

## APPENDIX 37

### Center for California Cultural and Social Issues (CCCSI)

#### Local/ Global Senior Thesis Awards Description of Award

This award is designed to support a Pitzer senior who will be completing his or her senior thesis during the **Following Spring** semester. Funding will go to a student who is writing a thesis involving community-based work across local and global settings. The project should explore a common theme both locally and internationally, ideally integrating study abroad experience with domestic internship work. For example, a student might write about the impacts of incarceration on children in La Verne, CA and in Ecuador, or about AIDS activism in Botswana and at the Foothill AIDS Project in Claremont.

#### CCCSI Senior Thesis Awards based in comparative community research at home and at a study abroad site.

##### Titles of projects funded since 2005 include:

- Alternative Education and the Socialization Process Inside the Juvenile Detention System
- Community Resistance: An International Study of Resistance and Response to Violence Against Women
- Application of the Montessori Method in a South American Orphanage
- Intercultural Web Exchange between Young Women in Ecuador and U.S.
- The Diverse Faces of Youth HIV/AIDS Education in Ecuador and U.S.
- Women and Children in Prisons in the U.S. and Ecuador
- Ownership of Body Image in U.S. and Mexico
- Juvenile Detention and Youth at Risk: A Cross Cultural Comparative Study
- India to Incarceration: Multicultural Education and Why Perspective Matters
- One People, One Struggle: An Invisible People (Quito, Ecuador)
- The Struggle Continues: An Approach to United States Immigrant Issues through Photography

- What Now? An Educational Video for the Young Men at the California Youth Authority
- Translating Sustainable Micro-Community Strategies to a Global Scale
- Bilingual Environmental Education
- Bilingual Education: A View Through Rural Ecuador and Southern California

### **Future Initiatives/ Changes**

#### **Changemakers:**

Changemakers is a new project of The Center for California Cultural and Social issues (CCCSI) designed to promote Pitzer College's social responsibility ethos through scholarship, action and advocacy. Programs will focus on linking local and global social and cultural issues and building partnerships between students, faculty, staff and community-based organizations and Changemakers specifically caters community engagement and social responsibility programming towards the first-year experience. The main programming components of Changemakers include: a monthly speaker series, new first-year courses, the development of new community partnerships, and the funding of faculty, staff and student initiatives, workshops and events all of which pertain to social responsibility and community engagement issues. The short and long term success of each of these program components will be measured through an in-depth evaluation process developed by our CGU evaluator.

#### **Urban Ecology Course:**

Urban Ecology is a subfield of ecology that deals with the way humans interact with their environment within urban settings, architecture, and activism. This course explores themes of environment and cityscape, relationships between industrialization, green space, health, ecological considerations in rapidly urbanizing areas, and urban-based social movements toward sustainable communities. The course thus utilizes urban examples both at home and abroad to consider interrelationships between humans and urban environments. The goals and objectives of this course are as follows: To familiarize students with urban aspects of environmental studies. To have students cross between local and global examples in order to see the process of urbanization through the lens of globalization and accompanying changes in rural, urban, and suburban movements.

#### **New Community Partners and Programs as of Fall 2007:**

*Inland Congregations United for Change (ICUC)* – ICUC is a faith-based non-profit community organization empowering local faith communities to be catalysts of positive change within their local neighborhoods and respective cities. Research on violence, racism, and youth community organizing.

***Center for Community Action and Environmental Justice (CCA EJ)*** - Goal is to bring groups of people together to find opportunities for cooperation, agreement and problem solving. They work with community groups in developing and sustaining democratically based, participatory organizations that promote involvement of a diverse segment of the community in ways that empower and increase participation in environmental justice.

***Division of Juvenile Justice (DJJ), Heman J. Stark Chino*** – Teaches transitional and transferable life skills through art. Collaborative mural project in process with HERO & Pitzer students. Encourages the pursuit of higher education. Male wards 18-25 in living units. provides instruction in basic skills, remedial classes, GED prep, high school and college classes. Houses an intensive treatment program, a specialized counseling program, a sex offender treatment program, and a residential substance abuse treatment program.

***Garey High School*** – Girl Talk program for female students Sophomore through Senior year to get together in a safe environment and discuss relevant issues including: conflict resolution, college/ advancement guidance, and mentoring/ peer counseling. Similar programs for male and freshmen students will hopefully be developed soon.

### **CCCSI Goals/ Objectives**

Since its founding in 1963, Pitzer College has been committed to teaching students to be responsible citizens of communities both local and global by applying the study of liberal arts to concrete actions that benefit others. With the generous support of two major contributors, the W.M. Keck and James Irvine Foundations, Pitzer established the Center for California Cultural and Social Issues (CCCSI) in 1999 to further this commitment through a variety of programs integrating work in the field with work in the class. CCCSI works in the community creating partnerships, not to dispense "expert" solutions to pre-defined needs, but to identify and engage resources - both human and material - within the community. Under leadership and the guidance of the Steering Committee, the Center supports innovative community-based projects by offering research awards and fellowships. In turn, the Center's community partners present faculty and students with extraordinary opportunities to engage in applied problem-solving activities. The goals of objectives of CCCSI are to help students, faculty, and staff develop meaningful relationships with the local community. We hope to facilitate a critical understanding of sensitive community issues and promote intercultural understanding. With this comes the important goal to create in our students a desire to continue community participation and activism.

