

2013-2014 COMMUNITY PARTNERSHIPS REPORT



6/30/2014

Be passionate. Be purposeful.

Community Partnerships Department

2013-2014 Community Partnerships Report

BE PASSIONATE. BE PURPOSEFUL.

Table of Contents

Community Partnerships Highlights	2
2012-2013 Student Survey	3
2012-2013 Community Partner Survey	10

Community Partnerships Team

Jill Glenn, Director of Community Partnerships

Sayaka Machizawa, Psy.D., Associate Director of Community Partnerships

Hannah Holgeerts, AmericorpVISTA

Marianne Cabrera, NRCI Fellow

Acknowledgement

Copyright 2014, Community Partnerships. All rights reserved. This report may not be reproduced in whole or in part without written permission from the TCSP Community Partnerships Department.

Please contact Dr. Sayaka Machizawa at smachizawa@thechicagoschool.edu for any comments or questions about the content of this report.

Community Partnerships Highlights

2013-2014 Accomplishments at Glance

- A total of **776 TCSPP students at the Chicago campus** participated in long-term community service projects through the Community Partnerships Department (CPD).
- TCSPP Chicago students provided a total of **53,753 hours of services** in our community (not including clinical practicum hours).
- The monetary value of TCSPP Chicago students' community services is **\$1,290,072¹**.
- Approximately **46 % of the entire TCSPP Chicago students** served our community.
- Six faculty members including four from the Chicago campus and two from the LA campus received **Faculty Service Learning Awards** to implement new and innovative service learning projects.

Findings from the Student Survey

- Students reported an **improved conflict resolution skills** after participating in long-term community projects ($p < .05$).
- Students reported an **increased commitment to service** after participating in long-term community projects. More specifically, they reported an **increased interest in being involved in community service in the future, an increased sense of responsibility to serve their community, and an increased recognition of the importance of being a good citizen** ($p < .05$).
- Interestingly, students were less likely to report that they have a good understanding of the needs of their community, approaches to social issues, the needs and barriers of the population they work with, after participating in long-term community project ($p < .05$). This might be because students became more aware of their lack of knowledge on their community and recognized the need to learn more.

Findings from the Partner Survey

- Community partners reported that their partnership with TCSPP made a positive impact on their organizations in that students brought them new energy (87%), it increased their effectiveness in reaching program objectives (83%), it saved them money due to additional manpower (61%), and it increased their access to TCSPP's resources (52%).
- Most common challenges that community partners have encountered in working with the Chicago School students were students' academic calendar that is different from their timeline and students' lack of commitment.

¹ The value of volunteer time is based on the hourly earnings (approximated from yearly values) of all production and non-supervisory workers on private non-farm payrolls average (based on yearly earnings provided by the Bureau of Labor Statistics). Independent Sector (2014) indexes this figure to determine state values and increases it by 12 percent to estimate for fringe benefits. Value of volunteer time in Illinois is \$24.08 per hour. See https://www.independentsector.org/volunteer_time

About Community Partnerships

Mission Statement

Community Partnerships creates a bridge between The Chicago School and the local and global communities in which it resides. This bridge supports students, faculty, staff and community partners in their quest to create reciprocal learning, inspiration, engagement and service, resulting in a transformational experience for all.



2013-2014 Student Survey

In order to assess the impact of community engagement on students' civic responsibility and competency, we administered pre-/post-service surveys.

STUDENT SURVEY

Participants

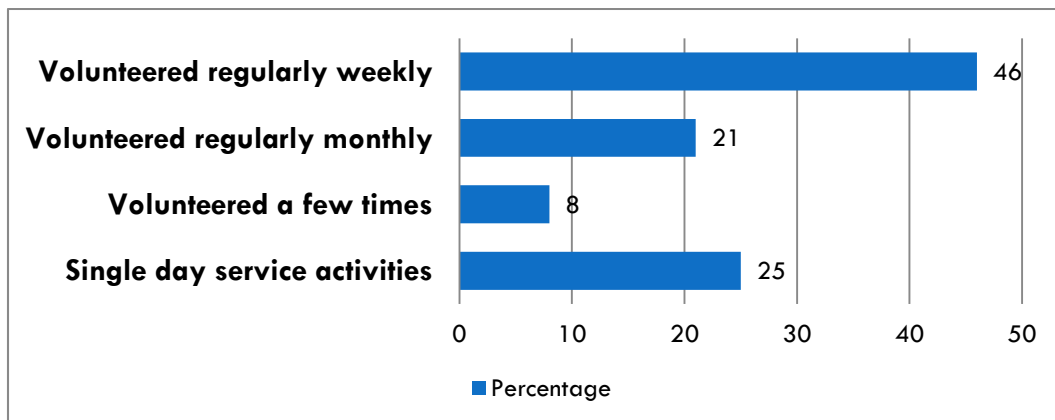
The pre-service survey was completed by 46 TCSP Chicago students who participate in long-term community projects through the CPD. Among those 46, 24 completed the post-service survey. These 24 who participated in both pre-service and post-service surveys were included in the analysis. Participant demographics are summarized in the Table 1.

