



Center for Community Engagement

Service Learning Student Survey Results Academic Year 2008-2009

CONTACT INFORMATION

One University Drive—Lindero Hall, Camarillo, CA, 93012

Phone: 805.437.8851 Fax: 805.437.8817

Website: <http://www.csuci.edu/servicelearning/index.htm>

Academic Year 2008-2009 Service Learning Student Survey Results

Findings

In academic year (AY) 08-09 nineteen course sections offered a service learning component. The Center for Community Engagement (CCE) administered student surveys to 15 sections, 190 students participated, in an effort to gain feedback on various aspects of students' service learning experiences and their contributions to the community. In addition, students were asked to report on the number of hours served and where they served. Following are the results from the survey.

- 190 CSUCI students provided 3,628 hours of service to 40 regional community-based organizations¹ through various service learning projects. Using the Bureau of Labor Statistics value of volunteer time (\$22.79 /hour) this student effort translates into \$82,682 of economic benefit to Ventura County.
- Of those surveyed 24 freshmen, 21 sophomores, 66 juniors, and 73 seniors participated in a service learning course.
- Service learning occurred in multiple disciplines such as Art, Business, Chemistry, Chicana/o Studies, Communication, Early Childhood Education, English, Education, Gender Studies, Liberal Studies, Management, Spanish, and Sociology.
- Some areas of service included art education, education, environmental, housing, economic equality, homelessness, youth at risk, and health and human services.
- A majority of University-approved service learning partners participated in the service learning program, serving as co-educators for CSUCI students.
- The average hours served per student was 20.
- Service projects included local and national contributions.
- 4 service projects were featured in the Ventura County Star and other media outlets. They included the Art Capstone project, Bracero Oral History, Sociology students' participation in the Ventura County Homeless Count and ESRM students serving in Louisiana.
- Service learning student quote:

"ESRM 492 was one of the best college class experiences I have ever had because it allowed me the opportunity to travel and learn about different cultures as well as give back to a community that experienced much devastation. I would encourage all students to take advantage of opportunities like this, so they can learn on a more intimate level."

¹ This includes all organizations listed by students, not just organizations who have a service learning agreement with the University.

Profiles of Engagement

Following are some examples of service learning projects that took place this academic year.

Art 499: Capstone – Matt Furmanski

Art has been shown to positively impact a child's academic achievement, attitudes and behaviors, and self-concept. Yet schools are finding less time for this form of creative expression. To offset this lack of art in elementary schools Art Capstone students created an art program based on their expertise and skills and took it to the children of Villa Victoria, one of thirteen housing communities managed by Cabrillo Economic Development Corporation. Each week for 1.5 hours children, ranging in age from 2 years and up, gathered in the community room to work with pastel, paints, and other art mediums.

Communication 443: Environmental Communication: Tracylee Clarke

Students engaged in a variety of activities including beach clean up and trail restoration. Working in conjunction with National Park Service Staff (NPS), students had the opportunity firsthand to see the benefits of community engagement while establishing a relationship with NPS public servants. Students participated in an interpretive hike/discussion co-led by a Ranger and a Park Interpretive Specialist Araceli Dominquez (CSUCI graduate of the ESRM program!). The discussion focused on the place and responsibility of humans in the greater eco-system and the importance of involvement in environmental advocacy and civic engagement. Students had the opportunity to learn about human impact on the environment and ways to mitigate degradation through civic engagement and responsible action.

Environmental Science and Resource Management 492: Service Learning in New Orleans

For the third consecutive year students in Sean Anderson's ESRM 492 course traveled to New Orleans, Louisiana to examine drivers of wetland loss and policy failures, and conduct post-Hurricane Katrina environmental impact assessments. Students spent several days during their spring break at the Woodlands Trail in Belle Chasse assessing non-native invasive species. While in town, they also helped with rebuilding houses.

Organic Chemistry I

The rapid urbanization of Ventura County resulted in new communities being constructed adjacent to agricultural areas. Phil Hampton and Joy Kobayashi, who teaches Chemistry at Ventura College, utilized their respective chemistry classes and a "sniffer" to investigate whether communities adjacent to agricultural areas utilizing chemicals, to control weeds and pests, experience the problem of pesticide drift. Students analyzed air in and around their respective colleges to determine whether and what kinds of chemicals can be detected in the airs. Students presented their findings to the Pesticide Action Network of North America and Community and Children's Advocates Against Pesticide Poisoning, and prepared information about the dangers of methyl iodide to share with citizens and the California EPA.

Management 492: Service Learning/Internship: Rudy Estrada

Students participated in hands-on learning experience by conducting field case studies and providing consulting services to local small business owners. Students assist businesses in the planning and marketing efforts needed not only to survive, expand, and diversify, but also to obtain additional funding for their business operations.

