University of Louisville Community
Community Impact Survey Report

Contents & Page Numbers

Introduction

The university recognizes the value of community engagement in improving and sustaining quality of life for residents of Louisville and throughout the Commonwealth of Kentucky. The University of Louisville's strategic plan *The 2020 Plan: Making it Happen* describes the university's commitment to community engagement and reinforces the concept of a "Citizen University." The growth of initiatives in the Signature Partnership area, Ideas to Action (i2a), Sustainability and within each academic unit continue to result in significant increases in our community service projects and community-based instructional and research efforts. The Signature Partnership is a University effort to enhance the quality of life and economic opportunity for residents of West Louisville. The Signature Partnership is a key example of UofL's community-focused approach to improving the educational, health, economic and social status of individuals and families who live in Louisville's urban core. Ideas to Action (i2a) works to increase student ability to apply critical thinking and support the assessment of how students can apply critical thinking in community-based settings. Sustainability initiatives at UofL strive to improve the quality of systems such that they meet the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability requires the reconciliation of environmental, social and economic concerns.

The mission of the Office of Community Engagement (OCE) is to facilitate the use of university resources to support these existing partnerships and engage new partners to contribute to the educational, social, and economic progress of community partners. In an effort to document and maximize the effectiveness these partnerships, OCE utilizes an annual partnership data collection. The goal is to not only document partnerships but to use the results to increase transparency and coordination across the university resulting in stronger programs and relationships. The data collected supports university-wide, state and national reports.

The Office of Community Engagement has strived to supplement this data collection with various mechanisms for community feedback (e.g. community feedback forums, focus groups and community surveys). In 2010 the university worked in conjunction with researchers from Vanderbilt University to examine the impact the Signature Partnership initiative was having on the community, perceptions of community partners, and the factors contributing to success. The report highlighted the need for ongoing assessment and encouraged the university to provide additional mechanisms for community partner feedback. In direct response to this finding, UofL developed a survey instrument to assess the impact of university-community community partnerships and identify areas for continued growth and improvement. The *Community Impact Survey* (CIS) administered in 2013, focused on the key areas resulting from the Vanderbilt study and incorporated suggested questions from Assessing Service-Learning and Civic Engagement (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2006). This report outlines both the qualitative and the quantitative methodology, and the key findings of the *Community Impact Survey*. The community partners that participated in the survey are:

- Metro United Way
- Cheri Bryant Hamilton
- Portland Promise Center
- Catholic Enrichment Center
- Neighborhood House
- Family Scholar House
- Atkinson Academy for Excellence
- Wayside Christian Mission
- Kentucky Racing Health and Welfare
- Central High School
- Academy @ Shawnee
- Portland Elementary
- Louisville Metro Department of Public Health and Wellness
- Americana Community Center
- Kentucky Refugee Ministries
- Home of the Innocents
- Christian Care Communities
- American Heart Association
- American Printing House for the Blind
- Louisville Free Public Library (Shawnee Branch)
- Restorative Justice Louisville
- Frazier History Museum
- Ronald McDonald House Charities
- Exploited Children's Help Organization (ECHO)
- Center for Women and Families
- St. Joseph's Children's Home
- Boy Scouts of America
- Hosparus (New Albany)
- Network Center for Community Change
- UPS
- Family Community Clinic
- Maryhurst
- Center for Nonprofit Excellence
- Our Lady of Peace

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Methodology

The UofL *Community Partner Survey* was designed to answer the following questions:

> What is the impact that these partnerships are making on the community?

> How does the community perceive UofL, and are these partnerships mutually beneficial?

> How can we strengthen our existing partnerships?

The initial survey instrument was vetted through various groups including faculty and staff across campus. The UofL *Community Partner Survey* was administered by a PhD level researcher through interviews conducted with the community partner at their organization. The research team for this project consisted of: the Director of the Office of Health Disparities and Community Engagement, the Research Analyst for the Office of Community Engagement, and a PhD level researcher contracted to facilitate the project.

The following methodology utilized:

1. The annual university wide partnership data collection provided the list of community partners in Jefferson County, the county which UofL is located. The list was narrowed down to all partners with more than one partnership with UofL.

2. From this list, the initial 8 partners were strategically chosen because they had longstanding relations with the University and would feel comfortable not only answering the survey questions but evaluating the instrument. After interviews were conducted, questions regarding clarity, comprehension and applicability of survey were asked to individuals and their organizations. The interviewees provided suggestions to improve clarity, comprehension and applicability of the instrument.

3. After initial 8 interviews were conducted, recurring themes and saturation of data were evaluated modifications to the survey instrument were made. The survey instrument was modified to reflect their suggestions for improvement.

4. The final phase consisted of interviews with 27 using the modified survey instrument (*Appendix A)*. The 27 were randomly chosen from the list community partners.

Data collection and analysis occurred concurrently and in several overlapping phases. Management and initial coding of qualitative data was conducted using NVivo data management software. Audiotapes of survey interviews were transcribed by the researcher and verified by others on the research team for accuracy. All transcribed materials were imported into NVivo, including field notes and memos (observation and notes taken by the researcher).

Descriptive coding was conducted in order to organize, categorize and contextualize data (Richards & Morse, 2007). Content analysis was conducted using word-based coding techniques. After responses were categorized under their corresponding question numbers on the survey, analytic coding using line-by-line analysis was conducted to identify emerging patterns, categories, concepts and themes (Richards & Morse, 2007). This coding framework involved the use of constant comparison analysis and open-coding methods which allowed the researcher to analyze the data by dissecting, comparing, and categorizing the data, which resulted in more in-depth emergent themes (Strauss & Corbin, 1990).

Analysis of Results

Part one: Demographic Information

The 35 community partners (8 in phase 1; 27 in phase 2) surveyed (full list in *Appendix B)* were all located in Jefferson County and the majority (n=31) had a relationship with the UofL for more than three years (Figure 1). The chart in *figure 2* displays the status distribution of the organizations; with largest proportion being nonprofit (n=26).

Figure 1

Figure 2
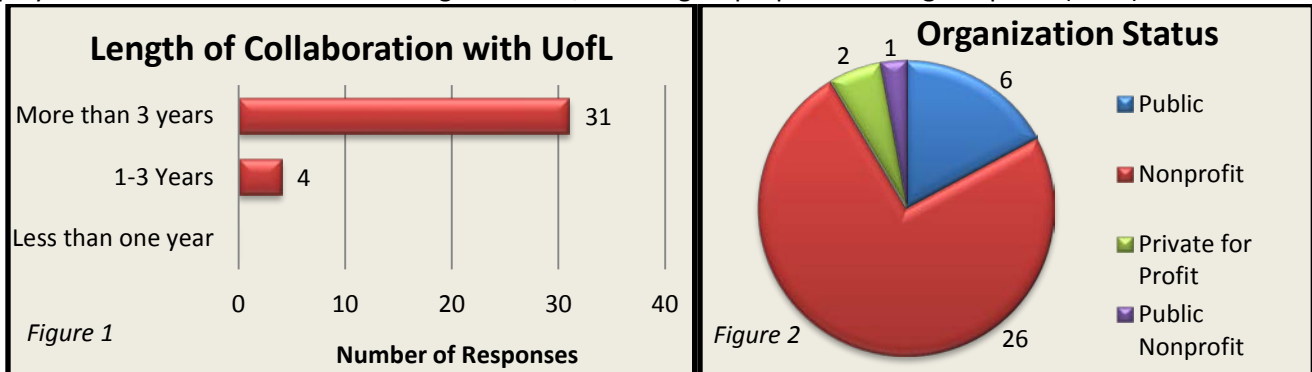
The community partners could select all benchmark areas (key services delivered) that applied to their organization from the following: education environment, social services, health, safety, housing, public service and other. The benchmark areas (*figure 3)* addressed by the organizations ranged from education (n=25) to environment (n=5).