Table 1. Demographic Summary

Demographic Variables (n = 24)	Percentage (number)
Program	
PsyD: Clinical Psychology	50% (12)
MA: Counseling Psychology	38% (9)
PsyD: Clinical Forensic Psychology	0% (0)
MA: Forensic Psychology	0% (0)
MA I/O	4% (1)
PsyD: Business	0%
MA: ABA	8% (2)
PsyD: ABA	0%
EdS: School Psychology	0%
PhD International Psychology	0%
Year in the Program	
1 st	38% (9)
2 nd	58% (14)
3 rd	0%
4 th	4% (1)
Gender	
Female	83% (20)
Male	17% (4)
Type of Position	
FWS	33% (8)
Volunteer	67% (16)
Service hours	
Average hours/week	5.2
Minimum	1
Maximum	14

Participants were asked about previous volunteer experience prior to community assistantship. Their responses are summarized in Figure 1.

Figure 1. Which answer best describes your volunteer experience prior to your community assistantship? (n = 24)



Methods

Students' sense of competency and civic responsibility were measured early in the placement process in October 2014, and then again in May 2014, after spending about 7 months working or volunteering with their community sites.

The Student Survey was created based on a literature review of various surveys that aim to measure impacts of community engagement on students' sense of competency and civic responsibility. The present survey is comprised of 6

demographic questions and 35 seven-point Likert scale questions (1 = Strongly Disagree to 7 = Strongly Agree). The survey contains the following seven subscales:

- **Knowledge:** Knowledge on one's community, social issues, and the population one works with.
- **Skills:** Skills to work effectively with diverse individuals, resolve interpersonal conflicts, take a leadership, and examine one's own biases.
- **Commitment:** Intention to continue volunteering, work in a career in the nonprofit sector, develop a long-term relationship with one's community site, and work toward social justice.
- **Motivation:** Motivations and reasons to get involved in the community position.
- **Application:** Ability to apply one's academic knowledge in one's community work and see the connection between one's community experience and career goals.
- **Efficacy:** Sense of efficacy to make a difference in our society and solve large-scale systemic issues.
- **Values:** Sense of responsibility to serve one's community, be a good citizen, and help those who have been treated unjustly.



Results

Cronbach's alpha was used to determine internal consistency of each of the seven subscales. Good reliability was found for Knowledge ($\alpha = .864$) and Values ($\alpha = .854$); acceptable reliability was found for Skills ($\alpha = .688$), Commitment ($\alpha = .691$), and Efficacy ($\alpha = .654$); and poor reliability was reported for Motivation ($\alpha = .497$) and Applications ($\alpha = .566$).

Paired t-tests were conducted to compare pre- and post-service scores on subscales. The analysis included the 24 participants who completed both the pre- and post-service surveys. Subscales on Motivation and Application were excluded from the analysis due to their poor reliability. The result of paired t-tests found statistically significant difference between pre and post scores on the Knowledge subscale, but not for Values, Skills, Commitment, and Efficacy. Participants reported significantly lower level of perceived knowledge on the post-service survey ($M = 29.13$, $SD = 3.44$) than on the pre-service survey ($M = 25.62$, $SD = 3.52$), $t(23) = 5.65$, $p < .001$.

