

## **CSUMB SERVICE LEARNING EVALUATION REPORT**

**Fall Semester 2000**

Analysis of:

- |      |   |       |
|------|---|-------|
| I.   | Evaluation of the Service Learning Process by Student   | p. 2  |
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**for the Service Learning Institute**

**CSU Monterey Bay**

## I. EVALUATION BY STUDENTS

### Evaluation of Service Learning Courses by Students

1. SL Courses Completing Evaluation
2. Demographic Information (292 Respondents)
3. Service Placement Experience
4. Impact of Evaluation
  - a. How service activities enhanced students' understanding of course content
  - b. Most Valuable Experience
  - c. Commitment to Service

#### 1. SL Courses Completing Evaluation

During the Fall Semester 2000, 278 students from 16 major-based service learning courses and 7 CP URL courses completed the "Evaluation of Service Learning Process by Student" questionnaire. Courses include CH 313S, CH 407S, CST 361S, ESSP 395S, GS 200S, HCOM 317S, HWI 361S, JAPN 301S, LS 393S, LS 394, MIE 303S, SL200 (5 sections), SPAN 301, and TAT 332.

#### 2. Demographic Information (278 Respondents)

##### Gender:

- Women: 29% (80)
- Men: 56% (155)
- Missing 15% (43)

##### Age Range:

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

##### Year in School:

- First-Year Students 3% (7)
- Sophomores 13% (35)
- Juniors 27% (75)
- Seniors 40% (112)
- Missing 17% (49)

##### Course Enrolled:

- CP URL Courses: 23% (63)
- Major-based SL Courses: 77% (215)

##### Ethnic/Racial Identification:

- Asian, Asian Pacific Islander 4% (10)
- Black, African American 2% (5)
- Caucasian, European American 32% (88)
- Native American 0.3% (1)
- Latino/a, Mexican, Mexican American 15% (42)
- Jewish 0.7% (2)
- Mixed 1% (4)
- Other 3% (9)
- Missing 42% (117)

#### 3. Service Placement Experience

Students described doing a wide-range of service activities, including:

- Developing Programs and Doing Outreach

- Working with Children and Adolescents
- Working with and Caring for the Elderly and Senior citizens
- Working in the Health or Mental Health field
- Business and Marketing
- Computer Programming/Teaching Computer skills
- Working in Education: Teaching, Being a Mentor, Tutoring
- Working with Developmentally Disabled and Homeless People
- Assisting Immigrants, Native Americans, and Migrant Workers

### **Recommend Site to Future SL Students?**

96% of the respondents (N = 258) said that they would recommend the site to others. Seven students said they would not recommend the site because:

- "It did not cover major learning objectives."
- "There wasn't much to do and after school program might be more useful where we students wouldn't asking a teacher to change her syllabus for us and where the students were coming to us for help and support."
- "Not a lot to do, not many main learning objectives were covered."
- "This organization is not oriented to student participation, at least not for others beside nurses. There is not much interaction with clients and their priorities are different."
- "The people are not willing to learn or do anything for the fact."

#### **4. Impact of Evaluation on Learning**

##### **a. How did Service Learning activities enhance students' understanding of the course content?**

Eighty-three percent of the respondents (N = 224) indicated that Service Learning enhanced their understanding of course content, 14% said it did not (N = 39), 1% said both "yes and no" (N = 3), and 10 students did not respond. Students' open-ended responses were examined qualitatively for descriptive themes. Students felt service learning enhanced their understanding of the course content in the following ways (in order of most frequent responses):

- Learning how to teach and to learn
- They had little understanding to begin with
- Helping them gain knowledge, learn course content, and reinforce the material
- Being able to apply their knowledge
- Learning the importance of diversity, multiculturalism, and cross-cultural understanding
- It was their interest or choice and it enhanced their learning
- Working in a friendly environment
- Being able to apply their knowledge to community concerns
- Developing personal skills (e.g., patience)
- Learning about social justice

The following were some of the reasons students provided for why service learning did not enhance their understanding of the material:

- Course content was not presented well by teacher

- Course content had nothing to do with service learning (e.g., public health, Spanish, Japanese).
- The project never left the ground.
- We hardly did any writing.
- There was too much time spent towards working on the kids' assignments. Since these assignments were at a completely different level from what I'm used to, I didn't acquire any new knowledge regarding the course content.