Figure 3
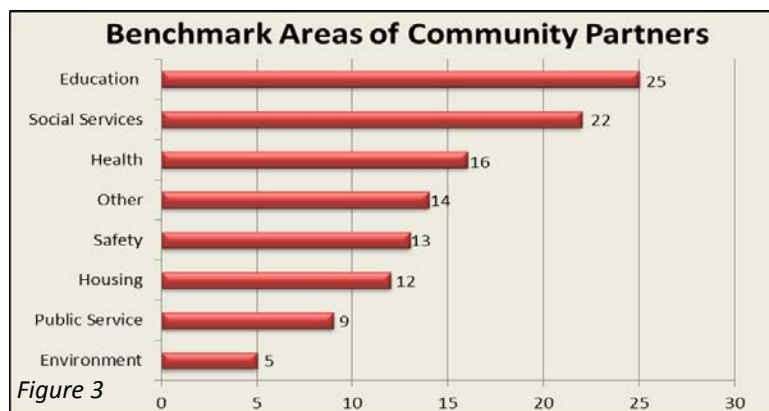
Part 2: Impact

In order to answer the question, **"What is the impact that these partnerships are making on the community?"** the interview survey included a series of both open- and closed-ended questions designed to capture the impact that the university is having on these organizations through the partnerships that exist, and the impact that these partnerships have on the community. The questions that pertained to impact were:

- ❖ Question 5: *How did your interactions with the university influence your capacity to fulfill the mission of your organization?*
- ❖ Question 7: *What were some of the economic effects of your work with the university?*
- ❖ Question 20: *How did this partnership impact your organization?*
- ❖ Question 21: *Did this partnership affect the following (resource, behavior change, completion of project, project outcome), if so, how?*
- ❖ Question 23: *How do you define success with regard to your program impacting who you serve (e.g.: people served, jobs created)?*
- ❖ Question 24: *Have there been any new programs implemented as a result of your partnership with UofL?*

QUESTION 5

In question 5, participants were asked, "*How did your interactions with the university influence your capacity to fulfill the mission of your organization?*" The multiple choice responses are provided in *figure 4*, the most common influence were enhanced offerings of services (n=27) and new connections/networks with other community groups (n=27). Community partners could select more than one answer if applicable.
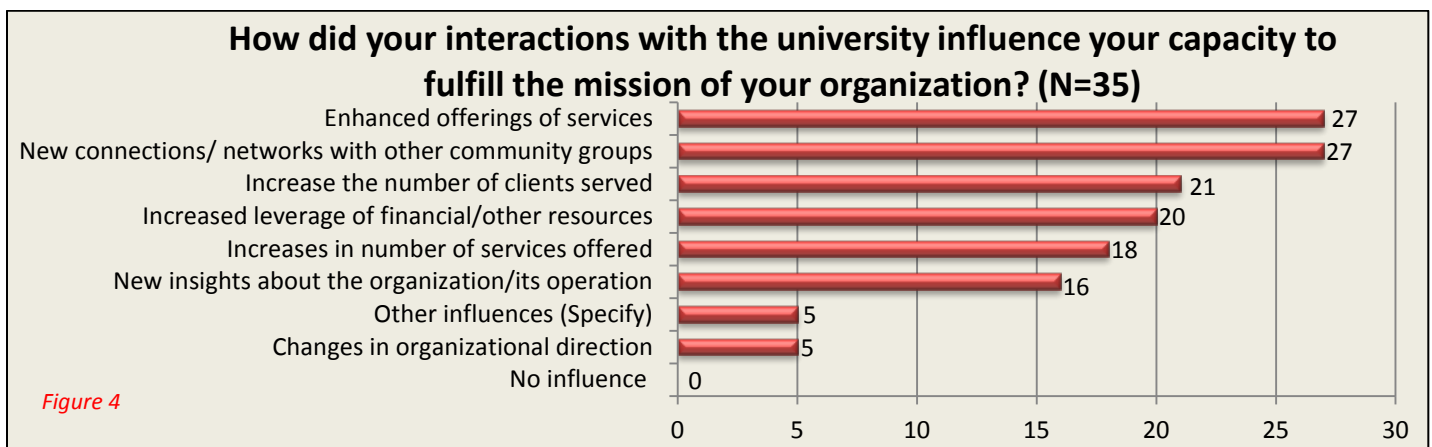

How did your interactions with the university influence your capacity to fulfill the mission of your organization? (N=35)

Enhanced offerings of services	27
New connections/ networks with other community groups	27
Increase the number of clients served	21
Increased leverage of financial/other resources	20
Increases in number of services offered	18
New insights about the organization/its operation	16
Other influences (Specify)	5
Changes in organizational direction	5
No influence	0

Figure 4

If one of the multiple choice answers were selected the participants were encouraged to provide a short explanation. The nine themes that emerged are listed below, those underlined were referenced by more than five partners and examples of comments are provided below the listing.

Question 5 Themes (subthemes):
- ▪ Expansion of Programs and Services
- ▪ Increased Resources (Non-Financial)
- ▪ Gaining New Insights
- ▪ Increasing Community Awareness of Organization
- ▪ Increased Resources (Financial)
- ▪ Cultural Competency
- ▪ Changing Organizational Direction
- ▪ Increasing Adult to Student Ratio in Schools
- ▪ Student, Teacher, parent relationships

Expansion of Programs and Services (n=25)
- "The collaboration with UofL is used in grant writing because it shows our grantors we're collaborating with the university through our support letters. This helps grantors see how we can work with others. We are able to provide more extracurricular activities through the number of services offered. It helps expand staffing and allows us to give more one on one attention to our children and seniors. New insights and suggestions provided through the partnership is very helpful. We get feedback on positive areas as well as deficits, in terms of staffing abilities."
- "We are able to enhance offerings of services such as the Math Science Technology camps and other programs for the students. The partnership enhances our standing with the community. It informs and guides college choices for HS students, which is invaluable. Our students have reached a national plateau in terms of research. And we are able to fulfill aptitude needs through the partnership."

Increased Resources (Non-Financial) (n=16)
- "Increase in number of students allows us to see more clients and increases staff load. Students bring new connections and resources which helps increase number of services offered."

Gaining New Insights (n=13)
- "UofL has been a critical entity in the city and from the beginning UofL has been a resource. Students conducted exhibit reviews where we were able to sit down with classes and get two-way feedback and learn from students their perspectives and gain insights about our exhibits."
- "New insights about organization through student's research and findings."

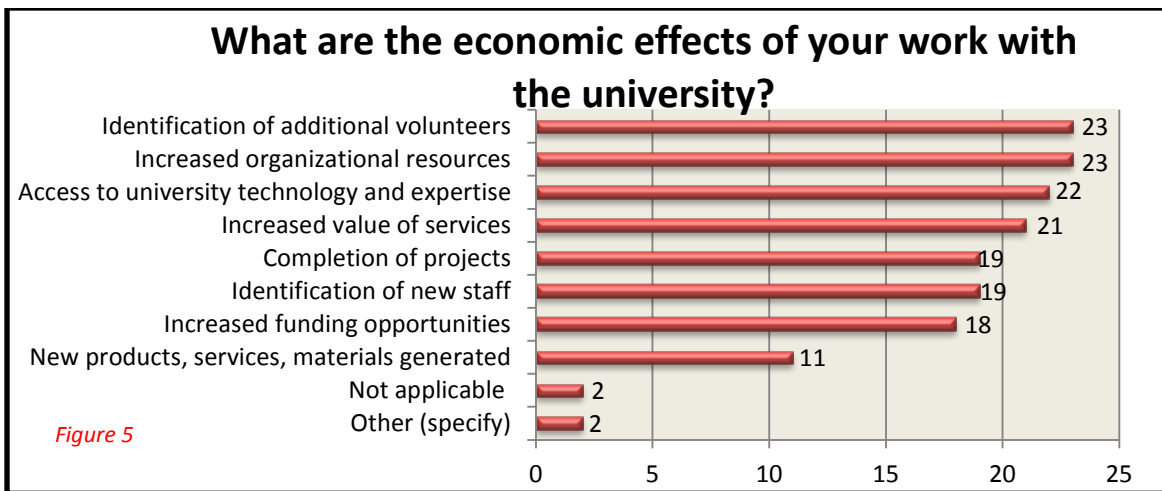**Increasing Community Awareness of Organization (n=13)**
- "Interns and students help conduct sessions and relieve work for staff; students connect with families, volunteers and organizations. Increased awareness, informed social issues that we are addressing. Promotes additional awareness of services, social service issues at hand."
- "Increased community profile and awareness in the neighborhoods."

