

THE CENTER FOR COMMUNITY ENGAGEMENT AND FACULTY:

A COLLABORATION FOR MAKING A BETTER SERVICE
LEARNING EXPERIENCE

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EXECUTIVE SUMMARY

BACKGROUND:

The Center for Community Engagement (CCE) is one of four centers that are designed to promote California State University Channel Islands' mission. Specifically, the CCE provides resources to faculty, community partners, and students who are involved in service learning courses. The CCE is integral to fulfilling the mission since it connects students to the broader community and promotes learning through experience and service. Although most research on service learning focuses on the student's experience and how the students are transformed by their service, much less is devoted to faculty experiences. However, understanding faculty experiences with service learning are integral since faculty are the ones that organize and facilitate these courses on a day-to-day basis. Thus, it is important to understand what resources faculty use when planning these courses and what constitutes some of the best practices to make service learning successful.

OBJECTIVE:

This research project seeks to identify, describe, and analyze the best teaching practices of faculty in service learning courses and which resources that faculty use in order to create a service learning course at CSUCI. We see this project as a first-step to understand how faculty are currently teaching these courses and how they can best be supported in the future.

METHODS:

We conducted in-depth interviews with 12 faculty who taught service learning courses within the academic year of 2015. The faculty were interviewed about their experience teaching a service learning course and their experiences with the CCE. After conducting the interviews, we transcribed and individually coded the transcripts for overarching themes that commonly arose in the interviews. Once each interview was coded, our research team collectively reviewed the coding schemes and interviews to ensure consistency. When we disagreed on a code or theme, we collectively discussed our thoughts and then chose the best code; this process is known as inter-rater-reliability.

FINDINGS:

Despite the fact that faculty feel extremely supported by the CCE, many faculty can be overwhelmed while teaching service learning courses. Most of these feelings stem from the individualized nature of the course, for while there are a set of best practices that facilitate service learning courses, most of these practices are shaped at an individual level by the faculty member, the selected community partner, and the course learning objectives. While many faculty utilize the resources the CCE offers, we find that new faculty are unlikely to be familiar with the CCE and may not be able to capitalize on its resources as much as seasoned faculty. Yet even faculty who reported that they felt extremely supported by the CCE often desired additional opportunities for networking and support with other service learning faculty.

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Chapter 1: Introduction

The Center for Community Engagement (CCE) is located at the heart of the California State University Channel Islands' campus. This center provides resources and support for faculty, community partners, and students that engage in service learning (CCE 2004). The four goals the Center for Community Engagement seeks to achieve are to institutionalize community engagement at Channel Islands, provide opportunities for community engagement, advocate teaching methods that would further understanding of service, and uphold strong ties between the university and the community (CCE 2005). As of this writing (spring 2016), the CCE is a center that serves as a support system to 35 faculty who are currently involved in service learning across different disciplines. This project focuses on 12 faculty members who have taught a service learning course in the 2015 academic year. Our goal is to identify the best practices these faculty members implement in their service learning courses and to identify how the CCE can improve the resources it provides.

The objective of this project is to identify and describe the best practices that faculty use in order to create a successful and organized service learning experience. This study provides a qualitative exploration of how faculty build partnerships, use the resources provided by the CCE, and conduct service learning courses. This project is important to CSUCI's community since service learning is one of the four main pillars of the university's mission. Furthermore, the project may provide useful tools for those who are considering teaching a service learning course, at CI or elsewhere, but may not know where to begin.

Literature Review

Much has been written about the definition of service learning. Central to all definitions is the specific emphasis on linking class curriculum to community involvement to address the needs of a community (Eyler 2002; Furco and Moely 2012; Kwak, Shen, and Kavanaugh 2002; Maddrell 2014). For example, Bringle and Hatcher (1999) defined service learning as curriculum and community focused experience in which students help their community while making connections between their service and course. These definitions serve as the basis for the CCE's definition of service learning as a pedagogy that unifies community service with academic experiences to enrich learning, teach civic responsibility, and empower communities, all while engaging students in reflection on what was experienced, how the community was uplifted, and what was accomplished by the student (CCE 2004). When done well, students, faculty, and the community all benefit from participating in service learning courses.

Benefits of Service Learning for Students

Service learning fosters personal development for students as it provides a deep educational experience because students are able to participate in helping communities and then reflect on their service experience to gain a deeper understanding of the course content along with a greater appreciation of civic responsibility (Bringle and Hatcher 1995). Having to meet a community need and make connections between academic content helps students gain rational

and analytical skills (Abes, Jackson, and Jones 2002). Bureau, Cole and McCormick (2014) compare the benefits and differences between students who frequently participate in service learning courses and those who do not or rarely participate and found that students who frequently participated in service learning courses showed a slightly higher capacity to learn and demonstrated better self-efficacy. As an example, DePaola (2014) recalls his own experience as a student participating in an internship at a law firm where he realized that he would like to pursue becoming a lawyer, thus finding his career path. DePaola's (2014) piece highlights the use of internships as a form of service learning through forming partnerships that encourage awareness of social issues and having students work with partners to create an experience that benefits both parties.

Benefits of Service Learning for Faculty

Service learning also benefits faculty. For one, service learning allows faculty to revitalize an over-taught course, especially if it was not a service learning course originally (Bulot and Johnson 2006). Second, faculty members have the opportunity to witness their students develop a better understanding of the topic (Abes, Jackson, and Jones 2002). Third, faculty members can also professionally benefit from teaching service learning courses as it contributes to faculty roles, rewards, and recognition (Bringle and Hatcher 2009). According to Campus Compact (2013) 68% of the institutions that responded to their study, consider service learning as a part of the tenure review, and if planned carefully, motivated faculty may be able to implement projects that align with their research and professional aspirations (Maddrell 2014).

Difficulties of Service Learning

Despite these benefits for students and faculty, the incorporation of service learning into a curriculum is challenging (Peters 2010), particularly for faculty who are new to service learning or who work at institutions in which service learning is not institutionally supported. For one, service learning courses are difficult to implement well because they are often time-intensive and requires a great deal of coordination and oversight of course content as well as student and partner relationships (Abes, Jackson, and Jones 2002). For instance, faculty members must convey course content while also preparing students for their service placement. This preparation is quite different than the preparation for course content, which can often be predicted to a certain extent. In service learning courses, students may have difficulty integrating into communities (Welch 2002). During this integration, students need to adapt to their service learning community while also going back and forth between their present and past experiences (Welch 2002). This process allows for students to reflect on experiences and reframe what they used to know to what they know now (Welch 2002). Going into a service learning community is more than just a "duty to society", it is an understanding of the bigger picture and connection to one's own life. It is important for students through reflection and understanding to be able to recognize others as subjects whose lives both overlap and exceed one's own. Yet, predicting what issues will arise during this process is challenging for faculty, so they may constantly be on the lookout and managing students and their emotional, as well as intellectual, integration into the community they are serving. Additional challenges that faculty face include the typical

variability regarding range of abilities, level of motivation, and professionalism among students (Peacock, Bradley, and Shenk 2001; Peters 2010), as well as lack of support from the institution and other faculty, rewards, and fundraising resources (Cooper 2014).

Institutionalizing Support for Service Learning

Institutionalizing support for service learning is a crucial component for recruitment and sustained faculty involvement. Faculty that have never taught a service learning class said they would be more likely to teach a course if they had a deeper understanding of service learning, had assistance with technical challenges, had help with finding projects that accommodate students' and faculties' busy schedules (Abes, Jackson, and Jones 2002). According to Bringle and Hatcher (1995), in terms of helping faculty, the institution should have a strategic plan laid out to help faculty succeed in service learning methods. In fact, they suggest several workshops that would aid in faculty development to teach service learning courses. First, there should be an introduction workshop which would explain what service learning is, how to implement it, challenges, and expected outcomes. Second, since reflection is what helps bring course content and community participation together to reach a deeper learning experience, a reflection workshop would focus on how to facilitate student reflection. Third, a workshop in community partnerships should include community representatives that will help make needs known and provide opportunities to connect with faculty. The community representative should have experience in service learning so that they can share their knowledge and there should be an effort to set up the workshop in the community to strengthen the message of service learning. Having a service learning workshop in the community emphasizes the importance of helping communities and making the community's need the central focus. Fourth, a workshop in student supervision assessment should teach faculty how to do ongoing supervision and assessment of students from the beginning of the course until the end. Faculty would learn how to set clear expectations of what the service consists of, such as expected hours, and that the objectives of the course are understood. Finally, a workshop on course assessment and research should assist faculty in monitoring and assessing not just the students but the course as a whole. One way to assess the course is by having faculty complete portfolios that will allow the faculty to reflect on their course and their own development; it should include course materials, like the syllabus, reading materials and methods of reflection and evaluation. Once the faculty member does this, they can ask the theoretical question of why did this outcome happen and was it because of service learning?

Other research suggests that service learning can also be successfully implemented when academic institutions attend service learning organization conferences, the school has a central office specifically for service learning, has an administrative assistant in the central office and has sufficient funds (Bringle and Hatcher 2000). Several organizations such as National Youth for Leadership Council, The Compact for Learning and Citizenship, Corporation for National Service and others can advocate for service learning. Service learning organizations are advocates that conduct conferences, provide support, assistance and resources. Not only are service learning organizations helpful for implementation, but so is local, state and federal level support (Kwak, Shen, and Kavanaugh 2002).

