

# Community Engagement Student Handbook Spring 2008



California State University  
**Northridge**



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# Introduction



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## Introduction

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# Purpose

*“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has.”*

*Margaret Mead*

The Student Resource Guide to Community Engagement is designed to be a reference tool for CSUN students participating in a community engagement assignment. The Handbook provides you with step-by step instructions about the community engagement process. In addition, the Handbook communicates:

- The Community Engagement Mission,
- The Basics of Community Engagement, and
- How Community Engagement Benefits CSUN Student



We hope that this will be a meaningful, fun, and transformative learning experience that will help you to get involved, act locally, think globally, and give back to the community!

# Mission Statement

The Community Engagement Program was established in 1998 to inspire, encourage and support students and faculty in the pursuit of academic achievement through active participation in meaningful, reflective, and carefully constructed service experiences linked to classroom curriculum. The activities address community challenges, teach students the importance of responsible citizenship and transmit the skills, ethics and knowledge necessary for community, national and global leadership.

Each year, students in over 100 classes are given opportunities to integrate scholarship, research, and service by applying their classroom lessons to real-life situations that seek to improve the quality of life for our neighbors and our neighborhoods.



To paraphrase George Santyana, “*Students educated only at school are uneducated students.*” The mission of the Community Engagement Program is to help students understand that learning occurs in many different ways and from interactions with many different people and issues. The community, with its myriad of resources and challenges, is one of their most valuable classrooms.

# A Definition of Community Engagement

Community Engagement involves students in service to the community that addresses local needs, while developing academic skills, a sense of civic responsibility, and a commitment to the community.

## *How does community engagement affect you?*

Community Engagement is a teaching and learning method that links course content to “real-life” learning experiences in the community. Learning opportunities within the community provide students with a richer educational experience and greater understanding of course content. Through reflection activities students are given opportunities to understand their community engagement experience, how their service benefits the community, and how their learning experience in the community links to theories and practicum presented through course content.

*“We are prone to judge success by the index of our salaries or the size of our automobiles, rather than by the quality of our service and relationship to humanity” -Dr. Martin Luther King Jr.*

## *Key elements of Service-Learning:*



avenue to

- Community Engagement links service to the community through study
- Community Engagement requires structured reflection of service integrate the service experience with the course work
- Community Engagement emphasizes working with individuals and on needs defined by a larger community
- Community Engagement includes civic responsibility, service and “reflection” and critical thinking as part of the course
- Community Engagement may also include clarification of career objectives and acquisition of work-related skills
- Community Engagement provides students with an excellent promote personal and professional growth

## *What Community Engagement is NOT:*

- Volunteerism – a volunteer is available to respond to any need for support that the organization may have (clerical, administrative, etc.), but a service-learner is expected to make observations and serve the community.
- Internship – an internships primary purpose is to develop specific skills related to a specific technical field or profession.

*“Making a difference depends on us. It involves a conscious decision to do something positive and constructive with our lives. And that decision requires a knowledge of self.”*

*-Christopher Notes*

# Benefits of Community Engagement

## *Student Benefits:*

Community Engagement will introduce you to new educational experiences; and enhance your understanding of course content, civic responsibility, self awareness and commitment to your community. Through your service assignment, you will find that community engagement:

- ➔ Makes learning relevant,
- ➔ Influences students' decisions regarding major career options,
- ➔ Develops social responsibility and leadership skills,
- ➔ Personalizes students' educational experience,
- ➔ Encourages students to be participants in community,
- ➔ Promotes students' explorations of values
- ➔ Allows students Learn from individuals who are different from and similar to you in age, class, gender, educational-level, physical ability, sexual orientation, and life experiences.
- ➔ Examines your own values, attitudes, and beliefs about the world
- ➔ Gives you experience in the surrounded communities as part of your classroom for learning
- ➔ Gives you an understanding of the economic, political, and cultural structures of our society and the impact these structures have on people
- ➔ Lets you Develop and experience community with other service learners as well as with people you serve and are served by
- ➔ Increases your understanding of the four facets of service: justice, compassion, diversity and social responsibility.