Increased Resources (Financial) (n=8)
- "Admission department at UofL refers clients to us. The Early Learning Campus helps increase leverage of financial and other resources."
- "Financial resource- through faculty at UofL we have received many grants to help continue and begin new programs that directly impact student achievement. Backpack program in gym. This allows them to gain 20 to 30 minutes of school time before the day even starts. We know that out of school time learning is just as effective as in-school time learning."

QUESTION 7

The economic effects of university-community partnerships can vary greatly depending on the type of partnership. In question 7 participants were asked, *"What were some of the economic effects of your work with the university?"* Each participant was encouraged to mark all multiple choice answers that applied to the partnership, the responses are provided in *figure 5*. The identification of volunteers (n=23) and increased organizational resources (n=23) were the most common economic effects chosen by the community partners.

What are the economic effects of your work with the university?

Figure 5

Category	Value
Identification of additional volunteers	23
Increased organizational resources	23
Access to university technology and expertise	22
Increased value of services	21
Completion of projects	19
Identification of new staff	19
Increased funding opportunities	18
New products, services, materials generated	11
Not applicable	2
Other (specify)	2

If one of the multiple choice answers were selected the participants were encouraged to discuss in more detail the economic effects. The six themes that emerged are listed below. Comments are provided below the listing for all themes referenced by five or more community partners (underlined).

Question 7 Themes (subthemes):
- Resources
- New staff and volunteers
- Grants and funding
- Outreach
- Staff training
- Scholarships

Resources (25)
- "Ekstrom library resources are valuable to everyone in the city. We have gained online resources, technological advances and access to archives."
- "Students do projects which result in new resource guides, materials and methods. We hired many students on as staff and have had additional volunteers also."

New staff and volunteers (20)
- "Often hire interns as new staff. Sorority and fraternities spread the word about the organization and bring new volunteers."
- "Increased organizational resources through research projects and student individual projects. Translated documents and patient satisfaction services completed by students. New staff that are young and energetic."

Grants and funding (12)
- "Grants provides us with personnel, materials and resources which if we plan right we can sustain. It's about building capacity. So there's leveraging of resources. When you start to hang out with more people at UofL you learn of other opportunities, such as the Oxley foundation."
- "Economically it's beneficial to [our] students because they can take classes at no cost to them."

Outreach (6)
- "Having interns increased capacity and ability to do outreach. Stephanie from the Kent school is now on staff with us."
- "Increased organizational resources during grant period and practicum students- press coverage of their efforts. Data from new research support work increases funding opportunities."

Staff training (6)
- "We can really say that we're doing so much more for our clients with the increased value of services. [Faculty] from the school of nursing has been a strong partnership helping us with the completion of specific projects. We

get expertise that helps with evaluation and outcome measurements of programs. (not so much technology through).”

- “Increased value of services through mission committee involvement. Completing projects such as the wellness symposium through additional resources. All staff took programming logistics for the symposium program so we accessed university expertise.”

QUESTION 20

The impact these collaboration have on the organizations was directly measured in question 20 when participants were asked, “*How did this partnership impact your organization?*” This was an open ended question that resulted in the 12 themes listed below. The most referenced area of impact was *building organizational capacity*, references 17 times. Comments are provided below the listing for all themes referenced by five or more community partners (underlined).

Question 20 Themes (subthemes):
- <u>Building organizational capacity</u>
- <u>Increasing awareness of organization</u>
- <u>Enhancing education</u>
- <u>Being a part of team</u>
- <u>Feedback and input</u>
- Grant writing
- Making college attainable
- Quality professional services
- Organizational membership increased
- AP level college courses
- Guest Speakers
- Teacher Retention

Building organizational capacity (17)
- “The partnership helped fill a void for evaluation capacity.”
- “Increased our ability to serve patients. One interpreter is not sufficient for the volume of patients we see. So having additional students in the clinic allows us to treat patients more effectively and reduce their wait time.”

Increasing awareness of organization (13)
- “Increasing volunteering and getting our name out there. We’ve had volunteers bring friends with them. They’re volunteers now because they’re no longer students. That’s been a good segue for us. They bring friends to volunteer.”
- “It brings more services to our clients that we cannot afford. Such a strong partnership has helped our credibility in the community. The community sees the university so involved with us. They like to see the university involved with non-profits. They didn’t realize the university was doing that. So I think it’s mutually beneficial. The services we perform are at a professional level so we’re getting quality services.”

Enhancing education (8)
- “Early on we had financial impacts and benefits through the school because everything was woven together. Through the partnership we were able to improve the quality of our programs through networking, especially in the early childhood education program.”
- “Building capacity takes time. We’re looking for the performance enhancing drugs of education. The university allows us to get to a lot of things we couldn’t get to without them.”

Being a part of team (6)
- “The university is part of the team. And that’s the greatest part of the partnership.”
- “We have students or interns working as part of staff and the team. The impact is we are helping the university to form professionals with better sense of what is going on in life. When students bring passion, they are able to connect with the people. We are very serious about supervision- it’s one hour per week and every student has to write a reflection paper.”

Feedback and input (5)

- "We received feedback on exhibits and what we've done. It's very refreshing to get millennial feedback- which is really good to hear. Generations have different relationships with cultural institutions so it's really good to get that feedback. It's also been really valuable in marketing our institution as many ways as we can. Just having the opportunity to stand up at the civil war conference raising our profile in scholarly community."
- "Very positive impact. Advocacy in community (refugee population and international population growth) and spreading the word. Students bring friends and family to volunteer and more resources."

QUESTION 21

Question 21 was a four part question that addressed the direct impact the partnership had on resource, behavior change, completion of project and project outcome by asking, "Did this partnership affect [resource; behavior change; completion of project; project outcome], if so, how?" If the interviewee indicated a "yes" for any of the areas, they were asked to explain how the partnership affected that area; the breakdown of answers (yes/no) is provided below.

• Resource	• Behavior Change	• Completion of Project	• Project Outcome
o 74% Yes (n=26)	o 74% Yes (n=26)	o 74% Yes (n=26)	o 94% Yes (n=33)
o 17% No (n=6)	o 17% No (n=6)	o 20% No (n=7)	o 6% No (n=2)
o 9% N/A (n=3)	o 9% N/A (n=3)	o 6% N/A (n=2)	

Resource

The five themes to emerge in the resource category are listed below. Comments are provided below the listing for all themes referenced by five or more community partners (underlined).

Resource Themes (subthemes):
- Human Resources
- Financial- Grants and Scholarships
- Expertise, Information Sharing, Research
- Educational programs
- Technology and Books

Human Resources (19)
- "Definitely, in human resources and having the individuals here is very important and the financial resources are very important."
- "Yes, human resources through volunteers providing assistance and also faculty and staff serve on our committees and boards. Their help allows us to have more time to focus on fund raising and child care. We don't have to pay for service, saves costs. Awareness may have increased giving, where individuals may have become financial supports of the home as well as providing physical support."

Financial- Grants and Scholarships (17)
- "Yes- monetary funds and volunteers being able to help such as landscaping project. Volunteers helped with taking strain off maintenance staff."
- "Yes. Financial resources through scholarships."

Expertise, Information Sharing, Research (9)
- "Yes. Faculty expertise and subject matter expertise."
- "The brain resource is a big one, you got the bodies, professors supervising that are excellent- oversight in service delivery is a huge resource."

Behavior Change

When discussing how the UofL partnership affected behavior change (staff, employees, organization, community, people served) there were 10 themes developed (listed below). Comments representing themes that were referenced by five or more individuals (underlined) are provided below the listing.