Sociology 499: Capstone – Beth Hartung, Dennis Downey and Daniel Lee

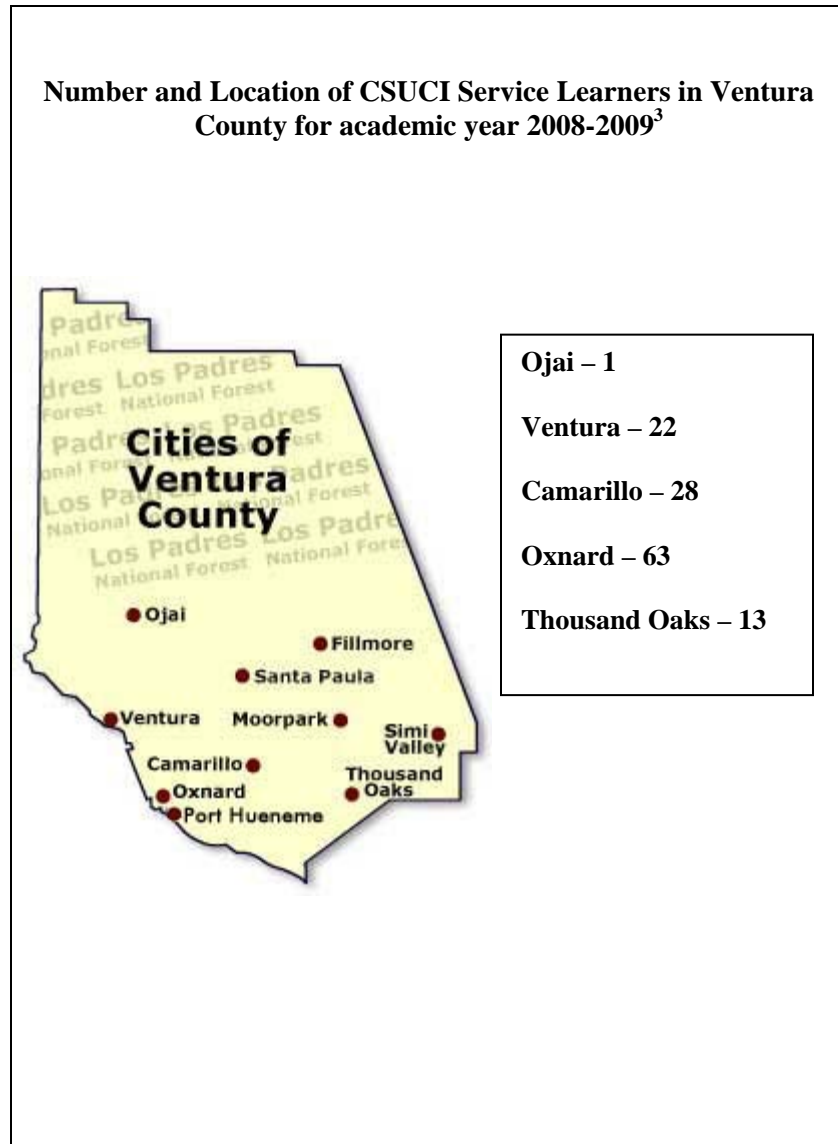
Sociology Capstone students have consistently provided service in the form of research to local non-profit organizations. This academic year, nearly 70 students contributed a minimum of 20 hours each of service, working on several community issues /needs such as housing, homelessness, economic inequality, youth at risk, and health and welfare. Students participated in data collection and analysis for Ventura County Housing and Homeless Coalition, United Way, FOOD Share, Cabrillo Economic Development Corporation and City Corp. Data collected for local agencies will inform county reports, grant proposals, public relations campaigns, and program quality improvement. In May 2009 Sociology students presented their projects during the Capstone presentations entitled: *Ventura County at Risk: Identifying Problems; Venturing Solutions*.

Spanish 499: Capstone and Chicano Studies 292 and 350 – Terry Ballman and Jose Alamillo

To have a better understanding of the braceros' historical contributions and gain a better perspective of farm workers' current realities students participated in the Smithsonian's national oral history project, " *The Bracero History Project, Legacy of a Community*." Students conducted 25 in-depth interviews with former local braceros and their family members to capture their stories and experiences of that time period. The oral histories will become part of the Smithsonian collection and some may be featured in a traveling exhibit, *Bittersweet Harvest: The Bracero Program 1942 – 1964*. The exhibit is scheduled to come to John Spoor Broome Library in August – October 2010.

Locality of Service

The following diagram shows the number and location² of CSUCI service learners during the AY 2008-2009. CSUCI students served in 5 of the 10 cities in Ventura County, with a majority of students serving in the Oxnard area.

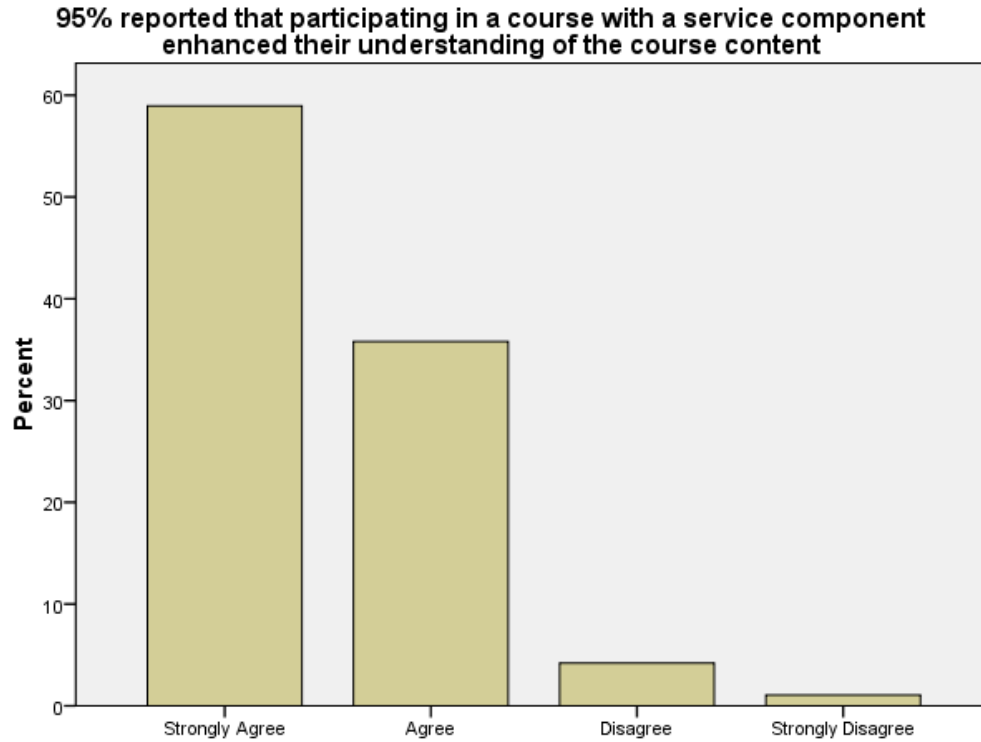


² While sites may be located in one city many serve countywide.

