**Wilbur Wright College**

**ASSESSMENT OF SERVICE LEARNING IN THE SOCIAL SERVICE DEPARTMENT**

**A PILOT PROJECT**

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**BACKGROUND**

Service Learning is described by the American Association of Community Colleges as the following:

“*Service Learning combines community service with classroom instruction, focusing on critical, reflective thinking as well as personal and civic responsibility. Service Learning programs involve students in activities that address local needs while developing their academic skill and commitment to their community.”*

Wilbur Wright College, one of the City Colleges of Chicago, is accredited through the Higher Learning Commission. The Academic Quality Improvement Program (AQIP) is the process used to measure the college’s continual improvement and effectiveness. For the three-year period, 2013-2015, the college selected Service Learning as one of its three priority action projects. The college’s Service Learning Committee defined the goal as follows:

*“Several courses across a variety of disciplines will implement Service Learning as part of the course requirements. These courses will be examined for any evidence of Service Learning contributing to student engagement, student satisfaction, and student success. Metrics will include retention rates and successful completion of the course as compared to other sections of these courses with Service Learning components. In addition, a satisfaction survey, which will include inquiry as to the likelihood of students to continue to make contributions to the community, will be issued to students.”* (Implementing Service Learning to Increase Student Engagement, Satisfaction and Success, Wilbur Wright College, 2013).

**DESIGN**

Social Service Programs

In the Fall 2013 semester, Service Learning was piloted in two Social Service programs, Gerontology and Nursing Home Administration. Students in four courses were given the option to participate in Service Learning for extra credit points. The four courses included the following:

* Soc Ser 102 - Introduction to Gerontology,
* Soc Ser 103 - Aging and Social Policy,
* Soc Ser 252 – Nursing Home Administration, and
* Psych 222 – Adult Development and Aging

Students who selected to participate in Service Learning were placed in agencies serving senior citizens. The agencies henceforth are referred to as “community partners.” Each student was required to volunteer in the community partner agency for twenty hours over the course of the semester.

The courses were taught by three adjunct faculty members with one of the faculty members teaching two courses. Course objectives and student learning outcomes were linked to Service Learning, providing students with the opportunity to apply classroom knowledge to real life experiences in community agencies.

Service Learning was introduced to the students using a variety of methods, including: a) a Service Learning brochure designed specifically for students working with senior citizens, b) a PowerPoint presentation on the theory and practice of Service Learning, c) a formal agreement which was signed by the student and the community partner agency, and d) a list of eighteen community partner agencies with a description of each. Students chose the agency in which they wanted to do Service Learning. Students were also instructed on the requirements for service learning including: a) timekeeping with supervisor sign off, b) writing essays regarding their experiences and how they related to their courses, c) participating in classroom reflection exercises, and d) completing a pre- and post-survey. Each student arranged to meet with his/her supervisor at the partner agency and discussed what they would learn and accomplish during their twenty hours of volunteering.

 The Social Service Program Coordinator served as the liaison between the community partner agencies and the college. Community partners were recruited to reflect a wide range of senior services. An initial contact was made with each community partner to discuss the purpose of Service Learning and to review the roles of the agency, students, and faculty. The community partners were asked to complete a survey at the end of the semester. Each community partner received a letter, thanking them for their participation and expressing how much it meant to the students’ personal and professional growth (See Attachment A, page 12, for a list of community partners).

**METHODOLOGY**

In the pilot project, the effectiveness of Service Learning was measured using four closed-ended surveys. Respondents replied to the statements using a four-point Likert scale. Respondents were also provided the opportunity to provide their own comments on Service Learning. The four surveys included:

* Student Pre-Service Survey
* Student Post-Service Survey
* Faculty Survey
* Community Partner Survey

The survey instruments were designed by the college’s Service Learning Committee. The instruments are not standardized. The committee reviewed Service Learning surveys developed by other colleges and universities. By combining statements from other surveys and creating original statements, the Wright College surveys were developed to fit what the college decided to measure. In the surveys, the respondents self-report their opinions to statements regarding Service Learning. The Gerontology and Nursing Home Administration programs piloted the surveys in the Fall 2013 semester.