Behavior Change Themes (subthemes):
- Enhancing community relationships
- Faculty and staff feel valued and encouraged
- Giving back to community
- Going to college
- Eye opening experience for students
- Encouraged to provide more programs
- Health behaviors
- Expanding cognitive ability and education
- High school students- Increased maturation and aspiration
- Improving self-esteem and loneliness

Enhancing community relationships (10)
- "Yes. With faculty more so had a positive effect. On the community- parents had never seen a more organized event; and the youth were having a blast. Good interaction, good diversity.
- "Behavior change- Yes. Understanding magnitude and impact of metro college. People pay more attention to metro college and are very aware of the program and it's economic effects are also well known in the community."

Faculty and staff feel valued and encouraged (6)
- "Staff understand we're not working in a vacuum- relationship building schools, being good ambassadors, really teaches them we are not the walls of our organization. Some or our staff have become more outgoing because they were in charge or providing an orientation or something. So that was good."
- "Staff are more connected and know they're not on an island. Helps with staff time and take burden of individual staff and it's flattering for staff to be able to train and mentor students. It's a privilege to have someone listen to you and you get to be the expert in the room. These are future social workers. We hire former interns. UofL model allows students to be part of staff, changes our behavior and their behaviors- mutually beneficial."

Giving back to community (6)
- "Yes. Especially on the Students. Students see people who go to college and from college and the concept of people working for that goal of college gives….concept of volunteer work for people being in college and receiving an intrinsic reward for giving."
- "Yes, in a couple of different ways. Our students have a better impression of Uofl because of the partnership and the board members as well. Students, staff and faculty at UofL better understand the situation of disadvantaged families as we have created awareness, understanding and empathy."

Going to college (6)
- "Yes. With kids we serve just being around college students, they enjoy it. A sorority did a workship focusing on importance of going to college and making little goals to get to the goals of going to college. Motivating them to go to college and hearing it from young people with similar backgrounds as our kids."
- "Yes. Staff are going back to college and able to provide education on college. Having support at the branch helps facilitate them to go back to college. It changed a bit of the way they feel…the patrons. The staff are more familiar about going back to college and are able to educate others on how to go back to college."

Eye opening experience for students (6)
- "For those who stayed on longer I would say it changed their behavior. It became more than just class and tutoring for our students. It becomes more of a mentorship than tutoring."
- "Yes. Students have an eye opening experience."

Encouraged to provide more programs (5)
- "Yes. In the class. Clients in the RFP program learn parenting skills and expand cognitive ability. The Kids look forward to the class and parents appreciate it. It encourages education for clients."
- "Yes. We don't close ourselves off. We never refuse to do a project because we know we could have terrific intern support and UofL support for projects. Students help programs."

Completion of Project

The third section of question 21 inquired about how the UofL partnership affected completion of projects. Through the discussion there were nine themes to develop among the interviewees (listed below). Comments representing themes referenced by five or more individuals (underlined) are provided below the listing.

Completion of Project Themes (subthemes):
- Programs and services
- Resources
- Ongoing projects
- Facilities
- Through internship projects
- Fulfill grants
- College and career
- Lifestyle
- Self-directed learning activities
- Website creation

Programs and services (12)
- "Yes. It allowed us to bring projects to completion more quickly thanks to volunteer help on existing and future projects."
- "Absolutely! At the end of Camp Africa we have a parent night where everything kids have done throughout summer is on exhibit. Having that partnership or those students really helped us to get to that completion stage by the time camp was over."

Resources (8)
- "Yes. Only in the sense that we submitted applications and the university was willing to take the lead and brought all resources to the table."
- "Definitely. Projects around the facility, extra hands helps us. Volunteers assist frees up staff from having to do other things."

Ongoing projects (7)
- "Most projects are ongoing which is how it should be."
- "No completion because this is an ongoing. Open ended project."

Project Outcome

The final area discussed in question 21 was impact on project outcome; listed below are the eight themes. The three themes referenced by five or more participants are underlined and examples of comments are provided below the listing.

Project Outcome Themes (subthemes):
- Manpower and programs
- Expertise, technology and innovation
- Validating projects
- Fundraising
- Professional development
- Advertising organizational goals
- Career and college readiness focus
- Student progress

Manpower and programs (11)
- "Yes, allows us to achieve programs. Services to older refugees. Student expertise allow us to change the way we did things to be more effective and efficient."

- "Yes. People in community brought together that normally would not have been brought together based on strength of UofL at table. Meant great deal of prestige, seriousness, and commitment to effort. The university is behind it and it must be a good think. Learnt a lot of stature to the effort in the community was validated."

Expertise, technology and innovation (10)
- "We would be lost without [faculty member] who has done all the primary resource for research. UofL helped us transform [organization name] through sponsorship and help that bring in other kinds of exhibits that helped in our transitions. Membership exposed us to a wider audience."
- "Yes. Helped us buckle down and focus on what we needed to accomplish. [Faculty] helped fulfill our strategic plan and provided other grant opportunities."

Validating projects (8)
- "Yes in a lot of different ways. It enriches outcomes that we strive for."
- "Yes. For example with creating benchmarks- students conduct research (Kent School practicum) and they create outcome measures and against what we need to measure that."

QUESTION 23

There was one question in the survey instrument that aimed to capture how the organizations define the type of impact they have on the communities they serve. Question 23 asked the participants: "*How do you define success with regard to your program impacting who you serve (for example: people served, jobs created)?*" The 15 themes to emerge are listed below, those underlined were referenced by more than five partners and examples of comments are provided below the listing.

Question 23 Themes (subthemes):
- Overall Community Health and Wellbeing
- HS Graduation, College Readiness and Retention
- Medical and Psychological needs
- Membership and Attendance
- Housing
- Improving Health
- Making College Attainable
- Building relationships
- Immigrant and Refugee Integration
- Student and Teacher growth
- Competency to provide care
- Legal issues
- Parents going back to college
- Changing Attitude about Blindness
- Prevention and ID of Abuse

Overall Community Health and Wellbeing (11)
- "Increasing competency of staff to deal with end of life care and increasing competencies that are not directly serving patients but are going back to school and learning to have access to continuing education. Seen increase in tuition reimbursement costs. It really it's just making sure folks are prepared to do what they're doing in community, with patients, and admin."

HS Graduation, College Readiness and Retention (8)
- "Influence on kids to go to college and career readiness. 100% of our students were accepted into college. It opens their eyes to options and possibilities to advance their education through scholarships. It creates more options for students."
- "The children go back to school ready to learn and excited about learning. It's not just about going back to school, but it's about going back to school confident. Students are getting bumped up a grade because of the material is introduced before the semester begins."

Medical and Psychological needs (8)

- "Patients served, volumes and access to services. Patient satisfaction tool will be implemented in September. Filling open positions. Employee satisfaction."
- "That the kids have a good experience, had a enjoyable and safe time. We focus on abused children getting the therapy they need."

Membership and Attendance (6)
- "Among Youth- participation, attendance and grades; Among seniors- attendance both yearly and weekly to our even."

Housing (5)
- "Sobriety, parenting skills, finding a home, getting medical and psychological needs met, getting a job, getting children back, skills training for jobs."

Improving Health (5)
- "We define success in terms of helping increase awareness and decreasing cardiovascular mortality. 2020 impact goal increase awareness by 20% and decrease cardiac mortality by 20%."
- "Meeting treatment goals, getting feedback and licensure and accreditation."

Making College Attainable (5)
- "Key indicators- successful completion of education, 121 students have earned degrees through our program/Exit into stable housing, 100% /exit into stable employment 76%/continued education 61%/family unity/children of clients going onto college, 23 children/ home ownership, 13 clients/no repeat pregnancy 98%."

QUESTION 24

Question 24 is the final question on the survey to address impact, "*Have there been any new programs implemented as a result of your partnership with UofL?*" There were 18 (51%) participants that selected "yes" and 17 (49%) that selected "no". Several community partners stated that there had been an expansion of existing programs but not a completely new program. If the community partner selected yes then the interviewer asked for examples, a few include:

- "Yes. The cell phone guided and self-guided tours are being designed by UofL interns."
- "Yes. iCOPE nursing program is a big one because it is relatively new."
- "We created things to make it possible for students to come in and interact. Programs were created so students could come in. We've had various small programs here and there."