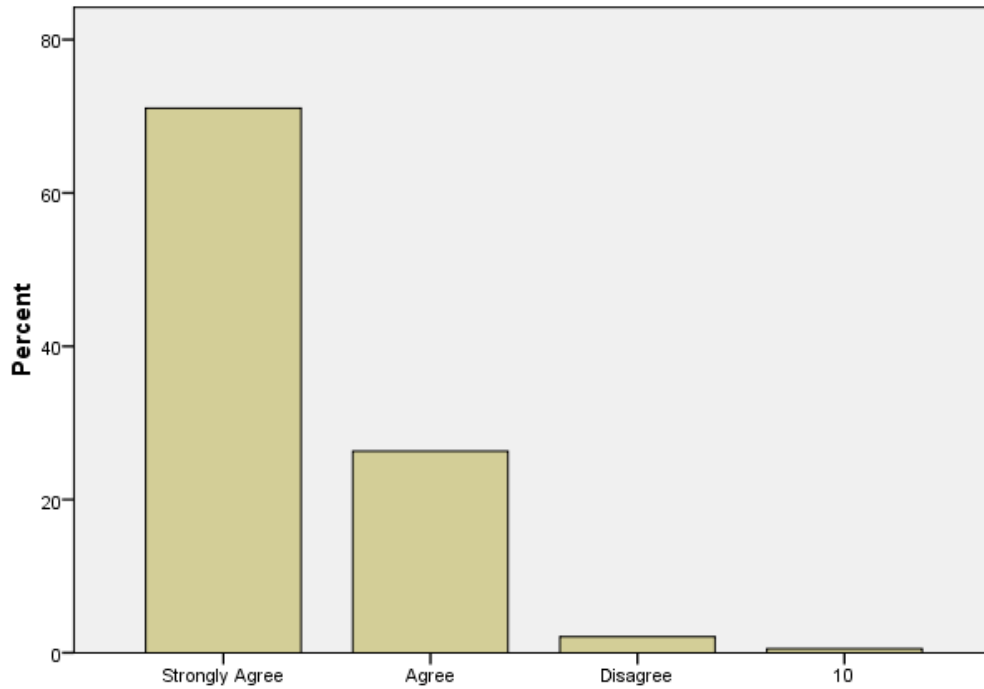
³ Not all service sites were listed by students.

Student Responses

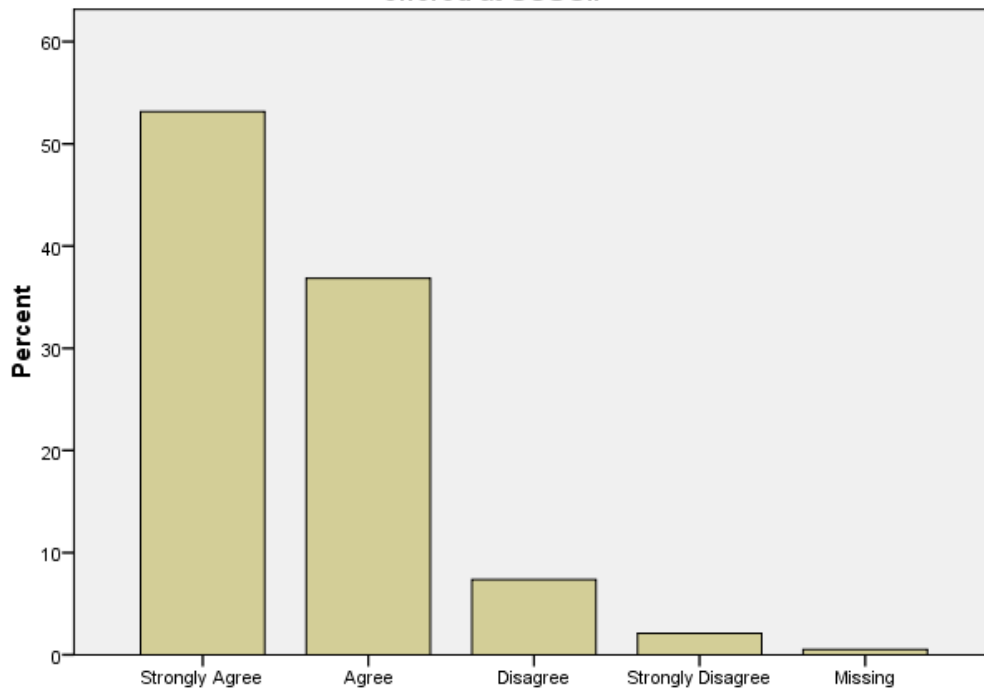
The following charts report on percentage of student answers to the Service Learning Student survey. Students were surveyed on various aspects of their service learning experiences and contributions. Responses ranged from strongly agree to strongly disagree.



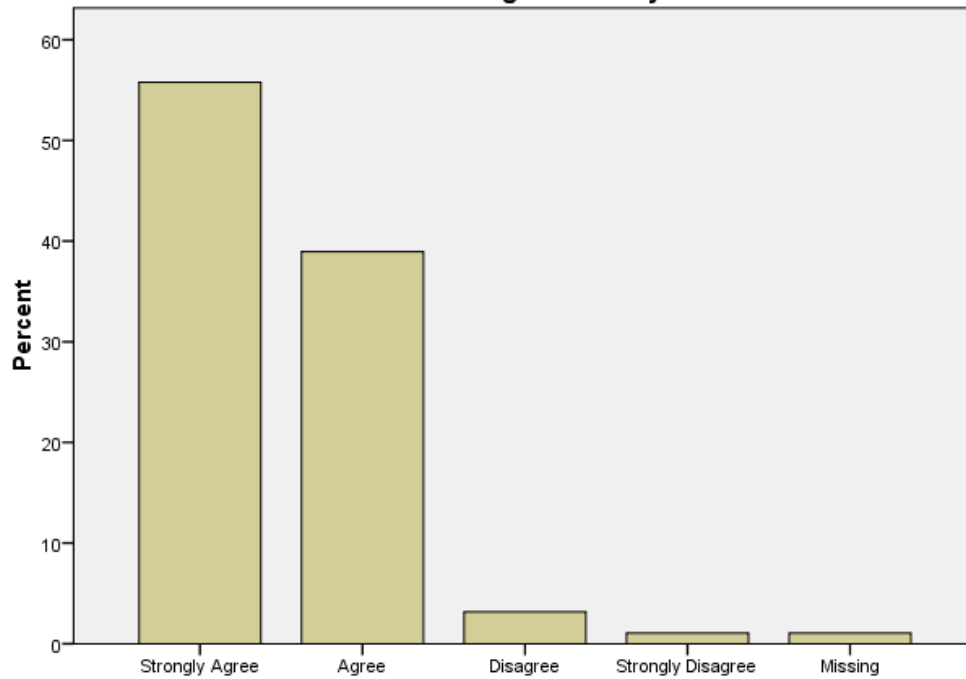
97% reported they learn course content better when connections to real-life situations are made.



