

Community Partner Guide to Service-Learning & Volunteerism



Center for Community Service-Learning
and the
Volunteer Program

California State University
Northridge

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Introduction

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Welcome to CSUN's Continuum of Service

Dear Valued Community Partners:

I am pleased to welcome you to our *Community Partner Guide to Service-Learning and Volunteerism* at California State University, Northridge. As I stated in my Annual Convocation message this year, we at Cal State Northridge are very proud of our mission, which is to serve the higher educational needs of this region.



Our academic and student service programs help to grow our region's intellectual capital by providing classes and activities that prepare an educated workforce. We emphasize programs that place our students in the community to learn and then to serve which positions us as a major force in meeting our region's human needs. In education, social services, health-related fields, science, technology, arts, and culture, Cal State Northridge graduates, faculty, and students make life better for the people of this region.

Cal State Northridge has developed visionary and nationally recognized programs throughout our Continuum of Service, including service-learning, work-study placements, internships, volunteerism, and many projects coordinated through partnerships with government, foundations, businesses, and community-based organizations. We recognize that learning takes place in the curriculum and classroom, as well as through co-curricular and community activities, all of which are important parts of socially responsible education. The motto for the University's community involvement programs is, "Learn it. Give it. Live it." This slogan aptly describes our dual commitments to academic excellence and meaningful service. We are confident that our students will value lifelong civic engagement. We pledge to return our graduates to their communities with a greater sense of responsibility toward active, engaged citizenship.

This *Community Partner Guide to Service-Learning and Volunteerism* explains the University's community service practices and procedures. It defines the types of service in which students can participate, describes partnership essentials, and provides information and forms. We hope that it will begin to answer your questions about CSUN's service programs and to help facilitate strong, lasting and mutually beneficial partnerships.

Cal State Northridge students have a tradition of connecting to their community, which has made a real difference. These connections need constant tending and care. I urge students to apply their creativity to their communities, and I urge all of you to become our partners and co-educators for our students are an important investment in our future.

Sincerely,

Jolene Koester
President
California State University, Northridge

Why Become a Community Partner?

Physicists use the term *vacuum* to describe an empty space, existing without contact to the outside world. CSUN borrows this term to emphasize its belief that education does not happen in a vacuum; a university could not survive without constant interactions and interconnections with its environment. Biologists use the term *symbiosis* to describe the living together of two species in a manner that is advantageous or necessary to both. CSUN borrows this term to define the nucleus of campus/community partnerships: the University and organizations within its community should coexist in a manner that benefits and nourishes both.

These analogies from the world of science demonstrate CSUN's philosophy about education in the 21st century. They explain CSUN's commitment to advancing mutually beneficial community partnerships because:

- Higher education has a responsibility to the communities in which they are located.
- Research demonstrates that linkages between the classroom, co-curricular activities and community service through service-learning and volunteerism have widespread positive effects on students academic and personal development. These include:
 - Increased commitment to community and to helping others;
 - Improved sensitivity to diversity and promotion of racial understanding;
 - Enhanced leadership ability;
 - More self-confidence and self-esteem;
 - Better critical thinking, communication, and conflict resolution skills;
 - Development of civic capacities; and
 - Exposure to professional opportunities to help students determine future goals.
- Communities can do more and do it better when students add their knowledge, enthusiasm and expertise to advancing community partners' goals. Survey responses from CSUN's existing community partners showed that CSUN students:
 - Increased the quality of service to their clients;
 - Improved the visibility and name recognition of their organization;
 - Enhanced their organizational ability to achieve missions and goals;
 - Excelled at relating to staff and clients; and
 - Had above-average enthusiasm and skills.
- Higher education curricula and public policy are better informed through university/community partnerships.
- Students at all stages of academic development can contribute to an organization's mission.

What is the Continuum of Service?

At California State University, Northridge, many different programs provide a range of opportunities for students to perform meaningful service in the community. These programs comprise CSUN's Continuum of Service:

- Community **service-learning** classes that grant credit for service related to curriculum
- **Volunteer** opportunities, from one-day events to long-term positions
- Federal **Work-Study** jobs that provide service to the community
- Paid or unpaid **internships** with nonprofit organizations
- Participation in **community-service projects funded** by public or private organizations

While these distinctions are clear to CSUN students and faculty members, our community partners have requested definitions of these categories so they can better understand their duties and responsibilities to each. They are provided below:

- **Service-learning** (notice the hyphen-- it signifies the equality of service to the community and learning for the student) links classroom curriculum with service in the community. Service-learning integrates theory with its "real world" application in community settings. The connection between observation and experience occurs through a process called reflection, through which students, guided by professors, critically analyze and intentionally examine their experiences.
- **Volunteerism** engages students in activities primarily designed to benefit community members and the community at large. Volunteerism can benefit pre-schoolers, senior citizens, environmental improvement projects, public policy, or one-day fundraising events, to name just a few. Service is performed without pay and for a variety of altruistic and/or personal reasons, and students receive benefits by learning about their community and how their participation in it can change lives and society for the better.
- The **Federal Work-Study program** is a federally funded program designed to give college students opportunities to gain work experience. Students earn their awards through approved employment while their salaries are paid by both the Federal government and the employer. The Federal government has prioritized giving students the opportunity to serve their communities, in order to promote meaningful work experience and societal contributions. Work-Study students serve in a variety of venues including schools, nonprofit organizations, or government agencies.
- **Internships** are pre-professional career training experiences with intentional learning goals. They provide students with an opportunity to explore careers, build skills and apply academic theory in the world of work. The Career Center Internship Program counsels students and acts as a resource, linking community opportunities to student interests. Internships for academic credit need prior approval from professors. Internships may be paid or nonpaid.

Who to Contact for Student Service

Want to build a partnership with California State University, Northridge?
Who should you talk to in the Continuum of Service?