#### ***Goals/ Objectives:***

- Expanded Knowledge of/ Connection to Local Communities and Social Issues
- Fulfill Pitzer's Social Responsibility Requirements
- Create a Desire for Continued Participation/ Activism/ Community Based Research

- Create continued improvement of CCCSI and strengthen community partnerships
- Support Social Change in Local Communities through Service Learning

### **Evaluation Process**

CCCSI employs a variety of evaluation tools to assess needs and progress for students, professors, and partner sites. At the beginning of each semester, students who plan to volunteer through CCCSI are asked to fill out an in-take form which tracks the demographic makeup of volunteers. Upon completion of the semester, students are then asked to fill out an out-take form to assess the positive and negative aspects of their service work. These forms are completed by students who are involved in a class-based internship as well as by those who volunteering on their own. Professors are asked to provide an evaluation at the end of the semester assessing the experience of service learning within their course. A survey is now being developed and will soon be distributed to partner sites to evaluate the strengths and weaknesses of CCCSI and the student interns/volunteers at each site. This particular survey will be designed by a Claremont Graduate University student in the behavioral and organizational sciences department and survey distribution should take place during the summer of 2008. The student in-take/ out-take forms are collated at the end of the semester and the data is entered on a tracking form to provide a profile of student demographics. The professor and site evaluations are utilized by CCCSI in a self review capacity to assess the strengths and weaknesses of student involvement with community partners. These forms are evaluated and organized into reports that provide assessment, direction for future initiatives and also demographic information used to secure grants and other forms of program funding. Copies of the blank evaluation forms are at the end of this document in the appendix. In addition the current director of CCCSI, Tessa Hicks, is going to conduct a utilization evaluation/ action research project on the impact of CCCSI and its service learning programs on students, faculty, and the local community. This will include a series of interviews and focus groups with involved students, faculty, and community partners. Sample interview questions are included in the appendix. Results of this investigation will be available in May 2009. Lastly, evaluations of service learning classes take place through year end grant reporting. Such grants include the Bonner/Princeton grant, Carnegie/ California Campus Compact grant, Project Pericles grant, and the California Council for the Humanities grant. Reporting obligations include faculty/ staff joint and individual narrative reports; activities and expenditure reports; student course evaluations; CCCSI outtake evaluations; submission of syllabi and other course related materials; as well as submission to a variety of online required surveys such as SurveyMonkey and Learn and Serve Systems Information Exchange (LASSIE). These grant-driven evaluations take place at the close of each semester and the most current reports will be available July 1, 2008.

#### ***How goals/ objectives are measured in questions on outtake forms:***

- What did you get out of this experience?
- Did this work fulfill your social responsibility requirement?
- Was your experience as anticipated?
- Do you plan to continue at this or another site?

*Fall 2007 - Spring 2008 Data:*

**Number of Students in Internships:** 251  
**Number of Sites Fall 2007:** 26  
**Number of Sites Spring 2008:** 24  
**Number of Total Internship Hours This Year:** 95,000

*Spring 2008 Outtake Data (47 Responses):*

**Number who Plan to Continue:** 14  
**Number who said Maybe:** 13  
**Number who said Unsure:** 5  
**Number who said No:** 14  
**Number of No's who stated senior year as the reason for not continuing:** 10

*Fall 2007 – Spring 2008 Demographics:*

**Female Interns:** 185  
**Male Interns:** 62  
**Gender Unspecified:** 4  
**Freshmen:** 45  
**Sophomores:** 87  
**Juniors:** 40  
**Seniors:** 74  
**Year Unspecified:** 5  
**African-American:** 18  
**Asian-American:** 32  
**Caucasian:** 146  
**Latino:** 19  
**Other:** 36

**Results of Student Outtakes:**

Based on the responses received and collated from student outtake forms, a number of thematic responses emerged. Among responses that directly reflect the goals of CCCSI include the development of meaningful relationships within the community, exposure to different lifestyles that would have otherwise remained unknown to the student, and a stronger sense of intercultural understanding. Among other outtake responses, students also noted that their community work through CCCSI helped them decide on their major/ career choices and provided them, in many cases, with valuable teaching and/or research experience that will benefit them in the future. Overall, the students had very positive experiences with their community-based work and at least half stated a likelihood of continuing such work in the future. A third of the student responses indicated that they would not continue their work, but of those respondents over two-thirds claimed that being a senior this year and graduating were the main reason for their discontinuance. The collected responses revealed that CCCSI is meeting its goals and objectives while also providing students with direction and exposure to a variety of fields and interests for their future. The responses also indicated, though in small number, what partnerships may need to be reevaluated, strengthened, or require more CCCSI involvement. This will help CCCSI strengthen our valuable community partnerships and continue program improvement.

