said that it had brought to the forefront of his thinking the unconscious ways he had always interacted with women. He spoke of learning new ways of interacting and of having the opportunity to engage in a dialogue with women who were his colleagues about their experiences and about his patterns of interacting with women.

The students explained that it was the way in which they interacted in communities that had grown as a result of their SOSLA experience. In addition to working with communities and people they had not done before, they felt challenged to develop a common ground with others from which to understand their differing experiences.

One Latina student spoke of the challenges she had experienced as a USA in a class of white students who were doing service with Latino high school students. Her challenge was to try to reach a common ground; to understand the college students' experience while giving voice to her own experience and advocating for the high school students from her community. She said that before SOSLA, she often would "just shut it off and not deal with it [the issues of oppression she saw raised by the class]." Her experience in SOSLA gave her the strength to talk about the issues with the students in her class, something she found very challenging.

Another student spoke of changing the norms for how to facilitate multicultural dialogue. She said that in other settings, providing translators, for example, was viewed as something positive, but added to a program. In service learning activities, the view that translation was an "add-on" was challenged. Creating the means to have dialogue in more than one language was expected, not additional.

Facilitating teaching and learning in service learning

Students felt that SOSLA had provided them a good deal of practical experience in facilitating teaching and learning in service learning. They spoke of "each-one-teach-one" activities that drew on each one's unique ability and creativity as well as giving them practice in facilitating service learning. Learning to rely on each other as well as former USA's, to see all as resources was a key part of this learning. In addition, students felt that their skills were validated in their SOSLA experience, and came to believe that they, as students, could play a teacher/facilitator role in the classroom as well. One said, "We heard everyday that we have a lot to bring to the classroom, and that we, as students, have skills and abilities that are needed in the classroom...It isn't all about 'professors' and 'students,' but that students can serve as teachers."

SOSLA as preparation for USA role

In response to the question, "What part of SOSLA prepared you most for your work as USA's?", students cited several activities. These were: (1) the community scans and site visits; (2) the opportunities to get together and talk with other USA's; and (3) the opportunity to meet with the professor with whom they would be working, in addition to the teaching and learning experiences already noted.

General feedback on SOSLA and USA activities

Journaling

There were mixed reactions to the amount of journaling that was asked of the students during SOSLA. While one student felt very strongly that journaling became "like homework" others were glad to record their responses and to be able to revisit them later. (It was mentioned as one of the activities "to be sure to keep the same" by one student). All agreed that journaling that was done immediately after an experience, during the SOSLA day, was beneficial and that discussions following journaling worked well and were very helpful. Students also agreed that there was a great deal of information and emotional experience to process, and for some, journaling was a good vehicle to do this. (It should be noted that despite the one student's negative remarks, throughout the focus group discussion other students commented that the

opportunities they had to reflect on their experiences, both in writing and in discussion, were essential.)

Team-building, on-going team experiences

Students all seemed to agree that the team building experiences, including the "outward bound" exercises were great. Several suggested repeating these or holding other retreat gatherings during the academic year. There was a desire to reconnect with each other when they were working as USA's during the next academic year--at the deeper level they had experienced in SOSLA. And they noted that this was difficult when meeting only every other week for an hour packed with work-related business.

Action-project

In response to the question, "What would you keep the same?" students mentioned that doing the action project was important, because they were able to put into practice the skills they were learning, and could experience the successful outcome of their efforts.

Time in the community

One student suggested that spending more time in the community during SOSLA would be beneficial, particularly if these experiences were followed by reflection and discussion in the group.

Size and group dynamics

One student noted that the small size of the SOSLA group was an important aspect of the close relationships that developed among the group. She was concerned that as the university grew, if the size of the SOSLA program grew proportionately, it would be difficult to foster the "sense of family" they had experienced and found so important to their work and personal growth. There was general agreement on this.

Michelle Slade

The group as a whole felt that Michelle had done an outstanding job in her role as USA coordinator and mentor. One commented, "She has been a constant positive in my life" to which all assented.

**Graduating USA Interview
Spring, 2000**

Only one graduating USA, Ernesto Sanchez, was available to be interviewed in Spring, 2000. His responses to interview questions are paraphrased below.

1. What aspects of your work as USA has had the greatest impact on

-Your personal growth:

Being part of community organizations, doing work in the community. I was never showed how to do that growing up. Growing up, things were tough and I was so involved with my own stuff that it wasn't a concern. The importance of involving yourself in the community, being involved with other people and causes in the community--to learn about yourself and where you are coming from. It's a healing thing, to stop repeating the cycles of unhealthiness, mental, emotional, spiritual.

-Development as a leader:

- Self esteem: opportunities to share thoughts, express concerns, understand what vulnerability is, to be vulnerable, to cry, to take risks. Because I took the risks, I feel more confident about the work that I am doing.
- I have learned that the way we grow is through a group process. I will take with me the belief that we can't do this work alone. I will take with me the ability to step outside my comfort zone, to work in the community.

-Understanding of community issues:

The work here is about the root causes of community issues--about racism, classism, sexism, ageism. It was valuable to me to see the source of community issues, somewhere to target my energy. I learned that there is stuff underlying the way people act and I need to find the root causes in the work I do.

-Future goals:

The USA program has nurtured my need to assist youth who are in the shoes I was in in high school. Kids who are hurt, lost, not healthy inside--like I was in high school. My goal is to be part of the community, teaching the stuff I know--because I understand where the youth are coming from--and to make sense of the root causes, the ism's.

2. Has SOSLA/the USA program had an impact on your success as a student/your decision to complete your studies here at CSUMB?

Of course. It's like a family, a warm place, and a place where you challenge yourself, that inspires you. There are other students here who are trying to do good for the community for social justice, so I try to model that and to challenge myself to do even more--to model for the next students. And that has increased the quality of my academic experience.

3. Have your experiences in the USA program and SOSLA enhanced ability to work in a multi-cultural setting? If so, how?

Yes. I work with USA's that are Latino, so I can relate to that, can bounce my ideas, my experiences, my fears off them. Working with a person that is White has taught me to understand where they are coming from and how to break past my own anger, to see the privilege behind being white. I am trying to understand how we all are oppressed, including White people as well as people of color. That takes patience, personal understanding. Working with other people of color, not Mexican American, I learn other ways of being, other perspectives. That helps me feel comfortable entering other communities that are not predominately Mexican American or White.

-How could the program have done more to enhance ability to work in multicultural communities?

I feel that the service learning community did all that they could, but looking at the University itself, while there is some diversity, more involvement in the surrounding communities would have made it more of a multicultural experience for me. I would have liked to have had opportunities where the community comes here (the University) and we do projects together. The University needs more connection with the surrounding community, including ways to bring the community to campus.

4. Have your experiences as a USA differed from other experiences at the University?

Most definitely. My experience as a USA has been one of the most rewarding of my experiences at the University. I was able to do a community action project with my fellow USA's, to take on a project with a social justice significance, share it with the students, and feel a sense of accomplishment.

5. What was the most valuable about your involvement with the USA program?

To be self-reflective. I had never done a journal before, even at the University. I was taught the meaning of being self-reflective--to look at yourself from the outside, and capture those thoughts in writing, to have your reflections there to go back to even much later.

6. What has been the greatest obstacle to your success as a USA?

I don't know. Transportation to enter communities, and maybe the financial resources, but that is just a way of living.

7. What aspect of SOSLA prepared you most for your work as a USA?

Sharing, being open to sharing your thoughts in a group. Establishing a group that is comfortable, where you can share your thoughts. And then being encouraged to practice them, if you feel they are right.

8. If you were in charge of student leadership in service learning, what would you do differently?

- I would focus more on spiritual understanding at the beginning, on understanding the basic things that limit us, like fear. I would involve the family members of the USA's so that the USA can go home and feel like their families understand what is going on for them. As a USA I am going to enter a community that might feel awkward about my commitment to

service or to change. I would like to see a way to involve the family members or the people closest to the USA, to let them know what is going on at the beginning and encourage things that the family can do to support the USA.

- I would encourage study abroad, whether it be a month or two-weeks, where you go into a community outside the United States that might be in very difficult circumstances, but is self-sustaining. Where you can see the hope that is there.
- I would like there to be a way USA's coming into the program with a drug or an alcohol problem could get some support to deal with that right at the beginning. I am not advocating that every one stop drinking completely, but that they understand the harm that it can cause and how it can affect the process of understanding yourself as you become a USA.

Is there anything you would be sure to keep the same?

- The people here, our mentors, and what they stand for. I am a product of their leadership and their kindness.
- The philosophy and the commitment to the community and to the students.
- I have really enjoyed the conferences we attended. It was my first time to get out of the state, to travel on a plane.
- To work with University students who might not have the drive, or the leadership experience. I believe that we are all leaders, but we need to be nurtured. And I believe that the USA program does that.

