



**Students in Service Program
Site Supervisor Survey Summary
(2007-2008 Data)**

RaeLyn Axlund, M.Ed.

Jennifer McWilliams

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Washington Campus Compact
c/o Western Washington University
516 High Street, MS 5291
Bellingham, WA 98225-5996

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Summary

Students in Service (SIS) is a part-time AmeriCorps program that offers noncompetitive education awards to students who participate in community service, service-learning, unpaid service-related internships, service-based student organization activities, and community service work-study jobs.

This report reflects information collected as part of the SIS Supervisor Survey, which was completed by 887 community partners supervising SIS members during the 2007-2008 grant cycle. Specific sections of the report include the following information:

- a. a profile of campuses and community organizations (locations of community organizations, a list of campus partners, key community issues addressed by participating organizations, and community partner involvement in additional Washington Campus Compact programs beyond SIS);
- b. details about the campus-community organization partnership (historical numbers of SIS members per participating community organization, factors influencing community partners' decisions to participate in SIS, campus-community partner awareness and involvement, and community partners' perceptions of their roles as educators); and
- c. SIS member performance and impacts (SIS member performance evaluations and SIS member impacts on communities).

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Profile of Campuses and Community Organizations

Locations of Community Organizations

The Students in Service program is offered in California, Hawaii and the Pacific Islands, Idaho, Montana, Oregon, and Washington. Figure 1 reflects the percentage of partnering community organizations—as indicated by site supervisor response rates—per state.

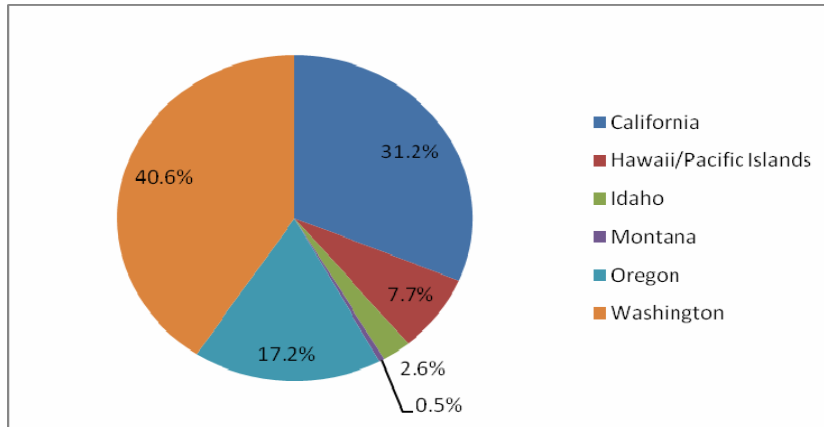


Figure 1: Locations of Community Organizations

Campus Partners

Survey respondents reported working with the following campuses to offer service opportunities to Students in Service members.

- *California:* Azusa Pacific University; California Polytechnic State University, San Luis Obispo; California State Polytechnic University, Pomona; California College of the Arts; California Maritime Academy; California State University, Channel Islands; California State University, Fresno; California State University, Fullerton; California State University, Long Beach; California State University, Los Angeles; California State University, Northridge; California State University, Sacramento; California State University, San Bernardino; California State University, San Marcos; Dominican University of California; Glendale Community College; Humboldt State University; La Sierra University; Laney College; Loyola Marymount University; Mount St. Mary's College; Notre Dame de Namur University; Pitzer College/Claremont; San Francisco State University; San Jose State University; University of California, Berkeley; University of California, Los Angeles; University of California, San Diego; University of the Redlands; University of San Diego
- *Hawaii and the Pacific Islands:* American Samoa Community College; Guam Community College; Northern Marianas College; Hawaii Pacific University; Honolulu Community College; Kapiolani Community College; Leeward Community College;

Maui Community College; University of Hawaii at Hilo; University of Hawaii at Manoa; University of Hawaii West Oahu

- *Idaho:* Boise State University; University of Idaho
- *Montana:* Montana State University-Bozeman; Montana State University-Great Falls College of Technology
- *Oregon:* Concordia University; Lane Community College; Linfield College; Linn-Benton Community College; Oregon State University; Portland Community College; Portland State University; Rogue Community College; Southern Oregon University; Southwestern Oregon Community College; University of Oregon; University of Portland; Western Oregon University
- *Washington:* Antioch University Seattle; Bellevue Community College; Cascadia Community College; Central Washington University; Clark College; Eastern Washington University; Edmonds Community College; Everett Community College; Gonzaga University; Heritage University; Seattle Central Community College; Seattle Pacific University; Seattle University; Skagit Valley College; Spokane Community College; Spokane Falls Community College; Tacoma Community College; The Evergreen State College; University of Washington; University of Washington, Bothell; University of Washington, Tacoma; Walla Walla Community College; Washington State University; Western Washington University

Key Community Issues Addressed by Participating Organizations

Site supervisors were asked to identify the key community issues addressed by their organizations. Over half (53.1%) of the survey respondents identified “human needs” as a primary organizational focus (see Figure 2). Some other key community issues addressed by organizations included, but were not limited to: child abuse and neglect, advocacy for queer and allied community members, teen pregnancy, effective parenting, career development, domestic and sexual violence, availability of free legal services, funding for/access to post-secondary education, diversity and equity, transitional housing, low-cost home ownership, rental assistance, and shelter for animals.