***Objectives determined to have been achieved via outtake responses:***

- Expanded knowledge of local communities/issues
- Fulfillment of Social Responsibility requirements
- Created desire in students to continue community participation/ activism
- Established a basis for evaluating current community relationships and the continued improvement/ innovation of CCCSI and its programs

Appendices:

## STUDENT INTAKE FORM

**Name:** \_\_\_\_\_ **Student ID#** \_\_\_\_\_

**Cell Phone#** \_\_\_\_\_ **Email:** \_\_\_\_\_

**Date** \_\_\_\_\_

**College:** \_\_\_\_\_ **Year:** FR\_ SO\_ JR\_ SR\_ **Gender:** M\_\_ F\_\_ **Major/Minor:** \_\_\_\_\_

**Ethnicity:** African American    Asian Pacific Islander    Caucasian/non-Hispanic    Latino/Hispanic  
Asian                    Native American            Other

**Circle One:**    Class Based Internship    Volunteer    Work-Study    Pitzer Service Learning  
Req

**For Class Based Internship: Prof:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Organization / Internship**

**Site:** \_\_\_\_\_ **Location/City** \_\_\_\_\_

**Type of Organization** (circle one or more):            profit            nonprofit            government

**Availability:** Date beginning \_\_\_\_\_ Date ending \_\_\_\_\_ Hours/week \_\_\_\_\_

**Day Available:** Monday            Tuesday            Wednesday            Thursday            Friday

**Time Available:** \_\_\_\_\_            \_\_\_\_\_            \_\_\_\_\_            \_\_\_\_\_            \_\_\_\_\_

**Need Transportation?** \_\_\_\_\_ **Available to Carpool?** \_\_\_\_\_ **Are you a Pitzer Authorized Driver?** \_\_\_\_\_

**How did you find your organization?** (course (class/prof), organization/club, on own/internet, CCCSI, friend etc..)

**Your function/role/project** (research, administrative, tutoring, garden project etc.): \_\_\_\_\_

**Languages/ special skills/experience:** \_\_\_\_\_



Was it as anticipated? \_\_\_\_\_

What do you feel you got out of this experience?

\_\_\_\_\_

Are you planning to continue at this site now the semester is over?

\_\_\_\_\_

Are you involved in any other community service activities?

\_\_\_\_\_

Was this community work related to your academic studies? If so, how?

\_\_\_\_\_

\_\_\_\_\_

Type (circle one or more):            **profit**            **nonprofit**            **government**

Compensation (circle one or more): **Paid**    **Academic credit**    **Class requirement (# hrs required)**

Did you use this work to fulfill your social responsibility requirement? Yes \_\_\_\_\_ No \_\_\_\_\_  
Possibly \_\_\_\_\_

Area (please check one or more):

- |  |   |
|--|---|
| <input type="checkbox"/> Business/Corporate          | <input type="checkbox"/> Immigrants/migrant workers |
| <input type="checkbox"/> Substance Abuse             |   |
| <input type="checkbox"/> Community-based research    | <input type="checkbox"/> Legal Aid                  |
| <input type="checkbox"/> Voting/Politics             |   |
| <input type="checkbox"/> Education/school/tutoring   | <input type="checkbox"/> Mentoring                  |
| <input type="checkbox"/> Women's Issues              |   |
| <input type="checkbox"/> Environment                 | <input type="checkbox"/> Multicultural Issues       |
| <input type="checkbox"/> Other _____                 |   |
| <input type="checkbox"/> Health/mental health        | <input type="checkbox"/> Parenting/Childcare        |
| <input type="checkbox"/> HIV/AIDS                    | <input type="checkbox"/> Public Arts/theater        |
| <input type="checkbox"/> Housing/homelessness/hunger | <input type="checkbox"/> Sexual Assault             |

**Please use the back of this form for additional comments**

**SERVICE LEARNING EVALUATION FORM (professor)**

Date \_\_\_\_\_

Professor Name: \_\_\_\_\_ Course Title: \_\_\_\_\_

Total # of Sites \_\_\_\_\_ Total # of hours \_\_\_\_\_ Total # Enrolled Students \_\_\_\_\_

Phone# \_\_\_\_\_ Email: \_\_\_\_\_

College: \_\_\_\_\_

**Organizations/ Internship Sites:**

\_\_\_\_\_

**How sites were determined** (student discretion, professor suggestion, referral to CCCSI, etc.):

\_\_\_\_\_

**Student Requirements** (how many days/ hours, etc.):

\_\_\_\_\_

**Function/role of Intern** (research, administrative, mentoring, tutoring, etc.):

\_\_\_\_\_

**Was it as anticipated?**

\_\_\_\_\_

**What do you feel your students got out of this experience?**

\_\_\_\_\_

**Have you had any direct contact with the site(s) this semester? (If so, please explain)**

\_\_\_\_\_

**Did you include any relevant course materials to this site during lectures or in assigned readings?** (site population, ethics, etc.)