Evaluation of Service Learning Process by Faculty 1999-2000

- I. Overall evaluation of teaching a SL course
 - A. Do you plan to continue teaching this service learning course?
 - B. Are you considering developing or integrating other courses that involve service learning?
 - C. Would you encourage other faculty to use service learning pedagogy?
 - II. Faculty Assessment of the Impact of Service Learning on Student Learning
 - III. Impact of teaching a Service Learning course for faculty
 - A. Amount of time required
 - B. Obstacles to teaching service learning courses
 - IV. Faculty-Community Partner Relationships
 - V. Support from the Service Learning Institute
 - A. Amount of support
 - B. Most valuable support
 - C. Desired support
 - VI. Outstanding/Problematic placement sites
- Final/additional comments

Sixteen faculty members teaching 20 courses (12 in the Fall and 8 in the Spring) completed questionnaires reflecting on their experiences teaching service learning courses this year. These faculty taught courses in the following disciplines: CHS, ESSP, GS, HCOM, Integrated Studies, LS, Spanish, TAT, VPA, WRSI, and Service Learning.

I. Overall evaluation of teaching a SL course

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

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

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

15 of 20 faculty responses were affirmative. 2 faculty members were leaving CSUMB, and the 3 remaining "No's" gave the following reasons:

- Would like more flexibility in choosing course readings (will teach SL in major).
- Not enough students signed up to teach the class.
- Another faculty member will be teaching the course next year.

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

Half of the faculty said that they were considering developing other service learning courses. Ideas for courses included: a children's theater production course, a course in literacy and social justice in the school, women's health, local environmental justice issues in agriculture, agricultural practices, history and culture, a class focused on radio.

C. Would you encourage other faculty to use service learning pedagogy?

Most said that they would encourage other faculty members to use service learning pedagogy (13 of 16). Faculty were very positive of the benefits to student learning and development that result from service learning pedagogy. Two examples of their responses were:

- I believe that course content is best learned through students' processing it via reflecting on their own experiences both in the past and present. Service learning is one of the best ways to provide current experiences that are concrete and relevant.
- I am convinced that service learning is one of the most effective methods for social learning and for the development of the student's social consciousness and skills/competency for citizenship at the community, societal, and global levels.

The following caveats were also made:

- They need to understand the nature of the work before they actually participate in teaching this.
- Only if they are willing to dedicate the time necessary to build partnerships and to continue their own personal/professional development re: issues of power and identity.
- It is hard to encourage other faculty to adopt the service learning pedagogy even it is is more effective, because to do it properly is a significant addition to workload.

II. Impact of Service Learning on Student Learning

Faculty were asked to share an example of how the service learning experience enhanced their students' learning of course content. Their answers spoke to students' developing understanding of issues of social justice, identity, and diversity, and their learning of academic content in a real-world setting. For the most part, faculty teaching SL200 courses emphasized understanding of social justice issues and those teaching SL courses in the majors emphasized learning academic content. Examples:

Understanding issues of social justice, identity, and diversity:

- At the end of the semester many students made connections between course content re: sexism and racism and on site experiences.
- They were able to understand and observe and participate in the ways that social identities affect the learning process.
- Student overcame negative impression of Salinas by doing service learning there.
- Students acknowledged the stereotypes they held about individuals in the community they served. Their experience helped to shatter these so that they could serve more sensitively and compassionately.

- Doing community service gave the students concrete examples with which to analyze environmental justice issues and gave them a deeper understanding of the issues.

Learning academic content in a real-world setting

- College students have a chance to play again and understand that positive, interactive, dramatic play on real world issues can keep the elementary classroom alive and more positive.
- Exposure to children within a classroom; relating and understanding the responsibility of teachers; management of a classroom; historical importance to current day.
- Students learned Radio technology and business in Real World setting and applied their knowledge in actual broadcast.
- Hands on--real child reactions to teaching drama in the field.
- It applied course content about workings of NGO's worldwide to a US context.

III. Impact of teaching a Service Learning course for faculty

Faculty were asked three questions addressing the impact teaching a SL course had for them. These were:

- What was most valuable to you about this service learning teaching experience?
- How much preparation and instruction time was required?
- Are there any obstacles that deter you teaching SL courses?

A. Most valuable about the service learning teaching experience

Faculty described what was most valuable to them about teaching service learning in one of three ways. These were (1) their own personal and professional development, (2) the mentoring relationships they had with the service learning students, and (3) witnessing student development during their course experience. Examples of each are:

Own personal and professional development

- "Gaining a better perspective on my community service by examining the issues with students, developing my own theory of environmental justice."
- "A clearer understanding of the variety of ways I can engage in social change. Also, the opportunity to begin to examine my privilege."

Mentoring relationships with the service learning students

- "In addition to the relationships the students and I built, I also derived great satisfaction from knowing that I was playing a role in helping and inspiring a new generation of teachers."
- "The opportunity to work and teach to students the important task of teaching and all the ingredients involved."

Witnessing student development during their course experience

- "Gratification of seeing my students become more aware, conscious, knowledgeable and empathic learners."
- "This semester students pushed me to let them mount a whole play and they did it!"

- "An opportunity to see how independent service learning affect the outlook and motivation of the students involved."

B. Amount of preparation and instruction time required

Most indicated that the service learning course required more time to prepare and teach (12 of 19 responses) than non-service learning courses. Five indicated their courses took "the same" amount of time, and two indicated they required "less" time. These latter two faculty had supervised students doing independent study.

C. Obstacles to teaching service learning courses

The part-time faculty in particular were concerned with the workload and time involved in teaching service learning course, lack of appropriate compensation for the work and enrollment issues. Other obstacles raised were concerned with integration of course material and the "rigid" approach the SLI takes to service learning.

Workload, time, compensation, and enrollment

- "Faculty are dramatically underpaid for the amount of work expected, particularly when one wants to do SL the 'right' way. Overall, I feel strongly that the University exploits faculty that are passionate and dedicated by not compensating employees with a living wage."
- "Students are reluctant to take them (SL courses) since everyone knows that they require more work. As a part-time instructor, being able to teach the course at all is dependent upon enrollment."
- "The workload is much higher than the workload for other courses."

Additional obstacles

- "Integrating complex and varied course content with complex and varied experiences by students at different sites!"
- "I sometimes feel that the SLI has a too rigid and controlling approach to service learning (however, I believe I understand and can sympathize with the reasons why this is the case.)"

IV. Faculty-Community Partner Relationships

A. How did you first learn about your community partners?

Faculty listed a variety of sources of information about community partners. These included: other university programs (ICCS Field Placement Program, VPA Reciprocal University Partners, PAD); students identified their own placements; Personal contacts and faculty's own work, SLI staff and SL200 coordinator, SLI database.

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

Most frequently cited were phone calls, site visits, and email. More than half of the faculty visited the sites where students served. Other ways they maintained contact: did service learning myself; through the USA's ; through LS coordinator, meetings and social events, co-teaching, visits by community partners to class (e.g., panel presentations).

V. Support from the Service Learning Institute

A. Amount of support

All of the respondents indicated that they received "Sufficient" or "Very Sufficient" support from the SLI.

B. Most valuable support

Weekly CP ULR lunches with Kathleen Rice, support from USA's, and written guidelines and support material were cited most often by faculty as "most valuable support." In addition, Seth, Scott, Laura Lee, Bethina, and Stew were mentioned by name, as well as the PAD program, and the mini-grants. (One respondent also cited evaluation questionnaires!)

C. Would like more support with

Faculty members responses to the statement, "I would have liked to have received more support from the Service Learning Institute with" varied a good deal.

1. Several underlined our listed examples of areas for more support. Underlined among our listed examples were:

- How to facilitate reflection
- Designing service learning objectives
- Considering service activities in determining grades
- Involving partners in curriculum development

2. Three faculty respondents said they wished that they had been able to take advantage of available support more often.

3. Three faculty members commented that they would have liked to have more time to work with their USA's and/or more support from them later in the semester.

4. In addition, the following types of support were listed:

- Weekly opportunity similar to CPULR for major-based faculty
- More time for USA and myself to spend with the H.S. teachers, both before and during the semester
- I feel that there needs to be more support for long term SL faculty. They need more development and support or at least different support than what the CPULR lunches look like.
- More faculty development support re: involving community partners and how to honor the breadth of differing partnerships

VI. Outstanding/Problematic placement sites

Outstanding sites were much more frequent in faculty's experience than sites where problems arose. The following were described either as outstanding or having problems:

Outstanding sites:

CRLA	Natividad School (Kary Shender)
Watsonville Taller de Ciencias	Castroville Library (Sally Childs)
Return of the Natives	Boys & Girls Club (Manuel A.)
RISE	Upward Bound (Christine Vincent)
North County High (LouAnn Baker)	Red Cross
MCAP	SC Coalition to free Mumia Abul-Jamal
Cesar Chavez site improved greatly (Spring)	MoCo Health Dept.
Ord Terrace (Sharron Frey)	Mo Co Probation
Jesse Sanchez (Juanita Padilla, Cecilia Sanchez)	MCAP
	SC Social Services

Problematic Sites:

There was some conflict with the staff of KAZU.