Part 3: Perceptions of the University of Louisville

The survey instrument included a series of questions designed to answer **"What is the perception community partners have about the University of Louisville".** The university knows the importance of collaboration and maintaining a positive relationship with our community partners; this section was designed to not only highlight the positive perceptions but hopefully bright to light any weak areas that may need improvement to strengthen university-community partnerships moving forward. Also included in this section are opinions about the partnership and the university. The questions that pertained to community perceptions were:

❖ Question 8: *As a result of your connection to the University of Louisville, how has your awareness of the university changed? Mark all that apply.*
❖ Question 9: *Do you plan to continue partnering with the university in this or another activity?*
❖ Question 10: *In what ways do you believe that you are able to influence the university as a result of this partnership(s)? Mark all that apply*
❖ Question 11-18: *Please rate your level of satisfaction with your connection to the University of Louisville in the following areas. (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)*
❖ Question 19: W*hat was the best aspect of the partnership for you?*
❖ Question 25: *Do you perceive mutual benefit between the university and the community?*
❖ Question 26: *Does the reputation of the University of Louisville promote creating relationships with the community?*

QUESTION 8

The first question in this section gauges how the partnership has influenced the community partner's awareness of UofL specifically the programs, activities and resources that the university has to offer. This was a multiple choice question in which the community partners were encouraged to select all options that applied to them. Overall participants stated that they now have more interactions with faculty and administrators and have learned more about university programs and services. Despite the large number that are more aware of programs, only 7 selected that they are more involved. All responses are included in figure 6.


Figure 6
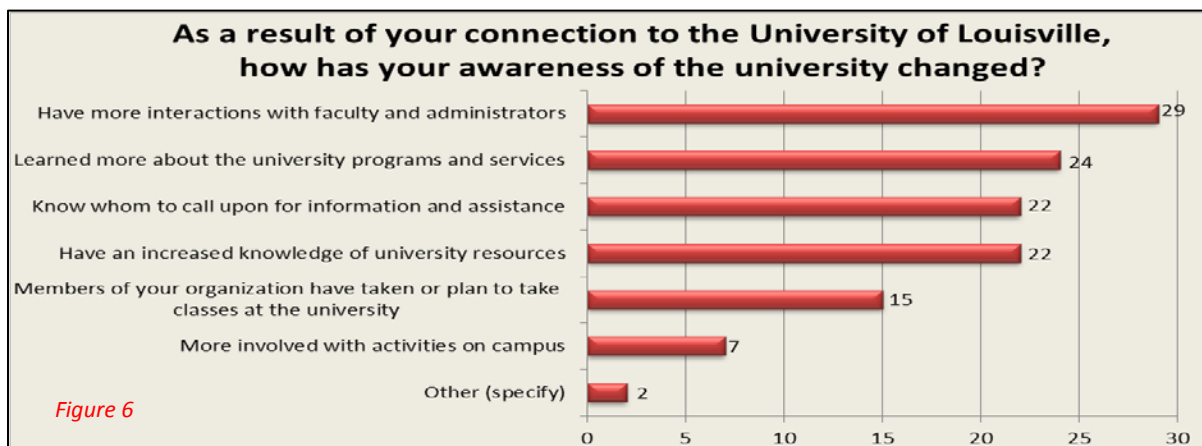
QUESTION 9

Question 9 was a short yes/no question asking the community partner, "*Do you plan to continue partnering with the university in this or another activity***?"** The 35 participants (100%) all responded "yes" that they would continue to partner with the University of Louisville.

QUESTION 10

The University of Louisville strives to create partnerships that are mutually beneficial; these reciprocal relationships aim to have a positive impact on both the university and the community. Question 10 takes a look at how the community partner believes they are able to influence UofL as a result of these partnerships by asking, "*In what ways do you believe that you are able to influence the university as a result of this partnership(s)?*" The participants were encouraged to

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mark all answers that applied. Figure 7 below shows that most community partners (n=31) felt they had an influence on the student learning experience.

In what ways do you believe you are able to influence the university as a result of this partnership(s)?

Figure 7
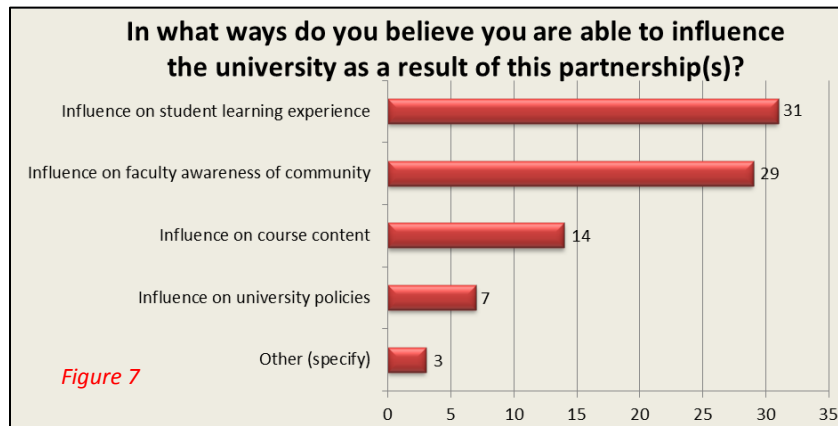
QUESTION 11-18

Questions 11-18 requested that the community partner rate their level of satisfaction with their connection to the university (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied) over eight areas. The highest level of satisfaction was found with the level of trust with faculty and/or students. Below is a table that breaks down the number of responses by satisfaction level for each question.

	Very Satisfied	Satisfied	Neutral (N/A)	Dissatisfied	Very Dissatisfied
11. Overall communication with students and faculty.	18	13	3	1	
12. Level and quality of interactions with students	17	14	3		
13. Level and quality of interactions with faculty	19	11	4	1	
14. Level and quality of interactions with staff	14	7	3	1	
15. Quality of student work.	19	8	7	1	
16. Feedback and input into planning experiences.	12	14	8	1	
17. Scope and timing of activity.	13	17	5		
18. Level of trust with faculty and/or students.	27	6	2		

QUESTION 19

Question 19 gives the community partner the opportunity to identify the strengths of the UofL partnership by asking, *"What was the best aspect of the partnership for you?"* Through their dialogue there were 14 themes to emerge (listed below). The most common answer was UofL level of community engagement referenced by 14 of the community partners. Themes referenced by five or more survey participants are underlined and examples of comments are provided below the listing

Question 19 Themes (subthemes):
- U of L Level of community engagement
- Expertise and Support
- Student Interaction
- Legitimacy, Rigor, Credibility
- Changing Perspectives
- Increasing community awareness
- College and career prep
- Increases energy level
- School of Social Work
- Research

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- Diversity
- Mentorship
- Sponsorship and Funds
- Teacher Growth

U of L Level of Community Engagement (14)
- "They are truly committed to partnership and to assisting us and community. The fact that you take the time to get feedback from us is a great aspect of our relationship. This commitment has had an overall great impact on us and the community."
- "For us we have a long relationship with UofL. Having a special connection with a university and getting to know faculty and staff is a really nice exchange to build relationships rather than just check off a box. Tying in your mission and having sense of those of university departments. UofL students have heart for work we're doing that you don't see in all of the volunteer population we have. They go above and beyond and give up personal time."

Expertise and Support (13)
- "Working with the committee members like [communications and marketing staff]. And getting what we needed in a timely manner. Getting constant feedback and expertise."

Student Interaction (7)
- "Bringing experiences to the classroom. Exposure to young college students being teachers motivates students to want to go to college."
- "The students are the best aspect of this partnership. Students are eager to jump in and give up time and service learning experience is best kind of learning because you can apply things that take on new meaning of relevance. They may see a need that we have that we're not even aware of. They learn something in class about organizational/non-profit management, spreadsheet, powerpoint, communication, etc…and think that [our organization] could really use this information- so there's depository."

