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1995

# Evaluation System for Experiential Education Programs: Evaluation Guide

Andrew Furco

*University of California - Berkeley*

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**Evaluation System  
for  
Experiential Education Programs  
(ESEE)**

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**CITY OF SERVICE  
HIGHER EDUCATION CONSORTIUM**

City College of San Francisco  
New College of California  
San Francisco State University  
University of San Francisco

**EVALUATION GUIDE**

Evaluation conducted by:

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# ESEE EVALUATION GUIDE

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# CITY OF SERVICE HIGHER EDUCATION CONSORTIUM

## TIMELINE

### FALL 1995 SEMESTER (TENTATIVE)

<b>PRODUCT TO BE COMPLETED</b>	<b>ACTION</b>	<b>DATE DUE</b>
Human Subjects Protocol	Submit	September 15
Letter to Faculty	Send	September 25
Consent Form (Students)	Send	September 25
Student Attitudinal Pretest Survey	Administer	September 30
Consent Form (Students)	Due	October 2
Demographic Details Form	Finalize	October 15
Demographic Details Form	Disseminate	November 1
Written Course Assessment (Faculty)	Develop Form	November 15
Field Placement Student Feedback	Develop Form	November 15
Focus Group Meeting (Faculty)	Develop Protocol	November 25
Focus Group Meeting (Students)	Develop Protocol	November 25
Focus Group Meeting (Community)	Develop Protocol	November 25
Written Course Assessment (Faculty)	Disseminate	December 1
Field Placement Student Feedback	Administer Form	December 1
Written Survey for Community	Send	December 1
Focus Group Meeting (Students)	Conduct Meeting	December
Focus Group Meeting (Faculty)	Conduct Meeting	December/January
Focus Group Meeting (Community)	Conduct Meeting	December/January
Student Attitudinal Posttest Survey	Administer	December 30
Field Placement Student Feedback	Form Due	December 31
Written Survey for Community	Due	January 20
Portfolio and Products (Community)	Due	January 20
Portfolio and Products (Students)	Due	January 20
Written Course Assessment (Faculty)	Due	January 20
Demographic Details Form	Due	January 20

# I. PROGRAM GOALS & OBJECTIVES

INSTITUTION: \_\_\_\_\_

Community Partners: \_\_\_\_\_

*What is my program trying to accomplish? For students?*

*For the community?*

*For faculty?*

*For the institution?*

*Which of the goals are most important?*

*How do these goals fit in with the overarching goals of the consortium?*

## II. LEARNING ACTIVITIES

INSTITUTION: \_\_\_\_\_

Community Partners: \_\_\_\_\_

*What do we expect students to learn through their engagement in this program?*

### III. SERVICE ACTIVITIES

INSTITUTION: \_\_\_\_\_

Community Partners: \_\_\_\_\_

*What kinds of activities will students be performing?*

*What impacts do we expect these activities to have on the community?*



## IV. INTEGRATING SERVICE & LEARNING

INSTITUTION: \_\_\_\_\_

Community Partners: \_\_\_\_\_

*How will the service activities and the learning components be integrated?*

## V. DATA SOURCES

INSTITUTION: \_\_\_\_\_

Community Partners: \_\_\_\_\_

*What data sources will be available to document program development?*

**City College of San Francisco  
Student Pre-Test (Service-Learning)**

This survey is designed to measure general attitudes and perceptions of U. C. Berkeley students. As part of this study, we would like to know about your experiences and opinions now as well as at a later date. This information will be useful in understanding and later enhancing service-learning programs on campus.

Please respond as honestly as possible, relying on your current feelings of the particular issues raised. Your responses will be kept confidential. Your name will not be connected to specific results of the survey. All parts of the survey should be completed.

-----

**Section I**

1. Write your birthdate in numbers in the space below:

\_ \_ / \_ \_ / \_ \_  
month day year

2. Write your initials (first and last) in the two spaces below:

\_\_\_\_\_  
First letter  
of first name

\_\_\_\_\_  
First letter  
of last name

3. Your gender:                     Male                     Female

4. Your ethnicity (please check all those that apply): [Optional]

- African American \_\_\_\_\_
- Asian American/ Pacific Islander \_\_\_\_\_
- Caucasian (non-Latino/Latina) \_\_\_\_\_
- Latino/Latina \_\_\_\_\_
- Native American/ Alaskan Native \_\_\_\_\_
- Other (Specify) \_\_\_\_\_

5. Year in School (1st, 2nd, 3rd, 4th, etc.) : \_\_\_\_\_

6. Major(s) \_\_\_\_\_

Minor(s) \_\_\_\_\_

7. Are you participating or are you planning to participate in the community service/service-learning component of this course (e.g. 97/197 field studies)?

Yes \_\_\_\_\_

No \_\_\_\_\_

Do not know \_\_\_\_\_

## Section II

Please indicate how important the following are to you personally (1=not important, 2=somewhat important, 3=important, 4=essential).

	not important	somewhat important	important	essential
1. becoming involved in a program to improve my community	1	2	3	4
2. working toward equal opportunity (e.g., social, political, vocational) for all people	1	2	3	4
3. volunteering my time helping people in need	1	2	3	4
4. giving 3% or more of my income to help those in need	1	2	3	4
5. finding a career that provides the opportunity to be helpful to others or useful in society	1	2	3	4

---

## Section III

Please indicate how strongly you agree or disagree with each statement. Circle the number that best describes your response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).

	strongly disagree	disagree	agree	strongly agree
1. I have a good understanding of the needs and problems facing the community in which I live.	1	2	3	4
2. I feel comfortable around people from different racial and ethnic groups.	1	2	3	4
3. I am not concerned about the impression that I make on other people.	1	2	3	4
4. I am motivated by courses that contain hands on applications of theories to real life situations.	1	2	3	4
5. Everyone should find time to contribute to their community.	1	2	3	4
6. I feel uncomfortable presenting/speaking in front of a group of individuals in positions of authority.	1	2	3	4
7. I feel that I can have a positive impact on the community in which I live.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
22. The things I learn in my courses are useful in my life.	1	2	3	4
23. Performing community service in my local community is easy.	1	2	3	4
24. I know how to approach a supervisor or boss to discuss an important matter.	1	2	3	4
25. I think the community in which I live feels that young people do not have much to offer.	1	2	3	4
26. I believe that if everyone works together, many of society's problems can be solved.	1	2	3	4
27. For a job, having good personal skills (e.g., promptness, responsibility, integrity, etc.) is just as important as having good job-specific skills.	1	2	3	4
28. I can learn something new from people of a different ethnic group.	1	2	3	4
29. I do not feel well prepared to embark on my post-graduate plans (e.g., grad. school, employment, etc.).	1	2	3	4
30. Most misfortunes that occur to people are often the result of circumstances beyond their control.	1	2	3	4
31. I am uncertain of the career that I want to pursue.	1	2	3	4

-----  
**Section IVa.**

*Please indicate how strongly you agree or disagree with each statement. Circle the number that best describes your response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).*

	strongly disagree	disagree	agree	strongly agree
1. In general, my courses at UCB have prepared me well for a future career.	1	2	3	4
2. In general, my courses at UCB provide the necessary work-related skills to be a successful career person.	1	2	3	4
3. In general, my courses at UCB should do a better job at preparing me for my future career.	1	2	3	4

**Section IVb.**

Please respond to the following questions (1=never, 2=sometimes, 3=usually, 4=always).

	never	sometimes	usually	always
1. How often does what you learn in your courses relate to your life outside of UCB?	1	2	3	4
2. How often do your courses make you think about things in new ways?	1	2	3	4
3. How often do you engage in intellectual discourse with others about the content of your courses?	1	2	3	4

**Section V**

1. Approximately, how many hours per week are you currently involved in the following:

a. part-time employment: \_\_\_\_\_ hours per week

b. non-academic, SCHOOL-RELATED activities (e.g., sports, band, choir, newspaper, student government, clubs, etc.):

\_\_\_\_\_ hours per week (Do not include part-time employment).

c. outside (NON-SCHOOL RELATED) activities, such as community service, religious affiliated related activities, etc.

\_\_\_\_\_ hours per week (Do not include part-time employment).

2. What are your current career goals?

\_\_\_\_\_

3. Did you vote in the last state and/or national elections?

Yes \_\_\_ No \_\_\_ Not citizen \_\_\_ Not old enough \_\_\_

4. I learn course content best when the material is presented predominantly through the following approach: (Check only one).

- \_\_\_\_\_ lecture
- \_\_\_\_\_ seminar with group discussion
- \_\_\_\_\_ lecture or seminar with applied, practical, hands-on individual projects
- \_\_\_\_\_ lecture or seminar with applied, practical, hands-on group projects
- \_\_\_\_\_ other (Please specify):

5. I consider myself predominantly a: \_\_\_\_\_ (Check only one).

- \_\_\_\_\_ visual learner (learn by seeing, reading, and visualizing information)
  - \_\_\_\_\_ auditory learner (learn by hearing information)
  - \_\_\_\_\_ verbal learner (learn by verbalizing the information aloud)
  - \_\_\_\_\_ tactile learner (learn by touching and manipulating objects)
  - \_\_\_\_\_ kinesthetic learner (learn by moving and physically walking through scenarios)
  - \_\_\_\_\_ experiential learner (learn by doing and experiencing)
  - \_\_\_\_\_ other (Please specify):
- 

6. Think about a course in which you learned a great deal. Please rank the top THREE classroom factors listed below that most positively impacted your learning in this course (i.e., 1= Most Impact).