Cesar Chavez has some communication and organizational challenges (Fall).

There were problems at all three sites. But, I feel the problems were outweighed by the learning opportunities (Kibak)

One class at Harden School

Some classroom teachers were not adequately prepared and did not assign appropriate activities to the SL'er's.

Final/additional comments

- Keep up your excellent work on behalf of service learning at CSUMB. (R. Harris)
- Service Learning is terrific. I really do hope a Global component is incorporated in the next few years. (K. Peothig)
- I look forward to contributing to CSUMB'S Service Learning Program in the future. I feel my experience has been both rewarding and profound. I am also glad to say that we succeeded in our mission--secondary students around the area are better off for having young adults intervene in their lives. (Shaheer Faltas)
- I know that evaluation is important and that you are sensitive but students (and I) are a bit overwhelmed by the number of forms required (in addition to what the University requests.) I'd be happy to help you streamline. (B. Sayad)
- I feel that this is the most honorable work I have ever done and I thank everyone involved with the Institute (faculty, staff and students) for all they've (you've) taught me and shared with me. This work is dynamic and transformative and I feel strongly that the administration of CSUMB should respect it as such. (K. Cotterman)
- I would like to see SLI have an evaluation of faculty by USA, similar to the "USA Performance Review" (A. March)

- This type of content based, community collaborative study is a part of our VPA program and philosophy. The Service Learning component is part of our process. (J. Poethig)
- THANKS!!!!!! Loved the Spotlight on Service. Impressive turnout. (S. Edwards)

Evaluation by Community Partners 1999 - 2000

- I. Evaluation of Service Learning Process by Agency (Fall and Spring)
 - A. Overall Effectiveness of the Partnerships
 - B. Student Preparation - What worked well?
 - C. Barriers to effective partnership
 - D. Other recommendations - How could the SLI and faculty provide your program with better support?
 - E. Recognizing outstanding Service Learners. Recommendations:
 - F. Benefits to clients and organization: Examples of what agencies reported
- II. Evaluation of Service Learning Process By Liberal Studies Service Learning Partners (Fall and Spring surveys combined)
 - A. Overall Effectiveness
 - B. Benefits of having the CSUMB Service Learner in classroom
 - C. Drawbacks/barriers to student participation in your program?
 - D. Planning
 - E. University Support of Service Learning in your Classroom

I. Evaluation of Service Learning Process by Agency (Fall and Spring)

A. Overall Effectiveness of the Partnerships

1. Effectiveness, recommendation, continuance

66 agency/school partnership evaluations were reviewed; 36 were from Fall semester and 30 from Spring semester. The group included school partnerships that were not Liberal Studies service sites. Overall, the respondents were very positive about the work the students did at their sites and their relationships with the SLI and faculty.

- All 66 rated their partnerships overall as "Effective" or "Very Effective."
- All 36 Fall partners said that they would recommend this partnership to other organizations. (Question not asked in Spring).
- 65 said that they were interested in continuing as a placement site (one was a "one-time" project)

2. Benefits of having service learners at agency

Community partners reported many benefits of having service learners work at their organizations. In the following summary, themes are combined for benefits respondents reported for their clients/students and those they reported for the organization. The summary presents theme categories and the number of partners who cited this benefit. At the end of this report are example quotations of each.

Person-power: more or individualized attention for clients/students	32
Mentoring/role modeling	20
New Services or activities possible with service learners work	11
Enhanced Agency resources	11
Improved Quality of Services	4
New approaches, energy, and enthusiasm	3
Provided training for agency/school staff	3

3. Benefits to the Service Learning students

At the end of the Spring Semester, community partners were asked what benefits they saw for the CSUMB students who worked in their programs. Again, a variety of themes emerged from their answers.

First, a number wrote that the students had the opportunity to interact with people whose lives differed greatly from their own. They had the opportunity to reflect on stereotypes and biases they may have held about people receiving welfare; they were able to build relationships with people negatively stereotyped in the mainstream society; they worked in multicultural settings and in diverse communities.

A second group of answers emphasized the experiences the students gained working with youth, the self-confidence they gained and the relationships they built with youth.

A third group wrote of the professional skills and sense of responsibility students developed in their site work. It was noted that some found direction for their college work, gained experience both in their chosen field, or outside their area of expertise. Included in these were observations that several students gained hands-on teaching experience, both in planning and implementation of curriculum and projects.

Students also experienced effective community organizing and learned the value of community agencies and programs.

Finally, several partners commented that the students had learned how they could make a contribution to others' lives and to the community.

B. Student Preparation - What worked well?

In addition to noting the skills and experience individual students brought to their work, several respondents commented positively on their own agency's training efforts as well as the preparation the students received at CSUMB before they came to the site.

What worked?	Community Partner
• CHOW training (MCAP's outreach training)	MCAP
• Agency provided "extensive training on professional duties"	Educational Talent Search
• Dr. Kibak prepared students for placement	Natividad Medical Center
• Web Page Design and specific software programs were covered in the Tech Tutors class	Manzanita Elementary School
• Taking Hester Parker's course in after school programs helped the students.	MPC Upward Bound Program

-
- Student said Seth Pollack did an excellent job of preparing him to work in community.
 - The training session at CSUMB gave tutors a general understanding of what to expect. At the school site, we gave additional specific training. After two weeks the tutors were working like pro's.
 - Student was trained by the America Reads program and did an outstanding job.
 - Manny does a good job of letting students know what we are about.
 - I personally trained them in the skills they would need.
 - It made a big difference to be able to work directly with students through ESSP 395SL
- Monterey County Free Library-Castroville**

Jesse Sanchez Elementary School

San Vicente School

Boys and Girls Club

Personal Growth and Counseling Center, CSUMB

R.I.S.E.
-

C. Barriers to effective partnership

1. No barriers to student participation experienced

20 agency respondents saw no barriers to student participation in their programs in the Fall and 19 reported no barriers in the Spring. no difficulties with amount of supervision students needed; they found the students to be adequately prepared for service at their sites; and experienced no barriers to establishing/maintaining cooperative working relationships with faculty. These were:

Fall Semester Partners	Spring Semester Partners
Boys and Girls Club Monterey Peninsula (Karen Ackerman)	Alisal School District (Lenore Green)
Bureau of Land Management (Meg Pearson)	Boys and Girls Club of Monterey Peninsula (Dawn Hayes)
César Chávez School (Sonia Jaramillo)	Castroville Branch Library (Sally Childs)
City of Seaside (James Claypool)	Cesar Chavez Elementary School (Christine Brazil-Wren)
Community Partnership for Youth (Crystal Miller)	Community Partnerships for Youth (Shari Hastey)
Educational Talent Search (Mariaelena Tantalo)	El Gabilan School (Michael Stevenson, Leticia Guajardo)
El Gabilan School (Michael Stevenson)	El Puente Independent School (Adrian Rodriguez)
Laurel Wood School (Linda Kamrath)	El Sausal Middle School (Cynthia Cardinale)
Manzanita Elementary School (Jerry Giamona)	EOPS/CARE (Carol Lasquade)
Natividad Medical Center (Nathan Fuentes)	Harden Middle School (Lisa Ann Jackson)
North Monterey County High School (Louann Baker, Whitney Grummon, Cheryl Smelt)	Land Watch Monterey County (Gary Patton)
Pacific Grove Community High School (Brad Woodyard)	Monterey High School Art Academy (Rebecca Hicks)
Pajaro Valley Prevention (Debra Panattoni)	MPC Upward Bound (Christine Vincent)
Personal Growth and Counseling Center, CSUMB (Gary A. Rodriguez)	NoMoCo High School (Cheryl Smelt, Louann Baker)
Prunedale Senior Center (Nancy Jacobs-Alexander)	Personal Growth and Counseling Center, CSUMB (Gary Rodriguez)
Salvation Army (Chuck Rowe)	RISE (Debbie Delatour)
State Parks (Cameron Bowers, Patricia Clark-Gray)	Second Chance Family & Youth Program (Maria Leon)

2. Barriers to student participation experienced

In the Fall, 16, and in the Spring, 11 partners noted one or more barriers to their partnerships with the university. Barriers and sites were: (Fall semester sites are **bolded**.)