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Best Practices

With institutional support, faculty are better able to focus on implementing best practices for service learning courses. These practices make the experience for the students, themselves, and the community partner, the best it can be. The CCE offers the following best practices for faculty at CSUCI (adopted from [Brownell and Swaner 2009](#)):

- Equitable partnerships (collaborative design, ongoing communication, co-educators)
- Service learning responds to a community need or issue
- Sustainable service projects
- Reciprocity (service \longleftrightarrow learning)
- Service and learning goals are articulated and appropriate (via the student learning plan)
- Service hours/time frame is significant
- Preparation for service (orientation)
- Structured reflection opportunities
- Regular oversight of activities at service site
- Evaluation/Assessment/Celebration/Closure

We will briefly elaborate on a few key practices. First, in order to create an effective service learning course, an equitable partnership must be formed between the faculty member, their course, and the community partner. It is important that the partner understand what service learning is as well as its goals and how members of the university can help address the partner's need (Peacock, Bradley, and Shenk 2001). A key factor in creating an equitable partnership is choosing a project that matches student capacity and the time that community partners are able to commit to the partnership (Maddrell 2014). Ideas or projects which are not mutually beneficial to both the partner and the university should be omitted ([De La Garza and Kuri 2014](#)). In order to get the most out of a partnership, constant communication and commitment is needed from both the partners and those of the university (Cooper 2014).

Structured Reflection Opportunities

DePaola (2014) states that reflection assignments are a great assessment tool because they give students the opportunity to reflect and synthesize their experience by applying their knowledge and academic skills. In a successful service learning course there should be reciprocity between the students and their community service. Journals, research papers, case studies, readings, class presentations, and electronic reflection are all different modes of reflection (Bringle and Hatcher 1999). Guided discussions are also a powerful tool for reflections as they have been found to be more valuable than written reflection assignments (Hildenbrand and Schultz 2015). According to Bringle and Hatcher (1995), reflection should link the course content to the service aspect, students should be thoroughly instructed, reflection should happen regularly throughout the course, the instructor should be able to assess and evaluate the student's learning, and it should encourage further exploration and appreciation for their service. Reflection exercises come in many forms like written assignments and class discussions. No

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matter the form of assignments reflections should always aim to stimulate the students' minds in way in which he or she can make connections between course content and activities on the service learning site.

This Study

This research project seeks to identify, describe, and analyze the best teaching practices of faculty in service learning courses and which resources that faculty use in order to create a service learning course at CSUCI. We see this project as a first-step to understand how faculty are currently teaching these courses and how they can best be supported in the future.

Chapter 2: Research Methods

At the end of every semester the CCE administers a student questionnaire which assesses student attitudes at the end of their service learning course. However, faculty are rarely formally surveyed about their experiences. Our study focuses on faculty, in particular if faculty use best practices within their service learning course(s).

Procedure/Sample

We identified 18 faculty members who taught a service learning course in the academic year of 2015 and whose students completed the CCE's end of semester survey. We interviewed 12 faculty members at California State University, Channel Islands who taught at least one service learning course in the spring or fall of 2015. We limited our scope to spring or fall of 2015 in order to select faculty who would most likely remember the details of how they organized their service learning. We prepared a list of questions that addressed the best practices informed by literature, which CCE resources faculty utilized, and which CCE events faculty attended. Due to the exploratory and descriptive nature of the project, the researchers decided that in-depth interviews, a qualitative method, was the best approach to studying best practices, utilization of resources, and participation in events hosted by the CCE.

Invitations to participate in this project were emailed to each faculty member's campus email address. Below is the template email used to recruit faculty; we utilized a template in an effort to ensure professionalism, clear communication; and consistency in recruitment across student researchers.

Hello Professor _____,

My name is _____, and I am a [program] major who is currently taking a capstone class with [faculty supervisor]. We are performing a capstone project in collaboration with the Center for Community Engagement in order to identify "best practices" among service learning faculty. The purpose of this interview is to examine the methods service learning faculty use in their courses and determine whether these practices are associated with service learning outcomes.

We are contacting you because you taught a service learning course in the past calendar year (spring-fall 2015), and we'd like to invite you to participate in this study by holding an interview with one of our project members. We'd like to assure you that participation is completely voluntary and that all identifying information will be kept confidential.

If you'd like to participate, we'd like to schedule an interview with you any day between March 8th - March 19th. The interview should take about 30 minutes, but no longer than an hour. Please let me know what days and times work best for you.

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If you would prefer not to participate, please let us know so that we can remove you from our potential participant pool.

Thank you for your time and consideration. We look forward to hearing from you.

Sincerely,

We assigned three of the five student researchers to contact four professors each and two were assigned to contact three professors each. We also took into consideration personal relationships with faculty because personal connections could yield higher response rates as well as more comfortable interviews. If a student interviewee knew the faculty member personally, then the interviewer would be assigned with that professor. The rest of the student researchers were randomly assigned to the faculty members. When professors did not respond to our follow up emails, we visited them during their office hours in order to see if they would participate and schedule an interview. Five faculty members did not respond to the e-mails and weren't available during their office hours. If a faculty member did not want to participate, there were no consequences for opting-out. Out of the 12 faculty that responded, 83% of the interviews were conducted by the original contact person. With the permission of the professors we used voice recorders during the interview to collect the data, and three interviewers also took notes by hand noting key themes while interviewing the faculty members.

Of the 12 faculty, the sample included faculty who had taught service learning courses previously as well as professors who were new to service learning. This allowed us to see the perspective of veteran faculty members as well as newer faculty members and how the CCE can improve their resources for both returning and new faculty. Ten of the interviews were conducted on campus within the offices of faculty, and two interviews were conducted over the phone. The average interview lasted about 30 minutes. The shortest interview was 19 minutes and the longest interview was 75 minutes. Service learning classes varied in topics and services performed, but all projects sought to intertwine students with the community. The topics varied from becoming aware of social problems, understanding the link between culture and community health issues, developing and honing literacy skills outside of academia, **developed survey method skills that not only helped the community but helped students gain a new adeptness**, and addressing environmental issues in California and across the United States.

A variety of disciplines were represented among the respondents, including, but not limited to, Chicana/o Studies, Environmental Science, English, Communication, and Sociology. Thus we were able to identify the commonalities and patterns regarding service learning practices across various disciplines.

For those who did participate, there was no compensation. The faculty could stop the interview at any time, which happened various occasions mostly due to time constraints. 17% percent of researchers were not able to interview their assigned faculty member due to scheduling conflicts. As we noted earlier, we paired student researchers with faculty that they were previously acquainted with and we did this to yield a higher response rate. However, we

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recognize that there may be some ethical concerns regarding this methodology. Due to this issue, student researchers attempted to remain neutral in their questions and responses in an effort to get the most unbiased answers possible.

At the time of trying to contact professors for interviews it was midterms week and right before spring break, therefore there was time constraint issues. Originally we had contacted 18 faculty members, but due to scheduling issues and no responses we only able to interview 12 faculty members. Out of the 18 faculty members, 12 responded to our e-mails, one of them was not able to schedule an interview while another faculty member was limited to a 20 minute interview. Understanding this, we remained open to any time professors were available. The 20 minute interview only covered the best practices section. Out of the 12 faculty members, three were unable to finish the interview due to time constraints. One interview was completed fully, but the audio file was corrupted, causing issues during the transcription process. A follow up interview was scheduled in order to retrieve the missing data however the only questions that could be answered were questions regarding the attendance of events as those can be quickly answered. Overall, there were **three interviews that were only partially completed**. Due to time constraints we were unable to go back and complete the rest of the interviews.

Chapter 3: Results

We will present our findings by discussing each overarching category as they appeared throughout our interview questions. We will start with the best practices that faculty use in their courses, then present whether and how faculty utilize CCE resources, and finally faculty attendance and attitudes about CCE events and their experience on teaching service learning courses overall.

Best Practices

Building Community Partnerships

The faculty members all had a different process in the building of a partnership with community partners. Differences in methodology in choosing community partners was using the CCE, matching community partners to the course curriculum, previous partnerships, and lastly what was in the students best interest. Four out of the 12 of faculty members used a combination of methods to choose their partners. For example,

Dr. Abery: “I rely pretty heavily on Kaitlyn and Pilar over at the CCE. I meet with them before the semester starts and I talk about potential partners that might be useful to work with. Other than that, I just think about the goal for each topic and then try to figure out what kind of community partner would best achieve that goal for students.”

In other words, Dr. Abery found it useful to consult with the CCE and look for partnerships that match with curriculum goals.

Dr. Noreaga also uses multiple methods for selecting partners and found it particularly useful to work with previous partners and partners that match the stated course goals.

Dr. Noreaga: “I decide the community partners on two basis. Number one, in terms of the kinds of topics I will cover during that course, which partner and partners have projects and things, which are consistent with my primary focus. But my second is more pragmatic and practical. That, I’ll community partners that I’ve had some relationship with. So I know we work well as a partner and I also consider that a factor as well.”

Faculty members also select community partners on the basis of what they thought was best for students. For example Dr. Kerry expresses concerns about student’s transportation:

Dr. Kerry: “...there are partners that I would really love to work with, but it has so much to do with mobility and availability of for my students to get there...”