Wilcoxon Signed-Rank Test was conducted to evaluate whether students' responses changed after the seven months of community assistantship experience (see Table 2). There was statistically significant changes in student' knowledge on community issues and the population they work with. More specifically, after their community assistantship, students rated themselves significantly lower in terms of their knowledge about community needs and problems, $Z(23) = -3.18, p < .01$; understanding of how they can become more involved in their community, $Z(23) = -4.2, p < .01$; knowledge to approach social issues and reach out to undeserved people in the community, $Z(23) = -3.22, p < .05$; and knowledge about the strengths of the population they work with, $Z(23) = -2.06, p < .05$. One might suspect that after the community service experience, students realized their lack of knowledge on their community and the population they work with.

Students also reported changes in their skills. There was an increase in their perceived abilities to resolve conflicts with others, $Z(23) = -2.00, p < .05$, after participating in community assistantship.

Another area that showed a significant change after community assistantship was students' commitment to service. After participating in community assistantship, students reported an increased interest in being involved in community service in the future, $Z(23) = -2.14, p < .05$. They also reported an increased sense of responsibility to serve their community, $Z(23) = -2.15, p < .05$; and an increased recognition of the importance of being a good citizen, $Z(23) = -2.12, p < .05$.



Table 2. Student Survey Responses

Question	Pre M(SD)	Post M(SD)	Z(23)	p
1. I have a good understanding of the needs and problems facing the community in which I live.	5.72(.99)	4.96(.95)	-3.18	.001
2. I have a good understanding of how I can become more involved in my community.	6.25(.79)	5.29(.75)	-4.2	.000
3. I have the knowledge to approach social issues and reach out to underserved people in the community.	5.96(.75)	5.13(.80)	-3.22	.001
4. I have extensive knowledge about the needs and barriers of the population I work with.	5.58(1.14)	5.13(.99)	-2.00	.045
5. I have extensive knowledge about the strengths of the population I work with.	5.58(1.21)	5.13(.89)	-2.06	.039
6. I feel confident in my leadership skills across multiple settings.	5.96(.69)	6.00(.98)	-.63	.527
7. I sometimes feel nervous when working with people from different backgrounds than myself. (skills)*	2.58(1.63)	2.00(1.69)	-1.18	.238
8. I am able to resolve conflicts easily and efficiently.	5.67(.70)	6.00(.83)	-2.00	.046
9. I think critically about the stereotypes or biases I have about different groups and how they impact my work.	6.13(.89)	6.33(.76)	-.88	.376
10. I am diplomatic in expressing my ideas and opinions.	6.29(.62)	6.12(.87)	-.812	.417
11. I probably will not continue volunteering after my Community Assistantship.	1.21(1.25)	1.83(1.86)	-1.56	.117
12. I hope to develop a long-term relationship with my Community Assistantship site or similar organization.	5.87(1.13)	5.75(1.26)	-.319	.75
13. I am personally invested in working toward equal opportunity for all people.	6.63(.58)	6.38(.77)	-1.31	.190
14. I intend to work in a career in the nonprofit sector.	4.46(1.72)	4.54(1.82)	-.78	.430
15. I will always be involved in community service in some way.	5.88(.89)	6.17(.83)	-2.14	.033
16. The primary reason I got involved in the Community Assistantship is to increase the	5.13(1.54)	4.95(1.73)	-.595	.552

competitiveness of my employment/practicum applications.				
17. The primary reason that I got involved in the Community Assistantship is to fulfill my class requirement.	2.17(1.86)	2.17(1.76)	-.04	.964
18. It did not matter to me if I got paid for my Community Assistantship.	5.17(1.94)	5.42(1.63)	-1.12	.260
19. The primary reason I got involved in the Community Assistantship is to gain experience working with a particular population.	4.71(1.60)	5.20(1.47)	-1.38	.166
20. The primary reason I got involved in the Community Assistantship is to make a difference in the lives of others.	5.83(1.37)	5.83(1.20)	.00	1.00
21. I feel well-prepared for my practicum/internship.	5.38(1.17)	5.88(.89)	-1.54	.123
22. I can apply what I learned in academic courses while working in the community.	6.21(.83)	6.00(1.06)	-.74	.456
23. Working in the community will make me a better student.	6.25(1.22)	6.50(.65)	-.540	.589
24. My Community Assistantship is unrelated to my future career goals.	2.00(1.56)	1.67(1.73)	-.97	.329
25. My Community Assistantship will make me a more competitive candidate for practicum/internship.	5.88(.94)	5.71(1.30)	-.63	.528
26. I feel that I have little control over problems happening in our society and the world.	2.75(1.45)	2.96(1.30)	-.88	.378
27. I tend to accept unjust conditions as they are.	1.34(.87)	1.42(1.21)	-4.0	.684
28. I feel that I can make a difference in our society and the world.	5.88(1.19)	6.01(.71)	-.72	.475
29. There is little I can do to change large-scale systemic issues.	2.1(1.47)	5.25(1.22)	-.98	.325
30. I feel that I can play a vital role in solving the world's problems.	4.67(1.55)	5.12(1.22)	-1.41	.131
31. I am actively working toward improving my community.	5.62(.92)	5.63(1.13)	-.37	.71
32. I have a responsibility to serve my community.	5.83(.82)	6.25(.79)	-2.15	.031