Legitimacy, Rigor, Credibility (7)
- "Saves us money. If we were to seek types of offerings out on our own it just comes down to money. It saves us on how much it costs us to operate. And quite honestly it also helps us with credibility. We have facts and figures to back up what we're doing. This adds credibility and enables us to talk about us in a more impactful way."
- "Again it increases likelihood of success of whatever we're involved in. for example, some of the assessments of how preschoolers that we're working with are doing in terms of kindergarten readiness, it helps us with that. Again, it's the importance of having really credible evaluation research."

Changing Perspectives (5)
- "[Our organization] is a very unique facility to work with so us I think that's a huge opportunity for them to learn more about what we do here and break the walls down a little bit as far as stigmas that exist. And I think that we are able to do that. Our ability to impact the perception of mental health to new students and trying to break down stigma. I would like to say we probably have engaged students participating in community events whether through national alliance of mentally ill or other engagements."
- "Gives students off of campus instead of being isolated on UofL campus. They need to see reality of the world. Coming here to the center and to West Louisville helps dispel stereotypes. This is important especially if they are going to be educators. And in the current program they all are. That experience is going to be a benefit- just the teaching experience."

Increasing community awareness (7)
- "I think probably the connection with the university brings more knowledge out into the community and allows us to apply it to our client programs. The connection with [Arts and Sciences faculty member] really made it…she took the initiative to do that and connected us here, here, here. We didn't know all of that was available to us. It fitted in well with the universities accreditation. It's energizing for our staff and volunteers to be part of a larger system too. It's helping us, but in a way we're helping the university."

- "Been able to increase awareness of what university has to offer for us; looking to use faculty for strategic planning discussions and MBA projects (as used in the past); what's been great is we just understand each other so well so it's a good fit."

QUESTION 25
Question 25 takes a more direct approach to establish if the university-community partnership is mutually beneficial. The community partners were asked, "*Do you perceive mutual benefit between the university and the community?*" The majority 94% (n=33) responded "yes" they did perceive a mutual benefit. They were also asked to explain their response, through this explanation there were 10 themes to develop (listed below), and the most referenced theme was turning outward (invested in community, community service). Themes referenced by five or more survey participants are underlined and examples of comments are provided below the listing.

Question 25 Themes (subthemes):
- Turning Outward (Invested in Community, Community service)
- Exposure for U of L Students
- Increased awareness about organization
- Creating Compassionate Students
- Practicum Hours
- Student Recruitment
- Promoting Education
- Identification of New Staff
- Strong Student Teachers
- Fundraising

Turning Outward (Invested in Community, Community service) (18)
- "Absolutely. It would be easier to answer yes if you hadn't cut the VI program. There's a clear overlap with that program. The University looking outward is really positive and great." (American Printing House for the Blind)
- "Yes. The university is accomplishing what they're setting out to do to be engaged in the community. So I think that is good and definitely beneficial. For the community it's breaking a cycle of children who would have grown up in homes with parents who can't read or they don't know how to read. We would be perpetuating that cycle. We have students coming in who are loving on our kids and mentoring them. It definitely impacts the culture of this community. We are a reading culture for four years and reading has become fun now and kids are above grade level."

Exposure for U of L Students (16)
- "UofL helps create meaningful community engagement opportunities for students and faculty at UofL."
- "Increasing worldview for students and giving back to community."

Increased awareness about organization (12)
- "Yes. Because the more we build our infrastructure like the case management. system and having students get into community and develop community awareness, more trust within criminal justice system then we are better able to fund raise and to continue building. It all spins around each other. Being able to have quality students – they represent us well in the community."
- "Yes. More connectivity and increased social awareness about our organization and clients."

Creating Compassionate Students (9)
- "Yes. What they gain and what they learn they walk away with a lot more than what they bring. They say they walk away with a much more uplifted soul. Volunteers say the kids help their lives and make their outlook brighter."
- "Yes. The type of clients we work with are the most extreme level of abused clients- so the interns get exposure to this. This helps increase awareness and compassion among interns that goes with them forever in their lives. This enhances community services. This kind of work isn't for everyone, but having exposure to it can only help you wherever you end up. Hopefully they become more compassionate to some of the more marginalized members of our society."

Practicum Hours (7)
- "Practicum hours for students and well-rounded experiences for them."
- "Yes. This is a Win-Win situation. Student interpreters get the experience and practicum hours and free certification through Catholic charities. They have developed projects such as the patient satisfaction survey, which helps FCC. Students translate documents and helps FCC increase and policy services."

Student Recruitment (7)
- "Yes. Knowing university is active in community helps with student recruitment. People thinking about going back to school. Educational forums, sharing faculty and staff at forums educates community. So it's a win-win for both."
- "UofL benefits because it has first crack to the top students in Louisville, Kentucky. Dr. Ramsey personally invites kids to come to UofL. It's a mutually beneficial relationship because we can attract more interest from middle school students to come here for high school."

QUESTION 26

The last question in this section asked, "*Does the reputation of the University of Louisville promote creating relationships with the community?*" Every participant responded "yes". They were then asked to provide an explanation; there were 10 themes to emerge (listed below). Overall community partners felt that UofL is accessible and cooperative on projects and having UofL as a partner adds a level of legitimacy to their organization; areas specifically mentioned were sports and the Signature Partnership. Themes referenced by five or more survey participants are <u>underlined</u> and examples of comments are provided below the listing.

Question 26 Themes (subthemes):
- <u>Cooperative and collaborative interactions</u>
- <u>Accessible and visible</u>
- <u>Trust and relationships</u>
- <u>Legitimacy and approval</u>
- <u>Signature partnerships</u>
- <u>Sports and athletics</u>
- Science and Research
- Transitioning from JCTCS to UofL
- U of L disconnected from certain community groups
- Empowerment

Cooperative and collaborative interactions (16)
- 'Yes. We think of the university as having good staff with positive outlook, cooperative outlook and collaborative. It's all been good and I've never had a bad interaction with faculty or staff over there."
- "The university makes themselves so accessible to community partners. They're available if we need a guest speaker or need individuals to facilitate classes. Dr. Ramsey spoke on behalf of hospice. UofL is very very visible in community. We've had opportunities to utilize extra tickets through the athletics department. They have been very generous through the pediatric program- Courageous Kids program- very generous in donating things for those programs. It's huge and we love that."

Accessible and visible
- "Yes. Absolutely! When we're out at different events and fairs we've able to say we have UofL students helping the kids. It's different than saying we just have volunteers. And I think a lot of people hold UofL in high esteem here in this city and even outside of this city. UofL has this great idea of service and has been out there longer in terms of service learning and that sort of thing. Some of the other universities don't have an active office like UofL has. Because of that UofL has developed that relationship… [Office of Community Engagement Staff] really get out there and put a face to the university saying "we want to do more for our community….we don't want to work in isolation anymore." So UofL has really developed that positive relationship in the community."
- "Absolutely. UofL has a great reputation. Being with other volunteer coordinators we talk about different partnership that we have and there's always people trying to help out in the community and I think because I've

worked with different departments they all want to help and they are a compassionate community."

Trust and relationships
- "Yes. The university is always available and approachable for a cold call or cold email. Approachability is a huge factor. Parking is a huge barrier in terms of creating a relationship. There's much more social justice than other state universities in Kentucky."
- "There's a transferring of trust between individuals and organizations and we see a relationship chain. This also creates pathways for students."

Legitimacy and approval
- "Yes. You should have seen people turning up to see Russ Smith for the summer camp. The partnership gives us a mark of approval and legitimacy."
- "Yes. As far as volunteers yes as it provides legitimacy."

Signature partnerships
- "Yes. The thing that stands out is the signature partnership."
- "Now the relationship is strong with the west end of Louisville. Now through the signature projects, which is all about building relationships with folks in the west end and all of Louisville, influences the relationship."