**b. Most Valuable Experience**

Students mentioned examples of activities or assignments that best helped them to integrate course content with their community service experience. These were:

- Conducting research and interviews
- Understanding the beliefs some people in the community might hold
- Understanding Non-Profit Organizations
- Group work, training and workshops
- Class discussions
- Digital divide and panel discussion
- Understanding needs and problems at the school
- Looking at policy issues and discussing ethics in my placement
- Daily reflection journals
- Teaching students and interacting with the kids
- Learning conflict resolution, mediation

**c. Commitment to Service**

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

- 93% of the students ( $N = 259$ ) indicated that they were able to make a meaningful contribution to their community through this service learning experience.
- 91% of the students ( $N = 251$ ) indicated that they felt more comfortable participating in the community after completing this course
- 58% of the students ( $N = 161$ ) indicated that they planned to continue serving at the community site where they had served after the course was completed
- 84% of the students ( $N = 233$ ) indicated they had a stronger sense of commitment to being involved in their community as a result of this course.

**II. EVALUATION OF CP URL IMPACT**

Evaluation of CP URL Impact	
1.	Pre-to-Post Course Experience Attitude Changes
2.	Impact on Learning

**1. Pre-to-Post Course Experience Attitude Changes**

The Service Learning Pre- and Post-Assessment was administered to students both in the Fall and Spring semesters. 33 students completed both the pre- and the post-assessment survey during the Fall semester.

The Civic Participation scale included items that address the values students place on participating in the community through service. The Career Preparedness scale included items that ask students to rate their confidence in a work situation and their understanding of daily job responsibilities in a career that interests them. The Academic Relevance scale included items that assesses students' motivation to enroll in courses they have real life applications as well as students' perceptions of the extent to which they learn best in courses that involve "hands-on" experiences. The Service Self-efficacy scale contained items which reflect students' beliefs in their abilities to have a positive impact on the community, their knowledge of the community in which they live, their advocacy of working in a multicultural community and their plans to be active in the community. Internal consistency was assessed using Cronbach's alpha. Scores for each of these scales were: Civic Responsibility .80; Career Preparedness .70, and Service Self-Efficacy .75.

Pre- and post-course comparisons were made on data from 33 students for whom we had both pre- and post-survey data. Students' scores were significantly higher at the end of the semester for the Civic Participation, the Career Preparedness, and Self-Efficacy scales (See Table).

<b>Pre- to Post-Course Experience Attitude Changes</b>			
<b>Scale</b>	<b>Number of Students</b>	<b>Pre-to-Post-Change</b>	<b>t</b>
Civic Participation	33	Increase	-2.58, $p < .05$
Career Preparedness	33	Increase	-2.52, $p < .05$
Self-Efficacy	33	Increase	-2.16, $p < .05$

## 2. **Impact on Learning**

Students were asked to rate the extent to which their CP URL courses have an impact on several dimensions of their learning. They were asked to rate items on a 6-point scale from "Not much" (1-2) to "Somewhat" (3-4) to "A great deal" (5-6). The following are the mean scores and the proportion of students who rated the impact of their service learning course as having "A great deal" and "Not much" of an impact on their learning for each statement.