Service-Learning		
I want to speak with someone about registering as a community partner so I can work with a faculty member to recruit students who are: taking a class; will work a minimum of one semester; and will provide direct service, conduct research, coordinate outreach, or deliver education programs.	Curtis Woods Community Collaborator Center for Community Service-Learning	(818) 677-7395 curtis.woods@csun.edu
I want to speak to someone about a grant we've developed and we need partners to collaborate, or I want to discuss service-learning on a large scale.	Dr. Julie Dercle Director Center for Community Service-Learning	(818) 677-7395 julie.dercle@csun.edu
Volunteer Program		
I want to recruit volunteers to help at or participate in a one-day community event.	Nikki Maxwell Volunteer Program	(818) 677-5111 nikki.maxwell@csun.edu
I want to enter information about my agency or organization into CSUN's database.	Matador Involvement Center	
I want to recruit students to work at my organization on an on-going basis		
Work-Study		
I want to recruit Federal Work-Study students to work for a semester or academic year. I want to learn about the financial arrangements for which my agency will be responsible.	Josie Carbajal Work Study Coordinator	(818) 677-2373 josefina.carbajal@csun.edu
Internships		
I want to list my agency's position description for a paid or non-paid intern. I want to locate an intern with special skills or who has a certain major.	Jan Potzmann Internship Coordinator or contact the academic department directly	(818) 677-2320 janice.potzmann@csun.edu (818) 677-1200 CSUN Information

Community Partner Profile and Student Request Form

Many organizations find that working with college students allows them to expand the capacity of their organization or agency while allowing them to provide students with an opportunity to have positive learning experiences. Through service-learning and volunteering, students are able to examine the role of community organizations and contribute to them.

The Center for Community Service-Learning and the Volunteer Program have many connections to students, student clubs and organizations, and faculty members across the campus. We will do everything possible to locate the right students to meet your needs. **If you would like our assistance in identifying students to work with your agency, please fill out this request form and fax it to 818-677-5935.**

Basic Information

Community Organization _____

Type of Organization: Non-Profit Government School Other

Executive Director of preferred contact: _____

Address: _____ Phone: _____

Alt. Phone: _____ FAX: _____

E-mail: _____ Website: _____

1. Briefly describe the mission of the organization/agency. Who is served? In what capacity?
2. Briefly describe any ongoing needs or special projects with which students can assist agency staff.
3. What is the minimum number of hours you would require of a student in service?
1-5 6-10 11-15 16-20 21-25 26-30 30+
4. During what days and hours will you accept students for service?
5. Are there specific departments/faculty with whom you would like to be partnered?

Service Locations:

(1) Site Name: _____

Site Supervisor: _____ Secondary Supervisor: _____

Phone: _____ Fax: _____

(2) Site Name: _____

Site Supervisor: _____ Secondary Supervisor: _____

Phone: _____ Fax: _____

(Add additional contact information if necessary for multiple sites).

Inherent Risks

Please list all known risks inherent to the students' service environment associated with your organization (facility hazards, location concerns, client or personnel issues, etc.). In addition, should additional risks become identified, the agency must agree to communicate all risk-related concerns immediately to the supervising faculty member.

Please initial here in acceptance of this requirement: _____

Partnership Training:

To ensure that both CSUN and the community organization observe all rules, regulations, and procedures in place with their respective organizations, we require that a designated representative attend a Community Organization Partnership Training. Please initial below in acceptance of this requirement:

Our organization will designate at least one representative to attend a Partnership Training.

Please initial here in acceptance of this requirement: _____

Please add or attach any additional rules, regulations, and/or procedures of your organization that our students are expected to follow during our partnership.

Sample Service-Learning Courses & Volunteer Activities

Service-Learning

- Professor Kathryn Sorrells' (Communication Studies) class in Intercultural Communication worked to decrease racial tension at a local high school by conducting a series of discussions and projects about tolerance.
- Virginia Kennedy's (Special Education) credential students collaborated with school-based programs to teach leadership skills to children with special needs.
- Professor Julie Dercle's (Urban Studies) Environmental Design students work with Volunteers of America to turn undeveloped land into productive community gardens.
- Professors Debra Patterson and Jennifer Romack (Kinesiology), working with a grant from the Women's Sports Foundation, implemented a health education and physical activity curriculum at middle school in an underserved community.
- Professor Debra Sheets (Health Science) incorporated service-learning into an Introduction to Gerontology class by giving each student the opportunity to present an interactive lesson to senior citizens living in low-income housing developments.
- Professor Tarek Shraibati (Manufacturing Systems Engineering) works with a NASA-sponsored event to team service-learning students with high school students to build a robot that is radio-controlled, self-propelled and capable of manipulating objects.
- Professor Virginia Vandergon (Biology) coordinates the "Tomorrow's Scientists" program that brings 7th graders to campus to learn science from future teachers.

Volunteering

- CSUN volunteers participate in many one-day or short-term community events, such as:
 - *Free Cash for College* that works with the Mayor's office and the L.A. School District to help families complete financial aid applications.
 - A campus-wide Easter Food and Clothes Drive to benefit low-income families and new immigrants, held in conjunction with the San Fernando Valley Rescue Mission.
 - Assisting at water stations during the Los Angeles Marathon.
 - Fundraising walks and runs sponsored by organizations such as the March of Dimes, AIDS Project L.A., UCLA Medical Center, and the American Diabetes Association and Cystic Fibrosis.
- Many organizations benefit from CSUN volunteers who take advantage of ongoing opportunities such as mentoring at-risk youth at New Directions for Youth, assisting visually impaired people at the Braille Institute, or providing a wide variety of children and family services at El Nido Family Center.
- CSUN volunteers help the Healthy Start program at a local school to plan and conduct its Annual Health Fair.
- At the Special Olympics, CSUN volunteers help coaches train athletes to compete in a wide variety of sports events, and assist event organizers during the competitions.



Best Practices for Working with Students in Service

What Makes a Good Partnership?

Partnerships with community agencies are formal, long-term relationships founded on collaboration and the clear articulation of needs, capacities, responsibilities and expectations. Regular communication and evaluation and equal say in the design and implementation of projects are its defining features. Most campus service directors agree that partnerships with community agencies are more valuable (and labor intensive) than simple placement arrangements. Partnerships entail making a commitment to the agency, relinquishing control over aspects of the program and accepting new responsibilities.¹

Guiding Principles

- Partners agree on the mission, values, goals and measurable outcomes for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness and commitment.
- The partnership builds on identified strengths and assets, but also addresses areas that need improvement.
- The partnership balances power among partners and assures that resources among partners be shared.
- There is clear, open, regular and accessible communication between partners. Listening to each need, developing a common language, and validating/clarifying the meaning of terms are ongoing priorities.
- Roles, responsibilities, and procedures for the partnership are established with the input and agreement of all partners.
- All stakeholders in the partnership provide regular feedback, with the goal of continuously improving the partnership and its outcomes.
- Partners share the credit for the partnership's accomplishments.
- Partnerships take time to develop and evolve.