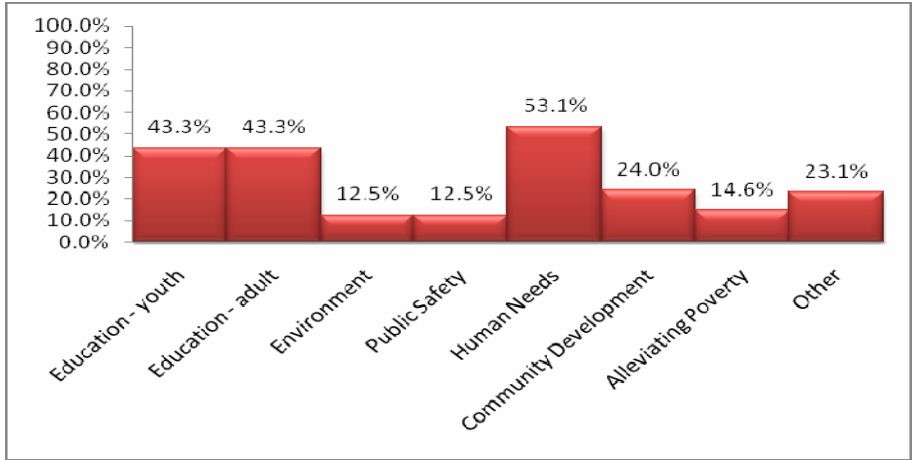


Figure 2: Key Community Issues Addressed by Community Organizations

Community Partner Involvement in Additional Washington Campus Compact Programs

Each site supervisor in Washington and Idaho was asked to identify any additional Washington Campus Compact programs (beyond Students in Service) with which her/his agency had worked (See Figure 3). 26.3% of the site supervisors indicated that their organizations had also been involved with the AmeriCorps*VISTA Project.

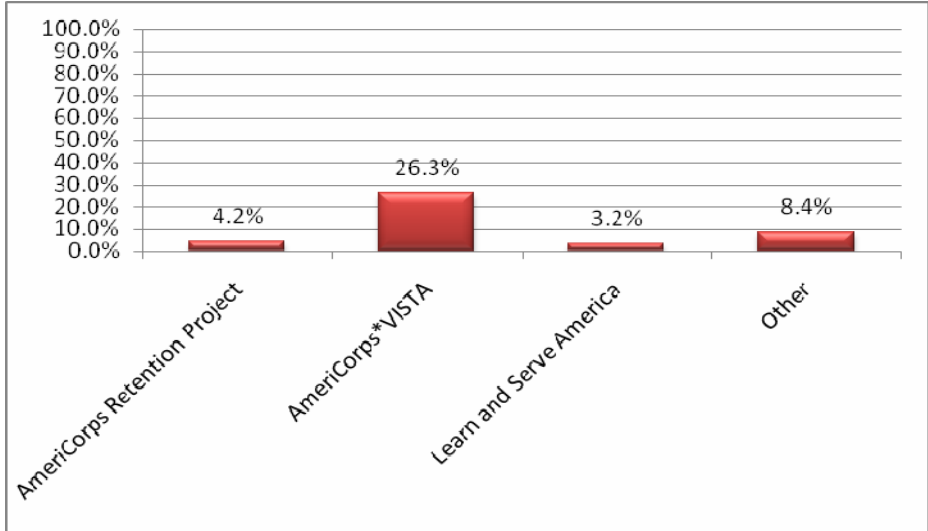


Figure 3: Washington and Idaho Community Partner Involvement in Additional Washington Campus Compact Programs

Campus-Community Organization Partnership

Historical Number of Students in Service Members per Participating Community Organization

Each Students in Service (SIS) supervisor was asked to report the number of SIS members that she/he had worked with so far. Figure 4 shows that 37% of organizations have had ten or more SIS members work with them so far.

