

# 2015-2016 Community Partnerships Annual Report



The Community Partnerships Department  
The Chicago School of Professional Psychology

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## Community Partnerships Team

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## Acknowledgement

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# Community Partnerships Highlights

## 2015-2016 Accomplishments at-a-Glance

- A total of **398 TCSPP Chicago students** participated in long-term community service projects through the Community Partnerships Department (CPD).
- TCSPP Chicago students provided a total of **34,658 hours of service** in our community (not including clinical practicum hours).
- The monetary value of community services provided by TCSPP Chicago students is **\$834,564<sup>1</sup>**.
- Approximately **30 % of the entire TCSPP Chicago students** served our community through the CPD.
- A total of **32 TCSPP Chicago students** participated in one-day service projects.
- **Five faculty members** received National Faculty Service Learning Awards to implement new and innovative service-learning projects: Dr. Casey Sharp (FO M.A., Chicago), Dr. Kristy Kelly (Ed.S., Chicago), Dr. Sandra Siegal (MAP, Chicago), Dr. Patricia Perez (IP, Online), and Dr. Gregory Canillas (Clinical Psy.D., LA). We received the largest number of applications in our department's history!
- **Mila Kachovska**, a student in the Organizational Leadership Ph.D. program in Chicago, received a Leader Fellowship with Become, Inc. to facilitate strategic planning and development for the organization and enhance its mission of nourishing communities affected by poverty and injustice.
- **Sharon Asonganyi, MPH**, a student in the International Psychology Ph.D. program in Washington D.C., and **Rose Wilkins**, a student in the Online Organizational Leadership Ph.D. program, received a Create Your Own Leader Fellowship and implemented a new high impact community project.

## Finding from the APP Data Review

- Clinical Psy.D. students who participated in Community Assistantship through the CPD received a **significantly larger number of internship interviews with APA approved sites** ( $M = 5.21$ ) than those who did not participate in Community Assistantship ( $M = 3.58$ ),  $F(1, 81) = 4.64$ ,  $p < .05$ .

## Findings from the Student Survey

- Students expressed **increased desire to stay involved in volunteering and pro bono services** after participating in a long-term community assistantship ( $p < .05$ ).
- Students reported feeling **more prepared for their practicum and internship** after participating in a long-term community assistantship ( $p < .05$ ).
- After participating in a long-term community assistantship **a greater number of students reported that they would speak up if they witnessed another person being discriminated against** ( $p < .05$ ).

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<sup>1</sup> 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](https://www.independentsector.org/volunteer_time)

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- Students indicated **increased desire to help those who have been treated unjustly** after participating in a long-term community assistantship ( $p < .05$ ).

### Findings from the Partner Survey

- Approximately 87% of community partners reported that **the partnership with TCSPS strengthened their organization's capacity to address identified community needs**.
- Community partners reported that TCSPS students displayed a high level of **cultural sensitivity** (93.4%), **good understanding of the population work with** (96.7%), **commitment to ethical conduct** (93.3%), and **skills to apply theoretical knowledge in their work at their agency** (80%).

## About the Community Partnerships

### Mission Statement

The Community Partnerships Department creates a bridge between TCSPS, as well as 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; the result is a transformational experience for all.

### Community Partnerships Team

The Community Partnerships Department acts as the “community engagement hub” and initial point of contact for our faculty, students and majority of partner community organizations. The Community Partnerships team includes Jill Glenn, LCSW (Director), Sayaka Machizawa, Psy.D. (Associate Director), and an Americorps VISTA. The team supports faculty in the following ways: develops service-learning opportunities, places students in mutually beneficial community-based volunteer and Federal Work Study positions, oversees community-based participatory research projects; designs novel, sustainable, impactful, and meaningful community-based experiences.



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# Service Learning Highlights



**Casey Sharp, Psy.D., NCSP, Assistant Professor, Forensic Psychology, Chicago**

**Course: FO664A-SL: Community Engagement Seminar**

**Partner Site: The Chicago School Forensic Center and the Illinois Department of Human Services**

This course was designed to provide hands-on clinical experience for students to be more engaged in all aspects of the fitness restoration process, from evaluation to treatment. The overall goal was to expose students to the broad ranges within the fitness restoration process; this includes, legal statutes and how they apply to clinical practice, the structure and role of the department of human services, and how these systems influence client progress and outcomes. As part of the service-learning project, all students enrolled in this course participated in observations of either a competence to stand trial evaluation, and/or a competence to stand trial restoration session with a clinician at The Forensic Center. In addition, two students had the opportunity to assist Dr. Sharp in conducting two separate fitness to stand trial evaluations. Students also researched, designed, and implemented 2 mock trial protocols for 2 separate clients with diverse needs, as well as reviewed recent case law in Illinois related to fitness to stand trial. The impact on student learning was substantial. Dr. Sharp stated, “The students were clearly and significantly impacted by reflecting upon the systemic issues inherent in working with forensic/legally involved clients, based on class discussion and reflection from week to week. It was obvious that the students were emotionally invested in the progress and well-being of the clients, asking thoughtful questions about the intersection of the legal and mental health systems, and how these systems impact clients...I was profoundly impressed at the amount of work and dedication the students had to this class and to making a difference for the clients.”



**Gregory Canillas, Ph.D., Assistant Professor, Clinical Psychology, Los Angeles**

**Course: PY 483L: Seminar in Professional Practice**

**Partner Site: Center for Discovery, Long Beach, California**

The service learning project for this course was a collaboration with community partner, Center for Discovery. Students learned how to develop and conduct a needs assessment and an in-service presentation on working with adolescent girls with disordered eating. The students developed a two hour in service presentation for staff at Center for Discovery. In addition, three students from the course served as panelists, while others created a needs assessment and evaluation form; the remaining students “produced” the event (e.g., developed a flyer advertising the in service presentation). Students had the opportunity to present on crisis intervention, self-care, and



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asserting professional and personal boundaries. Dr. Canillas served as a discussant. Staff at Center for Discovery rated the student presenters highly (“Strongly Agree” or “Agree”) on an eight question evaluation form created by the students. Some examples of questions included: “The presentation was effectively targeted to this audience”; “Speakers were knowledgeable in the content area”; and “Questions were answered accurately, clearly and effectively”. In the narrative portion of the evaluation form, some of the comments received included: “I like the openness of presenters”; “It met the objective well”; and “I can apply this to my everyday work day, as well as to my groups.” The reflective essays appeared to help students critically examine the process of putting together a collaborative project, discuss challenges and outcomes, and integrate what was learned in class throughout the semester.

## Student Leader Fellow Highlights

Each year, the Community Partnerships Department identifies an exceptional student to serve as Leader Fellow in our communities. We offer two different kinds of Fellowships: One with our community partner organization and one that a student designs on his/her own.

**Mila Kachovska, 1<sup>st</sup> year in the Organizational Leadership Ph.D. program, Chicago**

**TCSPPP Community Partner: Become, Inc.**

Become Inc.'s mission is “nourishing communities affected by poverty and injustice to make their vision of a thriving community a reality.” Through training, education, coalition building and Dynamic Evaluation,

Become, Inc. demonstrates its commitment to create thriving communities for a socially just world. As a Leader Fellow, Mila worked with Become’s leadership team to provide support and coordination through the execution of responsibilities that are vital to the success of the organization’s mission and vision. Central to this role was facilitating strategic planning, monitoring, and reporting through provisional support and oversight. Mila created the foundation for the organization to maximize its efficiency and impact on the community. Furthermore, Mila created plans and procedures to help the organization operate smoothly while its CEO was on a maternity leave.



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**Rose Wilkins, 3<sup>rd</sup> year in the Organizational Leadership Ph.D. program, Online**

**Partner Site: Clark Atlanta University**

The goal of the project was to provide personal development coaching for 30 student athletes at Clark Atlanta University in Atlanta, Georgia. Clark, like other HBCUs, has a record of providing exemplary services to African Americans and other ethnic groups. However, desegregation resulting from 1960s Civil Rights Legislation has shifted the scope of recruitment as more African Americans choose to attend predominately-white universities (PWIs). These changes are extremely prevalent in southern states where sports reign as the pinnacle of collegiate offerings at large PWIs. HBCUs must now compete on uneven playing fields in every area, especially in recruitment and retention of star athletes. Addressing these inequities means that HBCUs must create viable support programs to facilitate successful academic and social experiences for students. Rose delivered coaching and workshop sessions for student athletes to help them succeed in their university environment.