¹ Kopek, Tamar. *Rethinking Tradition: Integrating Service with Academic Study on College Campuses*. Campus Compact. Denver, CO: Education Commission of the States, 1993. p 113.

Practical Tips for Agency Success

Remember -- Service-Learners and Volunteers are Not the Same

Even though they are both students, supervisors should remember that service-learning students want to meet the agency's needs while they use the experience as the basis for understanding their college course. Service-learners are receiving academic credit for learning through their service efforts. Volunteers are choosing to serve for a variety of reasons, including professional development, personal growth, or altruism. Regardless of their classification, all students need encouragement, guidance and appreciation from agency staff. Please help them to think about what the experience means to them within the context of the organization, its challenges, and its role in meeting community needs.

Plan Ahead

Clear, well-designed job descriptions which outline tasks, responsibilities and needed skills should be prepared and given to all students. A fresh needs assessment will help an agency to more effectively and creatively use service-learners and volunteers. Are there current tasks that could be divided up and given to one or several students? Is there a "wish list" for projects that you've never had the time or staff to organize? Service-learners are great candidates for projects that require critical or creative thinking, carry some degree of responsibility and involve client contact. Volunteers may be used in tasks that match their interests or an agency's needs without ensuring curricular linkages.

Be Selective -- Some Students May Not Match Your Needs

Faculty will refer service-learning students to your agency, while volunteers self select. Regardless of how they are recruited, the final selection is the agency's. If a student's qualifications and/or motivations are not in harmony with an agency's needs, it is their right and obligation to request a different student.

Be Realistic

Be realistic with time commitment and expectations. Think in terms of semesters and the academic year. Check in with students regularly about their schedules and plans for holiday breaks, examination crunch times, etc.

Be an Involved Teacher and Mentor

Throughout the assignment the supervisor should help students interpret the experience and the relationship between what they are doing and the work of the agency. The student-supervisor relationship is one of the most significant parts of the experience and often determines the success of the placement. Supervisors are true partners in the students' education and should view themselves as co-educators.

Designing a Service-Learning Experience

Say "Thank you" -- Like Everyone, Students Want to be Welcomed and Appreciated

Truly reciprocal service-learning experiences grow from the collaborative planning efforts of community partners, faculty and students. Highly effective partnerships are designed to meet the academic needs of the students while also addressing a community need as defined by the partner agencies. This outline is designed to help guide initial discussions between all parties in the service-learning experience, with the goal of developing mutually beneficial campus and community partnerships.

For the Community Partner

1. Briefly describe your organization: mission, main interest, population served, organizational structure, budget, etc.
2. What do you see as the potential benefit for the community from students performing these service activities? What are the most important lessons your organization can teach college students?
3. List three service outcomes (representative activities that you would like students to perform) at your organization and describe them to the students and faculty members.
 - a) _____
 - b) _____
 - c) _____

For Faculty Members and Students

4. Describe the course in which community service-learning will be used.
5. List your top three student learning outcomes (the three most important things you want to learn or have your students learn during the service learning experience) and describe them to your community partner.
 - a) _____
 - b) _____
 - c) _____

For Both Partners

6. Find at least three intersections where the faculty and student goals (number 5) and the community partner goals (number 2) can coalesce. Keep talking and negotiating until this is accomplished.
 - a) _____
 - b) _____
 - c) _____

Planning Logistics

Now that the basic outcomes are defined, it's time to begin working toward formulating answers to all the following. They don't all have to be decided during the first planning session, but all partners should start making logistical decisions as soon as possible.

Scheduling

- How long will the service component of the class last? Start date ____ End date ____
- What hours are available for service-learning students?
- How many students will go to the site?
- How many times a week will they go to the site?
- How many total hours will be required of each student?
- Are any tests necessary prior to starting (TB, fingerprinting, etc.)? What is the procedure for getting them?

Site Procedures

- How will students check-in at the site?
- How will students track their hours?
- Where should students park?
- Is there any public transportation nearby? What are the closest bus or subway stops?
- Who will conduct the student orientation and training? When? Where?
- What should students wear?
- Who will be the on-site supervisor?
- Will the orientation be in class or on site? Should the meeting between student and supervisor occur prior to the first service day?
- How will the communication between faculty members, students and community partner be maintained? Exchange phone numbers, cell phone number, and e-mails, and create a communication plan and an emergency contact plan.
- Will students be driving a company car? Verify insurance coverage and make copies.
- Where will students work? Are they provided with computers or other materials they will need? Should they bring any materials with them?
- Will students be asked to purchase anything? Will they be reimbursed?

Training, Reflecting, and Evaluating

- Is any special training of students necessary? Who will provide it?
- What "ice breakers" will be used to introduce students to their on-site clients?
- What activities can faculty and community partners engage students in to help them reflect on their experiences?
- What is the plan for closure and recognition of the students' services?
- How and by whom will the students be evaluated (see sample forms on pages 34-39)?
- At what times during the service experience will evaluations be requested?

Service-Learning Models

Determining service-learning opportunities at an agency involves factoring in a few parameters. Agency mission, staff supervision, size of site, hours of operation, times at which students will be welcome, and ability to continue normal services while assisting in the educational process are all important considerations.

All agency services offer potential opportunities for a variety of academic disciplines. A children's education center, for example, could welcome students studying child development, education, psychology, graphic arts (designing brochures, newsletters), computer science (setting up websites and Internet access), and business (assisting with bookkeeping, tax preparation). Time constraints or staff supervision challenges have proven to be greater barriers to partnerships than insufficient educational opportunities at the site.

To help use supervisory staff efficiently, consider whether one staff supervisor should be designated as the contact person for all students or if supervision should be available in each department where students will serve.

Service Structure: Multiple Models Available

Traditionally, service-learning and volunteer opportunities have been focused in one area. This plan, called the **Specialization Model**, assigns students to a single program or department in a community organization for the duration of their service. This model works very well for some disciplines and students who choose it are able to get in-depth experience while learning one important aspect of the agency at which they serve.

A second model, is currently being developed at ONEgeneration, a 25-year old nonprofit social service agency serving seniors, families and children, and a valued longtime CSUN service-learning partner. This is the **Rotation Model**, which allows students to rotate through several departments and programs in one agency in order to get a more comprehensive understanding of agency operations.