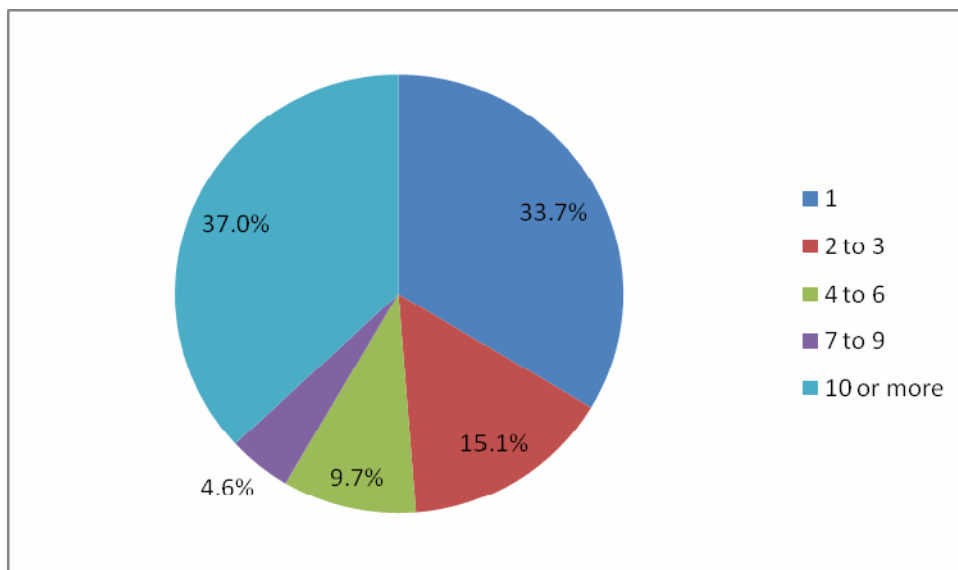


Figure 4: Historical Number of Students in Service Members per Community Organization

Factors Influencing Community Partners' Decisions to Participate in Students in Service

Survey participants were asked to rate the importance of several factors in their decisions to participate in the Students in Service (SIS) program as site supervisors (see Figure 5). Over 60% of SIS site supervisors decided to participate in the program for the following reasons: (a) to improve student academic learning, (b) to foster character development among students, (c) to

improve student understanding of critical community issues, and (d) to increase organizational capacity through student involvement. Some other reasons that site supervisors reported include to (a) advocate for students to earn money during school, (b) empower students to make a difference and grow from their experiences, and (c) create awareness of activities.

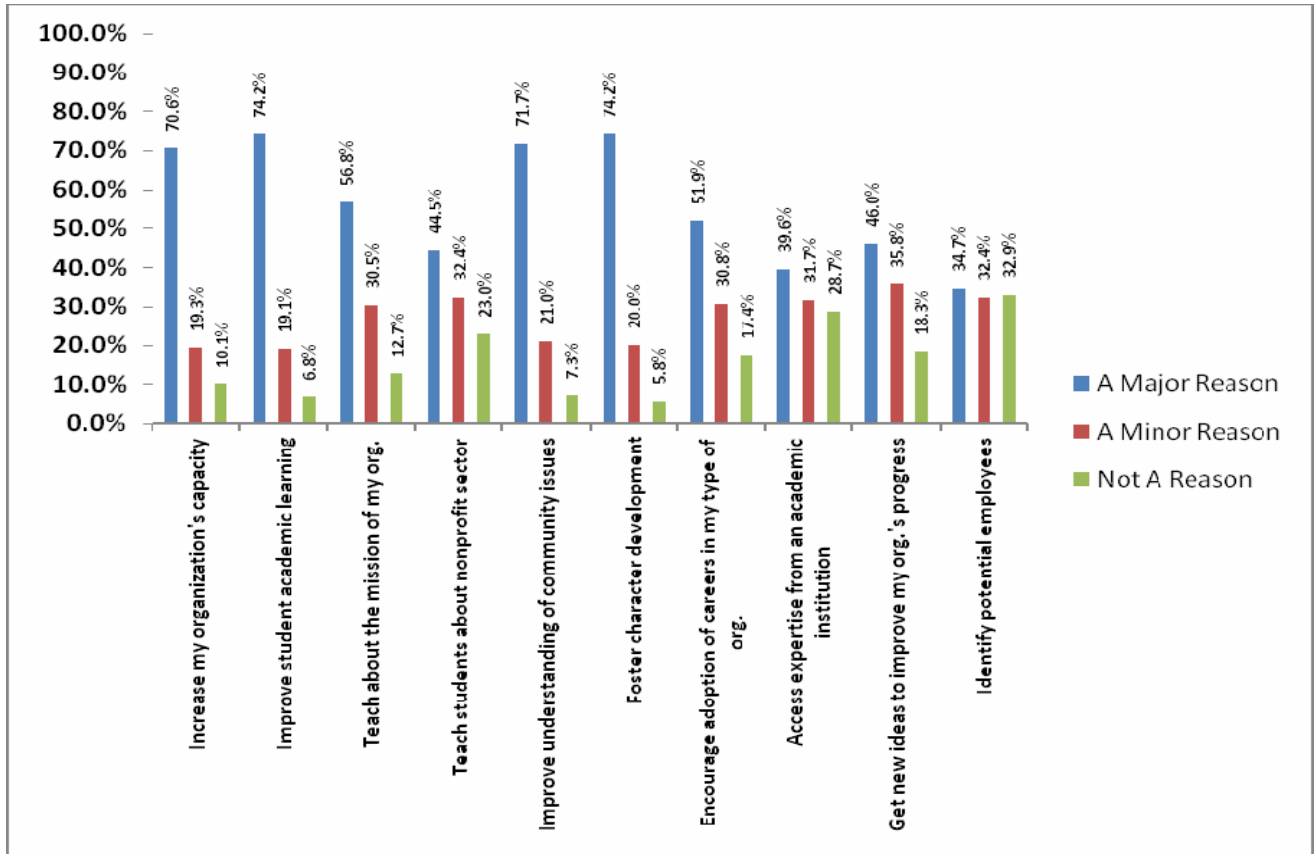


Figure 5: Factors Influencing Community Partners' Decisions to Participate in Students in Service

