AGENCY INFORMATION

1. What is your organization’s primary area of focus? Check all that apply.

- K-12 Education - direct services to schools and schoolchildren: 32%
- K-12 Education - policy, advocacy, leadership development: 0%
- Health: 36%
- Environment: 18%
- Legal Services: 18%
- Social Justice/Activism: 41%
- Community Development: 45%
- Arts and Culture: 9%
- Domestic Violence: 9%
- Early Childhood: 14%
- Seniors: 27%
- Services to immigrants and speakers of other languages: 18%
- Other: 59%

1 22 out of 26 agency representatives completed this survey (85%)
2. How long has your agency worked with Loyola’s service learning program?

- One semester (since January 2010): 18%
- One academic year (since September 2009): 14%
- More than one academic year: 68%

3. During the past academic year (September 2009-April 2010), our agency partnered with the Loyola service learning program in the following capacity:

- Projects: 5%
- Placements: 63%
- Both: 32%

It would help if Loyola’s service learning program, its students, and its faculty could better understand the needs of the community. I felt that throughout the process, I was serving the university rather than vice versa. In the future, we could use long-term service learners, willing to dedicate some time to understand our goals and mission, and then follow through for at least a year.

The partnership has been great. Wouldn’t change anything.

The only way that our relationship with service learning could run more smoothly is if there was more reliable transportation between Loyola and P. Lazarus than the streetcar/RTA buses. Thank you for your continued efforts at addressing this issue, and we patiently await any breakthroughs.

It would be helpful to have a clearer sense of the skills and competencies that students bring to their service learning assignments. Computer skills and attention to detail are vital for the work service learners tackle in our program. Without some proficiency in these skills, service learners tend to struggle with the tasks we assign.

Want their students to get out of service learning would allow us to better serve the students.
58. What has been the best thing about your partnership with Loyola’s service learning program?

| Acquiring high quality tutors from around the country able to forge strong relationships with our children and, in addition to helping their reading skills, give them exposure to different ideas and outlooks than they had previously experienced in their day-to-day lives. |
| I really enjoyed working with the service learning staff. They were very helpful. The students who completed the project were great, but I’m upset the other students did not at least try to fulfill the assignment. This was a learning experience that has at least taught our organization about service learning opportunities at Loyola. |
| Knowing that we are helping to foster life-long service learners who will be committed to giving back to their community. |
| We have worked with some amazing students that volunteer beyond the service learning requirement and continue to support the Freret Neighborhood Center. The diversity of gifts and talents that these students bring to the children and staff. |
| Informing students about our clients and our population. |
| We had a specific project that would not likely have gotten off of square one without the support of Loyola service learners. Our partnership with Loyola has been fruitful so far and we hope to see it continue! |
| Because of the Loyola service learning students we provided positive role models for our students. Many times service learning students are not eager about completing service learning. However, the Loyola students were very eager to learn about our agency and what they could do to help. |
| By and large, the students have been professional, highly competent, and engaged partners in our work. In almost all cases, they are a real pleasure to work with and make significant contributions to the operations of our program. |
| The students are very eager to assist with whatever we ask. It gives them a new perspective on working with elderly clients. |
| Great communication with faculty and students which makes getting volunteers easy for our program. |
| Having a (typically) steady source of committed young volunteers for our accompaniment and recreation volunteer programs at Lazarus. |

59. How can the Loyola service learning office meet your needs more effectively?

| The professor should have been more involved in making the students complete the assignment and encouraged them to communicate with my organization. |
| We could use more service learners in our program. It would also be helpful to know which social issues students are learning about throughout the semester, so we may be able to better enrich their classroom experience. |
| Continue sending volunteers that have the passion and desire to work with school-aged children. |
| We are considering more interns and higher-commitment service learners for next semester. Most of our volunteers exceeded the 10-12 hours required by their professors. I don’t feel that 10-12 hours is enough to make a productive use of the students’ or the agencies’ investment in the partnership. At the same time, I feel like the service learners should get credit when they dedicate more of their time and energy. I would also like to see more communication between the agency representatives and the professors. |
| It would be nice if more professors attended the service fair. It would be interesting to hear their vision for their service learning classes. Knowing what the professors... |
6. Can you suggest ways to improve the process of identifying, recruiting and selecting interested students?