<b>Question</b>	<b>Mean score</b>	<b>% "A great deal"</b>	<b>% "Not much"</b>
<b>This course has helped me questions my own assumptions.</b>	5.16	75% (45)	0%
<b>This course has helped me become more self-reflective.</b>	5.03	76% (25)	3% (1)

<b>This course has helped me gain confidence in stating my views.</b>	4.79	58% (19)	6% (2)
<b>This course has helped me to be more open to hearing perspectives that differ from my own.</b>	5.06	73% (24)	3% (1)
<b>This course has helped me recognize stereotypes more often.</b>	5.06	78% (26)	3%(1)
<b>This course has helped me identify ways that I can play a part in ending structured inequalities in society.</b>	4.79	61% (20)	6% (2)
<b>This course has made me more aware of the inequality that affects my daily life.</b>	4.97	70% (23)	6% (2)
<b>This course has helped me to reflect on how my identity affects how I interact in communities.</b>	5.15	76% (25)	0%
<b>This course has influenced my daily actions.</b>	4.76	61% (20)	0%

There was about the same proportion of students in CP URL course and in the major-based service learning courses who were able to integrate their course content with their community service experience (57% vs. 58%).

**IIA. COMPARISON OF CP URL COURSES WITH MAJOR-BASED COURSES**

- CP URL vs. Major-Based
1. Impact on Learning Course Content (CP URL vs. Major-Based)
    - a. Integration of Course Content with Community Service Experience
    - b. More time in Class
  2. Impact on Commitment to Community Service (CP URL vs. Major-Based)
    - a. Meaningful Contribution to the Community
    - b. Comfortable Participating
    - c. Stronger Sense of Commitment to Community Participation

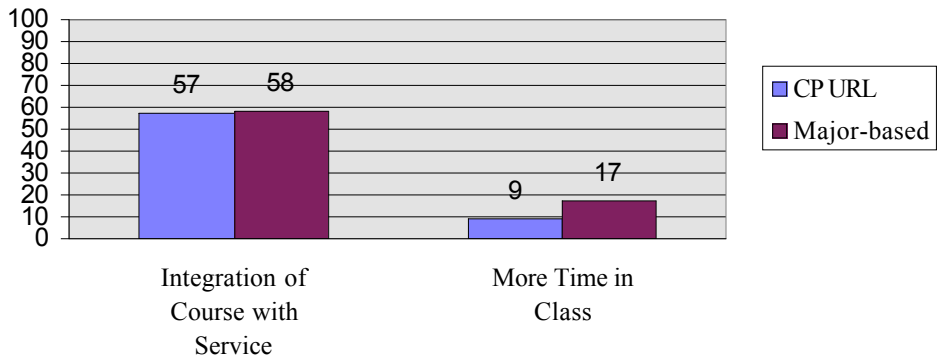
**1. Impact on Learning Course Content (CP URL vs. Major-Based)**

**a. Integration on Learning Course Content with Community Service Experience**

There was about the same proportion of students in CP URL course and in the major-based service learning courses who were able to integrate their course content with their community service experience (57% vs, 58%).

**b. More Time in Class**

There was a higher proportion of students in major-based service learning courses than in CP URL courses who indicated that they would have learned more from this class if more time was spent in the classroom instead of doing service in the community (9% vs. 17%).



**2. Impact on Commitment to Community Service (CP URL vs. Major-based)**

**a. Meaningful Contribution to the Community**

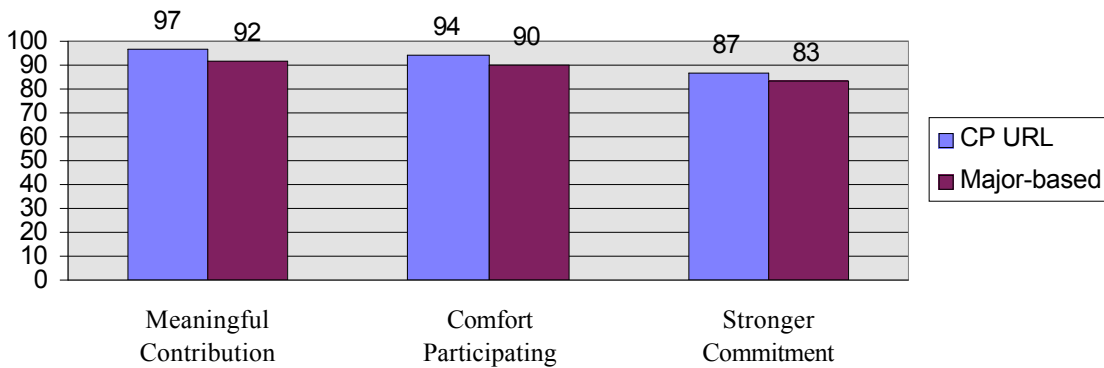
There was a slightly higher proportion of CP URL students who indicated that they were able to make a meaningful contribution to the community through this service learning experience compared to major-based service learning students (97% vs. 92%).