Campus-Community Partner Awareness and Involvement

Site supervisors were asked to self-assess the extent to which their awareness of the university/college had changed (or not changed), as well as gauge the extent to which campus community members' (i.e., faculty, students) awareness of the community organization had changed (or not changed) as a result of participating in the Students in Service (SIS) program. As seen in Figure 6, of the SIS site supervisors who responded to the survey, over 50% agreed that they (a) had learned more about university/college programs and/or services, (b) know who to call upon for information and assistance, (c) have an increased knowledge of university/college resources, and (d) have more interaction with students. Additionally, almost all (94.6%) of the site supervisors identified themselves as partners in educating students.

Statements	Strongly Agree/ Agree
I learned more about university/college programs and/or services.	54.5%
I know who to call upon for information and assistance.	55.1%
I am more involved with activities on campus.	38.1%
I have an increased knowledge of university/college resources.	55.4%
I have more interaction with students.	55.8%
I have more interaction with faculty and/or administrators.	44.8%
I have taken or plan to take classes at the university/college.	27.1%
College/university students have become more aware of my organization's programs and/or activities.	65.7%
Faculty and/or administrators have learned more about my organization.	53.0%
I identify myself as a partner in educating students.	94.6%

Figure 6: Campus-Community Partner Awareness and Involvement

Community Partners' Perceptions of their Roles as Educators

Site supervisors were asked to describe how they saw themselves as educators. When the responses were analyzed, as can be seen in Figure 7, four main roles appeared: future workforce developer, active/engaged/developed citizen developer, administrator, and teacher/instructor. Four primary roles emerged from their descriptions, including (a) future workforce developer, (b) active/engaged citizen developer, (c) administrator, and (d) teacher/instructor.

Future Workforce Developer: Fosters professional development via mentoring/counseling students		Active/Engaged/Developed Citizen Developer: Fosters personal development via mentoring/counseling students	
<p>Role model of profession</p> <p>“ I try to be like Yoda— find the strength within each student, mix it with new knowledge and clear purpose, and let the student find their path to using their personal strengths.”</p> <ul style="list-style-type: none"> • Being effective in profession • Being passionate/dedicated • Being professional • Communicating/ collaborating/interacting • Developing job-specific skills and abilities • Developing work ethic • Understanding foundations/importance of field 	<p>Facilitator of student learning outside of the classroom (e.g. , learning about field, applying to practice)</p> <p>“I enjoy assisting students with the integration of classroom and theoretical knowledge with actual experience with clients in the field.”</p> <ul style="list-style-type: none"> • Developing cross-cultural communication skills • Developing cultural competence • Developing leadership skills • Exploring careers • Having real-world experiences • Learning about specific topics (i.e. , healthcare, domestic/sexual violence) • Making informed decisions • Practicing teamwork/conflict resolution • Pursuing interests/goals • Understanding of professional role 	<p>Role model of involvement/service</p> <p>“I see my role as offering students information and choices, and then assisting them in selecting the choices that will help them to be successful students and citizens.”</p> <ul style="list-style-type: none"> • Being active in community • Being a public servant • Communicating/ collaborating/ interacting • Connecting to a cause 	<p>Facilitator of student learning outside of the classroom (e.g. , holistic student development, identifying life direction)</p> <p>“I advise student organizations and interact with students on a daily basis about leadership development, organizational development, and other areas of student development.”</p> <ul style="list-style-type: none"> • Developing cross-cultural communication skills • Developing cultural competence • Developing leadership skills • Developing personal strengths • Exploring • Finding educational path • Growing personally • Identifying/clarifying values • Learning about specific topics (i.e. , youth, environment) • Making informed decisions • Practicing teamwork/ conflict resolution • Pursuing interests/goals • Reflecting • Taking challenges/risks

Administrator: Plays administrative role but does not self-identify as an educator (includes supervisor, administrator, fieldwork coordinator, program manager, etc.)
<p>“I supervise and coordinate the clinical intern program by selecting qualified applicants, training them, supervising a number of them and coordinating all intern activities.”</p>

Teacher/Instructor: Fosters academic development via teaching
<p>“I am a professor and teach my students about research, issues minority students face, and best practices for assessing students.”</p>

Figure 7: Community Partners' Perceptions of their Roles as Educators

Students in Service Member Performance and Impacts

Students in Service Member Performance

Students in Service (SIS) site supervisors were asked to rate each SIS member's performance. As seen in Figure 8, over 95% of site supervisors strongly agreed or agreed with the following statements: "this member fulfilled the requirements of her/his position," "this SIS member performed in a professional manner during her/his term of service," "this SIS member made a positive contribution to my organization," and "overall, I was satisfied with the service provided by this SIS member."