Another overarching theme was that partner selection was based on being able to create an achievable end goal. When choosing partners and service projects faculty keep in mind not only previous partners but the scope of the project to ensure that it’s a project that can benefit the student within the time frame given. For example:

Dr. O'Hara: "I also touch base on scale do-ability over the course of a semester so sometimes the community partners have really humongous projects that they want done but there's no way that'll happen with only 15 weeks and sometimes they have really tiny projects that would only be a week, so usually I start with the folks that I have a working relationship with we talk about what their needs might be, related to surveys that they like to talk about or that they would like refined and then I would work with them to put together the scope of the project..."

Planning and organizing service learning before the semester begins is highly important for faculty and the success of the service learning course. We found that six out of twelve faculty members contacted the community partners either a week to a month in advance. Two of the twelve, contacted the partners between two to three months before the semester starts. Four contact the partners a semester or more in advance. Seven of the twelve faculty members used both phone and email to contact community partners. Three stated that they used other methods or multiple methods while two professors used in-person meetings. However, one participant makes students responsible for contacting the community partner. Dr. Kerry did not use traditional methods such as emails or phone calls. Instead opts to leave the responsibility of contacting the partners to the students. She goes on to say that in the future she will be more involved. This indicates that Dr. Kerry plans to change the way she communicates with the partners by being more involved in the next semester.

Dr. Kerry: "I left more of that to the students...but in the future I have to be right in there..."

Overall all faculty used a variety of methods and combinations to choose community partners. 50% used the CCE list or made an appointment. 50% choose their partners based on goals and needs for the students. 33% matched the partner to the course curriculum. 33% choose based on having work with the partner in the past. 25% depended on which partners were available. Finally, 25% chose based on what the community partner needed and whether they could fit those needs.

Student Preparation

Making sure students are prepared to work with the community is a key component within the best practices of service learning. Two key themes that arose about student preparation in the results were community partners visiting the class and preparation through the use of class material and discussion. Four out of the 12 professors expressed that they use community partner visits. For instance,

Dr. Aberly: "That's a good question, and I can probably do this better and focus on this a little more. One of the first things I do is I invite community partners once I help them set up for the class and then have them do an in class introduction so students hear from the partners what they do, who they serve, and where they're located. Community partners do quite a good job of identifying the populations that they serve and why they serve those populations and I do less of that in class."

Dr. Ruiz: “So these are students that are at the 200 level these are students that are, um, majors they are specific to our particular discipline and we have the prof- the community partner comes into the classroom... we have a session that where we go out and ... we do a couple of orientation sessions for them in the field with the partner. Umm and then, when they are working they are often paired with a person that has a little more experience and so it is a process over the semester where they... get more as they get more experience they gain more capability in terms of monitoring on their own by the end of the semester the intention is to have a ... a student that can take on this role professionally and do this work independent of having to be mentored or... guided they can... they have the skill set to do the monitoring on their own.”

Dr. O’Hara: “I don’t know so I could probably do a better job of this. I think I leave a lot of that to the community partner so we always have the professional talk before the community partner comes to class to meet the students so we talk about proper ways in communicating via email and in person and proper things to wear and I always tell them, students have been hired by the community partner and we talk about the importance of network connections and how this is building your network and you never know who the person you’re going to work with knows someone who knows someone that can hire you and so it’s just very important to always have your game face on and to put your best foot forward to the community partners because you just never know and you never know how like one bad impression can haunt you or how one good impression can come back and help you later, so we have the professionalism talk I guess at the beginning of the semester...”

Dr. Patrick: “Umm. We basically have a meeting and we talk about people and the environment and I give them the list and there they go. So this semester we have the service learning coordinator and they work with her quite a bit. So she’ll meet with a student and if they’re not super outdoorsy or if they really want to go build trails, you know she’ll help connect them with the right people.”

All of these faculty members bring in the community partner as these partner visits give students an idea of what is expected for the project. Students are informed who the community partners are, the location of the site, and what tasks they will be performing. Aside from expectations of the project another theme regarding professionalism arose as reasons to why professors brought in community partners. These aspects of professionalism include proper ways of communication and attire. Although faculty do the best they can do to prepare students to enter communities and their service project, many admit that they could probably do a better job and would like to know how they could do a better job.

Five out of the twelve faculty members used course material and class discussions as a way for preparing students for their service learning assignments. These faculty members use material and class discussions as preparation as it gives students an idea of what to expect. Readings and class discussions give students a preview of what is to be expected in the service learning experience.

Dr. Albus: “The best thing I do is I have them read various pieces of people that produce- I have them listen to music that has been produced in the community and we

talk about it. We talk about it. You can't perfectly be prepared, but at least they know that there is a possibility. So they have a little bit of more...I wouldn't say emotional armor but emotional preparation. That's what I'd say is the toughest one."

Dr. Kaid: "Well I have a lot of experience in the nonprofit field and so I will talk about some of the non-profits about the kind of thing they might expect to do and talk about the kinds of communication specific things they will be looking for because this is an interpersonal communication class. I have talked about... It's important to be on time, fulfill your commitment, don't just not show up and don't show up looking like you're going to the beach or something, you need to be professional... Unless you're going to like ride on where you know you're going to currying horses."

Dr. Kerry: "Well so, that's a big part of the course so that is why I want to make the volunteer experience come later. So we study, we study all kinds of different literacy and. The situations that people are in you know sometimes we do a reading about homelessness and how about, about how some homeless people will write a newspaper."

Dr. Noreaga: "I or and [CCE faculty] come to the class and explain on service learning and I am [recorder issue] understanding service learning different from [recorder issue] So I prepare them on service learning that way. Number two, I also introduce um general topics that they will most likely encounter in their service sites such as family issues, educational issues um uh general poverty issues. So I prepare them academically as well. Before doing service learning while they are tutoring or whatever it is they do their service learning site. They will begin to see what we talked about. For example, food insecurity in the classroom about what is going with Food Share. If that the site that they choose for the service learning. I prepare those two different ways."

Dr. Renard: "So we look at those statistics and I show them some vignettes of children reading in class and talking about it and I also um the first paragraph they send me is where they are going to be, the description of the classroom and the demographics. So and then I spend the first few weeks looking at picture books and how to read aloud. So they can, but it never works so they have to just go in try it. Sometimes it's the only way to learn, right?"

Two of the twelve professor have stated that they used both partner visits and course material to prepare students for service learning. Readings, class discussions, and more specifically having the community partner come into the class, gives students a preview of what is to be expected in the service learning experience within the community.

Dr. Cooper: "So we have a, we have some pre-meeting I also have the community partner come in and gives a lecture talks to them and tells them what they can expect, but I have got sort of a strong rubric, description of their experience out there and lots of guidance, lots of experience, but you know I don't think you are ever really fully prepared for that experience until you have it. So we try our best to kind of let them know. I have shown them clips and videos of what other students have done and then the

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guest speaker, having the community partner come in and give a guest lecture is really helpful too.”

Dr. Luna: “Having the partner come and speak to the students. Um then we do everything we cover in class. The lectures the um films that we show are very similar to the things we experienced. So they are already prepared in that way.”

One faculty member had expressed interest in visiting the site. By going to the site students are able to meet partners and get a general understanding of what is expected.

Dr. Shore: “Well the first day the whole class goes over for instance if we are doing something on sustainability and we all check out everything together and look at where everything is and meet folks, they may not choose to do that service learning, but they get one hour of credit for coming with the class and starting all as one. So we actually go check out at least one site out together, that’s one on campus.”

Structured Reflections

Structured reflection are an important component of service learning. Structured reflections allow students to reflect on the service learning experience. Students reflect on aspects such as how challenging service learning was, how course material and the service is connected, and how they were transformed. There are many different forms of reflection such as formal and informal. Such as journals, discussions, written prompts, and blogs etc. Even though they are all different, they accomplish the same goal which is stimulate reflection, trigger memories, and bring course concepts to life.

Dr. Kerry: “Ok so... We do a lot of group work in the class and so a lot of talking about those experiences and unpacking them and then... Their journals and then there is a paper where they kind of look at some of the readings we have been doing and compare... boy there... Ok the... I thinking about kind of... it kind of turns it into a case study a little bit so that ok here are the theoretical readings or here are the academic readings you read about this setting, here was your experience, what of those things can you apply, what did you see yeah but as far as reflective I think.. The paper has both pieces right... There’s a reflective piece in the paper, but then there is also an application piece of this ‘this is what we studied, do you see any of this going on.’ Yeah.”

Service learning Professors express the following statements as to why they use journals.

Dr. Ruiz: “Well, students keep journals in order to write about their experiences. We, um, build questions about the field experience and the exams so they are asked questions about. Umm, what they are doing in terms of habitat management and species monitoring. In the exam part of the course. Umm, we also have the community partner evaluate the students so kind of an external reviewer that reports back on the student’s, ahh, success and their utility in terms of how well they did.”

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Dr. Shore: “Well, it’s challenging. Mostly, well. One of the direct questions they get either in their journal or they are going to have to report one. And we talk about it in the, what is the link between their service hours and the course theme? Which is sustainability. So they have to nail that one directly. And if students, for instance, are nursing students and they are volunteering in a hospital and they are already working there. Well they can’t just do those hours, they actually have to integrate what do they know about hospitals, the hospitals sustainability program and they actually have to write me a proposal if they want to use their, you know. If they want to use their current internship in some way that fulfills those service learning hours, I am open to that cause I recognize that you guys don’t have enough time and so, but they actually have to go above and beyond to say sitting on a desk and being a receptionist. They actually have to go investigate and you know write something for me about what’s going on. I’m flexible, but they have to tweak their existing, if they already have an existing project and it makes sense then they have to show me that.”