In the **Rotation Model**, students serve a total of ten weeks, two hours per week. They are required to rotate through five departments, serving two weeks in each. This valuable model gives students the opportunity to observe and/or contribute to provision of a variety of services including: healthy senior programming, frail senior daycare, care planning assessment protocols, intergenerational childcare and senior nutrition services. The rotation periods are not all service driven; some rotations include just observation, such as the opportunity to observe Care Management staff and a Geriatric Fellow during case presentations based on an in-home assessment of a senior client. At other rotations, students interact with clients and service providers in a myriad of daily activities.

ONEgeneration also offers the **Specialization Model** for students and professors who wish to focus on a single area of service, and give students more time with a single department director.

Valuable Tips from an Experienced Agency Partner

ONEgeneration, a nationally recognized intergenerational care agency, has graciously offered to share several of the guidelines it uses in service-learning and volunteer programs. The agency accommodates over 100 students per semester, thus has valuable tips to offer for organizing the student service experience.

- Analyze all services and departments in your organization each year to determine what educational opportunities are present. Compile a list of these opportunities (or stations) for distribution into a Service-Learning and Volunteer Packet for use by all universities in the agency's service area.

A sample listing is:

Intergenerational Adult Daycare

Program Description: This is a nationally recognized Intergenerational Daycare program for seniors and young children. Seniors and children participate together in carefully selected and supervised activities that promote cognitive and social skills for both groups.

Student Duties: Assist with daily activities such as exercise, current events, crafts, sensory stimulation, and intergenerational activities, such as singing and movement, in which seniors participate. This opportunity has plenty of room for creativity and can accommodate many different student interests. Project ideas include: assisting participants writing autobiographies, computer training, strength exercises, arts, etc.

Times Available: Wednesdays and Thursday from 10 a.m. to 2 p.m.

Minimum Commitment: 10 weeks

- Two staff members are assigned supervision of student service programs as part of their regular duties. They complete required paperwork with universities, are available for recruitment in classes or at university-wide events, conduct orientation and site tours, help students select specific assignments, troubleshoot, and make sure that student service-learning evaluations by individual department supervisors at the community organization are completed on a timely basis, if required by professors.
- When a faculty member or the Center for Community Service-Learning reaches a placement agreement with ONEgeneration, students are instructed to contact the Volunteer Coordinator at ONEgeneration to register their name, class, required hours of service and type of service-learning assignment to be performed. Generally students are given a 20-hour assignment. ONEgeneration's Volunteer Director schedules students preferring the **Rotation Model**, while students wishing the **Specialization Model** are referred to specific Department supervisors at ONEgeneration for scheduling that accommodates student time constraints to the maximum extent possible.

Orientation: Getting Off to a Smart Start

Orientation is the students' first introduction to the community site. A thorough, informative, upbeat and appreciative session will set the tone for a mutually positive service experience. The following elements will help the community partner create an orientation that answers most questions, defines expectations and opens the lines of trust and communication.

Organization and Project Background

- Complete and share information on the Contact Information Form (page 24), which includes emergency contact information. File it in a safe place and make sure it is accessible whenever the student is on site.
- Explain the mission of the organization.
- Who does the agency serve?
- What programs and services are offered?
- Who is the site supervisor and what are the best ways to contact that person?
- When will the student meet the site supervisor?
- What will the student learn?
- What qualities or skills will the student develop?
- Give specific directions to the site, via personal car or public transportation.
- Where should the students park?
- Give a tour of the site
- Introduce the students to all key staff members.

Rules and Regulations

Detail relevant policies and procedures that students are expected to follow.

- Review all safety rules, including the location of emergency exits and procedures.
- Review confidentiality rules, including restrictions on photography or videotaping.
- Review accident procedures and tell the students what to do if they or a client is hurt.
- What tests or proofs of eligibility are required before service can begin (fingerprints, background checks, TB tests, etc.)?
- How closely will the student be supervised?
- Who should the student contact if they cannot perform their scheduled service or if they will be late?
- Who should the students contact if they have questions?
- What should the students wear?
- Review the risks associated with the placement (refer to Student Learning Plan on pages 22-23) and make sure the risks and ways to reduce them are discussed).
- What should the student do if harassment occurs? Who should they contact?
- Emphasize that it is the student's responsibility to get to and from the site.

Expectations

Describe expectations regarding attendance, hours of service, professional conduct, reporting, etc.

- Provide student with a copy of his/her job description that outlines what lies within the scope of work and what does not.
- Who will provide training for assigned tasks?
- Explain the on-site evaluation process. Who will be responsible for the students' evaluation?
- Share responses on Evaluation Forms with the students and discuss them.

Scheduling

Discuss the student's schedule. Include number of hours, what days, and what hours.

- Can the student make up missed hours? How? Who should be contacted?
- What is the start date? End date? School vacation dates within service period?
- Where do students check in the first day? Will this procedure change after the first day?
- Is there a log book? How are the student's hours recorded?

Student Service Guidelines

Regardless of the student's classification -- service-learner, volunteer, intern or work-study, the following guidelines are essential.

Guidelines

- **Ask for help when in doubt:** Your site supervisor understands the issues at your site and you are encouraged to approach him/her with problems or questions as they arise. He/she can assist you in determining the best way to respond to difficult or uncomfortable situations. Also, contact your professor or the Service-learning Center with questions.
- **Be punctual and responsible:** Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy and contributing member of the team. Both the administrators and the person whom you serve rely on your punctuality and commitment to completing your service hours/project throughout your partnership.
- **Call if you anticipate lateness or absence:** Call the site supervisor if you are unable to come in or if you anticipate being late. Be responsible. People are counting on you.
- **Respect the privacy of all clients:** If you are privy to confidential information with regard to the persons with whom you are working (i.e. organizational files, diagnostics, personal stories, etc.), it is vital that you treat it as privileged information. You should use pseudonyms in your course assignments if you are referring to clients or the people you work with at the service site.
- **Show respect for the community-based organization you work for:** Placement within community programs is an educational opportunity and a privilege. Keep in mind, not only are you serving the community but the community is serving you by investing valuable resources in your learning.
- **Be appropriate:** You are in a work situation and are expected to treat your supervisor and others with courtesy and kindness. Dress comfortably, neatly and appropriately. Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of CSU's ongoing Service-Learning Program.
- **Be flexible:** The level or intensity of activity at a service site is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and producing positive outcomes for everyone involved.

