Final Report – RSD Community of Practice (CoP)

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Project Overview and Goals

Overview
This RSD project was an additional component of the applied research project with the Today & Beyond Program: An Educationally-based Mentorship Intervention with Native American youth from a tribal school in South Dakota. This case study with a mixed method approach is focused on both the Native American youth mentees and the college student mentors. Via the RSD initiative, an undergraduate research focus was added to the service-learning component, a missing piece of the research study. The hope was that by adding undergraduate research, via the RSD Framework, will add educational and professional benefits for the college students, the youth, and the mentorship intervention (the service-learning project). The college student mentors who participated in this program took the SOCWK 397: Native American Service-Learning Course. This past year the course was capped at 15 college students.

Vision Statement of the Today & Beyond Program (Intervention)
By investing in an educationally-based mentorship partnership, at-risk Native American youths’ perceptions of their futures will be positively influenced, including their understanding of, value of, motivation towards their educational futures.

Intervention Goals for the At-Risk Native American Youth
- **Goal #1:** Youth mentees will develop positive, trusting mentor-mentee relationships with the college student mentors and they will value their interactions, including having positive interactions related to their personal, educational, and career-based futures.
- **Goal #2:** Youth mentees will be motivated and inspired to value high school and college education combined with career awareness by formal events/activities with college role models or mentors, via three main components: College Visit Day, Career Day, and In-Class Career Development Activities.
- **Goal #3:** Youth mentees will find value from other structured events/activities of the intervention, such as the Lock-in, Service Day, Make-a-Difference Day, and informal interactions, such as during meals, recess, and on the bus rides.
- **Goal #4:** Youth will successfully reflect on strengths of the intervention and its positive influence on their educational futures, post-intervention.
- **Goal #5:** Youth will join the SOAR Junior Mentorship Program and help give back to the next generation of youth mentees.
- **Goal #6:** Youth will graduate from high school, which will symbolize hope, opportunities, and confidence!

Project or Course Description
This service-learning and undergraduate research partnership project is an effort between Native American youth and their tribal school, Enemy Swim Day School and college students with their
university, the University of Wisconsin-Stout. The partnership project is an educational, meaningful, fun, mentorship intervention for both the at-risk youth mentees and the college student mentors. College students serve as positive role models as they engage in purposeful activities around high school graduation, college admission, and career development with the Enemy Swim Day School students. While providing this service, college students learned about cultural competency, diversity awareness, applied theoretical frameworks, this particular Native American group, child development, mentorship programs, and the value of service as well as research. The college students learned via such exampled activities as touring the reservation, participating in a ceremonial sweat lodge and pow-wow, hearing from local guest speakers as they reflect on historical traumatizing boarding schools and spiritually uplifting ceremonies and traditions. Additionally, they advanced their leadership and professionalism as they complete the service-learning and undergraduate research assignments and activities expected of this course.

**Course Objectives for the College Students Mentors**

- **Objective #1:** Students will directly learn about the Native American culture via discussions, interactive exercises, and videos prior to going to the tribal school. This learning will be evaluated via the interactive discussions, course assignments, and course surveys.

- **Objective #2:** Students will learn about the minority group of Native Americans via hands-on interactions and experiences related to the culture, traditions, tribal schools, and strengths along with the struggles of Native Americans historically and today. Additionally, this learning will be evaluated via the interactive discussions, course assignments, and course surveys.

- **Objective #3:** By experiencing and reflecting on real life professional situations, students will better understand the theories, concepts, and research they learned from previous, current, and hopefully future courses. They will apply their learned knowledge and skills via the interactive discussions, course assignments, and course surveys.

- **Objective #4:** Students will develop skills and acquire knowledge that should be beneficial in social work/human services/social sciences/education careers and civic engagement activities. Skills and knowledge related to: apply research, relationship development, networking, leadership, civic engagement, and teamwork will be part of this service learning and undergraduate research project and course. They will apply their learned knowledge and skills via the interactive discussions, course assignments, and course surveys.

- **Objective #5:** Students will assess the relationship between professional values and beliefs, current delivery systems, and current social policy issues as they relate to individuals, families, groups, organizations, and/or communities. They will apply their learned knowledge and skills via the interactive discussions, course assignments, and course surveys.
- **Objective #6:** Students will provide a service that is beneficial to a chosen community partner, a tribal school. They will critically reflect the learned knowledge via their interactive discussions, course assignments, and course surveys.

**Direct Outcomes Via Adding an Undergraduate Research Component**

- **Outcome #1:** Have college students understand what undergraduate research is as well as recognize their role of the related applied research project.

- **Outcome #2:** Have college students be able to apply and articulate their engagement of the research project to their educational and professional futures.

**Assessment Tools and Results**

With this Today & Beyond Project, a mixed method case study design research project, there were several assessment tools used. For the at-risk youth, there were pre- and post-surveys that have both quantitative and qualitative data elements; participant observations completed by informants (college students); and post-intervention interviews done with the at-risk youth who participated in the project both their seventh and eighth grades. For the college students’ assessment tools, there was their application to the project/course; pre- and post-surveys studying the service-learning experience quantitatively and qualitatively; course assignments, including assignment about the components of the project to reflective writing assignments exploring the students personal, educational, and professional impact; participant observations where they documented their interactions and observations with the at-risk youth, particularly the seventh and eighth graders (target group); and a final comprehensive paper was due one month following the service-learning trip. This year a pre- and post-survey that focused on undergraduate research was added. Further, two questions about undergraduate research was added to the final comprehensive paper. All of the included assessment tools have IRB approval.

**RSD Framework-based Assignments, Activities and/or Projects**

To foster an undergraduate research learning environment, the term undergraduate research was used throughout the course, just as the term service-learning. Previously the students had reading assignments, such as the professor’s dissertation titled “Native American Youths’ Perceptions of their Educational Futures: A Study of a Mentorship Project Utilizing the Frameworks of the Strengths Perspective, Social Development Theory, and Social Learning Theory at a Rural Tribal School” and an article on participant observations by Kawulich titled: “Participant Observation as a Data Collection Method.” This year, a third article was added, by Willison and Reagan titled “Commonly known, Commonly Not Known, Totally Unknown: A Framework for Students Becoming Researchers.” Further, the RSD Framework was directly explained during a course lecture as well as a discussion on the three undergraduate research reading assignments was added. One video on the RSD Framework was shared during class. In the future, this professor would like to add another video or two on the RSD Framework as the students did find the one used helpful.

As described above, related assignments, activities, and project was the college student implementing the educational-based mentorship project, the intervention. As well as many of
them helped administered the surveys to the at-risk youth and all completed participant observations on the target group, the seventh and eighth graders.