33. I have a strong desire to help those who have been treated unjustly.	6.08(.83)	6.38(.82)	-1.53	.124
34. It is important to me to be a good citizen.	6.34(.71)	6.63(.57)	-2.12	.034
35. I strive to be a leader in my community.	5.83(.92)	5.88(1.08)	-1.79	.858

* 7-point Likert scale was used (1 = strongly disagree; 2 = disagree; 3 = slightly disagree; 4 = neither agree nor disagree; 5 = slightly agree; 6 = agree; 7 = strongly agree)

Conclusion

Overall, the most notable change in students' competency and attitude through participation in community assistantships was found in their commitment to service. After the community assistantship experience, students reported an increased desire to be involved in community service in the future, a heightened sense of responsibility to serve their community, and an increased commitment to be a good citizen. Students also reported improved conflict resolution skills after community assistantship. Interestingly, they reported a reduction in perceived knowledge on their community, approaches to social justice issues, and needs and issues of the population they work with after participating in community assistantship. One might suspect that, this reduction actually reflects students' heightened awareness of their needs to learn more about their community rather than an actual decrease in their knowledge.



2013-2014 Community Partner Survey

In order to understand community partners' perspectives on their partnership with the Chicago School and the impact of the partnership, we administered a survey to our community partners.

Participants

Participants included 22 community partner contacts from 21 different community partner organizations.