## *Community Benefits:*

- ➔ Access to services of university students
- ➔ Access to academic expertise
- ➔ Promotion of organizational stability & growth
- ➔ Lets them gain new perspectives on program services
- ➔ Builds a responsive workforce
- ➔ Increases diversity of service volunteers

*“In the world and at home, you have the opportunity and the responsibility to help make the choices which will determine the greatness of the nation...You live in the most privileged nation on earth. You are the most privileged citizens of that privileged nation; for you have been given the opportunity to study and learn...You can use your enormous privilege and opportunity to seek purely private pleasure and gain. But history will judge you, and as the years pass, you will ultimately judge yourself, on the extent to which you have used your gifts to lighten and enrich the lives of your fellow man [woman]. In your hands, not with presidents or leaders, is the future of your world and the fulfillment of the best qualities of your own spirit.”*

# Getting Started

Your instructor has pre-selected one or more community agencies with which CSUN has developed strong service-learning relationships. You are required to make your selection from the list provided – ***No substitutions can be made without your instructors' consent.***



## ***Selecting a Community Agency***

Your professor will provide you with a list of potential Community Partner sites for you to choose from. This may occur either prior to or during your in-class Community Engagement orientation. A few things to consider before making your selection are:

- What are my skills and interests?
- What is my most comfortable work setting (i.e. one-on-one, small groups, etc.)?
- What do I want to learn from my community engagement experience (i.e. new skills, job experience, etc.)?
- What population do I most want to serve (i.e. school-age children, elderly, etc.)?
- How much time do I reasonably have to give each week?
- Does the community agency have business hours that are compatible with my schedule?
- Do I have adequate and reliable transportation to the agency's site?

*"A different world cannot be built by indifferent people."*

*-Horace Mann*



## ***Contact the Community Agency***

- Telephone the community site you have selected to arrange an appointment to discuss your community engagement assignment and opportunities with the agency appropriate to your course content;
- Tell them that you are a CSUN student and that your professor requires you to complete a community engagement assignment;
- Tell them the name of the class for which you are completing the community engagement assignment and the name of your CSUN professor requiring the community engagement project;
- Set a date for your orientation meeting at the site, confirm the address of, and directions to, the site, and ask for directions.

*"Making a difference depends on us. It involves a conscious decision to do something positive and constructive with our lives. And that decision requires a knowledge of self."*

*-Christopher Notes*

# Next Steps



*"Service is a mutual thing. It is not only helping others; it is being helped. Because we learn, we affirm ourselves... We have everything to gain by doing this as human beings and as citizens and as people who are trying to learn about the world." – Robert Coles*

## ***Attend an Orientation Interview with the Community Agency:***

- Dress professionally and arrive to your appointment on time;
- Be sure to take the *Community Engagement Plan & Service Agreement* with you and complete it with your community site supervisor so all persons involved have a clear understanding of the expectations;
- Discuss the days and times that you are available to complete your community engagement hours;
- Determine the type(s) of service you will be conducting while serving with the community agency;
- Ask about any training the community agency requires of community engagement students prior to beginning service with the agency;
- Minimum daily, weekly, or monthly time commitments they may require.

## ***Complete and Submit Paperwork:***

- **Community Engagement Plan & Service Agreement:** This plan outlines both your learning and service objectives and also serves as a three-way agreement between the CSUN student, CSUN faculty, and community site supervisor. This form should be completed in conjunction with your community site supervisor, approved by your CSUN professor, and returned to the Community Engagement Office (see "Community Engagement Checklist"):
  - Complete all personal, course, and community agency information;
  - Provide your signature acknowledging "Student Responsibilities";
  - Develop learning objectives you hope to achieve through your service;
  - Develop service objective that will help you achieve your learning goals;
  - List any potential risks or hazards you may encounter at the community agency;
  - Fill-in the number of hours, start and end dates for service, and total number of service-hours you are required to complete per your course syllabus;
  - Sign and date the Community Engagement Plan & Service Agreement;
  - Obtain signatures from both your community site supervisor and your CSUN professor;
  - Return completed form to the Community Engagement office (SH-443) – **see Student Checklist for due date.**
- **TB Test:** Many community agencies require community engagement students and volunteers to complete a TB test prior to beginning service, which can be obtained free of charge at the CSUN Student Health Center. To receive a free TB test, you must:
  - Go by the Community Engagement office (SH-443) to pick up a **TB Authorization Form.**
  - Ask your Professor for a TB test Waiver.

