UNIVERSITY OF LA VERNE

Program Review of General Education

Community Service

Spring 2010

Executive Summary

The Community Service Assessment was conducted in the summer and fall semesters of 2009. The purpose of the assessment was to evaluate student achievement of our Community Service learning outcomes, and to assess our Community Service Program. The assessment centered on the stand-alone community service courses (CS/CORE 305) that meet our Community Service GE requirement. The assessment consisted of both self-report measures (student self evaluation, student evaluation of volunteer site, and the 2008 NSSE results) and performance measures (final integration paper, site supervisor evaluation of student, site supervisor evaluation of program).

Strengths
The assessment results highlight that after taking the Community Service course, our students (more than 2/3) show significant competency in reflecting on service as a component of active citizenship, community engagement, and social responsibility (learning outcome #1), and demonstrating reciprocity and responsiveness in volunteer service with a community organization (learning outcome #2). Overall, students can not only articulate the importance of active citizenship, community engagement, social responsibility, and reciprocal and responsive relationships, they also believed it was important to contribute to society through service, engage with the community, and be involved as an active citizen, and most felt they had developed reciprocal and responsive relationships with those served. Results showed that students leave the University of La Verne with a significantly greater desire to contribute to the welfare of their community than when they began at La Verne.

In addition, Site Supervisors generally find our students well-prepared, enthusiastic, independent, dependable, mature, skilled, and able to stay on task. Our students meet and exceed their expectations. They find our students to be cooperative, collaborative, and express a deep desire to have more La Verne student volunteers.

Challenges
Students were less likely to adequately describe and analyze the social issues relevant to the community organization (learning outcome #3). Even though students self-reported that they can easily explain the social issues facing the population served, in practice only half of the students were able to demonstrate this. In addition, students rarely commented on the relevant social issues in self-evaluations, showing that this is not a particularly important area of leaning for students.

Site Supervisors often commented on the need for more volunteers and a desire to have volunteers for the whole year. While sites have excellent experiences with our students, the limited structure of the semester-long course often means that a site cannot meet their needs or is deeply affected when our semester ends and students leave. So, while the University is meeting its needs, the community site is negatively affected.

Action Recommendations
Action recommendations include meeting with all community service instructors to discuss the results; create an action plan for addressing the deficiencies in Outcome #3 and assess again in a couple of years; Discuss strategies for maintaining and strengthening Outcomes #1 and #2;

address the expectations of community partners so that both the University and partners' needs are being met; and conduct an assessment of the Alternative Assessment Portfolio and courses that embed the community service learning outcomes.

Program Mission

The mission of the Community Service Program is to develop self-reflective, socially aware, and responsive community participants through reciprocal service and learning. Students learn and develop through active participation in community service. Engaging in service not only provides an experience of meeting real needs in the community, it also integrates classroom learning with community involvement, supplementing the academic curriculum by providing practical experience to reflect on the responsibilities and rewards of serving the human and ecological community.

Program Goals

Students will be able to:

1. Reflect on service as a component of active citizenship, community engagement, and social responsibility
2. Demonstrate reciprocity and responsiveness in volunteer service* with a community organization
3. Describe and analyze the social issues relevant to the community organization

    *Volunteer service is understood to be a minimum of 20 hours of unpaid, active participation assisting an off-campus community organization in the achievement of its goals, not simply observing the work of the organization.

Program Description

The Community Service Program is part of the overall general education program. Students meet this requirement by either taking a stand-along Community Service course administered by the Community Service Program, taking a major course in which the learning outcomes have been embedded, or by submitting a portfolio that shows competency in the learning outcomes through prior learning and experience. This assessment focused on the stand-along courses (CORE/CS 305). *See appendix A.*

The Community Service Program currently has seven instructors. Of those seven, two are full-time faculty and the remaining instructors are part-time faculty. In the fall of 2010, two additional full-time faculty will offer a CS 305 course. Instructors must hold a Masters degree and have knowledge and expertise in the content area of the course (Homelessness, Hunger, Aging, Disability, Education, Literacy, Science, etc.). For the past 5 years, we have offered 9-12 sections each semester and 1-2 sections during January Interterm. *See Appendix* B *for a list of commonly taught sections.* The average class size is 15-18, although in the last two years numbers have declined (to less than 10 in some sections) because the new GE allows students to meet this requirement within a major course, and so there is less need for students to meet the requirement in a stand alone course. We are currently offering fewer sections to account for this change. Beginning in the fall, we will offer our first section of CS 305 through La Verne Online to meet the needs of CAPA and RCA students.

Community Service volunteer sites are coordinated by the Assistant Dean of Undergraduate Programs. Students are able to choose one of the official sites or set up their own site, depending

on the nature of their class. Students are asked to sign a contract with their site supervisor, and the site supervisor is responsible for verifying hours worked and filling out an evaluation form on each student at the end of the semester.

Assessment Procedures

1. **Self-Report Measures:**
   a. *Student Self-Evaluation Survey.* This survey asked students to rate how well they achieved the learning outcomes for Community Service. This survey was administered in Fall 2009. It was created for assessment purposes, and is not normally used in the course materials. *See Appendix C.*
   b. *Student Evaluation of Site.*   This form is used each semester, asking students to evaluate their experience at the volunteer site. This form gives us feedback about the appropriateness and viability of using this site in the future. This form was collected for the purpose of assessment in Fall 2009. The form was updated prior to the assessment in order to better align questions with learning outcomes. *See Appendix D.*
   c. *2008 NSSE Results.* Certain questions related to Community Service were pulled from the 2008 NSSE results, comparing freshman responses to senior responses.
2. **Performance Measures**
   a. *Final Integration Paper.* Students are required to write a Final Integration Paper at the end of the course showing competency in the three learning outcomes for Community Service. Papers were collected from the 2008-09 academic year and evaluated by CORE/CS 305 instructors in June, 2009. *See Appendix E.*
   b. *Performance Evaluation of Student.* Each semester, sites are asked to complete an evaluation form on each student and to verify the number of hours worked. In the Fall of 2009, we collected this form to be evaluated for the purpose of assessment. The form was updated prior to the assessment in order to better align questions with learning outcomes. *See Appendix F.*
   c. *Site Evaluation of the Program.* Once a year, the Assistant Dean of Undergraduate Programs sends an evaluation form to our community partners in order to get feedback about the relationship between their organization and the University of La Verne.   In the Fall of 2009, we collected this form to be evaluated for the purpose of assessment. The form was updated prior to the assessment in order to better align questions with learning outcomes. *See Appendix G.*

Findings

<u>Outcome #1</u>
Reflect on service as a component of active citizenship, community engagement, and social responsibility

In their Final Integration Papers, 70% of the students showed that they were able to reflect well ("developed" and "accomplished") on service as a component of active citizenship, community engagement, and social responsibility (See Table 3). Students rated as "developed" or "accomplished" were able to articulate the importance of community service and being a responsible and engaged citizen. Below are some excerpts from Final Integration Papers:

> "Service learning and social responsibility to me means engaging myself in becoming responsible citizens through effective and practical interaction within the community and create partnerships interaction within the community and create partnerships through which my service can help solve the authentic community need."

> "Engagement is much more than just showing up and being an extra body; engagement is talking to people, listening to people, giving your input, helping make necessary changes, and anything else someone feels could help make a difference. Engagement is more work than just showing up and being there, but if a person is not engaged they are cheating themselves out of all of the benefits that serving their community has to offer."

> "Community engagement means becoming engaged in the community and taking an interest in helping the members of that community while developing lifelong relationships with those people that are involved in the process."

> "Community engagement is a complex idea that has different meanings to different people. I believe that community engagement is a personal connection with the surrounding area, people, and services through direct service or advocacy for those entities."

These findings are also consistent with the student's own self-evaluation of their learning (see Table 1). 93% reported that they seriously reflected on community service and its relevance to social responsibility, and 82% of the students felt that this was important or very important. 97% reported that service to the local or global community is a fundamental expression of being a responsible citizen. 97% also reported that service to others is an important value to them, and 95% thought they would find opportunities to serve communities, locally or globally, in the future. In addition, Site Supervisor's felt that most students (95%) were responsible and took their work seriously, which gives some indication that students valued their community engagement experience enough to take it seriously.

Student comments in their "Site Evaluation" also speak to the value many place on contributing to society. Some of the most satisfactory aspects were their experiences of helping and making a difference. For example, one student states, "I liked seeing the work our group put in and how it

developed into the end result. It is something to be proud of knowing I helped with something great." Another student expressed that the best aspect of the experience was "being able to work with a middle-school and helping him through academics as well as personal issues." Or as another put it succinctly, "Helping children, very rewarding." Student's expressed great satisfaction about making a difference:"Working with the special Ed kids in general is amazing. It's nice to know you are really helping them."

Students' were also asked how their experience at their volunteer site could be improved. While many comments addressed practical issues like better communication, more training, or improved scheduling, just as many comments focused on the importance of the volunteer site. Students commented on the good work that is being done and the need for more volunteers. As one student said, "It could be improved if more college students got involved." Students were eager to promote their volunteer site and encouraged the University to maintain the partnership with the community organization. One student pressed, "I would recommend sending more students there because they could use the help." In addition, other students generalized beyond their own experience and advocated for community engagement in general: For future sites, it would be great to find more sites such as this because thelping the community and peapl in need is a great thing to do."   Not only do most students self-report the importance of community engagement, many also became advocates for community engagement.

While students generally reported a high value on social responsibility and community engagement, the assessment of Final Integration Papers shows that 30% of the students were less able ("developing" or "undeveloped") to show real competency in their ability to critically reflect on these areas.

Nevertheless, the 2008 NSSE survey shows that both traditional and non-traditional students leave the University of La Verne with a significantly greater desire to "contribute to the welfare of your community" (See Table #5). While this cannot be attributed solely to the Community Service requirement, it appears that the educational experience at La Verne increases the level of concern for community engagement and social responsibility. Interestingly, there is an even greater increase (from Freshman to Senior year) among non-traditional students. At the time of this assessment, non-traditional students were not required to complete the community service requirement, which suggests that the overall education at La Verne increases student concern for serving one's community, and that non-traditional students show the greatest increase.