**ANALYSIS**

All surveys were aggregated in three groups: student, community, and faculty. The aggregation presents findings at the Social Service Department level. Simple percentages were used for analysis. No other statistical tests were employed.

**DISCUSSION AND FINDINGS**

**Student Surveys**

Seventy-eight (78) students in four courses were eligible to participate in Service Learning. Thirty-four (34) students or 43.5% of the total chose to participate. It is unknown why 56.5% of students chose not to participate. It could be due to personal barriers, such as: a) how many other courses the student was taking in the semester, b) if the student was employed full or part time, and c) if the student had other responsibilities, such as children or other family members who required care.

Of the thirty-four (34) students who participated in Service Learning, twenty-six (26) completed the pre- survey and twenty-five (25) completed the post-survey. It is not known why eight (8) students did not complete either survey. It is possible that they were absent from class on the days the surveys were administered. Tables 1 and 2 present data from the student surveys.

**Table 1**

**Student Pre-Survey**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Statement | AgreeN % | SomewhatAgreeN % | SomewhatDisagreeN % | DisagreeN % |
| 1. I have a good understanding of the needs and problems facing my community. | 17 65 | 8 31 | 1 4 | 0 |
| 2. If everyone works together, many community problems can be solved. | 23 88 | 3 12 | 0 | 0 |
| 3. I have a responsibility to serve my community. | 22 85 | 4 15 | 0 | 0 |
| 4. I am looking forward to volunteering in my community. | 26 100 | 0 | 0 | 0 |
| 5. I learn best when I connect course content to real-life situations. | 25 96 | 1 4 | 0 | 0 |
| 6. I likely will continue to volunteer or participate in the community after this course. | 22 85 | 4 15 | 0 | 0 |

N=26

7. Will this be your first Service Learning experience? YES NO

 N % N %

 19 73 7 27

8. The Service learning component of my class is: REQUIRED VOLUNTARY

 N % N %

 0 26 100

9. How many hours must be completed for the course? 20 hours

**Table 2**

 **Student Post Survey**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | AgreeN % | SomewhatAgreeN % | SomewhatDisagreeN % | DisagreeN % |
| 1. I have a good understanding of the needs and problems facing my community. | 23 92% | 2 8% | 0 | 0 |
| 2. If everyone works together, many community problems can be solved. | 25 100 | 0 | 0 | 0 |
| 3. I have a responsibility to serve my community. | 22 88 | 3 12 | 0 | 0 |
| 4. I am looking forward to volunteering in my community. | 24 96 | 1 4 | 0 | 0 |
| 5. I learn best when I connect course content to real-life situations. | 25 100 | 0 | 0 | 0 |
| 6. I likely will continue to volunteer or participate in the community after this course. | 24 96 | 1 4 | 0 | 0 |
| 7. My service helped me to better understand the course content. | 24 96 | 1 4 | 0 | 0 |
| 8. My service allowed me to become more involved in the community. | 25 100 | 0 | 0 | 0 |
| 9. My service made me feel good about myself. | 25 100 | 0 | 0 | 0 |
| 10. My service made me feel like a productive citizen. | 25 100 | 0 | 0 | 0 |
| 11. I feel future students may benefit from serving their local community. | 24 96 | 1 4 | 0 | 0 |
| 12. I enjoyed serving the local community. | 25 100 | 0 | 0 | 0 |

N = 25

**Discussion**

Nineteen (73%) of the twenty-six students indicated that this was their first Service Learning experience. All students (100%) participated voluntarily. All students (100%) who participated completed twenty hours of volunteering in a community partner agency serving senior citizens.