**\*\* Last day to receive Free TB Tests: February 27, 2008\*\***

# Next Steps (continued)



*“If you would be a leader, you must lead your own generation, not the next.”  
– Woodrow Wilson*

## ***Complete and Submit Paperwork (continued):***

- ✦ **Fingerprinting:** While the Community Engagement office works hard to eliminate the requirement for CSUN student engagement students to provide fingerprints for a legal background check, there are community agencies where this prerequisite cannot be waived. If the community agency you have selected for your service site cannot waive the fingerprint requirement, it is the agency’s responsibility to arrange and pay for this service.
  - **NOTE:** If you select a site that requires fingerprints, there could be a delay in the processing of the prints and, therefore, delaying your community engagement placement – remember that your service should take place over the course of 10-weeks and any delays in placement could impact other course assignments related to your service and may not allow adequate time for you to complete your service hours before the end of the semester.
  
- ✦ **Community Engagement Student Timesheets:** Student timesheets provide faculty and students with an on-going record of service provided. Each time that you visit your community site, you will want to record. . .
  - The date you are at the site;
  - Your start and end times;
  - Type of service (activities) performed at the site;
  - Total hours served that day;
  - Total semester hours served;
  - Community site supervisor’s initials verifying your work for the day.
  
- ✦ **Community Engagement Evaluations:**
  - ***Student Evaluation of Community Placement***
    - This is a valuable form that allows the Community Engagement office, and your CSUN professor, to better understand students’ perspective of participating in a community engagement course assignment. Please complete this form as honestly as you can; this is confidential information and does not require either a student name or identification number.
    - Return completed evaluation to the **CIELO** office (SH-443) – see Student Checklist for due date.
  - ***Community Site Supervisor Evaluation of CSUN Community Engagement Student***
    - This evaluation provides your CSUN instructor with an analysis of your service, learning, and attitude in the community.
    - Complete the top-portion of the form to assure that all information is correct (these forms will be used in determining your grade for the community engagement assignment; so it is best for students to fill-in this information prior to giving it to their site supervisor for completion).
    - Ask your site supervisor to complete the form and return it to you
    - Make two (2) copies of this evaluation
      - Give one copy of the evaluation to your CSUN professor
      - Keep one copy of the evaluation for your records
    - Return the original evaluation form to the **CIELO** office (SH-443) – see Student Checklist for due date.

# Service-Learning Checklist

In order to receive credit for your community engagement assignment, the following **MUST** be completed:

<b>Due Date</b>	<b>Task</b>	<b>Completed</b>
Feb. 22, 2008	<b>Last day to meet with community agency to arrange service-learning hours.</b>	_____
Feb. 29, 2008	<b>Community Engagement Plan &amp; Service Agreement due: Community Engagement Office (SH-443)</b>	_____
May 2, 2008	<b>Student Timesheets due:</b> Provide one copy for your instructor, the original should be sent to the Community Engagement Office (SH-443)	_____
May 2, 2008	<b>Student Evaluation of Community Placement due:</b> Community Engagement Office (SH-443)	_____
May 2, 2008	<b>Community Site Supervisor Evaluation of CSUN Service-Learning Student due:</b> Provide one copy for your instructor, the original should be sent to the Community Engagement Office (SH-443)	_____



*“Freedom is an indivisible word. If we want to enjoy it, and fight for it, we must be prepared to extend it to everyone, whether they are rich or poor, whether they agree with us or not, no matter what their race or the color of their skin.”*