Outcome #2
Demonstrate reciprocity and responsiveness in volunteer service with a community organization

In their Final Integration Papers, 76% of the students significantly demonstrated ("developed" and "accomplished") reciprocity and responsiveness in their volunteer experience (See Table 3).

Reciprocity is the ability to genuinely engage with the people and organization they served. Reciprocity takes place when the experience is more than a one-way relationship, where one person is the giver and the other is the receiver. Reciprocity is about being open to the relationship, and then being responsive. Students demonstrated responsiveness when the student

was able to articulate how s/he was affected or challenged or changed by these relationship, and when they showed sensitivity to and respect for those that s/he served. The following are excerpts taken from the Final Integration Paper that demonstrate reciprocity and responsiveness in their volunteer work:

> "He taught me how being in a wheel chair could change one's life, but at the same time how normal and proactive he still is. I taught him that although some people would say I am able bodied, I have been faced with difficulties and situations that are challenging to me. We were able to talk through difficulties and struggles in our lives and how we can solve the problems that we are faced with each day. The way he challenged my thinking that most was the fact that I thought he would be restricted from certain activities because he is in a wheel chair."

> "Through community service, one's way of life can be changed. The consumers at PVW have shown me so much over the past few months. I have come to realize that we, the able bodied, are really the ones with the handicap. We are able to do so many things, yet we hold our selves back and do not do them. We take for granted everything we have. For example, I was talking to one of the disabled gentlemen at the workshop and he was telling me about how fascinated he was with this difficult high-level mathematics called algebra. For a man who is only able to count to one hundred, algebra was a huge deal. In his world, algebra is something so complex and intricate, yet for us, it something that the average high school student can do. We could care less about it, but to him it was far beyond anything he could ever grasp."

> "Those kids really challenged me that night and changed me into a person who can communicate much better. Every week, I looked forward to spending quality times with those children."

These findings are also consistent with the student's own self-evaluation of their learning (see Table 1). 89% of the students felt that they developed meaningful and reciprocal relationship with those that they served, and 83% stated that it was important or very important to have developed meaningful and reciprocal relationships.

Student comments in their "Site Evaluation" also speak to the high level of reciprocal and responsive relationships that they developed (See Appendix I). Students often noted that the most satisfactory aspects of their volunteer experience were the relationships they had with the staff and clients of the organization, and how the student was enriched or changed by these relationships. Students were asked to comment on the question, "What were the most satisfactory aspects of your site?" The most common response was a reference to the positive experiences of building meaningful relationships with the people they served and/or the other staff members/volunteers. Some of the responses also reflect on the reciprocal and responsive nature of these relationships:

> "Being able to help students understand the material they were previously struggling with. Also, being able to create relationships with students and help them with any academic or personal problems they needed help with."

"Learning and being able to listen to some of the residents. The interaction was a good experience."

"Talking to the residents, getting to know them"

"Working with others from the community and seeing the community garden grow."

"Working hard for a cause that would help the community a lot, and building bonds with wonderful new people."

Site supervisors also report that students are sensitive to the needs of their clients (97%) and they are able to cooperate with others (96%) (see Table 4). Comments by Site Supervisor give an even stronger indication that students are developing reciprocal and responsive relationships (see Appendix K).

"[He] is a wonderful student who treated our patients with empathy and kindness. The nursing staff enjoyed working with [him] and patients anticipated his visits."

"[He] was amazing! He developed a wonderful tutoring relationship with our students!"

"[She] was very compassionate and caring toward our recipients. She has a very friendly personality."

"[He] interested with my consumers very, very well! He communicated with them, he showed interest in getting to know the consumer. Works well with the consumer helping out where needed."

While the students generally demonstrated a high ability to form reciprocal and responsive relationships, the assessment of the Final Integration Paper shows that 24% of the students were less able ("developing" or "undeveloped") to show real competency in this area.

Outcome #3
Describe and analyze the social issues relevant to the community organization

In their Final Integration Papers, only 50% of the students demonstrated "developed" or "accomplished" knowledge and critical analysis of the important social issues facing the population served (See Table 3). The following excerpt from a student paper is an example of an "accomplished" student in this area:

"Through community service, I have learned what needs to be changed, who needs to be helped, and how I've had wrong perceptions of the causes of some of these problems. My interaction and relationship[s] with the individuals this semester have helped me come to some of these conclusions."

Interestingly, 97% of the students reported that they can easily explain the social issues facing the community they served and 80% stated that it was important or very important to be able to explain the relevant social issues (see Table 1), but this self-report measure did not match actual student performance. Student comments about their volunteer experience do not tend to focus on Outcome #3 either. There are general comments about learning a great deal from the experience, but students do not point directly to a deeper knowledge of the social issues. Site Supervisors agreed and strongly agreed that their student volunteers understood the purpose of their agency (96%) (see Table 4), but there is less evidence that students can demonstrate knowledge of the social issues with depth and complexity.

Other Findings
1. Some students desire volunteer organizations that have a convenient location, flexible schedule, and related to their future goals and career (See Appendix I).
2. Site Supervisors often comment on the need for more volunteers and a desire to have volunteers for the whole year.
3. Site Supervisors are concerned about what student's wear when they volunteer, and want the students to be professional and dependable.
4. Students want to have meaningful training/orientation and direction, but also independence.
5. Site Supervisors generally find our students well-prepared, enthusiastic, independent, dependable, mature, skilled, and able to stay on task. Our students meet and exceed their expectations. They find our students to be cooperative, collaborative, and express a deep desire to have more ULV students.

Action Recommendations
These action recommendations were developed through input from the faculty on the General Education Committee. We still need to gather input from the faculty who teach CS 305. External reviewer's observations and suggestions will be included when available:

1. Meet with all instructors who teach CS 305 or teach a course with Community Service learning outcomes embedded to discuss results.
2. With instructors, create an action plan for addressing the deficiencies in Outcome #3, and assess this outcome in 2 years.
3. Discuss strategies for maintaining and strengthening Outcomes #1 and #2 – share best practices for supporting student learning in these areas.
4. Address the expectations of community partners. Have we spread our partnerships too thin? How do we create authentic partnerships that meet both the University and community's needs?
5. Continue to use the measures developed for this assessment for future assessments, but include demographics.
6. We have not yet had any students complete the Alternative Assessment Portfolio. We will need to assess the success of student learning evidenced through the portfolio.
7. We have not assessed those courses that embed community service within another course. We need to assess this delivery method as well as the stand-alone courses.

8. Seek an outside reviewer to provide input and suggestions

6.

Table 1

Self-Evaluations of student learning outcomes in Service Learning courses Fall 2009
(N= 112; 1 = Strongly Disagree, 4 = Strongly Agree; 1 = Not very important, 4 Very important)

Item	M	SD	% Agree % Important	%Strongly Agree % Very Important
1.1 This semester, I seriously reflected on community service and its relevance to social responsibility.	3.43	.68	41	52
1.2 How important was it for you to reflect on community service and its relevance to social responsibility?	3.19	.75	44	38
2.1 I was able to Develop meaningful And reciprocal relationships with those I served this semester.	3.35	.69	43	46
2.2 How important was it for you to develop meaningful and reciprocal relationships with those you served?	3.16	.84	45	38
3.1 I can easily explain the social issues facing the community I served this semester.	3.42	.56	51	46
3.2 How important was it for you to be able to explain the social issues facing the community you served?	3.12	.77	46	34
4. I think service to the local or global	3.54	.58	39	58

community is a fundamental expression of being a responsible citizen.				
5. I will find opportunities to serve communities, locally or globally, in the future.	3.37	.62	51	44
6. Service to others is an important value to me.	3.47	.60	45	52

Table 2
 Site Evaluation by students in Service Learning courses Fall 2009
(N =110; 1 = Strongly Disagree, 4 = Strongly Agree)

Item	M	SD	% Agree	%Strongly Agree
1. Site provided orientation and training for the position.	3.15	.87	41	40
2. Site provided meaningful tasks relatedto your skills, interests, & time.	3.36	.88	30	56
3. Site provided description accurately identifying what is expected of you.	3.46	.76	30	59
4. Site provided adequate supervision & feedback to facilitate growth.	3.27	.87	35	49
5. Site provided opportunity to make suggestions for improving the program.	3.05	1.08	22	48
6. Site provided to suggestions made with feedback or implementation.	3.16	.96	26	48
7. You developed a sense of being an integral part of the program.	3.42	.79	28	58
8. Site was open and in operation for the scheduled	3.72	.69	14	82

hours of the program.				
9. Site provided scheduled activities that were productive for the participants.	3.45	.85	19	65
10. Site provided an evaluation of your efforts at the end of the semester.	3.01	1.03	25	43
11. Site personnel expressed appreciation for your efforts and time.	3.71	.71	17	81

Table 3
Rubric based evaluation of a random sample of service learning final integration papers
submitted in fall 2008 and January 2009 (N=70)
 (4-point scale: 4=Accomplished, 3=Developed, 2=Developing, 1=Undeveloped)

Item	% Developed & Accomplished
Student is able to reflect on service as a component of active citizenship, community engagement, and social responsibility.	70
Student is able to demonstrate reciprocity and responsiveness in volunteer service with a community organization.	76
Student is able to describe and analyze the social Issues relevant to the community organization	50

Note: Average sum total ratings of the three criteria (12 point maximum) = 8.52 (SD = 2.14,
Range 3-12

Table 4
Performance Evaluation by Site Supervisors of Students in Service Learning Courses Fall 2009 (
N= 89)

Item	M	SD	% Agree	%Strongly Agree
1. The student was responsible and took their work seriously.	3.72	.62	18	77
2. The student was sensitive to the needs of your clients.	3.65	.61	27	70
3. The student was able to cooperate with others.	3.72	.60	18	78
4. The student understood the purpose of your agency.	3.59	.63	31	65
5. How many hours did this student complete with you?	21.82	9.41		

UNIVERSITY OF LA VERNE
CS 305: Learning through Community Service

Course Designation, Authorship, and Date
CS 305: Learning Through Community Service (one credit hour)
Cross-listed as Core 305: Service Learning
Prepared by Zandra Wagoner and Donna Bentley, February 28, 2008

Course Description
This course fosters the development of self-reflective, socially aware, and responsive community participants through reciprocal service and learning. Students will learn and develop through active participation in community service. Engaging in service not only provides an experience of meeting real needs in the community, it also integrates classroom learning with community involvement, supplementing the academic curriculum by providing practical experience to reflect on the responsibilities and rewards of serving the human and ecological community.

