

## **Field Journal One**

**Date: March 6, 2025**

**Location: UTSA - CMAS**

**Observer: Mark Anthony Brennan**

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## **General Observations**

While at the UTSA-CMAS center, I observed various student interactions and activities, primarily around the front desk and waiting area. The waiting area consisted of a large flat-screen television playing upcoming announcements related to veteran services. A bench was directly underneath the television, and six chairs were along the wall. A diverse group of students came in, some inquiring about benefits and registration, while others engaged in casual conversations.

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## **Detailed Observations**

**Time: 1345 hours (1:45 PM CST)**

- Observed a short, white female conversing with two front desk workers—one white male and one Black male student worker.
- 1353: The Black student worker commented to VA Staff worker Jennifer about the online training she was attending, asking if it was boring.

**Time: Shift Change 1400 hours (2:00 PM CST)**

- A young female student (Hispanic) named Julie, wearing a blue sweatshirt and blue shorts, and a young female student (Black) named Jaye, wearing a blue T-shirt and blue jeans, were present at the front desk.
- In around 1402, a staff member named William (Will) Lansdon, who is the Senior Program Manager of CMAS, approached me to inquire about my presence. We chatted for approximately 19 minutes about our military backgrounds, the history of CMAS, my research interests, personal stories, and the fact that we are both from Florida, with Will coming from the Panhandle.
- 1410: Another male student entered (no other details as I was too busy conversing).
- 1412: A white female student arrived--no other details\*.
- 1414: A Hispanic male student wearing a black shirt walked in.

## **Student Inquiries:**

- 1431: A Hispanic male wearing a black ball cap and black shirt asked about benefits.
- 1436: A Hispanic male in black pants, a grey shirt, and a tan hat arrived for an appointment.

- 1437: Student Emmanuel (wearing the grey shirt) asked about early registration and whether they could do so.
- 1440: The Hispanic student in a pink and white striped shirt was seen talking with Will and Jennifer as they were wrapping up their appointment.

### **Concluding Interactions:**

- Around 1444, I prepared to leave and spoke briefly with Julie and the other student workers.
- 1450: Asked for names of those present.
  - Julie, Jaye, Will, and Jennifer

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### **Reflections and Notes**

- The CMAS office appears to serve a diverse student population, with significant engagement from Hispanic veteran students.
- The student workers are essential in guiding inquiries and maintaining a welcoming environment.
- Many students sought information about benefits and registration, suggesting a high demand for support services.
- Further observation could focus on student engagement with CMAS resources and how staff assist with veteran-specific concerns.

### **Student Demographics and Activity:**

- **1700 veteran students; 6,300 total students served** by CMAS.
  - **25% Female**
  - **60% Hispanic**

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### **End of Field Notes**