- \_\_\_\_\_ instructor's understanding of the material
  - \_\_\_\_\_ instructor's delivery of the material (e.g., how the material was taught)
  - \_\_\_\_\_ instructor's personality
  - \_\_\_\_\_ my interest in the subject
  - \_\_\_\_\_ course difficulty and workload (e.g., challenging, easy)
  - \_\_\_\_\_ relevancy of course content to real life
  - \_\_\_\_\_ inclusion of a hands-on, field experience component
  - \_\_\_\_\_ interesting reading material
  - \_\_\_\_\_ size of the class
  - \_\_\_\_\_ particular students in the course
  - \_\_\_\_\_ class discussions about the course content
  - \_\_\_\_\_ location of classroom (classroom comfortability, etc.)
  - \_\_\_\_\_ other (Please specify):
- 

**THANK YOU FOR YOUR TIME !**

## EVALUATION SYSTEM FOR EXPERIENTIAL EDUCATION PROGRAMS

# Student Reflection Topics

### FACULTY GUIDE

The following journal questions are designed to systematically document the progress of your students' educational development as they engage in their field experience(s). These general questions can be used to guide you in organizing more specific topics for reflection and discussion. The questions also provide a useful tool for assessing the impacts of the experiential educational program on both the students and the community. For ESEE, these questions play a crucial role in capturing the essences of students' learning experiences.

#### Recommendations for Journal Assignments

Because these journal questions are sequential and iterative, they should be used within the framework presented below. Please assign all questions in the order they appear. Although the packet contains journal forms that can be copied and distributed to your students, you are encouraged use another format that might better meet the needs of your course. The enclosed student forms are designed for easy duplication, administration and collection.

These eight journal questions should not be used as the sole basis for reflection, but rather should be incorporated within a larger context of additional relevant journal questions and topics (e.g., questions directly related to the content and issues developed in your curriculum). Thus, during the interim between the administration of these questions, you may want to provide students with additional journal questions.

#### Control Group Students

For students participating in this assessment who are NOT in an experiential education program (e.g., a CONTROL GROUP), only questions 1, 4, 6, 7, & 8 should be assigned. Questions 2, 3 & 5 ask students to reflect on their field activities.

#### Timeline

The timeline suggested below is for the traditional school year calendar (Sept.-June). One question should be assigned approximately each month (Oct.-May/June). A suggested timeline for semester-long programs is also provided. Modifications to the timeline below will be necessary if the program begins at a different time of the year or is less than ten months long. If necessary, you may assign two sequential questions simultaneously (e.g., assign questions 3 & 4 together). This may be necessary when the program starts late, students are absent, or a long, unexpected interruption in the program occurs.



**TIMELINES for Journal Question Distribution (Trad. Year-long & Semester Courses)**

LENGTH OF PROGRAM		QUESTIONS TO ASSIGN	
YEAR-LONG PROGRAM	SEMESTER-LONG PROGRAM	EXPERIENT. EDUC. STUDENTS	FOR CONTROL GROUP
Early Oct.	Week #2	Question 1	Question 1
Mid/Late Oct.	Week #3	Question 2	<i>Not assigned</i>
Late Nov.	Week #5	Question 3	<i>Not assigned</i>
Mid-Dec.	Week #7	Question 4	Question 4
Early Feb.	Week #9	Question 5	<i>Not assigned</i>
Early March	Week #11	Question 6	Question 6
April	Week #13	Question 7	Question 7
May/June	Week #14	Question 8	Question 8

The following pages present each question and its purpose. In order to ensure that accurate data is collected and that misinterpretations of the questions do not occur, please ask the question as presented. From there, you may clarify any questions students might have or translations students might need.

**QUESTION 3:** This question should be administered to students after they have settled into their field placement (See Timeline). This question is NOT assigned to students in the control (non-experiential education) groups.

**Describe how well prepared the community or business partners are in providing you with interesting and rewarding community or field experiences. Is there anything you wish they would do differently?**

*This entry is intended for students to reflect on their community or business agency and how well prepared it is to meet the students' needs. This entry may be the only feedback an instructor might receive regarding inappropriate or unfulfilling field sites.*

---

**QUESTION 4:** This question should be administered when students are well-settled into their field placement (See Timeline). For the control group, the question should focus on students' feelings about the course.

**Describe your feelings about your community activity (and/or this course). Is it worthwhile? Why or why not? What do you like most about it? What do you wish was different?**

*This entry allows students to explore their satisfactions, frustrations, disappointments, and joys about their field activities (or the course---for the control group) It also encourages them to rethink their placement and how it might be improved. Such information can prove to be valuable in setting up future field placements for students. Finally, by asking students if the experience is worthwhile, students are subtly encouraged to reflect on what they have gotten out of or "learned" from the experience. If one bluntly asked, "What are you learning from the field experience (or this course?)", students might feel compelled to say they did learn something from the experience regardless of whether or not they really had. This more subtle approach allows students to bring out the issues that truly had meaning for them.*

**QUESTION 5:** This question should be administered at an appropriate time when students have become comfortable in their field placement and after a rapport has been established with their field site contacts (See Timeline).

**Discuss the working relationship you have with your community or business contact(s)? Is it a close relationship, or is it more distant? Do you feel like you are working with a friend or more like working for a supervisor? What do you like most about the relationship? What do you wish was different?**

*This entry is intended to assess the working relationship between the student and the community agency contact person. This is an important question since the rapport between the student and the community agency often determines whether or not students are satisfied with their field activities (regardless of students' motivations or expectations).*

---

**QUESTION 6:** This question should be administered at an appropriate time when students have had much experience in the field (or the course—for control group). (See Timeline).

**What advice might you give to another student who would like to engage in a course or program similar to this one?**

*Students tend to enjoy this journal question. Since they are being asked to sit in the "expert's" chair, students are often plentiful in their advice to their peers. In answering this question, students often reveals the variable errors they themselves have made which they hope others will not repeat.*

---

**QUESTION 7:** This question should be administered at near the end of students' field placement assignments (See Timeline).

**Has participating in this course or program made a difference in your life? Please describe how or how not.**

*While some students may report that the program has helped them define their career goals, others might report that they learned to work with people from different backgrounds. An open-ended question such as this allows students to draw their own conclusions about the program.*

**QUESTION 8:** Final question. This question should be administered near the end of the program. This question is designed for students to reflect on the entire course and field experience (See Timeline).

**Describe this course in comparison to your other courses (or programs). What did you like/not like about this course (program)? What would you change? Were your expectations for the course met? In what ways were they met or not met?**

*This entry is designed to assess whether students find a course (or program) with a field experience component more interesting, rewarding, enriching, valuable, etc. than courses without such a component. This question is also designed to ascertain if students feel they learned more in this class as compared with other classes. The point in this question is not to "lead" the student toward an answer. For example, we do not want to ask, "Did you learn more in this course than in your other courses?" Some students might feel obliged to write in the affirmative. In general, this is a difficult question for students to answer. Commonly, students ask, "What do you mean by 'describe this course'". You may want to say, "Write about whether you find this course/program more/less interesting than your other courses/programs, more/less difficult, more/less fun, more/less rewarding, etc. Then describe what in the course/program makes you feel that way. Also discuss how you might change the course or program to make it better." This question may involve some practice on comparison writing.*

### Suggested Supplemental Journal Questions:

NOTE: THE SUPPLEMENTAL QUESTIONS SHOULD NOT BE USED IN LIEU OF THE EIGHT CENTRAL QUESTIONS. These questions may be asked in any order during the course of the year.