\_\_\_\_\_

**Are you planning to continue a relationship with this site in the future?**

\_\_\_\_\_

**Are you involved in any other community service activities?**

\_\_\_\_\_

**How often/helpful were with interactions with CCCSI?**

\_\_\_\_\_

**Are you planning to continue a relationship with CCCSI in the future?**

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**Compensation** (circle one or more): **Paid**      **Academic credit**      **Class requirement**

**Did this work fulfill social responsibility requirements?** Yes \_\_\_\_\_ No \_\_\_\_\_  
Possibly \_\_\_\_\_

**Site Description** (please check one or more):

- |  |   |
|--|---|
| <input type="checkbox"/> Business/Corporate          | <input type="checkbox"/> Immigrants/migrant workers |
| <input type="checkbox"/> Substance Abuse             |   |
| <input type="checkbox"/> Community-based research    | <input type="checkbox"/> Legal Aid                  |
| <input type="checkbox"/> Voting/Politics             |   |
| <input type="checkbox"/> Education/school/tutoring   | <input type="checkbox"/> Mentoring                  |
| <input type="checkbox"/> Women's Issues              |   |
| <input type="checkbox"/> Environment                 | <input type="checkbox"/> Multicultural Issues       |
| <input type="checkbox"/> Other _____                 |   |
| <input type="checkbox"/> Health/mental health        | <input type="checkbox"/> Parenting/Childcare        |
| <input type="checkbox"/> HIV/AIDS                    | <input type="checkbox"/> Public Arts/theater        |
| <input type="checkbox"/> Housing/homelessness/hunger | <input type="checkbox"/> Sexual Assault             |

**Please assess the positive aspects of this component in your course:**

**Please assess future needs/ ideas for this course as it relates to service learning:**

### Fall 2007 Intake Stats

Number of  
Students Total:  
124

Number of Sites  
Total:  
26

African-  
Amer. Total:  
12

Number of  
Frosh:  
12

Number of  
Hours Total:

Asian-  
Amer. Total:  
9

Number of  
Sophs:  
36

Number of  
Males:  
32

Latino  
Total:  
14

Number of  
Juniors:  
26

Number of  
Females:  
91

Caucasian  
Total:  
73

Number of  
Seniors:  
45

Number of  
Gender  
Unspecified:  
1

Other Total:  
16

Number of Year  
Unspecified:  
2

### Spring 2008 Intake Stats

Number of  
Students  
Total:  
127

Number of  
Sites Total:  
24

African-  
Amer.  
Total:  
6

Number of  
Frosh:  
33

Number of  
Hours Total:

Asian-  
Amer.  
Total:  
23

Number of  
Sophs:  
48

Number of  
Males:  
30

Latino  
Total:  
5

Number of  
Juniors:  
17

Number of  
Females:  
94

Caucasian  
Total:  
73

Number of Seniors: 29
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Number of Gender Unspecified: 3
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Other Total: 20
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Number of Year Unspecified: 3
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### Prison Theory Outtake Data

Sites:	Type:	Comments:	Planning to Continue:	Found:	Ethn:	Gender:	Year:
Camp AP	Incarcerated Youth	Insight	No	Class	Afr Am	F	Sen
		Immersion into different community, cultural exchange of ideas, unique experience, reality of prison system, showed the human side & effects of policies learned about in class.	Maybe	Class	White	F	Soph
		Feeling of usefulness, enjoyed seeing the effect of the program on the boys as positive	Yes	Class	Afr Am	F	Soph
		Saw different lives and how to help them	Yes	Class	White	F	Frosh
		Developed a desire to help kids	Maybe	Class	White	M	Junior
		Rewarding experience, brother in prison, related to wards, felt that she was able to teach them something. Now interested in pursuing a career in art therapy	Unsure	Class	White	F	Soph
		Very Eye-opening, learned more than expected, amazing. Now wants to focus on social justice, now able to understand where wards are coming from.	Yes	Class	White	F	Frosh
		This experience "made my 1st year experience", want	Yes	Class	White	F	Frosh

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to create an urban studies major and pursue prison system. Driven to excel and realization that in college you can work toward change and reshaping current prison system, now signed up for PIO. This community work has directly led to new academic interests.

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Exposed to dynamics not present in every day personal life (gang culture, different home environments. Reflected theories explored in class.	Maybe	Class	Mid East	F	Soph
Gained understanding of prison criminal justice system. Inspired intellectually to pursue creative writing and teaching. Made real connections with people.	Yes	Class	White	F	Frosh
Working at Camp has shaped who I have become over the past four years at Pitzer. Helped to develop my major, wrote my senior thesis, & influenced what I will do post-grad.	Yes	CCCSI	White	F	Senior
"I was not happy this year with the teacher I worked with - Mrs. Vinski was the most unprofessional teacher I have worked with in my life. I have been a tutor in classes since my first year of high school. Mrs. Vinski is a disgrace to the teaching establishment. I would like to at some point speak with someone more in depth on this issue." (this information was forwarded to Urban Fellow, Tania Gomez, and was advised to speak with Director Tessa Hicks to develop a plan of action to address this issue at Camp as	Yes	Class	?	F	Frosh

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Tania stated that many students have had the same complaints).