**Sharon A. Asonganyi, MPH, 3<sup>rd</sup> year in the International Psychology Ph.D. program, Washington D.C.**

**Partner Site: Renaissance Cultural Center**

Sharon partnered with Renaissance Cultural Center(RCCE) in Washington DC to develop, implement and evaluate a storytelling hour featuring grandmothers from the French immigrant community. Children at RCCE who were participating in its French Immersion and Cultural Arts programs were invited. Participants gathered once a week to listen to entertaining stories that focus on traditional values and promote cultural awareness. After listening to the story, each child spent time under Sharon’s mentorship creatively writing their own unique story. The goal was to complete two short stories that would be presented at the last session. The top stories were compiled into a 2017 Calendar that would be sold at the Center’s Annual Cultural Festival. This unique project used the art of storytelling to transmit values, traditions, and wisdom across generations.



## APP Internship Data Review

Internship data from 2016 provided by the Applied Professional Practice were reviewed to explore the relationship between Clinical Psy.D. students’ participation in Community Assistantship and the number of internship interviews that they were offered during their internship application process. More specifically, internship data such as a total number of interviews in general and interviews by APA approved sites, and NMS Phase I Match among 81 Clinical Psy.D. students in Chicago Campus were reviewed.

Among the 81 students, 43 of them have participated in a long-term Community Assistantship through the CPD. An analysis of variance (ANOVA) was conducted with Community Assistantship experience as an independent variable and a number of internship interviews in general and a number of interviews by APA approved sites as dependent variables. The result of ANOVA showed that the effect of participation in

Community Assistantship was significant on the number of interviews students were offered by APA-approved internship sites. Students who engaged in the Community Assistantship through the CPD received significantly more number of internship interviews by APA-approved sites ( $M = 5.21$ ) than those who did not engaged in Community Assistantship ( $M = 3.58$ ),  $F(1, 81) = 4.64, p = .034$ . Although not statistically significant, the mean number of internship interviews (including those by non-APA sites) among students with Community Assistantship experience ( $M = 7.34$ ) appeared slightly higher than that among students without Community Assistantship experience ( $M = 6.71$ ).

## 2014-2015 Student Survey

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

### Participants

The pre-service survey was completed by 27 TCSPS Chicago students who were about to start their community assistantship or off-campus Federal Work Study positions through CPD. The survey was administered online in October 2015, and an email with the survey link was sent to all students who signed up for community assistantship or off-campus Federal Work Study positions. Among those 27 students who completed the pre-service survey, 15 completed the post-service survey. The post-service survey was sent out via email in May 2016 only to students who completed the pre-service survey. The 15 students who participated in both pre-service and post-service surveys were included in the data analysis. Participant demographics are summarized in the Table 1.

**Table 1. Demographic Summary**

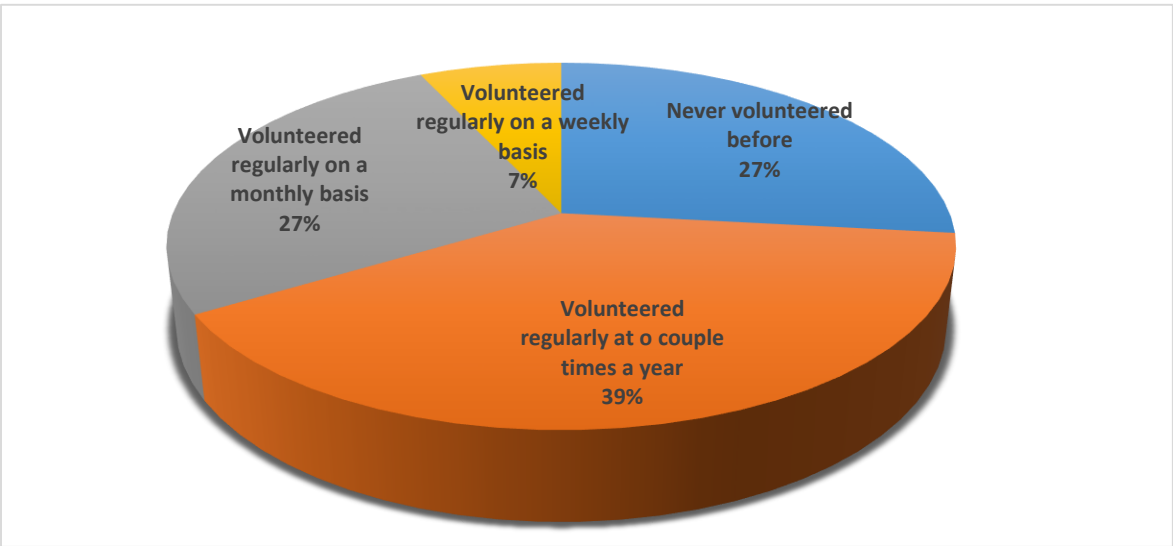
Demographic Variables (n = 15)	Percentage (number)
<b>Program</b>	
<b>PsyD: Clinical Psychology</b>	67% (10)
<b>MA: Counseling Psychology</b>	7% (1)
<b>PsyD: Clinical Forensic</b>	7% (1)
<b>MA: Forensic Psychology</b>	13% (2)
<b>MA I/O</b>	7% (1)
<b>Year in the Program</b>	
<b>1<sup>st</sup></b>	47% (7)
<b>2<sup>nd</sup></b>	33% (5)
<b>3<sup>rd</sup></b>	13% (2)
<b>4<sup>th</sup></b>	7% (1)
<b>Gender</b>	
<b>Female</b>	87% (13)
<b>Male</b>	13% (2)
<b>Type of Position</b>	
<b>FWS</b>	33% (5)



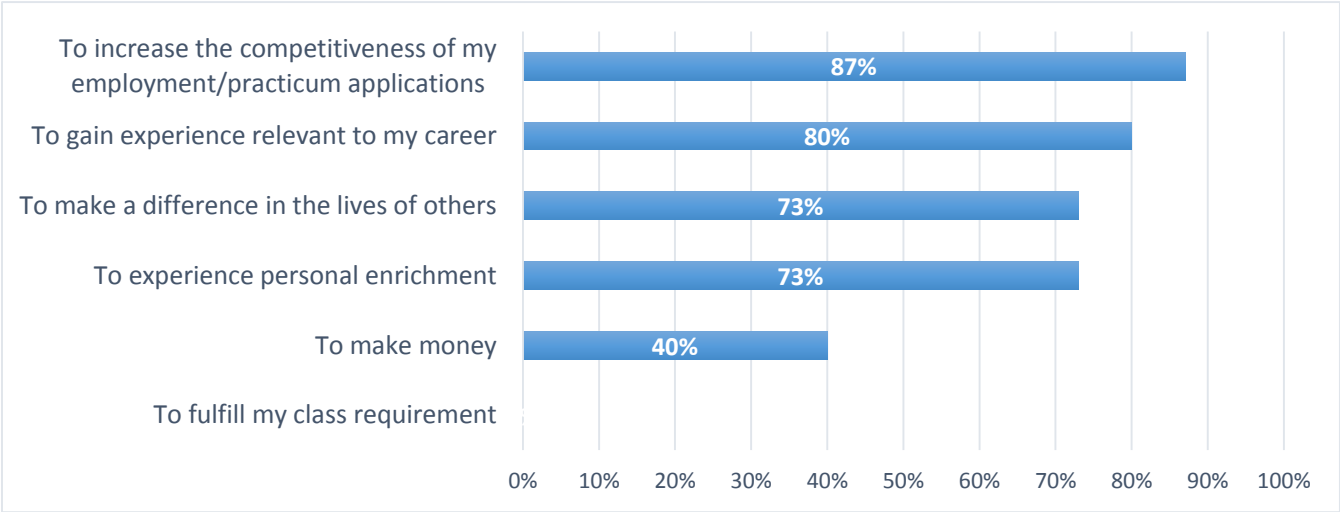
<b>Volunteer</b>	60% (9)
<b>Both</b>	7% (1)
<b>First year at your site?</b>	
<b>Yes</b>	60% (9)
<b>No (continuing)</b>	40% (6)

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

**Figure 1. Which answer best describes your volunteer experience prior to your community assistantship? (n = 15)**



**Figure 2. What are the reason(s) you got involved in the Community Assistantship position (check all that apply)? (n = 15)**



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## Methods

Students' sense of competency and civic responsibility were measured early in the placement process in October 2015, and again in May 2016, after approximately 7 months of working or volunteering with their community sites.

