

**COMMUNITY SERVICE LEARNING AND ITS  
IMPACT ON COMMUNITY AGENCIES  
AN ASSESSMENT STUDY**

**Office of Community Service Learning  
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# THE IMPACT OF COMMUNITY SERVICE LEARNING ON COMMUNITY PARTNERS AN ASSESSMENT STUDY

## EXECUTIVE SUMMARY

### Introduction

In 1997, San Francisco State University established the Office of Community Service Learning (OCSL) in order to provide opportunities for faculty to incorporate CSL into the undergraduate curriculum. In 1998, principles of best practice were created in order to guide future community/university partnerships. In 2003, the OCSL conducted a study to determine the impact of the work SFSU students have on community agencies and to determine if the program continues to meet the guiding principles developed in 1998. It was very important for our assessment to understand community partner perceptions on how SFSU students impacted their operations in order to identify needed improvements in our program and develop true community/university partnerships.

Surveys were mailed and many focus groups were held with community partner directors or coordinators. Organizations and their leaders were currently engaged in partnerships with SFSU faculty teaching community service learning courses (CSL).

### Profile Of Organizations

Agencies were randomly selected to participate in the survey and focus groups. One hundred seventeen surveys were sent to community partners. Fifty-two percent (52%) of those responding had been working with SFSU faculty from one to three years; 43% over three years, and 5% under one year. Thirty-three percent (33%) of those responding were social service organizations, 26% were in education; 26% were in health related fields; 7% were agencies working on housing/tenant issues; 4% were environmental organizations; and 4% were organizations that did not meet the above criteria.

### Principal Findings

Overall, respondents are extremely satisfied with the quality of SFSU student interns. 92% of those who responded to the survey and 100% who attended the focus groups indicated that the micro-level benefits of having an intern significantly improved the quantity and quality of services the agency offered and increased the number of clients served. Other benefits included a renewed sense of creativity and energy to the agency, *an active involvement of SFSU in the community*, and a bridging of theory and practice.

The long-term, macro-level impact of community service learning in the community was that it helped to leverage grant funding; maintain non-profit status by utilizing volunteers; *and create a norm among community members that attending college was possible for everyone.*

In terms of challenges for those responding to the survey, respondents indicated that the primary challenge was the demand upon their staff time (25%), followed by insufficient project time and little contact with faculty (13% respectively). On the other hand, those attending the focus group reported that their primary challenge of community service learning was the need for better communication between the community partner and SFSU faculty (80%). Other concerns were agencies experienced confusion about their role as a community partners, the role of SFSU faculty and OCSL and student learning expectations.

Overall, after taking into consideration the benefits and challenges, 91% of those responding to the survey indicated that they would continue using SFSU students.

*One more SFSU intern, is possibly one day sooner that a life can be saved...that person, in whatever small way, is responding to a whole family, to a community, by putting bandaids on sores of major injuries...the more band-aids, the quicker [the wound] heals.*

-Program Coordinator of a Free Clinic and Suicide Hotline

## I. INTRODUCTION

The Office of Community Service Learning (OCSL) is a unit of the San Francisco Urban Institute at San Francisco State University (SFSU). The OCSL works with SFSU faculty to incorporate Community Service Learning (CSL) into the undergraduate curriculum and coordinates community service learning activities on campus. CSL encourages the university to become actively engaged in the community of which it is a part and to join with its community partners in developing common solutions to complex problems. Therefore, the OCSL works with community partners to develop appropriate placements for CSL students who take into consideration community needs and resources.

The goals of the OCSL at SFSU are to provide students with practical work experience, a sense of civic responsibility and a deeper understanding of the problem facing the community in which they live. What is Community Service Learning? CSL is the range of pedagogies that link academic study with community service and provides opportunities for structured reflection on the relationships between theory and experience. For students, community service learning contributes to civic and moral understanding, to the development of individual and collective social responsibility and to the enrichment of professional learning by giving students experience in the world of work. In Academic Year 03-04, there were 50 departments in all seven colleges participating in this initiative.

What impact do community service learning student volunteers have on organizations and their clients? In recent years, there had been concern in higher education institutions on how to build effective and sustainable partnerships between community organizations and their institutions. Many studies have provided programs with guidelines, strategies and assessment tools. When the OCSL was first established this was of the utmost importance. Therefore, in 1998 a cadre of faculty developed community university guiding principles to provide faculty teaching CSL courses on how to develop mutually beneficial placements for their CSL students. It was understood that an effective and sustainable service learning program depended on mutually beneficial partnerships between campus and community.

In 2003, the OCSL organized a study to measure the impact of community service learning. Much of the current research focuses on measuring the benefits of community service learning for students and educational institutions. Much less has been studied investigating the impact of community service learning on the community partners. The following report describes the findings from this comprehensive assessment.

The results indicate that we are meeting most of our goals in developing reciprocal and mutually beneficial partnerships. In terms of benefits for our community partners, 92% of those who responded indicated that having an intern significantly improves the quantity and quality of agency services offered and increased the number of clients served. Other benefits include a renewed sense of creativity and energy to the agency, an active involvement of SFSU in the community, and a bridging of theory and practice. More importantly, the long-term, macro-level impact of community service learning in the community is that it help to leverage grant funding for service expansion and improvement; help the agency maintained a non-profit status by utilizing volunteers, and as one community partner indicated “SFSU students are creating a norm

among community members that attending college, particularly SFSU, is possible for everyone regardless of socioeconomic status.”