Barrier	Program(s)
• Student Schedules not compatible with program hours, needs	Pajaro Middle School, BLM, Harden Middle School, NoMoCo High School,
• Students unable or unwilling to perform work needed: <ul style="list-style-type: none"> • Spanish language ability • Lack of experience in program area • Understanding of program • Limits to students' interests 	Santa Cruz Immigration Project Watsonville Taller de Ciencia, MoCo DSS, YMCA Community Friends Parents Serving Parents Salvation Army
• Student Reliability	California State Parks, MCAP, Planned Parenthood, Harden Middle School, MCHD ACT, Santa Cruz Immigration Project
• Training time vs. service time	MCAP
• Site's own barriers (space, ability to supervise, tech problems)	Independent Study Program, Juan Cabrillo Elementary, MoCo DSS, NoMoCo High School, Seaside Library
• Loss of students at end of semester	NoMoCo Parks and Rec
• Transportation	PAD, BLM
• Appropriate work for students	Red Cross

3. Barriers to relationships with university faculty

Three Fall community partners and one Spring community partner reported that they had experienced barriers to establishing or maintaining a cooperative working relationship with service learning faculty. The barriers they noted and recommendations they were:

Monterey County AIDS Project

- Supply a syllabus for program coordinators, a timeline for paper work and goals for service
- Are instructors and SLI on same paper work schedules?

Parents Serving Parents, Inc.

- Communication via phone and email was limited or not timely.
- Some scheduling difficulties due to nature of agency

Santa Cruz County Immigration Project

- More direct contact with faculty would have been better
- Provide a more structured time for all involved to meet and discuss program/process

North County Rec and Parks

- Initial contact with faculty members is difficult when the timing is wrong (i.e., when faculty have other priorities)

4. Kudos

Several community partners named university partners who were especially helpful in establishing and maintaining cooperative working relationships. These were: Manuel, Fran Adler, Annette March, Kathleen and Barbara, Kathleen, Michelle Slade, Seth, Marisa Wykoff, Elizabeth Ross.

D. Other recommendations - How could the SLI and faculty provide your program with better support?

Many respondents had suggestions for ways the SLI and faculty could provide the partnerships with better support. While some of the suggestions appear to be applicable generally, some are agency-specific. By agency, the recommendations were:

1. Increased communication with faculty:

Educational Talent Search Need to interact with faculty, communicate, and evaluate student's progress throughout term

MCAP Let agency supervisor know who to contact if needed

Pajaro Middle School Perhaps a monthly phone call to compare notes would be helpful.

Red Cross Provide better description of what the students are expected to document for their period of service and how many total hours.

El Puente I. S. More communication and site visits

MCAP Dates for the end of the semester

2. Meetings among partners

North Monterey County HS We would like to meet with all teachers and all CSUMB service learners at the same time to coordinate activities.

César Chávez School A schedule of hours available, a general meeting with students before they start

State Parks A schedule of hours available and a general meeting

MCAP A mid-semester meeting with instructor, USA's, program coordinators, and students.

3. Training for students

YMCA Community Friends/Healthy Start I would like to have 1-3 days out of the students scheduled time with us for training.

Seaside High Library Train students in teaching methodology or give sample lessons that work with tech novices.

4. Increased time-of-placement, regular placement

MCAP Let us have students longer than one semester.

North County Rec and Parks Minimize periods of service learning inactivity (i.e. between semesters and over the summer).

RISE Help us to coordinate regular SL classes to provide a reliable base of SL students for our program.

No Mo Co High More time students spend here?

5. *Other requests/suggestions*

Land Watch Help us design a program that is meaningful for the service learners, that will be directly beneficial to Land Watch.

Natividad Medical Center Participate in Auxiliary board meetings and planning
Planned Parenthood It might be helpful to have a half day forum to provide dialogue among those agencies or companies who provide service learning experiences for students. I would love to hear from other providers how they outlined expectations and responsibilities for students.

Alisal School District Design a time sheet showing location so that anyone trying to reach them could check the binder rather than interrupt personnel.

PAD Make student evaluations confidential! Both students brought their evaluations to me unannounced and I had to fill them out on the spot while they were sitting at my desk, which was uncomfortable.

6. *More students!*

While it may be implicit that most partners want to continue having service learning students at their sites, several requested specifically for more or continued student participation. These were:

Pajaro Middle School

Community Partnerships for Youth

El Sausal Middle School

El Puente Independent School

Art Academy Monterey High School

E. **Recognizing outstanding Service Learners. Recommendations:**

Betty Wren

Angelyn

Tabitha Knight

Dave and Kevin

Charmeaha

Dillworth

Theresa

(PMS)

Canada

Christopher

Hernandez

Jason Beloso

Rosemary Kenner

Chang

Kate Strueli

Caroliana Adruch

Danielli Renoud

Lindsay Leland

Brian

Chad Lloyd

Tracy Dixon

Anna Miseville

Lefromboise

Evan Tanaka

Amber Bowles

Claudia Bravo

F. **Benefits to clients and organization: Examples of what agencies reported**

1. **Person-power (more or individualized services/attention to clients/students)**

- Without the Service Learners we would have had no tutors at all on some days! I cannot begin to tell you how grateful we were to them. Thank you! (MPC Upward Bound)
- Perhaps the greatest benefit for our children is the one-to-one attention the children receive from the tutors. Ours is a large school, and with the large enrollment, it is often difficult to provide all students with additional assistance. CSUMB has allowed us that assistance with service learners. (Jesse G. Sánchez Elementary)
- With the CSUMB service learners' participation in the Pajaro Watershed Institute, the students were able to work in teams of 4-6, which enabled them to get much more hands-on, specific experiences. (Pajaro Middle School)

- The one-to-one listening that went on was invaluable. When students are learning to write, it is so important for them to have an adult to "bounce" ideas off of and to help them to elaborate and clarify thoughts. (No Mo Co High School)

2. Mentoring/role modeling

- More important than any project is having positive role models for our youth. (Salvation Army)
- It was great for my students to see a college level student involved with technology (Pacific Grove Community High School)
- They (HS students) feel more comfortable about going to college and more confident about applying. (NoMoCo HS)
- Our student learned a great deal about college life and CSUMB in particular from people close to their own age. (MPC Upward Bound)
- The youth benefited tremendously. They are not only learning how to draw, how to use artists' materials, but also they're learning that they have hidden talents and potential (Second Chance Family and Youth Program)

3. New Services or activities possible with service learners work

- The Prunedale Senior Center has owned WebTV for 2 years, but the Director never had the time to spend teaching Seniors to use it. Our Tech Tutor spent time with our Seniors on the WebTv. Now we have several seniors coming in checking their email and surfing the net and many others becoming interested. (Prunedale Senior Center)
- One service learner has established a very successful reading program for the Club. (Boys and Girls Club, Monterey Peninsula)
- We were able to deliver a service that we otherwise wouldn't have been able to offer due to budget and time constraints. (CSUMB Personal Growth and Counseling Center)

4. Enhanced Agency resources or improved quality of services

- Our Tech Tutor is designing a Web Page for us. (Prunedale Senior Center)
- Survey of available vacant land will assist with our affordable housing goals. The City now has the information required to implement an affordable housing program.(City of Seaside)
- We will have an interpretive panel which we can easily reproduce in-house, which we will be posting at public access points/vernal pool areas. We are very pleased to have this product. (BLM)
- Their job was to develop a user manual for line supervisors on policies and county departmental directives and to include necessary forms and examples. (MoCo DSS).
- Enabled program to work at a higher level of productivity. (Pajaro Valley Prevention)
- My students were able to pursue an internet research project of their own choice. (El Gabilan School)
- Participation by the service learner allowed the teacher to bring into the classroom technologic expertise that otherwise could not be offered to the students.

5. New approaches, energy, and enthusiasm

- The students provided the State Parks Service with great input on three projects--Fremont Peak Project, San Juan Bautista-Garden Photo project and Mission Studies packet. (State Parks)

- The arts and crafts room was transformed this spring by service learner-generated ideas and enthusiasm. (Boys and Girls Club)
- Our kids got more help and new projects and added energy from the CSUMB students. We got some of our exhibits fixed up, a garden jump-started and a fine-looking report on the workshop for future fund-raising.

6. Provided training for agency/school staff

- The executive Director and 2 seniors had a class in Web Page design (Prunedale Senior Center)
- The service learner had knowledge to answer questions and solve problems for teaching staff in the computer lab. (LaurelWood School)
- I gained some beginning understanding of software I otherwise would not have had time to learn. (Seaside High Library)

7. Other

- Awareness of relationship between school and university. (MPUSD)
- Our organization benefited by being able to hopefully bring greater awareness to the students about what life is like on the outside (of college, that is). (MCAP)

**II. Evaluation of Service Learning Process
By Liberal Studies Service Learning Partners 1999-2000**

II. Evaluation of Service Learning Process By Liberal Studies Service Learning Partners (Fall and Spring surveys combined)

- A. Overall Effectiveness
- B. Benefits of having the CSUMB Service Learner in classroom
- C. Drawbacks/barriers to student participation in your program?
- D. Planning
- E. University Support of Service Learning in your Classroom

25 teachers responded to the survey at the end of Fall semester, 1999 and 30 teachers responded to the survey at the end of Spring semester. The data from the two semesters are combined where the questions teachers responded to were the same. Additional questions addressed in the Spring are noted.