*- Windell Lewis Willkie*

# Tips for a Successful Community Engagement Experience

- Call (818.677.7395), email (merri.whitelock@csun.edu), or visit the Community Engagement office (Sierra Hall 4<sup>th</sup> floor, 443), whenever you need help.
- **Don't delay – get started early!** Some agencies only accept a few students at a time, so it is best not to procrastinate. An early start also allows plenty of time to complete the hours and class assignments related to your community engagement experience.
- If you have problem contacting a community agency representative, try another agency on your instructor's list of selected agencies. If you still experience difficulties, contact the Student Community Engagement office for assistance.
- Be flexible. One aspect of Community Engagement is working with people, but there are many areas and opportunities for learning.
- Communicate effectively with staff of the community agency. They are there to support you and to help you have a positive experience. It is ideal to show your supervisors the course syllabus so that they can better accommodate your learning objects.
- Participate in classroom discussions regarding community engagement experiences; share your thoughts and experiences with others. This will help you deal with new situations that may arise and will allow you insight as to how others might handle similar situations.
- Learn about the community and the people in it, before making assumptions. You may come from a very different community than the one you will become part of through community engagement
- Make an effort to learn about existing strengths and needs of the community you are serving.
- Learn about the history of the community agency where you are completing your community engagement assignment - understand the agency's purpose and goals and how you help the agency realize its goals
- Be open to seeing things in new ways – from other viewpoints. Observe and respect cultural; differences in language, expectations, and values.
- Ask questions and do not just listen – HEAR what is being said!
- Make a point of knowing what you are expected to do in your assignment at the agency as a service-learner
- Critically think about the purpose of your community engagement assignment and actively work toward meeting the community agency's needs while understanding the relevance within your own area of study
- Pay attention to how you practice power. Learn and serve WITH the people at the community agency. We are reaching our hands out, not down.
- Accept, enjoy, celebrate, and build on small successes!

# The Do Not's of Community Engagement

- DON'T report to your service site under the influence of drugs or alcohol
- DON'T give or loan a client money or other personal belongings
- DON'T make promises or commitments to a client that you cannot keep
- DON'T give a client or community-based organization representative a ride in a personal vehicle
- DON'T use your personal vehicle to provide services for your organization
- DON'T tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community-based organization representative
- DON'T tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of her/his age, race, gender, sexual orientation, ability or ethnicity
- DON'T engage in any type of business with clients during the term of your service
- DON'T enter into personal relationships with a client, or community-based organization representative during the term of your service
- DO know that you can request an alternative service site if you are not comfortable with your current site

## Final Points

- Keep your automobile a non-attraction. Do not leave items visible in the car's interior. Place valuable articles in the trunk prior to arrival at site.
- If you take the bus, be sure to know the route and cost of bus fare.
- In case of a breakdown or a mix up with transportation, carry enough money for a cab ride home.
- Develop a community safety net of resources in your placement area.
- Get to know your supervisor at the agency.
- Familiarize yourself with people, places and things in the area that can be of assistance in times of emergency (e.g. know the location of phones, 24-hour stores, police station, etc.).
- Give the phone number of the agency where you'll be serving to a roommate, friend, or relative before leaving for your placement site.
- Use common sense and conduct yourself in a professional manner at all times. Every site has its own rules, policies, procedures, protocol and expectations, for which you are responsible. Familiarize yourself with the workings of the site/agency. This will contribute to your success in service.

## Reflecting on Your Community Engagement

During the semester, your professor will ask you to reflect on the experiences you've had and how the course material relates to what you have experienced through Community Engagement. This will serve as an opportunity for you to share the knowledge and expertise that you've gained with your class. Reflection can be in a variety of forms:

- \* On-going process throughout the semester
- \* A group decision and sharing process
- \* A paper at the end of the semester
- \* A journal of experiences

Your professor will decide which type of reflection activity you will use. NOTE: The more you are able to integrate your experience with classroom theory the more your service will contribute to your reflection activities.

# Example Reflection Exercise

*"I don't know what your destiny will be, but one thing I know: Those among you who will be really happy are those who have sought and found how to serve one another."*

*-Albert Schweitzer*

Reflection is a very important part of the service learning experience. We encourage service learners to reflect on their service activities throughout the semester so that they are thinking critically about the work they are doing and increasing their understanding of class concepts. Please begin your reflection by answering the following questions. Keep this form so that you may refer to it at the end of your community engagement experience.

**1. What are your initial observations about your community engagement placement site?**

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**2. What are your expectations for this community engagement assignment? What will you gain? What service will you provide?**

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**3. What are your feelings about your community engagement assignment?**

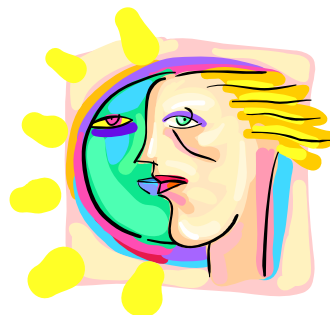
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# Creating Closure

***How can you, as a student service learner, best prepare yourself and individuals you have been working with for your departure?*** Through Community Engagement, students experience the frustrations and difficulties as well as the successes and hopes of working with different populations on a short-term (semester-long) basis. Closure signifies the ending of an experience, and will involve a period of time meant to effectively prepare participants for the conclusion of a community engagement partnership.