Learning Outcomes
Students will be able to:

1. Reflect on service as a component of active citizenship, community engagement, and social responsibility
2. Demonstrate reciprocity and responsiveness in volunteer service* with a community organization
3. Describe and analyze the social issues relevant to the community organization

   *Volunteer service is understood to be a minimum of 20 hours of unpaid, active participation assisting an off-campus community organization in the achievement of its goals, not simply observing the work of the organization.

Course Contents
1. Active citizenship and community engagement
2. Social and civic responsibility
3. Reciprocity and responsiveness in volunteer work
4. Exploration of relevant social issues

Activities of Participants
1. Participation in class discussions
2. Completion of 20 hours of community service
3. Completion of written assignments, reflective journals, or projects addressing course outcomes
4. Presentation to class
5. Completion of a final integration paper addressing course outcomes

Evidence of Learning Outcomes

By the end of the course, the student will have
1. Reflected critically about active citizenship, community engagement, and social responsibility
2. Analyzed and articulated one's experience with reciprocity and responsiveness at the volunteer site.
3. Demonstrated knowledge about the social issues relevant to the community organization in which one is serving

The following criteria guide the faculty member assessing the evidence.
1. Complexity and depth
2. Awareness and analysis of relevant social issues
3. Critical personal reflection
4. Sensitivity and respect
5. Responsive accountability

Assessment Plan

Grading Rubric
A = 90 – 100 points
B = 80 – 89 points
C = 70 – 79 points
D = 60 – 69 points
F = 0 – 59 points

Students must complete a minimum of 20 hours of community service in order to receive a passing grade.

Credit/No Credit Option
To receive credit for this course, students must obtain at least 70 points. Students must complete a minimum of 20 hours of community service in order to receive credit.

Active Participation in Class – 20 points

Semester/Term (in-class): Students are expected to participate in class discussions, including sharing their experiences of community service and/or reflecting on active citizenship, community engagement, social responsibility, and the social issues related to their community organization (determined by instructor).

Term (on-line): Students are expected to contribute to a minimum of five threads on Blackboard sharing their experiences of community service and/or reflecting on active citizenship, community engagement, social responsibility, and the social issues related to their community organization (determined by instructor).

Completion of Required Service Hours – 0 points

> **Semester:** Students are expected to serve <u>at least 20 hours</u> over a minimum of 10 weeks (2 hours a week). Students must complete a minimum of 20 hours of community service in order to receive a passing grade or credit.

> **Term (in class or on-line):** Students are expected to serve <u>at least 20 hours</u> over a minimum of 3 days (6-7 hours/day). Service may also be completed in shorter increments spread across the ten week term in order to complete the required 20 hours of service. Students must complete a minimum of 20 hours of community service in order to receive a passing grade or credit.

Written Reflections and Projects – 40 points

> **Semester/Term:** Students are expected to complete written assignments, reflective journals, and/or projects that meet one or more of the following goals: 1) Ability to reflect on service as a component of active citizenship, community engagement, and social responsibility; 2) Demonstrate reciprocity and responsiveness in volunteer service with a community organization; and 3) Describe and analyze the social issues relevant to the community organization. The content and scope of assignments will be determined by instructor.

Presentations – 10 points

> **Semester/Term (in-class):** Students are expected to make a class presentation that directly or indirectly addresses one or more of the course learning outcomes (determined by instructor).

> **Term (on-line):** Students are expected to lead an online presentation and discussion that directly or indirectly addresses one or more of the course learning outcomes (determined by instructor).

Final Integration Paper – 30 points

> **Semester/Term:** Students are expected to complete a final integration paper that is a minimum of **five** typed pages in length, double spaced with 3/4 "margins all around. Use 12 point font. This paper is due back to your instructor on the last day of class.

Absences

> **Semester:** For each class missed, student will receive a 5 point deduction.

> **Term:** For each session missed, students will receive a 10 point deduction.

Text, Materials, and Resources

Class handouts and materials are prepared by instructors. Possible resources are listed below:

Allen, Rick. "The Democratic Aims of Service Learning," *Educational Leadership*, March 2003, 51-54.

Boyte, Harry C. and Farr, James. "The Work of Citizenship and the Problems of Service-Learning," *Experiencing Citizenship,* Washington: American Association of Higher Education, 1997.

Boyte, Harry C. and Nan Skelton. "Beyond Marketplace Democracy: Education for the Commonwealth," *Educational Leadership*, February 1997.

Gonzales, Ruby. "Mandatory Student Aid," San Gabriel Valley Tribune, October 21, 1995, A10.

Hill, Don and Pope, Denise Clark. "Service Learning Professional Development for Experienced Teachers."

Howard, Jeffrey. "Principles of Good Practice in Community Service Learning Pedagogy," *A Faculty Casebook on Community Service Learning*

Kahane, Joseph and Westheimer, Joel. "In the Service of What? The Politics of Service Learning," May, 1996.

Kenny, Maureen; Simon, Lou Anna; Kiley-Brabeck, Karen; and Lerner, Richard. "Promoting Civil Society Through Service Learning: A View of the Issues," in *Learning to Serve: Promoting Civil Society Through Service Learning*, Boston: Kluwer Academic Publishers, 2002.1-14.

Koth, Kent. "Spiritual Reflection in Service Learning,"*About Campus*, Jan-Feb 2003.

Levinson, Lee. "Choose Engagement Over Exposure," in *Combining Service and Learning: A Resource Book for Community and Public Service, Vol. 1*, Jane C. Kendall and Associates, ed. Raleigh, NC: National Society for Internships and Experiential Education, 1990, 68-75.

Loeb, Paul Rogat. "Against Apathy: Role Models for Engagement," *Academe,* July-August, 2001, 42-47.

Loeb, Paul Rogat. *Soul of a Citizen: Living With Conviction in a Cynical Time.* New York: St. Martin's Griffin, 1999, 1-33.

Long, Sarah. *The New Student Politics: The Wingspread Statement on Student Civic Engagement,* Providence, RI: Campus Compact, 2002

Menlo, Allen. "Chapter Two: Preparing Students to Learn from the Experience of Community Service"

RMC Research Corporation, "Chapter 6: Reflection"

Silcox, Harry. "Chapter 2: Recognition and Celebrations, *Motivational Elements in Service Learning*.

Stanton, Timothy. "Service Learning: Groping Toward a Definition," in *Combining Service and Learning: A Resource Book for Community and Public Service, Vol. 1*, Jane C. Kendall and Associates, ed. Raleigh, NC: National Society for Internships and Experiential Education, 1990, 65-67.

Snarr, Melissa. "The University of Social Justice," *Sojourners Magazine*, Vol. 32:3, May/June 2003, 28-33.

Wingspread Special Report, "Principles of Good Practice for Combining Service and Learning"

Young, Jeffrey. "Eugene Lang Starts Program for Colleges to Promote Civic Engagement," *Chronicle of Higher Education*, 2003.

For students taking this class on-line, the following websites may be helpful for finding a volunteer site:
>   http://www.volunteermatch.org/
>   http://www.civicventures.org/public_service.cfm
>   http://www.idealist.org/
>   http://www.handsonnetwork.org/
>   http://www.mentoring.org/
>   http://www.networkforgood.org/
>   http://charityguide.org
>   http://www.serviceleader.org/new/virtual/
>   http://www.onlinevolunteering.org/
>   http://www.onlinevolunteering.org/
>   http://www.in.gov/library/2942.htm

Program Relationship
This course fulfills the Community Service requirement in the General Education Program, and directly addresses ULV's Mission Statement, which promotes service as a primary goal of the educated person, encouraging students to experience the responsibilities and rewards of serving the human and ecological community.

Notes to Instructors
(All documents referred to below can be obtained from the Assistant Dean of Undergraduate Programs)
*   All CS 305 courses must require students to sign a Release of Liability Waiver Form, which is returned to ULV's Risk Management office.

- To help students commit to their community organization, it is customary to require students to sign a contract with a supervisor at the community organization, which is then returned to the instructor (which includes the name and contact information of the site supervisor)
- To keep track of student volunteer hours, it is customary to provide students with a sign-in/sign-out form that is signed by a site supervisor and then returned to the instructor to verify hours
- Near the end of the semester/term, each community organization should fill out a short evaluation form evaluating the student's volunteer work. This is another way to ensure that students have appropriately completed their hours (this can be done by mailing or emailing a short evaluation form)
- If students are volunteering at a site that accepts ULV students on a continual basis, it is important that both students and the community organization are given opportunities to evaluate. Please provide students with an opportunity to formally evaluate the organization as a volunteer site, and please provide the community organization the opportunity to evaluate our program and our relationship with them. Both evaluation forms help improve our partnership with community organizations
- All assignments, readings, and discussions should seek to address one or more of the learning outcomes listed above
- The Community Service learning outcomes at the University of La Verne will be assessed periodically. We would like to use authentic student work to do these assessments. Each semester, please plan to randomly select two final integration papers for future assessments and send them to the Associate Dean of Undergraduate Programs. The student's name should be crossed out or deleted. For each paper, please include the semester/term, year, campus location, and name of the organization that the student worked with. Please come up with your own random selection process. Also, please note in the syllabus that there will be an anonymous, random selection of papers for university assessment purposes.
- The office of the Associate Dean of Undergraduate Programs has numerous documents that can be available to instructors, such as:
  - Release of Liability Waiver Form
  - Site Contract Agreement
  - Sign-in/Sign-out form
  - Evaluation forms
  - Questions for reflection papers and also the final integration paper
  - Student Handbook, which includes how to contact an agency, rights and responsibility, the purpose of service learning, etc.
  - Readings and discussion questions about civic engagement, service, social responsibility, reciprocity and responsiveness
  - List of discussion question for students to reflect on how they were affected by their service experience