Limitations

- **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 you cannot keep.
- **DON'T** give a client or agency representative a ride in a personal vehicle.
- **DON'T** tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or community organization representative.
- **DON'T** tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual on the basis of their 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 partner representative during the term of your service.

Background Checks: Live Scan Information

Background checks are required for service-learning students when their placements put them in contact with protected classes of people, such as children, persons with disabilities, and persons living in assisted living facilities. Community-based organizations are solely responsible for requesting background information via Live Scan fingerprinting, or by other means, for the service-learning students placed at their sites.

Discuss which fingerprinting process the community-based organization prefers to use during your initial meeting. Some processes take much longer than others, and faculty members should be prepared well in advance with their student lists if, in fact, the background check process will take more than a few days. Live Scan processing is available in many areas, including on many CSU campuses. Live Scan is made possible through digitization of fingerprints, which enables electronic transfer of the fingerprint images to central site computers at the Department of Justice. This system requires the applicant to go to a Live Scan site and directly pay for fingerprint scanning services. Live Scan sites are situated throughout the State at various locations within each county. The fee for Live Scan varies, but is currently \$98 at the CSUN Campus Public Safety Department. This is a reduced fee for service-learners and volunteers only. If students are receiving any compensation for their service, they cannot be classified as service-learners or volunteers and other fees will apply.

There are other ways to process background checks, including hard copy fingerprinting or other private agencies that specialize in background checks. The community-based organization may also have a partnership with a specific sheriff's department or background check agency that they prefer students to utilize. During orientation, the site supervisor should go over with students how the fingerprinting or background checks will be handled: where, when, at what level, how long the processing will take and who will be responsible for the cost.

Fingerprinting legislation is very strict regarding the privacy of the person being fingerprinted; it allows only the agency requiring the fingerprinting to have access to the background-check results. Consequently, because the university is not the requesting agency, no member of the university faculty or staff will ever be given the specific results of a student's background check. Community-based organizations are under strict mandate to keep all background-check information private, and can have their licenses revoked if they violate this right of privacy. This means that if a student takes two separate service-learning courses, each requiring fingerprinting and background checks, the student needs to be fingerprinted twice in order to have the results sent to two separate locations. This is true even if the service-learning courses are in the same semester, or in two different semesters.

For more information about fingerprints and Live Scan, contact the Center for Community Service-Learning at 818-677-7395.

Student Schedule Planning Form

Use this form to match the hours that a student is available with the hours the agency is open and available for student assistance.

NAME: _____ PHONE #: _____

EMAIL: _____ ADDRESS: _____

CLASS NAME: _____ PROFESSOR NAME: _____

*Please indicate all time slots you are available:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 am						
9:00 am						
10:00 am						
11:00 am						
12:00 p.m.						
1:00 p.m.						
2:00 p.m.						
3:00 p.m.						
4:00 p.m.						
5:00 p.m.						
6:00 p.m.						
7:00 p.m.						
8:00 p.m.						

Student Learning Plan

Student Name: _____

Address: _____

Phone #: _____ E-mail: _____

Course Name: _____ Instructor: _____ Semester: _____

Agency/Site: _____ Phone #: _____

Site Supervisor: _____ Phone #: _____

Address: _____

Approximate # of Hours: _____ Start Date: _____ End Date: _____

Emergency Contact:

Name: _____ Phone: _____

Learning Objectives: What do you hope to learn from this service experience—about the agency, about the challenges and assets of the population with whom you will be working, about yourself, and about your community, and how does this connect to your course work?

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.

Site Supervisor:

Agrees to:

- guide this student's work and to submit a brief final evaluation of his/her achievement upon request
- discuss any concerns about the student's performance with him/her directly, and with the course supervisor if necessary.
- provide adequate information and training for this service-learning student, including information about the organization's mission, clientele/residents, and operational procedures.
- provide appreciation and recognition of the service-learner's contribution.

Site Supervisor Signature: _____ Date: _____

Faculty/Course Supervisor:

Agrees to:

- approve the written service and learning outcomes for the student to take to the site.
- orient students to the purposes of service-learning, its relation to the course, and the importance of commitment and respect to the service site.
- ensure a solid service-learning experience by providing opportunities for students to reflect on their service and integrate it with course content.
- notify the student and/or the site supervisor of any concerns or changes.

Faculty/Course Supervisor: _____ Date: _____

The Student:

Agrees to:

- act in a responsible manner while representing California State University at the service-learning placement site, and abide by all rules and regulations that govern the site in which he/she has been placed.
- understand the connection between the service-learning course, and the service and learning objectives to be fulfilled at the service site.
- participate in orientation and read the above-stated guidelines and limitations, and understands his/her role as a service-learning student in working with the community partner.
- understand and acknowledges the following risks involved with this service placement, and enters into this service-learning placement fully informed and aware.

Risks

Agrees to devote _____ hours per week for a total of _____ hours, effective from _____ to _____ in order to fulfill the service objectives described above.

Agrees to complete any forms, evaluations or other paperwork required by either the course or the site supervisor.

Student Signature: _____ Date: _____

If student is under 18, please have parent or legal guardian sign the **Service-Learning Informed Consent Form** on page 25.

Contact Information Form

This form should be completed at the beginning of the service-learning placement. All parties should retain a copy of this information to facilitate ongoing communication.

Student Information

Name of Student: _____
(Semester) (Year)

Phone: _____ Email: _____

Service-Learning Course: _____

Faculty Information

Name of Faculty Member: _____

Phone: _____ Email: _____

Agency Information

Name of Agency: _____

Agency Address: _____

Supervisor Name & Title: _____

Phone: _____ Email: _____

Fax: _____ Web Site Address: _____

Service-Learning Informed Consent Form

Student Name _____

I, _____, parent or legal guardian of the above-mentioned student, hereby give permission for my son/daughter to participate in the "**Service-Learning**" program, sponsored by California State University, Northridge (CSUN). I understand that the primary objective of the program is to provide my child with an enrichment opportunity in both the academic and Service-Learning environment. I understand that the "**Service Learning**" program will take place throughout the academic year and that transportation to and from the CSUN campus will be the sole responsibility of the participant.

I hereby authorize "**Service-Learning**" program directors, staff and assistants to engage in the following:

1. To allow my son/daughter to participate in the off-campus "**Service-Learning**" program.
2. To use my son/daughter's name, photograph and quotes in "**Service-Learning**" press releases and publications.