**b. Comfortable Participating**

There was a slightly higher proportion of CP URL students who indicated that they felt more comfortable participating after this class than major-based service learning students (94% vs. 90%).

**c. Stronger Sense of Commitment to Community Participation**

There was a higher proportion of CP URL students who indicated that they felt a stronger sense of commitment to being involved in the community as a result of this course compared to major-based service learning students (87% vs. 83%).



**III. EVALUATION BY FACULTY**



Evaluation by Faculty

1. Overall evaluation of teaching a SL course
  - a. Plan to continue teaching this SL course?
  - b. Consider developing another SL course?
  - c. Encourage other faculty to use SL pedagogy?
2. Faculty Assessment of the Impact of Service Learning on Student Learning
  - a. Enhanced student learning?
3. Impact of Teaching a SL course for Faculty
  - a. Support Received from the Service Learning Institute
  - b. Faculty-Community Partner Relationships
  - c. Obstacles that Deter You from Teaching Service Learning Courses
4. Final Additional Comments and Future Questions

Nine CSUMB faculty completed the faculty process evaluation survey.

**1. Overall Evaluation of Teaching an SL Course**

**a. Plan to continue teaching this SL course?**

100% of the faculty respondents (N = 9) said that they plan on continuing teaching their SL course. One instructor said that they will be teaching two sections of their SL course. Another instructor said they will be teaching their course on-line due to the fact that she will be off campus for two years in Ecuador. One faculty instructor said that their course was canceled in the next semester but she was looking forward to teaching the course when it is offered again.

**b. Are you considering developing or integrating other courses that involve Service Learning?**

Two faculty said, "No," they did not plan on developing other Service Learning courses. One faculty said, "I was planning on instructing a TAT after school service learning class, but TAT canceled it." 6 out of 9 faculty said, "Yes," and contributed ideas for specific courses that they were in the process of developing. These were:

- Our VPA model of teaching always involves some aspect of community collaboration or artist in some theory.
- Environment as an integrating context for Service Learning
- We are working on developing multiple international service courses focusing on all areas of study.
- I will be developing LS 293 S which will be a first step before this class for LS majors, an introduction to teaching.
- I will be redesigning our "Management of Non-profit Organizations" course to restore it as a SL course, and I also will be working with our Director to designing a two-unit service lab module to integrate with another yet-to-be determined course.
- I want to do children's Theater plays for schools with our students as actors.

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

8 out of 9 faculty respondents said that they would encourage other faculty to use service learning pedagogy. One faculty said it depended on the course and its purpose. Faculty said they would recommend service learning pedagogy to other faculty for the following specific reasons:

- "SL is a very effective method of experiential learning and experiential learning is very effective pedagogy in my experience."
- "Learning of theory takes place best when it is combined with real world experience and as students learn to make knowledge with communities."
- "I believe in experiential education. It takes an amazing lecturer to be as effective and to create a long-lasting element of knowledge in a student as a mediocre teacher I enhanced with SL."
- "It motivates the students to learn the material prior to presenting it."
- "Although it is a lot of "extra" hours for the student, the experience is valuable. Future teachers need this time in classrooms. The SL pedagogy allows students to get the most out of it through reflection and the schools need this service."
- "I find SL courses to be the most rewarding of any I teach, mostly because it really does spark our students' sense of idealism and wanting to contribute to social justice. They also gain valuable reflection and journaling experience."
- "Students because much more committed to learning the material when they feel it has real world impact."