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Learned about prisons and a lot from the boys at camp.

Maybe Class Afr. Am. ? Frosh

### PIO170 Outtake Data

Sites:	Type:	Comments:	Planning to Continue :	Found :	Ethn:	Gender :	Year:
Prototypes/ Garey HS	Women's Center/ HS	Understanding of marginalized populations and public service in the US. Learned Site to practice research skills	Yes	Class	White	F	Soph
Stark	Youth Corrections	Awesome, Directly related to what was learned in Ontario Program	Yes	CCCS I	White	F	Junior
Camp AP/ Prototypes	Youth Corrections/ Women's Center	Tremendous learning experience, tools to help others and the power of personal experience. Able to implement creative writing in spaces for people who are working towards social justice. Helped others express themselves and make their experiences more human.	Yes	Class	Afr/ As.	F	Soph
Camp AP	Youth Corrections	Reshaped my major from art to looking at art	Unsure	CCCS I	White	F	Senior

		through community and culture not only in mine but for others as well.					
		Still processing it - culmination of my major and my entire academic experience. Created Theatre Prog.	No	CCCS I	White	F	Senior
		Building relationships, joy of watching young men grow to believe and trust again. Studied transgenerational transmission of PTSD - facilitated buddhist/meditational services	No	Class	White	M	Soph
Prototypes	Women's Center	Learned about community and topics/ issues previously unknown. Urban Studies major	Yes	Class	White	F	Soph
		Experience w. field work, building relationships, contributed to tangible change. Helped me to understand the principles of qual research by enabling me to apply in the field.	Maybe	Class	White	M	Soph
Inland Congregations United for Change (ICUC)	Strengthen families and improve communities - tutoring/mentoring	Great academic knowledge and experience, broadened horizon. Directly related to academic study of class.	No	Friend	Asian	M	Exchange

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Rancho Cucamonga Day Laborers Center	Immigrant rights/ ESL	Created a passion for future work, wrote thesis on memorialization of day laborer Jose Fernando Pedraza	No	Class	?	F	Senior
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### ASAM90 Outtake Data

Sites:	Type:	Comments:	Planning to Continue:
KIWA	Immigrant Workers	Better understand of As. Am. Non-profits. Practical Exposure to As. Am. Historical activist movement	Maybe
		Relationships, field work practice, inspiration, real world understanding of non-profit/ grassroots organizing, application of class learning	Yes
		About participation in larger As Am movement, relevancy of community work, and personal agency, application of theory and action.	Yes
Visual Communications	As Am Media Arts	Learned about As Am. Produced/ written film worked with administration during time of film festival. Got to see what As Am non-profits do & how they work	Maybe

### Spanish Practicum Outtake Data

Sites:	Type:	Comments:	Planning to Continue:	Found:	Ethn:	Gender:	Year:
Ontario Family	Met regularly in family home to practice Spanish	Spanish improved and able to connect with host family - amazing.	Maybe	Class	Af Am/ W	F	Frosh
		Exposure to Mexican culture and Spanish speaking practice	No	Class	White	M	Soph

Got to know the family really well and was able to practice Spanish	No	Class	White	M	Senior
Maintained my Spanish and learned a lot about different culture.	No	Class	White	M	Senior
Genuinely better understanding of personal life-experience different from my own. Spanish integration and integration into family w/ dynamics that opened my mind and heart. Now intend to write my own major that is community-studies based. Spanish has improved and opened my eyes to Mexican-American younger culture with whom I intend to pursue community work.	Yes	Class	White	F	Frosh
Enjoyed working with the family - kids were close to my age. Learned a lot about the Mexican culture and great Spanish practice. Now considering a minor in Spanish.	Maybe	Class	Latina	F	Frosh

### MLLC100 Outtake Data

Sites:	Type:	Comments:	Planning to Continue:	Found:	Ethn:	Gender:	Year:
Dining Hall	ESL Tutoring at 5C's	Gained real-life teaching experience, opportunity to meet and know dining hall workers intimately	Unsure	?	?	M	Soph
		Discovered an occupation I am passionate about/ allowed me to use my English studies centrifugally.	Maybe	Class	White	M	Soph
		Learned what it means to be a teacher. Learned which methods were/ were not effective. Made good friends. Confirmed desire to teach.	Unsure	Class	As. Am.	F	Soph
		Valuable experience, learned about teaching - practical experience.	No	Class	White	M	Junior