A. Overall Effectiveness Rating

All but one teacher (**96%**) rated the service learning partnership as **Effective** or **Very Effective**.

<u>Rating</u>	<u>N (%)</u>
Very Effective	33 (60%)
Effective	16 (29%)
Somewhat effective	5 (9%)
Not at all effective	1 ¹ (2%)

1. Why? If partnership was "SOMEWHAT EFFECTIVE" (Spring):

- One bilingual service learner was exceptional, but the English only SL student studied for tests while in the classroom.
- The participant did not seem to have a clear idea of the purpose.
- I felt ill-prepared for the service learners arrival, and unclear on the difference between SL role and that of an America Reads tutor.
- Absenteeism, consistency, student attendance was erratic.

2. Why? If partnership was "VERY EFFECTIVE" (Spring):

- My service learners were dependable and took their responsibility seriously. They planned and carried out activities well. They established a good rapport with the students. They showed initiative and willingness.

¹ This one teacher had a very bad experience (due to student attitude/attendance); I suggest that her concerns be addressed individually (Cohen-Los Padres).

- As I presented lessons to the class, I was able to discuss with my Service Learners what I was doing and why. This helped me be clear about the lessons and reflect about what was being taught. Additionally, our Service Learners were receiving hands-on instruction and modeling. Also, I was able to provide my students with small group instruction because of the adult-student ratio.
- The learners were enthusiastic students. They shared their enthusiasm with the children which made for a richer learning environment.
- We were able to work together very well. She shared great ideas that were implemented and later assessed. I enjoyed sharing my knowledge and learning from her.
- Service learners provided additional guidance and support for projects that were impossible to achieve on my own.
- I could use them in one-on-one or small-group tutoring. This is what my students need.

3. Continue as a placement site?

All but two of the teachers said that they would like to continue as a placement site in the future. Several noted that they would like to have more students placed with them and for more days per week.

Why no?

- Campbell (Larkin)--Scheduling is already difficult, I have many volunteers and don't want to give up the time to extra activities or planning.
- Filbin (Chualar)--I cannot plan activities that require extra help and then scrap these plans every time the extra help doesn't show.

B. Benefits students received by having the CSUMB Service Learner in classroom

Teachers noted a variety of activities and benefits their students received from the service learners' work. Below are listed the kinds of benefits teachers saw from having service learners in their classes. The number to the left indicates the number of teachers who cited this benefit.

32	One-on-one and small group instruction
21	Role model, mentoring, positive adult relationship
12	Taught special curriculum, projects (MC Lit, Computer Tech)
6	Assistance outside class time, materials preparation, etc.
6	"Extra pair of hands" for projects and activities
2	Gave teacher time to work with individual students

Note: These same categories appeared in last year's analysis as well. We might consider asking this question differently next time, i.e., "Teachers have told us that they and their students received the following benefits from SL students. Please rate the extent to which this was a benefit to you from the SL student participation." It might serve to give teachers some ideas about what activities to involve SL students in their classes.

C. Drawbacks/barriers to student participation

In the Fall, 5 teachers reported they had experienced drawbacks to students participation, while in the Spring, 15 teachers noted drawbacks or barriers.

1. The drawbacks included:

- Inconsistency in student attendance, reliability of students showing up, lack of student enthusiasm
- Need for monitoring by faculty of what students do, to ensure they provide a service and are not simply doing the work of an aide
- Scheduling difficulties
- CSUMB students' curricular requirements, Need more flexibility in curriculum of CSUMB students' activities (i.e. not restricted to Multicultural Children's Literature)
- Time (especially to prepare with CSUMB students)
- Too short a time commitment
- Uncertainty re: CSUMB students' requirements/expectations
- Disruption (students in and out of class)
- Student unable to work with small groups due to lack of fingerprints

2. What led to successful student participation? Teachers noted throughout the questionnaire SL students' actions that made the partnership successful (from Fall):

- Students arrived on time, ready to work, with an upbeat in attitude
- Student arrived and left quietly and did not distract the class
- Student was flexible, and worked with a variety of students and activities
- Lessons were well planned and the time used well
- Students were dependable and showed initiative
- Students came well prepared

3. What would you do differently next time? (Spring)

Types of projects service learners involved in:

- I would like the person coming into the class to have their own project/idea/theme to do with the children.
- Leave a little room if I would like service learners to help in other ways.
- It is so much better for me to be able to plug my service learner into my curriculum.

Planning

- I need to take the time to set it up for consistency.
- I would like to have more time planning with the SL'ers.

Student learning objectives

- I would like to be aware of the expectations/objectives which need to be addressed ahead of time.
- Need more direction as to what experiences the student need and what the expectations are to be asked of them.

- Could use more support as far as knowing why they are placed and how to best benefit the students.

Scheduling

- Schedule of time available was cumbersome.
- Have more communication with CSUMB re: service learners schedules.
- We may decide to share 1 service learner between 2 teachers next year.
- I would like a more regular schedule so the kids could count on seeing "so-and-so" this day.

Other

- Stress attendance and enthusiasm!
- I am interested in internet projects with one computer in the classroom, I would like some direct supervision in this area for the children.
- Be involved in a one time training session that would allow me to know who this person is that is coming into my class!

D. Planning

Teachers varied widely in their answers to our questions about planning. Their responses, and the variety of preferences they express, suggest that a discussion of planning between teacher and SL student should be encouraged at the beginning of the SL experience. Perhaps a list of successful planning ideas could go out to all students and teacher partners. It is also very clear from their responses that individual teacher's needs differ and need to be respected.

1. Enough time for planning?

Teachers were about evenly divided between those who said they had enough time to plan with SL students (n=29) and those who said they did not have enough planning time (n=23).

Those who said "Yes" noted several ways they had accomplished planning. One group said that they planned "on the run," during class time, "whenever" they could. Several noted that the students stayed a few minutes after school or arrived a few minutes before school to meet with the teachers and that planning was kept simple.

Teachers who said they did not have enough time to plan with CSUMB students noted that the student's schedule prevented them arriving early or staying late. One noted that the students needed to come to her classroom with a project to do, that she was unable to help them plan projects.

2. Should planning time be an expectation for SL experience?

Most said, "Yes" (34 vs. 12 no). "No" reasons varied:

- Teacher's own busy schedule was mentioned by several; one teacher said she might not be able to participate if this was an added expectation.
- Another was not sure how much more time she could give.
- "If SL students are just "helping out," planning is not needed"

- Because SL students were not student teachers, one teacher did not have them take responsibility for lesson planning.
- Several noted they used the time they had when students arrived, or other free moments together to plan, and that this was sufficient.

3. How is planning done now?

Teachers and SL students took advantage of all free time when the SL student was at the school to do their planning. This included Lunch, Recess, Silent Reading Time, After School. Several planned over the phone with the SL student.

4. Suggestions for how to schedule planning time

Teachers were divided as to how to best accomplish this, but most said that planning could be accomplished in 15 minutes or less per week.

- Have students' scheduled service time include after school or lunch or recess (i.e. have students come before or stay after their time with the children.)
- Routine Phone calls
- Have students come during teachers planning time, or after school each week or every other week (i.e. regularly scheduled meetings between teacher and SL student)
- Pre-service conference meeting between teacher and SL students.
- Continue the "catch as catch can" planning minutes when student is there.

E. University Support of Service Learning in Your Classroom

1. Barriers

In Spring only, three teachers indicated that they had experienced a barrier to relationships with faculty. All 3 noted that they had had no contact with the faculty member during the semester. This was "disappointing" and/or left them uncertain of what the expectations were for the student experience. In the Fall, two teachers indicated a desire for more faculty contact: Tunstall (Boronda) and Aguirre (Cesar Chavez)

2. Support that was most helpful:

- Scott Clary was commended by many teachers for his support.
- Information Packet distributed to teachers
- Site Coordinator at School (Rey Reyes)
- CSUMB faculty in general and Teri Wheeler in particular were commended for their dedication and support.
- Contact with faculty took the form of letters, phone calls, and in one case, a visit to the classroom. All were appreciated.
- Several teachers had no contact with faculty, but did not find this a barrier.

3. Suggestions for faculty/university support:

Student preparation

- Give students a clear idea of what they should cover.
- Have SL students submit a brief lesson plan, objectives of what they will teach
- Students need to know about site's dual immersion program
- Make expectations and direction very clear at the start of the semester.
- CSU Students need more preparation on how to work with individual students.