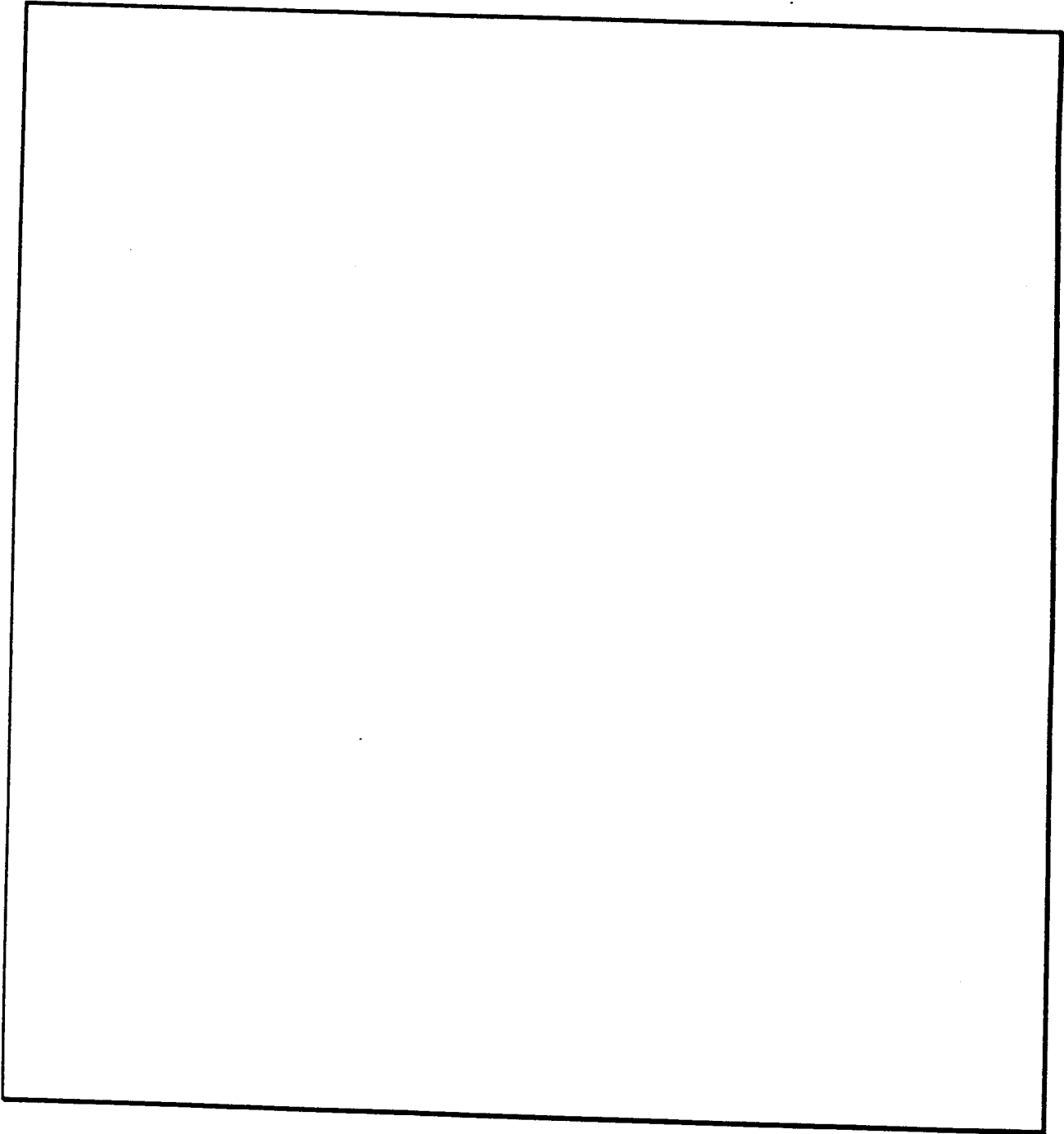
- 1) Describe a challenge at your field site and how you met (or are meeting) that challenge.
- 2) What has been the most rewarding aspect of your community experience? What has been the most disappointing?
- 3) How might you respond to the statement: "Having students leave the classroom to do field work takes time away from important classroom learning and homework time. Students should focus less on doing field work and more on classwork and homework."
- 4) In what ways, if any, has this course changed your attitudes about yourself, school, the world, the future, etc.
- 5) If you were to design this course, how might it look?

NAME: \_\_\_\_\_

## JOURNAL REFLECTION

### QUESTION #1

Describe why you enrolled in this course or program? What do you hope to get out of the program and what do you hope to accomplish?

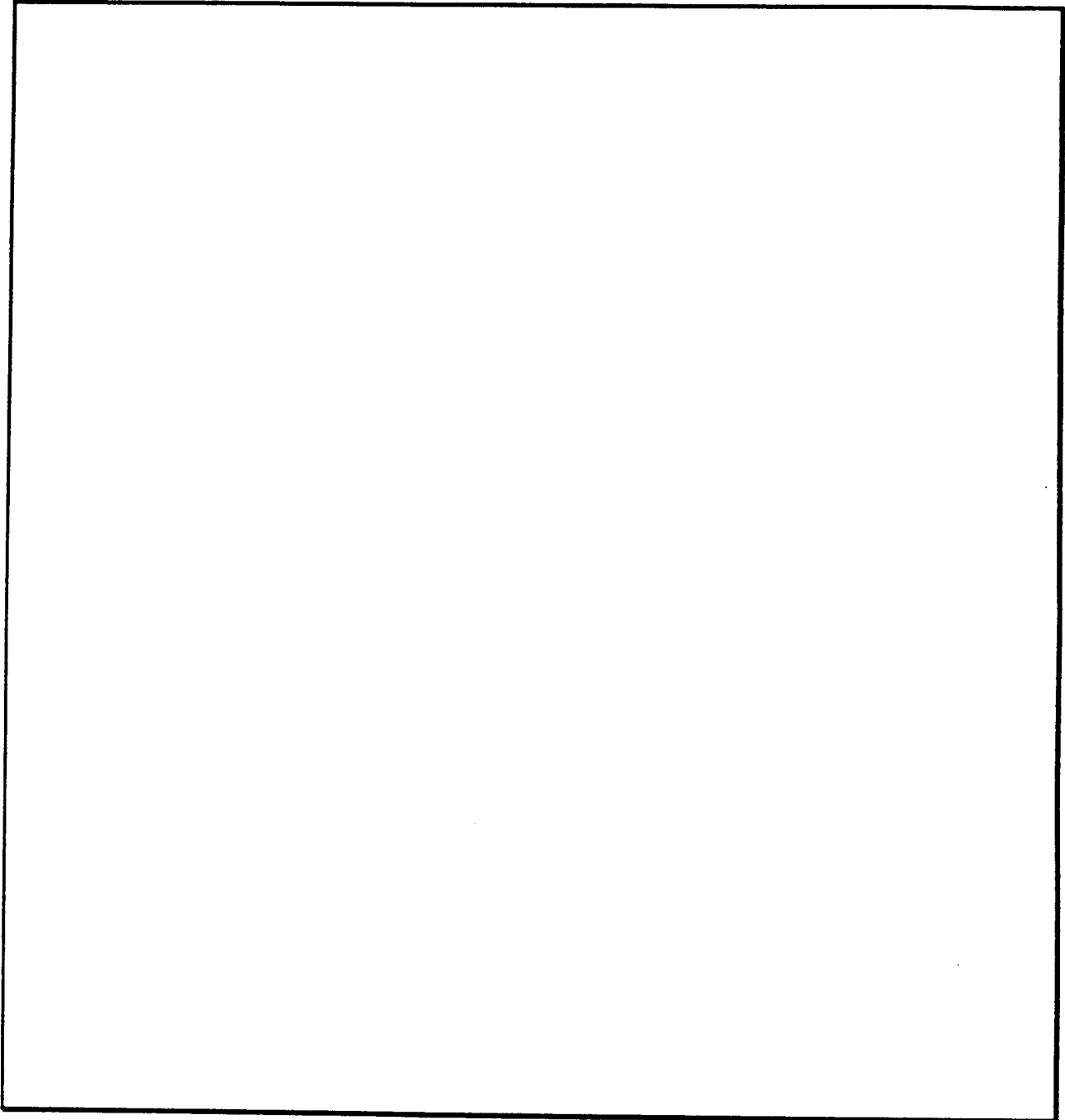


NAME: \_\_\_\_\_

## JOURNAL REFLECTION

### QUESTION #2

**Describe the first week of your community activity? Was it like what you expected it to be? Describe the feelings you had as you performed your community activity.**