**Assessment Tool #1: Undergraduate Research Pre- and Post-Survey**
The pre- and post-survey was modified from a survey from Buffalo State’s Undergraduate Research Office, which permission was gained from Michael DiFonzo. This survey was added into a Qualtrics program. There were 57 number of questions included in 13 sections with room for comments to be added after each of the questions. Some of the 13 sections included: #1: Career Goals, #2: Confidence, #3: Critical Thinking and Problem Solving. Further, there were two open-ended questions added at the end of the post-survey to gain a more holistic perspective of the impact of this service-learning with undergraduate research project on the college students. Attached is the Undergraduate Research Post-Survey, which includes all the questions from the pre-survey.

**Results**
- **Observation #1:** Only 8 of the 15 students successfully completed both the pre- and post-survey. With the pre-survey, three students thought they were surveying the instructors’ undergraduate research knowledge and not their own. Thus, their pre- and post-surveys were removed. Two have not completed their post-surveys as they have requested an extension.
- **Observation #2:** Due to the small sample size, this professor will repeat this pre- and post-survey next year with next year’s project/course. With the capped of the course being only 15, it might take several more years to gain significant data to analyze.
- **Observation #3:** From this professor’s perspective, the final papers more clearly concluded the association of the undergraduate research experience and its positive benefits educationally and professionally. This could be because of the small sample size or because the college student expressed their gain knowledge more clearly in written qualitative form then they did in the rating quantitative form.

**Assessment Tool #2: Participant Observations**
Participant Observation was another instrument used with this research study. The college students’ submissions were often detailed, clear, and professional. They only wrote observations on the target group, the seventh and eighth graders. Attached is the Participant Observation form. Since the master list for this year’s intervention contains over 308 observations, only a few examples have been shared in this document packet.

**Results**
- **Observation #1:** 300+ observations were successfully completed during the implementation of this intervention. All 15 college students submitted participant observations. The observations showed that the students achieved both Outcome #1 and #2.
- **Observation #2:** From this professor’s perspective, students could be more comfortable with this type of research as they saw it as a means of documentation, which is a very professional practice for most of their majors and future careers.
Assessment Tool #3: Final Comprehensive Paper

The two questions added to the Final Comprehensive Paper were: #1: Critically reflect the impact on the undergraduate research portion of the course/project on your educational and professional future. Make three (3) strong points. And, #2: Critically reflect how useful was the undergraduate research portion of the course/project in helping you learn, implement, and reflect on the mentorship intervention project.

The Final Comprehensive Paper was designed to assess the college students personally, educationally, and professionally. Often service-learning only simply requires college students to journal on their experience. This paper was designed to demonstrate the college students’ ability to apply the experience to theories, concepts, and other related academic course work. Some of the eight questions included: #1: Critically reflect on the impact of this course/project on your personal, educational, and professional future. #2: Critically apply three (3) concepts/terms/theories (from this course or previous courses). #3: Critically explain how you think the Native American youth were impacted by the Today & Beyond Project: An Educationally-based Mentorship Project. Make two (2) to three (3) strong points. Students were expected to submit a ten-page paper and to cover all eight questions/areas, which motivated the college students to process beyond their personal reflection or journaling. Attached is the Final Comprehensive Paper Rubric and the responses to these two questions.

Results

- Observation #1: 13 of the 15 college students successfully completed the two questions or areas related to undergraduate research. Two students have not submitted their papers yet as they have appropriately requested an extension.
- Observation #2: This professor’s first impression of the answers of these two additional questions/areas was very impressive. Both outcomes were successfully achieved with this assessment tool.
- Observation #3: All the college students were successful at articulating the impact of the research portion of the project had on them educationally and professionally. Prior to directly asking these two questions on the final paper, undergraduate research related information seldom appeared on previous answers of possible questions. Further, when students were informal, yet directly asked about the research portion of the project, they typically could not articulate academically or professionally impact, which was often very disappointing. By adding the RSD Framework to lecture material and other related research material to the reading list, it appeared to help significantly. Further, it could be noted that by surveying the students and challenging them to write on research could have a positive influence and be associated with the success of this observation as well.

Reflections, Insights, and Advice

By participating in this RSD CoP, I have gained more knowledge, skills, and confidences with the topic of research. I have learned more about my research style as well as how to teach applied research to college students, who often are hesitate and lack interest in research. The RSD Framework is a user-friendly, positive, future-driven, applied-style model for both the professor and the college student. The involvement in this RSD CoP strengthen the Today &
Beyond Project for all involved. For example, the college students better understood and valued their role as a researcher as well as were more invested in the outcomes of their commitment to the implementation of the intervention. They more fully understood the purposefulness and long-term impact of their role as college student role model and this overall project. Further, they successfully anticipated their undergraduate research skills which will be beneficial for future courses, employment, and graduate applications.

Professionally, I plan to continue and advance my practice of the obtained knowledge and skills with future Native American Service-Learning Courses and with the Today & Beyond Project. For example, I have already submitted a conference presentation proposal to a social work conference on undergraduate research, including the practice of the RSD Framework. Further, after I submit a manuscript on the educational and professional benefits of service-learning for college students, I plan to work on a manuscript on the educational and professional benefits of undergraduate research for college students. As I prepare for the conference presentation and the manuscript, I will continue to learn and advance my skills and confidence with undergraduate research, including the RSD Framework.

By participating in this RSD CoP, I gained mentors as well. I would contribute most of my learning and confidence development from the individual mentorship I gained from the leadership of the program. During such interactions, we discussed the RSD Framework, research pedagogy, and research plans for the future. This mentorship helped me find my strengths and process my weaknesses. This involvement helped me explore options and opportunities, which decreased my anxiety and foster optimism. I am thankful and deeply appreciative of the mentorship I received while participating in this program.

In conclusion, my advice to the RSD CoP would be to attempt to increase the number of participants. I felt the leaders referred to a great deal of information that they learned and valued from their classmates in their cohort. With my cohort being so small, it lacked this sharing of information. Further, this is an important program and it should be celebrated and practiced on our Stout campus, concluding the program should be full of participants. None-the-less, I sincerely valued the small class size that my cohort had as I received more individual attention from the leadership, which was by far my favorite part of the program. So, take such advice with a grain of salt 😊.
Post-Survey (Which Includes the Pre-Survey, Plus Two More Essay Style Questions)

RSD Framework College Students Post-Survey

Q1
Name: 

Q2
Communication

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<td>Uses and understands professional and discipline-specific language:</td>
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<td>Expresses ideas in an organized, clear, concise, and accurate manner:</td>
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<td>Writes clearly and effectively in discipline-specific formats:</td>
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Q3
Communication Comments: 

Q4
Creativity

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<td>Brings new insights to the problem at hand:</td>
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<td>Shows ability to approach problems from different perspectives:</td>
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Combines information in new ways and/or demonstrates intellectual resourcefulness:

Effectively connects multiple ideas/approaches:

Q5

Creativity Comments:

Q6

Autonomy

Demonstrates the ability to work independently and identify when input, guidance and feedback are needed:

Accepts constructive criticism and applies feedback effectively:

Displays high levels of confidence in ability to meet challenges:

Uses time well to ensure work gets accomplished and meets deadlines:

Q7

Autonomy Comments:
Q8
Ability to Deal with Obstacles

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<td>Learn from and is not discouraged by setbacks and unforeseen events:</td>
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<td>Shows flexibility and a willingness to take risks and try again:</td>
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Q9
Ability to Deal with Obstacles Comments:

Q10
Practice and Process of Inquiry

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<td>Demonstrates ability to formulate questions and hypothesis within discipline:</td>
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<td>Demonstrates ability to properly identify and/or generate reliable data:</td>
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<td>Shows understanding of how knowledge is generated, validated, and communicated within the discipline:</td>
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Practice and Process of Inquiry Comments:

Q12
Nature of Disciplinary Knowledge

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Shows understanding of the way practitioners think within the discipline (e.g., as an earth scientist, sociologist, artist...) and view the world around them:

Shows understanding of the criteria for determining what is valued as a contribution in the discipline:

Shows understanding of important current individuals within the discipline:

Q13
Nature of Disciplinary Knowledge Comments:

Q14
Critical Thinking and Problem Solving

Trouble-shoots problems, searches

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for ways to do things more effectively and generates, evaluates, and selects between alternatives:

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<th>Q15 Critical Thinking and Problem Solving Comments:</th>
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<p>| Shows understanding and respect for intellectual property rights: |
| Predicts, recognizes, and weighs the risks and benefits of the project for others: |
| Recognizes the severity of creating, modifying, misrepresenting or misreporting data including omission or |</p>
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<th>Q17</th>
<th>Understanding Ethical Conduct Comments:</th>
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<tr>
<td></td>
<td>elimination of data/findings or authorship:</td>
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<td>Keeps organized, detailed, and accurate records:</td>
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<th>Q18</th>
<th>Intellectual Development</th>
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<td>Demonstrates growth from basic to more complex thinking in the discipline:</td>
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<td>Recognizes problems are often more complicated than they first appear to be and the most economical solution is usually preferred over convoluted explanations:</td>
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<td>Approaches problems from a perspective that there can be more than one right explanation or model or even none at all:</td>
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<td>Displays accurate insight into the extent of his/her own</td>
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knowledge and understanding and an appreciation for what isn't known:

Q19
Intellectual Development Comments:

Q20
Culture of Scholarship

Is involved in the scholarly community of the discipline and/or professional societies:
Behaves with a high level of collegiality and ethical responsibility:

Q21
Culture of Scholarship Comments:

Q22
Context Knowledge Skills/Methodology

Displays detailed and accurate knowledge of

1-Never displays the outcome 2-Seldom displays the outcome 3-Often displays the outcome 4-Usually displays the outcome 5-Always displays the outcome 0-Not applicable

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### Key Facts and Concepts

Displays a thorough grasp of relevant research methods and is clear about how these methods apply to the research project being undertaken:

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Demonstrates an advanced level of requisite skills:

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#### Q23

**Content Knowledge Skills/Methodology Comments:**

#### Q24

**Confidence**

The assessment instrument asks for your judgment on a wide range of outcomes, and we realize that you may not be equally certain of your self-assessment for every outcome listed:

How confident are you in your skills at this time?:

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**Explanation for levels of confidence and/or**

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other comments about how confident you are in your answers:

Q25
Confidence Comments:

Q26
Career Goals

Demonstrates an informed reflection and communicates with clarity future plans and aspirations regarding further study and career:

Shows high level of awareness of format and goals of professional meetings:

Demonstrates an understanding of what is required for successful entrance into the profession:

Reveals understanding of the norms of dissemination of a particular discipline including the electronic community:

Q27
Career Goals Comments:
Q38
Explain the impact of undergraduate research will have you educationally and professionally.

Q39
How can we make undergraduate research better for you? Provide suggestions and feedback here.
Participant Observation Form
Today & Beyond: Mentorship Partnership Project

College Student’s Name:

Details:
When (date):

Who (youth and others):

What (event, activity, conversation):

Where (location):

Why:

Reflection:
(share your perspective, the youth’s perspective, share quotes; refer to the personal, educational, or career impact)
Some Themes and Some Related Responses
From the Participant Observation Forms

Theme: Youths Shared their Culture with the College Students

- “Youth #1 seemed to be really proud to be able to share his culture with College Student #1 and explain what everything meant. It was also really cool for her to learn more about the culture and build a closer relationship with him by showing him that she really does care about him and what he has to say. This gave College Student #1 insight on ways to build trust and solid relationships with people she will be working with in my future career.”

- “Before the culture class started, Youth #1 brought around the sage smoke. This was actually the first time College Student #1 had witnessed this, so I was really confused on what it actually is. College Student #1 asked Youth #2 and Youth #3 what the smoke was for and they explained that it was sage and it was to basically cleanse and purify each individual that is in the room at the time. College Student #1 really respected that the classmates included all the college students in this.”

Theme: Youth Processing their Educational Future with the College Students

- “College Student #1 and a 7th grade girl were having a conversation while they were standing next to each other in line during a kickball game. They started talking about how much fun they were having at the lock-in and during the game because they thought that their team was really good. Then the 7th grader started asking questions about College Student #1’s school schedule, because it was brought up how in college the person does not need to be in classes all day for five days a week. The 7th grader could not believe that while in college you can plan your whole time schedule. College Student #1 thinks that this conversation was very beneficial for the 7th grader because it is very important for children in middle school to know how college works.”

- “The student opened her eyes and could really see herself at that college she said. The more places we went to around the college the more she liked it, and took the things she liked as a sign that she could go here. For example the huge gym for basketball and how supportive the school is for that. Since she really wants to play basketball, even if it is on the intermural. College Student #1 asked her if she could picture herself walking to classes here and she smiled and said yes she could. The guest speaker also helped show her what other teachers/professors could be like at other schools since they are limited to only so many different staff at their school.”

- “During the bus ride there Youth #1 and College Students #1 did some talking and messing around. He really opened up to her and started to ask her a lot of questions about college and how he wants to go to school. He told her that last year he really was not that great of a student but he had changed his act around and is now one student that is doing well in class. He would like to keep that up and go to college for game design. He asked College Student #1 what she knew about it and she told him as much as she could. College Student #1 also told him that they would learn more while they were there to tour the college. College Student #1 encouraged him to ask some of his teachers and figure out what he had to do to become a game designer.”
• “While we were on the bus, out of know where, Youth #1, who College Student #1 has never talked to, tapped College Student #1 on the shoulder and proceeded to tell College Student #1 all about her twin brother and how she is 7 minutes older than him and all of their traditions they hold on their birthday. One of them being that her brother, Youth #2, cannot open his birthday presents until 7 minutes after Youth #1 has opened hers. It was so cool to listen to this because this was something that made her so happy and I could tell that she loved to tell people all about her relationship with her brother. Then, I proceeded to ask her about her future and where she wants to go to high school and what she wants to be when she grows up. She told me she wanted to go to Sisseton and that she wanted to be a police officer when she grows up. She told me all about how she wants to be a police officer just like her mom, who had passed away not too long ago. She was excited to tell me about this and I had found it so neat that she was so passionate about this. I could tell that she had really loved her mom and that she wanted to fill her shoes. On a different note, she did not seem as enthused in the factory and went to the bathroom and to get snacks a few times and then kept asking when we were leaving. She did pay more attention at the hospital however.”