I certify that I have read and understand the provisions established for the "**Service-Learning**" program. I agree to discuss these provisions with my son/daughter and to instruct my son/daughter to follow all requirements and guidelines outlined in the program.

In consideration of the acceptance of my child's voluntary participation in "**Service-Learning**", I hereby waive, release and discharge any and all claims for damages for death, personal injury or property damage which I may have, or which hereafter accrue to me, against CSUN as a result of my child's participation in the above captioned "**Service-Learning**". This release is intended to discharge the State of California, the Trustees of the California State University, CSUN their officers, employees, representatives and volunteers, and any other involved private or public agencies from and against any and all liability arising out of or connected in any way with my child's participation in "**Service-Learning**."

It is further understood that accidents and injuries can arise out of participation in the "**Service-Learning**" program; knowing those risks exist, nevertheless, I hereby agree to assume those risks and to release and to hold harmless all persons or agencies mentioned above who (through negligence or carelessness) might otherwise be liable to me (or my heirs or assigns) for damages. It is further understood and agreed that this waiver, release and assumption of risk is to be binding on my heirs and assigns. I further agree that any CSUN or Community Partner Organization representative is **authorized to obtain and authorize emergency medical treatment** for my son/daughter, up to and including emergency hospitalization and surgery. I agree to be personally responsible for any related medical expenses. On behalf of my child, and myself. I further release the State, CSUN, CSU, any other involved private or public agencies and any medical provider of emergency treatment to my child for any related liability. A copy of this agreement shall suffice as original.

THIS IS A RELEASE OF YOUR RIGHTS. READ CAREFULLY BEFORE SIGNING.

Parent or Legal Guardian's Signature

Date

Parent or Legal Guardian (Please print)

Emergency Phone Number

Address

City

Zip



Risk Management

A Step-by-Step Guide to Risk Management

- 1 Prospective community partners should complete the **Community Partner Profile and Student Request Form** (page 7) to begin the process of registering. This process enters the organization into CSUN's database and makes it eligible for student placements, workshops, etc. The **Profile** includes a list of risks inherent to the service environment and must be completed and returned to the Center. It also gives the community partner the opportunity to impose any conditions or criteria on the partnership.
- 2 When faculty members decide to offer service-learning courses, they will contact the Center for Community Service-Learning (the Center) to schedule an appointment to discuss the criteria for community partner selection.
- 3 Once contacted, the Center will search its database to locate agencies and organizations that offer service opportunities that match the faculty members' desired learning outcomes. The Center will contact up to five agencies to determine their interest in working with students. Once these contacts have been established, the results and potential opportunities will be discussed with the faculty member.
- 4 After an agency has been selected, Center staff and the faculty members will visit the agency to discuss service opportunities. While there, the Center staff member will look over the site for inherent risks. During this visit the community partner will be asked to complete the **Orientation Checklist** to assist the faculty member.
- 5 The Center staff member that conducted the site visit will notify campus Risk Management if there are any "red flags" regarding inherent risks. Risk Management might choose to make an additional site visit to ensure that the environment is safe.
- 6 The **Community Partner Profile and Student Request Form** (pages 7-8) is forwarded to Mary Rueda in Purchasing and Contract Administration so that a **Service-Learning Agreement** (sample on page 29-30) can be negotiated.
- 7 Faculty members receive copies of the signed agreement and distribute the **Student Learning Plan** to all students participating in the service-learning opportunity. Faculty members will inform students about inherent risks, and students will list these on their individualized **Student Service-Learning Plan** (pages 22-23).
- 8 Students and site supervisors discuss and sign the form and return it to the faculty member. All signed **Student Service-Learning Plans** are returned to the faculty member, who then distributes copies of **Student Service-Learning Plans** and **Contact Information Forms** (page 24) are then distributed to site supervisors who are asked to have these documents accessible when students are on site as they contain emergency contact information.
- 9 For more information contact: Maureen Rubin (maureen.rubin@csun.edu) or Curtis Woods (curtis.woods@csun.edu) or (818) 677-7395.

Risk Management in Service-Learning

The California State University (CSU) system, of which CSUN is a part, is a national leader in volunteerism and service-learning. A 1999 system-wide survey indicated that more than 135,000 CSU students perform a total of 33.6 million hours of community service annually. These service hours provide the equivalent minimum wage value of approximately \$193.2 million annually.

Currently, the CSU offers more than 1,600 service-learning courses to more than 51,000 CSU students. In the coming years, the CSU will be creating or modifying hundreds of courses to include new service-learning components, involving an estimated 6,600 additional students each year. By the end of the 2003-2004 academic year, the CSU will ensure that 15 percent of the student body participates in service-learning courses.

As a part of the CSU's leadership and because of the large numbers of students enrolled in service-learning courses, service-learning directors and faculty members from across the system began to ask about risk management issues as they pertained to service-learning placements. In April 2001, a system-wide meeting brought together risk managers and service-learning directors from many CSU campuses to discuss how to manage risk in service-learning. This group developed system-wide guidelines that campuses are currently implementing.

One of the requirements of Executive Order 849 (California State University Insurance Requirements) is that organizations with whom the university partners, must have minimum levels of liability insurance. These insurance requirements are outlined in the General Conditions of the Service-Learning Agreement on page 29.

Students, whether service-learners or volunteers, should sign up with the community organization as an "official volunteer," entitled to coverages provided by the community organization. This will provide the maximum protection for both the students and the community organization.

The following pages provide copies of a basic agreement that can be individually customized through negotiations between the CSUN Office of Purchasing and Contract Administration and the community partner.

If you have questions about risk management in service-learning, contact the Community Collaborator in the Center for Community Service-Learning at 818-677-7395 or Risk Management and Insurance at 818-677-2079. Risk management is not meant to be prohibitive to service-learning but to allow for safe and positive service environments where the risk and liability have been minimized.

Sample Service-Learning Agreement

This agreement entered into this day of 200 , between the Trustees of the California State University on behalf of California State University, Northridge, referred to as "UNIVERSITY" and , referred to as "COMMUNITY ORGANIZATION (CO)."

In addition to these terms and conditions the General Provisions, consisting of one (1) page, and the Community Organization Profile, consisting of one (1) page, are incorporated by reference and made a part of this agreement.