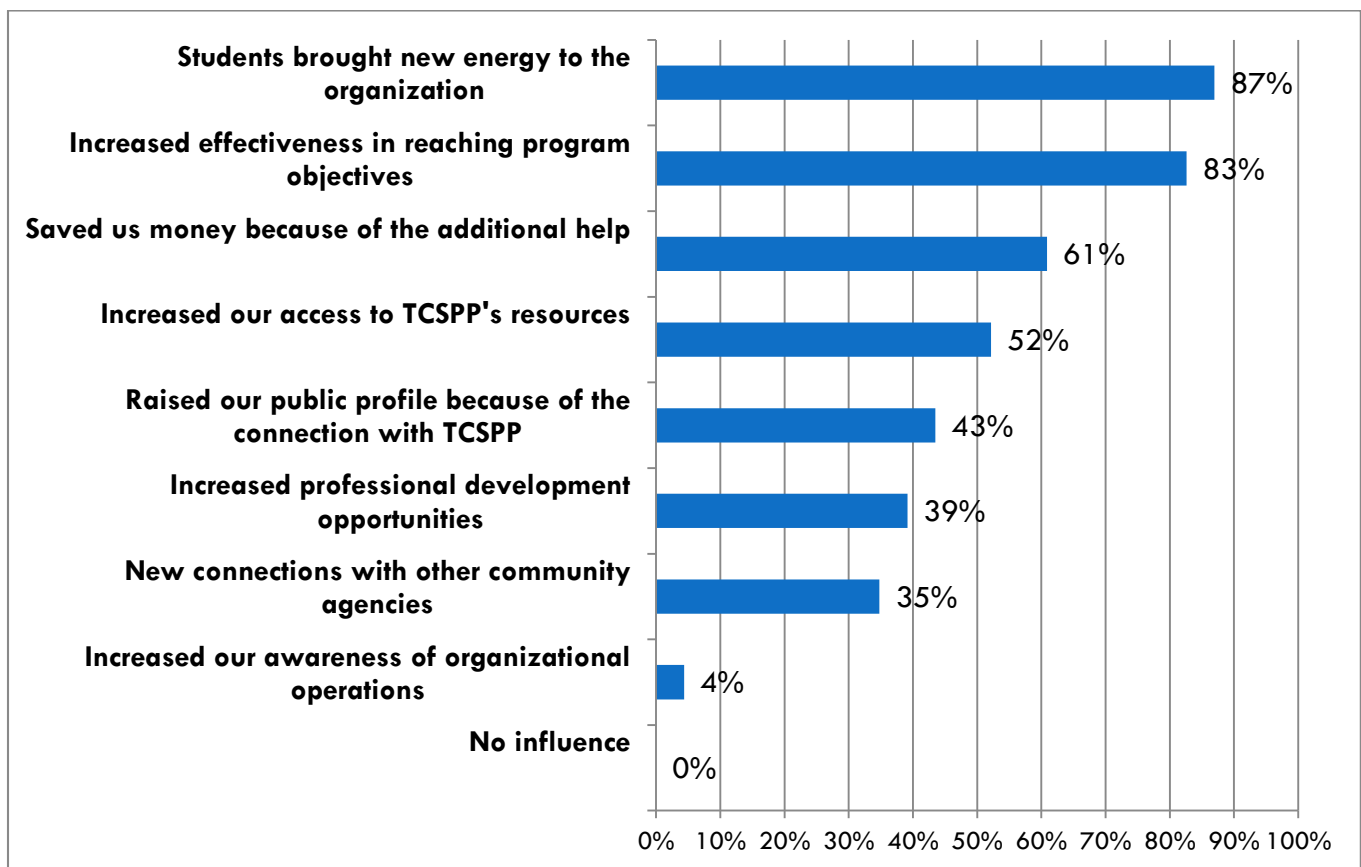
Methods

An email invitation was sent to supervisors/liasons of all community partner sites requesting them to complete an online survey containing 2 multiple choice questions and five open-ended questions. The survey focused on the impact of our partnership on their organization and programs as well as overall satisfaction with our students and the partnership with the Chicago School.

Results

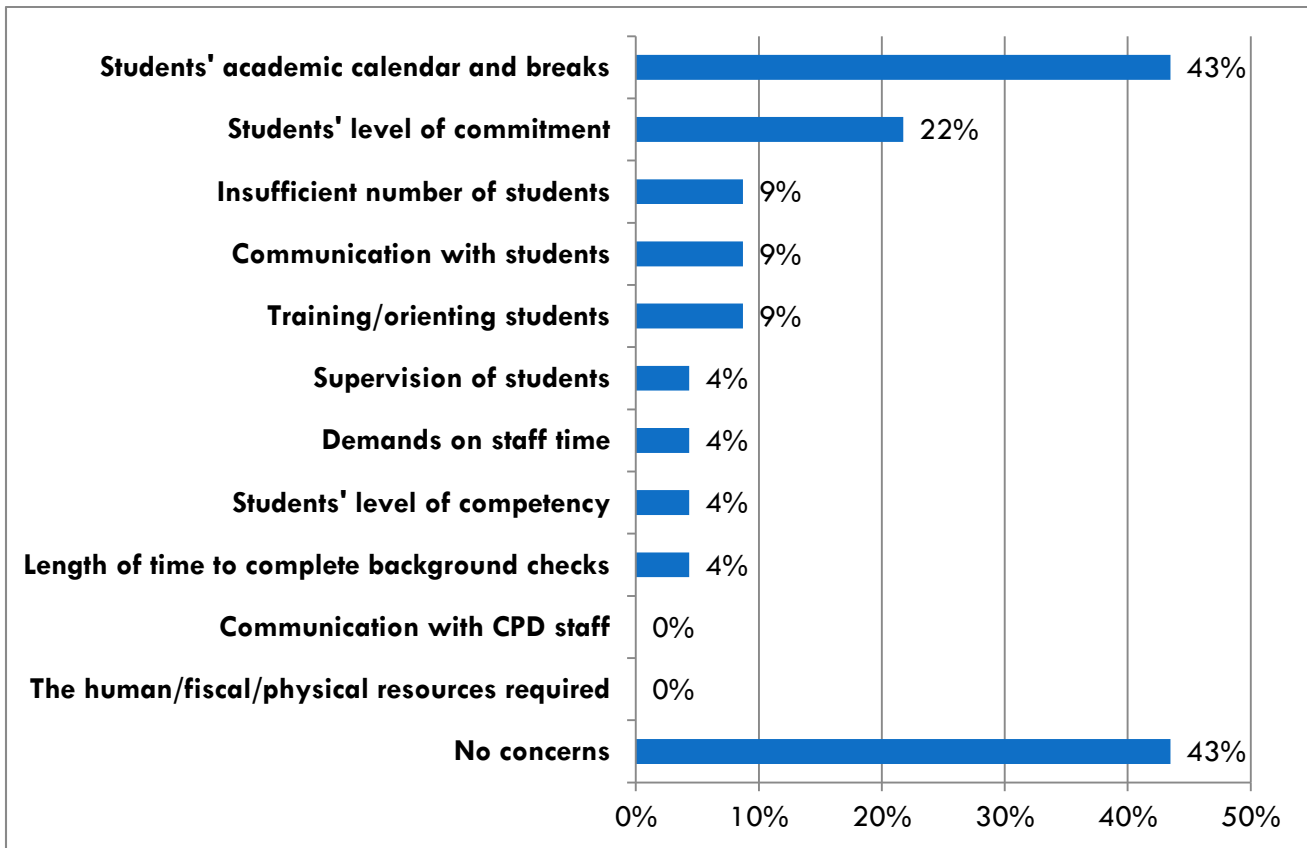
Partners were asked about the ways in which the partnership with the Chicago School has impacted their organization (see Figure 2).