• “Before the group of college mentors and students arrived at the bank for their first stop on the career day field trip, College Student #1 spoke with Youth #1 about some of the professionals that work at banks. College Student #1 and Youth #1 talked about bank tellers, accountants, insurance bankers, and the bank president. College Student #1 specifically focused on the job that an accountant has at a bank, the schooling that goes into being an accountant, and how those skills can be very useful for anyone as they become an adult. College Student #1 told Youth #1 about how his father manages a nursery, but at the same time College Student #1’s father took a few accounting classes when he was in college. Since then College Student #1’s father has put them to good use managing his finances and teaching his kids as well. Youth #1 was interested in College Student #1’s story, and later in the day he expressed interest in attending a high school that provided college courses in math. Youth #1 really likes math, and he said that he would enjoy working ahead and learning as much as possible. In College Student #1’s perspective, the conversation was a great way to connect personally with Youth #1 while talking about future career goals. It was also a good way for him to think about what high school he wants to attend. Youth #1 might now be more inclined to look for a high school that offers college courses in mathematics.”

• “Youth #1 was telling College Student #1 that he didn’t want to stay at school and didn’t have a valid reason for it. Every time Youth #1 was asked by College Student #1 why he didn’t want to stay at school, he couldn’t come up with a good reason. He said that he just needed to come home and that was the only reason. He seemed disengaged and checked out for the week. College Student #1 told him that she would be heartbroken if he didn’t stay at school for the day.”

**Theme: Youths Building a Relationship with College Students**

• “College Student #1 sat down next to some of the students during a game of basketball. These students seemed to want to take a break from the game and were playing a card game called Speed. College Student #1 quickly jumped in on the game
and let the other students teach her how to play it. One of the 7th graders, Youth #1, came over shortly after and we began a sort of tournament and it ended up Olivia against him. Youth #1 does not speak, but College Student #1 could tell how much he enjoyed the game and they played a few rounds. Even though there was no conversation going on, it was nice to be able to sit in comfortable silence (besides the noise of the basketball game) and play a game of cards. College Student #1 feels that it is easy to relate to Youth #1 because she was also very quiet in middle and high school and she felt as though this was a gateway to a building a relationship with him.”

- “When everyone was getting close to finishing their food during the lock-in, there was a small period of time in which SOAR, the students, and the college mentors were all sitting together talking. College Student #1 and College Student #2 were sitting at the same table as Youth #1, and he asked them about how they had been chosen to go on the trip to the school. College Student #1 then explained that he had heard about the service learning trip through a professor, and that he filled out an application and went through an interview to go on the trip. Youth #1 seemed interested in this information and understanding exactly why we wanted to be there. He also asked if College Student #1 and the others would be coming back the next year. College Student #3 promptly said that they would possibly come back next year, but either way there would be a new group of college students that they would be able to meet and get to know. The entire encounter showed that Youth #1 clearly cared about whether or not the college mentors would be returning next year. He was also interested in how the college students had gotten involved with service learning. From College Student #1’s perspective, it seems that discussing exactly why the different college students originally got involved with the project could be a useful way to give the students insight to different things they could do in college. It could also encourage them to one day participate in similar projects.”

- “College Student #1 was not sure how we got on the conversation but they started talking about family and Storm mentioned that her mother had passed away. College Student #1 then felt like it was a good idea for her to mention that her mother had passed away too. Youth #1 then asked College Student #1 how old she was and she told her that she was 18 years old and then she said that she was 12 when her mom passed away. That was the end of the conversation, but she felt like it was a step forward with connecting with Youth #1.”

- “While we were on the bus, out of know where, Youth #1, who College Student #1 has never talked to, tapped College Student #1 on the shoulder and proceeded to tell College Student #1 all about her twin brother and how she is 7 minutes older than him and all of their traditions they hold on their birthday. One of them being that her brother, Youth #1, cannot open his birthday presents until 7 minutes after Storm has opened hers. It was so cool to listen to this because this was something that made her so happy and I could tell that she loved to tell people all about her relationship with her brother. Then, I proceeded to ask her about her future and where she wants to go to high school and what she wants to be when she grows up. She told me she wanted to go to Sisseton and that she wanted to be a police officer when she grows up. She told me all about how she wants to be a police officer just like her mom, who had passed away not too long ago. She was excited to tell me about this and I had found it
so neat that she was so passionate about this. I could tell that she had really loved her mom and that she wanted to fill her shoes. On a different note, she did not seem as enthused in the factory and went to the bathroom and to get snacks a few times and then kept asking when we were leaving. She did pay more attention at the hospital however.”

- “Youth #1 does not talk and has never really held a conversation with the college students, but today Olivia had a major breakthrough with him. They were talking about the career day and what he was looking forward to and he took out a piece of paper and started writing stuff down. So now instead of College Student #1 having to ask one yes or no questions she could hold a conversation that he was comfortable with. Olivia felt as though she was able to see a different side of Youth #1 today by doing this with him and found out that he is actually quite funny. She really enjoyed getting to talk to him in a different fashion and thinks that Youth #1 is really starting to open up to her and the other college students. She hopes to continue these conversations and get to know him more.”

- Used in a previous theme too: “Before the group of college mentors and students arrived at the bank for their first stop on the career day field trip, College Student #1 spoke with Youth #1 about some of the professionals that work at banks. College Student #1 and Youth #1 talked about bank tellers, accountants, insurance bankers, and the bank president. College Student #1 specifically focused on the job that an accountant has at a bank, the schooling that goes into being an accountant, and how those skills can be very useful for anyone as they become an adult. College Student #1 told Youth #1 about how his father manages a nursery, but at the same time College Student #1’s father took a few accounting classes when he was in college. Since then College Student #1’s father has put them to good use managing his finances and teaching his kids as well. Youth #1 was interested in College Student #1’s story, and later in the day he expressed interest in attending a high school that provided college courses in math. Youth #1 really likes math, and he said that he would enjoy working ahead and learning as much as possible. In College Student #1’s perspective, the conversation was a great way to connect personally with Youth #1 while talking about future career goals. It was also a good way for him to think about what high school he wants to attend. Youth #1 might now be more inclined to look for a high school that offers college courses in mathematics.”

- “College Student #1 has never spoken with Youth #1 before so she was unsure of how she would react to the interviews and how much she would be willing to talk. To College Student #1’s relief, Youth #1 was very engaged the whole time. She answered all of College Student #1’s questions and took advice well. College Student #1 really connected with Youth #1 when the question about weakness came up. Youth #1 had absolutely no hesitation when saying her confidence is her greatest weakness. She slouched down in her chair some and told College Student #1 is was okay if she thought that was dumb, but College Student #1 instead told Youth #1 that confidence has always been something she struggled with and that it is not at all dumb. They began talking about ways to build up confidence and College Student #1 let Youth #1 know some of the things she does to be confident in herself. College Student #1 really connected with Youth #1 and she hopes that she was able to make some sort of impact.”
Comprehensive Final Paper

Critically reflect on the impact of this course/project on your personal, educational, and professional future

________ / 15 points

Critically apply three (3) concepts/terms/theories (from this course or previous courses)

________ / 15 points

Critically reflect the impact on the undergraduate research portion of the course/project on your educational and professional future. Make three (3) strong points.