The Student Survey is based on a literature review of existing assessment tools 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 28 seven-point Likert scale questions (1= Strongly Disagree to 7 = Strongly Agree). The survey contains the following six subscales:

- **Knowledge:** *Knowledge of one's community, social issues, and the population one works with.*
- **Diversity Skills:** *Skills to work effectively with diverse individuals, resolve interpersonal conflicts, take a leadership role, and examine one's own biases.*
- **Civic Commitment:** *Intent to continue volunteering, work in a career in the nonprofit sector, develop a long-term relationship with one's community site.*
- **Career Preparedness:** *Preparedness for practicum/internship and understanding one's own career interests.*
- **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.*
- **Civic Responsibility:** *Sense of civic responsibility to serve one's community and help those who have been treated unjustly.*

Cronbach's alpha was used to determine internal consistency of each of the seven subscales. Excellent reliability was found for Application ( $\alpha = .923$ ); good reliability was found for Knowledge ( $\alpha = .818$ ), Diversity Skills ( $\alpha = .805$ ), and Civic Responsibility ( $\alpha = .834$ ); acceptable reliability was found for Career Preparedness ( $\alpha = .693$ ); and poor reliability was reported for Civic Commitment ( $\alpha = .521$ ) and Efficacy ( $\alpha = .557$ ).

## Results

Due to the small sample size and poor reliability for two of the seven subscales, subscales were not used in the current analysis. Instead, the Wilcoxon Signed-Rank Test was conducted to evaluate whether students' responses on each question item had changed after their seven months of community assistantship experience (see Table 2).

There were statistically significant changes in students' commitment for social justice and preparedness for practicum/internship after volunteering or working in the community for seven months. More specifically, after their community assistantship, students rated themselves more likely to speak up if they witness another person being discriminated against,  $Z(15) = -2.42$ ,  $p < .05$ ; continue to promote social justice and advocacy after their Community Assistantship,  $Z(15) = -1.99$ ,  $p < .05$ ; help those who have been treated

unjustly,  $Z(15) = -1.98, p < .05$ . Students were more likely to report that their Community Assistantship experience will make them more competitive candidates for practicum/internship,  $Z(15) = -2.23, p < .05$ . Overall, the findings of the student survey indicate that participation in a long-term volunteer and community work are likely to increase students' civic responsibility and preparedness for clinical practicum.



**Table 2. Student Survey Responses**

Question	Pre	Post	Z(23)
	M(SD)	M(SD)	
<b>1. I have a good understanding of the needs and problems facing the community in which I live.</b>	6.07(.80)	6.27(.70)	-.83
<b>2. I know how to approach community problems effectively.</b>	5.60(.74)	5.60(1.12)	.00
<b>3. I have extensive knowledge about the needs and barriers of the population I work with through my Community Assistantship.</b>	5.60(.91)	5.61(.1.30)	.00
<b>4. I have extensive knowledge about the strengths of the population I work with through my Community Assistantship.</b>	5.67(.82)	5.73(1.28)	-.28
<b>5. I often feel nervous when working with people from different backgrounds than myself.</b>	3.133(1.99)	2.80(1.93)	-.79
<b>6. I connect easily with people who are from different cultural backgrounds than myself.</b>	5.93(.88)	6.27(.79)	1.67

7. I am aware of my prejudices and biases about different groups and how they affect my behavior	5.67(1.17)	6.0(.75)	-1.77
8. <i>I speak up if I witness another person being discriminated against.</i>	5.33(1.34)	6.0(.75)	<b>-2.42*</b>
9. I will not continue volunteering after my Community Assistantship.	2.40(.19)	2.87(2.16)	-.91
10. I will continue to promote social justice and advocacy after my Community Assistantship.	5.50(.98)	6.47(.74)	-.45
11. I have a life-long commitment to community service.	6.53(.74)	6.53(1.34)	-1.86
12. <i>I will continue to be engaged in my community through volunteering and pro bono services.</i>	6.03(.88)	6.47(.64)	<b>-1.99*</b>
13. I feel well-prepared for my practicum/internship.	5.27(1.03)	5.73(1.33)	-1.03
14. <i>Volunteering in the community will make me a more competitive candidate for practicum/internship.</i>	6.01(1.55)	6.67(.61)	<b>-1.98*</b>
15. Volunteering in the community will help me understand what I want to do in my career.	6.33(.72)	6.36(.63)	-.58
16. Volunteering in the community will help me make valuable contacts for my professional career.	6.33(.63)	6.46(.74)	-.28
17. Working in the community will enhance my academic learning.	6.47(1.31)	6.29(.72)	-.81
18. Volunteering will give me an opportunity to apply what I learned in class in a real world setting.	6.20(.77)	6.21(.80)	-1.00
19. Working in the community will make me a better student.	6.47(.83)	6.29 (.72)	-1.54
20. Volunteering will help me hone my psychology skills.	6.33(.62)	6.33(.72)	-1.42
21. I feel that I have little control over problems happening in our society and the world.	3.66(1.88)	3,43(.1.91)	-.587
22. I tend to accept unjust conditions as they are.	2.53(1.30)	2.43(.1.69)	.00
23. I feel that I can make a difference in our society.	6.21(.89)	6.00(.87)	-.60

24. Contributing my skills will make the community a better place.	6.27(.70)	6.41(.86)	-.95
25. I feel an obligation to contribute to the community.	6.20(.86)	6.41(.77)	-.82
26. I have a strong desire to help those who have been treated unjustly.	6.27(.59)	6.64(.49)	-.63
27. It is important to me to be a good citizen.	6.60(.50)	6.64(.63)	-.70
28. I am personally invested in working toward equal opportunity for all people.	6.53(.52)	6.64(.49)	<b>-2.23*</b>

*Note: 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)*

**\*  $p < .05$**

## 2015-2016 Community Partner Survey

In order to receive feedback from community partner organizations on their satisfaction with the partnership with TCSP and experience with TCSP students, we administered an online survey to our community partners.

### Participants

Participants included 30 community partner contacts from 28 different community partner organizations.

### Methods

An email invitation was sent to supervisors/liaisons of all community partner sites requesting them to complete an online survey containing 15 multiple choice questions and three open-ended questions. The survey focused on the impact of our partnership on their organization and programs, as well as perceived competency of our students and the quality of their partnership with the TCSP.

### Results

#### Perceptions of the Partnership

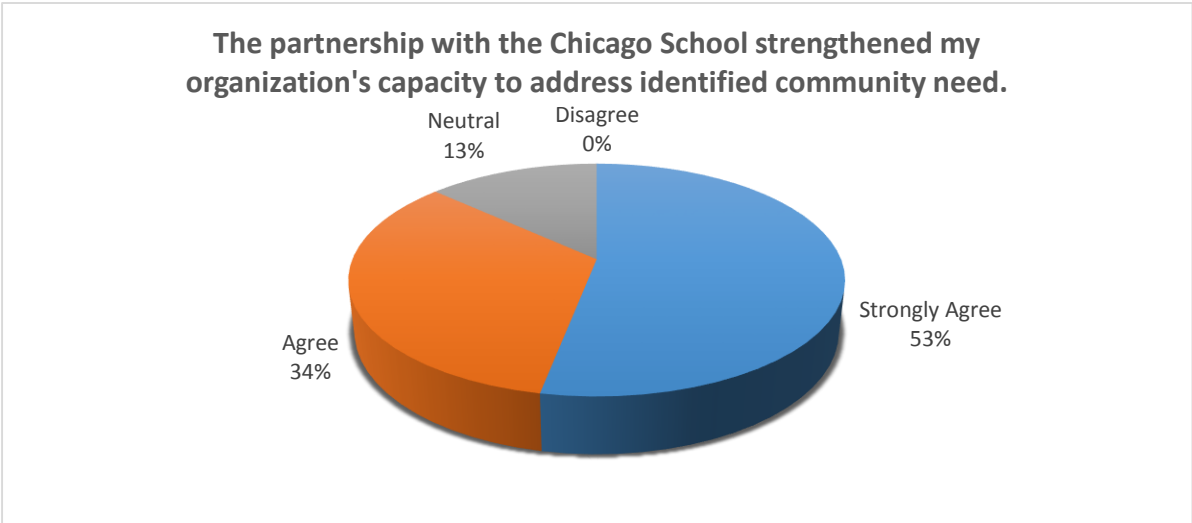
Partners were asked to rate how much they agree with statements related to their partnership with The Chicago School's Community Partnerships Department (See figure 1-4). The following summarizes the findings:

- 87% of partners reported that the partnership with TCSP strengthened their organization's capacity to meet identified community needs.