Sports and athletics
- "Yes. Sports is really big way to start creating relationships with the community."
- "Absolutely, I think it is now. The sports success has influenced the relationship."

The University of Louisville knows that in order to continually improve the relationship with the community it is necessary to highlight and address any challenges that occur through these partnerships. There were three questions designed to identify any challenges that exist as well as opportunities for improvement to enhance collaboration. The three questions in this section were:

- ❖ Question 6: *What are some of the challenges you encountered?*
- ❖ Question 22: *What could the University do differently to enhance collaboration with community partners?*
- ❖ Question 27: *Does the reputation of the University of Louisville serve as an impediment to creating relationships with the community?*

QUESTION 6

Question 6 is a two part question first asking the participant, "*What are some of the challenges you encountered?*" The participants were encouraged to mark all that applied; figure 8 shows the response breakdown.

Figure 8

Participants were also asked to expand on the selections that they made. There were seven themes to emerge out of their explanations: demands upon staff time; communication; program timing; student's not well prepared (cultural competency); costs; increasing awareness of opportunity; silos. The most commonly referenced challenge being the demand that additional students/programs place on their staff. Below are examples of comments for the challenges that were referenced by five or more community partners.

Demands upon staff time (13)
- "Every new program poses demands on staff time because we have to implement, evaluate and make changes to the new programs. Sometimes, we have had mismatch between course goals and organization, but we've worked through it."
- "It takes time to coordinate groups so there are demands upon staff time. And sometimes the practicum hours for students don't match up with our needs."

Communication (9)
- "Communication gap. Would like faculty to embrace membership and promote it."
- "There is a lack of communication and follow through with the faculty (on rare occurrence). Debriefing might be a helpful tool to use after each course or program is complete. Please check in with us whenever you can and always communicate, because it's better to over-plan (that's our motto)."

Program Timing (7)
- "Challenges were related to class scheduling and prep time. We need more student volunteers for classroom hours. So maybe we can meet with faculty before the semester to match up classes for students. Our program times did not match up well with the university's class schedule."
- "Programing timing is an issue because times for students does not correspond with Americana. We have new hours, so it might benefit to design classes targeting institutions."

Students not well prepared (Need cultural competence) (5)
- "I feel like there are so many meetings and nothing gets done. Practicum students hired by old leadership had very green students that required hand holding- were not at masters level. Students were not well prepared leading to frustration when they are not prepared with basic computer skills."
- "Students were not well prepared for practicums, but now that has been fixed through the practicum catalogue."

QUESTION 22
The next question in this section addresses opportunities to enhance collaboration moving forward by asking the community partner, "*What could the University do differently to enhance collaboration with community partners?*" This open ended question resulted in 15 themes listed below. Themes referenced by five or more survey participants are underlined and examples of comments are provided below the listing.

Question 22 Themes (subthemes):
- Defined pathway of communication- point person-liaison
- Untapped potential (research opportunities)
- Communication
- (Roundtable, forums, lunch and learn); (Presentations, panel discussions); (classes, education on-site, continuing education); (Feedback)
- Enhance internship experience
- Increase awareness of opportunities at U of L
- Transparency and visibility
- Branding or advertising
- Increase awareness of opportunities at organization
- Expand partnership and focus in South Louisville
- Funding
- Invest in Louisville community through service and research
- People power
- Timing programs to meet organization needs
- Books and college application
- Dental school

Defined pathway of communication- point person-liaison (14)
- "Just revisit the idea that I think that we need an initial contact or point person. Who do I go to? Who is my point person to say is there anybody you can refer me to and making sure I know who to talk to at the partnership office. How do I find out how the rest of the university is working with neighborhood house and the rest of the community. I've had contact with [Office of Community Engagement staff], who's now on our board. So we feel very connected to that office. I felt like I can start with Dan, but I'd rather not because without having to start at the top I wish there was a liaison I could go to. I do think that the signature partnership and the OCE can toot their own horn more often."
- "I do. I think it's difficult for many people to know how to connect with the university."

Untapped potential (research opportunities) (12)
- "We haven't capitalized on all of the possibilities yet, that's just because we're still at infancy stages of clinic. As the clinic is growing we can capitalize on funding, increased volunteerism and opportunities as a learning environment."
- "[UofL Dean] is getting involved in go red for women campaign so some things will begin to evolve. Extending into SON, dentistry…would deepen level of involvement. We've come a long long way. We didn't have a wide relationship throughout rest of university, but this past year [faculty members] got more involved and dramatically increased relationships. But we're really no where close to realizing our full potential."

Communication (Roundtable, forums, lunch and learn); (Presentations, panel discussions); (classes, education on-site, continuing education); (Feedback)   (13)

- "Increase awareness of what resources are available. I think we don't know what's there as an offering. In some ways there might be some silos at the university that one group doesn't even realize the other group is working with us. That could help our collaboration if there wasn't overlapping or duplication, where the right hand doesn't know what the left hand is doing. I think it's gotten better, but sometimes faculty members didn't know that there was another program. So that would only enhance future collaboration."
- "Think more opportunities to sit and talk with other partners with the university, just almost as a roundtable conversation should trigger folks to say, hey wait a minute, you just said you need this and I've got x, y and z and they introduce them to others. Every department always has a professor or program or staff that says I would love to do this work. I don't know if it would be helpful for some of the partners to come to these school meetings or introduce people at lunch. Or UofL l hosting something on our campus to see what we can do."

Enhance internship experience (12)

- "Match projects with interns so they are more appropriate. We would like to see more interns from different departments like the School of Medicine and Nursing. We welcome all groups from UofL."
- "Interns- our mission is different- so we need to match up students from Kent school to what we do. It's a struggle sometimes. How do you support those students because practicum is geared around a clinical site. Develop a practicum so that it has options. You have to complete this type of task- is there an option when it's not a clinical setting. That's the only difficulty that I've had."

Increase awareness of opportunities at U of L (9)

- "Create a database. How can we connect? In non-profits we use what's called a "relationship database" and I think that would be very helpful. Databases are only as powerful as they're updated…but that's kind of how I'm thinking. So you can do a cross-check to see who at the university has already had a relationship with neighborhood house. I think what you and I are doing right now is super helpful, but I don't think we need to do a big meeting with everyone. Relationship databases are a very commonly used tool if you're doing a robust development plan in non-profits."
- "I would like to see the university get more visibility at college shop. I would love to see the university be a little more visible- having resources available, have a table over, talk at events, question and answer forum, provide look books and applications. The more recruitment would probably be more beneficial to the university so they can reach out to the community to recruit. This particular community needs more people doing that."

Transparency and visibility (7)

- "Having a space to have conversations with students- a free hub where we can put information, or advertisements about a specific volunteer request. Making it about community people doing community work."
- "Maybe help with promoting our services and volunteer opportunities and events. Providing information even if I can go out and promote at an agency fair (if that still happens at UofL) to recruit students. I know there are undergraduate courses that require hours not specific to social work. Maybe non profit administration or social services in an admin role- I think if there is a way someone could provide info on how we can get connected with courses, advisors or faculty members that would be great. I can see great benefit from getting the student experiences, work experience. It could support the initiative I'm trying to meet. Having a way to recruit more students from that perspective. Maybe have more volunteers in administrative or leadership roles."

Branding or advertising (5)

- "Branding- Probably a lot of folks who would be surprised to know how much work that department is doing and I think it's a really good community building tool to be able to talk about it, advertise it…it gets lost in the lingo, so need to increase understanding of OCE and Signature partnership."
- "Yes. I would refer to it as not so much as the reputation, but as the brand. So when people think of UofL, what do they think about? I am well aware and I think about Hudson, and a lot of really terrific people who were part of the structure- [Office of Community Engagement staff] when he was there. IT comes down to how individual representative of the university convey the brand."

Increase awareness of opportunities at organization (7)

- "Having a space to have conversations with students- a free hub where we can put information, or advertisements about a specific volunteer request. Making it about community people doing community work."