2. **Faculty Assessment of the Impact of Service Learning on Student Learning**

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

Nine faculty instructors (100% of the respondents) said that Service Learning activities enhanced their students understanding of course content. Through open-ended responses, they shared the following examples of how the service learning experience enhanced their students' learning of the course content:

- "Our course is based of a content/community collaborative model. Working directly with youth was essential in designing our digital posters."
- "The SL experience is the basis of the course, the content doesn't exist independent of the service."
- "Composition Theory, student writing practice and tutorials of the middle and high schools were interrelated parts of the course."
- "The week long Covelo immersion does wonders as far as showing students the reality of oppression on indigenous peoples. Few of us ever enter a reservation much less attempt to understand a day in the life of a Native American. It is also interesting because one realizes after talking to the people that it really hasn't been that long since Native Americans lived there –lands free and traditionally. These peoples great grandparents can remember a world without white men."
- "Students went to a middle school to teach about Japanese culture. They had to master the learning material prior to teaching it."

- "MLOs such as understanding parent/community connections and options for LEP students were enhanced by the student's experience in the classroom. The students brought everything into our class through writing/reflection small group discussions."
- "We had examples from most community partners. Perhaps the best was Angelica Fernandez' work with the citizenship project, where she could see first hand the obstacles put in the way of the Latinos obtaining citizenship in the U.S. She did a good job of sharing this experience with the rest of the class, including handing out a sample of the constitutional questions, which citizenship applicants must answer correctly –in English in their oral exams."
- "Hands on learning."

### 3. **Practical considerations and Logistics of Teaching a Service Learning Course**

#### a. **Support Received from the Service Learning Institute**

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

- USA support and liaison with community partners
- The entire SL staff
- SL guide for students, in the past CPULS lunches and handouts, and the after-school program workshop that was put on in October were valuable.

Several faculty mentioned they "would like to have received more support from the SLI with faculty development."

Four faculty mentioned they would like more support in the area of faculty development in the following ways:

- "I would like to have more guidelines as to expectations."
- "I think this was very helpful in the early orientation."
- "I see this as a very important unfilled need. I still pretty much am clueless about, for example, what exercises, role-playing, etc. to use in the classroom and most important how to truly integrate the SL and non-SL learning outcomes and pedagogy. I hope I get a lot of this next semester."
- "More help with reflection exercises."

"Would like more support with community partnerships"

One faculty mentioned they would like to have more support in the area of community partnership. They said, "The first meeting of coordinators I attended was very helpful to clarify outcomes with the sites. Lack of communication about the next or follow up meeting by SLI in meeting continued."

#### b. **Faculty-Community Partner Relationships**

How did you first learn about your community partners?

Faculty first learned about their community partners in several ways. These were:

- Personal contact and knowledge (N = 4)
- Service Learning Institute staff (N = 3)
- Students (N = 1)
- Through our VPA's Reciprocal University with the arts program –RVAR (N = 1)

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

All faculty members mentioned maintaining contact with their community partners through telephone calls. Other means by which they maintained contact were:

- A combination of phone calls, site-visits, and e-mail (N =5)
- Attending meetings and special functions, as well as correspondence via email, phone and mail (N =1)
- Using students' detailed information in journals and oral reports in class (N=1)