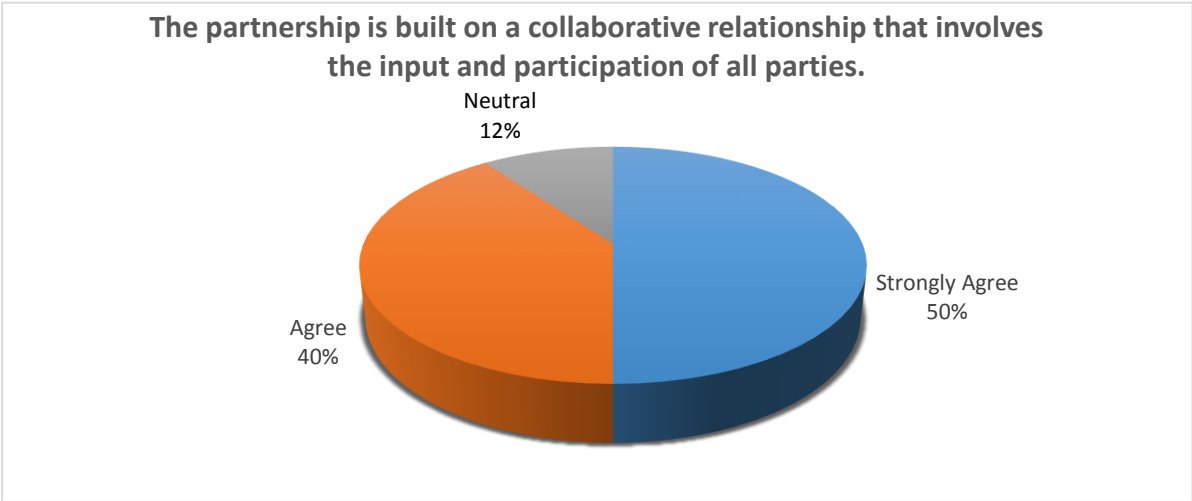


- 90% of partners reported that the partnership is built on a collaborative relationship that involves the input and participation of all partners.
- 94% of partners feel both partners actively listen, share ideas, and learn from one another.
- 94% of partners reported the partnership actively works toward mutually beneficial outcomes.
- 83% of partners feel that the partnership is sustainable and supports the continuous improvement.

