**Instructor’s Observation:**

Out of 14 students who choose to participate in Service Learning (SL) for my course (Online ENG101, Section # 16244), six (6) students responded to both pre and post: *14* students did respond to the pre. However, only 6 students responded to the post.

Those who participated in both pre and post, all of them stated that they experienced “positive” from their SL projects (each student had a project of their own choice that, there was “zero” instructor’s influence other than the instructor offered the list of agencies from EMCC’s Service Learning and Civic Engagement Office). Additionally, all of them saw the relevancy between their hands-on/experimental learning experiences and their writing course.

Those who failed to respond to the post test, but still submitted their written reflections experienced “positive” with their SL projects, and because of that experience, they were able to see the clear relevancy between their service experience and this course. Therefore, all the students who chose to participate in SL experienced “positive”. In turn, the students agreed that their SL experience helped them hone their research skills, communication skills, their writing skills and critical thinking skills, that is directly related to Student Learning Outcomes (SLO) as well as other soft skills and emotional intelligence skills like: Time Management, Self- Confidence, Sympathy, Affirmation (on their degrees or vocational program decisions), Teambuilding, Personal Vision, Self-Discovery, Relationship Building, Community Involvement, Role Modeling, Self-Care, and more.

Lastly, I couldn’t help but noticing that all the SL participants passed my course with a ‘C’ or better. In fact, a majority earned ‘A’s and ‘B’s: 11 As; 3 Bs; and 1 C, to be exact. I cannot deny that the SL participants benefited from the high impact learning activities. Because the entire process from choosing the agencies to volunteering was completely student-initiated and student-driven, I feel that this ownership of process gave my students opportunity to build their own regulations and test those out, both emotionally and academically within the given timeline.

It has been three (3) years since I embedded SL into my own First Year Writing curricular. For instance, I have implemented SL into a total of “11” sections from Fall 2016 to Spring 2019. From 183 student participants, I have not received a single reflection paper, stating that SL was a mistake or was not helpful in deciding their majors or in affirming their career aspirations. In other words, all 183 students experienced SL “positive.”