In both the pre- and post-surveys, students “Agreed” or ”Somewhat Agreed” with seventeen out of eighteen statements. The average percentage for the “Agree” response for all statements was

 93.5 %, which is exceptionally high. When comparing the pre-survey to the post-survey, it was found that students had stronger positive perceptions of Service Learning in the post-survey. The average percentage of students who “Agreed” with the statements in the pre-survey is 86.5%, while the average percentage of students who “Agreed” with the statements in the post-survey is 97%, or 10% higher. This demonstrates that, although the students were very positive in the pre-survey, they were even more positive after they had completed their twenty hours of Service Learning. This finding is most pronounced when examining statement 1 on each survey, *“I have a good understanding of the needs and problems facing my community.”* In the pre-survey, 65% of students “Agreed” with the statement, while in the post-survey, the percentage increased to 92%. Another example is statement 6, *“I likely will continue to volunteer or participate in the community after this course.”* In the pre-survey, 85% of students “Agreed” with the statement while, in the post-survey, the percentage increased to 96%, or 11% higher.

One element of Service Learning is linking what the student learns in the classroom to what they experience in the real world of service provision. In the pre-survey, 96% of the students “Agreed” with the statement, *“I learn best when I connect course content to real-life situations.”* In the post-survey, the same 96% of students “Agreed” with the statement, *“My service helped me to better understand the course content.”*  This indicates that the students both know how they learn best and strongly believe that Service Learning supported their preferred style of learning.

Another element of Service Learning is reflection. Reflection allows the students to examine how their experiences affected them on personal, psychological, and emotional levels. Post-survey statement 9 stated *“My service made me feel good about myself.”* Statement 10 stated *“My service made me feel like a productive citizen”* and statement 12 stated *“I enjoyed serving the local community.”* One hundred percent (100%) of the students “Agreed” with all three statements. This indicates that Service Learning had a strong impact on the students’ positive self-image.

To further support the positive findings, fourteen students wrote comments regarding the experience on the post-survey. A sample of the comments follows (see Attachment B, page 13, for Student Comments).

* It was refreshing to see the activity levels of the seniors, how they really saw participating in the events, and the constant helpfulness of the participants and the encouragement provided to others who were having a more difficult time. You could see the positive effects of socialization, plus the health benefits they were gaining.
* I was very excited to learn that everything that I was being taught and learned in theory could be implemented in the real world.
* Great idea to do Service Learning! Thoroughly enjoying learning and feel more motivated. It inspired me to pursue my goals in Gerontology and I can’t wait to make a difference! Thank you for the opportunity to feel that I am on the right track!

**Community Partner Survey**

Table 3 presents data from the community partner survey.

**Table 3**

**COMMUNITY PARTNER SURVEY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Statements | AgreeN %  | SomewhatAgreeN % | SomewhatDisagreeN % | DisagreeN % |
| 1. The students were an asset to our organization. | 16 94  | 1 6 | 0 | 0 |
|  2. Our organization provided meaningful & educational tasks for the students. | 17 100 | 0 | 0 | 0 |
| 3. The students were reliable in performing their duties. | 15 88 | 1 6 | 1 6 | 0 |
| 4. The students understood our mission as part of the greater community. | 15 88 | 2 12 | 0 | 0 |
| 5. The students work has a positive impact on our efforts to meet community needs. | 16 94 | 1 6 | 0 | 0 |
| 6. The students work benefited our mission. | 16 94 | 1 6 | 0 | 0 |
| 7. The amount of time needed to supervise students was reasonable. | 14 82 | 3 18 | 0 | 0 |
| 8. Communication between the college and our organization was sufficient.  | 14 82 | 2 12 | 0 | 1 6  |
| 9. The students displayed a positive attitude. | 16 94 | 1 6 | 0 | 0 |
| 10. We want to continue to have the college and its students work with our organization. | 14 82 | 3 18 | 0 | 0 |

N= 17

**Discussion**

Seventeen out of eighteen community partners responded to the survey for a return rate of 94.4%. This is an exceptionally high return rate for a survey which had to be returned by mail. A stamped, addressed return envelope was provided to increase returns.