If there were a standard time for follow-ups, then I think students would be more likely to come and see the agencies after the initial fair. We held a follow-up meeting, but I don’t think other agencies did and so we had very few students show up. Then again, we were happy with our students. If they were happy with the organization, then follow-up meetings wouldn’t really be necessary.

I have no ideas for improving the process at this time. Judging by the caliber of the students we’ve received the current process works very well.

SERVE fair is a great way to interact with new service learners. We also partnered with Social Justice scholars on a history project, which may not have matched their interests. In the future, I would select an older class and fewer students.

I think more communication between the professors and agency representatives would be helpful.

We received a number of emails from interested students near the beginning of the semester and spent some time responding and following up, even after we had reached our maximum capacity. Perhaps a streamlined and centralized web portal could be used. Agencies could log on to see which students were interested and look at a profile of each student, broken down by skill sets, interests, and time availability. Perhaps students and agencies could track student hours in this same interface, enabling all parties involved to have a clear and up-to-date sense of where students stand in relation to their semester goals.

I’m not sure what guidance students are given before the serve fair, but perhaps encouraging students to ask a lot of questions at booths they are interested in, and sign up for more information with sincere interest in the program. Seems that students can be engaged through classroom interaction & professor guided/encouraged participation.

7. We were able to communicate effectively with Loyola service learning students throughout the semester.

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<tr>
<th>Agreement Level</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
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<tr>
<td>Agree</td>
<td>68%</td>
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<td>Disagree</td>
<td>9%</td>
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<tr>
<td>Strongly Disagree</td>
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56. We feel our feedback and input are important.

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<th>Agreement Level</th>
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<td>5%</td>
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57. We enjoy a good level of trust with faculty, staff and students.

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54. Please comment on any other results of your agency’s partnership with Loyola’s service learning program.

This project helped us gauge realistic expectations for remote volunteers. I think this experience has made it clear to us that it is probably best to work with volunteers during events or working sessions, not to give "homework."

We are very pleased with our partnership with Loyola and its service learners. We would really like to see our partnership expand in the future.

Working with Loyola service learning has helped us offer homework help to more kids during our afterschool program. I have included my results from the Loyola Project and service learning placements. The Project was a less successful venture for which we have filled out an evaluation. Most of our service learning placements are patient students motivated to do their part and some are excellent volunteers that continue to support us beyond their semester of service learning.

It was much more labor intensive on our staff than we realized it would be. Students would ask a lot of questions and many required a lot of explanation of projects and spelling things out.

Loyola students contributed nearly 200 hours to our agency this semester! As a result, we were able to offer more services to children in the New Orleans public schools.

OVERALL SATISFACTION

55. We feel valued as a community partner.

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<tbody>
<tr>
<td>Strongly Agree</td>
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<tr>
<td>Agree</td>
<td>32%</td>
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<td>Disagree</td>
<td>5%</td>
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<td>Strongly Disagree</td>
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8. We were able to communicate effectively with the Loyola service learning office.

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<td>Agree</td>
<td>27%</td>
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<td>Disagree</td>
<td>0%</td>
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<td>Strongly Disagree</td>
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9. We were able to communicate effectively with Loyola service learning professors.

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<tr>
<td>Strongly Agree</td>
<td>18%</td>
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<tr>
<td>Agree</td>
<td>45%</td>
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<tr>
<td>Disagree</td>
<td>23%</td>
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<tr>
<td>Strongly Disagree</td>
<td>14%</td>
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10. We were able to train and orient Loyola service learning students in a timely and efficient manner.

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<td>Agree</td>
<td>36%</td>
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<td>Disagree</td>
<td>23%</td>
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11. We were able to provide adequate supervision to Loyola service learning students throughout the semester.

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<td>46%</td>
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<tr>
<td>Agree</td>
<td>45%</td>
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<tr>
<td>Disagree</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
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52. Because of our partnership with Loyola’s service learning program, faculty and administrators are more aware of community issues.

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<tr>
<td>Agree</td>
<td>59%</td>
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<td>Disagree</td>
<td>36%</td>
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<tr>
<td>Strongly Disagree</td>
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53. Because of our partnership with Loyola’s service learning program, our staff and clients have become more involved with activities on campus.

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<tr>
<td>Agree</td>
<td>49%</td>
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<td>Disagree</td>
<td>41%</td>
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<tr>
<td>Strongly Disagree</td>
<td>5%</td>
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50. Partnering with Loyola’s service learning program allowed us to play a role in students' educational experience.