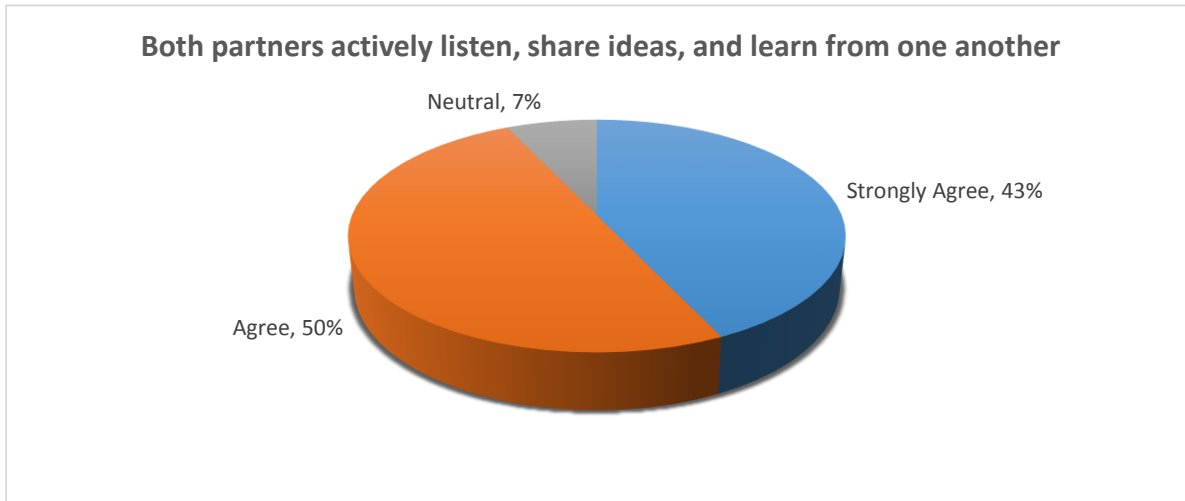
**Figure 3.**



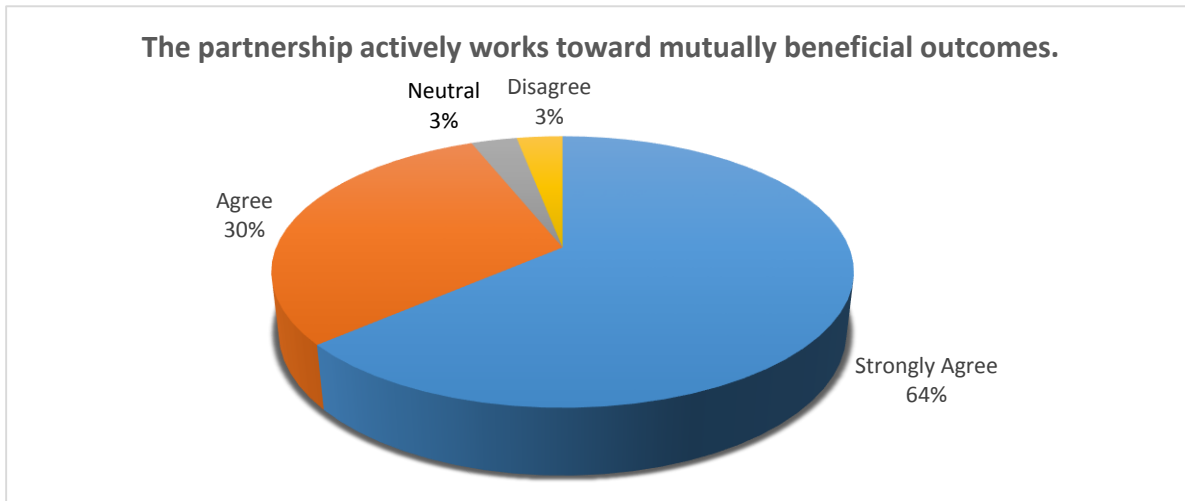
**Figure 4.**



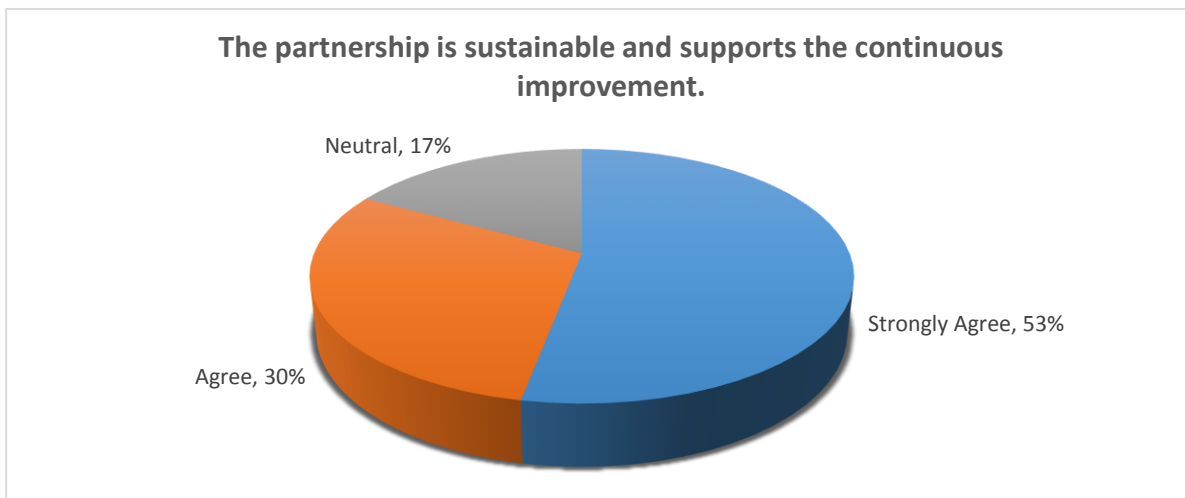
**Figure 5.**



**Figure 6.**



**Figure 7.**

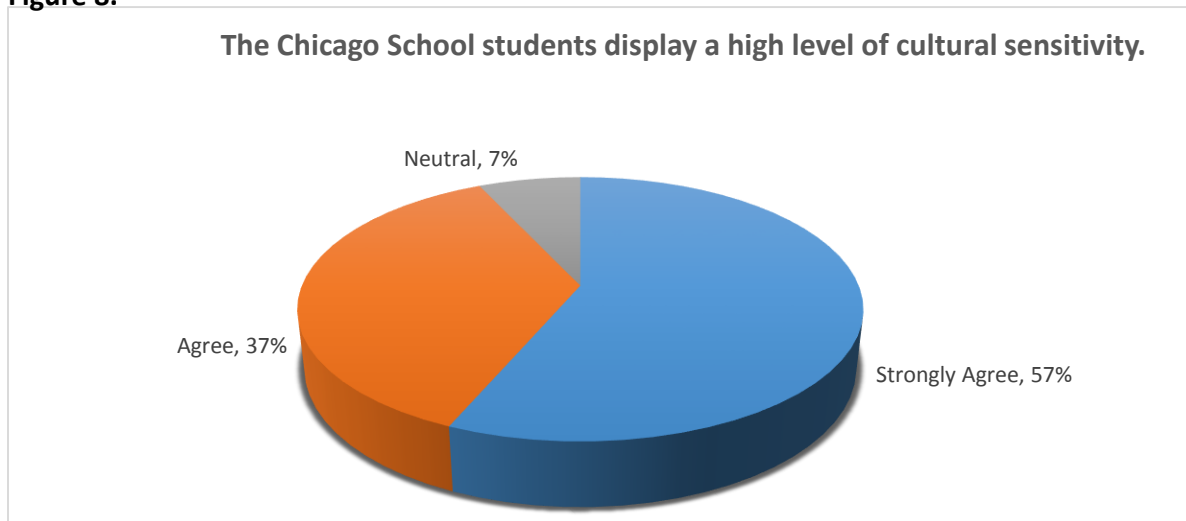


## Perception of the Chicago School Students

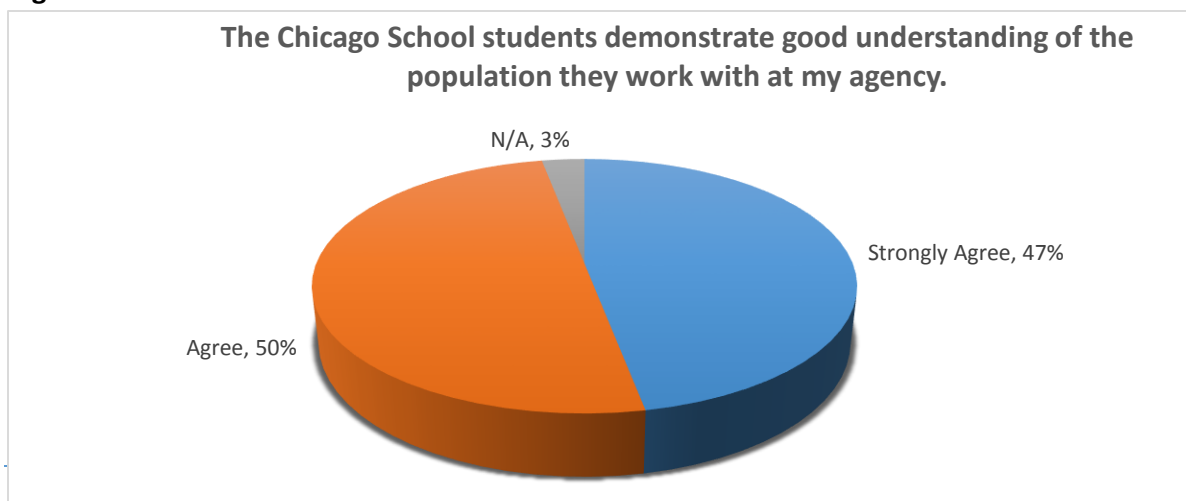
Partners were also asked to rate TCSPP students' behavior. The following is the summary of the findings:

- 94% of partners feel that TCSPP students display a high level of cultural sensitivity.
- 97% of partners reported that TCSPP students display good understanding of the population they work with at their agency.
- 90% of partners stated that TCSPP students function in a professional manner.
- 93% of partners reported that TCSPP students display commitment to ethical conduct.
- 80% of partners feels that TCSPP students demonstrate skills to apply theoretical knowledge in their work at their agency.
- 87% of partners reported that TCSPP students demonstrate capacity to work collaboratively with their staff.
- 90% of partners stated that TCSPP students demonstrate capacity to develop rapport with people they serve and maintain appropriate boundaries.
- 90% of partners reported that TCSPP students demonstrate commitment to community service and public good.