Sample Course Schedules

Semester Schedule
This schedule suggests a timeline for providing information to students so that they can be successful in completing the necessary paperwork and contacting and beginning their volunteer work. This schedule also lists an example of when major assignments might be due. This schedule does not list specific subjects to be covered, readings, classroom discussions, or activities. The content is up to the instructor. However, most assignments, readings and discussions should address one or more of the learning outcomes stated above

> **Week 1:**
> Introduction to the Class, Topic Area, and Site Information
> Complete Release of Liability Waiver Form
> Handout and Review: Site Description Forms (description of ULV sponsored sites)
> Handout and review Student Handbook – <u>review</u> How to Contact an Agency
> Assignment: Choose and make contact with a Service Learning site
> Assignment: <u>First</u> Reflection Paper
>
> **Week 2:**
> Review Student Handbook (Service-Learning Defined)
> Assignment: Go to site and complete the Site Contract Agreement form
> Due: First Reflection Paper/Project
>
> **Week 3:**
> Invite students to share with the class a description of their site and what they will be doing
> Due: Signed Site Contract Agreement must be turned in or student must drop the class
>
> **Week 4:**
> Assignment: <u>Second</u> Reflection Paper/Project
>
> **Week 5:**
> Due <u>Second</u> Reflection Paper/Project
>
> **Week 6:**
> Assignment: <u>Third</u> Reflection Paper/Project
>
> **Week 7:**
> Due: <u>Third</u> Reflection Paper/Project
>
> **Week 8:**
> Student-led discussion about volunteer experience
>
> **Week 9:**
> Assignment: <u>Fourth</u> Reflection Paper/Project

Week 10:
Due: Fourth Reflection Paper/Project

Week 11:
Student Presentations

Week 12:
Student Presentations
Assignment: Final Integration Paper

Week 13:
Course Evaluation and Celebration!!
Due: Final Integration Paper

Distance Learning Schedule (10 weeks)
This schedule suggests a timeline for providing information to students so that they can be successful in completing the necessary paperwork and contacting and beginning their volunteer work. This schedule also lists an example of when major assignments might be due. This schedule does not list specific subjects to be covered, readings, classroom discussions, or activities. The content is up to the instructor. However, most assignments, readings and discussions should address one or more of the learning outcomes stated above

Week 1:
Introduction to the Class, Site Information and Student Handbook
Complete Release of Liability Waiver Form (on-line course: students must fax to
    instructor/center)
Student Handbook – review How to Contact an Agency
Student Handbook – review Service-Learning Defined
Review Site Description Forms (ULV sponsored sites) for in-class version, or review
    websites that can help a student find a volunteer site (on-line version)
Assignment: Choose and make contact with a Service Learning site and complete the Site
    Contract Agreement Form
Assignment: First Reflection Paper

Week 2:
Invite students to share with the class a description of their site and what they will be doing
Due: Signed Site Contract Agreement must be turned in or student must drop the class
Due: First Reflection Paper/Project

Week 3:
Assignment: Second Reflection Paper/Project

Week 4:
Due Second Reflection Paper/Project

Week 5:
Assignment: <u>Third</u> Reflection Paper/Project

Week 6:
Due: <u>Third</u> Reflection Paper/Project

Week 7:
Assignment: <u>Fourth</u> Reflection Paper/Project

Week 8:
Due: <u>Fourth</u> Reflection Paper/Project

Week 9:
Student Presentations
Assignment: <u>Final Integration Paper</u>

Week 10:
Course Evaluation and Celebration!!
Due: <u>Final Integration Paper</u>

Term Cohort Schedule (4 class sessions spread out over 10 weeks)
This schedule suggests a timeline for providing information to students so that they can be successful in completing the necessary paperwork and contacting and beginning their volunteer work. This schedule also lists an example of when major assignments might be due. This schedule does not list specific subjects to be covered, readings, classroom discussions, or activities. The content is up to the instructor. However, most assignments, readings and discussions should address one or more of the learning outcomes stated above

Week A (1 hour)**:**
Introduction to the Class, Site Information and Student Handbook
Complete Release of Liability Waiver Form (on-line course: students must fax to
        instructor/center)
Student Handbook – review How to Contact an Agency
Student Handbook – review Service-Learning Defined
Review Site Description Forms (ULV sponsored sites) for in-class version, or review
        websites that can help a student find a volunteer site (on-line version)
Assignment: Choose and make contact with a Service Learning site and complete the Site
        Contract Agreement Form
Assignment: <u>First and Second</u> Reflection Paper

Week B (3 hours)**:**
Invite students to share with the class a description of their site and what they will be doing
Due: Signed Site Contract Agreement must be turned in or student must drop the class
Due: <u>First and Second</u> Reflection Paper/Project
Assignment: <u>Third and Fourth</u> Reflection Paper/Project

Week C (3 hours)**:**
Due: <u>Third and Fourth</u> Reflection Paper/Project
Assignment: <u>Final Integration Paper</u>

Week D (3 hours)**:**
Student Presentations
Course Evaluation and Celebration!!
Due: <u>Final Integration Paper</u>

Appendix B:
CORE/CS 305 Themes

Science Squads

Hunger, Homelessness and the Community

Legal Interventions

"The World Through My Eyes" – Living With a Developmental Disability

The Aging of America

Mentoring and Tutoring at Ramona

Academic Support and Physical Activities at Roynon

Working with Children and Youth at Risk

Working With Children of Poverty

Youth at Risk

After-School Tutoring and Mentoring

The College Connection (Honors Students)

Service Learning and Non-Profits

Serving the Community Through Theatre

Serving the Community Through Business

Literacy Issues

Tutoring K-12

Recreation and Physical Activities

Community Health Programs

Serving the Underserved

Community Service and Spirituality

Appendix C
Student Self-Evaluation

UNIVERSITY OF LA VERNE
Community Service Self-Evaluation

Course Name_____

1. This semester, I seriously reflected on community service and its relevance to social responsibility.

   | Strongly Disagree | Disagree | Agree | Strongly Agree |

   How important was it for you to reflect on community service and its relevance to social responsibility?

   | Not very Important | Somewhat Important | Important | Very Important |

2. I was able to develop meaningful and reciprocal relationships with those I served this semester.

   | Strongly Disagree | Disagree | Agree | Strongly Agree |

   How important was is for you to develop meaningful and reciprocal relationships with those you served this semester?

   | Not very Important | Somewhat Important | Important | Very Important |

3. I can easily explain the social issues facing the community I served this semester

   | Strongly Disagree | Disagree | Agree | Strongly Agree |

   How important was it for you to be able to explain the social issues facing the community you served?

   | Not very Important | Somewhat Important | Important | Very Important |

4. I think service to the local or global community is a fundamental expression of being a responsible citizen.

    Strongly   Disagree   Agree   Strongly
    Disagree   Agree

5. I will find opportunities to serve communities, locally or globally, in the future.

    Strongly   Disagree   Agree   Strongly
    Disagree   Agree

6. Service to others is an important value to me.

    Strongly   Disagree   Agree   Strongly
    Disagree   Agree

Appendix D
Student Evaluation of Site

UNIVERSITY OF LA VERNE
Community Service Site Evaluation

Course Name _____ Agency/Site Name _____

Term _____ Agency/Site Supervisor _____

	Strongly Disagree			Strongly Agree	
Site provided orientation and training for the position.	1	2	3	4	N/A
Site provided meaningful tasks related to your skills, interest, & time.	1	2	3	4	N/A
Site provided description accurately identifying what is expected of you.	1	2	3	4	N/A
Site provided adequate supervision & feedback to facilitate growth.	1	2	3	4	N/A
Site provided opportunity to make suggestions for improving the program.	1	2	3	4	N/A
Site responded to suggestions made with feedback or implementation.	1	2	3	4	N/A
You developed a sense of being an integral part of the program.	1	2	3	4	N/A
Site was open and in operation for the scheduled hours of the program.	1	2	3	4	N/A
Site provided scheduled activities that were productive for the participants.	1	2	3	4	N/A
Site provided an evaluation of your efforts at the end of the semester.	1	2	3	4	N/A
Site personnel expressed appreciation for your efforts and time.	1	2	3	4	N/A

What were the most satisfactory aspects of your site?

How can the partnership between ULV student volunteers and the site be improved?

Please provide any additional comments.

Final Integration Paper

In a **five-page paper (**typed, double spaced, 12-point font, with 1" margins all around), please respond to the following questions. This paper is due on the last day of class.

Final Integration Paper Questions

1. What does community engagement and social responsibility mean to you? What has community service taught you about being a responsible and engaged citizen?

2. How has your volunteer experience been more than a one-way relationship (i.e. more than one person acting as the giver, and the other, the receiver)? How were you responsive to those you served? Did you open yourself to a reciprocal relationship? If so, how you were affected by that relationship?   How do you think the people you served challenged or changed the way you think and feel?

3. What are the most important social issues facing the population you served? Are these issues easily solved, difficult to solve? Explain. How is your community organization addressing one or more of these issues? If you were attempting to address one or more of these issues, how would you go about it, given what you have learned?

4. Life experiences often influence who we are and what we become. How do you think this particular community service experience will affect, influence or be integrated into your life?