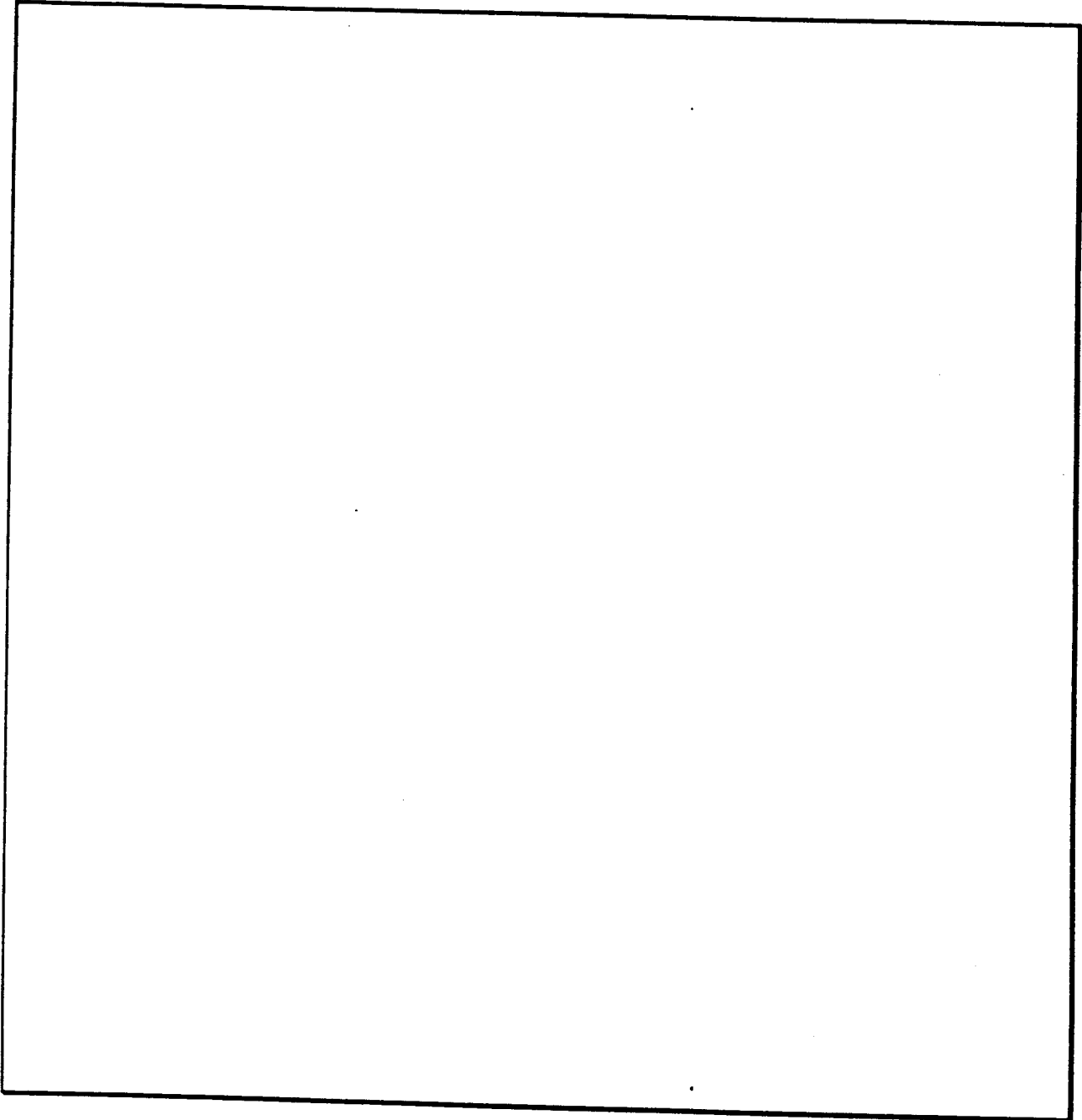


NAME: \_\_\_\_\_

## JOURNAL REFLECTION

### QUESTION #3

**Describe how well prepared the community or business partners are in providing you with interesting and rewarding community or field experiences. Is there anything you wish they would do differently?**

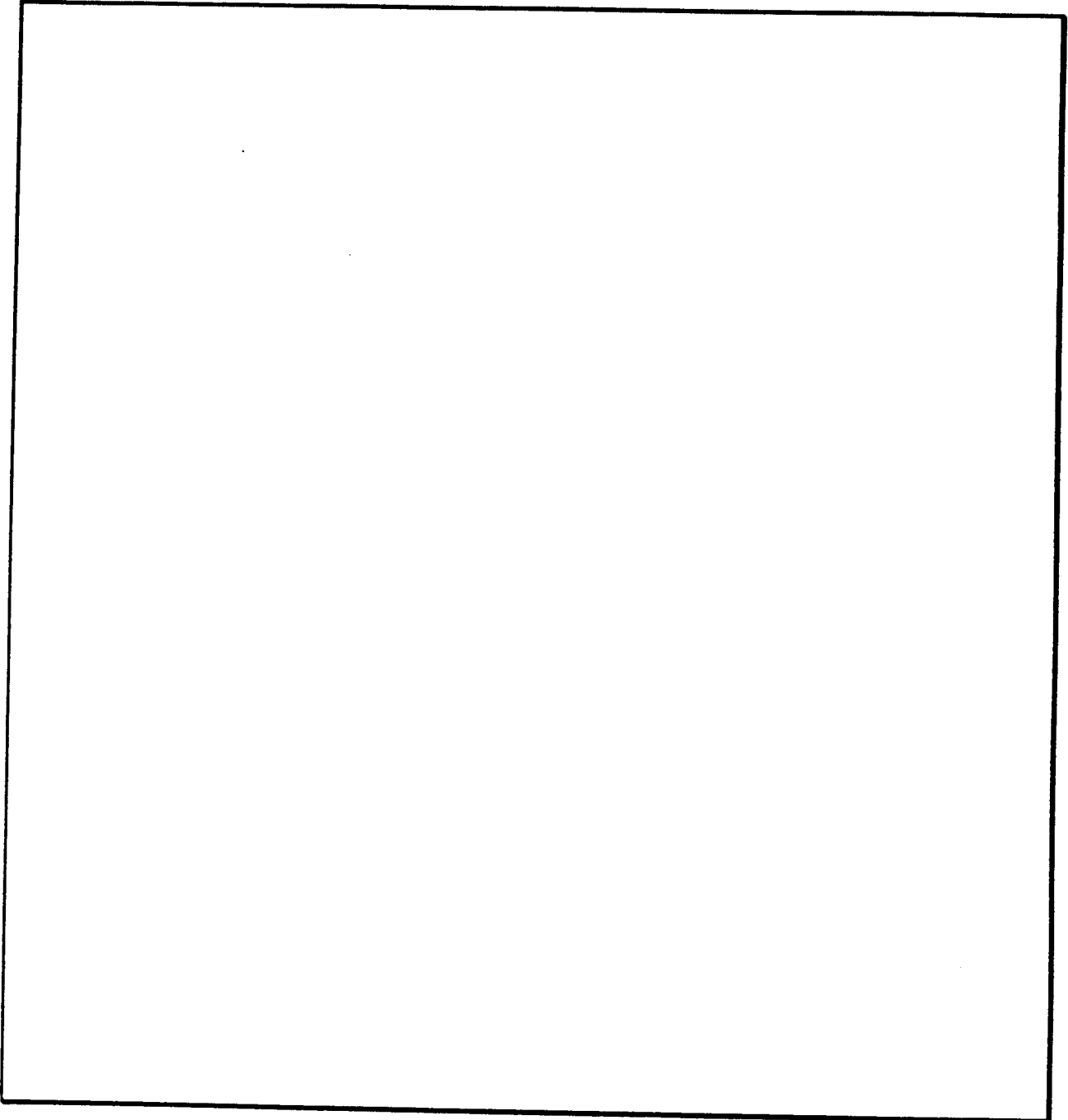


NAME: \_\_\_\_\_

## JOURNAL REFLECTION

### QUESTION #4

**Describe your feelings about your community activity. Is it worthwhile? Why or why not? What do you like most about it? What do you wish was different?**



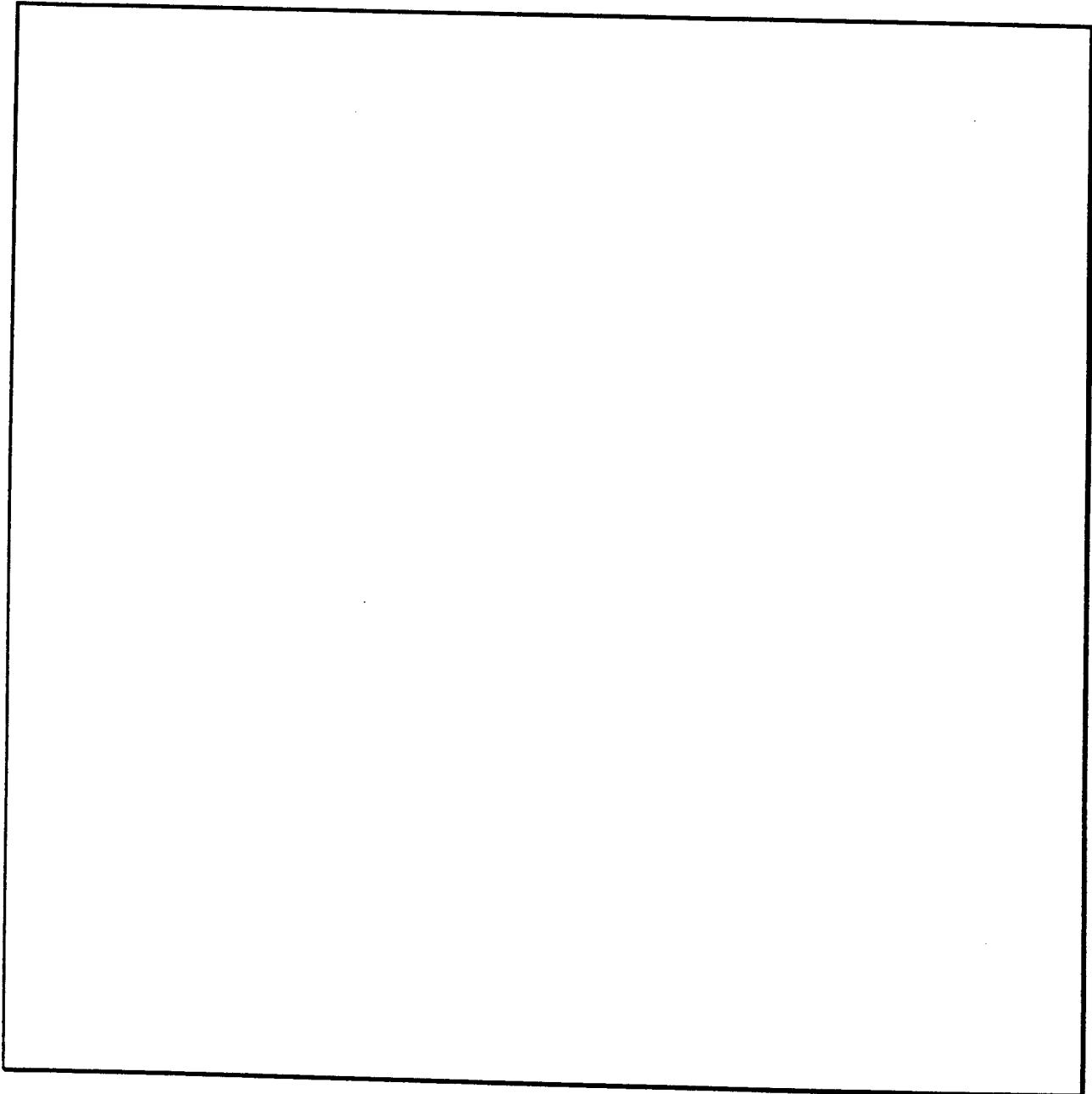


NAME: \_\_\_\_\_

## JOURNAL REFLECTION

### QUESTION #5

**Discuss the working relationship you have with your community or business contact(s)? Is it a close relationship, or is it more distant? Do you feel like you are working with a colleague or more like working for a supervisor? What do you like most about the relationship? What do you wish was different?**