The community partner survey was filled out at the end of the pilot project by the person in each partner agency who supervised the Service Learning student(s). As with the student surveys, the community respondents uniformly assessed Service Learning very positively. The average score for all ten statements in the “Agree” column is 89.8%. The highest score (100%) was given for statement 2, *“Our organization provided meaningful & educational tasks for the students.”* This reflects that the partner agency supervisors perceived that they were full partners in Service Learning.

Four statements 1, 5, 6, and 9 had very positive scores with sixteen out of seventeen respondents (94%) selecting the response “Agree.” All four statements reflected an assessment of the students, *“the students were an asset to our organization,” “the students work has a positive impact on our efforts to meet community needs,” “the students work benefitted our mission,” and “the students displayed a positive attitude.”*

The largest range in responses was for statements 3 and 8. In statement 3, *“the students were reliable in performing their duties,”* fifteen respondents “Agreed,” one responded “Somewhat Agreed,” and one respondent, “Somewhat Disagreed.” Given that thirty-four students participated in Service Learning, community partners judged thirty-two of them to be reliable in performing their duties. For statement 8, “*communication between the college and our organization was sufficient,”* fourteen supervisors (82%) “Agreed,” two supervisors (12%) “Somewhat Agreed”, and one supervisor (6%) “Disagreed.” This was the only statement in any of the four surveys in which a respondent selected “Disagree.” A follow-up telephone conversation with the supervisor who disagreed surfaced two issues. One student did not return to the agency following the three-hour orientation and another student only completed fourteen out of the twenty hours. Unfortunately, the college was not aware of this until after the Service Learning concluded. Another respondent commented, “I did not have any real contact with the student’s supervisor at Wright. I think a little guidance would benefit me as the agency representative, the student, and the college.” This issue is addressed in the RECOMMENDATIONS section.

Another issue which arose dealt with statement 7, *“the amount of time needed to supervise students was reasonable.”*  Fourteen supervisors (82%) “Agreed”, while three (18%) “Somewhat Agreed.” Although the partner agencies benefited from having student volunteers interact with seniors, the cost to the supervisors is the time they devote to mentoring and supervising the students. Having Service Learning students is yet another responsibility for supervisors who have many responsibilities already. As a testament to the community partners, it is inspiring that eighteen agencies agreed to accept Service Learning students, knowing the additional work it would entail.

 In the last statement 10, *“we want to continue to have the college and its students work with our organization,”* three respondents (18%) selected “Somewhat Agree.” This response was anticipated because a few agencies stated upfront that they already had agreements with other colleges and universities to mentor students. The agency accepted the Service Learning student from Wright College because the student already had a history with the agency, such as being a valued volunteer. They stated that they would likely not be able to accept other Service Learning students due to limited resources.

 To further support the positive findings, fourteen supervisors wrote comments regarding the experience. A sample of the comments follows (See Attachment C, pages 14 & 15, for Community Partner Comments):

* Thank you. This was a wonderful experience for us. I am impressed with the quality of your students.
* The student was great! She is clearly very serious about her education and is dedicated to learning all she can.
* The students who have completed their work at our agency made a positive impact on our residents. They were determined to get the resident involved and finish their projects by the deadline. They have been a great asset to our community and we look forward to working with more students.
* The student was professional, courteous, and positive in all of his interactions with both staff and veterans. The student engaged himself to both learning as well as service.

**Faculty Survey**

Table 4 presents data from the faculty survey.