They find this method of reflection useful as it incentivizes students to document their experiences. A journal with written prompts for helps guide students in their documentation. This enables students to make connections between course material and on-site service learning activities.

Four out of the twelve professors used informal methods of reflection. Some examples of **informal methods are,**

Dr. Albus: “What I find is the blog is particularly useful for this in these intensive experience because it leaves a trail of breadcrumbs. It would be really easy of for them to post it up then go back. Then when it is their turn or when it is their time to do reflection they switch back and not only see their thoughts but everybody's thoughts. It triggers memories and people go “Oh I forgot we did do that at place and it was really cool” the blog is really useful tool in this respect and also it creates an outward spacing face as well. You can follow the blog, parents, can community partners can, and everybody can. When people use blogging for reflection they get into issues with confidentiality. For example, the nursing students don’t like to use the blog per-se because they can’t use people's names. In our case everything is fair game. I just ask people to be respectful and don’t say that fuckin asshole or something like that. Just short of making sure they are speaking professional language because anybody can see their internal dialogues.”

Dr. Lopez: “They have portfolio project. Part of their portfolio is a reflection of their experience. What did they learn from that from the service learning and how did they connect it to the entirety of the class? Does it change their ideas about food justice um connection, ummmm what did they learn most about it? So um at the end of the semester and accumulations everything they’ve done is handed in on a portfolio.”

Dr. Renard: “Actually it’s a site voicethread. You make a PowerPoint and you upload it in voicethread and then you can add narration. It’s that simple. So because

they've done really good reflection papers but I also think sometimes, they have done scrapbooks because they love scrapbooking and I realize if I really want to find out about their reflections it doesn't have to be written. We write other things and you know some people don't like to write as much."

Dr. Kaid: "So, I do now incorporate some dialogue as we go along, what has anybody experienced so far, what did you learn, what were the problems, what questions did you have... So that in class we have a few times now and then to talk about it and then the final project... That's a lot of structured dialogue and reflection of 'what did I get out of this... what did it matter to the organization or to the community... how did I maybe make a difference.'"

These four faculty members all use different forms of reflection, however, all of them involve the aspect of having assignments which motivate students to document their experience in a unique reflection opportunity. In the case for Dr. Albus blogs are helpful as they not only document the student's experience and internal dialogue at the service learning site, it creates an atmosphere where it can be read by others. Dr. Renard and Dr. Lopez use different forms of reflection, but they both accomplish the same goal of having their students create a reflection that documents their experience and how it ties into course material.

All faculty members use some form of written reflection. While other faculty members use multiple forms of reflection. They felt like multiple forms of reflection work best when having students recall and reflect their service learning experience.

Dr. Abery: "Um well definitely the reflection journal, I think that's really beneficial to encourage students to think about and force them to reflect on what they're doing and the connections to class um and then even in the group discussions, not only do they group discuss, but I also facilitate those discussions by going to group to group and then giving feedback and suggestions by saying oh that sounds really interesting perhaps you could also look for this or think about this concept..."

Dr. Cooper: "So after they do have to do the assessment and then also it shows up in the video and then in focus groups."

Dr. Noreaga: "I do informal reflection as talk about topics. I give questions to students so they have a chance to make a connection between what we talk about in classroom with what they experience at service site. It's a form of spontaneous reflection. Then, number two I give them a research paper assignment that's a very structured and academic way of reflecting their service learning experience so that they will be able to have a more analytical understanding in what happened to the body of research to literature, and thirdly I give them a prompt about their service learning so they will be able to have a personal reflection that I hope will give them a chance to reflect their service learning experience and a chance to make some personal transformation in that process so there's a couple of different ways of facilitating reflection."

Structured reflections give students an opportunity to reflect on their experience in the form of journals, blogs, formal written assignments, and discussions. Assessments however, give faculty an opportunity to assess what students have learned throughout the service learning course. These assessments include research papers, presentations, and even structured reflections.

Assessment

All professors who were interviewed required an assignment in which students integrated their service experiences with the course material in some way, some were more directly connected than others. Papers and presentations, or some combination, were the most common forms of assessment. $\frac{1}{6}$ of the faculty assisted students solely on a paper another $\frac{1}{6}$ assessed students on presentation, $\frac{2}{3}$ of the professors either did both a presentation and a paper or had a different method for students to showcase their experience. Throughout our interviews, professors consistently stated that their choice of assessment was based on what they wanted to students to learn or which skills they wanted students to develop throughout their course. Most professors were concerned with the student's ability to perform well in presentations, write well-articulated papers, and be professional in their interactions with community partners.

Professors sought to make connections between service and text/course material.

For example:

Dr. Abery: "For the 111 class actually I think in all classes it's important for students to write but I think they get enough of the writing in their individual journals and I think if they were to do a group written paper or a research paper I don't think that would be as effective as forcing them to communicate with one another and build a collective project together through those connections, and so I think it's more effective for them to make connections that way into start working on skills that facilitate communication with other people and teamwork."

Another professor emphasized making connections between service and material:

Dr. Noreaga: "The research paper it again gives them a chance to learn analysis research making connections between what they've seen, experienced, or heard."

Dr. Cooper: "writing is such a valuable skill and I think it forces them to kind of really think through that link."

Dr. O'hara goes on to say that she prefers both presentation and research paper due to how important written and communication skills are to the "real world," whether that be the workforce or graduate school. She states:

Dr. O'hara: "So my idea is the assignments should teach students skills that should help them at their next stage and so if their next stage is working for a nonprofit then writing up a report and learning how to do surveys and writing up a report based on

that, should be useful. And if students want to go to grad school then writing a research proposal that's exactly what you do in your first year of grad school so it's like mini-project, so it's like what they would be doing on a light level."

One professor chose to have students write a paper at the end of the course instead of doing a presentation because she felt that students did not have sufficient skills to present.

Dr. Kerry: "You know we haven't in that course, but I have been teaching some other courses where presentations are required and I am becoming a better fan of good presentations [laughs] ... you know so many of us have seen really bad presentations so we get really exhausted by them, but I think I should add that, but they do some aspects of presentations."

Dr. Kerry goes on to say that she prefers discussions among her students rather than presentations because she feels that it is harder for students to keep their classmates engaged. Assessment and reflections help students make connections between service and course curriculum.

Student Connections

Faculty all reported that the service learning course has helped the students in seeing relevance of the course in some way. Nine of the twelve faculty reported that students were able to make connections that really bring the course material to life. Dr. Albus and Dr. Noreaga state,

Dr. Albus: "By going to one of the trips the students see how it all ties into the concepts they are learning. One of the most common feedback. One of the most comments I get at the end of the trip is all the stuff we have been learning in class all these years totally makes sense now. It sort of stitches it all together. So having this theoretical understanding of institutions or having this theoretical understanding of how people communicate or having this conceptual understanding of how wetlands protect areas from storm surge...they understand it in their brain but by doing the service they really get on a much deeper fundamental level. A more deeper cognitive level. That just come from being in the community."

Dr. Noreaga: "It helps them bring really abstract ideas in ways in thinking about these larger social problems down to earth, and down to personal experience. They often get caught up in personal experience to a larger extent and so it's hard to get them to see larger broad social patterns in personal experience and so I help clue them in what those patterns are in class and then they actually see those patterns in their placement and so it makes them understand that their personal experiences are inherently connected to the social broad experience and that the social broad experience is connected to their personal experience. And so I think it helps reinforce those connections."

The two quotes demonstrate how service learning has helped the students see and make connections with the course material and experiences outside of class. The service component helps bring course material to life as students get an opportunity to see and apply concepts in

actual situations. However, the ability of students to make these connections often depends on the type of service project students are doing. For instance,

Dr. Shore: “Well that always is a challenge, especially if a student is working on you know, weeding or something on campus. A lot of my students work with facility services and they plant native plants and so sometimes in the actually physical work they get lost and in the notion of sustainability, but I think that’s true everywhere. There’s a lot of grunt work that ends up being done and it’s kind of, I don’t know a way around that, but I’m looking for it. I think that way when you go in with the project in mind, you do less of that, but that’s the nature of what needs to be done so. Um, I hope it’s a self discovery process, that students figure out “I absolutely hate physical labor” or “I really like working with physical labor and I want to go volunteer for habitat for humanity next.””

While the above experience does less to connect course material and experience, it does allow students to find themselves. Literature and class material only discuss an issue without the real world application of the theories. Service learning actually puts the students in the field to apply the theories and therefore give them a preview of what work in a particular field is like.

Community Involvement

Another common theme was not only placing students in community, but bringing community into the class. Professors stressed in various ways how important it was to incorporate community partners into class dynamics; this includes professors checking in with community partners in regard to student success, sending student reflections to partners, and inviting them to the end of the year celebration or final presentations.

An emphasis was put on the need for students to share their experiences and/or findings with community partners, through formal ways such as presentations or informal ways, such as potluck celebration.

Dr. Albus: “I like the presentations better because they are more helpful at engaging the community.”