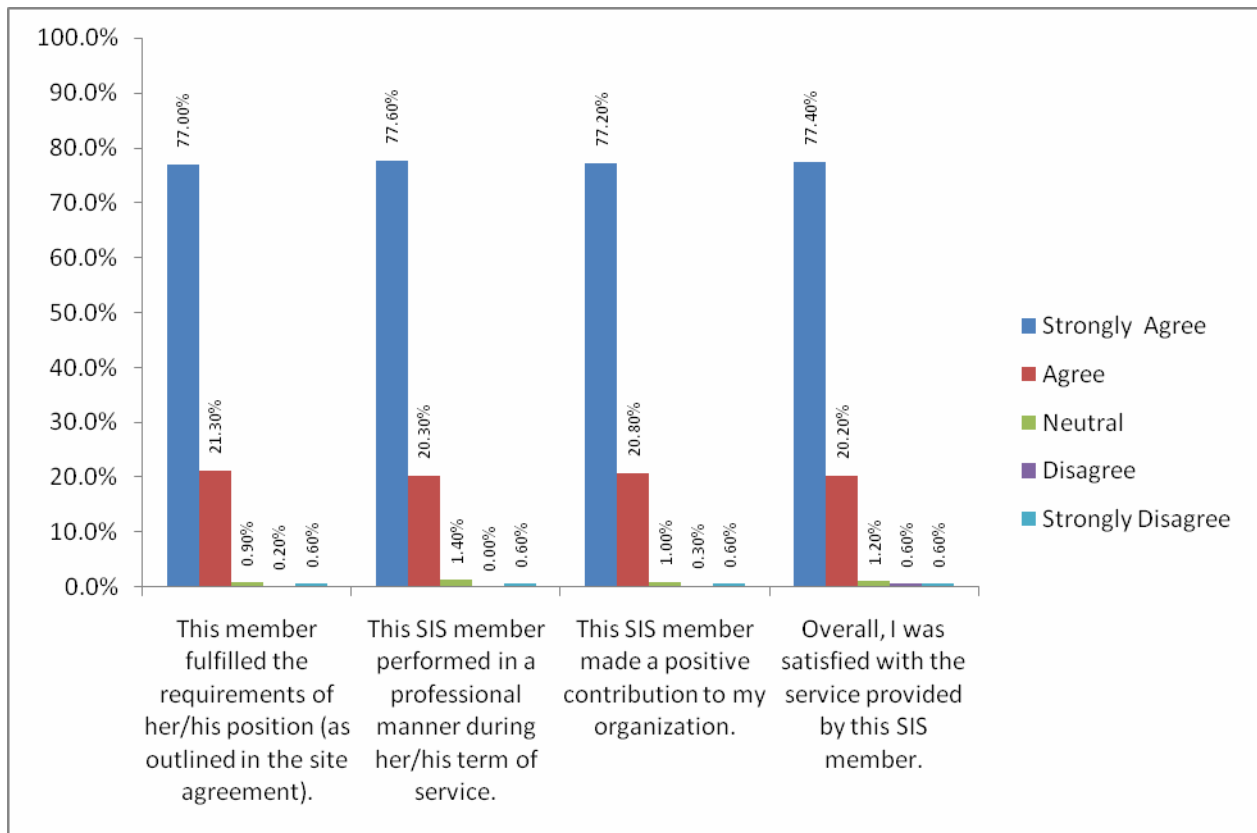


Figure 8: Students in Service Member Performance Evaluations

Students in Service Member Impacts on Communities

Each site supervisor who responded to the survey was asked to identify the specific ways that Students in Service (SIS) members had influenced her/his organization's ability to fulfill its mission. As reflected in Figure 9, 72.1% of respondents reported that SIS member(s) had enhanced existing services. Just over half of survey respondents (50.5%) reported that SIS members helped increase the number of clients served by the community organizations. Some other ways that SIS members influenced community organizations include (a) enhancing staff morale through enthusiasm, (b) developing and implementing assessment of services to improve quality, and (c) promoting volunteerism to peers.