________ / 10 points

Critically reflect how useful was the undergraduate research portion of the course/project in helping you learn, implement, and reflect on the mentorship intervention project.

________ / 10 points

Critically explain how you think the Native American youth were impacted by the Today & Beyond Project: An Educationally-based Mentorship Project. Make two (2) to three (3) strong points.

________ / 10 points

Should this Native American Service-Learning course with the Today & Beyond Project continue?

________ / 10 points

Why should future college students apply or not apply for this course/project? What advice or recommendations do you have for them as future mentors?

________ / 10 points

Would you like to stay involved with this project? Why? If yes, in what ways?

________ / 5 points

Paper format: well-written; professionally written (10 pages; double space; headings for sections; title page)

________ / 5 points

Comments: ________________________________________________________________

_____ / 90 points
Responses from the Final Comprehensive Paper:
Two Undergraduate Research-Related Questions

College Student #1

The undergraduate research portion of this course and project has impacted my educational and professional future in a positive way. It has impacted me educationally because it has given me an opportunity to learn in a different way and understand better what undergraduate research is. It has enhanced my knowledge because of the research that we did. At first when I heard that this was a research project I stopped right there, I wanted no part in this research. However, after I learned that we will be working the students and measuring their knowledge about education I was all there. Not only did I do research while I was there but I had learned from the research that we were doing that the outcomes may be totally different than what was expected. This project has helped me to see that I can take my major in Human Development and Family Studies and do many different things with it, such as doing research and studying children or students.

This has impacted me professionally because it is giving me more of a diverse outlook on things. Not only because I was working with Native Americans but because it was an undergraduate research project. When looking at what I want to do professionally it will be very important to have a diverse background and outlook on different things that could happen while at work. Being able to do research and figure out the best way to do the task will help me become a better professional. It does also help to see that it was research with a different culture than my own, because it helps to show that I am an open minded person and willing to work with many different cultures.

It also impacted my professional future because it shows that I can work in a team or group of people. Each of us had a role while we were there and all of us had to complete that role or our research would not have been done. By being able to work as a team and complete the task or research at hand, it has showed me how valuable each member is. If one does not do their part it shows up. Each of us trusted one another to do their parts and if they were not done we would talk it through and figure out where and how we could help each other out with what needed to be done. Being able to show that kind of work to a future career can only be useful because many of the places that I am going to work for are going to be with people and even possibly in a group or team setting like we had.

I find that the undergraduate research portion of this project was very useful when learning, implanting and reflecting on the mentorship intervention project. Both of these, to me, seem to go hand-in-hand. It seems that way to me because how else would we have been able to do undergraduate research on a reservation at a school there if there was not a mentorship part of it? Having each of these be a part of the whole trip really helped to keep it in line.

Throughout the whole research I had to keep in mind that there was also a mentorship part to this and that it may not end after we are done doing the research. That was nice to know because I formed many relationships while I was there and I would like to know how they are doing later in their educational and professional futures. It also made it a bit of an excitement because we were not just there to do research but we were there to be the students’ mentors—guide them and answer any questions they may have.

Also, by having the research outcomes on how well the students were doing showed the impact that the mentoring intervention project may have on them as they got older. That helps to backup how useful this whole project was. It did that because it measured how the youth felt...
during times and how things could be improved for this research project. We were there to fully help the youth and to improve their educational experience. If there was not some research that was being done, there would be no outcome for all of the students whom worked hard during this project; not only the mentors but the youth that were there.

**College Student #2**

During this project, even though our focus point was on seventh and eighth graders, I did not have as many interactions with them as some of the other mentors had. For my career in-class development activities, I was with first graders and I did not go with in college visit day or to the retirement home to wash windows. This being said, all of my research was done through participant observations. I was not able to do post surveys or interviews with the older students due to in-class career activities. One way that my undergraduate research impacted my educational and professional future, is by helping me to understand the concept of research in general. It all started out with a couple of packets that we read before we left. They talked about proper techniques of observation, how to document them, and how it can benefit a study. We then actually experienced this when we came to ESDS.

Through the undergraduate research of this project I learned how to research properly. I have always been observant of people and my surroundings, but this project has taught me to take this observance and apply it to students to record their actions and attitudes. Within this research, it is hoped that it goes to better the education of the Native American youth. This research helps us to see how students act and their feelings toward high school, college, and future jobs. When we document this research, it is easy to see what advice we can give to the students about a successful future, if they need it. This also shows us how students change in different environments and from year to year. This is going to help my professional future because it has allowed me to make actual research and to analyze results instead if just being observant. The undergraduate research will impact my educational future as well because as a science teacher there is no doubt that I will be doing a lot of research. I believe that science teaching is arguably one of the most research-oriented teaching positions because that is mainly what science is—research. Now knowing how to properly research, it is going to definitely come in handy in my educational future.

Finally, this research is going to impact my position as a teacher in a slightly different way as well. It has really showed me how to properly observe students and analyze their behaviors. This research will help me to get to know my students better. Knowing your students is key as a teacher. Observing how each student learns best and which method of teaching works best for each student. By simply observing students, which I learned a lot about through this project, I will be able to determine how to keep students on task and what keeps the students motivated. Through observing my students, and building relationships with my students I will be set up to do the best job I can as a teacher. Not only was this course a truly rewarding, fun, and educational experience, as I write this paper I start to see that it has really helped to set me up in my professional future more than I had ever thought it was going too.

**College Student #3**

The undergraduate research that goes along with this course is pertinent on different levels. One reason is because it allows us as the students recording the observations for the research to learn how it is done. We have to be able to step back and learn to be an observer but also to remember what happened and be able to write it up on an observation form in a
professional manner while also implementing previous knowledge and course work. Secondly by doing this research while we are right there interacting with the students we are learning how to separate ourselves from situation and be able to write about them rather than just experiencing it and forgetting it. Professionally the research aspect of this trip allowed us and myself to gain an understanding of how theories and concepts within our fields are actually created. Without the research to support basically any social issue there is no validity to it. So it is beneficial for students to learn the ways that those theories and concepts are created so they can better support their findings and the findings of others in a professional situation. Finally, academically, the research part of this course keeps us connected and focused on what we need to be learning about at all times. Because we are doing observations all the time and connecting the actions of the students to things that we have previously learned it pushes us to be better than our peers in regards to out of class learning. This gives us an edge and the ability to teach them as well about what we learned from our research.