Figure 2. In what ways has the partnership with The Chicago School impacted your organization? (Please indicate all responses that apply and rank them in order of importance)



Partners were also asked about challenges and concerns that they have encountered in working with Chicago School students (Figure 2).

Figure 3. What are most serious challenges/concerns you encountered in working with the Chicago School students? (Please indicate all responses that apply)



Benefits of the Partnership

Partners were asked to describe the benefits of the partnership from their perspective (see Table 3).



Table 3. How would you describe the benefits of the partnership from your perspective?

Theme	Number of Responses
Quality of students	9
Quality of partnerships	4
Bridging the service gap/service delivery	3

Most common theme emerged was the quality of the Chicago School students. For example, partner sites made the following comments:

For the last 5 years, CTC has benefitted from the ideas, energy and enthusiasm of Chicago School interns. We have consistently found them to be engaged, productive and contributing members of our team. They have helped us with the creation and implementation of new programs, such as Virtual Services (Skype coaching and online learning for unemployed people); Workplace Solutions (customized training for small organizations), as well as development of new employment workshops (such as the psychology of transitions) for clients and access to new community resources. They have brought new perspectives and been action oriented. We are so very grateful for this partnership! (Career Transitions Center of Chicago)

Students are interested in what we do so they bring an enthusiasm and level of knowledge with them that other volunteers might not. (National Runaway Safeline)



TCSPP provides great engaged and intelligent mentors. TCSPP are way more likely to build strong relationships with the students (Erie Neighborhood House)

The partnership brought us another excellent student who brought energy and new ideas into the organization. The student helped with any task assigned to her and did a fast and outstanding job. (Illinois Psychological Association)

The main benefit is connecting our clients with a highly effective, dedicated and compassionate group of people, and a second benefit is the networking that comes from knowing Chicago School personnel." (Sue Duncan Children's Center)

We would not have been able to expand and run our program without the assistance of the students, they stepped up and made it possible. They brought enthusiasm and many time concepts they are learning through their studies to our program. (Kids Rank)

We have been fortunate to have the great students from the Chicago School at critical times during the development of our

programs. They have helped us to grow and serve our community better. (Alivio Medical Center)

It has been beneficial to have dedicated students who are interested in truly impacting the girls that we are working with. I feel that the students that have been placed with our organization have been reliable and professional. (Girls in the Game)

Another common theme was the quality of partnerships between community agencies and the Chicago School.

The partnership strengthens a bond with TCSPP which affirms the current and future training program for externs and interns. (Gateway Foundation)

The partnership allowed us to work with students who were very helpful and interested in our organization. We appreciated the support of The Chicago School with this endeavor and we are looking forward to this continued partnership. (Smart Love Family Services)

Lastly, bridging the service gap was also reported.