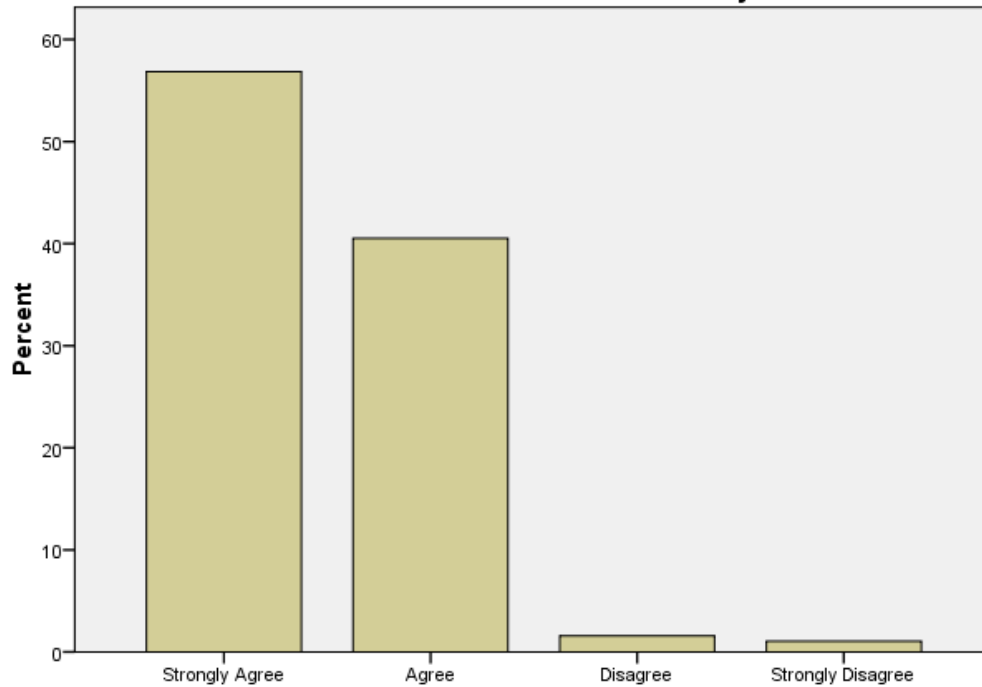
90% of respondents would like to see more courses with a service component offered at CSUCI.



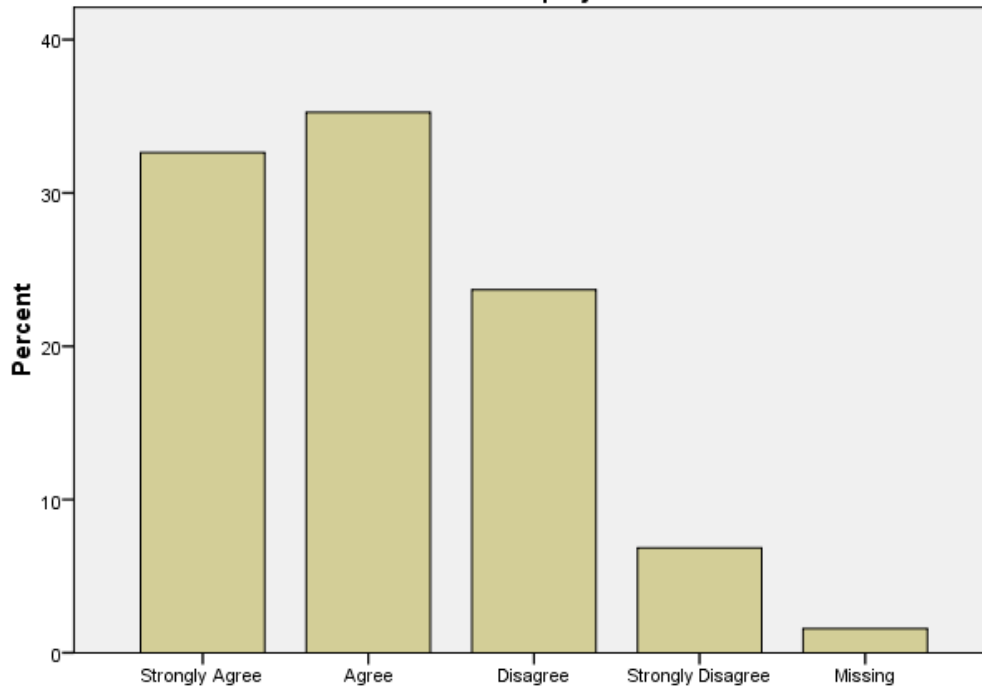
90 % felt their service learning placement provided an opportunity to contribute to addressing community needs.



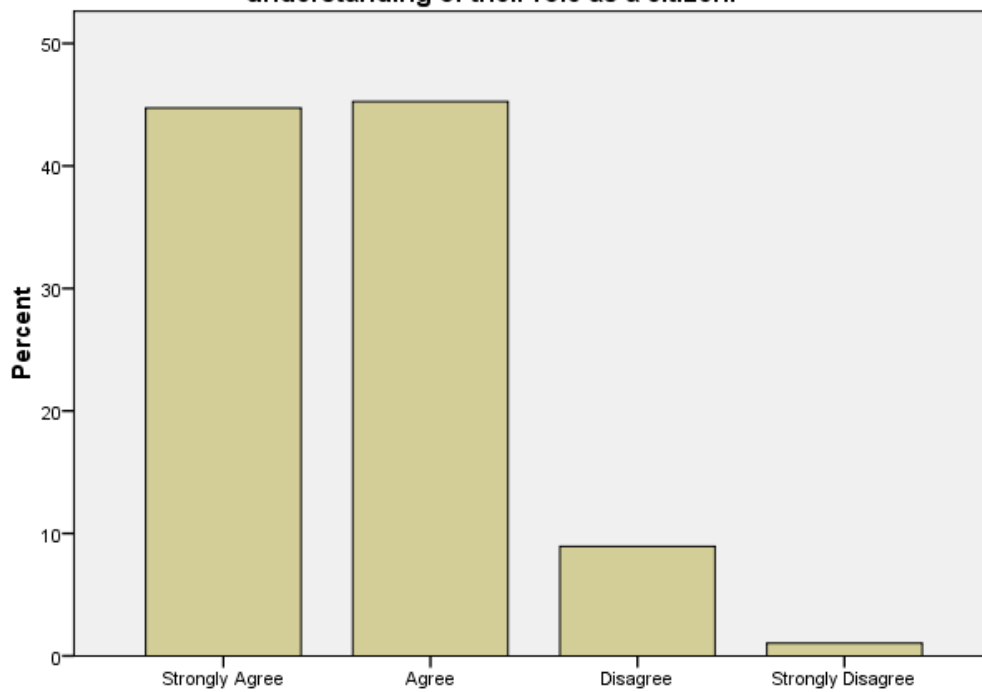
96% reported that the service aspect of the course showed them how they can become more involved in their community.