- Strongly Agree: 41%
- Agree: 50%
- Disagree: 9%
- Strongly Disagree: 0%

51. Because of our partnership with Loyola’s service learning program, our agency became more visible within the Loyola community.

- Strongly Agree: 32%
- Agree: 63%
- Disagree: 5%
- Strongly Disagree: 0%

12. We had a clear understanding of the expectations of our service learning partnership.

- Strongly Agree: 36%
- Agree: 64%
- Disagree: 0%
- Strongly Disagree: 0%

13. The paperwork and recordkeeping associated with Loyola service learning activities was reasonable.

- Strongly Agree: 36%
- Agree: 64%
- Disagree: 0%
- Strongly Disagree: 0%
14. We experienced difficulty working with students’ schedules.

- Strongly Agree: 9%
- Agree: 41%
- Disagree: 27%
- Strongly Disagree: 9%
- Not Applicable: 14%

15. Lack of transportation resources made it difficult to attract service learners.

- Strongly Agree: 9%
- Agree: 27%
- Disagree: 32%
- Strongly Disagree: 18%
- Not Applicable: 14%

48. Partnering with Loyola’s service learning program helped us access university resources.

- Strongly Agree: 23%
- Agree: 32%
- Disagree: 36%
- Strongly Disagree: 9%
- Not Applicable: 9%

49. Partnering with Loyola’s service learning program helped us achieve strategic goals.

- Strongly Agree: 27%
- Agree: 50%
- Disagree: 14%
- Strongly Disagree: 0%
- Not Applicable: 9%
46. Partnering with Loyola’s service learning program increased our organization’s overall resources (human, financial, physical, etc).

- Strongly Agree: 23%
- Agree: 58%
- Disagree: 14%
- Strongly Disagree: 0%
- Not Applicable: 5%

47. Partnering with Loyola’s service learning program helped us learn more about university resources.

- Strongly Agree: 23%
- Agree: 40%
- Disagree: 27%
- Strongly Disagree: 5%
- Not Applicable: 5%

16. Lack of transportation resources made it difficult for service learners to successfully complete their commitment to our agency.

- Strongly Agree: 0%
- Agree: 27%
- Disagree: 37%
- Strongly Disagree: 18%
- Not Applicable: 18%

17. Please add any comments about logistics or procedures.

I think keeping one point of contact from the beginning would help the Red Cross know where to communicate any issues. If the students also spoke to the same person, I think it would increase communication.

If it was not for the transportation issue, we would definitely be able to place more students.

Students did not communicate questions or concerns with our organization or waited until a day before the project was due to talk to us. I don’t think students took the assignment very seriously, and therefore did not try to communicate with us. We sent out a couple of emails, visited the class, and held an information session. Only four students ever e-mailed us back.

We are about a mile from Loyola’s campus and most students do not have a problem walking to our Center, but we do give them rides back to campus at 6:00 if it is dark. With the Project, students did not make many site visits to our space and often met without the professor or our agency. In this way, there was a lot of miscommunication about the Project’s goals and their role.

Transportation was an issue for us because of the distance that the students had to travel, but the ones that did come, made it and could complete their hours. Our office is in the Upper Ninth Ward and a few students indicated it was difficult to travel to our office.

There were definitely cases when the service learners had trouble with transportation and scheduling. But it wasn’t typical, and many of our service learners were excellent with regards to arranging their transportation and getting to the facility on time and when expected.

I really like the addition of the service learning liaison; however, I think that they could become more involved.

I know you are actively pursuing new solutions to the transportation issue, so I will just re-encourage that pursuit. Thank you for your continued efforts.

If students are encouraged to use alternate forms of transportation like buses, streetcars & bicycles, it would enable them to interact with more of the city.
STUDENT PERFORMANCE

18. Loyola service learning students were reliable and consistent.

All or almost all students
Most students
Some students
Few or no students

19. Loyola service learning students did not complete their service learning commitment in a timely fashion.

All or almost all students
Most students
Some students
Few or no students

44. Partnering with Loyola’s service learning program helped us identify new staff.

Strongly Agree
Agree
Disagree
Strongly Disagree
Not Applicable

45. Partnering with Loyola’s service learning program helped us complete important projects.

Strongly Agree
Agree
Disagree
Strongly Disagree
Not Applicable
42. Partnering with Loyola’s service learning program increased demands upon staff time.