I. Statement of Purpose

- A. The University's mission and values strongly endorse partnerships with the community that advance the quality of life and the educational, intellectual, artistic, civic, cultural and economic aspirations for all those living or working in our neighboring communities. The mission of the University's Center for Community Service-Learning is to inspire, encourage and support students and faculty in their pursuit of academic excellence through involvement in pedagogies that combine explicit academic learning objectives, preparation and reflection with meaningful service activities in the community.
- B. The community organization's mission is stated in the Community Organization Profile.
- C. The UNIVERSITY AND THE COMMUNITY ORGANIZATION (CO) recognize the opportunity for positive learning experiences and mutual benefit for each and for service-learning students (referred to as STUDENT(S)).

II. Priorities

- A. Program Activities
Activities will be accomplished in accordance with this agreement and associated exhibits, and THE Student's *Service Learning Plan*, reviewed and agreed upon by the STUDENT, UNIVERSITY and COMMUNITY ORGANIZATION. All participating students from the same academic class may submit a single, identical learning plan to the CO.
 1. The STUDENT(S) will:
 - a. Participate in all relevant trainings required by the CO and/or the faculty mentor as well as training outlined in Section III-A-3, of this document.
 - b. Model appropriate, professional behavior when working with clients and when on CO site(s). (See Student Service-Learning Guidelines.)
 - c. Meet the CO's service goals and the learning objectives of the faculty member teaching the service-learning course, identified in the Student's *Service Learning Plan* for the course in which they are enrolled.
 - d. Perform any additional service or academic duties specific to the scope of work as identified in the Student's *Service Learning Plan*.
- B. Safe and Productive Environment – Reference CO's policy(ies) about safe work environment.
 1. The CO will:
 - a. Give STUDENT(S) a complete tour of the site, and ensure that STUDENT(S) are aware of all emergency procedures and are able to act responsibly in the event of an emergency.
 - b. Ensure that STUDENT(S) are aware of the unique nature of the population and/or clients of the CO and has received an orientation and any additional training the CO deems necessary to work with this population.
 - c. California law may require the CO to obtain STUDENTS' fingerprints and submit them to the Department of Justice, and/or the Federal Bureau of Investigation for a criminal background check. It is the CO's responsibility to (1) determine whether such fingerprinting is required; (2) obtain the STUDENT'S fingerprints; (3) obtain criminal background clearance from the appropriate agency and (4) maintain the confidentiality of that information in accordance with State Law.
 2. The UNIVERSITY will ensure that STUDENT(S) agree(s) to the following:
 - a. To abide by the CO's rules and regulations while on site and when working with CO clients.
 - b. Ensure that their interactions with clients are safe, positive and productive.
 - c. To support the CO's program and its objectives by performing the service activities stated in Section II-A-1 of the Program Activities section of this document.
 - d. Any additional service or academic duties specific to the scope of work as identified in the Student's *Service Learning Plan*.

III. Structure and Support of Service-Learning Student(s)

A. The CO

1. Site Supervision – The Site Supervisor, as identified in the Community Organization Profile, will meet with STUDENT(S) in accordance with their service schedule as identified in the Student’s *Service-Learning Plan*. All CO program staff will support STUDENT(S) as they interact with CO personnel and clients, and the site supervisor will provide guidance and advise as necessary and appropriate. A secondary site supervisor, identified in the Community Organization Profile, will be responsible for the STUDENT(S) in the absence of the primary supervisor.
 - a. The CO director or his/her designee will meet with the representative faculty member of the University as identified in the Community Organization Profile.
 - b. The CO director and Maureen Rubin, Director of the Center for Community Service-Learning at UNIVERSITY or her designee shall meet as appropriate in order to facilitate the most mutually beneficial experience for all parties involved, or at the request of any of the parties involved.
 - c. The CO agrees to provide a list of risks inherent to the Service-Learning environment in the Community Organization Profile.
2. Supervisory Training and Orientation – The Site Supervisor or his/her designee will attend at least one introductory workshop and all subsequent mandatory workshops at the UNIVERSITY and read appropriate handbooks to learn best practices for working with service-learning students.
3. STUDENT Training and Orientation – Site Supervisor or his/her designee will provide specific training needed by STUDENT(S) prior to their working with clients or providing service to the CO. Necessary training can be provided through collaboration between the CO, UNIVERSITY and faculty member.
4. Work Space – STUDENT(S) will have an appropriate space at the CO site in which to conduct their assigned work. The CO will provide access and training for any and all equipment necessary for STUDENT(S) to use in order to fulfill their assigned service roles.
5. Evaluation – The CO site supervisor or designee will complete an evaluation regarding the quality of service that each STUDENT(S) provided to the CO as agreed upon in the Student’s *Service-Learning Plan*.

B. UNIVERSITY

1. Training and Reflection – The faculty member alone or in cooperation with the CO, will provide a training session for STUDENT(S) regarding their responsibility as described in Section II. The Faculty Member will provide opportunities for STUDENT(S) to reflect on their experience while serving at the CO.
2. Supervision and Accountability – The faculty member or his/her designee is responsible for ensuring that the service of the STUDENT(S) is carried out effectively to meet the needs of the CO and will work closely with the CO and STUDENT(S) to meet the expectations and priorities of the CO.

IV. Length of Agreement Term

- A. Initial Term – The UNIVERSITY and CO have reached the initial agreement term. This term represents one semester.

This agreement shall become effective upon execution and shall continue until terminated by either party after giving the other party 30 days advance written notice of the intention to terminate, provided further, however, that any such termination of the agreement by the CO shall not be effective against any STUDENT(S) who at the date of the mailing of notice of termination was participating in said program until such STUDENT(S) has completed the program as mutually agreed upon.

- B. Renewal Process – This agreement will be in perpetuity providing STUDENT(S), the CO, the UNIVERSITY and faculty member desire to continue the relationship for the purpose of service-learning or as long as the faculty member or other faculty members continue placing service-learning students at this site.

1. The UNIVERSITY and CO continue to be committed to actively supporting the goals of the other.
2. The STUDENT(S) work is meaningful and helps to provide support to the CO.
3. The relationship is consistent with the goals of the CO, UNIVERSITY, STUDENT and faculty member teaching the service-learning course.