		Learned how to teach ESL - not related to other academic studies	No	Class	White	F	Senior
		Hands-on experience teaching ESL in a small classroom. Able to try out a profession.	No	Class	White	F	Senior
		Found teaching to be exciting and memorable. Students were as eager to learn as I was to teach thoughtful lessons. Important to engage with different cultures and enriched my experience in the local community. Challenged me to become a more conscious and effective educator.	No	Class	White	F	Senior
Newcomer School	Tutor/Teacher Assistant	Confirmed desire to teach & specialize in ESL/ FSL (French), Teaching requires involvement and dynamism, preparation, organization, learned how to adapt to students.	No	Class	White	F	Soph
		Learned about teaching ESL and teaching in general. Learned about American culture and the experience of Central Americans in the states & many other life lessons. English language acquisition is a hot topic in linguistics, closely related to anthro. Also learned about public school system.	Maybe	Class	Other	M	Soph
		Teaching is not easy! Schools are low on funding so volunteers are crucial. Learned about immigrant experience. Applied what I learned about different ways to teach ESL.	No	Class	Other	F	Senior
Renacimiento	Women's Center	Learned about teaching and all that is required to teach. Developed connection to the local community, met and got to know wonderful women. Practical for life beyond academia and can further inform my academic work.	Unsure	Class	White	F	Soph

		Learned principles of teaching ESL, gained practice, found out more about adult education. Furthered my knowledge but did not directly affect my major.	No	Class	?	F	Senior
Scripps	Teaching ESL to students	Got to meet cool people who work on campus, learned how it would feel to teach. Helped point me towards education as a possible career	Maybe	Class	Latina	F	Frosh
PEOC	Teaching ESL to Day Laborers	Hands-on teaching. Helped me to understand the language acquisition process and prepared me for teaching abroad.	Maybe	Class	?	M	Senior

### Site Descriptions and Contact Info

<u>Site Name:</u>	<u>Contact Name:</u>	<u>Phone &amp; Address:</u>	<u>Site Description:</u>
<b>Camp Afflerbaugh Paige (CORE SITE)</b>	Urban Fellow: Tania Gomez/ Lolly Beck-Pancer	6621 N. Stephens Ranch Road La Verne, CA 91750	CCCSI has incorporated poetry and spoken word lessons into a continually developing literacy curriculum. We also offer enrichment programs in the visual and performing arts, as well as an outdoor classroom including organic gardening. At the end of each semester, Pitzer College hosts an event in celebration of the work completed by the wards at Afflerbaugh-Paige. Entitled "Borrowed Voices," the event entails Pitzer students and community members reading Camp students' spoken word poetry and other works during evening performances.

CCA EJ - Center for Community Action and Environmental Justice	Unknown	PO Box 33124 Riverside, CA 92519 (951) 360-8451 Fx: (951) 360-5950	Goal is to bring groups of people together to find opportunities for cooperation, agreement and problem solving. We work with community groups in developing and sustaining democratically based, participatory organizations that promote involvement of a diverse segment of the community in ways that empower
CLASP	Adrienne Kijak - Director/ PZ Director Sarah Ryan - Scott 224 ext. 74692	1111 n. Mountain Ave., Claremont, CA 91711 ph 909-624-9693 ext. 314 fx 624-4743 clasp.office@gmail.com	Tutoring/ Mentoring
Danbury Elementary School	Unknown	1770 Sumner Ave. and 1745 Lynoak Dr. Claremont, CA. 91711 909-398-0320 and 909-398-0335	Tutoring/ Mentoring
DJJ - Division of Juvenile Justice Heman G. Stark (Chino)	Urban Fellow: Carmen Uriarte	15180 Euclid Ave. Chino, CA 91710 909-606-5000	Male wards 18-25 in living units. provides instruction in basic skills, remedial classes, GED prep, high school and college classes. houses an intensive treatment program, a specialized counseling program, a sex offender treatment program, and a residential substance abuse treatment program.
Garey High School	Ms. Rogel	321 W. Lexington Ave., Pomona, CA 91766 909-397-4451 fax 620-1575	Girl Talk program for girls to get together in a safe environment and discuss relevant sensitive issues, college counseling, and mentoring.
<b>HERO (CORE SITE)</b>	Urban Fellow: Carmen Uriarte	1412 South Euclid Ave. Ontario, CA 91762	HERO is an after-school program focused on increasing academic performance by mentoring and tutoring at-risk

			and/or disadvantaged youth. Garden and Mural Project.
ICUC - Inland Congregations United for Change	Corey Timpson	1441 North, #208, San Bernardino, CA 92405 909- 383-1134	ICUC is a faith-based non-profit community organization empowering local faith communities to be catalysts of positive change within their local neighborhoods and respective cities.
Inland Hospice Association	Unknown	233 W. Harrison Ave. Claremont, CA 91711 909- 399-3289 fx 909-626-4369	Support to persons who are critically, chronically or terminally ill, as well as supportive services to the family members and other caregivers of these patients. The skilled team of professionals and trained volunteers work together to offer assistance, comfort and education through a variety of programs including general medical assistance services, general social assistance services, medical equipment loan services, bereavement counseling services and patient caregiver support services.
KIWA - Koreatown Immigrant workers Alliance	Pitzer Professor Joyce Lu?	3465 W. 8th St., 2nd Floor, LA CA 90005 213-738- 9050 fx 213-738-9919 kiwa@kiwa.org	As part of the Workers' Empowerment Clinic, KIWA provides legal assistance to workers in Koreatown on work-related problems, such as unpaid back wages, overtime, and workplace injuries.
Languag-e Lab/ Tutoring			Tutoring
Newcom-er's School	Unknown	1802 E. Seventh St. Ontario, CA. 91764 909-460-5663	ESL, Tutoring/ Mentoring