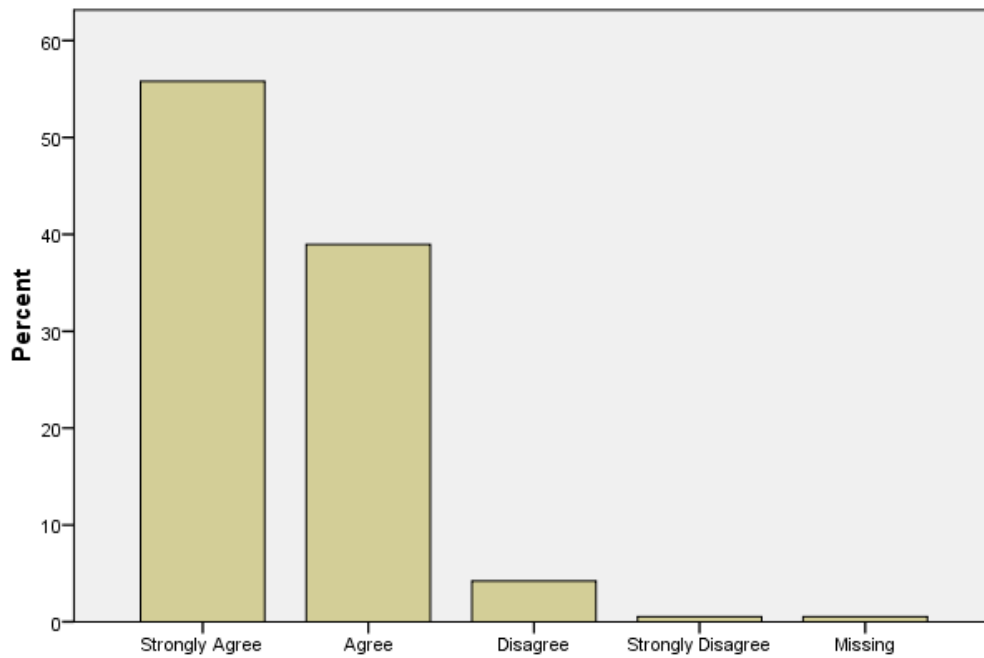
68% reported that the service aspect of the course made them aware of some of their biases and prejudices.



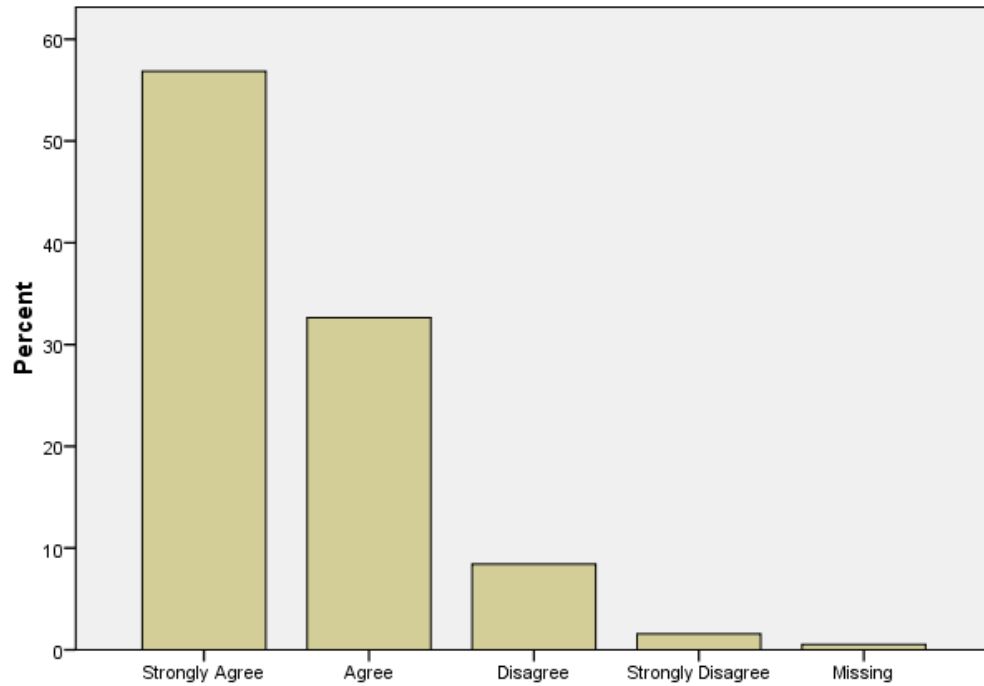
90% felt as a result of their service learning experiences they have a better understanding of their role as a citizen.



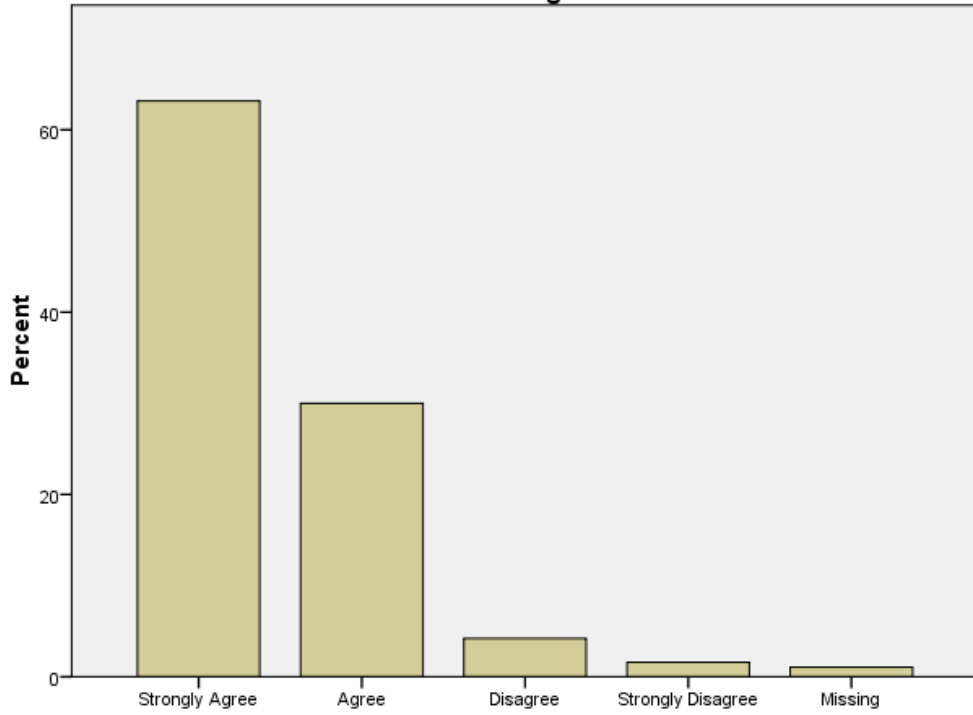
95% reported as a result of their service learning they have a better understanding of the needs and problems facing the community in which they live.