## **I. Give advanced notice two to three weeks before your service ends**

In anticipation of final visits to the service site, you should inform the site supervisor and those with whom you have worked, the number of weeks left for your semester-long commitment. This way, the site supervisor will be alerted to the loss of assistance and the persons being served will have the opportunity to emotionally prepare for and express "goodbyes."

### ➤ ***Plan a "Ceremony" for your final session***

Plan a gathering with drinks and snacks. This may be a time for acknowledgment, for sharing accomplishments, providing certificates and awards, taking and sharing photographs, create a bulletin board, photo album, or another memento to signify the experience.

### ➤ ***Write Letters***

Write a letter to the service site and/or the person you served sharing how the experience changed you, what you learned, and the lasting impact the service has had on you. If you would like to continue writing after the semester, invite the individual(s) you worked with to write back.

*"If you would be leader, you must lead your own generation, not the next."*

*-Woodrow Wilson*

### ➤ ***Give Small Gifts as Remembrances***

Make a tape of music both parties like, take a Polaroid camera to the last service visit and take pictures of each other to exchange, give a book (one that you have read together or one that you think the person might enjoy). Don't spend large amounts of money on gifts, please!

## **II. Behaviors to avoid when saying "goodbye"**

Emotions may surface for you and the people you have been working with. It is likely that the people with whom you have worked have experienced losses and it is never an enjoyable part of a partnership. However, leaving a partnership without saying goodbye will leave both you and the other person feeling unsettled and abandoned. Be aware that you may become "romanticized" and may be inspired to make promises to perpetuate that feeling of good will. However, you must ***BE HONEST*** about ending the experience. Your time commitment is finished and it is appropriate for you to say goodbye. ***Do not make promises that cannot be kept.***

# Sexual Harassment

## CSU Policies

The California State University Chancellor's Executive Order No. 345 requires each campus of The California State University to maintain a working and learning environment free from sexual harassment for its students, employees, and those who apply for student or employee status. The following federal and state statutes prohibit sexual harassment as a form of sex discrimination:

### Title VII of the Civil Rights Act of 1964 (as amended)

Title IX of the Education Amendments Act of 1972; Government Code Section 12940; and the California Education Code, Section 200 et seq.

## Responsibility

All members of the university community are responsible for ensuring that their conduct does not sexually harass any other member of the university community. This same responsibility extends to employees of third parties doing business with the University and to campus visitors. University administrators and supervisors have the further responsibility of preventing and eliminating sexual harassment within the areas they oversee. If administrators or supervisors know sexual harassment is occurring, receive a complaint of sexual harassment, or obtain information indicating possible sexual harassment, they must take immediate steps to ensure the matter is addressed, even if the issue or alleged problem is not within their assigned area of responsibility.

Faculty, staff, and students are expected to inform an appropriate administrator (i.e., deans or vice presidents) or other university officer (i.e., director of Human Resources) if they have reason to believe sexual harassment is occurring. Program administrators and department heads/chairs are responsible for taking appropriate steps to disseminate this policy statement to students and employees in their respective areas. All faculty, staff, and administrators will be held accountable for compliance with this.

## Definition of Sexual Harassment

- 1) Sexual harassment is defined by the Equal Employment Opportunity Commission as follows:  
Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when:
  1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or academic advancement
  2. Submission to or rejection of such conduct by an individual is used as a basis for affecting an individual's employment or academic standing
  3. Such conduct has the purpose or effect of unreasonably interfering with a person's work or academic performance or creating an intimidating, hostile, or offensive work, learning, or social environment

## Sexual Harassment (continued)

### Not "Just Flirting" - Types Of Sexual Harassment

- Verbal or physical contact with the intention of sexual relations may be quid pro quo (i.e., "in exchange" for favors such as promotions, employment perks, better grades etc.). The power of the person in authority (employer, supervisor, professor, etc.) to sexually harass increases in direct Correlation to lack of organization of the potential victim group - i.e., women laborers in the informal sector, temporary workers, students, women in institutions for the mentally/ physically handicapped etc. are most vulnerable.
- Sexual harassment by colleagues
- Sexual harassment by clients - particularly in professions where women's role is "sexually packaged" - such as air hostesses, workers in beer bars etc.
- Sexual objectification of an individual though sexual relation not intended (harassment on the road etc.). This can also include negative comments like "you're fat/ ugly" etc.
- Hostile, anti-woman environment (pornography in public places, foul language etc.). This may not be directed at any woman employee in particular, but the effect on women is one of discomfort.