The two most important challenges reported are the demand upon staff time to supervise students and the need for better communication between the community partner and SFSU faculty. Recent surveys conducted in the State of California, clearly indicate that grassroots organizations are facing difficult challenges such as cuts in state and federal funding while they are facing a 10% increase in demand for services from previous years. Supervising students, therefore, becomes another burden for those over extended individuals. Agencies reported that better communication with faculty was imperative since they were unclear about student learning outcomes, time requirements, and faculty expectations.

The OCSL has taken all of this feedback into account and has developed the following recommendations for our program to be addressed in future planning:

- The OCSL website will be restructured to improve communication and matching of students, faculty and community partners. We will also feature detailed information about other SFSU departments that refer students into the community.
- A newsletter will be developed in order to improve communication among stakeholders.
- Formal relationships will be developed with our community partners and faculty will be required to use student learning plans for a clear understanding of student learning outcomes, time requirements and faculty expectations.
- A one-day stakeholder orientation for community partners will take place every summer.
- Funding opportunities will be sought to develop mutually beneficial volunteer management systems at community partners' sites.

## II. METHODOLOGY

### Survey

The survey used was taken from an assessment model developed by Gelmon, Holland, Driscoll, Spring and Kerrigan (*Assessing Service-Learning and Civic Engagement: Principles and Techniques*, 2001). Modifications were made to better capture the focus of our assessment needs. The survey consisted of 18 questions designed to measure CSL's impact on agency capacity to meet their organizational mission and to indicate areas for CSL programmatic improvement. One hundred seventeen (117) surveys were mailed to community partners in the Fall of 2002 and responses were received in the Spring, 2003. Seventy-six percent of surveys were returned by community partners (n = 89 or 76%).

### Focus Group

Invitations to attend a focus group meeting went out to 154 agencies. Seventeen agencies participated in this part of the assessment during the months of April and May 2003. Agencies from five disciplines were represented in the study: Arts and Humanities; Health and Social Services; Education; Urban Studies and Housing; and Criminal Studies and Safety. Approximately half of the respondents participated in focus groups with the remaining

respondents participating in one-on-one interviews. All focus groups and interviews were held at the SFSU campus and one interview was conducted by phone. OCSL was responsible for the development of questions used in the assessment as well as the recruitment, selection, and organization of the focus groups while the Evaluation Consultant was responsible for conducting the focus groups, analysis and reporting of the assessment.

The appendices contain the survey and focus group questions used in this study.

### III. FINDINGS

The following report is organized in the following areas:

- Benefits.
- Challenges.
- Impact.
- Recommendations.

#### BENEFITS OF COMMUNITY SERVICE LEARNING

Agencies agreed that benefits of having a SFSU students at their sites far outweighed the challenges. The most important benefits they indicated were working directly with students; student’s dedication and commitment; recruitment of new staff; and more resources for coordinators/staff.

##### 1. Influence Agency Capacity to Fulfill its Mission

CSL students increased the capacity of organizations to provide services to their clients. The study showed that 32% of the respondents said having students enhanced offerings of services; 17% indicated that utilization of SFSU students increased the numbers of clients served by their organization; 12% felt that it developed new connections/networks with other community groups; 11% felt that it increased their leverage of other financial resources; and finally 10% indicated that they gain new insights about their organization’s operations and also that the number of services offered increased by utilizing SFSU CSL students at their sites (respectively).

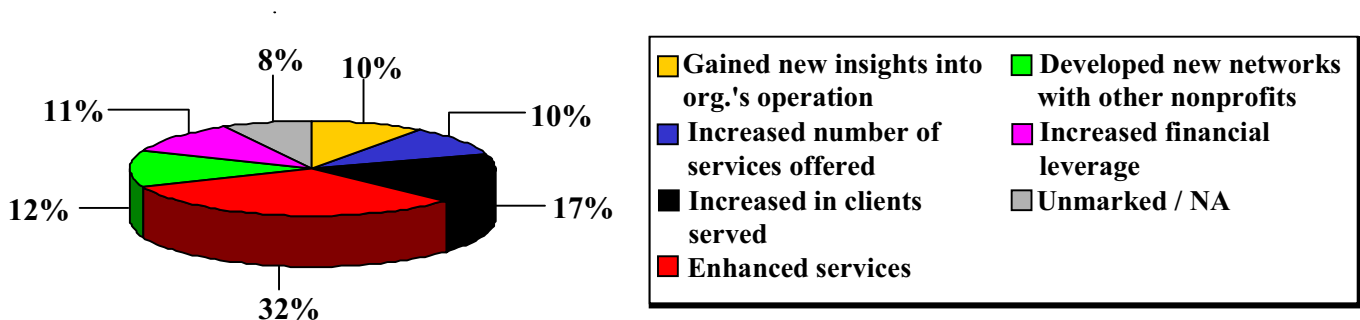


Figure 1. How did your interaction with the CSL program influence your capacity to fulfill the mission of your organization?

In the focus groups, similar questions were asked, however, community agencies felt that additional benefits not included in the survey should be mentioned, such as:

- The building of formal linkages between the university and the community;
- students bring new ideas, creativity, and energy to the agency; and
- sharing of knowledge, skills, and current research.