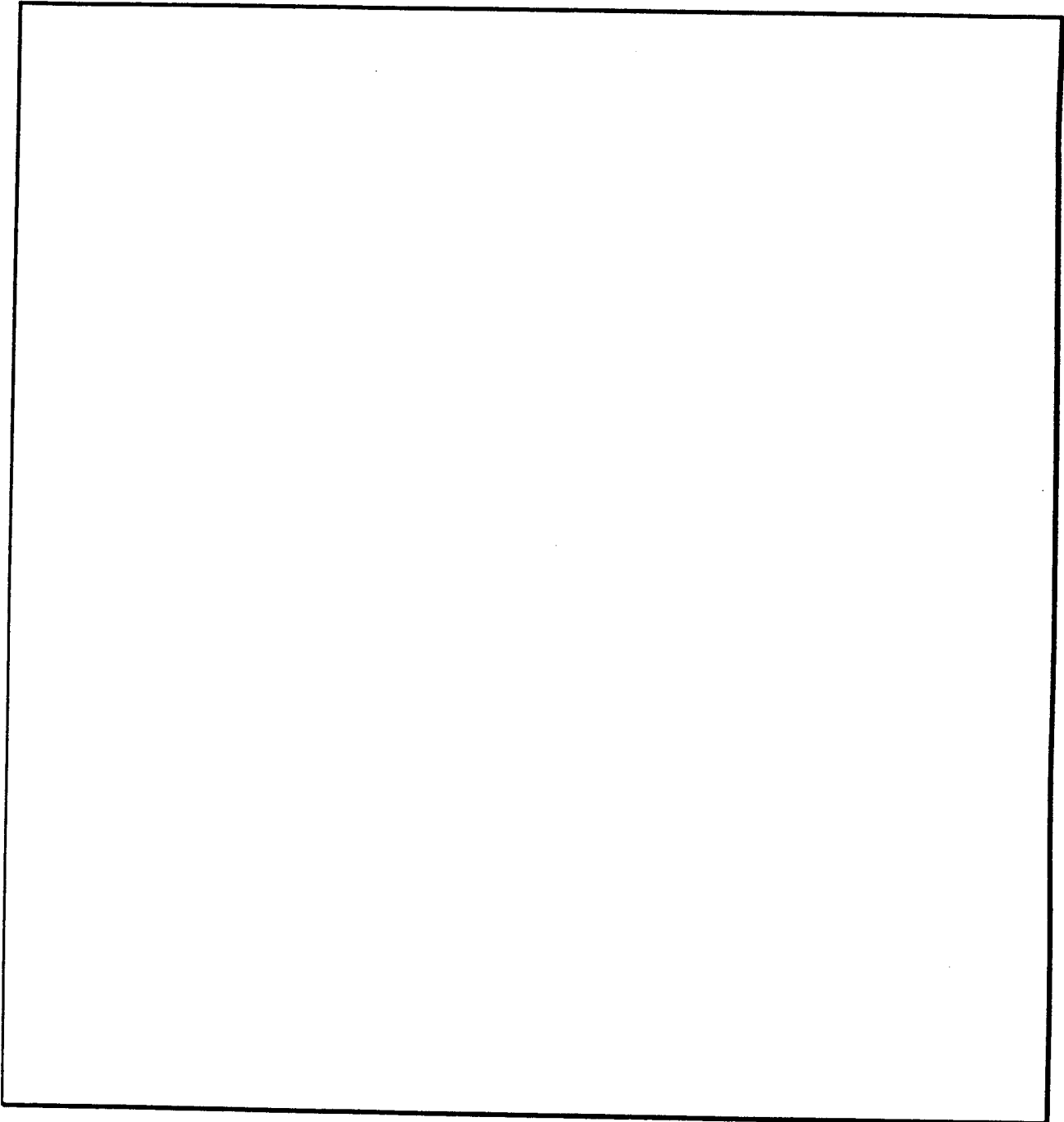


NAME: \_\_\_\_\_

## JOURNAL REFLECTION

### QUESTION #6

**What advice might you give to another student who would like to engage in a course or program similar to this one?**

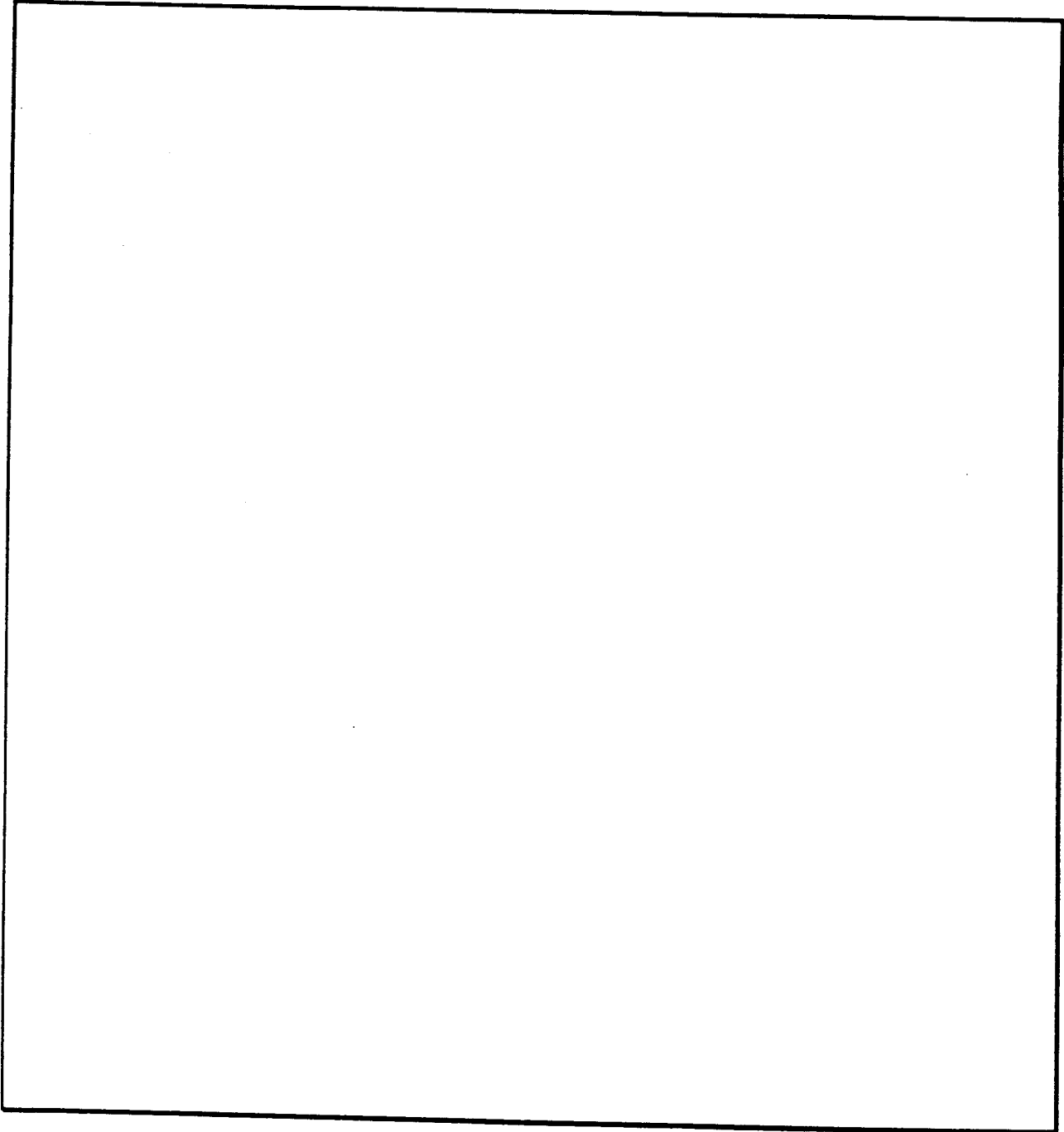


NAME: \_\_\_\_\_

## JOURNAL REFLECTION

### QUESTION #7

**Has participating in this course or program made a difference in your life? Please describe how or how not.**

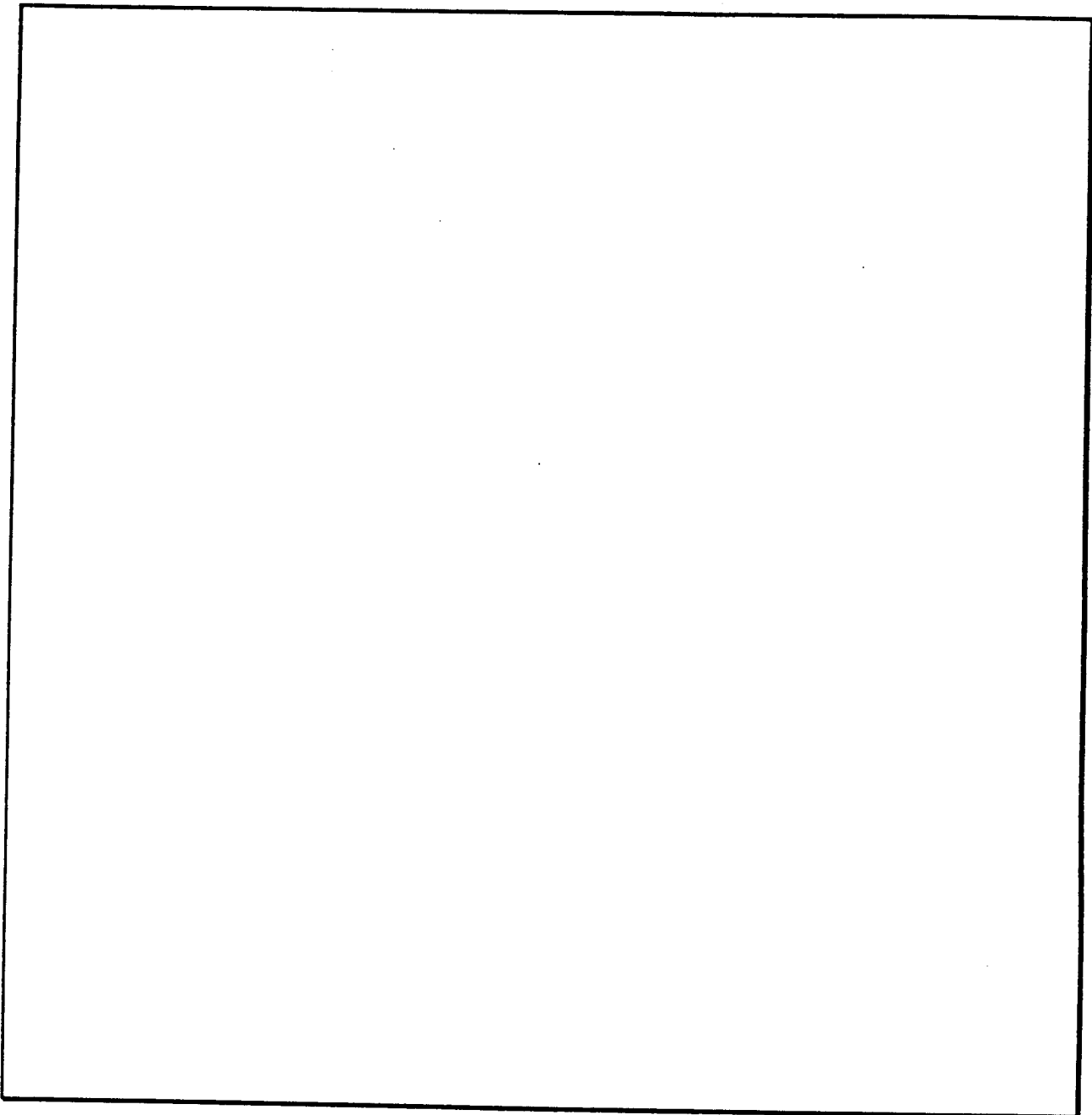
A large, empty rectangular box with a black border, intended for the student to write their reflection in response to the question above.

NAME: \_\_\_\_\_

## JOURNAL REFLECTION

### QUESTION #8

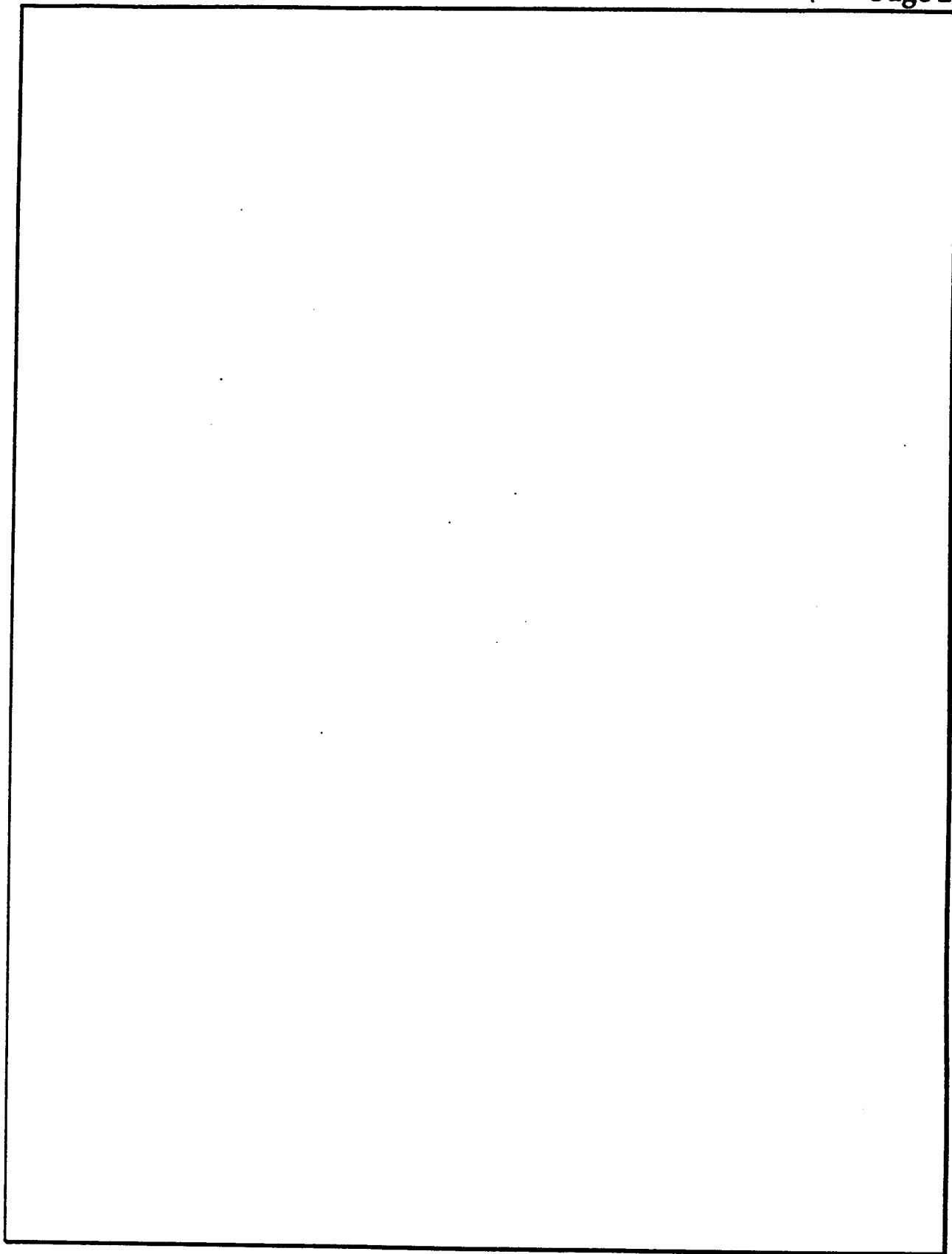
**Describe this course in comparison to your other courses (or programs). What did you like/not like about this course (program)? What would you change? Were your expectations for the course met? In what ways were they met or not met?**



NAME: \_\_\_\_\_

## JOURNAL REFLECTION

QUESTION:



**City of Service Higher Education Consortium**  
**STUDENT FIELD PLACEMENT FORM**

Your Name: \_\_\_\_\_ Institution: \_\_\_\_\_

Course: \_\_\_\_\_ Instructor: \_\_\_\_\_

Name of Field Placement Agency: \_\_\_\_\_

How many hours per week do you work or serve at this site? \_\_\_\_\_ hrs. per week

For how many weeks? \_\_\_\_\_ weeks

Describe what you do during your field activities? What service or work do you provide?

Complete the following sentence by checking only one answer:

MOST OF THE TIME, I PERFORM MY FIELD ACTIVITY

- alone, with no other classmates or friends
- in a pair, with one other classmate or friend
- in a small group, with 3 - 10 other classmates or friends
- in a large group, with 11 or more students (but not the entire class)
- with the entire class

What challenges have you confronted at this placement (for example: not feeling fully prepared to take on the task, transportation to and from placement, etc.). Please describe your challenges as fully as possible. Use the back of this sheet if necessary.

## Student Focus Group Protocol

These questions (some or all) will be asked by the evaluator at some time near the end of the school year (or semester). A group of students from the program will be asked to attend a group meeting where these questions will be asked. Each question will be asked to the group as a whole; individual students will have the option of responding or not responding to the question. Students' responses will be recorded anonymously in a "list of responses" for each question. No responses will be attributed to any student or connect with any teacher. In the event any names of persons or programs are mentioned in a response, those names will be deleted from the record and will be assigned an arbitrary letter (e.g., Friend G told me he enjoyed the program, Instructor R liked my work, etc.).