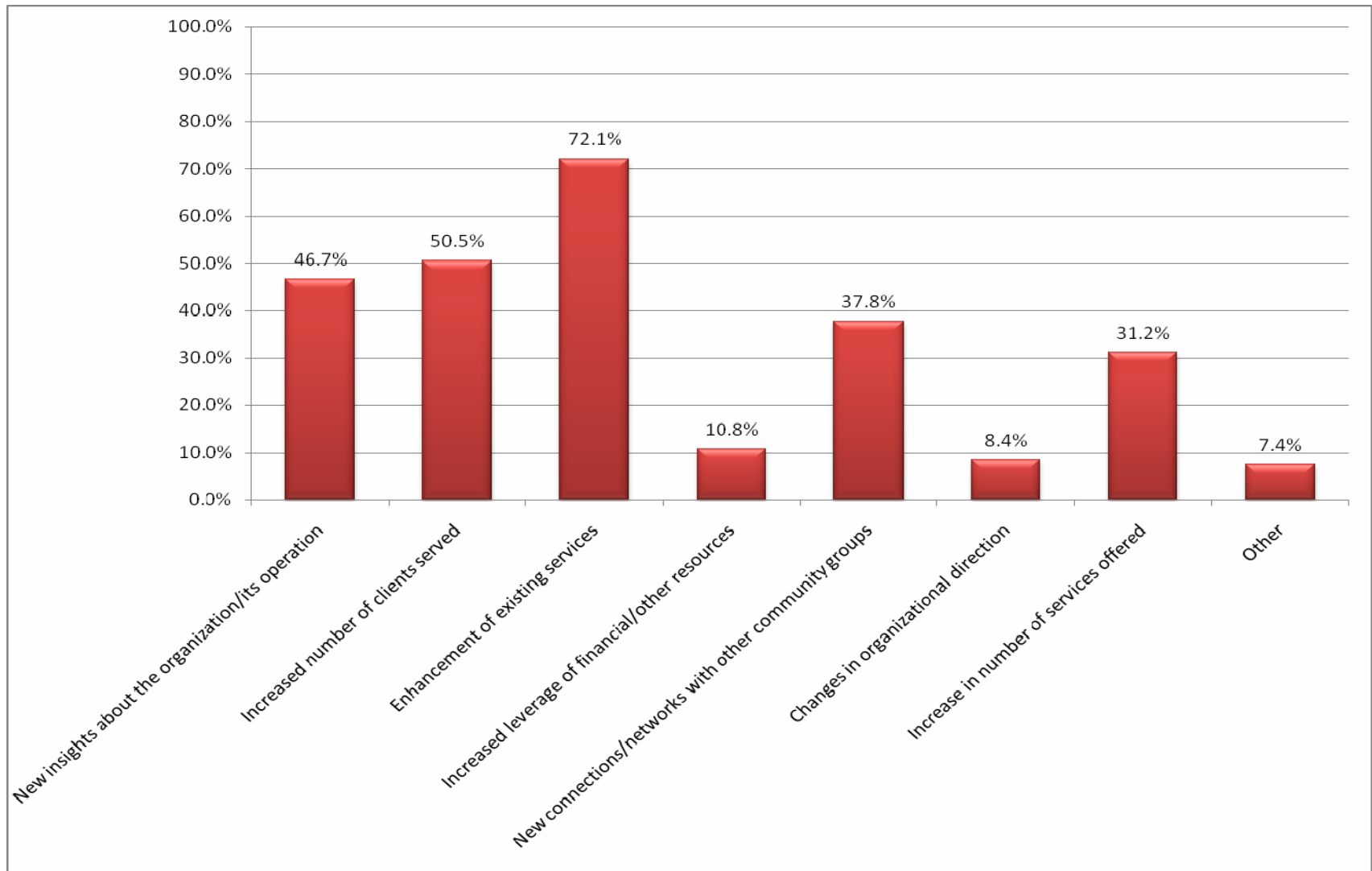


Figure 9: Students in Service Member Influence on Community Organizations

Survey respondents were also asked to describe two to three specific ways that SIS members impact clients and their local communities. One interconnected subset of themes that emerged from the site supervisors' responses focuses on how SIS members positively impact the community organizations with which they work. These include (a) improving organizational capacity (i.e., increasing quality and quantity of services, reaching out to new populations); (b) increasing community access to services, resources, information, referrals, and supports; and (c) generating/leveraging volunteers. See Figure 10.