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

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

- Rural development center is in a site of flux and may not be a good place for students right now. I was happy to work with them until then, this spring I have had to modify my plans.
- Once the semester began I had limited time to develop the new middle school partnership there is much work that needs to be done there. I was disappointed that SLI did not provide more opportunities to facilitate this partnership, though I appreciated the one day long workshop we had.
- N/A all students serve with Cloud Forest Institute
- The teachers at the Middle school were very helpful
- Good community partners were: Chartwell, Del Monte, Alianza Watsonville, RISE, Cesar Chavez, Sherwood. Community partners that have a cause for concern were: Larken because teachers belittle CSUMB program; Santa Lucia, which is good to have but it is an English only for LEP's; Kamman, which only used students in office and not helpful; and Alisal in Salinas, where students had a very bad experience.
- Although the students have loved the experience I have received some information about Star Riders that would cause me to want to check them much more thoroughly before signing them up as a partner site again. I did not check this information out myself since I will not be teaching a SL course next semester, but I would suggest that the SLI do so if any other professors envision including them as a community partner.
- D.M.M. was better this semester, more children Faye Coleman is well again.

c. **Obstacles that Deter You from Teaching Service Learning Courses**

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

- "Workload is much higher, except perhaps in the case of courses where only one community partner is involved."
- "Apathetic students who only whine about the extra work."

- "My students expressed frustration at the slow process of getting placements. Some wanted more choice in their placements. Unfortunately some had difficulties that did not create a good service learning placements. I personally am very supportive of the SL pedagogy and will work to make this better ."
- "No time to integrate content and practice."

#### **4. Final Additional Comments:**

"I personally enjoy SL so much that I participate in the service along side my students. This method of sharing the experience has truly added the effectiveness of class discussion. I would recommend to other faculty that they try it out."

"I would like to see Bradly School in Watsonville on list as it has the only program for deaf children in the area and this was interest for many students."

"I love teaching SL, and am grateful for the support and encouragement I get from the SLI. Thanks."

#### **A. Future Questions and Thoughts**

Relational Experience: How often? Quality of relationship?

How do they view the role of community partner

- 1) as co-teacher (CP has knowledge)
- 2) allowing students to use their knowledge (community partner receiving knowledge skills, and work from students)
- 3) site for fulfilling course requirements

Spring: Possible focus groups with those who have been faculty for several years

## **IV. EVALUATION BY COMMUNITY PARTNERS**

- I. Evaluation Summary - Agencies
  - a. Impact of Service Learners in Agencies
  - b. Impact of Service Learning on CSUMB Students
  - c. Service Learning Students at the Organization
    1. Student Preparedness
    2. Time/Cost Benefits
    3. Drawbacks and Barriers to Student Participation
  - d. Barriers to Faculty Relationship with CSUMB
- II. Evaluation Summary - Schools
  - A. Impact of Service Learners in the Classroom
  - B. Impact of Service Learning on CSUMB Students

### **1. Evaluation Summary - Agencies**

a. **Impact of Service Learners in Agencies**

Agency representatives were asked to give an example of how the people who used their organizational services benefited from the service of the CSUMB service learners this semester. The types of benefits they reported included:

**New Services and activities were made possible because of the students' work**

- We were able to promote a small school based project for the students. They called the schools and setup classes to fill chests to send school supplies to children around the world. It was wonderful for the children, taught the students marketing skills and helped the Red Cross.

**Enhanced Resources and Outreach to Clients and Community**

- The website and especially the database will directly affect our clients and the community for years to come. We are now able to access information normally extremely hard to find, in a matter of minutes. Many lives will be touched in a positive manner by the service given to this agency.

**Improved Quality of Care and Services of the Agency**

- The students were able to provide one on one interactive care to patients at our extended care unit, vital to the services provided in that specific definitely perfect timing to have patients who all now see quality assistance.
- Some of the Service Learners chipped in at the end of the semester with MCAP's toy drive. This was a huge help for all of the clients who are receiving toys. Even though all of the Service Learners didn't see first hand the joy brought to families, the impact was huge.

b. **Impact of Service Learning on CSUMB Students**

Community partners were asked to provide examples of how CSUMB Service Learning Students benefited as a result of their service with their organization this semester. These included:

- Marketing skills, understood the day to day working of a non-profit, understood fundraising and public relations and learned to make presentations to outside organizations.
- They got a better understanding of the needs of this community especially those with HIV/AIDS. Also, the importance of non-profit work, they are all a part of our family
- Students were able to be exposed to the health and services Natividad renders to the community, the population, and the health care needs in addition, exposure to the job and responsibility of various health care.
- They learned how hard it was to find people to listen, they worked on craft activities that went with the stories, and they learned how to make posters to advertise each book. We received more than they did.
- New friendships with staff and clients, an opportunity to know different parts of Monterey County, work with education and prevention efforts to stop the spread of HIV and learn more about HIV.
- The service learners learned that the knowledge they have is very valuable to our community and that people are eager to learn new things.

c. **Service Learning Students at the Organization**

Student Preparation

100% of the community partner respondents (N = 11) indicated that the students were adequately prepared for the work they did with the organization. Respondents reported that students showed that they were prepared by (1) showing up on time with materials and high spirits, (2) having prior experience with children and the school system, (3) bringing art activities and planned activities for the classes they worked with, (4) having professional behavior and appearance (e.g., being respectful and helpful), and (5) being capable and willing to assist. Two respondents indicated that they would like to have more guidelines of what was expected as the objective to this training.

Time Cost/Benefits

100% of the community partner respondents (N = 11) indicated that the amount of time required to supervise service learning did not outweigh the beneficial aspects of the service students provided. Two respondents specifically mentioned "They were very helpful to us and a great learning experience" and "it was well worth the time and effort." One respondent said, "Some were unreliable, others wanted to observe rather than actively participate. It works best when the SL students see a need and full as well as communicate with the teacher and design lessons with them."

Drawbacks and Barriers to Student Participation

Five respondents indicated that there were some drawbacks and barriers to student participation which included:

- Need students who are available on consistent schedule and a timeline (N=3)
- Difficulties with getting students every time (N=1)
- More bilingual students are desired (N=1)

Barriers to Relationship with CSUMB faculty

Only one respondent mentioned barriers to their relationship with CSUMB faculty. This respondent specifically said that it was due to the fact that they had no contact with the faculty advisor, so there were times we were lost on the objective of the training. Two respondents said that although there was a lack of contact with faculty, they did not experience difficulties because the students brought everything. However, one respondent mentioned their only concern was the quantity of orientations that needed to be done.

2. **Evaluation Summary - Schools**

a. **Impact of Service Learners in the Classroom**

School representatives were asked to give an example of how students and the school benefited from the service of the CSUMB service learners in their classrooms. The types of benefits they reported included:

Individualized Attention and Additional Assistance

- The students were able to receive one-on-one attention; the staff received additional assistance.
- More one-on-one attention to students

Hands-On Tutoring

- Additional “hands on” tutoring was a big assistance. CSUMB students learning and helping to work with learning different students.
- People who use our library learned how to use some of the programs on our computers from our tech tutor and were able to show others what they learned. Also, students in the library doing homework were better able to complete assignments because they had helped and guidance from a service learner.

Increased Multicultural Teaching and Learning

- I was able to get in a multicultural author study and have great literature read to my students.
- The SL students brought in and exposed the kids to multicultural children’s literature that they may not have been exposed to otherwise.
- Many students were surprised at the “sound” of Spanish words that told the same story. They enjoyed all artifacts, and many students were interested in the different cultures.

**b. Impact of Service Learning on CSUMB Students**

Teachers and school representatives were asked to provide some examples of how service learning benefited CSUMB students' learning as a result of working in their school. These included:

- Good modeling by teachers, experience in an elementary classroom.
- Gained insight regarding students with learning difficulties and how to interact with students.
- Learning how a classroom works, working with students, and having flexibility.
- They received lots of hands-on in the classroom real teaching types of experiences, and time and guidance from professional teachers.

FUTURE THOUGHTS

Summer (Ask CP what courses students are from)