## 2. Economic Effects of the work with the CSL Program

Twenty-six percent (26%) indicated that they were able to get additional volunteers and 20% felt the relationship with SFSU increased their organizational resources. Other responses were an increase value of services; projects were completed; they were able to identify new staff for their agencies; and they were able to access university technology and resources.

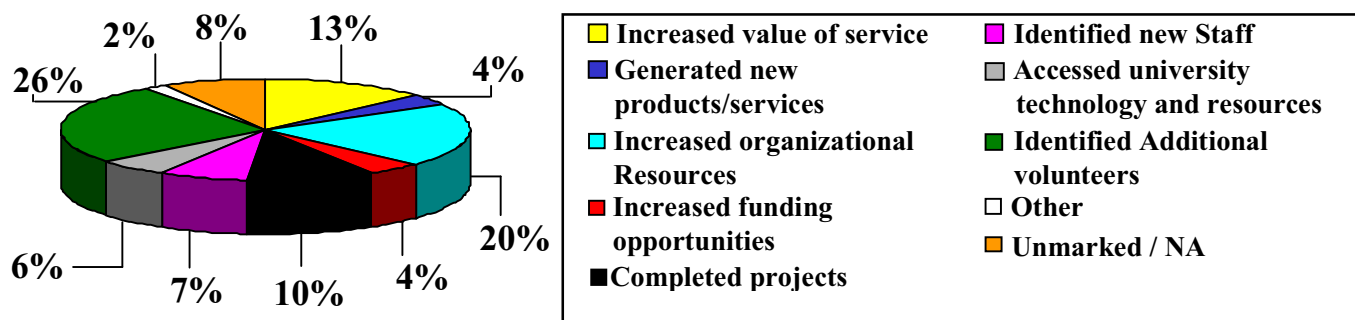


Figure 2. What are some of the economic effects of your work with the CSL program?

For members who participate in the focus groups, these questions were viewed as particularly significant for the community agencies as it directly affects their ability to continue providing services to the community, especially during hard economic times when more people need the already scarce services and resources. They indicated that community service learning **helps leverage much needed grant funding**. In-kind resources, especially from an institution of higher education, demonstrate a collaborative effort that may help to sustain services well after a grant period ends. In addition, many non profit agencies are required to utilize volunteers to maintain their non profit status. Over two-thirds of respondents reported that a formalized, regular influx of SFSU students would help their agency meet non profit status. The long-term outcome of this impact is an increase in the quality and quantity of services a program can provide, thereby increasing the number of clients they serve.

In the next five questions, community partners were asked to rank their satisfaction with several aspects of our program. In this section, 22% of respondents did not complete the survey.

### 3. Communication with Students and Faculty

Respondents were asked to rank their satisfaction of overall communication with students and faculty. Thirty-seven percent indicate that they were satisfied, while 22% indicated that they were very satisfied. Although 2% indicated that they were very dissatisfied, this is not consistent with our finding in the focus groups. Eighty percent of those attending the focus groups reported their primary challenge of community service learning was the need for better communication between community partner and SFSU faculty; however, after analyzing the data it seems that community agencies might have been indicating that they had very little communication with faculty after the student was placed at the site. Further explanation on this under “Challenges.” In the future, this question should be separated to determine if dissatisfaction might be either with one group or with both groups.

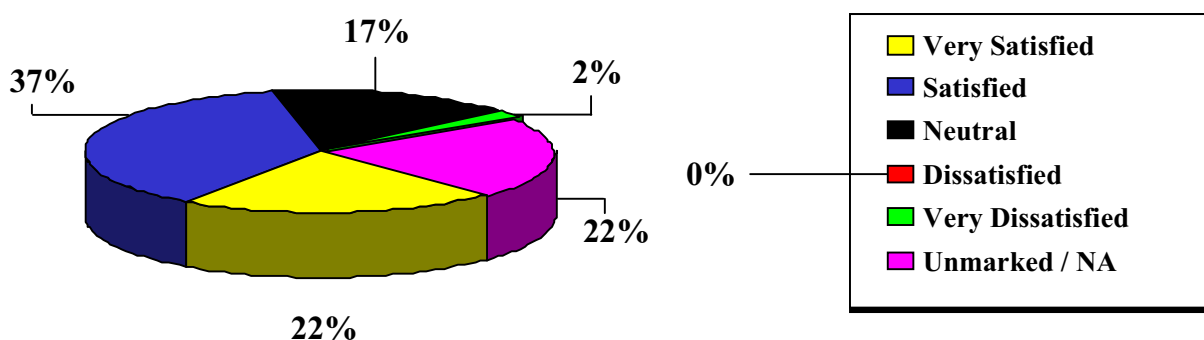


Figure 3. Rate level of satisfaction with overall communication with students and faculty.

### 4. Satisfaction with Level and Quality of Interaction with Students and Faculty

Respondents were asked to comment on their satisfaction with the level and quality of interaction with students and faculty. Thirty-seven percent (37%) responded that they were satisfied and 24% indicated that they were very satisfied. Again, in future assessment, this question should be separated into two separate questions.