The undergraduate research aspect of this class helped us all be more focused on the mentorship ideals of the program. By having to not only read and learn about the research but also help conduct and do the research ourselves we were able to better understand what research is all about and what it entails and also what needs to be done to support social theories and concepts and have a better understanding of them and value them more. Another reason that the undergrad research was so valuable to the mentorship aspect of the course was that it allowed us as students to practice what we have been taught, but also it allowed us to be more focused on the needs of the students. We were more observant about what was going on in their lives and their situations because we knew that we would have to write about it. Even if some of the college students did not write a lot of the observations they were still thinking about what they would write if they did and then were able to apply those listening and learning skills to the younger kids. In addition to these benefits, the undergrad research focus of the class taught us as college students to be better observers. Learning about the research aspect and what it all encompasses ahead of time rather than at night on the trip we were able to better understand what was expected of us and what was needed to fulfill the observations. We knew what questions we should be asking and what we should be looking for when interacting with the students at the school. That way we can make the most of our mentorship with them because we do not need to be worried about learning what we need to be doing while observing but can rather focus on the students and what works best for helping them and helping create our relationships with them.

**College Student #4**

Here at Stout, many of us engage with research in some way, shape, or form whether we are reading about research, using it, or creating our own. In comparison to research that I’ve experience at school this undergraduate learning experience was much different and incredibly beneficial as a result. Over the course of my collegiate career, I have done a lot of reading to research different topics and learn as much as possible. The research I was able to engage in while on the reservation will impact my educational and professional future in a different way, because I was able to immerse myself in the specific cultural and social context that this research seeks to engage. I was also able to physically see the effects that our research had on the students at Enemy Swim Day School. Lastly, this research taught me how hard it is to understand why students do the things they do and to put that in an observation. It’s very difficult because, they are real people that need to be understood and not just observed.
In the very first English class that any student has at Stout, we all learn very quickly how to use search engines and other tools to do research, but that’s a far cry from being able to go to South Dakota and engage with the students at Enemy Swim Day School. We learned about the Dakota culture ahead of time, but that was nothing compared to meeting the people and becoming fully immersed in their way of life. Thanks to the students, teachers, and especially Danny we were able to understand how the Dakota culture views the world we live in. All the college students and I were able to see their homes, eat their traditional food, and learn about Dakota history directly from its source. We were also able to learn about the social problems that the Dakota face directly from those that are negatively affected by the injustice that the United States government imposed on their way of life. Going to a new place to do research has opened my mind to the importance of finding some way to personally engage in my research. These days there is a lot you can do with a lab top, but it doesn’t compare to experiencing real people and real life situations. In my future career as a school counselor, this research will always remind me to personally engage my students. I might have a lot of knowledge about various challenges and factors that they have to deal with, but I should always seek to engage people on a personal level when gathering information if it is possible. Before I even become a school counselor, I will also use this experience to remind myself to do research that is new, personal, and as immersive as possible. Sure, I might be able to find a lot of articles about sexual assault on campus, but that wouldn’t compare to interviewing people that have experience such a traumatic experience.

While working with students at Enemy Swim Day School, I was also able to really see the good that undergraduate research can do in the real world. In school, we do research and write papers, but it can be very hard to see any real world benefit in the things we do beyond a good grade in a class. As a graduate student and a future professional in school counseling, I might wonder if there’s any point to doing research if it doesn’t benefit anyone. Thankfully, I was able to engage with many Native American students in a way that I believe benefited at least a handful of them. If we were able to reach at least a couple of the students and improve their lives for the better, then this research was more impactful than any other research that I’ve done in my collegiate career so far. The research portion of this trip has given me more motivation than ever to really think about how I can do research that really helps people. As my education continues and I eventually become a professional in the real world, I will always consider the real life application and benefit that my research can provide for others.

The last major impact that this research had on my educational and professional future was the fact that it is very hard to capture human compassion and understanding in simple observations. There were a handful of students that I talked with a great deal. Youth #1, Youth #2, and Youth #3 were just a few students that I got to know, and at times it was very hard to write observations about them. When Youth #1 asked me whether or not I felt he was a good boy, which was a huge moment for me. It was the first time that I felt I had made a personal connection with any of the students. It’s hard to convey the importance of that moment in writing without being incredibly subjective. On the one hand, I knew that I had to break down that observation and write it in terms that were a little simpler, but at the same time it felt like an injustice to Youth #1 and some of the other students I wrote about. It made me think about all the different pieces of research I’ve read over the years. Behind every observation, there were real people that may have felt emotions and feelings that went far beyond a simple observation. It adds a greater level of depth and importance to all the research that I will use and perform in the future. I’m going into the field of education which involves real people interacting with each
other and hopefully learning something in the process. I may not always get to see that human interaction in person, but it is still there. The research I was able to help with in the halls of Enemy Swim Day School will always remind me that the kinds of research I use in the future concerns real people that are not simple statistics on a page.

While the undergraduate research portion of this class will be very impactful in my future education and career, it was also useful in helping me learn and reflect on my experience, because I had a set of specific plans and goals. The research that we participated in was meant to measure the impact that college students could have encouraging at-risk Native American students to focus on their education and to take pride in their cultural heritage. We all knew that we should do things that encouraged students to think about subjects and tasks that they enjoyed like history, math, and science. When talking with the older students, we also made sure to talk about their interests and how that could play into future careers. The seventh and eighth grade students were then given surveys at the end of our stay to gauge their experience and any benefits they had received from meeting with the college students. The research helped to cement the fact that we were learning just as much from the students as they were from us if not more.

My specific task within the research was to work with the SOAR students, and this gave me a particularly interesting perspective from which I was able to learn and reflect on the students I met and what did or didn’t work. SOAR #1 and SOAR #2 were both high school students that acted as junior mentors, and their insight was very helpful in working with the other students. During the school lock in, we all talked about drugs, alcohol, and sex with the seventh and eighth grade students in the hopes of dissuading them from participating in those activities. SOAR #2 did a fantastic job by opening up to the younger students about his experiences dealing with his older brother who had overdosed on multiple occasions. His example helped the students open up in smaller groups with some of the college students. In that situation, an older student was able to act as role model for the younger students on par with any of us college students. My goal and task was to help the SOAR mentors be the best role models possible. I was then able to reflect on whether or not I had succeeded and if SOAR benefited the research as a whole. While I worked with the SOAR students, College Student #1 and College Student #2 worked with seventh and eighth grade, and College Student #5 worked with the first graders. We all had a specific set of goals and tasks within the research which allowed us to focus on a specific group and whether or not we were impactful. I personally wish I could have done more to help SOAR #1 and SOAR #2 be good role models and to encourage them to think about high school graduation and college. Without the undergraduate research portion of this project all the college students and I wouldn’t have had a framework to help us think and reflect on our unique contributions to the students of Enemy Swim Day School.

**College Student #5**

The undergraduate portion of this trip will help me in my educational and professional future in many ways. Filling out the participant observations at the end of the day really helped to document what I did and how I could help the next day. Being an administrator, it will help to have everything documented and in writing to be able to look back on. I think this goes for any career. I also kept a diary while I was in South Dakota and it is so cool to be able to look back and remember my experiences.