Appendix E-2
Final Integration Paper Rubric

	1. Student is able to reflect on service as a component of active citizenship, community engagement, & social responsibility	2. Student is able to demonstrate reciprocity and responsiveness in volunteer service with a community organization	3. Student is able to describe and analyze the social issues relevant to the community organization
Accomplished	Student clearly articulates his/her ideas about active citizenship/ community engagement and social responsibility. Student is able to make clear connections between community service and being a responsible and engaged citizen.	Student clearly articulates how his/her volunteer experience has been more than a one-way relationship (more than one person acting as the giver, and the other, the receiver). Student clearly articulates how s/he was responsible to those served, and how s/he was affected or challenged or changed by these relationships. Student demonstrates sensitivity to and respect for those that s/he served.	Student clearly demonstrates knowledge and critical analysis of the important social issues facing the population served. Description and analysis shows depth and complexity. Student draws clear, relevant and nuanced connections between his/her analysis of the social issues and the community organization served.
Developed	Student has ideas about active citizenship/community engagement and social responsibility, but are not fully integrated with how service is related to these ideas.	Student demonstrates basic awareness of reciprocal relationships in the context or service, and demonstrates how s/he has been responsive, sensitive, or respectful.	Student demonstrates knowledge of the important social issues facing the population served but lacks depth or complexity. Student is able to draw connections between the social issues and the community organization served.
Developing	Student has incomplete ideas about active citizenship/community engagement and social responsibility and shows little ability to integrate how service is related to these ideas.	Student demonstrates basic awareness of reciprocity, responsiveness, sensitivity, and respect, but has not fully integrated these traits into their understanding of service.	Student demonstrates only basic knowledge of the social issues facing the population served, and lacks depth and complexity. Application of social issues to the community served is simplistic and lacks nuance.
Undeveloped	Student does not articulate ideas about active citizenship-community engagement or social responsibility, and is unable to integrate how service is related to these ideas.	Student is unable to demonstrate an appreciation of reciprocity, responsiveness, sensitivity, and respect in the context of service. Volunteer service, for this student, is a one-way relationship.	Student has little understanding of the important social issues facing the population served. Application of the social issues is simplistic, irrelevant and superficial.

Appendix E-3
Final Integration Paper Assessment Scoring Sheet

Individual Scoring Sheet

ID# _____

<u>Rating Scale</u>
Accomplished   4
Developed   3
Developing   2
Undeveloped   1

1. Student is able to reflect on service as a   _____
   component of active citizenship, community
   engagement, and social responsibility

2. Student is able to demonstrate reciprocity   _____
   and responsiveness in volunteer service with
   a community organization

3. Student is able to describe and analyze   _____
   the social issues relevant to the community
   organization

Total   _____

Comments:

Inspiring excerpt: ☐ Yes
                            ☐ No

For which learning outcomes(s)?   ☐ #1
                                         ☐ #2
                                         ☐ #3

Appendix E-4
Final Integration Paper Assessment Scoring Sheet

Final Scoring Sheet

ID# _____

<u>Rating Scale</u>
Accomplished   4
Developed   3
Developing   2
Undeveloped   1

1. Student is able to reflect on service as a   _____
   component of active citizenship, community
   engagement, and social responsibility

2. Student is able to demonstrate reciprocity   _____
   and responsiveness in volunteer service with
   a community organization

3. Student is able to describe and analyze   _____
   the social issues relevant to the community
   organization

Total   _____

Inspiring excerpt: ☐ Yes
                                 ☐ No

For which learning outcomes(s)?   ☐ #1
                                        ☐ #2
                                        ☐ #3

Student Performance Evaluation

Supervisors: Thank you for assisting the University of La Verne with an evaluation of ULV students volunteering at your organization. Please fill out this evaluation form and return it in the return envelope that you received. Thank you once again for your assistance. **Please return this survey by May 28, 2009.**

Student's Name _____

Service Supervisor's:

     Name _____

     Title _____

     Agency or Organization _____

     Business Phone _____

Please evaluate this student on his/her performance while working at your agency.
Please answer the following questions using a scale of 1 to 4. Circle the appropriate number.

     1 = Strongly Disagree
     2 = Disagree
     3 = Agree
     4 = Strongly Agree

The student was responsible and took their work seriously.	1 2 3 4
The student was sensitive to the needs of your clients.	1 2 3 4
The student was able to cooperate with others.	1 2 3 4
The student understood the purpose of your agency.	1 2 3 4

How many hours did this student complete with you? _____

How well did the student's performance meet your expectations? Please comment on your expectations.

Additional Comments (use additional sheets if necessary):

Would you like the General Education Program Director to call you to discuss concerns? Yes/ No

Thank you for your time and support.

_____   _____
Supervisor's signature   Date

University of La Verne
Community Service Program Evaluation

Please fill out this survey and return it in the enclosed envelope by <u>January 25, 2010</u>. Completing this survey will assist us in making any necessary changes or improvements to the program and its communication with the community. Thank you.

Site Coordinator's Name _____

Title _____

Agency or Organization _____

Business Phone _____

Please take a few minutes to fill out this evaluation on the ULV students at your organization. Please return the form in the self addressed stamped envelope.

1. In general, were you pleased with the ULV volunteer students and the work they did at your agency?
___very pleased   ___ pleased   ___displeased   ___very displeased

2. What were the biggest advantages of having ULV student volunteers at your agency?

3. What were the biggest disadvantages of having ULV student volunteers at your agency?

4. Do you feel that the ULV student volunteers were adequately prepared for assisting at your agency?
___Not well prepared   ___Somewhat prepared   ___Prepared   ___Well prepared

    Please explain.

5. How could the students be better prepared to assist at your agency?

6. How would you characterize the ULV student volunteers at your agency?

    a. ___enthusiastic   ___not enthusiastic
    b. ___worked well independently   ___needed a lot of supervision
    c. ___dependable   ___not dependable
    d. ___mature   ___immature
    e. ___skilled   ___unskilled
    f. ___stayed on task   ___had difficulty staying on task

    Others? (please list)

7. How well did the ULV student volunteers work with your staff?
___very well   ___well   ___all right   ___not very well

8. Did you feel your agency was adequately prepared for the ULV students?
___yes   ___no   How could ULV help with this?

9. Would you be interested in having ULV students serve at your site next semester?
___yes   ___no   Please explain.

10. How well did the student's performance meet your expectations? Please comment on your expectations.

Additional Comments

Would you like me to call you to discuss concerns? Yes/ No

Thank you for your time and support.
Zandra Wagoner
Assistant Dean of Undergraduate Programs
The University of La Verne
1950 3rd Street
La Verne, CA 91750

Appendix H
Service Learning

Excerpts from the Final Integration Papers Related to the three Learning Outcome Criteria

Learning Outcome 1: Reflect on Service as a component of active citizenship, community engagement, and social responsibility

Service learning and social responsibility to me means engaging myself in becoming responsible citizens through effective and practical interaction within the community and create partnerships interaction within the community and create partnerships through which my service can help solve the authentic community need.

Engagement is much more than just showing up and being an extra body; engagement is talking to people, listening to people, giving your input, helping make necessary changes, and anything else someone feels could help make a difference. Engagement is more work than just showing up and being there, but if a person is not engaged they are cheating themselves out of all of the benefits that serving their community has to offer.

By volunteering even for just an hour or two a week, one can change the lives of many individuals.

It only takes one individual to make an impact and that one little impact can change the world.

Community engagement means becoming engaged in the community and taking an interest in helping the members of that community while developing lifelong relationships with those people that are involved in the process.

Community engagement is a complex idea that has different meanings to different people. I believe that community engagement is a personal connection with the surrounding area, people, and services through direct service or advocacy for those entities.

Social responsibility means not only acting responsible in a social setting, but being a good role model as well as a good citizen.

I learned that areas in which I can grow and I also learned my strengths. I want to have the opportunity to fix my weaknesses and enhance my strengths, and community service will allow me to do that. From this point on, community service will be integrated into my life. From this experience, even though it is not directly related to the service that I did, I would love to join the Red Cross and help with natural disasters.

Community engagement and social responsibility is something I hold very near and dear to my heart. To me community engagements and social responsibility mean taking time out of your day to help someone else in some way in which will benefit both the receiver and giver.

Learning outcome2: Demonstrate reciprocity and responsiveness in volunteer service with a community organization

It has also helped me realize how sometimes very simple gestures and words of encouragement can really change the perspective and mind set of teenagers when it is not too late to go down the right path in life.

It helped me to see things more clearly and in a wider view because I would have to realize that they were struggling with something and take a step back to find out how I could more easily accommodate them.

At that moment, I was truly inspired but the beauty of it was that Jessica had no idea. She had such big ambitions and dreams and despite being told she couldn't' do it, she was convinced otherwise. She had such big ambitions and dreams and despite being told she couldn't do it, she was convinced otherwise.

Our relationship has gone beyond a one-way relationship, both she and I have worked towards giving and receiving from each other.

This group of kids challenged the way I think and feel a lot. Before I took on this class, I did not have the greatest tolerance for young children. Working in a restaurant I would hear them nagging or crying and would frankly be annoyed. But being with this group really taught my patient and respect for kids.

After having all this business knowledge pounded into my head for the past few years, it took me some time to figure out what PVW was all about. It is not about getting as much work as fast as possible. That does in fact seem to be a second priority at PVW. It is more important for everyone to have something to do.

He taught me how being in a wheel chair could change one's life, but at the same time how normal and proactive he still is. I taught him that although some people would say I am able bodied, I have been faced with difficulties and situations that are challenging to me. We were able to talk through difficulties and struggles in our lives and how we can solve the problems that we are faced with each day. The way he challenged my thinking that most was the fact that I thought he would be restricted from certain activities because he is in a wheel chair.

This allows the relationships with the consumers to be a two-way relationship in which both the volunteer and the consumer are able to learn from and genuinely care for each other.

Through community service, one's way of life can be changed. The consumers at PVW have shown me so much over the past few months. I have come to realize that we, the able bodied, are really the ones with the handicap. We are able to do so many things, yet we hold our selves back and do not do them. We take for granted everything we have. For example, I was talking to one of the disabled gentlemen at the workshop and he was telling me about how fascinated he was with this difficult high-level mathematics called algebra. For a man who is only able to count to one hundred, algebra was a huge deal. In his world, algebra is something so complex and intricate, yet for us, it something that the average high school student can do. We could care less about it, but to him it was far beyond anything he could ever grasp.

Those kids really challenged me that night and changed me into a person who can communicate much better. Every week, I looked forward to spending quality times with those children.

Learning Outcome 3: Describe and analyze the social issues relevant to the community organization

Through community service, I have learned what needs to be changed, who needs to be helped, and how I've had wrong perceptions of the causes of some of these problems. My interaction and relationship[s] with the individuals this semester have helped me come to some of these conclusions.