More information for teachers

- Explain what SL is: Is it to help in the classroom with whatever the teacher needs or does each service learner have specific thing they need to arrange during this time?
- A written brief of what students are expected to do and to learn in the classroom
- A copy of the course syllabus
- Explain the purpose of service learning.
- Provide SL packets ahead of class beginning

More communication

- Return teachers calls.
- Hold a meeting to discuss new procedures at the beginning of the semester
- Have students and teachers match up ahead of SL experience
- Student evaluations of their experience at the school, teacher's assistance

Other ideas

- Hold class on site
- Have CSUMB faculty observe SL student at site; supports student and community teacher
- Implement ideas developed at the last after school meeting with Scott Clary

Appendices

Appendix A

Service Placement Sites not recommended by students

Appendix B

Qualitative Responses to Process Evaluation Questions

Appendix C

Spring 2000 - SL200 Pre-Post Assessment - Scales/Questions

Appendix A: Service Placement Sites not recommended by students

Site	Reason not recommended
Marina 2020 Vision	<ul style="list-style-type: none"> • Unable to make contribution unless resident of Marina • They are done in November
Los Padres Elementary School	The teacher placement was inappropriate for what I needed to do. The site seemed to have little or no guidance. They didn't know why I was there.
Women's Crisis Support - Santa Cruz	Not if they don't provide more meaningful work..
KAZU	<ul style="list-style-type: none"> • The station manager needs to learn how to "manage" things better. • Too disorganized.
Upward Bound	<ul style="list-style-type: none"> • I didn't feel like I truly was helpful. The student had the attitude that they didn't care if I was there. • It does not benefit or meet SL's needs.
The Boys and Girls Club	They need to focus on the students' needs rather than having a place to "stick" them.
Jesse Sanchez Elementary School	Salinas, um. People get shot there.
Ord Terrace Elementary School	<ul style="list-style-type: none"> • Only if they are interested in teaching. • If they really want to be able to read, I would suggest another site.
Natividad Medical Center	<ul style="list-style-type: none"> • Not very much to do, health risks, not so close to campus (ECU). • Not much to do. • They never gave you things to do. • ER only if person sought a career in medicine.
Cesar Chavez Library	Not right now because they have barely started and they didn't have anything organized.
Del Monte Manor	Not guaranteed to have children in the center at all times.
Harden School	Miscommunication or misconception that PAD tutors are the same as AVID tutors.
MCAP	I think it is a great site because of who is there but it was really difficult for me to get enough hours.
Ord Terrace Elementary (Afterschool program)	It was difficult to find stories and activities that fit the interests/abilities of all students.
Boys and Girls Club	Depending on if you would like to babysit or not.

Appendix B: What would you do to improve this service learning course?

Fall 1999

CST 361

- This is a good course because it also made us investigate other similar communities that have similar needs.
- The course itself is pretty weak, the content can be improved.
- I would make sure that the sites being served will have the equipment necessary to fulfill the needs of the site.
- Bring in people from the community to lecture.
- I don't think we really have to have a class meeting. It's a four unit class and we spend three hours for service and four hours in class. What we do in class is not important in most cases.
- Less class time, more time for service learning preparations, clearer homework assignments.
- Choose one or two high schools and go as a large group. That way we'll be more visible to the students and there would be more time for them to meet with us.

ESSP 349

- More discussion, supervision of projects.
- Have arranged time with service learning supervision.
- Have more interaction with Seaside High Students. Have closer service learning sites. More time to work with community partner.
- Add a little more technical training when warranted.

HCOM 339

- Don't make the hours the sheer form of evaluation. My first semester I volunteered my hours at the boys and girls club where I ended up playing basketball to interact 90% of the time. This time I worked equal time but used 3x as much energy and time preparing lessons and working with the kids, this time was much more intense yet equal in time
- Have a more developed partnership.
- It needs to be better organized with fewer middle men.
- Better communication between site and classes. Better preparedness with what we would be working with.
- More preparation before stepping into the classroom.
- The partnership, ETS, and the class has to communicate more.
- nothing
- I would have preferred to work with students more in the creative writing and less on the reading. I don't know how much I helped the kids with reading.
- Get a little more organized.
- I'm not sure...

ISSM 398

- I would have preferred a make up excursion for people who were ill during the excursion.

- Nothing, it was a great, great, program!
- More organized.

LS 393-01

- We did journal writing but I would have benefited more from discussion in class. I don't recall discussing our experiences much only when comparing to the text.
- Spend more time at the school chosen by the student and less time in the CSUMB classroom. For future teachers in class experience is so much more worthwhile and rewarding.
- Not a thing.
- More time for service learning.
- More service learning less class time.
- Less hours in the classroom and more hours doing service learning.
- It's fine
- Can't think of anything I had a great experience.
- Add more sites.
- Nothing
- nothing
- Cut down on journaling or not at all.
- Less classroom time, more time at schools.
- Keep the program going
- Reduce the amount of hours to maybe 25 or increase the class by two units.
- More clearly defined roles.
- I like the way it is right now.

LS 393-02

- I would have let students have a little more freedom when it came to planning activities.
- This course should be required only of first year students, No Grad, it needs to be waived for them
- The course work should be more organized and clearly related to the work being done in the classroom.
- Less in class meetings and readings and papers should be required for the course itself.
- Because there is more than one instructor for the course I would make sure the students were all doing relatively the same material. Also I would make LS 391 a prerequisite to the course.
- Have more time doing the service learning and less class writing assignments. Sometimes the two didn't even seem to relate.
- Wouldn't
- I would make journals more of a requirement because I noticed some people didn't do a sufficient amount.
- Give us more of a direction of exactly what they want us to do in the class.
- More communication with sites
- Less papers

LS 393 -03

- Less class time, more SL time. This is too much work with the SL. Most students don't get anything out of it just because they have a lot of other school work and just want to get it over with, which is unfortunate because it is a great opportunity.
- Perfect
- Set aside time with coop teacher at beginning of semester so we have a mutual agreement of goals and objectives for the SL program.
- If service learning could be done at another time, not before class.
- I would like to see less hours either in the classroom or service learning. Adding an additional 30 hours is tough for those of us working and going to school full time.
- It's good
- Make time to meet with teacher before and discuss duties.
- I would make sure all sites and students knew what the course outcomes are before engaging in any activity. Also defining the student's role in the classrooms so we have a concrete definition.
- More experience with the children and less in the classroom.
- SL hours should be posted in schedule!!!
- I think the time is a problem because there is a lot of work in class.
- I would have cooperating teachers and the students know a little bit more about what expectations are of the course.
- For those students interested in middle school or high school teaching a site needs to be found to accommodate otherwise if they must find their own site do more than just send an info packet with phone # if Co-op teacher has questions. How can they have good questions with so little to go on.
- No improvement needed
- An orientation of what is expected from you and what you should expect from a teacher.
- Require CSUMB and co-op teachers to exchange phone numbers. Many time it was difficult to find time to discuss classroom issues with out the children present.
- Talk to our teachers to see what they expect from us. Meet as an entire group, teachers, and students, for check in time. Would be neat to do around the table, bounce ideas off one another.
- Keep work load manageable. It can be like taking two classes as one because of time spent at site. It started out unreasonable but the teacher adapted the work load along the way to make it more reasonable.
- Nothing
- Nothing
- I wouldn't do anything

MIE 371

- I would reduce the 40 hour requirement because 40 hours is a little bit too much to ask of a full time student.
- More organized, the Instructor and USA need to agree on what is to be accomplished for each class session so there is no confusion re what is to be covered.
- The class should be more structured.
- Allow for more classroom time to discuss and correlate activities at site.

SBSC 397

- I would just encourage more non profit sites.
- Nothing, it works well for me

SL 200-01

- I think this is a wonderful class. I have learned so much about myself and others. Assumptions, prejudice, privileges, ect...
- It's good the way it is.
- Make everything more organized. Every student should have a timeline or map with everything that is due and when it is due.
- Everything was good but maybe less readings.
- Nothing
- Be more flexible with the required amount of time spent in the community.
- Have the community that we are serving much closer.
- Tell the student in advance that they will need to be fingerprinted and need an ID if they are going to be at a high school.
- I think there should be more sites to choose from and less strict on the hours. Some people have to work full time to make their way through school.
- Starting the hours earlier so we are not stressed into it.
- Nothing, I thought it was the best class I have had.
- Make sure that all the students are placed accordingly to choice and that completion of hours begins promptly. I say this because I started late.
- I wouldn't change much. I like the class, the group work, and working in Alisal. I enjoyed everything, changing it might ruin the class.
- Make it a major and have all CSUMB community members take it.

SL 200 -02

- Not too much.
- Make less required class hours and more required service hours.
- I think that it would be very helpful for the students to receive an orientation of what to expect from the people who we do outreach.
- Have the USA be a little more involved with the class.
- nothing
- Credit/ no credit option
- I think it was good and doesn't need improvement.
- I think that the class was very well organized and I really enjoyed the class discussion topics and the readings. There's not really anything I would change except some of the students.
- Start volunteering earlier so people aren't stressed about fitting 30 hours into their schedule.
- Work around the time schedule to find more hours to work on my site.