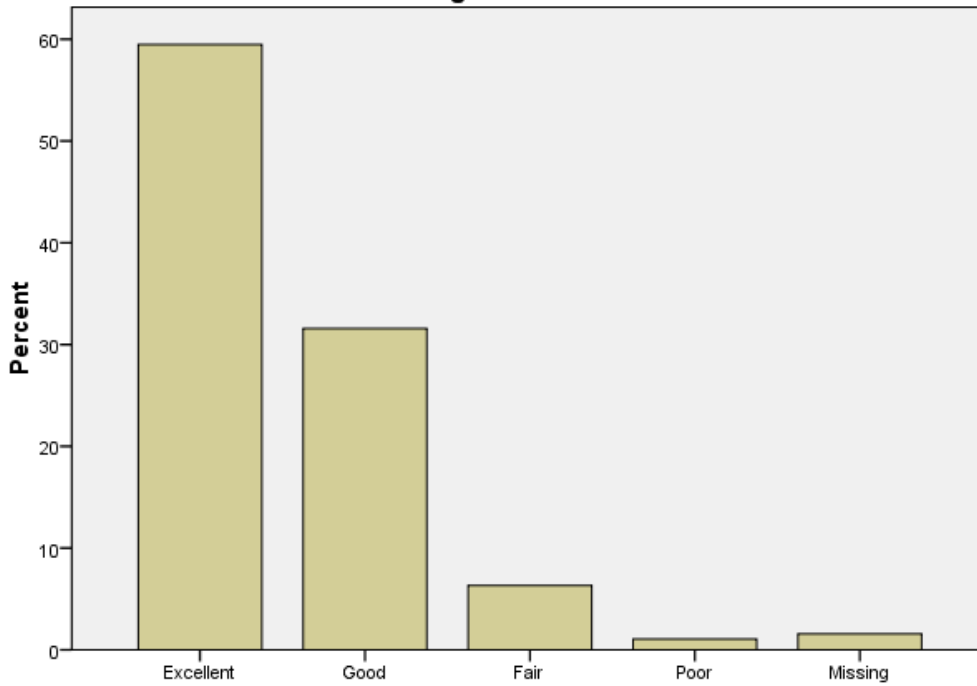
89% of respondents would consider taking another service learning course if offered.



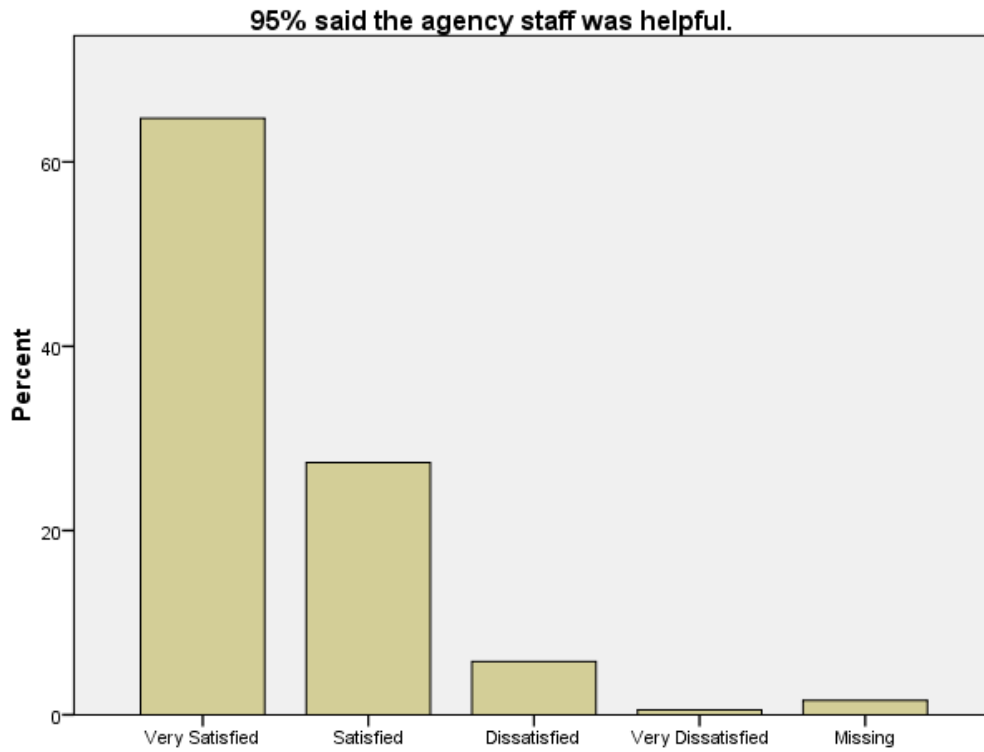
93% would recommend service learning courses to other students.



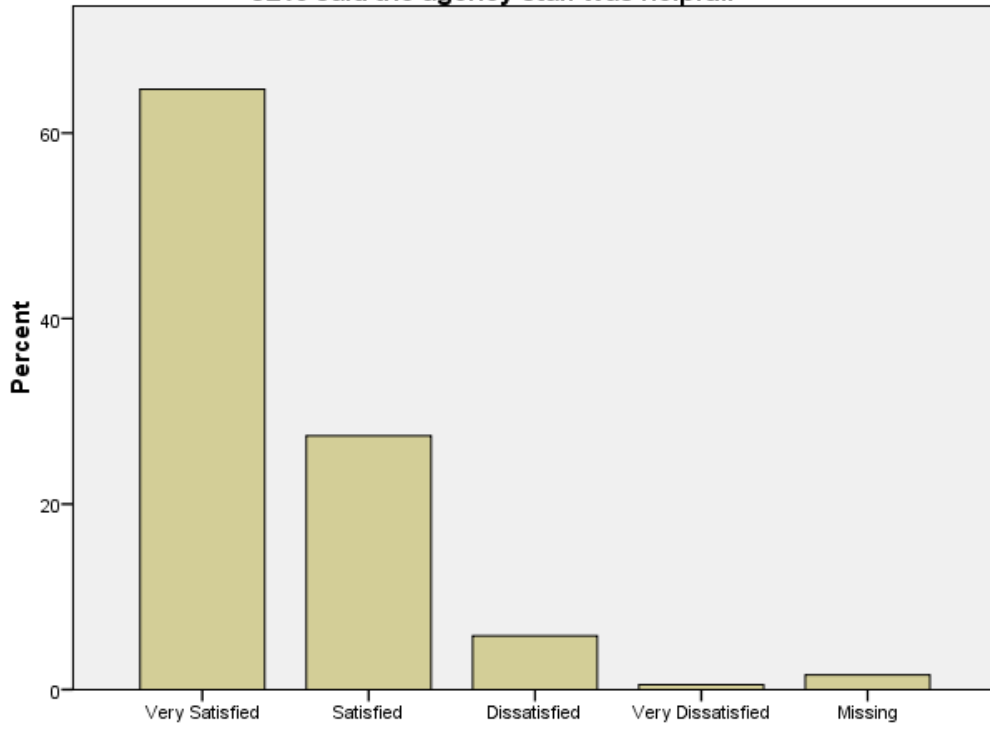
92% rated the quality of their service learning experience as either excellent or good.