Being a Human Development and Family Studies major it is very important to be able to work with others and get to know them. While on the trip I loved getting to know the kids and
being able to talk to them about their home lives, what they do after school and what they do for fun. This will be important in my future classes if I need to interview someone for a project or work in a group.

On this trip I also learned that doing research helps more than you think it does. The research we conducted will help the school out and the mentors. I didn’t really think about how many people the research could help out. This will help me when I need to conduct research for a class in my future college career.

The undergraduate research portion of this class was very useful to help me learn more about their culture and look deeper into their home lives. I thought career day was a really good experience for both the college students and the ESDS students. I really liked the tours and think the businesses educated us as much as they can. I thought it was so cool how the kids acted like they weren’t interested and didn’t want to be there but could answer every question that was asked on the bus. I believe that career day has more of an impact on the kids than we think it does.

**College Student #6**

I think that this undergraduate research would impact me very positively because of the fact that it is a very good experience for anyone to have! It is good to see different cultures and different types of people. I think that educationally it was a successful experience. I learned so much about the culture from Danny talking and I learned so much from my third graders from doing activities with them. It was nice to see them be happy. I loved having the kids who did not talk to me at all during class but when I rode the bus with them they talked the whole time. And the next day after riding the bus with them, they were more open to talk to me during the class. And I think professionally that will help me because you need to get to know your client and have them trust you before you should ever expect anything from them. They have to be able to trust you and want to talk to you, you cannot just force them to make the conversation go on, and you have to let them do the talking. It is hard at first because you want everyone to like you, but it just does not work like that. You have to earn the information and earn the trust.

**College Student #7**

Research is a big part of this project and is something that we constantly did throughout the trip without even realizing it. Being able to apply theories from my studies, such as chickering, has helped give me a better understanding of my future career as a teacher. Being lectured at is one thing, but then getting to go out in the field to apply that knowledge opens up all sorts of new perspectives. I find the theories I learned to be very interesting, but never fully understood them until I got to see them first hand at Enemy Swim. I would have to say that having the chance to apply this knowledge was one of the biggest impacts of the research portion of this project.

I also believe that reflecting on our interactions with the 7th and 8th graders has a big effect on our experience at Enemy Swim. Being able to reflect on my day with the students will be a big part of my job as a teacher and I received good practice with the participant observations. I think the observations were a good starting point for the mentors to understanding their roles in the research aspect of this project. They were an easy and effective way to write about their day whether it was good or more stressful experience and also participate in the research at the same time.
The final aspect of the research that will have an impact on my educational and professional future is my role in assisting in the class career development activities. I was able to help other mentors succeed in their classrooms while getting to participate in my own grade and help in others. This was so much fun for me and I know I will be able to apply what I learned to a career as a teacher. Teachers bounce ideas off each other all the time with lesson plans and I believe this was a good starting point to see what it will sort of be like. I really enjoyed being a part of these activities and seeing how the mentors excelled at their roles.

I believe this research portion of this project was very beneficial and helped make the trip a little more meaningful. It often gave us the chance to remember, reflect, and talk about our day. I believe the research helped us learn more about the Native American culture and the students at Enemy Swim. It gave us a perspective that we would not have gotten if we were simply volunteering at the school because it put us in a position where we needed to be more observant and actively listening. I think the most beneficial part of the research was the chance it gave us to reflect on our day. I think the participant observations did the best job of giving us this opportunity. They allowed us to reflect on the amazing moments and some of the more emotional or stressful moments and I appreciated the chance to do that.

College Student #8

I have never had this much exposure to undergrad research and now after two years of participating in this project I couldn't be more thankful for all the information I have learned throughout this course. The first year I was a huge part of the data entry for the seventh and eighth graders, this year I was part of the SOAR project however that did not go as planned. It was a tough year compared to last year due to the fact that the research aspect of it. I believe I still understood the importance of pre and post surveys and how they make such a huge impact on this project. With getting assigned more duties this year, I personally think it made me work harder and understand the project on a more educationally based aspect. For those students who may return next year I think that it is very important to learn more of these key research components and do what College Student #4, College Student #3, and I were to do this year.

Since grad school is in my future I believe that this undergrad research knowledge has impacted me greatly for my professional future. It has taught me the importance of hard work when it comes to research, and academic grants and proposals are written, and the importance of dedication. I have learned that writing grants, and doing the HR part of Social work is not something that I am interested in at all. I personally think some of this project is very academic rather than more social and enjoyable in aspects. However, due to it being very academic I have learned a great deal of information about what the professional world is all about. I am so grateful that I was part of the undergrad research along with doing the research and completing the data on SPSS, I truly think this will help me in my professional field.

College Student #9

Since College Student #1 and I were working with the target group for this project, we definitely did a lot of research. The research that we did allowed us to understand various patterns and issues that may be at hand that we can later use in our future. The undergraduate research really helped us in the way that we can adequately help our clients by understanding patterns and behavior that may be causing other issues. By doing the research and observations, it has really showed consistent areas of improvement that may be needed for some of the kids we
were working with. In my future, this type of research could really put me above as a helping professional by being able to adequately understand why a child may act the way they do. The research for this project also will help me with my educational goals because I am now better educated on how to correctly understand the complexity of at risk youth. By being more educated, I definitely think I have gained better skills that I can use to educate myself more as well as others. It’s important to be educated when you are working with at risk groups because many times you may not fully understand what they are going through. By having this research and somewhat knowledge of data analysis throughout this project, it will really give me that extra edge when it comes to my future career. I do believe that I hold a greater knowledge on how to correctly interpret data and to understand patterns of behavior as well as what’s working and what’s not. Not everyone has experience in undergraduate research, so I do believe that it will definitely benefit me in more ways than one regarding my future career and wherever it takes me. Research is so important to have knowledge on because you can’t quite be well educated on a topic or population until you have done research on exactly that. Research is sometimes very complex, but it’s extremely beneficial to know.

The undergraduate research portion of this project definitely helped me in learning how the mentorship intervention project works because I was able to understand the kids that I was working with by analyzing them day after day. Each kid was different in the way that they showed respect, affection, and happiness in general. It was so important for us to educate ourselves before we went so we could understand the way things were in this culture and why they were that way. It really benefited us as mentors because we were able to adequately assist in needs and to become role models for these kids. When College Student #1 and I were doing research analysis and observations each day, it really helped us to become better mentors and to reflect on what we were doing right and what we could work on. It’s oftentimes difficult to understand and plan out how a mentorship intervention project is going to go because you cannot predict what’s going to happen with each individual you’re working with. It’s so important to have the research component there so you can be better equipped and educated. Once again, education is key. Once you have that basis, it makes the mentorship portion so much easier. If you just go into a situation with at risk youth having absolutely no research or knowledge, it is going to be extremely difficult to relate but most of all to understand completely. After College Student #1 and I looked at our pre surveys as opposed to our post surveys, it was clear that we had made some sort of difference in most of these kid’s lives. Although if we had more time, we could have done more, we still did as much as we could for the time being. The eleven days that we had with these kids really did a lot for all parties involved. I believe that the research we had done really was beneficial because we were so much more prepared to work with this population. While we were there, it was a very good tool to have this research component as we were able to adequately reflect on each day and to understand what we fully needed to do to better our mentorship intervention project on a greater scale.