Date: \_\_\_\_\_ Institution: \_\_\_\_\_

Survey Group: \_\_\_\_\_

Interviewer: \_\_\_\_\_

### REFLECTION ON EXPERIENCE AND IMPACT OF PROGRAM:

1. Why did you become involved in this course or program?
2. What did you hope to learn or achieve through participation in the course or program?
3. Did you accomplish these goals? Please explain.
4. What have you learned about yourself since becoming involved in the program?
5. What have you learned about others (the community, other people, etc.)?
6. What have you learned about school and your academic subjects?
7. Did the experience have any effect on your future plans? For example, did it have an effect on your choice of major, career, or decision to attend grad school? (*Has it helped you clarify your decision or made you change your mind?*)
8. Please describe your experience working as a team (small group or entire class). What have you learned from the team/group experience?
9. Has participation in this course or program impacted or changed your life? If so, how?



**REFLECTION ON PROCESS:**

10. Were any situations/activities that you felt were too difficult to handle?
11. Was there enough assistance, training, and supervision for your placement?
12. What have been some of the highlights/low lights of this program?
13. What are some barriers or problems that you have experienced while in the program?
14. How would you improve the program in the future?
15. Would you recommend the program to your friends? Why or why not?
16. Would you do the program again? If so, what might you do differently, what might you do the same?
17. Do you have any additional comments or reflections on your experience that you would like to add?

## FACULTY INTERVIEW PROTOCOL

At the end of the year (or semester), the evaluator will invite a group of faculty members to sit down and discuss their course(s). The interview responses will be recorded anonymously, with no attributions to specific individuals. While faculty members that teach a service-learning, community service, or school-to-work course may be asked any of these 12 questions, non-experiential education instructors will be asked only those questions in italics.

### Experiential Education As A Pedagogy

1. What were your reasons and inspirations for teaching a class that involved an experiential education component? (e.g., service-learning, work-based activities, etc.)?
2. To what extent were you aware of experiential learning as a pedagogy prior to teaching this course?

### Assessment And Evaluation Of Student Performance

- 3\*. *How do you plan to assess what students have learned from the course (and have gained from their experiential education experience)?*

### Incorporation Of Service Learning Into Academic Curriculum And Its Effects On Students

- 4\*. *Have you observed any "changes" in any of your students since they began your course (or their experiential education projects)? Please explain.*
5. How do you incorporate the experiential education component into the course readings and assignments?
6. What are the major concerns that students have regarding their experiential learning projects?
7. Is it difficult to give each individual student or groups of students working on different projects the necessary guidance and attention?
8. Has the experiential education component enhanced your teaching skills in any way? (organizational, curricular, etc.)
9. Would you teach another experiential education course in the future?
10. Would you recommend the experience to other faculty members?
- 11\*. *In comparison to past courses that you have taught, how does this one rate in terms of*
  - a) *student learning*
  - b) *your relationship with students*
  - c) *students' interest level (motivation, engagement, etc.)*
  - d) *motivation*

### Suggestions For Future

- 12\*. *Do you have any suggestions on how to improve the program in the future?*

**COMMUNITY AGENCY  
FOCUS GROUP INTERVIEW PROTOCOL**

**Date:** \_\_\_\_\_ **Interviewer:** \_\_\_\_\_

**Institution at which service program resides:** \_\_\_\_\_

Near the end of the year (or semester), the evaluator will invite representatives from the local community agencies with which the experiential education program is affiliated to sit down and discuss the students' field experiences. The nine questions below are suggested questions. Some or all of these questions may be asked. Additional questions may be asked as needed.

Each question will be asked to the group as a whole; individuals partaking in the interview will have the option of responding or not responding to the question. Responses will be recorded anonymously in a "list of responses" for each question. No responses will be attributed to any individual or community agency. In the event names or persons, courses, or agencies are mentioned in a response, those names will be deleted from the record and will be assigned an arbitrary letter (e.g., "Student X and I were able to build a rapport", "Professor T said (s)he wanted students to be more interactive in my agency", etc.).

1. **Agency Structure/Organization:** How long has your agency been in existence? What types of service does it provide (e.g., health-related, senior care, etc.).
2. **General Activities:** Describe some of the activities the students are engaged in?, How many people are involved in the students' projects?, How long is the service or work activity,?, What is the average number of hours per student?
3. **Student Volunteers:** With what level of interest do students approach the tasks at hand? Do they seem to enjoy their service activity? Do they seem prepared and capable of the tasks at hand? How effective are the student volunteers in comparison to other service providers?
4. **Clients (when applicable, e.g., tutees, mentees, seniors):** Have you noticed any changes in your clients as a result of their interaction with the students? Please explain.
5. **Agency Impact:** What has been the impact of the students' work on your agency? (e.g., for a tutoring/mentoring program, have you noticed any changes in tutee/mentees' attitudes, behaviors, skills or achievement?)
6. **Agency Impact Follow Up:** How many of these impacts (listed above) would have been accomplished without the students?
7. **Student Impact:** What do the students seem to be learning, if anything?
8. **Client Impact:** What are clients getting out of the activities? Are there any other benefits you notice?
9. **Program Improvement:** In your opinion, how might the program (service or work program) be improved?

**City of Service Higher Education Consortium  
San Francisco State University**

## **Community Agency Survey**

**Agency:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Name/Position:** \_\_\_\_\_

Please indicate the category to which your agency belongs (check all that apply):

\_\_\_\_\_ AIDS

\_\_\_\_\_ ANIMALS

\_\_\_\_\_ ARTS & MUSEUMS

\_\_\_\_\_ CRIMINAL JUSTICE

\_\_\_\_\_ CULTURAL/ETHNIC

\_\_\_\_\_ DISABILITY

\_\_\_\_\_ ENVIRONMENT

\_\_\_\_\_ GAY, LESBIAN & BISEXUAL

\_\_\_\_\_ GOVERNMENT & POLITICS

\_\_\_\_\_ HEALTH

\_\_\_\_\_ HOMELESSNESS & HUNGER

\_\_\_\_\_ INFORMATION & REFERRAL

\_\_\_\_\_ INTERNATIONAL

\_\_\_\_\_ LEGAL

\_\_\_\_\_ MENTAL HEALTH

\_\_\_\_\_ SENIORS

\_\_\_\_\_ TUTORING/MENTORING

\_\_\_\_\_ WOMEN

\_\_\_\_\_ YOUTH

\_\_\_\_\_ OTHER: \_\_\_\_\_

1. Since September, 1995, how many students from San Francisco State have been placed at your agency? \_\_\_\_\_

2. How would you characterize your interaction with students from San Francisco State volunteering at your agency? Circle one response.

<u>No</u> <u>interaction</u>	<u>Minimal</u> <u>interaction</u>	<u>Some</u> <u>interaction</u>	<u>Much</u> <u>interaction</u>
1	2	3	4

3a. To what extent did these students help meet the needs of your agency?

<u>Not at all</u>		<u>To some extent</u>	<u>To a great extent</u>
1	2	3	4
			5

3b. Please give at least 3 specific examples of the service provided or work completed by students from San Francisco State.

4. In your opinion, what was the impact of the volunteer service/work provided by the students on your agency or on the clients served by your agency? (e.g., for a tutoring/mentoring program, did you notice any changes in tutee/mentees' attitudes, behavior, skills or achievement?)

5. In your opinion, how prepared were the students for the service or work they provided (e.g., ability to take on new challenges, ability to work in a group setting, etc.)?

<u>Not at all</u> <u>prepared</u>	<u>Somewhat</u> <u>prepared</u>	<u>Prepared</u>	<u>Extremely</u> <u>prepared</u>
1	2	3	4

6. How effective are students from San Francisco State in comparison to other service providers at your agency?

<u>Less effective</u>	<u>As effective</u>	<u>More effective</u>
1	2	3

7. How satisfied are you with your experience with students from San Francisco State?

<u>Not at all</u> <u>satisfied</u>	<u>Somewhat</u> <u>satisfied</u>	<u>Satisfied</u>	<u>Extremely</u> <u>satisfied</u>
1	2	3	4

8. Do the students give back enough to make the time you spend with them worthwhile? Please explain.

9. What problems, if any, did you encounter with the students (e.g., some students were too shy some students did not follow through, etc.).

10. What suggestions do you have for improving our program in the future?

**THANK YOU FOR YOUR TIME!**

**City College of San Francisco**  
**Student Post-Test (Service-Learning)**

This survey is designed to measure general attitudes and perceptions of U. C. Berkeley students. As part of this study, we would like to know about your experiences and opinions. This information will be useful in understanding and later enhancing service-learning programs on campus.

Please respond as honestly as possible, relying on your current feelings of the particular issues raised. Your responses will be kept confidential. Your name will not be connected to specific results of the survey. All parts of the survey should be completed.