SL 200-03

- Less time in class to allow for more time in service.

- I don't think there is anything I could do to improve this course, I would leave it just the way it is.
- room for debate and opinions that flow against the SL creed.
- Not much, I think the class is pretty much organized well.
- More site training maybe different readings for class discussion.
- Have class meet every couple weeks or once a month. When community work is started class is a disruption and annoyance.
- Less class time and more service.
- Less culturally aware self reflective community responsive reciprocal service learning terms.
- I would spend time in the community and less time in the classroom.
- Encourage a wider variety of student participation in class.
- Tell the teachers about what you are supposed to do so they can give you support.
- The readings because sometimes they were boring. We need something the teaches you but that are the same time interesting so you will want to read them.
- Make sure that the classroom discussions are open and people are not ridiculed by others for their opinions.

SL 200-06

- More time to do service learning
- Maybe have the students engage more by performing different types of reflections.
- Incorporate the site more into class discussions and journals. Less focus on target groups.
- More school related topics.
- nothing much
- I don't know, it's pretty good right now.
- Have more class videos and spoke persons
- more activities
- Spend less time in class and more in the community
- Have a few more community sites to choose from
- Have more interesting readings. I found most of the two readings to be dull and boring.
- I can't think of anything I would change but I would add more activities to the class, activities that we would use at our sites.
- Make it at a later time
- NA
- I would have spent more time in class discussing after school programs.
- I would put more emphasis on the learning part of service learning. How do we learn more about life, other people and ourselves in service learning experiences? What is the optimal amount of info we can gain.
- Make the hours range because some people want more or less hours to serve at the site. People may not have time for he service but some do. Time was an issue.
- I think I would pick a few readings that discuss how to work with relate with kids rather than keeping all the readings about social issues.

SL 200-08

- Nothing, I thought it was great.
- More meaningful tasks at my site.
- Make the service placement more relevant to personal career interest and longer term (if there is individual interest) for your placement.
- More structure at this particular site and more communication between the volunteer coordinator and the site, if possible.
- I would do it for a year rather than a semester.
- Everyone should go to MCAP. They were very organized and appreciative of services.
- Mmm... longer discussions
- NA. It was great.
- Less book work and more hours in the community.
- Make sure there were ample activities for students to do at their site.
- The time at the site could be increased while the readings can be backed off. So much reading. I benefited greatly from the readings but I saw and gained more at my site.
- Make transportation available and assign lab sections so that the hours are scheduled throughout the semester.
- I would make a final paper, a reflection, discussing our purpose for choosing our site and what we got from it.
- Nothing, worked great for me.
- More service hours.

SL 395

- Less guest speakers, more discussions, maybe a project instead of so many writing assignments. For the assignments that required the tutee participation, more time.
- The truth I thought that this course functioned really well. Our professor was very organized.
- Cut out the journal requirement!!!!
- Nothing
- Nothing, just make it 4 units instead of two.

SL 497

- Nothing, and I would say if I thought different.
- Great as is.

SPAN 301

- Nothing
- Not sure
- There was little, if anything, I would change.
- Nothing

TAT 332

- Study more, volunteer more just do more than show up for class.
- Spend more time there
- Provide a play with ample time to prepare.

- More time with kids
- Nothing
- Nothing
- All was OK: activities, session, notes, books. The teacher helped a lot to each student. The course was excellent.
- Nothing

TAT 384

- Better organization on the professors part.
- Less in class time.
- ?
- More money given to us from the University.
- beer and chips
- nothing
- nothing
- Having people come in to class from different community organizations or community leaders.
- I would have had a weekly party with lots of good yummy food.
- I would make this a two semester class due to the amount of experience in the community. I would have liked to have more.
- Not have us do the journal.
- Increase air time on the streamer.
- Service learning as a group instead of broken up individually.
- More time at KAZU
- More hands on
- Less service hours

VPA 306

- Become even more involved on my own if I had more spare time.
- Nothing
- More activity with MCAP and community
- Earlier visits from all of the MCAP reps
- Nothing

Spring Semester 2000**CST 361**

- Take out the workshops.
- ?
- Nothing
- Less reflection in writing, more discussion.
- It's OK.
- Increasing contribution hours requirement, 40 to 50 hours.
- Maybe more organized communication between school and site.
- Nothing

ESSP 394

- I wish I could have spent more time.
- I don't know.

ESSP 395

- Less reading, didn't help much, more time with kids.
- Organization
- More organization
- It is very hard and can be expensive to travel to and from these sites. I personally don't have a car taxis, busses, and requesting rides can be expensive I felt that group service is very effective and informative, the pajaro walk should be something the class implements each weekend.
- Be more flexible on how students can meet this service requirement, since thirty hours is hard for students going to school full time and working full time.
- The service learning component was good but the class was very boring.
- not sure?
- I might provide a more specific idea about what SL is supposed to accomplish at the outset. I had a hard time making a connection at first.
- Nothing, I think it is very useful and effective
- I think maybe more reflection, like maybe a journal, would be helpful and improve the course.

ESSP 397

- Different agency.

GS 365

- It was outstanding.
- Not combine with intercultural communications. Delete the research paper, reflections and readings and hours of volunteer work is plenty.
- I though the course was great.
- The course seemed vague and lacked focus.
- Bring Kathryn back!

- I think service learning would be fine simply as a requirement without a course to go with it. Students would learn as much about service learning by simply working for an organization. I don't think we need a class to hold our hands throughout the internship process.
- I think that the students should be given a list of service learning opportunities right away and required to get started within the first two weeks of the semester beginning.
- I would prefer not to have to write a ten page paper at the end but maybe a couple of short papers on the actual service learning experience.
- Keep Dr. Poethig at CSUMB.

HCOM 307

- By having fun activities prepared for the students.
- Have the sessions in the mornings or sometime that may be convenient.
- The transportation was sometimes a problem, parental interaction may be something that can help the program.
- I would like to see the preparation of student teachers integrated into the service learning component – I had no clue how to teach children or any idea what to expect.
- Little more time for reflection after structured clear activity.
- I would possibly include other schools, such as schools in Seaside or Marina.
- Nothing.
- I don't have any real improvement, I really enjoyed it.
- Nothing I really liked it the way it was.
- I think that video segments should be eliminated, it really distracts the class.
- I would try to have a mixture of students, our group had five boys and two girls.
- Make sure each group member participating in SL does an equal amount of work, make sure lessons are prepared well.
- Make everyone participate. Some group members did not show up to every meeting and did not participate in planning the lessons and teaching the lessons.
- Maybe change some of the material that we taught.
- Individual video control.
- More support from the teacher on the Service Learning especially on the first day of service learning.
- Nothing, I would leave it as it is.
- Allow the college students more freedom with the kids in class work. Make separate tapes for each group.
- No ideas really.

HCOM 317

- Less quantity of writing and more quality of writing.
- I would suggest more time to do site work, more time to work with students at North County High.
- More discussions on the reading.
- find a way to spend more time at the site and less time in the classroom.

HCOM 350

- Maybe spend more time with the high school students.
- More class preparation.
- More room for the class to organize what would happen on college day.
- Everything is great the way it is.
- Maybe a little more reflection on the service site.

LS 393-01

- Let us know what we are supposed to be observing at our own sites. That was never made clear until we wrote about the paper.
- Better evaluate and prepare the site teachers.
- Less class work, we students that have to earn our own living don't have time to do SL and all the homework piled on top.
- Just the part in which you have to get a hold of the site supervisor.
- Nothing
- More interaction between the site and SL.
- NA
Prepare teachers more.
- Make sure the site matched the class. For LS 393 it is important to find teachers who are role models for the kind of teaching we want to promote, it is valuable to have that experience.

LS 393-02

- No reflection on site.
- Nothing, I enjoyed the experience.
- I thought it was great the way it was.
- Nothing
- I thought the course was very valuable the way it is structured now. I appreciate Ray and Martha allowing me to do my SL in Scott's Valley. If it wasn't for this I would not have been able to take this course.
- I believe it is fine the way it is.
- To have the service learning teacher remind the teachers why we the volunteers are here for.
- Nothing
- I liked it the way it was.
- Less than thirty hours for those with 20+ units.
- Give more credits for the time and effort given by the students.
- Observe the classrooms before putting the students in them.
- Nothing, it went quite well.

LS 394

- Nothing, this was a very thought out well rounded course.
- Cut service learning.
- Nothing, fine as is.
- Nothing.