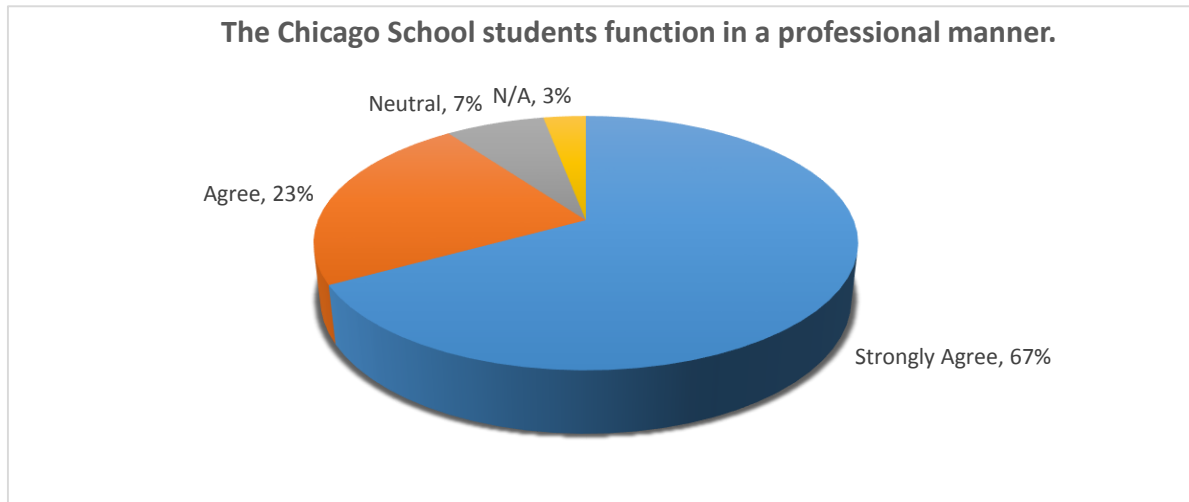
**Figure 8.**



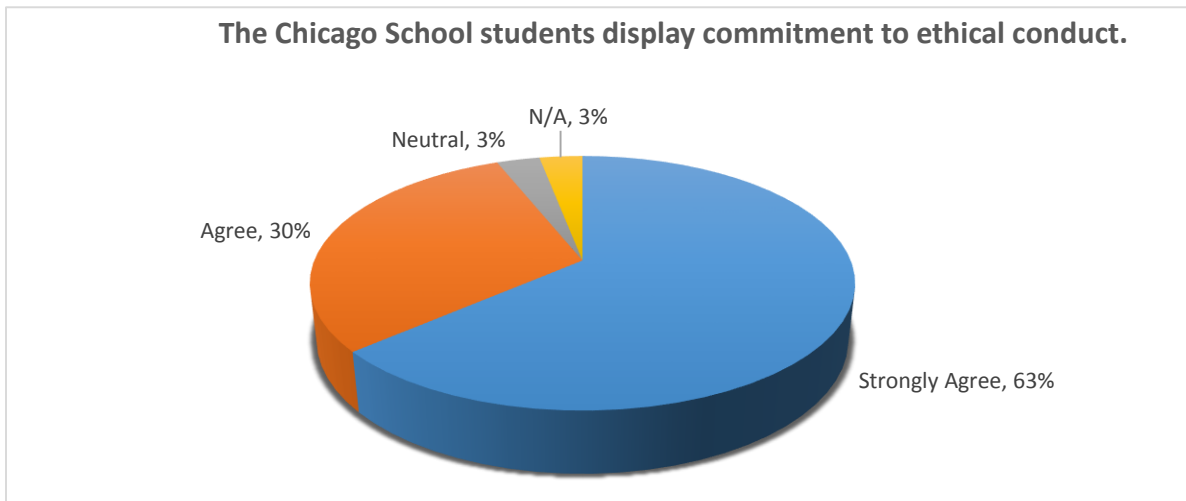
**Figure 9.**



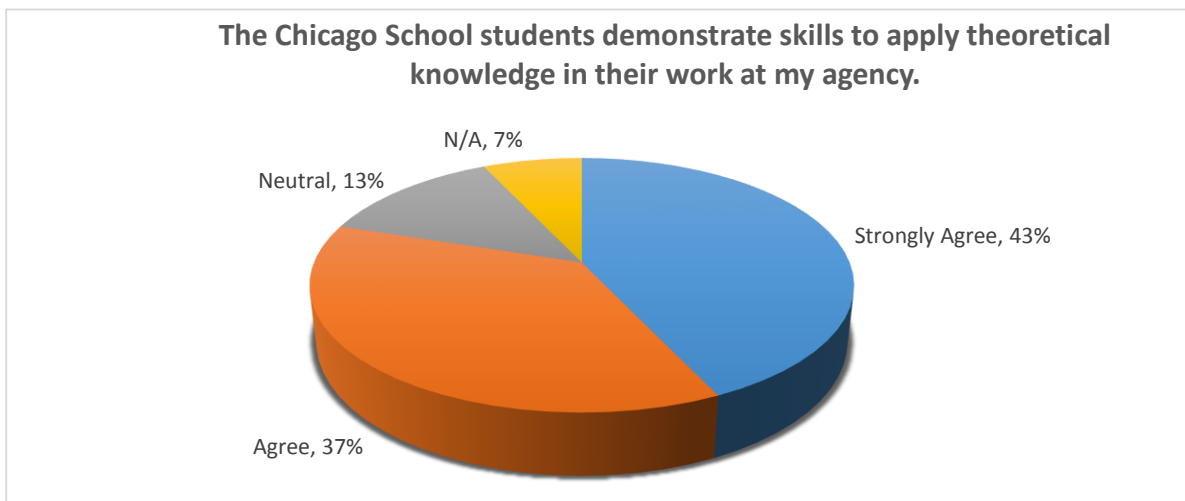
**Figure 10.**



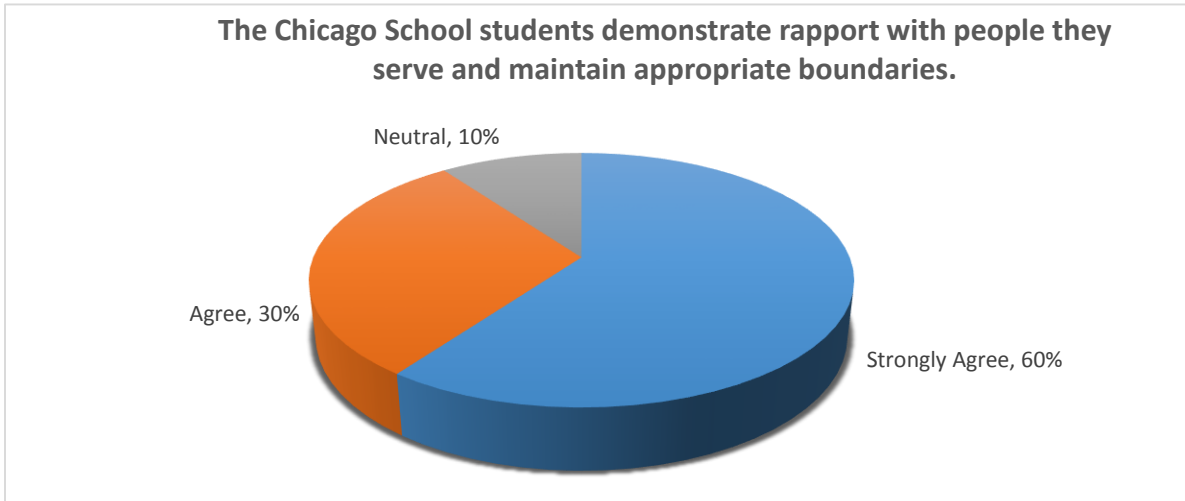
**Figure 11.**



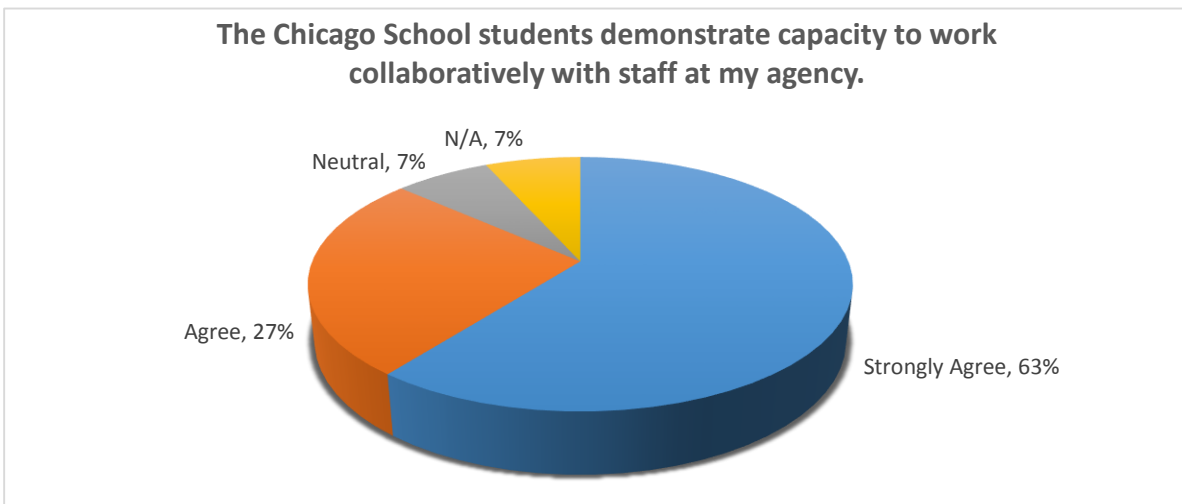
**Figure 12.**



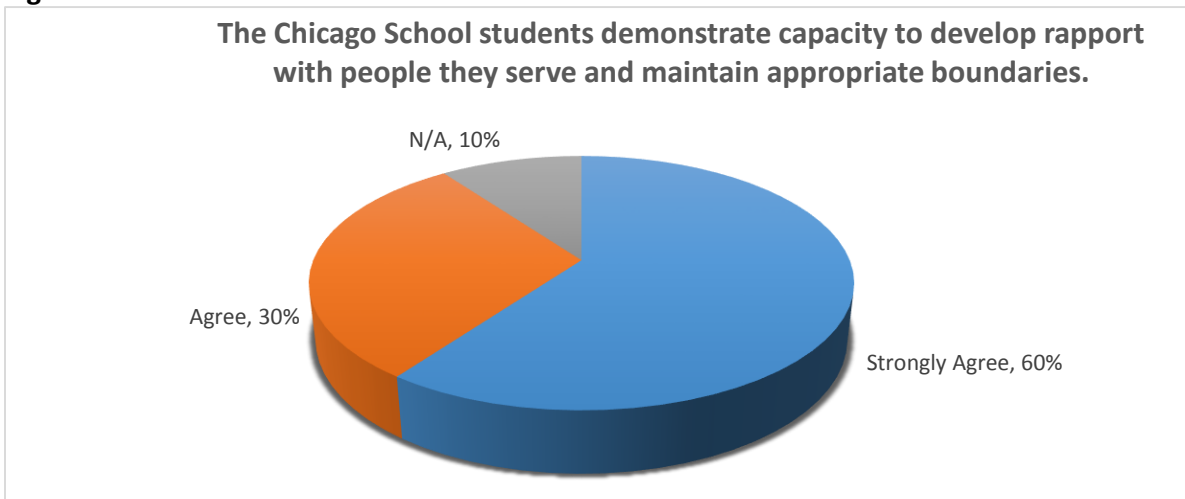
**Figure 13.**



**Figure 14.**

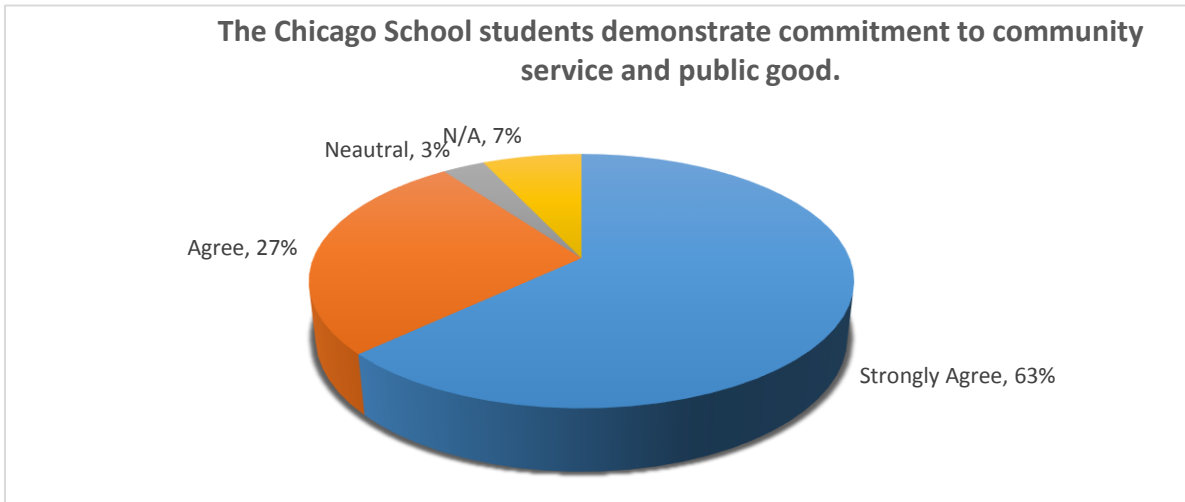


**Figure 15.**





**Figure 16.**



### Impacts and Rewards

Partners were asked about the way in which the partnership with the Chicago School has impacted their organization (see Figure 16). As you can see in the bar chart, the majority of the partners reported that the partnership increased their effectiveness in reaching program objectives (90%), provided students who brought new energy to the organization (83%), and helped them save money (67%). “Other” responses included the following:

*Helped us meet our need for volunteer mentors.*

*Chicago School is a partner who aligns with TCB's organizational mission of building and sustaining strong communities where people of all incomes can fulfill their full potential.*

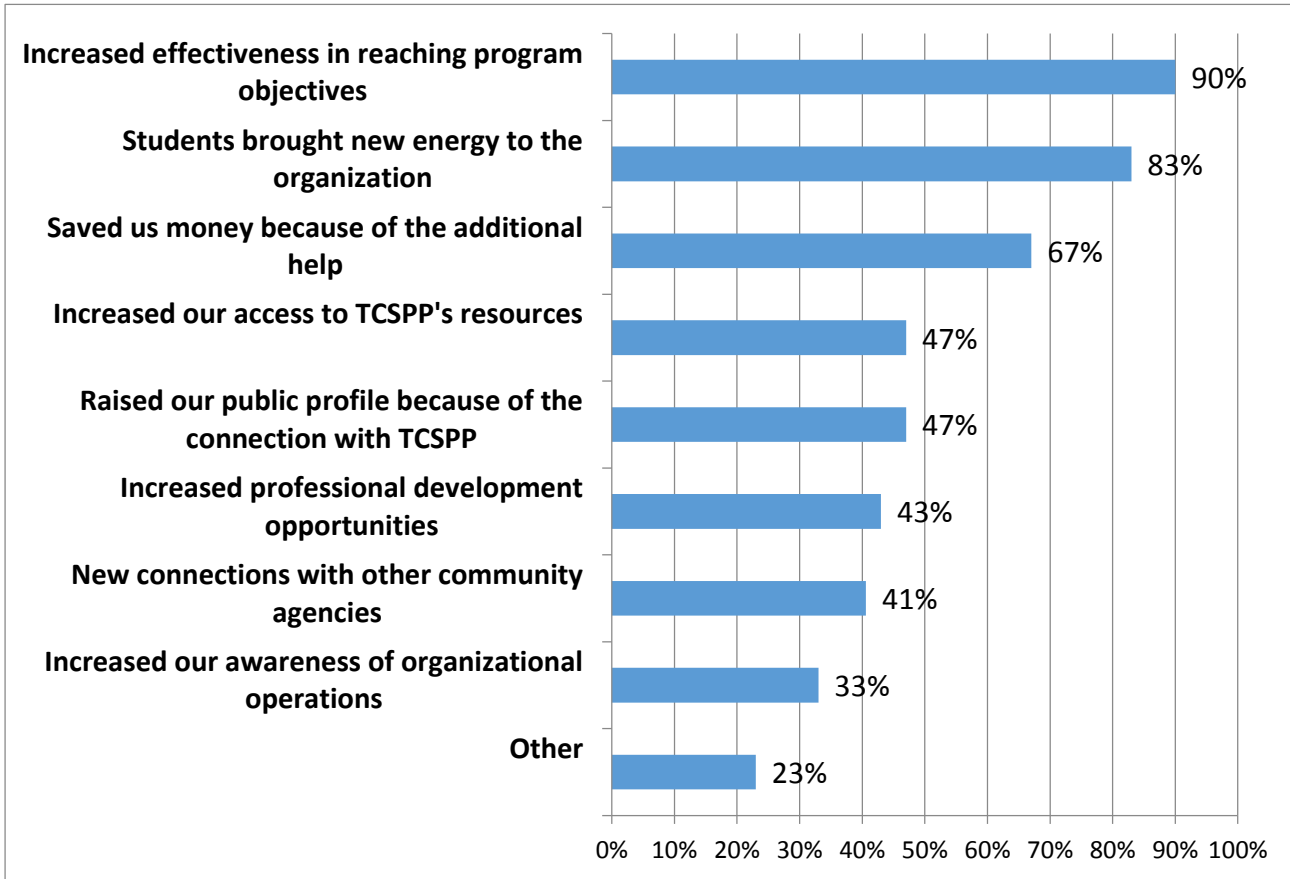
*Provided the highest caliber volunteers.*

*The FWS has lead, in the past, to a doctoral dissertation and, next year, to a therapy externship!*

*Assisted in curriculum development essential for program growth.*

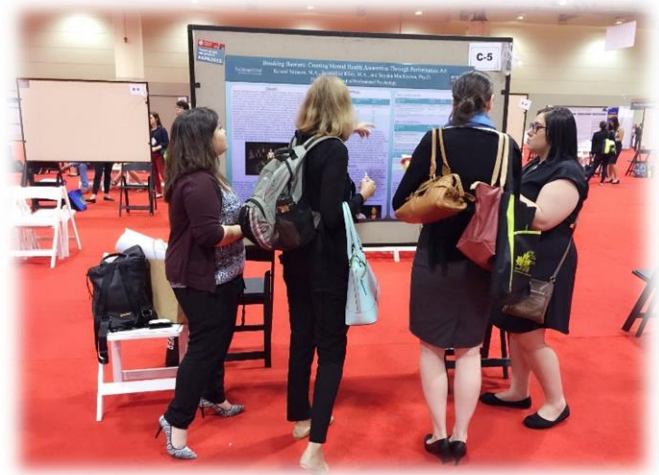
*Brought compassion and professionalism.*

**Figure 17. In what ways has the partnership with The Chicago School impacted your organization? (Please indicate all responses that apply)**