Pitzer Dining Hall Tutoring Program	Unknown		ESL, Tutoring/ Mentoring
<b>Pomona Day Labor Center (PEOC) (CORE SITE)</b>	Suzanne Foster - PEOC and Jose Calderon PZ Urban Fellow: Lolly Beck- Pancer	Po Box 2469 Pomona, Ca. 91796 909-397-4215 <a href="http://www.pomonadaylabor.org">www.pomonadaylabor.org</a>	Educate the day laborers still on the streets about the Center's services and benefits Train new volunteers to teach English as a Second Language classes. Develop a health care needs assessment and a network for accessing health care services. Mediate conflicts and take action to prevent disputes between employers and employees, which includes wage claim disputes. Create a community environment of shared leadership so that workers feel a sense of ownership in their Center.
Pomona Valley Medical Center	Unknown	1798 N. Garey Ave., Pomona, CA. 91767 909- 865-9500	Medical Internships
<b>Prototyp-es (CORE SITE)</b>	Urban Fellow: Carmen Uriarte	831 E. Arrow HighwayPomona, CA 91767(909) 398-4383	Prototypes, Centers for Innovation in Health, Mental Health, and Social Services, is a nonprofit organization providing state-of-the-art services to over 10,000 women and children each year. Included among these women are those who are homeless, those addicted to drugs and alcohol, those living with and at- risk for contracting HIV/AIDS, those who are diagnosed with mental illness, and women who are victims of violence.

Rancho Cuca. Day Labor Center	Pitzer Professor Jose Calderon?	Corner of Fourth and Grove in Rancho Cucamonga	ESL and Support for Day Laborers in pursuit of funding a center facility
Rare Diamond-s	Pitzer Professor Joyce Lu	Unknown	Unknown
Renacimi-ento, Pomona	Unknown	2383 Chanslor St. Pomona, Ca. 91766 909-627-3074	The facility is a dream come true for the "Proyecto Renacimiento" women, who decided to revitalize their Pomona community six years ago after it had fallen victim to gangs, crime, and domestic violence. They now have a safe space in which to hold gang intervention sessions, obtain social services, and host parenting classes.
Visual Communi- cations	Pitzer Professor Joyce Lu	120 Judge John Aiso LA CA 90012-3805 213-680- 4462 fx 213-687-4848	To promote intercultural understanding through the creation, presentation, preservation and support of media works by and about Asian Pacific Americans. Visual Communications was created with the understanding that media and the arts are important vehicles to organize and empower communities, build connections between generations, challenge perspectives, and create an environment for critical thinking, necessary to build a more just and humane society.
Western Univ.	Unknown	309 E. 2nd St. Pomona, CA. 91766-1854 909-623- 6116	Medical Internships

Engaged Scholarship: Assessing the Impact of Community-University Partnerships

*Sample: student interview*

1. How have you been involved with a community-university partnership?
2. What projects did you work on in that community-university partnership?
3. What was the aim of this partnership, as you understood? Did it meet this aim?
4. What has been your overall experience with the organization in this partnership? With CCCSI?
5. What is your perception of organization and the community it worked with? Did this perception change over time?
6. Did you notice differences between you/ Pitzer and the organization/ community members? What did those differences mean to you, if anything, and did they have any effect on your relationships and your work?
7. How did your needs/ interests coincide or conflict with the organization or CCCSI's needs/ interests in this partnership?
8. What else would you want from this partnership, if anything?
9. Do you feel like Pitzer's involvement (and you specifically) made a difference in organization? In the local community? To issues of social change generally?
10. Was your community involvement linked to an academic course? If so, why did you enroll in this course? If so, how did or did they not enhance one another? What could be done to improve the correlating course, if anything?
11. Were you trained, assisted, or supported by CCCSI in your community internship? At what stages?
12. Do you feel that your understanding of community, social and cultural issues and your academic work have been expanded by engaging in this site? Has your interest in and/or connection to specific social issues grown? In what ways?
13. Did this experience change the way you envision or visualize a different reality (either that of someone else or that of a potential social change)?
14. Do you feel an expanded civic capacity or sense of empowerment by participation in this community-university partner programs (any differently than if you were not a part of this partnership)? If so, how does this manifest itself? Has your belief in your ability to influence social or political change shifted in any way?
15. Have your educational, personal and/or career goals been altered in any way due to participation in a community-university partnership? Did you learn any new academic, professional or life skills or knowledge (ie: teamwork, leadership, initiative, understanding of and/or commitment to social justice/responsibility; respect for diversity, etc.)
16. Does this type of partnership actualize the ethos of social responsibility in your life? How so or not? To what degree is your level of social responsibility actualized today (as an individual or collective action)?
17. Did community-based research occur in these partnerships, and if so, to what extent? Where and how did community partners participate? (In the creation of a topic, design of research, collection of data, analysis of data, presentation of findings?)
18. Do you think CBPR can alter the traditional university standards of knowledge production and authorship? Can/does it shape local and academic understanding social problems and solutions? How so or not?