**Table 4**

**FACULTY SURVEY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | AgreeN % | SomewhatAgreeN % | SomewhatDisagreeN % | DisagreeN % |
| 1. Service Learning enhanced my ability to teach course content.  | 1 33% | 2 67% | 0  | 0  |
| 2. Service Learning helped students make a connection to the course content. | 3 100 | 0 0 | 0  | 0  |
| 3. Service Learning helped students make connections to everyday life. | 2 67 | 1 33 | 0  | 0  |
| 4. The service students completed was beneficial to the community. | 2 67 | 1 33 | 0  | 0  |
| 5. Using Service Learning required more of my time as a faculty member. | 1 33 | 1 33 | 0  | 1 33 |
| 6. Using Service Learning was worth the effort. | 3 100 | 0 0 | 0  | 0  |
| 7. I will use Service Learning in future courses. | 3 100 | 0  | 0 | 0 |
| 8. Service Learning helps fulfill the college mission. | 3 100 | 0 | 0 | 0 |
| 9. More courses should implement Service Learning. | 3 100 | 0 | 0 | 0 |
| 10. I am satisfied with the help I received from the college to establish and use Service Learning. | 3 100 | 0 | 0 | 0 |

N=3

**Discussion**

Although Service Learning was incorporated into four separate courses, there were only three faculty involved because one faculty instructed two of the courses.

The faculty survey reflected the same strong support for Service Learning as did the student surveys and the community partner survey. In six out of ten statements, all faculty (100%) “Agreed” with the statements. Agreement was highest in statements 2, 6,7,8,9, and 10. The statements included, *“Service Learning helped students make a connection to the course content,” “Using Service Learning was worth the effort,” “I will use Service Learning in future courses,” “Service Learning helps fulfill the college mission,” “More courses should implement Service Learning,” and “I am satisfied with the help I received from the college to establish and use Service Learning.”*

Two statements should be further explored. In statement 1, *“Service Learning enhanced my ability to teach course content,”* two faculty (67%) only “Somewhat Agreed” with the statement. The response to statement 1 may be explained in that faculty have taught the courses regularly. They follow the course syllabus. The only change in the syllabus is that there is a statement that Service Learning is offered in the course. Another factor which contributes to this response is that, in the Social Service Department, participating in Service Learning is voluntary on the part of both the student and faculty. In the pilot, approximately half of the students enrolled in the four courses choose to participate in Service Learning while the other half did not participate. The faculty member must teach to the whole class, not just those who are involved in Service Learning. Consequently, how they taught the course content before the Service Learning pilot is not much different than how they taught the course content when Service Learning was implemented.

 In statement 5, *“Using Service Learning required more of my time as a faculty member,”* one faculty “Agreed,” one “Somewhat Agreed,” and one “Disagreed.” There are several aspects of Service Learning which require faculty time and require new classroom procedures. The changes include but are not limited to; a) faculty must devote time to acquire knowledge about Service Learning and understand its benefits to students and the community, b)faculty must revise their syllabus so that students know in advance that Service Learning it is being offered, c) faculty devote class time for the program coordinator to make a presentation on Service Learning, d) faculty change their grading system to offer extra credit points for students who participate in Service Learning, e) faculty collect Service Learning forms and surveys and give them to the program coordinator, f) faculty incorporate reflection into the curriculum through students keeping journals and writing papers on their experiences. Although service Learning does take faculty time and effort, 100% of the faculty “Agreed” with the statements, *“using Service Learning was worth the effort” and “I will use Service Learning in future courses.”*

There is also general agreement on several statements when comparing the student survey with the faculty survey. Ninety-six percent (96%) of students agreed with the statement, *“my service helped me better understand the course content,”* while 100% of the faculty agreed with the statement, “Service Learning helped students make connections to the course content.” Also, 96% of students agreed with the statement, *“I feel future students may benefit from serving their local community,”* while 100% of faculty “Agreed” with the statement, *“more courses should implement service Learning.”*

There was only one comment made by a faculty member - “Service Learning is especially beneficial to students who have little or no related work experience in long-term care.” This comment deals with the fact that some students who enter the Nursing Home Administration program do not have any work experience in nursing homes. Service Learning provides these students with their first experiences volunteering in nursing homes.