- Strongly Agree: 9%
- Agree: 32%
- Disagree: 23%
- Strongly Disagree: 18%
- Not Applicable: 18%

43. Partnering with Loyola’s service learning program helped us identify sustainable sources of volunteers.

- Strongly Agree: 18%
- Agree: 45%
- Disagree: 23%
- Strongly Disagree: 0%
- Not Applicable: 14%

20. Loyola service learning students were committed to our agency and engaged with our clients and our programs.

- All or almost all students: 36%
- Most students: 41%
- Some students: 14%
- Few or no students: 9%

21. Loyola service learning students were engaged in meaningful tasks at our agency.

- All or almost all students: 55%
- Most students: 35%
- Some students: 5%
- Few or no students: 5%
22. Loyola service learning students did not have enough to do at our agency.

- All or almost all students: 5%
- Most students: 0%
- Some students: 9%
- Few or no students: 86%

23. We were able to educate Loyola service learning students about social issues in New Orleans.

- All or almost all students: 54%
- Most students: 14%
- Some students: 32%
- Few or no students: 0%

40. Partnering with Loyola’s service learning program helped us produce new materials and/or develop new programs.

- Strongly Agree: 23%
- Agree: 27%
- Disagree: 18%
- Strongly Disagree: 0%
- Not Applicable: 32%

41. Partnering with Loyola’s service learning program gave us new insights about our organization and its operations.

- Strongly Agree: 27%
- Agree: 50%
- Disagree: 9%
- Strongly Disagree: 5%
- Not Applicable: 9%
38. Partnering with Loyola's service learning program helped us leverage financial or other resources.

- Strongly Agree: 14%
- Agree: 27%
- Disagree: 18%
- Strongly Disagree: 0%
- Not Applicable: 41%

39. Partnering with Loyola's service learning program gave us new connections to other community groups.

- Strongly Agree: 14%
- Agree: 27%
- Disagree: 23%
- Strongly Disagree: 5%
- Not Applicable: 31%

24. Loyola service learning students made valuable contributions to our agency.

- All or almost all students: 58%
- Most students: 23%
- Some students: 14%
- Few or no students: 5%

25. Loyola service learning students behaved in a professional, courteous manner when they interacted with our staff and clients.

- All or almost all students: 72%
- Most students: 23%
- Some students: 5%
- Few or no students: 0%
26. We were able to monitor students' performance and assess the quality of their work at the end of the semester.

- All or almost all students: 72%
- Most students: 14%
- Some students: 5%
- Few or no students: 9%

27. We were able to keep track of how much time Loyola service learning students spent at our agency.

- All or almost all students: 77%
- Most students: 9%
- Some students: 5%
- Few or no students: 9%

36. Partnering with Loyola's service learning program helped us increase the number of services we were able to offer.

- Strongly Agree: 23%
- Agree: 27%
- Disagree: 23%
- Strongly Disagree: 0%
- Not Applicable: 27%

37. Partnering with Loyola's service learning program helped us enhance or increase the value of our existing services.

- Strongly Agree: 50%
- Agree: 41%
- Disagree: 9%
- Strongly Disagree: 0%
- Not Applicable: 0%
34. Loyola service learning students were resistant or unengaged in their interactions with staff and clients.

- All or almost all students: 0%
- Most students: 0%
- Some students: 18%
- Few or no students: 82%

28. Students' time commitment was not adequate to achieve meaningful results.

- Strongly Agree: 9%
- Agree: 0%
- Disagree: 46%
- Strongly Disagree: 45%

35. Partnering with Loyola's service learning program helped us increase the number of people we were able to serve.

- Strongly Agree: 27%
- Agree: 36%
- Disagree: 14%
- Strongly Disagree: 0%
- Not Applicable: 23%

29. We could use more Loyola service learning students.

- Strongly Agree: 63%
- Agree: 23%
- Disagree: 14%
- Strongly Disagree: 0%
30. We could use fewer Loyola service learning students.

- Strongly Agree: 0%
- Agree: 5%
- Disagree: 41%
- Strongly Disagree: 54%

31. Issues or problems with Loyola service learning students were easily resolved.

- All or almost all students: 36%
- Most students: 59%
- Some students: 5%
- Few or no students: 0%

32. Loyola service learning students did not perform as expected.

- Strongly Agree: 5%
- Agree: 5%
- Disagree: 50%
- Strongly Disagree: 40%

33. Loyola service learning students were eager to learn.

- All or almost all students: 59%
- Most students: 27%
- Some students: 14%
- Few or no students: 0%