College Student #10

Being able to partake in undergraduate research is an amazing opportunity with endless benefits. It allows for hands on and first-hand experience before actually entering into the field, gives the participant an upper hand on the people they will be competing with when applying for jobs, and empowers the participant to continue doing research, while advocating for and working toward change in the future.
A person could have a 4.0 throughout their entire academic career, but once they actually get out into the field and completely fail. Sure, what we learn in classes from our professors and textbooks is all valuable information that is going to help us in our future careers, but we have to be able to actually use that knowledge and information and apply it to real life situations within our careers. Undergraduate research gives you the opportunity to do and practice that before you’re actually in the field. This has personally helped to raise my confidence levels in terms of my education and professional future because it has given me the opportunity to prove to myself that I can do well in both learning the necessary information and applying it in real life. With this, undergraduate research has also been an opportunity for me to really figure out if this is the career choice I want to make.

Jobs are always looking for experience and will choose a candidate with it over one without it nine times out of ten. That is exactly what undergraduate research is, it’s experience. Having good grades shows that you understand the material, but what it doesn’t show is that you can actually use it. This is why participating in undergraduate research is a perfect way to let employers know that you actually have an idea of what you are doing and you are not just going into it blind. It also shows employers that you are passionate about the work you do and have taken the initiative to go the extra mile to learn and experience all that you can to be the best that you can be. This experience is going to give me the upper hand on the people I am competing against for a job position.

Participating in undergraduate research can spark the desire and motivation to continue doing research throughout your career. Especially within my field, there are endless opportunities for research within your career. I always thought research sounded like it would be boring, difficult, too much work, and take a lot of time. Being a part of this project and especially the research portion of it has completely changed the way I look at research. Seeing the potential for the positive impacts and changes that research can have really made me fall in love with it and has empowered me to want to continue doing research throughout my professional career so that I can continue to make a difference and positive changes for the betterment of the lives of others.

**College Student #11**

The undergraduate research portion of this course/project has made a big impact on my educational and professional future. It has impacted my educational future because I eventually plan on going to get my Masters Degree and having the research part will help me succeed. Not many courses in my bachelorettes course taught me how to research properly. Many of my course just taught me how to read the research, but I never understood a lot of the language. This course has helped me understand the language better and I am able to read the research better. I also learned how to interpret the research part better, because we went over the research and talked about it during the classes. Lastly this has helped my educational future because I know how to enter data into the computer and help out with the research component. I also learned how to give out surveys and how to enter that information into SPSS. That will help me in my educational future because not many people have the opportunity to enter research into the computers.

The research portion will also help me in my professional future because I will be able to do research if I need to in my career. I know what places to look for research and I know what good research is and what bad research is. If I am not sure how to help a client I can also look up...
research and see what other people have done in those situations. There are going to be times where I am not sure what to do and knowing how to read and look up research will help.

College Student #12

I believe that this undergraduate research portion of this Native American project will have a huge impact on my educational future for many reasons. One reason that I believe that this research has benefited my education because of all of the researched preparation that we did before we started the research portion. I believe that this preparation really did help me in my educational future because in previous classes I was only required to read and to summarize research articles. I never had to actually learn what everything that is included within a research project was. So therefore, I thought that the preparation research articles were very helpful.

Along with the research articles I also thought that reading over the Dissertation Material is also very helpful for many reasons. One reason it is impacted my educational future is because it is a lot of the previous research that has already been done with in the Native American culture. This kind of gave me information on what to expect that the research this project has done is going for. For example, the dissertation talked about a lot of the social problems that are among the Native American youth, so it told me beforehand what we wanted out of the research.

Another reason that I believe that this undergraduate research portion of this Native American project will have a huge impact on my educational future for future classes that I am required to take for my major. Before I graduate I am required to take a class called Family Research. This class is about analyzing the family theory and researching methodology and different family topics. I feel like having done all of the research preparation already for this project I feel like I will be very prepared for this class. I have a think that by knowing all of this information about research already it will make this class a lot simpler because I know the basics already. I also think by participating in the research myself will really help me throughout this class for many reasons. One reason is because I believe that actually being able to participate in something is a lot more beneficial than just reading about it. I believe that I remember things a lot more if I am actually doing it rather than reading. I am more hands-on learning type of person.

I believe that this undergraduate research portion of this Native American project will have a huge impact on my professional future for many reasons. One reason that I believe that it will have an impact on my professional future is because I believe that being involved in a research project will look very good on job applications. I believe that being involved in these types of things as an undergraduate really catches the attention of employers. Along with the applications, it will also set me up to be able to talk about this project during an interview. I have a feeling that I would be able to talk about this research project for a very long time and not run out of things that I can talk about. I also think that this research portion of the Native American project will help me in my future professionally because I do want to one day be a guidance counselor for an at-risk youth school. This research has helped me because of the fact that the school where we were doing the project was an at risk youth school.

College Student #13

I have previously mentioned that the research part of this project will help me in my future. To expand on that, I think it will help me in my educational career, it allowed me to think differently, and it will be helpful for my professional career. The research portion helps me
educationally because when I do research projects I will better understand the data. After learning about different research methods before the trip and then being involved in it has given me a different perspective on all of it. I am able to see the research side instead of reading about it. I am a hands on learner and this has given me the ability to think about research from a different stand point. Being out in the field and doing observations and surveys puts me in a position that is not the same of what I am used to. I have learned about research and evaluated research that has previously been done but I have never been on this side of things.

Having the hands on experience will benefit me because I feel as though I have a better understanding of what goes on behind the scenes of everything. When I have to do research based projects in the future, I will be able to better understand some of the information given because I am able to put myself in their shoes. Many times I felt as though I was just reading words instead of fully comprehending what the research was telling me. Now I will be able to pull it apart more and understand how it worked and the research method(s) used.

I also think the research aspect of the project will help me in the future because it taught me to think differently. Doing the observations and having to write about my experience, made me more aware of the things that were happening. Having a different outlook on my surroundings allowed me to have an experience that I may not have had if it weren’t for having to do the observations. I think this will be helpful in the future because I will be able to think in various ways instead of just one mindset. I will be able to see my own perspective on things but also be able to look at it from a broader or more focused view point. If I am faced with an issue in my professional future, I will have the ability to consider multiple outcomes and think about how to reach the best possible option.

Lastly, I think being involved in undergraduate research will be beneficial. Being able to say that I did this and that I had the hands on experience of being involved in making a difference will help to get a job in my professional life. I will be able to reflect back on the impact that I made and also the steps it took to get there. I will also have the knowledge on different research methods and be confident enough to talk about it.