Both professors use food at the end of the semester in order to uphold the idea of community building through the use of food as it represents giving back to those in the community. For example,

Dr. Lopez: “The whole idea is we are trying to build community and learn how to create community. It’s even created in our families around food so building community with food and being able to share part of food that comes from food from your own family or history or tradition and understanding how that connects to indigenous traditions just helps us to remind us to go back to the basics of knowledge which is being in the community with each other.”

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Dr. Albus: “We have what we call our food video poster session...In our session so what we do is that students have to do some giving back to the campus so the default one is that they have to make a poster presentation on some aspect of the trip...”

Among those who do not actively incorporate community partners into the classroom state that they would eventually like to share and involve community partners more, particularly if the student work is of high quality.

Dr. Patrick: “But I think that if we do end up with some quality videos, we will share those with the community partners.”

Dr. Kaid: “There have been a few times when the paper was so well done that I have asked the student for permission to do that, I would never ever send a student’s paper without getting permission to do that because I really respect student privacy...”

Resources

Resources are an important part of service learning as they are used to support faculty members in designing and teaching their courses. In order to find out which resources faculty members used from the CCE, we specifically asked about each resource that is offered. These are the Faculty Guidebook to Service Learning, faculty consultations, classroom orientations, service learning course support fund, conference registration, resource library, and evaluations.

Faculty Guidebook to Service Learning

The Faculty Guidebook to Service Learning is a resource designed by the CCE to be a reference tool for faculty that are involved in service learning. The guidebook provides information on what faculty need to know about designing service learning courses, from defining what service learning is, constructing a syllabus, preparing students for service learning, critical reflection, and a faculty checklist to guide them with the setting up their service learning course.

As mentioned previously, one professor was only able to answer questions about best practices. Therefore, only 11 faculty members provided responses about CCE resources. When asked if faculty used the Faculty Guidebook to Service Learning, two out of eleven faculty answered that they do use the guidebook, four out of eleven said they do not use the guidebook, while five out of eleven said that they use both the guidebook and their experience. Refer to Table 1 in the text.

The four out of eleven faculty members that did not use the Faculty Guide Book did so for several reasons. Those who did not use the guide book relied more on personal experience on how the course was previously conducted.

Table 1. Resources Utilized By Faculty (Self-Reported)

Resource	Utilized		Didn't Utilize	
Faculty Consultations	72.7%	8/11	27.3%	3/11
Classroom Orientations	63.6%	7/11	36.4%	4/11
Service-learning Course Support Fund	18.2%	2/11	81.8%	9/11
Conference Registration Fund	18.2%*	2/11	81.8%	9/11
Resource Library	54.5%	6/11	45.5%	5/11
Evaluation	90.9%	10/11	9.1%	1/11

Source: Interviews conducted in spring 2016

* All those who utilized Conference Registration Fund, presented

Faculty Consultations

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Faculty Consultations is a resource provided by the CCE to help faculty discuss community partners based on their service learning curriculum and projects. The CCE consults with faculty to find the best fit partner for their class. Eight out of the eleven scheduled with consultation and all of them would recommend it to another faculty member. Three out of the eleven did not schedule a consultation. The faculty members that did not schedule a consultation was due to time constraints and they felt they did not need it.

Classroom Orientations

Classroom Orientations are provided by the CCE if requested by the faculty. The classroom orientations assist in introducing students to service learning concepts, methods, and purpose. Seven out of the 11 faculty members scheduled an orientation, out of these people that were asked if they would recommend it, 6 said yes. Reasons for not attending were because of time, they did not know about it, or did not find it useful.

Service Learning Course Support Fund

The service learning course support fund is for faculty that might need additional funds to support high impact service learning practices. Faculty teaching service learning courses are eligible to apply for funds up to \$500. Only 2 out of the 11 faculty members have used the support fund once. Of those who have not use this resource, many did not express a real desire to use it in the future because they felt they would not know what to use it for. This is in part due to not being familiar with the fund.

Conference Registration

The CCE covers conference registration for faculty who attend or present at a service learning conference. The CCE provides a partial list of related conferences on their website so that faculty can find conferences that are relevant to their course. Three out of the 11 faculty members have used the conference registration fund, and all three presented at the conference. Other faculty commented that they were unfamiliar with the conference registration fund and asked us for more information/detail on what it was.

Resource Library

The CCE has a collection of books, compact discs, and videos that pertain to service learning and related topics in their Resource Library located in Ojai Hall 1943. Items are available for faculty to borrow either via campus mail or pick-up. The CCE has a resource library section provided on their website that breaks down service learning topics so that faculty can navigate resources more efficiently. A little over a half (6) faculty members have used the

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CCE library and stated they would recommend it to others. Five of the faculty members that did not utilize the library either because they chose not to or because they did not know about it.

Evaluations

The CCE evaluates service learning courses through the center for CCE Student Service Learning Survey. The purpose of this survey is to collect information on student attitudes about their experience in a service learning course. **Ten of faculty members utilized evaluations within the last academic year.** Because use of this survey was part of the sampling criteria, all faculty had used this survey at the end of their course.

Events

The CCE hosts events throughout the semester in order to supplement faculty service learning teaching experiences. During the interviews, a variety of questions were asked to faculty regarding their attendance at these events. Events included, the Invitation to Service Workshop, Soup, Salad and Service, Celebration of Service, and the Mastering Abstract Ideas through Service Learning with Dr. Richard Cone. We also asked whether there were workshops they would like to see the CCE offer, and whether they would be willing to join a committee that met monthly in order for faculty and student representatives to get together and share ideas, events and workshops.

Workshops

All 11 faculty members had attended the Invitation to Service Workshop and most (7), said that they would recommend this workshop to other faculty members.

Table 2. Events Attended by Faculty (Self-Reported)

		Event	Attended		Didn't Attend	
Reoccurring Events	{	Invitation to Service	100%	11/11	0%	0/11
		Soup, Salad & Service	72.7%	8/11	27.3%	3/11
		Celebration of Service	72.2%	8/11	27.3%	8/11
One-time Event	{	Mastering Abstract Ideas Through Service-Learning with Dr. Richard Cone	27.3%	3/11	72.2%	8/11

Source: Interviews conducted in spring 2016

In regard to whether faculty members attended the Soup, Salad, and Service, 8 of the 11 individual faculty members said that they attended while 3 of them said that they did not. When asked why they did not attend the 2 of them stated that they had scheduling conflicts but would like to attend. However, most (7), of the faculty members stated that they would recommend other faculty members to attend. The following quotes are the varied responses to Soup, Salad and Service question and whether or not they have attended:

Dr. O'Hara: "I just remember being super wowed by what other people were doing and some of the creative projects that they would come up with, so I think it was good for getting the creative juices flowing ..."

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Dr. Cooper: “Yes, I always attend that, it’s nice to regroup with people who have...who do service learning and sort of what their challenges are and what they.. You know how they overcome them. I think mostly it is the networking and the social support. Plus I think it is nice just to be recognized. “

When it came to the topic of the Celebration of Service, eight faculty members that were interviewed said that they attended. While the remaining three said that they did not attend because of scheduling conflicts. However, it is important to note that 5 of the professors said that they would recommend attending the event to other faculty members.

Our results show that the Mastering Abstract ideas Through Service Learning CCE’s most recent event was attended by three of the professors that were asked while eight professors said that they did not attend. Again, a common theme that was found among four of the professors was scheduling conflicts. However, three of them stated that they did not know about the event. Interestingly, one professor stated that they were able to meet with Dr. Richard Cone one-on-one because they could not attend the actual event because of a time conflict. Nonetheless, of those who were able to attend, only one of the professors did not find the event helpful to them. The following quote is from Dr. Noreaga stating why she did not find Dr. Richard Cone’s event particularly helpful:

Dr. Noreaga: “Honestly that workshop gave us a chance to talk about reflection with other faculty members on campus, but the workshop itself didn’t give me something new at all but exchanging ideas with other faculty members was very valuable.”

Additionally, when asked about what workshop they would like to see the CCE host, faculty gave a variety of answers.

Dr. Abery: “Perhaps one about assessing reflection so assessing strong connections vs weak connections because there’s certainly a difference between them but sometimes assessing that difference can be difficult and challenging.”

Dr. Noreaga: “I think another workshop that would be really good is workshop for community patterns and you know the ABC’s of working with CI. How to work with students and how to facilitate partnerships with faculty. I think workshop with community partners formally ... I think would be ... I think we did it very informally but I think that kind of workshop would really facilitate service learning partners.”

Dr. Luna: “Something connected to social justice. And um how to teach to be community activists or advocates. Like how to teach college students. I think my critique of service learning is...I don’t think our center does it that’s not where there perspective. Generally, service is students volunteering and giving service, but service is like immediate gratification for the day, but how is that service actually change institutions or make a change in society. And more critical perspective of service and transforming into social change I think would be a great conversation particularly in social change studies.”

Challenges of Service Learning

Faculty face many challenges when planning to teach a service learning course. Faculty when asked about logistical issues of organization mentioned the following struggles: organizing class curriculum, finding the right partner(s), time management, and balancing the amount of work that is required to teach a service learning course along with their other faculty duties.

Two out of the 12 faculty members state that service learning was challenging due to the organization of topics.