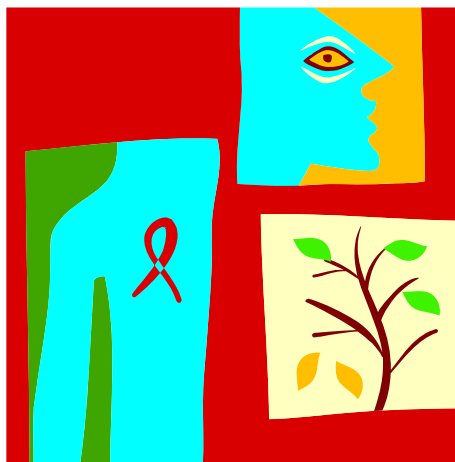
### Additional Resources:

#### Sexual Harassment in the Workplace

<http://www.discriminationattorney.com/harasswk.html>

#### Sexual Harassment at the University

<http://www.fullerton.edu/diversity/policies.asp?mode=policiesbrochure>

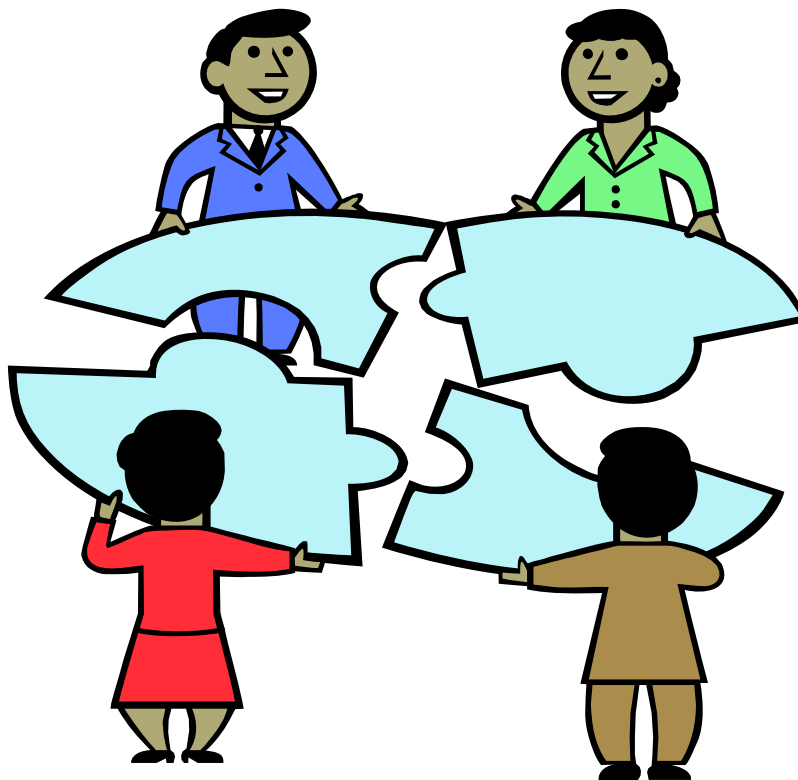


*"Great thoughts speak only to the thoughtful mind, but great actions speak to all [hu]mankind."*

*-Emily P. Bissell*

## Service-Learning Staff

Name	Phone	Email
<b>Merri Whitelock, Managing Director</b>	818.677.7395	merri.whitelock@csun.edu
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<b>Kaprice Sumrall, Student Assistant</b>	818.677.7395	



# The Paperwork





# Community Engagement Application & Agreement

Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Student ID:(9-Digits) \_\_\_\_\_  
Course Title: \_\_\_\_\_ Instructor: \_\_\_\_\_  
First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_  
Address: \_\_\_\_\_ Apt. No: \_\_\_\_\_  
City: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Phone #1: \_\_\_\_\_ Phone #2: \_\_\_\_\_  
Email: \_\_\_\_\_  
Major: \_\_\_\_\_ Career Goals: \_\_\_\_\_

Community Agency Selected for Service: \_\_\_\_\_  
Agency Site Supervisor: \_\_\_\_\_ Site Phone: \_\_\_\_\_  
Agency Site Address: \_\_\_\_\_

## Student Responsibilities for Community Engagement

**Show respect for the agency that you are serving.** Placement within the community is a valuable educational opportunity and a privilege for you. While you are providing a service to the community, it, in turn is investing precious resources in your learning process.