If people are educated about individuals, such as the consumers at PVW, then perhaps the community would be more willing to give these individuals a change at living a life just like me or anyone else.

Appendix I
Site Evaluation by Students in Service Learning Courses Fall 2009

Comments

1. What were the most satisfactory aspects of your site?

- I felt like the program at this school was organized and well structured.
- I was able to help students and teachers. I tutored students in math and helped out in a math classroom. I was able to experience high school froman instructor's point-of-view.
- They were able to accommodate the times that I was available and they were very helpful.
- Being able to work with the kids and develop my own sense of tutoring. The principal also wants me to teach full time at the school eventually.
- Teaching kids and learning culture.
- Helping the kids with their homework.
- The staff is small, but it is obvious that they all have a passion for helping others.
- That there were always kids who needed help, and I did exactly what I needed to do: tutor.
- The people who worked there were really great people and always had an open door for any questions or concerns.
- Being able to help students understand the material they were previously struggling with. Also being able to create relationships with students and help them with any academic or personal problems they needed help with.
- The children were amazing and the activities we did with them were fun. Everyone was very welcoming.
- Everyone in the program was welcoming and the kids were great to work with.
- I enjoyed being given independence at this site.
- The individuals. Their different personalities and their welcoming atmosphere.
- Being able to connect with the consumers and working with them.
- I was able to bring my personal skills/interests to incorporate into the program. Very rewarding.
- Meeting the consumers, learning about people with disabilities.
- The people that made up my line were amazing.
- Welcoming atmosphere.
- Being able to interact with consumers and help them with any problem that they had.
- Relationships that were built.
- Working time (packaging + labeling) and of course dances!
- It was clean and safe and the people there were very helpful and friendly.
- Getting to meet new people all friendly and welcoming.
- The people I worked with.
- The school was pretty close since I do not have transportation it was easy for me to walk there.
- They will hold trainings and invite mentors, and their members, for dinners, and get together.
- Working with a student.
- Convenient sign-in/out along with prompt signing of hours.

- The spirit the children had and the resilience to the lack of coordination by some staff.
- Being able to help with students that needed help, guidance, and were able to grow.
- The fact that they matched us based on personality.
- Getting to know the kids individually.
- Getting to work one on one with a child.
- The staff was great, and being able to help students was a great experience.
- Just helping the kids out generally, whether I knew it was valuable with/ for them.
- It was good to experience others backgrounds at one time.
- Relationships formed with children and staff.
- Communication between me and my supervisor.
- The relationship made and the organization of the internship program.
- Helping the children, very rewarding.
- Being able to freely work with the children.
- The site director was very willing to help in any way possible.
- Just engaging with the children. They were hilarious.
- The kids were good listeners and very cooperative.
- The children I worked with and the activities (Math,Art,P.E., etc.) that I was able to help them with.
- Seeing the children excited to learn coins and actually understand how to make coin values!
- The teacher I worked with was kind and patient. The children were bright and loving.
- Great site managers, they really care for these kids and do their best in order to provide the most efficient help they can.
- They were very supportive, welcoming, and extremely flexible with my school/work schedule.
- The children and Maria's constant effort to provide for these kids with snacks, games, and sports gear.
- Spending time with the children and being able to help them.
- The interaction I had helping children in poverty.
- A genuine concern for helping the children, fun tasks.
- Learning and being able to listen to some of the residents. The interaction was a good experience.
- The staff members truly care about the residents.
- Everyone was extremely friendly. Tasks were enjoyable.
- One of my supervisors was always nice and personal to me when I came to visit.
- It was very clean, and everyone there seemed to be happy and well taken care of. The patients seemed to like hanging out with the volunteers. Time well spent.
- They were great with working with my schedule and allowing me to come in when I was able to.
- Talking to the residents, getting to know them.
- Getting to play bingo and seeing them smile.
- It was close and convenient and the people are always polite and helpful when you would go in to volunteer.
- Proximity to school.
- Margret; the supervisor's enthusiasm for her residents.
- The people who work there were very kind.
- Working with litigants.
- Efficiency.
- Learning a new skill.
- The tools that helped me to improve and understand the work that I was going to do.

- None-Honestly this was not community service helping others in need. These are grown adults who brought on their own problems.
- I enjoyed working with all the volunteers, everyone was very friendly and helpful. I loved the snack room! It helped me get through some long paper work with litigants.
- I learned how to do paperwork that is directly related to my future career.
- That the sessions were all one on one (minus orientation). I really got to know Javier well.
- Being able to work with a middle-school and helping him through academics as well as personal issues.
- Kind and helpful staff
- For me personally, I was able to have a class of students by myself on 3 occasions that really helped me create better relationships with the students. I became much more refined in areas of teaching that I did not expect to get out of this course.
- Friendly staff, available & willing to help or answer any questions.
- Finishing the course
- The site had a warm family home feel that made any student feel like home.
- Everyone was very helpful and friendly. It was a very nice place to work.
- I thought their goals were great, but the implementation of the goals was weak.
- I liked the fact that it was peaceful environment and the people I worked with always showed their appreciation and were very warm.
- I liked how I knew what it was I was going to be doing, and my task was very clear to me. The site was also flexible with my schedule and provided a quiet working area.
- Meeting the youth at the church and interacting with them. Helping them raise money for a trip, also playing broom hockey.
- The people that I worked with were pleasant and easy to work with.
- The appreciation from the residents of Hillcrest.
- Working with others from the community, and seeing the community garden grow.
- Working with the church community towards developing a youth program.
- Working with other members of the community. I also enjoyed planting and growing organic fruits/veg. for homeless shelters!
- Meeting the youth pastor.
- Working hard for a cause that would help the community a lot and building bonds with wonderful new people.
- I liked seeing the work our group put in and how it developed into the end result. It is something to be proud of knowing I helped with something so great.
- Appreciative people at site. Open to my ideas for improvement.
- Flexibility and the fast-response from the supervisor. Appreciation for the work I have done.
- Meeting the new individuals every Monday.
- People were king and appreciative of my work. Lots of hands on work.
- They were very flexible with the times I was able to volunteer. They have something (time-wise) for almost everyone. The people I worked with were also very friendly and helpful while I was still learning.
- Working at own pace. Freedom. Autonomy? Feeling like I had helped out.
- Loved that it was community driven. Catered to my major and interests. Great team working at their office. Very flexible, understanding, and easy to work with!

- Getting to see how much the kids appreciated the program and how my helping was greatly appreciated.
- The supervisor was easy to work with and was willing to help us grow. Loved her!
- The flexibility of the hours and working with Lisa on project ideas.
- I got to help with my specific areas of expertise.
- Working with the special Ed kids general is amazing. It's nice to know you are really helping them.
- Getting to work with the athletes and help them in their craft.
- Helping the children grow and learn.

2. How can the partnership between ULV student volunteers and the site be improved?

- I think that it is just fine they way it is.
- I am not sure if the school needs additional help, but you can contact Ms. Nesbitt if they would like partnership.
- Maybe just have the office at the site know what they are doing because the person handling this was not aware of what had to be done because it was her first year dealing with the program.
- The site was not a partner with ULV, but would probably appreciate more help from ULV students.
- The site should have the orientation for ULV student and also have a little meeting between them.
- Maybe ULV can get a partnership with the school so more ULV students can help out at the school.
- The only thing that would improve how operations in that office are would be for U.G. to have more staff.
- I don't think there's a way to improve the partnership, maybe have check-ins.
- By continuing a service learning program in the Learning Resource Center at Bishop Amat.
- Not a lot of people know about Woodcraft Rangers and they love volunteers.
- There were not any problems. We communicated well and they were accommodating to my schedule.
- I think this school is a little far from La Verne to be a site that lots of students would consider volunteering at.
- Before this class, I had never heard about this, so I would say that putting up flyers or informing more students' not just students take this class.
- Have every kid take CORE 305.
- Spend a little bit more time on team, I wish I had remembered/spent more time in other buildings.
- I think it is a great program. Not much improvement is needed, but I would recommend this class.
- I think it could be open to more classes.
- More knowledge of site.
- I personally believe everything is ok the way it is.
- More student involvement.
- The partnership is pretty good, perhaps this tutoring for middle school students could be offered in the LEC, so that it could open to more students at Laverne.
- Improve communication between ULV students, site supervisors, and the kids being tutored.
- I was the first to volunteer at this site the school could contact them so more could participate in this site.
- Find more productive visiting hours.
- More of a directed role to play during the process of mentoring.
- Have more people in class that can offer more students to go to this site.
- Somewhat far from ULV probably wouldn't be able to create a strong volunteer program.

- To have more face to face visits to express feedback and suggestions.
- There is no connection.
- Better one on one communication between the programs.
- More people could be assigned to the site at one time.
- I found no problems.
- I feel that the program leaves it open for you to be as successful as possible.
- More students are needed at this site. Not too many commit to this site.
- Be involved longer.
- Partnership went smoothly, no improvements needed.
- N/A- the site was great!
- It's good as is.
- This site is in need of more volunteers. It is nearby; therefore it should be convenient for ULV students.
- I can't really think of any major improvements, but I think it would be more impacting if students could go to schools outside of the area because the schools in this area have a majority of the students from economically stable homes.
- Posting more information about the actual program clasp, Adrienne was sort of surprised to have ULV students and wanted to know how we heard about the program.
- N/A. Everything was great! The teacher helped always updated me and we always kept in contact.
- I feel is good as is.
- Workman wasn't one of the sites suggested by ULV; perhaps it could be added to the syllabus.
- Give advice for what residents to go see, who should we talk to.
- Keeping the activities person in charge the same, not changing them.
- Yes! I believe that site should be a little more attentive to the idea that most volunteers are very unfamiliar with the locations.
- Mix-up activities students can do at site.
- I believe that a daily log would be nice and more helpful to students when writing their reflection paper and final.
- Overall I think the partnership is great.
- I think its fine the way it is.
- I am not sure.
- Train volunteers more.
- Better activities
- It's perfect.
- More orientation during class.
- None.
- It's fine as is.
- More orientation.
- Input by students that have volunteered in the past so it gives more insight.
- Add another organization such as an animal shelter.
- I think that the partnership can be improved by requiring the students to get their hours done more consistently and consecutively so that the students can be more efficient and effective.
- From their attitude toward me at the beginning of the program, students must avoid being undependable. Their main concern was me not following through with the student.