Dr. Abery: “I think the organization of the topics and the placements can be a little tricky because sometimes we don’t talk about topics that relate to directly to service until later on in the semester and so for example in one of the topics is problems of the environment and one of the groups was working with VCCOOL doing a neighborhood assessment but VCCOOL is very focused on problems of the environment particularly bike lanes and the use of cars in Ventura County and so we didn’t actually talk about problems of the environment until later on in the semester which really put those students at disadvantage and so there’s that if I had planned better...”

Dr. Shore: “Um, for students it’s the time. For me, it’s integrating their experiences back into the course material in the classroom, in the way that it doesn’t suck up all the time, is meaningful, and fun, and enriching, and is it repetitive.”

Organization is difficult for both professors because of the integration back into the topics. As Dr. Abery mentioned this is due to not being able to talk about topics at the right time. Three faculty members mentioned how exhausting it is.

Dr. Albus: “How physically exhausting and emotionally exhausting by far.”

Dr. Noreaga: “The volume of work is horrendous ... Another thing is when we deal [Recorder issue] this semester we deal with ten community partners there’s so many varying issues with community partners, and there are so many different issues with 70 students. And so that I have my own schedule about how when they have to finish what. And I try to instead of students procrastinating until the last minute I try to push [Recorder issue] but that’s just so that’s the only thing possible to enforce again because of so many different community partner issues. Um there are so many moving targets in service learning...”

Dr. Cooper: “The planning, it’s just, it, it’s an incredible amount of work and you know when I take students to the island I am giving up an entire weekend of my life and it’s great, a great experience for them, a great experience for me, but it’s an incredible

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amount of work. I think people who do service learning; you know it's not.. It really is about beyond the course curriculum, it's worth it, but it's a lot of work."

These three faculty members attribute the exhaustion from the amount of work service learning entails. Exhaustion comes in many forms in service learning. These difficulties contain physical and emotional exhaustion, having a high number of students and the amount of planning that goes into service learning. Five professors mentioned that the difficulty arises from students due to their lack of planning, engagement, time management, different levels of motivation and transportation.

Dr. Kaid: "I think that it is probably the students who put it off."

Dr. O'Hara: "Oh goodness. Well ok, so like any class I have a real problem with procrastination with students, but it's like worse like the repercussions of procrastination because it's not just me and the students. So like shoddy work isn't just me and the students problem, it's the problem of the community partner too and you know, I have a reputation that I want to protect and I want to protect CI's reputation and the reputation of students who attend CI. And so it's really challenging struggle to get students to perform at the level that I want them to when I want them to, right off the bat because there's a fair amount of procrastinating that goes on and I've had situations where students are going to turn in the first draft that they're going to send in to the partners and I'm mortified because they haven't put in the work for it and it takes revision, anything good comes from revising over and over and hard work at it, so I think that, that's a real struggle because I want to deliver something good to the community partner I want the partner to think highly of me and to think highly of the students so getting students to not procrastinate and to do work well, from week one is very hard."

Dr. Patrick: "Uh, I think for the students packing in twelve hours can be tough because some of them will wait till the last minute and trying to pack in twelve hours in the last two weeks of the course can be challenging. For others, they might be a little more quiet or introverted or might not be familiar with the town and identifying those service learning opportunities because they're really self-initiated. The students need to be self-initiated in where they want to go, we give them the resources, but they need to make the connections. Which is why we are trying the service learning coordinator this semester so that will kind of help be the liaison between community partners and the students. So you would come in and say "Lisa," which is our person, "I really like the outside but I don't necessarily want to swing a sledge hammer and build a trail, what can I do? Or I don't have a car, what can I do closer to home?" Or something like that, so she is really helping coordinate some of those things, which is good."

Dr. Renard: "I think the challenging is one, they really have to make time for this and I haven't heard complaints of transportation issues, but I imagine some semester that

could come up. Um I think really making the time and learning that they have to actually prepare before, you can't just show up with a book and read. We often think we can because unless you've done it, you don't realize how complicated it is. You got twenty kids rolling off everywhere around you so that's challenging and I think that it's more work than they think to find books. They aren't allowed to use Disney or anything, they have to find newer books. I mean there are challenges to find a book that the teacher likes and didn't know before.”

Dr. Ruiz: “The most challenging thing is herding chickens. [Laughs] Keeping all the chickens moving in the same direction. . . . so students have very busy lives and when working in . . . something outside the classroom is always challenging regardless whether they are good students . . . students that aren't at the top of the performance chart. It really doesn't matter, everyone has to find time to obligate towards these kinds of things and it is challenging. . . . students always say, you know it is difficult to find the time [claps hands] and working on the time is kind of an online format for monitoring their efforts and their hours the amount of service is actually good because it is very transparent. To see what they have done in regards to their contributions and they have kind of an ongoing tally of that, I really like that aspect of that. If it was just me keeping the hours and it's . . . it's not as powerful being able to oversee your own efforts.”

The issue of student's time management and commitment pose massive difficulties within service learning. Faculty have expressed the problems of student procrastination and not dedicating enough time and effort to their projects. This is a common issue in every class, but Dr. O'Hara points out that the consequences are much higher in service learning class because students are representing CI and the faculty member in the community. This adds pressure to Dr. O'Hara as well as other faculty as they have a duty to protect the reputation of the university, and their own name within the community.

Rewards of Service Learning

Service learning presents many challenges for faculty, but it also provides many rewards. Nearly all faculty (11 out of the 12) professors have in one way or another stated that the most rewarding aspect of service learning was seeing students transform and grow while one professor has noted that visiting the site was the most rewarding aspect.

Dr. Abery: “I think when people, when students report how much of a difference that the class has made and how much it's made them really think about their own lives and the way they think about things and they're always so surprised by the connections that they see in class to their own lives and you know they say, without this class I wouldn't have ever thought of that before and so I think that's the best.”

Dr. Albus: “How physically exhausting and emotionally exhausting by far. So it's one of those things. Um I believe in hard work. And my students all the time say my classes are very difficult and very hard. And I say thanks a lot, you're in college you have

to do some hard work here. So I would say the best part is students pushing themselves and not all of our students are field scientists not a lot of them have gone out into a wetland or a swamp. A lot of them may not have been in an airplane before. Almost all of them have never been to Loudonville before. So all those pushing them to new experience and giving them a bit of disorientation or uncomfortableness that's the best part."

Dr. O'Hara: "They hate me, they hate the projects, they hate it, they hate everything about it, until week 13 and then all of a sudden they're like wow. I think they see how far they've come they see like the survey instruments they see how far it's come um and I think just having that third party to push them, I don't know, helps them grow and develop in a way that they didn't expect and that's really cool to see, its so so fun to see students struggle and then come out on the other side you know like to really work hard to grapple with things and then to see them achieve and then to see that they can see that they can achieve if they work hard, it's like really amazing."

Of the 11 faculty who feel like the rewarding aspect of service learning these 3 went into great detail of how service learning has transformed their students. Dr. Abery has noted that the transformation is due to making connections to class material while Dr. Albus and O'Hara have both noted that hard work leads students to personal development.

The only professor who stated otherwise was Dr. Lopez who really enjoyed visiting sites and holding classes on different locations. She states,

Dr. Lopez: "I love holding class in the garden, and fact that they welcome us and they have class there is pretty amazing. I think the woman that we work with is so kind and I really think she gets what we are doing her politics. It's really nice it kind of aligns, ummmm and I like going to the farm to. I wish I could put more time and doing it myself."

Support for Faculty

We asked faculty members if they felt supported by the CCE. Since only 11 of the 12 faculty members were able to finish the entire interview, 10 of the 11 said they felt supported by the CCE. Only 1 faculty member Dr. Patrick actually had several comments throughout the interview that showed said she did not feel supported, and that most of these feelings we because she was largely unaware of the service the CCE offers. For example, when asked if she has felt supported overall, she said,

Dr. Patrick: "No, I really haven't. I hate to say that because they are so great, CCE faculty are awesome and they're fantastic. And once I sort of stepped in there myself with Lisa and spoke a little more with the CCE and talked to a few people, I realized that there are all these support systems, but I was not aware of any of them so I think that communication piece would be great..."

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Dr. Patrick goes on to say how they felt when they were “thrown into that deep end.” It is important to note Dr. Patrick is an anomaly compared to the rest of the faculty members in our sample, but their experiences may be more of a representation of faculty who are new to service learning and new to CSUCI. For example, they did not know where Ojai Hall was located, they did not know that the CCE provided all these different resources, they state: “they don’t take us by the office, or show us the resources, or even talk about what [service learning] looks like in all these different classes.” She was also the only one that mentioned having an unofficial service learning coordinator. The service learning coordinator, Lisa, grew into the position of service learning coordinator and now helps students coordinate with the community partners. Dr. Patrick states “...she really helps, uh again, be that liaison between the community partners and the students and then the faculty as well.”

The rest, (10), of the faculty members felt they were overall supported by the CCE.

Dr. Lopez: “I have. I feel like I can call them for anything um...yeah. I forgot to mention the other thing we are doing. The farm worker emersion that’s happening. So I feel like that has really been well organized. I don’t have to do all that organizing stuff but they doing it all but I add what can with my classes and the students. I do feel supported. Initially the 588 where I did things on my like...the Latte All Day stuff. I don’t think the CCE’s fault. Some partners kinda flake.”