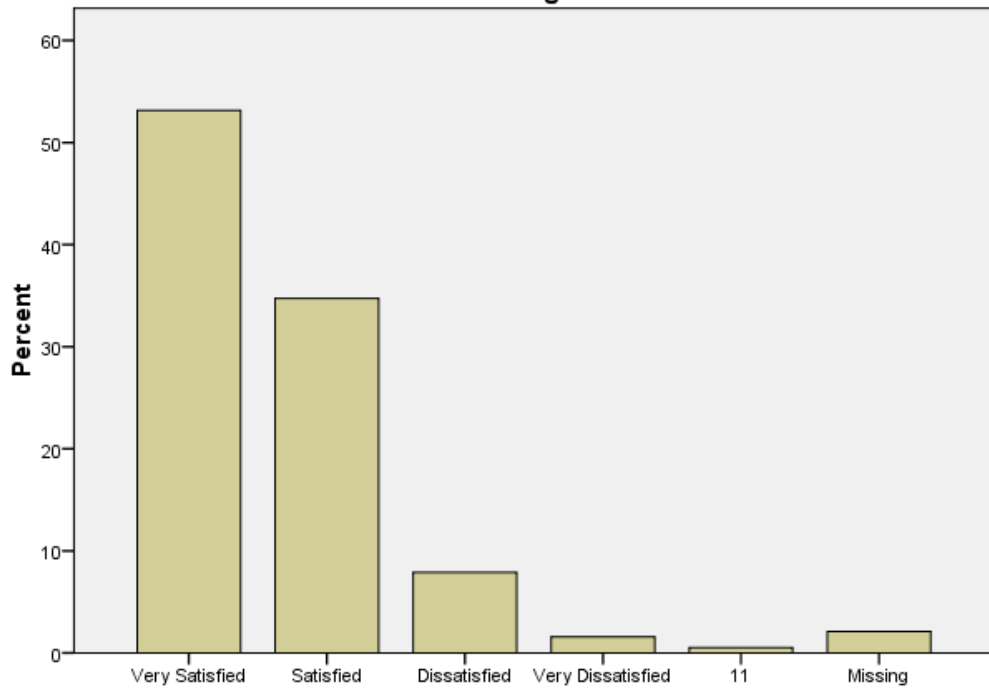
In addition to rating their service experience students were asked to rate their experience at the placement site or agency where they completed their service. Following are their responses.



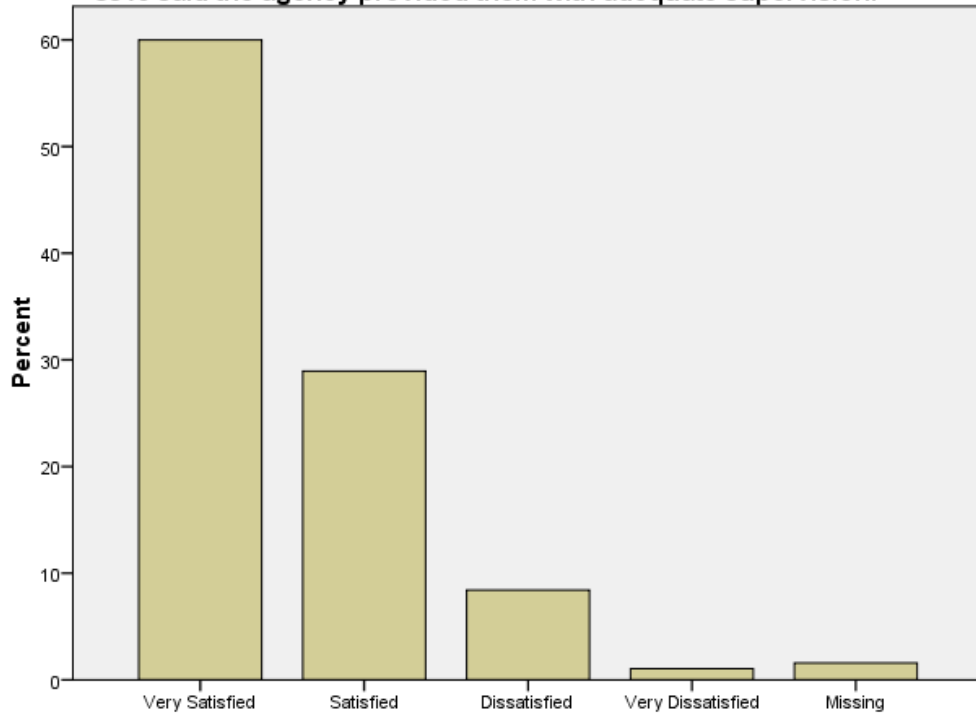
92% said the agency staff was helpful.