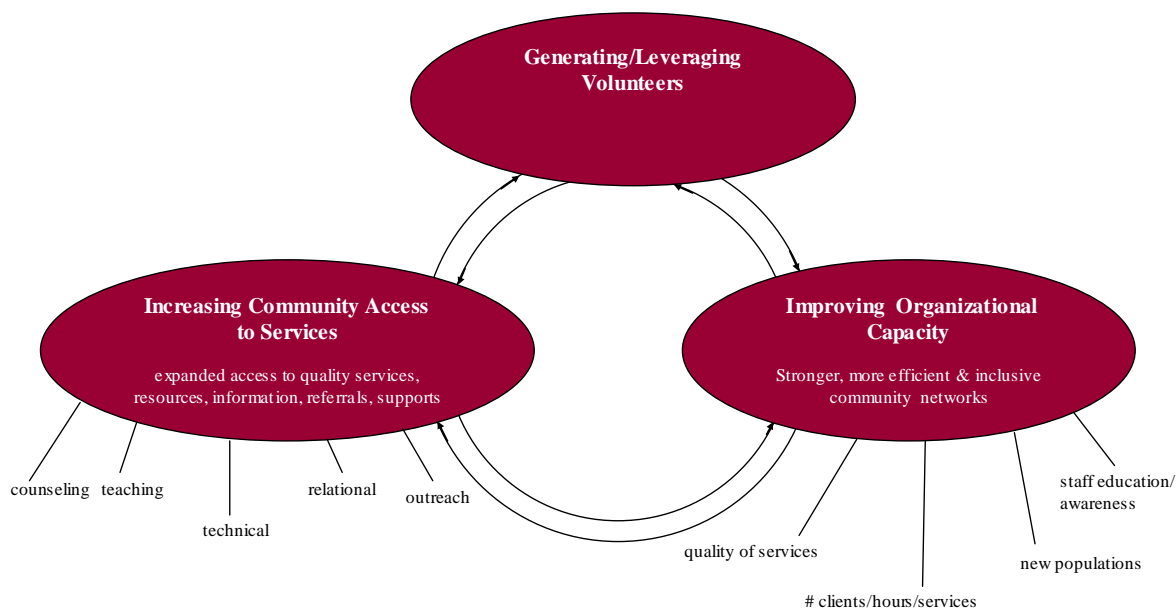


Figure 10: Students in Service Member Impacts on Community Organizations

The second subset of themes that emerged from the respondents' narratives focuses on direct impacts on local communities. These key community issues include (a) improving academic access/success/engagement; (b) empowering youth to succeed (beyond academics); (c) developing an effective workforce; (d) alleviating poverty/disaster relief; (e) building safe, connected, developed communities; (f) improving mental and physical health/wellness; (g) developing successful community members (e.g., human capacity, quality of life, social skills, personal development); (h) strengthening families; (i) breaking language/cultural boundaries; and (j) caring for the environment.

Issue Areas (Outcomes)

- Improving academic access/success/engagement** – Students in Service (SIS) members fostered youth academic success by increasing literacy scores, improving classroom behavior, raising grades, and keeping special-needs children in school; improved access to higher education by encouraging high school students to attend college, helping students apply for college and funding, and providing workshops for students and parents; fostered college student success by helping students establish their academic plans, getting students involved in campus activities, helping first-year students adjust to

college life, and providing opportunities for international students to practice English; and set up systems to improve academic success by decreasing the child:adult ratio within classrooms, expanding classroom space, developing tutoring programs/methodologies, and developing positive district/parent/student partnerships.

- “[The SIS member] tutored students who needed extra help within math, reading, and writing, thus giving them individualized attention so they could stay focused. [She] worked with behavioral problem students one-on-one during class sessions so they would not distract the majority of the class. [She] treated all the students with dignity and respect, which they do not receive often from adults, and I believe that gave the students a sense of dignity.”
 - “Many students from [the high school] are going to college because of [the SIS member]. She gave them the motivation. Many students received scholarships to go to college because of [her] hard work in searching for scholarships. She has made a huge contribution to her community, especially at [the high school].”
 - “[The SIS member] has a tremendous impact on the TRiO clients at [our campus]. She has provided them with skills to further their college career as well as teaching them new self help skills. By teaching clients how to advocate for themselves and navigate through the maze of financial aid [she] has provided our clients with valuable educational skills.”
- **Empowering youth to succeed (beyond academics)** – Students in Service (SIS) members developed leadership skills among abused and foster children; helped youth plan their futures; fostered youth exploration of their values, beliefs, life circumstances, roles, and feelings of empowerment; and increased girls’ knowledge of how to empower themselves and increase social success.
 - “[The SIS member] provided a program that provided positive experiences for the children to counteract negative influences that can be pervasive in these neighborhoods. These recreational/educational programs will hopefully influence children to stay on track...and contribute in a positive way to their community.”
 - “[The SIS member] has created positive relationships with youth. She has inspired youth to get to know individuals before judging and she educated our teens about their rights and responsibilities within the community.”
 - “[The SIS member] advocating for this child will prevent the child from falling through the cracks of a broken child-protective system. Ensuring that this child will be placed in the best home environment which builds community health.”
 - **Developing an effective workforce** – Students in Service (SIS) members provided training programs that prepare adults for today’s workforce, prepare individuals for employment in a variety of industries, technical skill training, skills maintenance and enhancement, retraining for displaced workers. Through their experiences, SIS members also clarify their own career choices and develop career-specific knowledge and skills.

- “[The SIS member] assists students who are seeking employment by helping them access our online job postings (i.e., creating an online account and teaching them how to use our website), create a resume, and explore careers using various online resources.”
- “We are able to send students into the workforce who have better comprehension of computer software and its various applications in the professional field. Students are learning the value of teamwork, in being mentored by [the SIS member], which will make them stronger employees.”
- “Allowing this member to experience and learn first hand about healthcare will influence her decision to become a healthcare provider and hopefully stay in our community...”
- **Alleviating poverty/disaster relief** – Students in Service (SIS) members helped community members find housing, clothing, and food resources; restored, weatherized, and rebuilt homes; increased production of quilts for homeless individuals; and established services to alleviate poverty.
 - “[The SIS member] provided close, personal attention to several households who recently made the transition from homelessness into permanent housing. She helped one household navigate the perils of the child welfare system, and helped another individual struggling with the isolation that often accompanies a move from homelessness into an apartment.”
 - “[The SIS member] had significant impacts in restoring homes to habitable quality on the post-Katrina Gulf Coast and assisting the town of Bay St. Louis in public works.”
- **Building safe, connected, developed communities** – Students in Service (SIS) members planned and managed successful community events/programs; educated communities about diversity, disability issues, domestic violence, gangs, public safety and community laws, and home security; increased financial literacy; and modeled peaceful problem solving.
 - “The MLK vs. Hip-Hop event was attended by over 700 community members and school-aged youth on a Tuesday night and was declared the number-one thing to do in January in the local paper. This event also sparked a transition to allow younger people in the community to share their voices.”
 - “[The SIS member’s] efforts and achievements during the last year have in part greatly reduced livability issues with the downtown Vancouver area. His keen insights on the Downtown Task Force assisted communication between business owners, the police department, and neighborhood associations to identify and address low-level crime issues. His efforts with the Downtown Business Association helped prevent a parking rate and fine increase in the downtown area that would have negatively affected business and foot traffic through the

downtown area. In addition, his almost daily litter patrols assisted in keeping the streets and public areas clean of unsightly litter.”