- There can be more communication between volunteers and the site. After my first meeting I only talked with the site one other time.
- More practical matching with students. It seemed that I was just randomly put with someone.
- There must be more students integrated into this program. You get the best opportunity to learn about how important service is through this program. However no more than two ULV students should be at one site because it will take away from the relationships they will create if they are by themselves or with one another.
- Better matching criteria or training.
- Weekly check-ins rather than checking in whenever you please.
- Communications just simply letting students and faculty know that services provided.
- I would recommend sending more students there because they could use the help.
- Future volunteers need to be prepared to do things without guidance. Site leaders were not especially helpful.
- I felt like the site did not know enough about the program and at times it got a little unorganized because the site supervisor was unsure of what needed to be done on his end.
- It could improve if more college students got involved, a lot of the kids are high school or younger so having older kids there to help would bring enthusiasm.
- There should be a clearer vision for the project; but the supervisor is clearly aware of that.
- More scheduled activities. Doing the samething everyday becomes very boring.
- I think that the partnership is already very good.
- Students who start a program and may need longer than one semester can hand over the project to another student next semester.
- I don't think anything needs to be improved. Michael Wolfsen did a good job of putting everything together!
- I think it would be awesome if a representative at each site would come in and present the site of what do and how the students could help.
- The partnership between both entities is great since our instructor is involved with the church and university.
- I think maybe just having more hours available to do the work. I was sick one day so by missing just a few hours it really set me back.
- Maybe more ULV students can volunteer at the site. Other than that, I am not sure how to "improve" partnership.
- Individuals and group connections between the school and the site would be best. Invite speaker from community service site to give a speech in class or a simple introduction.
- Give more instructions as to what to do/ improve site.
- For students interested in working at the Administrative offices of IVHP the site should provide more detail specific things. The paper I got about the type of work I would be doing was very limited- I did a lot of other work not mentioned on the paper at the beginning of the semester.
- The site could possibly offer more involved jobs for the student volunteers such as setting up adoptions or planning them instead of just showing up.
- The more student volunteers they have (over time) the better. Otherwise it was great! Nothing specific.
- By listing habitat as a site on the syllabus. Working together to have students volunteer there.
- Doesn't need improvements; the partnership was good.

- The partnership was really strong as long as the students are willing to be there the relationship will work out.
- Not particularly sure; I served in an atypical area.
- It is fine the way it is.
- The site I worked at is not a partner with ULV, but I think it would be great to consider.
- By getting more collaborative projects established. For example sponsoring camps with the ULV Basketball team and gym.

3. Additional Comments:
- I had a great experience working at this site.
- It wasn't a program. I just went in and asked if I can tutor or volunteer for a semester.
- I really enjoyed my time with the people at my site.
- No additional.
- I really enjoyed helping out the AVID kids, the site was close to my house so it was convenient. Also the teachers were very friendly and resourceful with white boards and markers.
- Great site.
- Keep up the good work!
- Very organized productive site, perhaps work on different activities during down time.
- The program was pretty good.
- It was a good experience.
- Enjoyed program!
- Good school with great kids.
- Good school with good kids.
- Teacher was very nice and all the staff was very helpful.
- Teachers teaching lower levels (k, 1, 2, 3) should spend more time with students so that students actually understand the basics of counting, adding/ subtracting/multiply/dividing and spelling.
- I really enjoyed the site, everyone cares about this program, I hope in the future more students will help out.
- It's quite far from ULV so it would be difficult to volunteer there if you did not live around that area.
- I think this is a good program.
- The ownership problem needs to be solved. It is affecting the staff and residents negatively.
- Everyone at site was very nice and caring.
- Thank you for your help.
- No stories from B.
- Fun semester
- Very clear of above comments.
- This was a great experience, I will try to go back and volunteer sometime soon! I think that the center is a great outlet for litigants to get help and gain understanding.
- I enjoyed my time at the site.
- Uncommon Good is a great choice for those who have a busy schedule. They were extremely willing to work with my schedule & lack of transportation.
- New Directions for youth is a program that is struggling to keep sites open and could really use more service learning students to keep this great program alive.
- My mentee received an award for improved reading and math skills.

- I highly enjoyed my time spent at this agency and would strongly recommend further partnership with them.
- I probably would not volunteer at this particular school again.
- Everybody I met and worked with at the church were extremely nice and understanding.
- Hillcrest needs to provide a better variety of games, movies and activities.
- I learned a lot and grew a lot spiritually through this site.
- Overall this was a great learning experience and I got a lot of this class and site!
- For future site services it would be great to find more sites such as this because helping the community and people in need is a great thing to do.
- The Wolfsons are such great people and are so welcoming they made me feel right at home.
- I had a wonderful time working the people there and at school.
- I liked the site very much! The people were wonderful, the only thing I wished they did was have something set for me to do once I arrived, rather than me waiting for them to find me a task to do when I got there.
- Chamber staff members were always helpful, responsive and available for any questions/ comments.
- The Beta Center was a great place and I would recommend it to anyone also would like to volunteer.
- The YMCA was great to work with, I'm sure if I had the open schedule I could have definitely had a place to serve directly with the community.
- It was a very nice experience.

Performance Evaluation by Site Supervisors of Students in Service Learning Courses Fall 2009

Comments

1. **How well did the student's performance meet your expectations? Please comment on your expectations.**
- Tiffany willingly interacted with the disabled consumers and appeared to enjoy spending time here.
- Brian was extremely helpful and really appeared to care about the consumers. He was always positive and smiling.
- My student work fairly well with the consumers. She was sensitive to their needs. She seemed to be serious about her work and the work of the clients.
- Someone with special knowledge, training and or skill. Did very well with clients and others.
- She met expectations well. My expectation was to communicate and help with consumers who didn't understand or needed assistance a little more than others and Ashley did so. She stayed with consumers until they got the job on their own and checked up on them every so often. She communicated with all consumers and enjoyed every minute with them?
- She didn't meet expectations well. She didn't really communicate well with the consumers but after a few times here she did open up just a little by speaking with a few consumers by answering questions but didn't speak unless spoken to.
- They work good with the consumer.
- Blair communicated well with the consumers, which met my expectations.
- Josh interacted well with the consumers and worked well with them as well, exceeding my expectations.
- Clarice is a nice person. She was helping the clients and helping me in the line.
- Valerie is a very helpful girl. She was ready to help my clients. She likes to listen, works hard and supports the clients when we were in down time.
- He interacted well with consumers.
- Jon-Michael was amazing! He developed a wonderful tutoring relationship with our students!
- Javier worked well with the students
- Miss Franco learned her assignment quickly. She not only performed her assignment in a professional manner, but also cooperated freely with the volunteers and the Executive Director. She developed a great rapport with the staff and clients of our organization. It is my opinion that she will be successful in any endeavor that she chooses.
- Jose met my expectations.
- Toakase met my expectations. She worked with Brenda & myself to design a database with the contents of all of our file cabinets, then implemented the project by performing the initial indexing.
- Thanks for his help. He was great with our students.
- The expectations were high and Krysta did not flinch one bit. She immediately began working the first day until the last. Of the 25 themes she completed 20. I did not expect more than half.
- Cesar's requirements were more labor intensive and he did what was expected. He was a bit confused with the end use and the type of equipment that his project was being created for.

- Aaron Coopman is a wonderful student who treated our patients with empathy and kindness. The nursing staff enjoyed working with Aaron & patients anticipated his visits. He interacted well with the children which has been different with some male students so I was very pleased that Aaron showed such motivation and friendliness with both physicians & staff & patients.
- Natalie Jahnke was an excellent student who demonstrated exceptional maturity working with pediatric patients. Both staff and patients enjoyed working with Natalie. She always had such a happy disposition. She showed maturity beyond her years.
- Virginia was willing to participate and help in any way she could. However due to processing time for the application (fingerprinting, references, interview0 we were not able to match her right away to one of your youth.
- Michelle was able to help me work with the basic and below basic students in my class.
- Excellent, worked well helping students one on one and small.
- Very well worked individually with students needing extra help, and small groups.
- Ryan was an outstanding tutor! He was very consistent, professional, and generally good with the tutored.
- She was enthusiastic and did everything required.
- He did everything he was asked.
- Laura exceeded our expectations. Her willingness to help in all areas was very helpful.
- In the beginning he did not work consistently, but finally he understood and completed his hours.
- Michelle was very compassionate and caring toward our reciptients. She has a very friendly personality.
- Alex's performance was satisfactory.
- Kalelyn's performance exceeded my expectations. She took on full responsibility, super read students and helped them complete homework. She is outstanding and very mature and dependable.
- Mr. Barreto was wonderful with our students. I wish he would consider teaching. He is the type of person public schools long for. Thank you for letting him share his talents with our students.
- Cristina worked diligently to meet the needs of our students. Her words and gestures denote a calm, giving, caring attitude which put our children at ease.
- Was one of the better volunteers.
- Only did 10-1/2 hours.
- Did not complete necessary hours.
- Was true to his commitment here.
- Did very well.
- Performed well.
- Met expectations, positive feedback from student's parents.
- Rubbie did a great job assisting students in both our independent study program and our Read 180 labs.
- I didn't know what to expect. I had concerns that the students wouldn't want to work as hard or as much as the job entailed. I was pleasantly surprised!
- Brittney was wonderful! She has lots of energy and a great attitude.
- Kristine had never gardened before and was unable to keep up with the pace of the other workers on the first day. Her attitude and determination made her one of the best workers.