Dr. Noreaga: “They always ...I think one thing that I would like to say Pilar and Dennis. They themselves are so committed to service learning which is inspiring. Not only committed but they are also very knowledgeable they have done lots of service learning and that is very helpful. And they always ask me what I need. They are always very, not only you know waiting, they are not just waiting for me to contact them when I have needs but they reach out [Recorder issue] and that is hard to come by.”

Dr. Kaid: “Oh, I will be honest and my answer is absolutely, absolutely they have been wonderful!”

Dr. Ruiz: “Absolutely, yeah.”

The ten professors all said they felt supported and that those at the CCE have been helpful in in their service learning courses. Faculty members also suggested some additional ways the CCE can support them as well.

Dr. Abery: “I don’t think so, I mean just the resources that I mentioned before or perhaps that group meeting every now and then during the semester...online would be better when perhaps planning, um but certainly having some type of community to share ideas or struggles during the course of the semester would be really beneficial, because like I said service learning never goes quite according to plan and it’s always really stressful for students and for faculty and so I think having that space to collectively come together and to share and to support would be nice.”

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Dr. Ruiz: “I think creating this idea of a mentor network at CI with respect to service. Again, creating a group of faculty that are engaged and can offer advice and support other faculty. I think that the biggest thing with new faculty is tenure and promotion and having the advice and support of other faculty along those lines would be invaluable. So if they could create that here, that would be a really positive thing.”

Though the majority, 10, of the faculty members feel supported by the CCE, they still felt that additional support would be helpful. Dr. Abery and Dr. Ruiz both felt that having a community support made up of faculty members would be of help. They thought that sharing ideas, advice, support, and struggles would be a valuable aspect of service learning among faculty.

During the final questions we asked the faculty members, specifically 9, whether they would be interested in teaching a service learning course again and they all answered yes.

CCE Committee

In our survey we have a question pertaining to whether faculty members would like to join a service learning committee that met monthly in order to talk about ideas, hear about other class projects, share challenges, advice, and so forth. All faculty members (11) said they think it would be a great idea, but also thought that monthly is not very practical concerning time. They preferred to meet anywhere between once and up to three times a year. Two out of the eleven faculty also suggested that having an online community would be beneficial. Since time is valuable and faculty members are very busy having an online community, like Facebook, would be a great way to connect to other service learning faculty.

Dr. O’Hara: “You know, I would I love that idea in theory but it’s like a time thing, as long as time permitted I think it’s an awesome idea but I don’t know if that would make the cut at the end of the day.”

Dr. Cooper: “Mmmhm...yes...I do, but again limited time.”

Dr. Abery: “I think online would be better when perhaps planning, um but certainly having some type of community to share ideas or struggles during the course of the semester would be really beneficial, because like I said service learning never goes quite according to plan and it’s always really stressful for students and for faculty and so I think having that space to collectively come together and to share and to support would be nice.”

Dr. Kerry: “Not monthly, I wouldn’t be willing to do that, but maybe twice a semester or something like that because I think, or to be part of a, which I need to do myself is just be part of a workshop and get into a network, but yeah..I would be yeah..monthly just..I would want to make sure that the meetings are meaningful and yeah..but it just depends on.”

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Dr. Noriega: “Yes, exchanging ideas with other faculty members is very valuable.”

Chapter 4: Discussion

The purpose of our project was to analyze and understand how faculty members use best practices, resources, and how often they attended events. Our findings give insight to how faculty members conduct service learning and how they can be supported in the future. Building partnerships are a key part of service learning. Constant communication in the form of emails, phone, calls and meetings are all important elements in building partnerships. It is important to establish lines of communication as it is imperative that the partner, understand what service learning is as well as its goals (Peacock, Bradley, and Shenk 2001).

Service learning benefits students in helping them see connections with course material and service application. It also helps them in being able to find themselves in terms of whether or not they want to pursue a career in a specific field (De Paola 2014). It brings student awareness to social issues according to Bringle and Hatcher (1995), service learning fosters personal development for students because it provides a deep educational experience because students are able to participate in helping communities and then reflect on their service experience to gain a deeper understanding of the course content along with a greater appreciation of civic responsibility. Structured reflections are a critical part of service learning as it helps document the experience of students. Whether it be blogs, journals, or video presentations these assignments give students something to look back on for them to see connections between service learning and course content. The results also show that reflection assignments are a great tool for applying their knowledge. DePaola (2014) also states that reflection assignments are a great tool because they give the students the opportunity to reflect and synthesize their experience by applying their knowledge and academic skills. Faculty members used various forms of assessments. The majority of faculty, seven out of 12 used a combination of papers and presentations along with utilizing portfolios, videos, in class activities, and poster presentations as a way for students to reflect on their service learning experience.

When faculty were asked about creating a committee which to share ideas and events/workshops, 11 of the faculty interviewed (the 12th faculty member did not get to this part of the interview) said they would participate, with the stipulation that the meetings would be infrequent. Due to the faculties' time constraints one faculty member has mentioned the use of an online repository.

Several researchers have already discussed how stressful service learning is for faculty and students (Abes, Jackson, and Jones 2002; Peacock, Bradley, and Shenk 2001). We found similar challenges in our interviews. Faculty repeatedly discussed student time management as the main challenge within service learning courses as it leads to shoddy work. The work of the students represents the campus thus adding pressure to faculty members as they have a duty to protect the reputation of the university. Faculty have also expressed that the service learning implementation into the course poses difficulties. Abes, Jackson, and Jones (2002) resonate with the findings as the difficulty of implementing service learning courses come from how time-intensive they are and the coordination of the service learning project. Another theme was the difficulty of incorporating service learning into the curriculum. Peters (2010) acknowledges that the incorporation of service learning into a curriculum has its challenges.

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Our research has uncovered the rewarding aspects of service learning as well. An overwhelming response by professors were witnessing their students transform whether it be from making connections, going through new experiences, and changing through hard work. This is an important finding as it shows the consistent reward of service learning across different faculty members and courses.

Best practices not only lie within the curriculum, but the resources and events the university provides. Bringle and Hatcher (1999) mention the importance of having a service learning introduction workshop to teach faculty what service learning is, the pedagogy, and to provide general information. All faculty had attended the event, but Dr. Patrick who attended who was unfamiliar with service learning and faced more challenges than the more experienced faculty members even though she attended the workshop. Therefore, having extra help and information for new faculty members would be beneficial. When faculty are aware of the CCE resources and are more experienced with service learning they have an **easier**. Furthermore, Cooper (2014) mentions that some faculty member's stop teaching service learning courses because they did not feel supported by the school. All faculty who were asked, were interested in teaching service learning courses again, and part of this could be because of the CCE's support.

When faculty were asked about creating a committee to share ideas, network, and attend events/workshops, 11 of the faculty interviewed (the 12th faculty member did not get to this part of the interview) said they would participate, with the stipulation that the meetings would be infrequent. Due to the faculties time constraints, 2 out of the 11 faculty members have mentioned the use of an online repository. These gatherings can help alleviate the pressures of service learning that faculty endure.

Chapter 5: Conclusion

The purpose of our research was to identify the best practices faculty members implemented into their curriculum, how they felt about the resources and events provided by the CCE, and faculty recommendations. We found that one of the best practices for faculty is the use of reflection opportunities which were formal and informal, and their choice assessments was based on course learning objectives. There are various types of best practices, but faculty members shape these practices at an individual level in order to meet course objectives. Deciding what types of reflections, assessments, and which community partner to select are all overwhelming decisions to make. Most faculty members have felt supported by the CCE, but many of them requested an additional space where they can network, share ideas, and support each other. This can come in the form of a committee or an online repository.

We feel that our research will play a pivotal role in the improvement of service learning at California State Channel Islands as our results give insight into how faculty members feel and teach during the service learning experience. Our results can be used as a starting point on how the CCE can begin important alterations to their already supportive resources such as faculty consultations and classroom orientations as well as encourage the CCE to create a committee or online repository to support faculty. We see this project as a first step into how service learning faculty can be supported in the future. We encourage more sociological research within service learning as it would help further knowledge on how the CCE can support faculty.

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APPENDICES

Appendix A: Tables

Table 1. Resources Utilized By Faculty (Self-Reported)

Resource	Utilized		Didn't Utilize	
Faculty Consultations	72.7%	8/11	27.3%	3/11
Classroom Orientations	63.6%	7/11	36.4%	4/11
Service-learning Course Support Fund	18.2%	2/11	81.8%	9/11
Conference Registration Fund	18.2%*	2/11	81.8%	9/11
Resource Library	54.5%	6/11	45.5%	5/11
Evaluation	90.9%	10/11	9.1%	1/11

Source: Interviews conducted in spring 2016

* All those who utilized Conference Registration Fund, presented

Table 2. Events Attended by Faculty (Self-Reported)

Event		Attended		Didn't Attend	
Reoccurring Events	Invitation to Service	100%	11/11	0%	0/11
	Soup, Salad & Service	72.7%	8/11	27.3%	3/11
	Celebration of Service	72.2%	8/11	27.3%	8/11
One-time Event	Mastering Abstract Ideas Through Service-Learning with Dr. Richard Cone	27.3%	3/11	72.2%	8/11

Source: Interviews conducted in spring 2016

Appendix B: Email Template

Hello Professor _____,

My name is _____, and I am a sociology major who is currently taking a capstone class with Dr. Leslie Abell. We are performing a capstone project in collaboration with the Center for Community Engagement in order to identify “best practices” among service-learning faculty. The purpose of this interview is to examine the methods service learning faculty use in their courses and determine whether these practices are associated with service-learning outcomes.