- “[The SIS member] was a vocal advocate against violence towards women and children—both as a representative of our agency and as an individual. Community education such as this is the first step in ending violence. Also, being such a kind and compassionate individual, she helped draw many new clients to our agency when they may have been afraid to work with us.”

- **Improving mental and physical health/wellness** – Students in Service (SIS) members helped patients recover from illness, manage their health in the hospital and upon their return home, decrease their pain and movement dysfunction, reduce anxiety and depression, and cope with stress; increased community access to quality healthcare and medications; trained dogs to work with disabled individuals; provided plant therapy for mentally challenged incarcerated women; facilitated the purchase of aerobic equipment for mobility-impaired clients; and improved the physical fitness of youth.
 - “[The SIS member] has helped patients in their recovery from illness or surgery by implementing nursing care. He has utilized patient teaching techniques that help patients to manage their health within the hospital and when they return home.”
 - “[The SIS member] assisted with serving clients by improving functional mobility and activities of daily living, decreasing pain and movement dysfunction...the goals were to improve physiologic functioning and safety of clients, as well as contributing to efficient use of assistive devices.”
 - “Plant therapy improved the well-being of the mentally ill women in the institution. They were able to perform simple chores for themselves and become productive members of the unit.”

- **Developing successful community members (e.g., human capacity, quality of life, social skills, personal development)** – Students in Service (SIS) members established programs for clients with disabilities to be able to better interact within their communities; helped maintain seniors’ independence; facilitated healthy boundaries and relationships; gave community members tools to help them move forward in their lives; and fostered human connections, respect, self esteem, and development of personal communication skills.
 - “[The SIS member’s] support of her clients assists them in becoming more responsible and successful members of the community. As children from low-income families, [her] clients are at risk of a plethora of difficulties that impact the community, such as criminal behavior, unemployment, suicide, etc.”
 - “Some of her clients have become more productive in the community (work, school) and some of them have reduced their dependence on community services.”
 - “[The SIS member] has allowed many of our clients to get to their needed appointments, allowing them to stay in their homes longer and have a better

quality of life. [She] has been a positive representative for Care Car's program."

- **Strengthening families** – Students in Service (SIS) members provided family counseling, fostered communication and healthy relationships between incarcerated women and their families, and helped youth navigate family difficulties.
 - “[The SIS member] is providing individual and family therapy to low-income children and youth, using her specialized training in art therapy to assist them in recovering from trauma and improving their ability to be successful at home, at school and in the community.”
 - “SCC is now more aware of how parental drug use affects parenting, and is more able to identify teen drug use. Children and families in Sacramento County that [the SIS member] works with are more aware of how domestic violence, drug abuse, child abuse and disabilities affect their lives, and now have more skills to overcome these problems.”
 - “[The SIS member] worked towards providing families with the tools needed to make a safe and nurturing home for families and their children. She also assisted in helping children directly know that there are people in the community that can be resources for them.”

- **Breaking language/cultural boundaries** – Students in Service (SIS) members provided translation and services in community members’ own languages, helped community members develop English speaking skills, increased individuals’ confidence in communicating with others, used their expertise in multiple languages to help students grasp concepts, and strengthened the bond between African-Americans and African immigrants.
 - “[The SIS member’s] commitment to customer service has impacted all of our clients. She is always eager to assist any student requiring help. She is also our ‘Russian language’ expert, and so she can speak to a lot of our Russian clients in their own language. I have seen myself how much they appreciate this service. [She] is the first such member of staff we have ever had like this. She has done so well that when she leaves us, I will definitely be hiring a student like her.”
 - “[The SIS member] has shown other American students at Lane that being a volunteer in the English conversation partner program isn't difficult. It requires time and an open mind to other cultures. She has also helped the international student community by being such a positive influence. Because of [her], more international students are willing to break out of their comfort zone to meet with American students.”

- **Caring for the environment** – Students in Service (SIS) members increased environmental awareness, ongoing environmental and restoration efforts, and conservation of natural and cultural resources.

- “From September 2007-June 2008, Megan instructed, assisted and coordinated environmental education programs that served hundreds of children and adults in the Pacific Northwest. As a result, those children and adults gained knowledge and awareness of Northwest natural and cultural history, science and conservation issues.”
- “...[the SIS member has] diverted trash from the campus community waste stream and has provided positive influence with students, co-workers, and campus employees about the importance of recycling.”
- “[The SIS member] has helped significantly to improve the quality of local watersheds and improved hiker education in U.S. Forest Service property.”