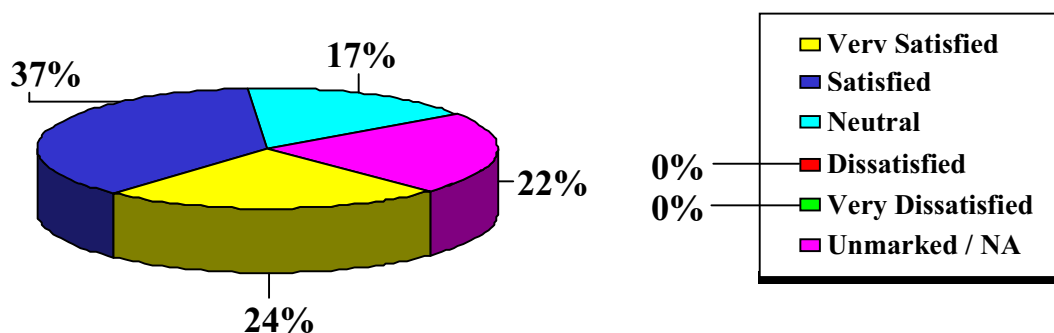


Figure 4. Rate level of satisfaction with level and quality of interaction with students and faculty.

### 5. Satisfaction with Quality of Student Work

We also wanted to know how the agencies felt about the quality of the students work. Forty-one percent (41%) said that they were very satisfied and 26% were satisfied.

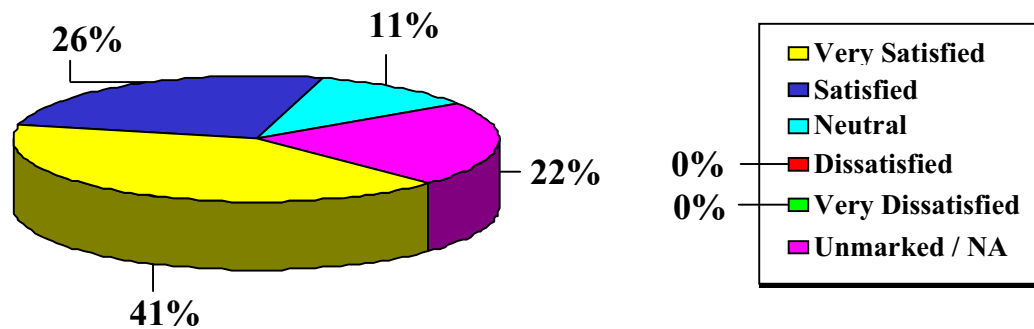


Figure 5. Rate level of satisfaction with quality of student work.

### 6. Satisfaction with Scope and Timing of Activity

In the graph below, you will see that respondents were asked how satisfied they were with scope and timing of activity. Twenty percent (20%) indicate that they were very satisfied, 19% satisfied, and 2% not satisfied. Some of the agencies that were dissatisfied commented that they wish the students could start earlier and end their placements later in the semester. This area of concern by community partners, have been voiced from the inception of the program. Most organizations do not fully comprehend limitations of semester base courses.

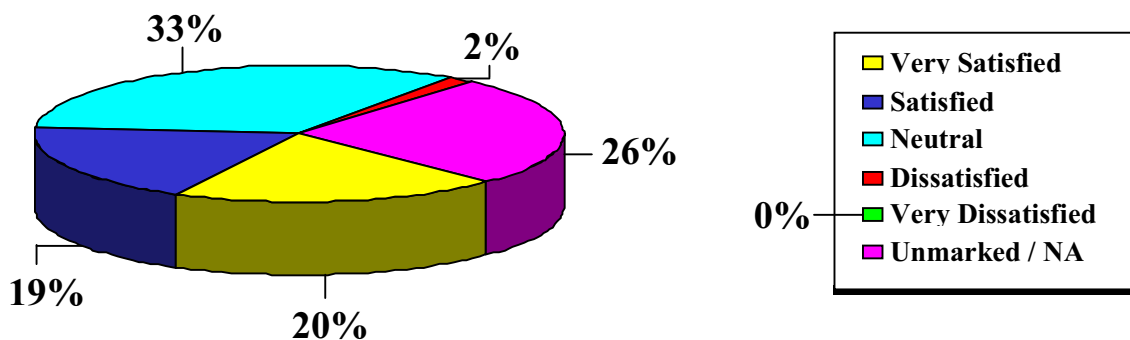


Figure 6. Rate level of satisfaction with scope and timing of activity.

### 7. Logistics of CSL Placement

In the next chart, respondents were asked about the logistics of placement development. Forty-one percent (41%) said that the agency and faculty had made the arrangements; 28% indicate that students made the arrangements; 9% indicate that the faculty had made the arrangements and 4% said that the agency was responsible for the logistics of the placement. Since faculty are making most of the arrangements with community sites, the lack of communication between faculty and agencies, as indicated under "Challenges," might possibly lie on after the placement has taken place.

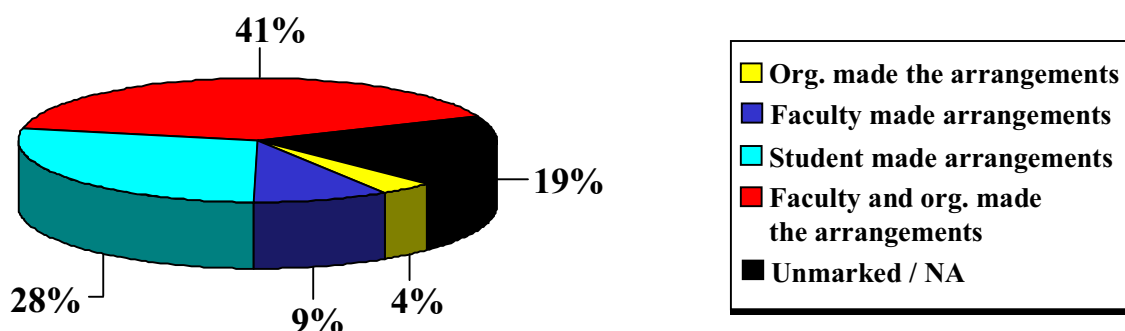


Figure 7. How did you handle the logistics of your CSL placements?