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**Section I**

1. Write your birthdate in numbers in the space below:

\_ \_ / \_ \_ / \_ \_  
month day year

2. Write your initials (first and last) in the two spaces below:

\_\_\_\_                      \_\_\_\_  
First letter              First letter  
of first name            of last name

3. Your gender:                       Male                       Female

4. Your ethnicity (please check all those that apply): [Optional]

African American                      \_\_\_\_\_

Asian American/ Pacific Islander                      \_\_\_\_\_

Caucasian (non-Latino/a)                      \_\_\_\_\_

Latino/Latina                      \_\_\_\_\_

Native American/ Alaskan Native                      \_\_\_\_\_

Other (Specify) \_\_\_\_\_

5. Year in School (1st, 2nd, 3rd, 4th, etc.) : \_\_\_\_\_

6. Major(s) \_\_\_\_\_

Minor(s) \_\_\_\_\_

**Section II**

*Please indicate how important the following are to you personally (1=not important, 2=somewhat important, 3=important, 4=essential).*

	not important	somewhat important	important	essential
1. becoming involved in a program to improve my community	1	2	3	4
2. working toward equal opportunity (e.g., social, political, vocational) for all people	1	2	3	4
3. volunteering my time helping people in need	1	2	3	4
4. giving 3% or more of my income to help those in need	1	2	3	4
5. finding a career that provides the opportunity to be helpful to others or useful in society	1	2	3	4

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**Section III**

*Please indicate how strongly you agree or disagree with each statement. Circle the number that best describes your response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).*

	strongly disagree	disagree	agree	strongly agree
1. I have a good understanding of the needs and problems facing the community in which I live.	1	2	3	4
2. I feel comfortable around people from different racial and ethnic groups.	1	2	3	4
3. I am not concerned about the impression that I make on other people.	1	2	3	4
4. I am motivated by courses that contain hands on applications of theories to real life situations.	1	2	3	4
5. Everyone should find time to contribute to their community.	1	2	3	4
6. I feel uncomfortable presenting/speaking in front of a group of individuals in positions of authority.	1	2	3	4
7. I feel that I can have a positive impact on the community in which I live.	1	2	3	4



	strongly disagree	disagree	agree	strongly agree
8. Working on group projects is more rewarding than working on individual projects.	1	2	3	4
9. I have a realistic understanding of the daily responsibilities involved in the jobs (careers) in which I am interested.	1	2	3	4
10. I learn course content best when connections to real life situations are made.	1	2	3	4
11. People's jobs are much harder than they look.	1	2	3	4
12. I have very little influence over the things that happen to me.	1	2	3	4
13. I believe in standing up for what is right, regardless of what other people think.	1	2	3	4
14. I feel that I can have a positive impact on local social problems.	1	2	3	4
15. I feel I possess the necessary personal qualities (e.g., responsibility, manners, etc.) to be a successful career person.	1	2	3	4
16. When a course curriculum is relevant to my life, I learn more.	1	2	3	4
17. I can't do much to affect other people's racial prejudices.	1	2	3	4
18. On the whole, I am satisfied with myself (e.g., academic performance, personality, looks).	1	2	3	4
19. While working on a group project, I can easily accept others' criticism of my work.	1	2	3	4
20. When I see something wrong or unfair happening to someone else, I usually try to do something about it.	1	2	3	4
21. I usually feel uncomfortable initiating conversations with people whom I do not know.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
22. The things I learn in my courses are useful in my life.	1	2	3	4
23. Performing community service in my local community is easy.	1	2	3	4
24. I know how to approach a supervisor or boss to discuss an important matter.	1	2	3	4
25. I think the community in which I live feels that young people do not have much to offer.	1	2	3	4
26. I believe that if everyone works together, many of society's problems can be solved.	1	2	3	4
27. For a job, having good personal skills (e.g., promptness, responsibility, integrity, etc.) is just as important as having good job-specific skills.	1	2	3	4
28. I can learn something new from people of a different ethnic group.	1	2	3	4
29. I do not feel well prepared to embark on my post-graduate plans (e.g., grad. school, employment, etc.).	1	2	3	4
30. Most misfortunes that occur to people are often the result of circumstances beyond their control.	1	2	3	4
31. I am uncertain of the career that I want to pursue.	1	2	3	4

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Section IVa.

*Please indicate how strongly you agree or disagree with each statement. Circle the number that best describes your response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).*

	strongly disagree	disagree	agree	strongly agree
1. In general, this course has prepared me well for a future career.	1	2	3	4
2. In general, this course provided the necessary work-related skills to be a successful career person.	1	2	3	4
3. In general, this course should have done a better job at preparing me for my future career.	1	2	3	4

**Section IVb.**

*Please respond to the following questions (1=never, 2=sometimes, 3=usually, 4=always).*

	never	sometimes	usually	always
1. How often did what you learn in this course relate to your life outside of UCB?	1	2	3	4
2. How often did this course make you think about things in new ways?	1	2	3	4
3. How often did you engage in intellectual discourse with others about the content of this course?	1	2	3	4

**Section Va**

*Please indicate the degree to which participation in this course has increased or strengthened the following (1=not at all, 2=a little, 3=a fair amount, 4=a great deal). Circle only one number for each item.*

	not at all	a little	a fair amount	a great deal
1. Your belief that one can make a difference in the world.	1	2	3	4
2. Your sense of purpose or direction in life.	1	2	3	4
3. Your tolerance and appreciation of others.	1	2	3	4
4. Your intention to work on behalf of social justice.	1	2	3	4
5. Your belief that helping those in need is one's social responsibility.	1	2	3	4
6. Your intention to serve others in need.	1	2	3	4

**Section Vb**

*Reflecting on your experience in this course over this semester, please indicate how strongly you agree or disagree with each statement. Circle one number that best describes your response (1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree).*

	strongly disagree	disagree	agree	strongly agree
1. I deepened my interest in the subject matter of this course.	1	2	3	4
2. I developed a greater awareness of societal problems.	1	2	3	4
3. I developed a greater sense of personal responsibility.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
4. I learned to apply principles from this course to new situations.	1	2	3	4
5. I learned a great deal from this course.	1	2	3	4
6. I reconsidered many of my former attitudes.	1	2	3	4
7. I feel that the service I did through this course was not at all beneficial to the community.	1	2	3	4

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**Section VI**

1. What are your current career goals?

\_\_\_\_\_

2. Do you intend to vote in the next state and/or national elections?

Yes \_\_\_ No \_\_\_ Not citizen \_\_\_ Not old enough \_\_\_

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**Section VII**

1. What was the name of the community agency in which you served? (Optional)

\_\_\_\_\_

2. What type of service did you perform?

\_\_\_\_\_

3. Approximately how many hours per week were you involved in this service? \_\_\_\_\_

4. Do you plan to continue your volunteer work with this agency? Yes  No

5. Do you intend to continue to volunteer in your community in the future? Yes  No

6. In comparison to other non-service-learning courses you have taken at U. C. Berkeley, how would you rate this class in terms of:

a. Level of interest:

Less interesting		About the same		More interesting
1	2	3	4	5

b. Level of learning:

Learned less		Learned about the same		Learned more
1	2	3	4	5

7a. Did your participation in the service component enhance your understanding of the course material? Yes  No

7b. If yes, please describe how.

8. Please indicate the extent to which your participation in the service component of this course has influenced each of the following ( 1= not at all, 2= a little, 3= a fair amount, 4= a great deal).

	not at all 1	a little 2	a fair amount 3	a great deal 4
a. Your values, attitudes, and beliefs	1	2	3	4
b. Your understanding of people with backgrounds different from your own	1	2	3	4
c. Your choice of major	1	2	3	4
d. Your career plans	1	2	3	4
e. Your self-confidence	1	2	3	4
f. Your attitude about academic studies	1	2	3	4
g. Your involvement in political activities	1	2	3	4
h. Your relationship with faculty members	1	2	3	4
i. Other aspects of your life (Specify) _____	1	2	3	4

**OPTIONAL:** If you circled 4 for any of the items a-i, please use the other side of the page to describe how participation in community service influenced your decisions or attitudes.

9. Did the service-learning component of this course meet your expectations? Why or why not?

10. What suggestions, if any, do you have for improving the service-learning program or component of this course?

*\*Please feel free to make any additional comments about the service-learning program or service-learning component of this course on this page and/or on the back of this page.*

**THANK YOU FOR YOUR TIME !**

Name: \_\_\_\_\_

School: \_\_\_\_\_

## ESEE CHECKLIST

The following is a check off list to ensure that all the components of ESEE are completed. The items are listed in chronological order. See timeline for due dates. As items are completed and submitted to the evaluator, please place dates on the blank lines.

**DATE COMPLETED OR  
SUBMITTED TO  
EVALUATOR**  
\_\_\_\_\_

- Student Pre-Test \_\_\_\_\_
- Goals & Objectives forms \_\_\_\_\_
- Student Journal Questions #1-3 \_\_\_\_\_
- Student Field Placement Forms \_\_\_\_\_
- Student Focus Group Meeting(s) \_\_\_\_\_
- Faculty Focus Group Meeting(s) \_\_\_\_\_
- Community Focus Group Meeting(s) \_\_\_\_\_
- Faculty Course Assessment \_\_\_\_\_
- Field Placment Student Feedback \_\_\_\_\_
- Community Agency Survey \_\_\_\_\_
- Student Journal Questions #4-8 \_\_\_\_\_
- Student Post-Test \_\_\_\_\_