We are contacting you because you taught a service learning course in the past calendar year (spring-fall 2015), and we’d like to invite you to participate in this study by holding

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an interview with one of our project members. We'd like to assure you that participation is completely voluntary and that all identifying information will be kept confidential.

If you'd like to participate, we'd like to schedule an interview with you any day between March 8th - March 19th. The interview should take about 30 minutes, but no longer than an hour. Please let me know what days and times work best for you.

If you would prefer not to participate, please let us know so that we can remove you from our potential participant pool.

Thank you for your time and consideration. We look forward to hearing from you.

Sincerely,

Appendix C: Interview Questions

This interview will focus on three main topics concerning the Center for Community Engagement (CCE) and your most recent service-learning course(s) taught in Spring & Fall 2015. The topics are service-learning best practices, availability and use of CCE resources, and participation in CCE events.

We will first start this interview with questions about best practices applied your service-learning course (insert name of course)

Best Practices

1. How do you decide which community partner to collaborate with?
2. How soon before class starts do you make contact with partners? In what ways are the community partners actively involved in the planning process of the service?
 - In what ways do you communicate with the partners and how often?
 - Do you contact CPs during the course of the semester regarding student progress?

What kind of service-learning projects do you use in the class? (Project base or hourly)

Reciprocity (service ← → learning)

3. How do students demonstrate and earn credit for connections between learning at the service site and course content?
4. How does the service component help your students see the relevance of the course subject matter?

Preparation for service (orientation)

5. How do you prepare students to enter into the community they will serve?

Structured reflection opportunities

6. What types of structured reflection opportunities do you integrate in the course?
7. Do the reflection assignments require students to use examples of situations experienced or observed during service learning and course content?
 - Please give an example of an assignment?
8. Do you require students to write a research paper or create a presentation about their service learning experience at the end of the course?
 - Why do you prefer one over the other?
 - Are the community partners invited to the presentation?
 - Do you send the research paper to the community partner?
9. What is the most challenging aspect of the service learning in this course?
 - What's the most rewarding aspect of the service learning in this course?
 - How has this pedagogy impacted your teaching?
 - What about students' learning?

Now we are going transition into the second part of our interview to questions concerning the use of resources provided by the CCE:

Resources

10. Did you utilize the Faculty Guidebook to Service-Learning in order to organize the service learning aspects of the course?
 - (If respondent says no) What other methods did you use in order to build the course outline? Why not the handbook? What method did you use?
 - (If respondent says yes) Did you use the given definition of service learning as defined in the faculty handbook in your syllabus?

The Faculty Guide to Service Learning defines:

Service-learning, as defined by CI policy, is "a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities, while engaging students in reflection upon what was experienced, how the community was benefited, and what was learned." The defining characteristic of service-learning is the balance of service with learning, taking place under the auspices of university coursework.

If Participant answered yes to question 10, follow up with:

- 10a. Do you feel the guidebook was a useful resource in providing necessary resources for service learning course?
 - (If respondent says yes) which sections were the most helpful?
 - (If respondent says no) what was lacking within the guidebook?

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- Is there anything that is not in the handbook that needs to be added?

The CCE offers a variety of resources for faculty. I'd like to briefly describe these resources and then ask you a few specific questions about each one. The following are resources available to faculty incorporating service-learning into their course(s).

Faculty Consultations: The CCE staff is available to discuss community partners, service-learning curriculum and projects, service-learning resources, and more.

11. Have you contacted the CCE with regards to scheduling a faculty consultation?

When was your most recent consultation?

- (If respondent says no.) Do you know what faculty consultations are? Why not? Would you be interested in utilizing this resource?
- (If respondent says yes.) Why? Would you recommend scheduling a meeting to other service learning faculty?
- (If respondent says they have used the service but would not recommend.) Why?

Classroom Orientations: The CCE can provide staff to conduct in-class orientations to introduce students to service-learning concepts, methods and purpose.

12. Have you contacted the CCE to perform a classroom orientation?

- (If respondent says no.) Do you know what classroom orientations are? Why not? Would you be interested in utilizing this resource?
- (If respondent says yes.) Would you recommend scheduling an orientation to other service learning faculty?
 - (If respondent says they have used the service but would not recommend.) Why?

Service-learning Course Support Fund: Faculty teaching a service-learning course(s) are eligible to apply for funds to support high impact service-learning practices and projects. Grants are awarded up to \$500 for essential associated costs.

13. Have you applied for the Service Learning Course Support Fund provided through the CCE?

- (If respondent says no.) Do you know what faculty consultations are? Why not? Would you be interested in utilizing this resource?
- (If respondent says yes.) Why did you apply for the grant? What did the grant help you accomplish?
 - Would you recommend applying for the supplemental fund to other service learning faculty?

Conference Registration: The CCE will cover conference registration for faculty to attend or present at a service-learning conference.

14. Have you utilized the CCE funds to attend a conference that pertained to service learning?

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- (If respondent says no.) Did you know the CCE provides? Why not? Would you be interested in utilizing this resource?
 - What has kept you from attending a conference?
- (If respondent says yes.) Would you recommend other faculty to attend a conference on service learning?
 - Have you presented at a conference?

Resource Library: A collection of books, compact discs, and videos pertaining to service-learning and related topics can be found in our Resource Library, located in Ojai Hall, 1943, these resources also located online. Items may be borrowed via campus mail or pick-up.

15. Have you used the resource library located within the CCE or accessed it online?

- (If respondent says no.) Why not? Would you be interested in utilizing this resource?
- (If respondent says yes.) Would you recommend other faculty members to use these resources?

Evaluation: The CCE provides evaluation forms for faculty involved in service-learning in order to assess community impact, improve services, and provide strong community placements. Faculty will be asked to complete the survey before the end of each semester.

16. Have you utilized the CCE survey at the end of the course?

- (If respondent says no.) Why not? Would you be interested in utilizing this resource?
- (If respondent says yes.) Would you recommend other faculty members to use these resources?
- Besides the Faculty consultations, Classroom Orientations,, Resource Library, Evaluation, what additional resource(s) would be helpful?

17. Do you know where the CCE office is located?

- It is located in the Ojai Hall.

I'd now like to ask you some questions regarding several events that the CCE hosts.

Events

18. Have you attended the Invitation to Service workshop, it is held at beginning-of-the-year?

(It is an event with associated presentations to promote CCE services and informal networking)

- (If respondent says no)Why not?
 - Would you be interested in attending this workshop in the future?
- (If respondent says yes) Did you find it helpful/useful?

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- What did you take away from the workshop?
 - Did the workshop meet your expectations for the topic?
 - Is there anything that you would have liked to see integrated into the workshop?
 - Would you encourage another faculty member to attend?
19. Have you attended the Soup, Salad & Service - An informal luncheon held each semester to allow all stakeholders, interested in the pedagogy of service-learning and best practices, to network and informally share successes and discuss issues and challenges..
- (If respondent says no) Why not?
 - Would you be interested in attending this workshop in the future?
 - (If respondent says yes) Why?
 - What did you take away from the workshop?
 - Did the workshop meet your expectations for the topic?
 - Is there anything that you would have liked to see integrated into the workshop?
 - Would you encourage another faculty member to attend?
20. Have you attended the Celebration of Service - Celebration/Closure?
- (If respondent says no) Why not?
 - Would you be interested in attending this workshop in the future?
 - (If respondent says yes) Why?
 - What did you take away from the event?
 - Did the event meet your expectations for the topic?
 - Is there anything that you would have liked to see integrated into the celebration of service?
 - Would you encourage another faculty member to attend?
21. Did you attend the recent Mastering Abstract Ideas Through Service-Learning with Dr. Richard Cone (this event was held mid-Feb)
- (If respondent says no) Why not?
 - Would you be interested in attending this workshop in the future?
 - (If respondent says yes) Why?
 - What did you take away from the workshop?
 - Did the workshop meet your expectations for the topic?
 - Is there anything that you would have liked to see integrated into the workshop?
 - Would you encourage another faculty member to attend?
22. What workshop topic would you like the CCE to host?
23. Do you feel that you often speak with other service learning faculty? Why or why not?

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- Would you be interested in joining a CCE Committee that meets monthly in which faculty and a student representative can share ideas and events/workshops?
 - If not monthly, perhaps 2-3 a semester?
24. Do you feel it would be advantageous to organize with other faculty members to share teaching methods/offer support with other faculty members?
- (do think it is advantageous, but do not want to meet monthly) How could you create a support group without meeting monthly?

Final Questions

25. How will you change/improve the service-learning component of this class if you teach it again?
26. Overall, have you felt supported by the CCE in your service-learning courses?
- How do you feel that the CCE has helped support you the most?
 - Is there anyway the CCE can additionally support you as a professor?
27. Are you interested in teaching a service-learning class again in the near future?
- (If respondents say no) What keeps you from participating again?
 - Why or why not?
28. Do you have other comments that you would like to share?

That concludes our interview. Thank you for agreeing to be interviewed. We appreciate your time and feedback. This information will be used by the CCE for program quality improvement. We will be presenting the results on May 11th 5:30-8:00pm in Broome Library, are you interested in attending?