### 8. Level of Trust with Faculty and Students

In Figure 8, community agencies were asked about their level of trust with faculty and students. As many studies indicate, this issue is extremely important since trust is essential for developing sustainable community/university partnerships.<sup>1</sup> Thirty percent (30%) indicated that they were very satisfied and 20% were satisfied.

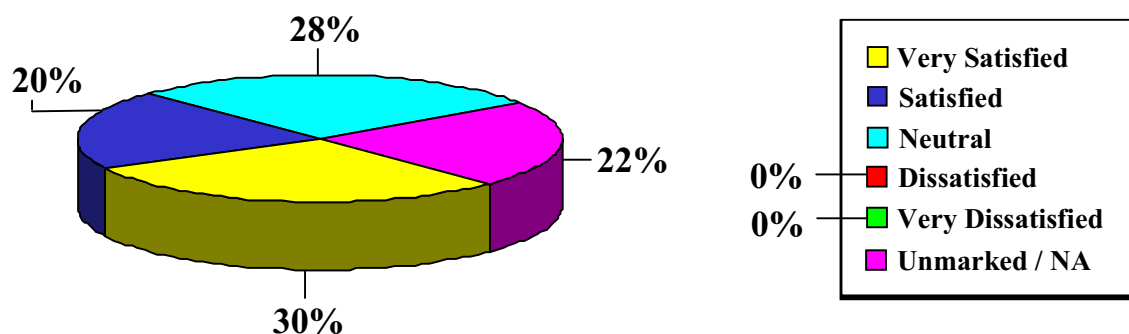


Figure 8. Rate level of satisfaction with level of trust with faculty and students.

<sup>1</sup> Building Sustainable Partnerships, Linking Communities and Educational Institutions, National Society for Experiential Education, Sigmon, Robert L. Learnings from NSEE’s National Community Development Program (1996-1998) Page 7

### 9. Community Partner Influence

When asked in which ways they believe they were able to influence the university as a result of their connection with the CSL course, 52% said they believe they influence the student learning experience, 29% indicated they influence faculty by making them more aware of community needs; while 8% felt they influence course content. Zero percent (0%) felt that they had influenced on university policies.

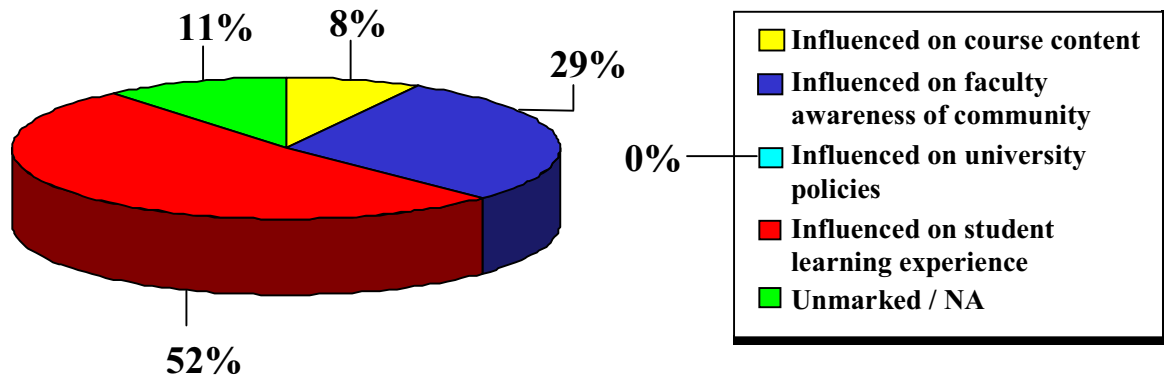


Figure 9. In what ways do you believe that you are able to influence the University as a result of your connection with a CSL course?

### 10. Awareness of SFSU Resources

Respondents were asked how their awareness of University programs and resources had changed as a result of their connection to the CSL course. Thirty-nine percent (39%) of those responding indicated they have learned more about SFSU academic programs; 19% indicated they knew whom to call upon for information and assistance; and 10% said they had an increased knowledge of university resources.

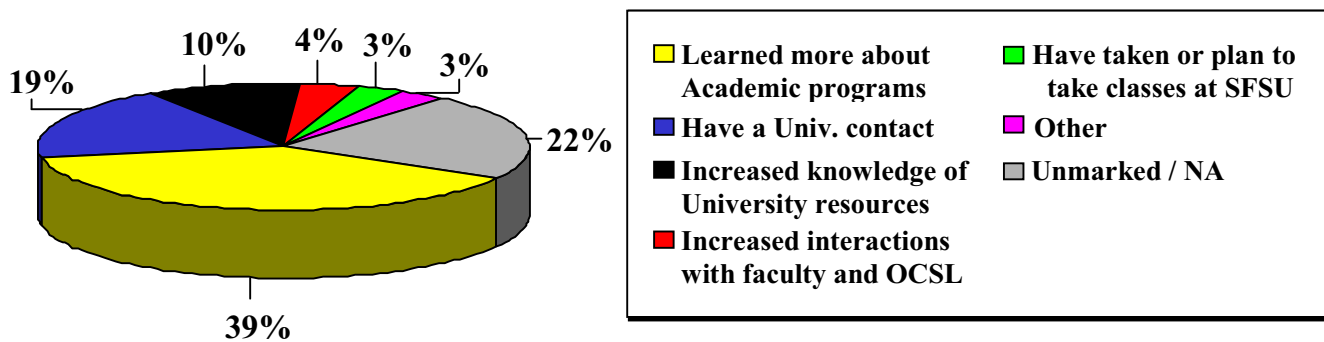


Figure 10. As a result of your connection to a CSL course, how has your awareness of the University changed?