19. Can you describe things CCCSI did or that the organization did that were helpful, things they did that were not and areas for improvement? Have there been any dissatisfactory aspects of this partnership for you?
20. Would you like to continue in university partnerships in the future? Are there any things that might impede upon this?
21. Is there anything else you'd like to add about your experience?

### Engaged Scholarship: Assessing the Impact of Community-University Partnerships

#### *Sample: faculty interview*

22. How have you been involved with a community-university partnership? Have your students been placed at interns at community partner sites? How do you define these things? (“internship” and “partnership”)
23. What projects did you work on in that community-university partnership?
24. What was the aim of this partnership, as you understood? Did it meet this aim?
25. What has been your overall experience with the organization in this partnership?
26. Did CCCSI assist with some aspect of this partnership? What has been your overall experience with CCCSI in this partnership/ internship arena?
27. How did your needs/ interests coincide or conflict with the organization or CCCSI's needs/ interests in this partnership?
28. What else would you want from this partnership, if anything?
29. Do you feel like Pitzer's involvement made a difference in organization? In the local community? To issues of social change generally?
30. How and why did you choose to include community involvement as a part of your academic course? How did or did they not enhance one another? Was the community site involved in any way other than a place where the interns went? Did you have any contact with them directly? What could be done to improvement the correlation, if anything?
31. Were your students trained, assisted, or supported by CCCSI in their community internship? At what stages? With what success?
32. Do you feel that their understanding of community, social and cultural issues and academic work have been expanded by engaging in the community site?
33. Does this type of partnership actualize the ethos of social responsibility in students and bridge their textual analysis of social issues to the real-life understanding realized in experiential learning? How so? How has this changed university courses and/or pedagogy? What are the strengths/ assets and potential weaknesses/ negative effects of this service work?
34. How often and to what extent does community-based research occur in these partnerships?
35. Where and how did community partners participate? (In the creation of a topic, design of research, collection of data, analysis of data, presentation of findings?)
36. Do you think CBPR can alter the traditional university standards of knowledge production and authorship? Can/does it shape local and academic understanding social problems and solutions? How so or not?

37. Can you describe things CCCSI did or that the organization did that were helpful, things they did that were not and areas for improvement? Have there been any dissatisfactory aspects of this partnership for you?
38. Would you like to continue in university partnerships in the future? Are there any things that might impede upon this?
39. Is there anything else you'd like to add about your experience? Do you have any questions for me or any questions you recommend I include in this inquiry?

Engaged Scholarship: Assessing the Impact of Community-University Partnerships

*Sample: community partner interview*

1. How has Pitzer College been involved with ICUC? What projects did you work on together and what was the aim of your partnership?
2. What has been your overall experience with the university students in this partnership?
3. What is your perception of Pitzer College? Students from this college?
4. Did you notice differences between your group and the Pitzer students/ college?
5. What did those differences mean to you, if anything, and did they have any effect on your relationships and your work?
6. How were Pitzer student's needs/ interests coincide or conflict with your own/ your group's? What are the strengths/ assets and potential weaknesses/ negative effects of this service work?
7. How has the schedule and student shift from Pitzer's side affected your work?
8. How do you think you've affected Pitzer college and its students in this partnership?
9. What else would you want from this partnership, if anything?
10. Have you learned anything from your participation in this partnership?
11. Do you feel like Pitzer's involvement with ICUC made a difference in ICUC? In the local community? To issues of social change generally? How so or not?
12. Can you describe things Pitzer did (and the students directly did) that were helpful, things they did that were not and areas for improvement? Have there been any dissatisfactory aspects of this partnership for you or your group?
13. Do you think you'll continue in university partnerships in the future? Are there any things that might impede upon working together in the future?
14. Do you feel that your understanding of or interest in higher education has been changed by engaging in this partnership?
15. Did you learn any new academic, professional or life skills or knowledge as a result of being in this partnership?
16. Do you feel an expanded civic capacity or sense of empowerment by participation in this community-university partner programs (any differently than if you were not a part of this partnership)? If so, how does this manifest itself?
17. Does this type of partnership enable you/community members to take ownership of research by analyzing their own community's cultural or social problems with the university's resources and support? Is the community research integrated/ moved into organizing and action? Why or why not?

18. Do you/ community members feel more connected to or respected by the university in regards to social or cultural issues through this partnership?
19. Have ICUC's daily work and larger goals regarding community change been altered positively by virtue of engagement with this partnership?
20. Do you feel that your programmatic initiatives more accurately reflect the needs of your community by virtue of their being informed by the university supported community-based research? If so, how did this type of partnership help accomplish that?
21. Is there anything else you'd like to share with me about this subject?