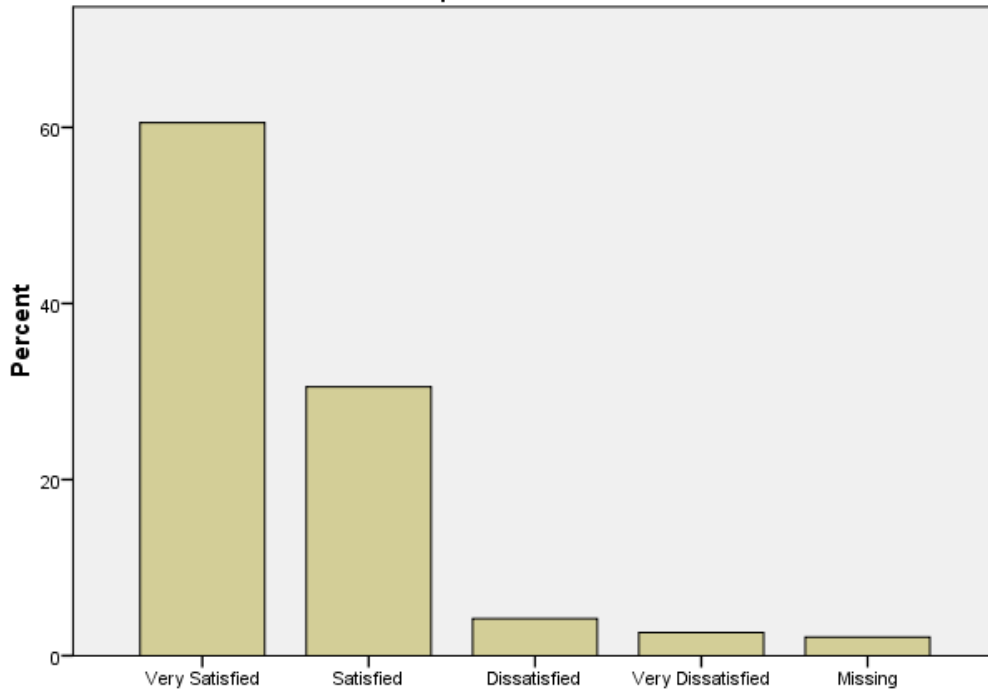
88% of respondents reported the agency provided adequate orientation and training.



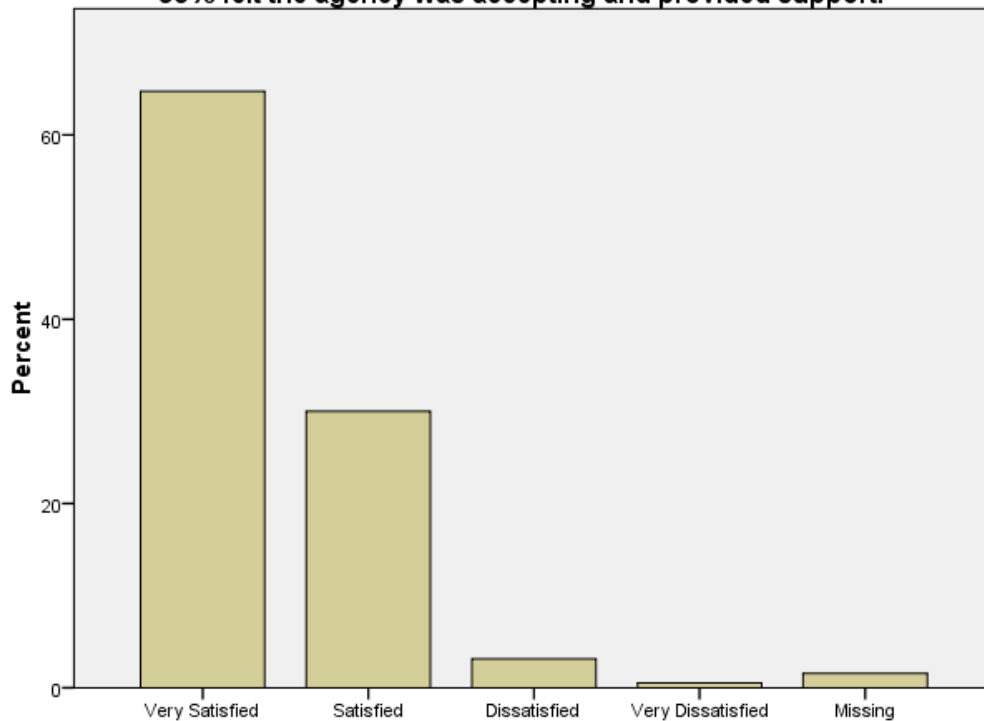
89% said the agency provided them with adequate supervision.



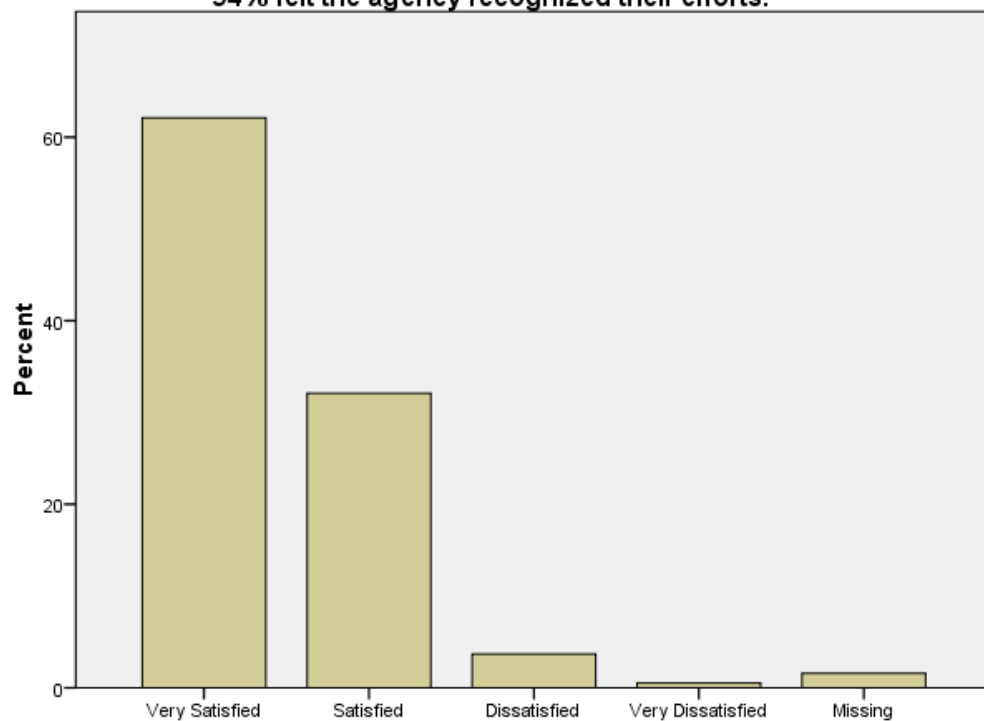
91% reported that the agency provided them with meaningful tasks to perform.



95% felt the agency was accepting and provided support.



94% felt the agency recognized their efforts.



98% would recommend the agency where they worked to other students.