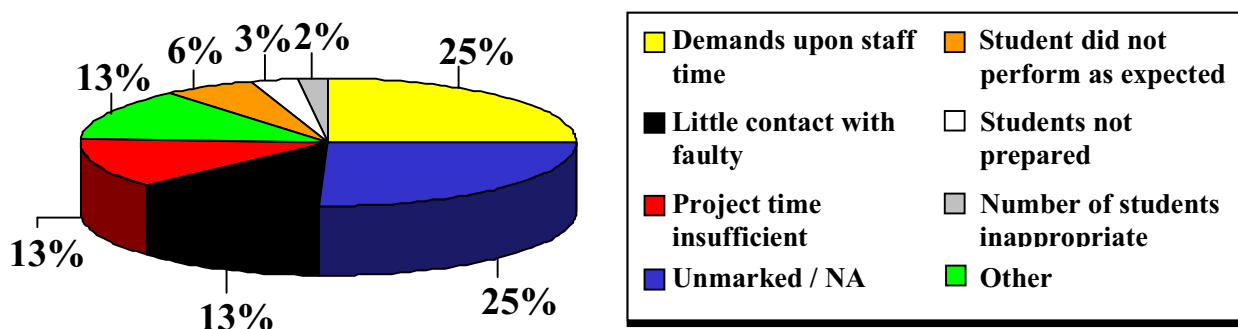
## CHALLENGES OF COMMUNITY SERVICE LEARNING

Community partners both in our survey and focus groups responded that they had similar challenges.

Agencies responding to our survey were asked what was the most important challenge to their agency while hosting a CSL student. Those responding indicated that it was demand upon staff time (25%). In the focus groups, respondents said the agencies lack resources to accept more interns, that is, time to supervise, space to accommodate students, and money to hire additional staff to supervise interns. However, all respondents indicated that they would like more students from SFSU to participate at their site; however, in the current environment of budgetary cuts, and while community needs are increasing, they did not have the time to recruit the students they desperately need.

Communication with Faculty was a challenge for those responding to the survey and those attending the focus groups. In the survey, 13% indicated that they had very little contact with faculty. However, in the focus groups the percentage was higher—80%. In our survey, forty-one percent reported they, in combination with faculty, had made the arrangements (see Benefit Section, #7 for more details), therefore, the lack of communication between faculty and agency might possibly surface after the placement has taken place.

Another challenge reported by the survey was insufficient project time (13%). Community partners would like to get interns for a longer period of time. Agencies, especially those providing tutoring services, start providing services to students earlier in the semester than SFSU students can participate in their programs; therefore, creating a shortfall of volunteers at the incept of most tutoring programs.



**Figure 11. What are some of the challenges you encountered?**

Consistent with UCLA’s findings, respondents in our focus group reported feeling “disconnected” from SFSU faculty as the one of the challenges of community service learning. They felt that a more formalized relationship with SFSU faculty would help.<sup>2</sup>

<sup>2</sup> In 1999, a survey was conducted to by The UCLA Higher Education Research Institute Service Learning Clearinghouse Project, a partner organization of the Learn and Serve America National Service Learning Clearinghouse, to gather information about community service learning needs. They conducted an electronic survey that was administered to of grantees of the Corporation for National Service (CNS) to determine the needs of service-learning practitioners in colleges and universities nationwide.

One surprising new challenge was **Student Demographics**. In the focus groups, agencies indicated the lack of students to match the ethnic, linguistic, and socioeconomic needs of the populations served. One agency that runs an after school program for middle and high school students in the Western Addition neighborhood of San Francisco remarked that her kids “need mentors who can empathize with the challenges they face...[they are] black, young and most of their dads are in prison...they need someone just like them to show them they can go to college too.” In Academic Year 2002-03, SFSU undergraduate demographics were as follows: American Indian 0.8%, Pacific Islanders 1%, African American 7.1%, Chicano-Mexican American 7.5%, Other Hispanic/Latino 7.2%, Filipino 11.7%, Asian American 29.4%, White Non-Hispanic 31.2%, Female 60.7%, Male 39.3%. The SFSU student body demographics closely match the demographics of San Francisco. Since we do not know who is opting to take the CSL option, we cannot elaborate why community partners felt that there is a lack of students to match the diversity of their clientele. However, anecdotal data indicate that the students who are participating in CSL are mostly Caucasian women.

## **IMPACT ON OTHERS**

In the focus group sessions, community partners were asked what impact CSL had on their agencies.

On a micro-level, agencies described endless benefits that CSL had not only on their agency and the community in which they serve, but also to the students and SFSU. Respondents listed numerous benefits to all stakeholders; however, the following are those that arose as themes throughout data collection.