I think that the Chicago School helps us bridge the gap of stabilizing St. Stephen's family's needs in education and emotional and youth behavioral stability. Because of the Chicago School, 3-6 year olds are better prepared for preschool K-8 through are able to understand and complete their homework and other school assignments. Trouble families receive free behavioral and emotional coping skills. St. Stephen's staff is able to articulate to the entire organization (TCB) about the benefits of a quality partner, financial savings and how the partnership aligns with the sites leading outcomes. (Community Builders)

This partnership allows my department to get done the work of what it would take many paid people. (Erie Neighborhood House)

Burdens of the Partnership

Partners were asked potential burdens of the partnership (see Table 4).

Table 4. How would you describe the burdens of the partnership from your perspective?

Theme	Number of Responses
No burden	9
Students' academic calendar	5
Time to hire/train/oversee students	3

The most common theme regarding burdens of the partnership was students' academic schedule:

Some years the academic year and breaks have been a challenge. For example, this year the internships ended in April, but we could have used the intern through June. This is a minor issue. If possible, it might be good to provide sites with a memo outlining key dates in the academic year.

The main challenges in working with the students are scheduling and scheduling commitment--students are still learning time management, the need to cancel in advance rather than at the last minute, and then

trying to work out volunteer schedules around students many other school commitments. I don't believe this stands out from student volunteers from other colleges; more challenges in working with student volunteers in general.

The calendar is an issue, also due to various factors TCSP students are more likely to leave mentoring after a year. A lot of this has to do with night time classes.

Another common burden was organization staff's time to train and hire student volunteers.

Anytime an organization brings in more people, it requires more time but in the case the time spent had been gained twofold.

Staff time needed to train and supervise students of low-skill levels

Strategies to Improve the Partnership

Community Partners were asked what they and the Chicago School would do differently in the future partnership activities. The majority of partners reported that they are happy with the current partnership and they would not make any changes. For example, partners made the following comments.

I am completely happy with the current partnership.

I can't think of anything that needs to be changed.

We have been involved with this partnership for years and have been incredibly satisfied.

There were no common themes regarding strategies to improve the partnership. However, partners made the following suggestions:

Everything has been great! More training/workshop opportunities for community partners might be nice though.

I would still want more TCSP students, but that probably isn't an option.

I wish there was a way to have the commitment level of the students to be a little higher. I know that they are involved in school full time but it seems that there are times they are not taking their job seriously.

It would be helpful to know when or whether there will be a work study student. I wonder if a student without work study would like to participate in training to conduct comprehensive assessments of co-occurring disorders and be on-site 2 days per week.



We will be more specific about our needs and will communicate more frequently with the Chicago School.

We would prepare the implementation of our program for much later than we originally anticipated. TCSPP can inform community partners of the timeline of how long it will take for students to be approved and moved on partnership interviews.

It would be great to be able to have bilingual participants and to have more students. We understand that this is not always possible and not within The School's control.

I would love to discuss both our timeline and the Chicago School so that we might be able to identify students by the time we do our group training for our Best Practices and Curriculum training.

Key Ingredients for a Successful Partnership

Lastly, partners were asked what they think the key ingredients for creating and maintaining a successful partnership (see Table 5).

Table 5. What do you think are the key ingredients for creating and maintaining a successful partnership between a community organization and an academic institution?

Theme	Number of Responses
Communication	12
Clear expectations/goals	3
On-campus events/seminars for community partners	2
Commitment	2
Flexibility	1
Reciprocity	1

The most common response was communication.

Open communications and responsiveness between the site, the intern and Chicago School.”

I believe communication is the most important ingredient. It is incumbent upon the community organization to let the Chicago School know what their needs are and to bring up problems as they come up (if that's the case). I have found the partnership program to be very organized and clear, yet flexible in dealing with individual community organizations.

Regular communication and getting to know one another.

Communication is key. I think being upfront about what our needs are and how TCSPP can help us will create a more sound partnership.

Communications. By communicating regularly the students were engaged in what we had going on and I feel more invested in our outcome.

2013-2014 Community Partnerships Report

I think that communication is key. Being open to discussing any issues or concerns as well as providing positive feedback. So far I think that this relationship has been great and those that I have communicated with are very responsive!

Other common themes included commitment, clear expectations, engagement opportunities, and reciprocity.

TCSP is doing a great job in terms of offering professional seminars to community partners, engaging them with the students' awards luncheon, emails, job fair, etc. The leadership program is very helpful as well.

Compatibility, quality work, commitment, meeting each other's needs creating a win- win situation in meeting both organizations outcome.