**CONCLUSION**

The pilot project, “Assessment of Service Learning in the Social Service Department,” was evaluated by three, self-reporting target groups. The three groups - students, community partners, and faculty uniformly rated their Service Learning experiences very highly. Analysis found that there were no serious issues or barriers to Service Learning in the pilot project. However, the analysis did find areas for improvement (see RECOMMENDATIONS).

Students’ highest ratings were for statements in which students were asked to reflect on how they were personally affected by the experiences. One-hundred percent (100%) of the students “Agreed” with the statements, *a) my service made me feel good about myself,* *b) my service made me feel like a productive citizen,* and c) *I enjoyed serving the local community.* All students (100%) also agreed with the statement, “I learn best when I connect course content to real-life situations.” This reinforces one of the key principles of Service Learning when students transfer what they are learning in the classroom to real- life experiences in the community.

The community partners, who were professional practitioners who supervised the students, were most highly impressed with the quality of the students and their work. Ninety-four percent (94%) of the supervisors “Agreed” with the statements, a) *the students were an asset to our organization, b) the students work has a positive impact on our efforts to meet community needs*, c*) the students work benefited our mission,* and d) *the students displayed a positive attitude.*

Faculty was very supportive of the value of Service Learning in higher education. One-hundred percent (100%) of the faculty agreed with the statements, a) *using Service Learning was worth the effort*,

b) I will use Service Learning in future courses, c) Service Learning helps fulfill the college mission, and

d) *more courses should implement Service Learning.*

**RECOMMENDATIONS**

1. Continue Service Learning in the Spring 2014 semester.
2. Share the findings from the pilot project with students, faculty, community partners, college administrators, and members of the college’s Service Learning Committee.
3. Present findings from the pilot project to the Social Services Advisory Committee at their Spring 2014 meeting.
4. In the Spring 2014 semester, increase the number of courses which offer Service Learning from four to five.
5. In the Spring 2014 semester, increase the number of students who respond to the pre- and post- surveys from 74% to 85%.
6. In the Spring 2014 semester, present Service Learning to students in the third week of class.
7. In the Spring 2014 semester, send a letter to all community partners early in the semester, thanking them for agreeing to accept Service Learning students and asking them to contact the program coordinator if they experience any issues with students.
8. In the Spring 2014 semester, telephone each community partner at midterm to discuss how Service Learning is progressing and again find out if there are any issues.
9. At the conclusion of Service Learning in the Spring 2014 semester, send a letter to each community partner, thanking them for their support.
10. Investigate the possibility of bringing public awareness to Service Learning and community partners through the college’s publications and local media.
11. The program coordinator should continue to serve on the college’s Service Learning Committee.
12. The program coordinator should attend a minimum of one external training event regarding Service Learning.