### **Micro-Level Impacts**

#### **A. Benefits to the Community Partners and Community Members**

- Active involvement of institutions of higher education in the community;
- sharing of knowledge, skills, and current research;
- more clients are served without having to expend dwindling resources;
- increases meaningful service in the community;
- increases awareness of degree programs and services; and
- **SFSU students act as role models for clients.** The following is a quote from an agency, “each student leaves the client with a very important message: that an education is very valuable and possible for everyone.” Respondents overwhelmingly agreed that partnering with institutions of higher education creates this norm.

#### **B. Benefits to the Student**

- Application of the knowledge and skills learned in the classroom in a real setting (connection of theory and practice);
- exposure to a variety of occupations with their field;
- awareness of the needs of the community;
- development of work ethics within an academic setting;
- ability to problem solve and think critically; and
- fosters a commitment to community involvement.

### **C. Benefits to the University and Faculty**

- Connection to current community issues and needs;
- active involvement with community agencies and efforts;
- develops a formal process of civic engagement; and
- impacts communities in need.

This is very consistent with our survey findings. Thirty-two percent (32%) of those responding indicated that their services had been enhanced because of the CSL students. Seventeen percent (17%) indicated that they had increased the number of clients served.

#### **Long Term Benefits:**

- CSL helps leverage much needed grant funding. In-kind resources, especially from a institution of higher education, demonstrate a collaborative effort that may help to sustain services well after a grant period ends. They can also use the number of volunteers they get to continue their nonprofit status. The long-term outcome of this impact is an increase in the quality and quantity of services a program can provide, thereby increasing the number of clients they serve.
- Encourages community building and builds strong linkages. The student commits to understanding and serving the needs of the community; the faculty provides a forum for bridging theory and practice; and the community partner provides an important entrée into the community. Together, these three entities become well positioned to build strong linkages to improve services, in turn improving the quality of life for its clients.
- SFSU students act as role models for clients and for others in the community.

The above macro-level benefits are viewed as particularly significant for the community agencies as they directly affects their ability to continue providing services to the community, especially during hard economic times when people and resources are scarce. We were surprised by this result since we never speculated the economic impact our students are having in the agency. They indicated that funding was used for service expansion, improvement and maintaining of their nonprofit status.

## IV. CONCLUSIONS

Clearly all agencies agreed the partnerships between the community and SFSU add value to the interests of all stakeholders, most importantly, the community members that they serve.<sup>3</sup> The results indicated that OCSL is meeting most of the goals in developing reciprocal and mutually beneficial partnerships. Overall, respondents were extremely satisfied with the quality of SFSU student interns. Ninety-two percent (92%) of those who responded to the survey and 100% who attended the focus groups indicated that the micro-level benefits of having an intern significantly improved the quantity and quality of services the agency offered and increased the number of clients served. Other benefits included a renewed sense of creativity and energy to the agency, ***an active involvement of SFSU in the community***, and a bridging of theory and practice.

More importantly, respondents reported that the long-term, macro-level impact of community service learning in the community was that it helped leverage grant funding for service expansion and improvement; maintain nonprofit status by utilizing volunteers; ***and create a norm among community members that attending college, particularly SFSU, was possible for everyone, regardless of socioeconomic status.***

The two most important challenges were the demand of staff time to supervise students and the need for better communication with faculty. However, community partners also indicated that although there were challenges with CSL, 91% reported they would continue using SFSU students.

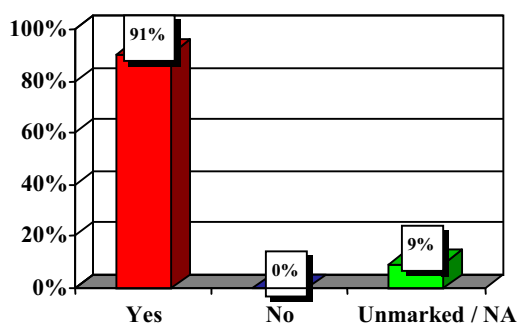


Figure 12. Will you continue to use SFSU students?

<sup>3</sup> In September 2002, the Council of Independent Colleges, an association of 500 colleges and universities, in cooperation with the Consortium of the Advancement of Private Higher Education's Engaging Communities and Campuses Grant program convened 21 leaders of community organizations from the around the country. The goal of the meetings were to document perceptions of their experience in maintaining partnerships between community organizations and higher education institutions. Results of this assessment survey were very consistent with OCSL assessment results.

## V. RECOMMENDATIONS

The following recommendations were suggested in order to mitigate some of the most pressing challenges encountered in this partnership.

- **Restructure the OCSL website to improve communication and matching students, faculty and community agencies.** It is clear that not only students rely on OCSL's Community Connections Database to find an internship, but community agencies and faculty also rely on the database for exposure and potential interns. By developing an interactive, online resource for providing detailed information about department and community agencies, OCSL will improve the placement power of the database.
- **Develop a newsletter,** which will not only increase the visibility of CSL, but also improve communication among stakeholders.
- **Formalize and facilitate relationships between SFSU departments and CSL agencies.** A formal relationship will clarify expectations and better match students with appropriate sites.
- **Continue with the planning and implementation of a one-day stakeholder orientation for community service learning agencies.** One of the challenges when working with community partners is that there is often a chasm between the (unrealized) expectations and (mis)understandings of the community partners and the services/resources the university can provide. There are many reasons for this misunderstanding such as the constant changing of volunteer coordinators and/or staff. It is important, therefore, for OCSL to clarify abilities and expectations, and to ensure that students and faculty work closely with community liaisons to develop genuine understandings of each other's contextual perspectives, and the ability to respond to needs.
- **Seek funding to help community agencies develop more effective volunteer management systems** in order to build the capacity to more effectively work with and support their volunteers, including community service learning students.