UNIVERSITY

By _____

Name and Title: Mary Rueda, Manager,
Purchasing & Contract Administration

Date _____

COMMUNITY ORGANIZATION

By _____

Name and Title: _____

Date _____

General Risk Management/Insurance Provisions

Indemnification

The Community Organization shall be responsible for damages caused by the negligence of its directors, officers, agents, employees and duly authorized volunteers occurring in the performance of this agreement. Trustees shall be responsible for damages caused by the negligence of its directors, officers, employees occurring in the performance of this agreement. It is the intention of the Community Organization and the Trustees that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective directors, officers, employees.

Insurance

The Community Organization shall procure and maintain or provide a program of self insurance for General Liability Insurance, comprehensive or commercial form with \$1,000,000 minimum limit for each occurrence and minimum limit of \$2,000,000 General Aggregate. Insurance shall be placed with insurers with a current A.M. Best' rating of no less than A:VII. The Community Organization shall be responsible for Workers' Compensation coverage for students during this agreement. Evidence of insurance shall be provided to the University prior to the start of any student's service-learning assignment and a copy shall be attached to this agreement.

Status of Students

Students shall at no time throughout this agreement be considered officers, employees, agents or volunteers of the University.

Governing Law

All contracts and purchase orders shall be construed in accordance with, and their performance governed by, the laws of the State of California. Further, Community Organization shall comply with any State or Federal law applicable to the Community Partner's performance under this Contract.

Assignments

Without written consent of the CSU, this agreement is not assignable by the Community Organization either in whole or in part.

Agreement Alterations & Integration

No alteration or variation of the terms of the agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

General Risk Management/Insurance Provisions

Endorsement

Nothing contained in this Agreement shall be construed as conferring on any party hereto, any right to use the other party's name(s) as an endorsement of product/service or to advertise, promote or otherwise market any product or service without the prior written consent of the other parties. Furthermore nothing in this Agreement shall be construed as endorsement of any commercial product or service by the University, its officers or employees.

Survival

Upon termination of this contract for any reason, the terms, provisions, representations and warranties contained in this agreement shall survive expiration or earlier termination of this agreement.

Severability

If any provision of this agreement is held invalid by any law, rule, order of regulation of any government or by the final determination of any State or Federal court, such invalidity shall not affect the enforceability of any other provision not held to be invalid.

Entire Agreement

This agreement constitutes the entire agreement and understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements, arrangements, and understandings with respect thereto. No representation, promise, inducement, or statement of intention has been made by any party hereto that is not embodied herein and no party shall be bound by or liable for any alleged representation, promise, inducement, or statement not set forth herein.



Evaluation Forms

Student Evaluation of Community Placement

Your feedback is highly valued by the Center for Community Service-Learning and the Volunteer Program. The information you provide below will assist the University in continuing to strengthen the quality of the service-learning 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 _____

Race _____

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 (mark only one per row):

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
a. Helpfulness of agency staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Adequate orientation and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Adequate supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Meaningful tasks to perform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Recognition of my efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

6. Would you recommend this site to future service-learning students? Yes ___ No___
Why? Why not?

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 service-learning course?
13. What was the most valuable thing that came out of your service-learning experience?

Additional Comments:

Community Partner/Site Supervisor Evaluation of Student

This student performance evaluation to be completed by 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:

(1 - Unsatisfactory, 3 - Satisfactory, 5 - Excellent. Use N/A if not applicable)

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

B. Please explain any less than satisfactory 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 Center for Service-Learning at (818) 677-7395. Thank you!

Signature of Site Supervisor

Date

Community Partner/Site Supervisor Evaluation of Student

Page 2

The following evaluation provides you an opportunity to offer feedback to us. Please be as frank and as specific as possible. Many thanks for taking the time to assist us in this effort!

Please complete and return this evaluation by the end of the semester.

TO: The Center for Community Service-Learning, California State University, Northridge
Fax: (818) 677-5935 or by mail: 18111 Nordhoff St., Northridge, CA 91330-8370

FROM:

Name: _____ Position: _____

Agency: _____ Date: _____

Address: _____ Phone: _____

CSUN Course Name & Number: _____ Professor _____

A. Effectiveness of Service-Learning Students at Your Organization

1. How many service-learners did you work with at your organization? _____
2. Were students adequately prepared for the work they did with your program?
(Circle one) Yes/No
Please explain.
3. Did the amount of time and effort required of you/your staff to supervise service-learning students outweigh the beneficial aspects of the service students provided?
(Circle one) Yes/Somewhat /No
If you answered "Yes" or "Somewhat," what could be done to alleviate this problem?
4. What benefits do you think the CSUN service-learning students received as a result of their service with your organization (or in your class) this semester? (Greater understanding of surrounding community, how to reach school-aged children, etc.)

Community Partner/Site Supervisor Evaluation of Student

Page 3

- 6 Please describe an example of how your clients or the people who connect with your organization benefited from the service of the CSUN service-learners this semester.

- 7 Were there any drawbacks/barriers to student participation in your program?
(Circle one) Yes /No
Please explain.

C. University Support of Service-Learning at Your Organization

1. Were there barriers establishing/maintaining a cooperative working relationship with the faculty member teaching your service-learners? (Circle one) Yes/No
If "Yes", please describe the barriers. If "No", please comment on how the faculty member supported this partnership (e.g., ongoing communication through phone calls, site visits, etc.).

2. What could a faculty member do to provide your program with better support?

3. What could the Center for Community Service-Learning do to provide your program with better support?

D. General

1. Please rate the effectiveness of the service-learning partnership by checking the appropriate rating and explaining why the partnership was/was not effective.
(Circle one) 1= Not at all effective 2= Somewhat 3= Effective 4= Very Effective
Comments?

2. Are you interested in continuing as a service-learning partner in the future?
(Circle one) Yes/No
If NO, why not? If YES, is there anything you would like to do differently in the future?

Additional Comments/ Suggestions -- Feel free to attach additional sheets if necessary.

Acknowledgements

Service-learning and volunteerism have always been collaborative movements. Those involved understand that the field as a whole will benefit most when people share their knowledge, skills, and expertise with their colleagues. Still, the amount of sharing and collaboration that supported efforts to write this **Guide** is unprecedented. California State University, Northridge, its students in service, community partners, faculty, staff and administrators owe a huge debt of gratitude to the following:

Annie Bollick-Floss and staff at the Center for Service-Learning, Humboldt State for their *Community Partner Handbook* from which a majority of this *Guide* is adapted

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Chris Brady, Risk Management Analyst

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Josefina Carbajal, Work-Study Coordinator

Janice Potzmann, Internship Coordinator, Career Center

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You are the best!

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