**Use a common sense and conduct yourself in a professional manner at all times.** Every community agency has its own rules, policies, procedures, and expectations for which you are responsible. Be sure to familiarize yourself with these and other aspects of the agency's culture at the beginning of your service.

**Be punctual and responsible.** Even though you are giving your time, you are participating at a community agency as a reliable, trustworthy, and contributing member of the larger team. Always arrive on time and immediately notify your site supervisor if you are unable to come in or anticipate being unavoidably late.

**Be appropriate in manner and dress.** You are in a work situation and are expected to treat your site supervisor and everyone else at the community agency's site with courtesy and respect. Dress comfortably, neatly, and appropriately for the site. The following items of clothing **NOT appropriate** for community settings.

Short Skirts	Tank Tops	Ripped Clothing
Form Fitting Clothing	Halter Tops	Short Tops
Low Necklines	Shorts	Flip- Flops or Thongs
T- Shirts with Logos	Smelly or Dirty Sneakers	Mid- Drifts

**Ask for help when in doubt.** Discuss any questions or concerns about your service-learning experience with your site supervisor. Should a problem arise that cannot adequately be resolved by the site supervisor or other officials at the community agency, bring your concerns to the attention of your instructor and, if necessary, to the attention of the community engagement director.

**Respect the privacy of all community agency clients.** Do not share confidential information about the clients of the agency with anyone. Pseudonyms are used if you discuss any of the agency's clients in class assignments.

## Student Responsibilities for Community Engagement (Continued)

- Never** report to your service site under the influence of drugs and /or alcohol.
- Never** give or loan money or personal belongings to a client or representative of the community agency.
- Never** give your personal telephone number, home address, or email address to a client of the community agency.
- Never** make commitments to a client or to the community agency that you cannot keep.
- Never** give a client or representative of the community agency a ride
- Never** tolerate verbal exchanges of a sexual nature or engage in any behavior that might be construed as sexual with a client or representative of the community agency.
- Never** tolerate verbal exchanges or engage in any behavior that might be construed as discriminating against an individual on the basis of age, race, gender, sexual orientation, disability status, or ethnicity.

I have reviewed the guidelines for student responsibilities and agree to adhere to them during my community engagement experience.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date Signed

### Student- Community Agency Learning & Service Objectives Agreement

**Learning Objectives:**                      What do you, as a student; hope to learn from this community engagement experience and how does this relate to your coursework?  
Why did you choose your agency?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Service Objectives:**                      Identify and describe the nature of the service activities in which you will be engaged. The service objectives should be designed to help you work toward your learning objectives.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The Student** agrees to:

- Agrees to complete any forms, evaluations or other paperwork required by either the course or the site supervisor.
- Understands and acknowledges the following risks involved with this service placement, and enters into this community engagement placement fully informed and aware.

Risks: \_\_\_\_\_

I agree to devote \_\_\_\_\_ hours weekly from \_\_\_\_\_ to \_\_\_\_\_ for a total of \_\_\_ hours required to fulfill the community engagement assignment of the course, as well as fulfilling the learning and service objectives detailed above.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date Signed

**Site Supervisor:** As on-site supervisor of the above student, I agree to guide this student's work and to submit a brief, final evaluation of the student's service to both the student and the course instructor.

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date Signed

**Instructor:** I have examined and approved this student's learning and service objectives.

\_\_\_\_\_  
Instructor's (Professor) Signature

\_\_\_\_\_  
Date Signed

# Student Evaluation of Community Placement

Your feedback is highly valued by the Community Engagement and the Volunteer Programs. The information you provide below will assist the University in continuing to strengthen the quality of the community engagement courses and volunteer opportunities at CSUN. The information you provide will be compiled in various reports. Any personal data you provide will only be used to give group statistical information about respondents of this evaluation. No one other than Continuum of Service staff will see each individual form.