## APPENDIX A ASSESSMENT SURVEY

**The Office of Community Service Learning has a strong commitment in improving SFSU’s community service learning program, therefore, we would like to better understand the impact that community service learning has on our community partners. Please assist us by taking five (5) minutes to complete this survey, and return it to us in the enclosed self -stamped enveloped.**

**I. First we would like to get some information about your organization.**

1. How long has your organization been working with SFSU students?  
 Less than one year                       1-3 years                       More than 3 years
  
2. What are the benchmark areas addressed by your organization? (Check the most appropriate)  
 Education                       Housing                       Safety/Law Enforcement  
 Health                       Environment                       Social Services                       Other

**II. The next set of questions relates to your most recent experiences with our university.**

3. How did your interactions with this program influence your capacity to fulfill the mission of your organization?  
*Please mark the most important one.*  
 New insights about the organization/its operation                       Increase in number of services offered  
 Increase in number of clients served                       Enhanced offerings of services  
 New connections/networks with other community groups                       Increased leverage of financial/other resources  
 Other (please specify)  
\_\_\_\_\_  
\_\_\_\_\_
  
4. What are some of the challenges you encountered? *Please mark the most important one.*  
 Demands upon staff time                       Mismatch between course goals and organization  
 Project time period insufficient                       Little contact/interaction with faculty  
 Students not well prepared                       Student did not perform as expected  
 Number of students inappropriate for size of organization  
 Other (please specify)  
\_\_\_\_\_  
\_\_\_\_\_
  
5. What are some of the economic effects of your work with this program?*Please mark the most important one.*  
 Increased value of services                       New products, services, and materials generated  
 Increased organizational resources                       Increased funding opportunities  
 Completion of projects                       Identification of new staff  
 Access to university technology and expertise                       Identification of additional volunteers  
 Other (please specify) \_\_\_\_\_

6. In what ways do you believe that you are able to influence the university as a result of your connection with one of our community service learning courses? *Please mark the most important one.*

- Influence on course content                       Influence on faculty awareness of community  
 Influence on university policies                       Influence on student learning experience  
 Other (please specify)
- 

7. As a result of your connection to this community service learning course, how has your awareness of the university changed? *Please mark the most important one.*

- I learned more about university academic programs  
 I know whom to call upon for information and assistance  
 I have an increased knowledge of university resources  
 I have more interactions with faculty and the Office of Community Service Learning  
 I have taken or plan to take classes at the university  
 Other influences (please specify)
- 

8. Will you continue to use SFSU students?

- Yes                       No

**III. Please rate your level of satisfaction with your connection to a community service learning course in the following areas:**

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	N/A
9. Overall communication with students and faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Level and quality of interaction with students/faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Quality of student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Feedback and input into planning of experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Scope and timing of activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Level of trust with faculty and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. How did you handle the logistics of your communitybased service learning placements?						
	<input type="checkbox"/> Our staff made the arrangements and placements.					
	<input type="checkbox"/> The faculty member made the arrangements and placements.					
	<input type="checkbox"/> The student(s) made the arrangements and placements.					
	<input type="checkbox"/> We handled the arrangements and placements collaboratively.					

16. What was the best aspect of this experience for you or your organization?

17. What aspects of the experience would you change?

18. Please add any other additional comments.

19. Would you be interested in attending a focus group in your neighborhood to address community/university partnership issues? (*Such as understanding university and community calendars and partnership structures, fundraising collaborations, grant writing workshops, technical training, etc.*)

Yes       No

If yes, please list the best person to contact:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

\_\_\_\_\_

Phone: (Area Code) \_\_\_\_\_ (Phone Number) \_\_\_\_\_

***Thank you for your comments.***

***Please return this by August 15<sup>th</sup> in the enclosed self-stamped envelope or to  
OCSL, 1600 Holloway Avenue, Lakeview Center, Room 121, San Francisco, CA  
94132—4027***

## **APPENDIX B FOCUS GROUP ASSESSMENT QUESTIONS**

Focus Groups Questions (break them into groups of five)

1. Introductions and nature of partnership with Univ.
2. If presently partnering with the Univ. what has gone well? Why has it been successful?
3. What have been the benefits of the partnership, from your perspective?

After partnering did your agency had new insights into operating your volunteer program or into operations?

What was the impact on capacity to serve clients? Did it increase or decrease?

How important is the faculty-member supervisor? How would you describe the working relationship with supervising faculty?

4. What are the burdens, obstacles or barriers of the partnership? (How did you cope with this?)

(i.e., What are the advantages and disadvantages of incorporating students? Preparation, ability, adaptability, time available? If you work with college students from other universities, how do SFSU student stack up?)

5. What would you do differently next time? What would you change?
6. What might the university do differently next time?
7. What do you know about the university that you did not know before?
8. What is the most important thing you like the university to hear from you? What we have not discussed?
9. Do you see any changes that this partnership has made on the community or its residents, directly or indirectly? What specifically?