The last question in the survey addresses the university reputation in a different way than question 26. The goal was to bring to the surface anything that might hinder the creation of partnerships by asking, "Does the reputation of the University of Louisville serve as an impediment to creating relationships with the community?" The majority of respondents (n=32) replied "no". There were three participants to respond "yes" and they were asked to expand on their answer and three things were mentioned: bureaucracy and politics (2); costs (1); and mismanaging money (1).

Part 5: Conclusion & Next Steps

Through the *Community Impact Survey,* the university has established a process for measuring impact, community perceptions, and strengths and weaknesses of partnerships. The results of the CIS demonstrate that UofL's partnerships with community organizations produce tangible change by improving the internal operations of our community partners and by amplifying their ability to address community issues (e.g., education, health, housing and environmental).

The community partners were also able to provide suggestions on areas of improvement. Some of the challenges cited are being addressed or will be addressed in the development of a plan for improvement; while other referenced challenges or opportunities for improvement require a larger scale systematic change. The most highly referenced opportunity for enhanced collaboration was the need for a defined point person/liaison. Throughout the past year, many units have begun addressing this issue by hiring personnel specific to community engagement. The College of Education and Human Development hired a Director of Community Engagement; the School of Nursing created a position for the Director of the Office of Health Disparities and Community Engagement; the School of Dentistry created a position for the Director of Innovations, Community Engagement and Outreach; the School of Medicine hired an Associate Dean for Diversity Initiatives and Community Engagement and created a position for a Senior Associate Dean for Statewide Initiatives and Outreach.

One key finding from the survey was the need to provide more information about partnerships that could be accessed by the community, improving coordination for all parties involved. Suggestions included a database or online catalog. In response to this need, the Office of Community Engagement is preparing to create a catalog of the University-Community partnerships reported in the 2013-14 partnership data collection. This will be available for community and university use with the goal of increasing transparency and strengthening collaborations. The website for OCE has also been upgraded to be a more useful resource to the university and the community.

The Office of Community Engagement aims to replicate the evaluation process every two years to continually monitor and improve university-community collaborations. The CIS data and next steps developed from the community feedback have been disseminated electronically and are available on the OCE website. The report will also be shared university wide through various groups (e.g., faculty liaisons, Community Engagement Steering Committee) and with the community (e.g., University-Community Partnership Board, Residents Advisory Council, and community forums). Additionally, OCE will work with these constituency groups to develop and evaluate concerns identified by the partners in this survey and develop appropriate action plans and responses.

Works Cited

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We would like to know some information about you.

1. How long have you been collaborating with the University of Louisville?
  ☐Less than one year ☐1-3 Years ☐More than 3 years
2. What is your organizational status?
  ☐Public   ☐Nonprofit   ☐Private for Profit
3. What are the benchmark areas addressed by your organization?
  ☐Education   ☐Health   ☐Housing
  ☐Environment   ☐Safety   ☐Public Service
  ☐Social Services ☐Other_____

The faculty and staff at UofL have reported the following partnership(s) with your organization during the past two years:

Activity/Project Name	Description	UofL Departments Involved

4. Are there any additional partnerships that exist between your organization and the University that have not been listed?

Please answer the following set of questions for the partnership(s) listed above.

5. How did your interactions with the university influence your capacity to fulfill the mission of your organization? *Mark any that apply.*
    ☐a.New insights about the organization/its operation
    ☐b. Increase the number of clients served
    ☐c. Enhanced offerings of services
    ☐d. Increased leverage of financial/other resources
    ☐e. New connections/ networks with other community groups
    ☐f. Changes in organizational direction
    ☐g. Increases in number of services offered
    ☐h. Other influences (Specify)_____
    ☐i. No influence
   If (a-h) selected, please provide a short explanation.

6. What are some of the challenges you encountered? *Mark all that apply.*
    ☐a. Demands upon staff time
    ☐b. Project time period insufficient
    ☐c. Students not well prepared
    ☐d. Number of students inappropriate for size of organization
    ☐e. Mismatch between course goals and organization
    ☐f. Little contact interaction with faculty

☐g. Students did not perform as expected

☐h. Other (specify)_____

☐i. No challenges

If (a-h) selected, please provide a short explanation.

7. What were some of the economic effects of your work with the university? *Mark all that apply*

☐a. Increased value of services

☐b. Increased organizational resources

☐c. Completion of projects

☐d. Access to university technology and expertise

☐e. New products, services, materials generated

☐f. Increased funding opportunities

☐g. Identification of new staff

☐h. Identification of additional volunteers

☐i. Other (specify)_____

☐j. Not applicable

If (a-i) selected, how?

8. As a result of your connection to the University of Louisville, how has your awareness of the university changed? *Mark all that apply.*

☐a. *learned more about the university programs and services*

☐b. *know whom to call upon for information and assistance*

☐c. *am more involved with activities on campus*

☐d. *have an increased knowledge of university resources*

☐e. *have more interactions with faculty and administrators*

☐f. *members of your organization have taken or plan to take classes at the university*

☐g. *Other (specify)_____*

9. Do you plan to continue partnering with the university in this or another activity?

☐Yes

☐No

10. In what ways do you believe that you are able to influence the university as a result of this partnership(s)? *Mark all that apply.*

☐a. Influence on course content

☐b. Influence on university policies

☐c. Influence on faculty awareness of community

☐d. Influence on student learning experience

☐e. Other (specify)_____

Please rate your level of satisfaction with your connection to the University of Louisville in the following areas. (Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)

	Very Satisfied	Satisfied	Neutral (N/A)	Dissatisfied	Very Dissatisfied
11. Overall communication with students and faculty.					
12. Level and quality of interactions with students					
13. Level and quality of interactions with faculty					
14. Level and quality of interactions with staff					
15. Quality of student work.					
16. Feedback and input into planning experiences.					
17. Scope and timing of activity.					
18. Level of trust with faculty and/or students.					

19. What was the best aspect of this partnership for you?

20. How did this partnership impact your organization?

21. Did this partnership affect the following, if so, how?

    a. Resource   ☐Yes ☐No   ☐N/A

    b. Behavior change   ☐Yes ☐No   ☐N/A

        (*Staff, employees, organization, community, people served*)

    c. Completion of project   ☐Yes ☐No   ☐N/A

    d. Project outcome   ☐Yes ☐No   ☐N/A

22. What could the University do differently to enhance collaboration with community partners?

23. How do you define success with regard to your program impacting who you serve? (*for example: people served, jobs created*)

24. Have there been any new programs implemented as a result of your partnership with UofL?

    ☐Yes ☐No

    a. If so, please describe.

25. Do you perceive mutual benefit between the university and the community?

    ☐Yes ☐No

    a. Please explain.

26. Does the reputation of the University of Louisville promote creating relationships with the community?

    ☐Yes ☐No

    a. Please explain.

27. Does the reputation of the University of Louisville serve as an impediment to creating relationships with the community?

    ☐Yes ☐No

    a. Please explain.

Please add any additional comments.

Appendix B: Community Partner Survey Participants

1. Metro United Way
2. Cheri Bryant Hamilton
3. Portland Promise Center
4. Catholic Enrichment Center
5. Neighborhood House
6. Family Scholar House
7. Atkinson Academy for Excellence
8. Wayside Christian Mission
9. Kentucky Racing Health and Welfare
10. Central High School
11. Academy @ Shawnee
12. Portland Elementary
13. Louisville Metro Department of Public Health and Wellness
14. Americana Community Center
15. Kentucky Refugee Ministries
16. Home of the Innocents
17. Christian Care Communities
18. American Heart Association
19. American Printing House for the Blind
20. Louisville Free Public Library (Shawnee Branch)
21. Restorative Justice Louisville
22. Frazier History Museum
23. Ronald McDonald House Charities
24. Exploited Children's Help Organization (ECHO)
25. Center for Women and Families
26. St. Joseph's Children's Home
27. Boy Scouts of America
28. Hosparus (New Albany)
29. Network Center for Community Change
30. UPS
31. Family Community Clinic
33. Maryhurst
34. Center for Nonprofit Excellence
35. Our Lady of Peace