**ATTACHMENT A**

**COMMUNITY PARTNER AGENCIES**

Alden Orland Park

Alden Wentworth

Autumn Green at Weight Campus

Bethesda Home

The Grove of Evanston

The Hartwell

H.O.M.E – Pat Crowley House

Irving Park YMCA

Mather’s Café

Montgomery Place

Norridge Gardens

Norwood Crossing

Norwood Park Senior Services

Presence Hospital

Rainbow Hospice

St. Joseph Village of Chicago

Veterans Affairs Community Living Center

Wesley Place

**ATTACHMENT B**

**STUDENT COMMENTS**

* It was refreshing to see the activity levels of the seniors, how they really saw participating in the events, and the constant helpfulness of the participants and encouragement to others having a more difficult time. You could see the positive effects of socialization plus the health benefits they were gaining. This group has been working together from several months.
* Very rewarding experience. I was able to connect what I’ve learned in the classroom to real-life situations. This should be a “must” for those who are not in the field of long-term care.
* I was very excited to learn that everything that I was being taught and learned in theory could be implemented in the real world. Mr. Jones was excellent. I learned a lot from him personally.
* It was a great course.
* It was a very new experience as this was my first time volunteering at a nursing home. My experience was a positive on the very good care this particular home demonstrated. I will be happy to work with seniors now after this.
* I will continue doing Service Learning and appreciate the opportunity.
* I really enjoyed my experience and the Service Learning exercise has opened new vistas for me at my current job. Thank you!!
* Great idea to do Service Learning! Thoroughly enjoying learning and feel more motivated inspired to pursue my goals in Gerontology and can’t wait to make a difference!! Thank you for the opportunity to feel that I am on the right track!
* I enjoyed this course. Patricia Whitney’s was a fantastic instructor. She provided media and assignments centered to engage my understanding in this course.
* Will definitely continue volunteering with The Hartwell and CMSS in general. Hoping to get into some kind of job there integrating animal assisted therapy into it!
* I’m very glad I had the opportunity to volunteer with the seniors. It truly brought me joy and made me realize what difference it makes to their lives to have someone sit and listen to them. I will definitely volunteer in the near future.
* I appreciate the opportunity that was presented by the Service Learning project. Classrooms teach a lot but hands on experiences are the best teachers and I wouldn’t trade my experience because of many wonderful people I met.
* The service helped me to understand better what I want to study. Service Learning hours also help you to see if that is what you want to study.
* It would be beneficial to have somebody to work with. The facility I went to just had me show up so it was harder to make a good connection for possible work when it was someone different whenever I went.

**ATTACHMENT C**

**COMMUNITY PARTNER COMMENTS**

* The students have been motivated and excited – continued growth, development of the program and collaborative partnership with the college continues to be fruitful and mutually beneficial.
* Student was terrific. He has put in a total of 133 hours since April 2013. The other students were very good. I wish they could have done more hours!
* Thank you. This was a wonderful experience for us. I am impressed with the quality of your students.
* We had one student this term. She worked well with staff and members. She had good communication skills and was a willing worker. She was able to interact with a variety of older adults. Looking forward to students next term.
* Student was great! She is clearly very serious about her education and is dedicated to learning all she can.
* Student worked with administration, housekeeping/laundry supervisor, maintenance director, food service supervisor, and Director of Nursing. Areas covered were proper cleaning and MSDS reports, life safety regulations, sanitation and ordering for dietary, skilled needs and nursing procedures, financial and budgetary aspects of administration. Student was attentive, asked questions, and came away with a better understanding of how these items affect the facility operations. I truly believe the student will succeed in her pursuit to become a Nursing Home/Rehabilitation administrator.
* One student did not finish his hours and the other student never showed up after orientation. Overall, disappointed. Please let me know if you have feedback for me.
* This is not your average student. Her maturity and her strong work background allowed understanding our mission as a healthcare and residential facility. She is and was an eager, interested resourceful person. We, on our side, need to have more time to develop more learning tools as well as hands on projects. The student by nature and her maturities if she chooses to become an administrator will do well. She had the opportunities to meet with some of our department managers. But she was far from seeing the entire operation. She has indicated we haven’t seen the last of her and I hope not. She was a delight. I only hope she got what she needed. If all your students are like her you are running an excellent program.
* We’ve been quite pleased with the students referred to us. Their dedication and commitment is very much appreciated.
* Student has been a great asset to our agency. She has shared information learned in her classes with staff and residents. I did not have any real contact with the student’s supervisor from Wright. I think a little guidance would benefit me as the agency representative, the student and the college.
* The students who have completed their work at our community made a positive impact on our residents. They were determined to get the residents involved and finish their projects by the deadline. They have been a great asset to our community and we look forward to working with more students.
* The student was professional, courteous, and positive in all of his interactions with both staff and veterans. The student engaged himself to both learn as well as serve.
* The student supported the core values of our agency and is sure to be an asset in the field of dementia care.
* The student was excellent.
* We enjoy working with your students and would definitely benefit by continuing this program.