- Nick worked as hard as any other person in the garden. He was always willing to do any task he was asked to do. Nick was the one who had the most experience working with his hands and was a great example to the other students.
- Student Sarah Sigala was willing, enthusiastic and responsible around the tasks she undertook.
- We enjoyed having Liz volunteer for us.
- He absolutely exceeded our expectations.
- She met and exceeded our expectations. She had a challenging student but stuck with her and remained committed.
- Krista did an outstanding job in her time here. Teachers appreciated her help.
- Wei was very good- she completed all of her responsibilities and more.
- Met all expectations. Did well.
- Was very attentive.
- She performed over and above our expectations.
- Great worker! Worked very well with other volunteers.
- Worked very well with volunteers and keeping up. A pleasure to work with.
- Hard worker. Managed to work well with the volunteers, help clients with their food.
- She was very good! When we had work she would work with the consumer! I was very pleased with her.
- She performed well interacting with consumers but was very challenging to supervise because of her overall attitude.
- Choi is a nice person he is a good helper Choi was helping me on everything.
- Michael is good helping me on the line providing stickers and boxes to the consumer, helping me to check and pack.
- Buddha met my expectations by being energetic and positive towards both work and his relations help with the consumer.
- Jessica met my expectations by being energetic with the consumers and being interesting in their lives.
- My student's performance was responsible, he showed interest in our work, what we are doing and how we did it work along side by side with consumers.
- She met all expectations. She interacted with all consumers and helped out where and when assistants was needed with no problem. She also sat down on a 1 on 1 basis to know each consumer name and spend a little time getting to know them.
- Carlos met all expectations of mine. He came in and got to work, working with a group at a time. Then on a 1 on 1 basis got along with all clients. He was very helpful when needed and stayed with them until they were comfortable to do it on their own.
- Andrew interacted with my consumers very, very well! He communicated withthem, he shown interests in getting to know the consumer. Works well with the consumer helping out where needed!
- She did a very good job helping me on my line. Mariela is nice and active.

2. Additional Comments:
- In general she is a person who understands other people's needs especially in down time.
- Our students achieved success with his help. We were lucky to have him.
- It was a pleasure having Javier help us.
- With only 2 hours a week it's hard to have someone work on a whole project.
- Please send more!!!

- Great attitude, creative, happy and a real asset to the Lord's mission.
- I am very satisfied with his creative choices in music for the theological themes he finished.
- The nursing director even wondered who she was when she was teaching a class in our activity room. Natalie performance was a 10/10 and she will excel at anything she put her mind to. Thank you for sharing your students with me.
- Helped with open court, workshop, math, groupings, dictation, the "at risk" for retention students.
- Excellent, professional and positive.
- Excellent, very professional and positive attitude.
- Will be continuing next semester.
- Tutors 2 boys- they are brothers. Will be continuing thru the end of the year.
- Was a great volunteer.
- She was always on time, with a great attitude.
- Janet was very connected to her student. She did a great job and really enjoyed her experience.
- Kevin will be continuing with us.
- Also, Kalelyn took over a small math group and helped them with accelerated math twice weekly. The students loved her and did very well under her care.
- Cristina was a hard worker, and she worked to maximize her time. It was a pleasure having her volunteer at F.M.S.
- Didn't follow instructions on keep my separate sheet with own name.
- Sarah is a delight to be with and a visionary. Thank you for having her help our church.
- She and her tutee became very close. Liz would have liked to go longer, but time is a factor.
- Matt was very dedicated to a challenging situation. He went above and beyond, and he would like to continue at some point.
- We hope Danielle comes back as a mentor after she graduates.
- Thank you!! To all your students who volunteered. I and the volunteer surely appreciate the hard work!!
- Choi likes to talk to consumer and help them on their activities.
- Michael is an interactive with the consumers helping them with their activities.
- Mariela is a cooperative person she likes to help the consumers.

Appendix K
University of La Verne Community Service Program Evaluation

1. In general, were you pleased with the ULV volunteer students at your agency?
- 10 very pleased
- 2 pleased

2. What are the biggest advantages of having ULV student volunteers at your agency?

- One-on one help for our at-risk kids. Having college students motivate high school students.
- We can count on professionals to help activity program
- For the most part, CUSD teachers provide ULV students with the opportunity to work one on one with small group students. The focus is either reading or math skills. This allows our most needy students extra time to practice these skills.
- They got exposure to disabled population. Having extra help on the floor. Helped motivate existing staff with new ideas/suggestions especially during rehab time (no work on floor).
- We were able to match many students with tutors. The process can be expedited because you help with the fingerprinting process.
- She was able to work with children one on one and in small groups.
- Our center was able to provide assistance to more litigants who come to our center for help with completing legal paperwork.
- The one-to-one work ULV students do with our students is a tremendous help. The students who work in classrooms are also beneficial for our student's growth.
- They related well to our kids. They also worked one on one with the kids. They were patient and willing to try many ways to explain how to solve problems, memorize facts and work on projects.
- They continuously help to assist with projects.
- We have had two; one this year and one last year. The volunteers had good attitudes and were competent. They were young adults. They do projects that could not be done with our level of staffing.
- We use them in our classrooms for the most part. That extra one on one attention is priceless.

3. What were the biggest disadvantages of having ULV student volunteers at your agency?

- 3 of the volunteers did not have time to do this kind of job.
- No real disadvantages. With the new fingerprinting requirements, all volunteers will now be required to be under the direct supervision of a certified teacher. In our district, we will require all volunteers to be fingerprinted regardless.
- They have huge misconceptions about the money, management time and other lack of resources to run things differently.
- We love having them but wish more could stay for the whole year.
- We would like to have them at our center for a longer period of time.
- The biggest disadvantage would be having a ULV student who is unwilling or incapable of meeting our school and classroom expectations. We provide an instructional program of the highest caliber and can't allow anything to get in the way of that.
- When they were unable to show up because of final test or labs, but we worked around those obstacles especially if we knew their schedules ahead of time.

- The minimum time commitment- by only asking for 2 hours a week it limited the value of the projects I could assign.
- It does take staff time to oversee and encourage volunteers.

4. Do you feel that ULV student volunteers were adequately prepared for assisting at your agency?
- 1 not well prepared
- 1 somewhat prepared
- 6 prepared
- 4 well prepared

Please explain:
- I know that most students need to work around class at ULV and jobs.
- Once a student is placed with a teacher or class, punctuality/communication is vital. Teachers develop lesson plans and activities around the ULV students' schedules.
- Your students know what is expected of them. They seem to be mostly familiar with Uncommon Good.
- Our ULV students fit into classes almost seamlessly. They take direction from teachers and work cooperatively with our students.
- The students who were in the education program had more of an idea of what to do than some of the majors in business, but they caught on fast.
- They were ready to try anything in an office setting. They were quick learners. Good office clothes.

5. How could the students be better prepared to assist at your agency?

- I should probably give you a Master schedule and Bell schedule so they could think about what classroom and time they would like.
- You have to talk seriously with them before they are coming.
- Workshops focusing on reading and math skill development. Utilizing ULV instructors from the Education Department is an idea.
- We would like more consistent and regular communication- having time sheets signed.
- Nothing is needed
- They need to keep doing what they are doing and be prepared to take explicit direction from teachers.
- Just that they know they will be working with young children who are behind in their work. They have to have patience.
- Schedule ended up being inconsistent. A consistent schedule would have worked better.
- Fine as is.
- My only concern is sometimes they didn't dress appropriately for a boys' home and I'm adding a dress code to the packet.

6. How would you characterize the ULV student volunteers at your agency?

- They are great to have on our campus. We would love more students.
- Some of them were very good.
- Most are very upbeat, friendly and seem to enjoy their time at PVW.
- Mostly happy to help and eager to give back. Consistent and dedicated.
- Engaged and committed
- Eager to learn how to work with the children and willing to take time to relate to the children.

- Responsible students
- Exceptional young adults
- They are great. We've even hired a couple as Teachers' Aides.

- 10 Enthusiastic
- 10 Worked well independently
- 10 Dependable
- 7 Mature
- 8 Skilled
- 9 Stayed on task
- 1 not dependable

Others please list:

- I would say that these things are true of the majority of students of course not 100%.
- Cooperative and willing to take direction. Took a personal interest in the students they worked with.
- Comfortable with computers

7. How well did the ULV student volunteers work with your staff?

- 7 Very well
- 5 Well
- ULV students were always willing to help when the staff needed extra help.

8. Did your feel your agency was adequately prepared for the ULV students? How could ULV help with this?

- 12 Yes

- Is there something I could do better? Would my suggestion on the other side be helpful?
- ULV students are now clear on working with our district office regarding fingerprinting and TB testing.

9. Would you be interested in having ULV students serve at your site next semester?
- 12 Yes

- Absolutely! We love having them and our families and students enjoy them a lot too!
- We would love to have the ULV students serve if our program is in operation next year. It depends on the Pomona Unified School Districts after school program. The children who are behind in their work and grade level go to an after school program which is financed by a State Grant. It depends on the money available for the Grant on funding this program.

10. How well did the student's performance meet your expectations? Please comment on your expectations?

We love having them and could use more.
They have to do a compromise with us and with themselves. Some of the students are not prepared to do this kind of job because this job is vocational.
For the most part, ULV students are qualified and willing to help teachers in any way possible.
Met expectations
Because we work with so many students it is hard to speak to this. But overall we feel that the ULV students are getting better and better! We hope this partnership continues for a long time.
Christy worked well with the students.
Each volunteer met their commitments to our agency and learned to work independently.
We expect mentors and volunteers to be well suited to work with our students and respect their needs. We have students of varying abilities that come from a variety of backgrounds. Being prepared to assist ANY student is most important.
It's hard to rate someone on 2 hours a week for a short time. I ended up giving Jose some work to continue at home because by the time you get started its time to leave.
They met my expectations of: appropriate office behavior and dress; competent young adults; quick to learn. I offered several possible projects, so they had some input too.

Additional Comments:

Sorry this is late. Our school is under construction and we had to move. Everything got packed.
We are always willing to place ULV students with CUSD teachers and/or programs. It has developed into a very positive symbiotic relationship.
We really depend on ULV students for the bulk of our tutors. We would love for them to go the whole year! Thank you for the opportunity to work with these students.
We have appreciated all the work the ULV students have done with our students. We have had 2 field trips to ULV. The students showed our COP kids around and we visited some classes. We did some games in the Tent. This was a great experience for our kids! Thanks so much for including COP in your choices.