Semester \_\_\_\_\_ Year \_\_\_\_\_ Instructor \_\_\_\_\_

**Personal Data** (optional)

Age: \_\_\_\_\_ Gender: Male \_\_\_\_\_ Female \_\_\_\_\_

Academic Year: Fr \_\_\_\_\_ Soph \_\_\_\_\_ Jr \_\_\_\_\_ Sr \_\_\_\_\_

Ethnicity \_\_\_\_\_

## Service Placement

1. My service placement was with \_\_\_\_\_  
(Organization)  
 in \_\_\_\_\_  
(City)

2. I contributed approximately \_\_\_\_\_ hours total to this organization.

3. Briefly describe your service activities:

4. Rate your service placement in the following areas (circle only one per row):

	<b>Very Dissatisfied</b>	<b>Dissatisfied</b>	<b>Satisfied</b>	<b>Very Satisfied</b>
1. Helpfulness of agency staff	1	2	3	4
2. Adequate orientation and training	1	2	3	4
3. Adequate supervision	1	2	3	4
4. Meaningful tasks to perform	1	2	3	4
5. Recognition of my efforts	1	2	3	4

5. Did your service activities enhance your understanding of the content of the course?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
 If yes, how? If no, why not?

6. Would you recommend this site to future community engagement students? Yes \_\_\_\_\_ No \_\_\_\_\_ Why? Why not?

## Student Evaluation of Community Placement (Continued)

7. Do you plan to continue serving with this community program after completing this service-learning course? Yes \_\_\_\_\_ No \_\_\_\_\_  
Why? Why not?
8. Please circle the extent to which you agree with the following:
- a. I feel that I was able to make a meaningful contribution to the community through this service-learning experience.
- Strongly Agree      Agree      Disagree      Strongly Disagree
- b. I feel I would have learned more from this class if more time was spent in the classroom instead of doing service in the community.
- Strongly Agree      Agree      Disagree      Strongly Disagree
- c. I feel more comfortable participating in the community after this class.
- Strongly Agree      Agree      Disagree      Strongly Disagree
9. Would you enroll in another course with a service component? Yes \_\_\_\_\_ No \_\_\_\_\_  
Why? Why not?
10. As a result of this course, has your attitude toward community service become (Circle one):  
More Positive?                      Stayed the same?                      More negative?
11. Were you given ample opportunity to reflect upon your service experience in writing or during class discussion?      Yes \_\_\_\_\_ No \_\_\_\_\_
- Please comment on the reflection activities from which you gained the most insight – (i.e., classroom discussions, journaling, etc.)
12. What would you do to improve this community engagement course?
13. What was the most valuable thing that came out of your community engagement experience?

Additional Comments:

## Community Partner/Site Supervisor Evaluation of Student

This student performance evaluation to be completed by the site supervisor:

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Placement Site: \_\_\_\_\_ Site Supervisor: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_ # of Hours Worked: \_\_\_\_\_

Course Name and #: \_\_\_\_\_ Instructor Name: \_\_\_\_\_

A. Please rate the service-learner's performance in the following areas:

	Very Poor	Poor	Acceptable	Good	Excellent	N/A
1. Fulfillment of Learning Plan Objectives	1	2	3	4	5	N/A
2. Sensitivity toward people with whom he/she worked with	1	2	3	4	5	N/A
3. Responsibility for regular attendance and punctuality	1	2	3	4	5	N/A
4. Quality of performance of service activities	1	2	3	4	5	N/A
5. Commitment to completing tasks	1	2	3	4	5	N/A
6. Adaptability to changes (i.e. scheduling, needs)	1	2	3	4	5	N/A
7. Respect for confidentiality	1	2	3	4	5	N/A
8. Awareness of role in the community	1	2	3	4	5	N/A
9. Enthusiasm for service activities	1	2	3	4	5	N/A
10. Benefit of service provided	1	2	3	4	5	N/A

B. Please explain any less than acceptable ratings (i.e. rating of 1 or 2)

C. Please comment on the student's greatest strengths and any areas for improvement. Also, is there anything this service-learner did that was particularly creative or noteworthy? Feel free to continue comments on other side of form.

**Please complete and return a copy to the course instructor. This evaluation will be considered in assessing the student's performance in his/her service-learning course. If you have any questions, contact the Community Engagement office at (818) 677-7395. Thank You!**

\_\_\_\_\_  
Signature of Site Supervisor

\_\_\_\_\_  
Date