- I cannot think of anything to improve the service learning course, it was good as is,
- Less in class meeting and big writing assignments.
- I would give more time to complete hours.
- Maybe take class time to go around the room and share what we did in our placement that week. Then we could have discussion and reflect on our activities, it would only take 20min once a week.
- Nothing.
- Nothing.
- Make the classroom portion a little more enjoyable/exciting.
- Nothing.
- Have more discussion in class from our service.
- Less lectures. that's more about me than the instructor
- Perhaps have ever student present in the classroom one of the presentations he/she does in the classroom.
- Nothing.
- Better instruction as to what to do in the SL class.
- Nothing, it was fun.
- More discussions about sites.
- Less hours.
- To improve this service learning course I would... I can't really think of anything, I think it is good as is.
- Nothing, everything worked out great.
- I liked this service learning course so it doesn't need improvement.
- Nothing.
- Do not assign more than one service learner to a classroom, especially if they are there for different reasons. 2. Give agencies orientations. 3. Make it clear that we are not there to assist in anything possible, stress the importance of our goals.
- I wish there weren't so many time restraints.
- Nothing.

MIE 303

- More time discussing everyone's attitudes about their project throughout the semester.
- Make it an online class, so that it would not take away from the hours that could have been contributed to the service learning experience.
- Make the organizations more prepared for the students.
- Spend more time discussing other's experiences.
- Make it volunteer, not a ULR
- More clear class guidance course related
- Assignments should be set up when the semester starts, we didn't get started until it was weeks in and I couldn't do as much as I wanted to.
- Have the instructor know the syllabus better and when projects were due and what the projects were.

- Better instructions on what the actual purpose of journal reflections were supposed to be on.
- I am not sure.
- Not to break up class into two different periods.
- I would have the service placements known before the semester class begun.
- Incorporate class reflections.
- I would try to ensure placement for all of the students much earlier in the course, my first service learning project was cancelled and I had to kind of rush into the other beam project.
- Make sure all the agencies on the list are actually ready for SL students.

SBSC 402

- Nothing it is fantastic

SL 200-01

- Nothing, it's great. Maybe less hours.
- More teachers like Kathleen Rice
- Nothing
- I think it is fine as it is.
- Nothing really, I feel that this class was great. I really did learn a lot but I feel that the professor made it worth while. I don't know how or if I would have had the same response with a different teacher.
- I consider this class a very good structured one, unfortunately Kathleen Rice will not be here to teach it again.
- Nothing
- NA
- I'm not sure, I really had a good semester.
- I think that Kathleen was/is a great teacher and she also participated in the community which helped her relate to us, service learners. She was very organized and had a very clear plan and goal for each day. I don't think I would change anything.

SL 200-02

- Consideration for those who already do a lot of community service through other groups on campus. Maybe less hours.
- Great as it is.
- Nothing, I feel it depends on the instructor and so this class was very helpful.
- I would make the service component optional, time is a very valuable resource in college.
- I don't feel it should be a requirement for both lower and upper division.
- More discussion, activities, and projects, less journaling and lectures.
- take it off the requirement list, you can't force people to volunteer and you can not tell the what to believe.
- Should be worth more units. Not so much because of the hours in the community, but the coursework. The coursework is definitely worth doing in order to really learn about multicultural communities.

- As an upper division student with many service site experiences, taking an sl 200 course my final semester was really unnecessary.
- Less reading and more service site experiences.

SL 200-03

- I would reduce the amount of time the USA has control of the class more time with class based discussion.
- Further train the USAs.
- Humility.
- Not base course work on rigid guidelines.
- No course info online journal!!!! It was a really unsuccessful way of learning. I felt no connection in putting words online if people who read it would not see how I felt in person. Emotion is a big aspect of this class and you can not completely benefit online. It was poorly organized.
- To improve this service learning course I would let the students have lots of class discussions and activities but not journaling.
- Less class time more community service.
- Require less time in class I think once a week is all that is necessary.

SL 200-04

- Nothing
- I liked it the way it was.
- Not much, I really like the way the class followed.
- I'm not sure, probably have more accessible places to work, driving to Salinas twice a week killed my gas fund.

SL 200-05

- I am not sure.
- Lessen time requirement or up the credits. IE 6 credit class.
- Give the students more credit for the course, considering the amount of outside work.
- Make it not so repetitive.
- It's pretty good. I don't like the final presentation idea though.
- Maybe in caucus not pressure people so much.
- Less time than thirty hours.
- Maybe have it more centered around the service aspect, it seemed almost like an English class with the service attached.
- I really don't know what I would do to improve this course.
- Not make it mandatory, less reflection.
- Nothing, it was great.
- To be able to relate more to our site experiences instead of everything else. We do more relating to readings but so not look at what we do at our site.
- Make it so there are less class hours and more service hours.

SPAN 301

- Probably an explanation in writing of the activities that were to be planned. I misunderstood the concept that the maritime museum had given me, had I had something to look over It would have been more clear, also an up front budget since I overspent.

TAT 332

- Add more service, more time with kids.
- Have more kids come.
- Invite more children to the center.
- Nothing.
- Spend more time at the service learning site.
- Maybe organize our visits to the site so we can have more audience.
- More children.

TAT 399

- Provide proper training.
- Require student participation in the drive.
- I would improve in class the hours.
- I would make sure the students have training on equipment.
- Realize that we are students and give a little respect back and forth.
- Do a prep class.
- I'm not sure at the moment but I would change some things.
- More training hours, more supervision, more clearly defined relationship between KAZU and CSUMB, goods and responsibilities.
- Buy KAZU.
- More TRAINING!
- Eliminate the journals, more discussions.
- More training before going on site.

VPA 306

- Nothing, I loved it.
- Nothing it was great.

VPA 317

- The student should be able to participate sooner in their placements if they are prepared as time wen by too fast to really get into the placement.
- Get things more organized for the second semester students. Spend more time with on hand projects instead of sitting in class.
- Start the service learning earlier in the semester.
- Spend more time on community service.

WRSI 361

- I don't feel the course needs to be improved but the SL site does.

- By letting the students decide on the location of service. I liked my location but from other students have seen that their experience was not so good. Also, CSUMB should provide special transportation because not many students could get a ride from someone or their own car to drive to the site.
- More service hours and less class time, we all know how to sit in a classroom.
- More class discussions on what we do at the sites.
- Have a shuttle so that the whole class can visit each site towards the end of the course. Students of the site can show the class around and show how much they know about their site community.
- I think nothing because it was a great semester.
- Something that would improve the service learning would be if someone would give you a ride to your site.
- I do not see that there was anything wrong with this service learning program. It was a great experience and I would recommend it to my friends.
- Got some cars for the students who have no car but other classes and cant keep asking people for rides and don't have enough time to catch the bus. Get sites that are closer to campus.
- For the first semester of this course being offered there is always room for improvement, better organization will come the second time around.
- My experience was very good but others in my class were not happy. Mainly because of their site supervisors so I would change the way the site supervisors organized their work.
- I don't know really what to say here. I guess have more in class activities about service learning.
- I don't want to change anything. I think it is OK the way it is.
- Maybe go more to the site.

Appendix C: Spring 2000 - SL200 Pre-Post Assessment - Scales/Questions:

#17 I have decided on my major.

Career Preparedness

- I have a realistic understanding of the daily responsibilities involved in the jobs (careers) in which I am interested. (#1)
- I possess the necessary personal qualities (e.g. responsibility, consideration, initiative, etc.) to be a successful career person. (#6)
- I am uncertain of what's required to succeed in the career that I want to pursue. (reverse) (#10)
- I feel uncomfortable presenting/speaking in front of a group of individuals in positions of authority.(reverse) (#12)
- I do not feel well prepared to embark on my post-graduate plans (e.g., graduate school, employment, etc.). (reverse) (#14)

Service Leadership/Self-Efficacy

- I feel that I can make a difference in the world. (#2)
- I am an active member of my community. (#4)
- I have a good understanding of the needs & concerns facing the community in which I live. (#8)
- I feel that I can have a positive impact on local social problems. (#11)
- I have very little impact on the community in which I live. (reverse)(#15)
- I have a good understanding of the strengths & resources of the community in which I live. (#16)

Civic Participation (Values)

- It is important to find a career that directly benefits others. (#3)
- It is important that I work toward equal opportunity for all people. (#5)
- I think that people should find time to contribute to their community. (#7)
- It is not necessary for me to volunteer my time. (reverse) (#9)
- Being involved in a program to improve my community is important. (#13)

Community Participation ULR-focused questions (Post only - Questions #18-26)

To what extent has this course helped you to:

- Question the assumptions you bring with you?
- Be more self-reflective?
- Gain confidence in stating your views?
- Be more open to hearing perspectives that differ from your own?
- Recognize stereotypes more often?
- Identify ways you can play a part in interrupting structure inequalities in society?
- Be more aware of the ways inequality affects your daily life?
- Reflect on how your own ability, age, gender, race, class, primary language, religion, and sexual identity affect how you interact in communities?
- To what extent has this course influenced your daily actions?