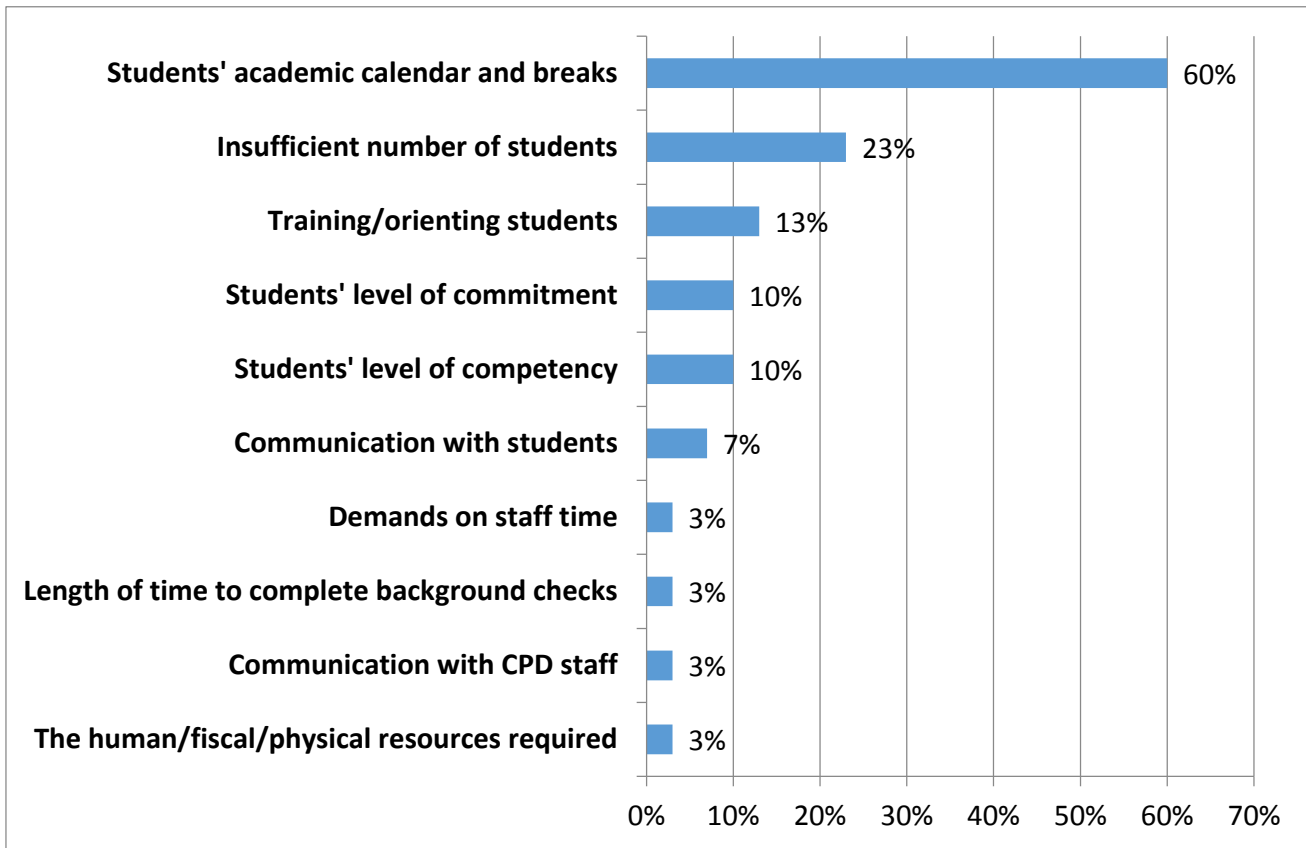


### Challenges

Partners were then asked about challenges they encountered while working with Chicago School students (see Figure 17). Sixty percent of partners indicated that students’ academic calendar and breaks create challenges. More specifically, because of students’ academic calendar, some partners have difficulty securing volunteers during academic breaks. About a quarter of the partners listed insufficient number of students as a challenge.



**Figure 18. What are challenges/concerns you have encountered in working with the Chicago School students? (Choose all that apply)**



**Room for Improvements**

We asked community partners to describe what both partners might do differently to improve the partnership. Partners’ responses include the following:

*Focus more on youth mentorship.*

*Establishing a required check in with all three parties (student, supervisor, and partnership staff) would be helpful.*

*The more volunteers the better!*

*Have a better understanding of the schedules of the students and how they interact with our after-school program schedules.*

*If the Federal Work Study (FWS) student placements could possibly be extended through at least July, provided that the extension also meets the student's needs, it would be very helpful in bridging the capacity gap between the end of the current FWS' tenure and the beginning of the newly hired FWS' tenure come fall semester.*

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*I value the occasional email 'check-ins' even when there is not specific issue at hand.*

*I think we would welcome and benefit from more opportunities to get to know, interact and partner with the other community partners.*

*Understanding that resources are often limited due to external forces; it would still be ideal for additional students to be placed with us.*

*We could meet on a regular basis to discuss the partnership and continuous quality improvement.*

*Communicate. Unless I work at it, I don't hear from them at all. I wish for the kind of commitment where they would check in to see what they can do; let me know if the situation changes.*

*I would like to emphasize the importance of committing for our program not just for one semester but for the whole academic year. This is imperative for our youth, they need consistency throughout the program in order for them to feel valued and acknowledged. They already face inconsistency within their families and schools, we want to make sure we are consistent for them.*

*Our only complaint is that we want more of your fabulous students!*



### Success Stories

Partners were asked to share a success story of their partnership with TCSPP. The following stories were reported by partners:

*Our student went above and beyond in her role. She worked across many areas and was able to expand our reach as an organization. She was a joy to work with and left us with a very positive impression of the program.*

*I greatly enjoyed being able to give back to TCSPP by supporting two graduate consulting classes. All of our volunteers have made a positive impact in the lives of students. We are so grateful for what they bring to our community.*

*For the past four years, we've been fortunate enough to be awarded a Chicago School Federal Work Study (FWS) student to assist with our project's volunteer coordination. The resources each FWS has introduced to our agency have been so valuable. This position has allowed us to sustain a robust, high-functioning volunteer team. Thank you, Chicago School!*

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*Maud has been a great volunteer at Gilda's Club Chicago. She is passionate about our mission, professional, and committed. The members enjoy interacting with her, and we have enjoyed having her.*

*All of the students from The Chicago School who were picked as volunteers showed a very high degree of caring and commitment. Each volunteer brought a different skill set to our program and were culturally diverse. I can't rave enough about the quality of your students.*

*Your students have been at every event we have done for Families of the Fallen and it has helped us achieve our goals.*

*Katie Yang helped us with our Out of the House program for seniors and was very effective and loved by our clients.*

*Some of the volunteers suggested projects that will serve one of our target populations well if implemented*

*The FWS student from 2 years ago will start as a therapy extern this July!*

*Edwin Anthony Castro has been an excellent help for Borderbend. He is currently a Borderbend intern, and has brought a lot of ideas and energy to the organization. He gave a presentation to teens in a Chicago Kaleidoscopes session, about murals in Chicago, and during that presentation he demonstrated a deep knowledge of the subject while showing that he connected well with the teens.*

*The I/O Department and its student engaged with us as fellows has been a tremendous resource for us as a relatively new and developing organization. Specifically, during this time of a leave of absence for one of our key leaders, Mila K.'s experience, follow-through and leadership skills have been invaluable.*

*We have been so pleased with the students from the Chicago School. We still keep in touch with our first student. Our second student now works for Alivio Medical Center in her field of concentration. We have had long-serving students who have enabled us to keep our programs accessible to a larger number of people.*



*One of the students began working with us as a volunteer nearly two years ago. From there, she became an intern and is now leading meetings in the community with success. She expanded our reach. There are several stories such as this that we have because of our partnership with TCS.*

*The FY16 intern created a program on emotional resilience for our clients, which was very well received. She also helped us*



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*create content and deliver a weekly client newsletter to enable clients to better use CTC resource.*

*Currently we have two CSOPP students who have maintained their commitment to our mission to empower youth for the past 4 years.*

*Bringing on two committed and energetic volunteers this year enabled us to serve more girls through our After School program. Through this partnership, our staff has been more aware of and attended several professional development trainings through the Chicago School.*

*Our two wonderful students from last year were unable to continue because for the demands of their schoolwork but volunteered to help with field trips to maintain a connection to our organization and our students. We were thrilled!*

## Recommendations

### Students

- The student survey indicated that community engaged learning is a powerful tool to foster students' civic responsibility and prepare them for practicum and internship. To further encourage students to participate in community engaged learning, we have the following recommendations:
  - Increase the number of Off-Campus Federal Work Study and College Work Study positions. This will allow international and domestic students with a greater financial need to find hands-on opportunities in the community.
  - Increase the number of volunteer and FWS/CWS positions that students can participate in remotely. Given the increasing number of non-traditional and online students, we need to create more opportunities that fit their schedule.
  - Obtain faculty's buy-in so that they can promote community engagement opportunities to their students. They should bring civic engagement into the classroom.
  - Increase the visibility of the Community Partnerships Department by visiting PD groups, sending out emails, and posting announcements and updates on flat screens and TCSP social media pages. Of note, student survey indicated that nearly 90% of students prefer communication via email rather than other venues.
  - Collaborate with other centers (e.g., CMDS, NRCI) to organize events that aim to enhance student commitment to service, social justice, and civic responsibility.
  - Conduct a survey for students to assess: 1) whether they have utilized services by the CPD, 2) whether they have attended an Annual Job and Volunteer Fair, 3) what would entice them to participate in Community Assistantship, and 4) what are important factors when they are searching for a Community Assistantship position. The survey was conducted in August 2016 with rich and useful findings.

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## Faculty

The number of applications for 2015-2016 Faculty Service-Learning Award doubled in comparison to last year. We received the largest number of applications in our department's history. This increased interest is because we promoted this award in collaboration with the National Center for Teaching and Learning that also offers Curriculum Enhancement Fund. We aligned the deadlines so that faculty can apply for both awards.

- It is imperative to create the infrastructure for faculty reward systems. Use of the service-learning pedagogy should be included in the criteria for faculty promotion. The Community Partnership has reviewed the current faculty promotion policies and made suggestions.

## Partners

- The partner survey revealed that the most common challenge in working with TCSPS student volunteers is their academic calendar and breaks. To address this issue, it is recommended that the Community Partnerships Department send out students' academic calendar to representatives of the community partner sites in advance.
- Enhance the mechanism for assessing and incorporating partners' feedback on a regular basis is important. We have made it mandatory to visit each community site once a year to be attentive to their suggestions and create a culture of collaboration.

