

Students Service

A CAMPUS COMPACT AMERICORPS PROGRAM

Welcome

Welcome to the Washington Campus Compact (WACC) **Students in Service Civic Engagement Survey!** The purpose of this survey is to explore your service experience, as well as how your experience may have affected you. The survey is meant not only for students serving in WA state, but also Students in Service AmeriCorps Members in AK, CA, FL, HI, ID, IL, LA, MD, MN, MS, NE, NV, NH, NY, OH, OK, OR, TX, and WV.

By participating in this survey you will not only have an opportunity to reflect on your service experience, but you will also help WACC better understand the impacts of its programs. It should take about 20 minutes for you to complete the survey from start to finish. Please answer each question as honestly as possible--there are no right or wrong answers. If you can't answer the question honestly, please leave it blank. Your identity will not be revealed by participating in the survey.

All Students in Service Members are required to submit a verification of survey completion. Please make sure that you will be able to print the verification page at the end of this survey.

If you have any questions about this survey, please contact Raelyn Axlund, WACC research & assessment director, at raelyn.axlund@wwu.edu.

A. Service Activities

This first set of questions is meant to identify some basic information about your service experience and the activities in which you were involved.

In which of the following ranges does your enrollment date fall?

- August 1, 2008-July 31, 2009
- August 1, 2009-July 31, 2010
- August 1, 2010-July 31, 2011
- August 1, 2011-July 31, 2012
- August 1, 2012-July 31, 2013

Which of the following terms of service are you completing?

- 300 hours
- 450 hours
- 900 hours

In which state did you enroll in the SIS program?

- | | | | |
|---|--|--|--|
| <input type="radio"/> Alaska (AK) | <input type="radio"/> Illinois (IL) | <input type="radio"/> Nebraska (NE) | <input type="radio"/> Oklahoma (OK) |
| <input type="radio"/> California (CA) | <input type="radio"/> Louisiana (LA) | <input type="radio"/> Nevada (NV) | <input type="radio"/> Oregon (OR) |
| <input type="radio"/> Florida (FL) | <input type="radio"/> Maryland (MD) | <input type="radio"/> New Hampshire (NH) | <input type="radio"/> Texas (TX) |
| <input type="radio"/> Hawaii Pacific Islands (HI) | <input type="radio"/> Minnesota (MN) | <input type="radio"/> New York (NY) | <input type="radio"/> Washington (WA) |
| <input type="radio"/> Idaho (ID) | <input type="radio"/> Mississippi (MS) | <input type="radio"/> Ohio (OH) | <input type="radio"/> West Virginia (WV) |

Please select your current state and college/university from the choices below. If your campus is not listed, please enter your institution's name in the "other" box below.

State

College/University

Other:

All Students in Service members are required to (a) participate in an Online Pre-Service Overview and in-person program orientation prior to enrolling in the program; (b) complete a year-end evaluation (you're doing this right now!); and (c) engage in at least one additional orientation, training, and/or reflection activity. Please select below all of the orientation, training, and/or reflection activities in which you participated during your term of service.

- Site-specific training (at your service site/sites)
- Reflection workshop (on campus)
- Other training (on campus)
- SIS civic engagement webinar series
- Continuums of Service/other service-learning conference

Please list the topics that were covered as part of your site-specific training. In hindsight, are there additional training topics that you think might have better prepared you to serve at your site? If so, what are they?

Topics covered:

Additional topics that might have been helpful

Which of the following community issues did you address as part of your service experience? Please check all that apply.

- Clean Energy/Environment (e.g., energy efficiency, pollution, wildlife abundance)
- Crisis Response/Prevention (e.g., domestic/dating violence, natural disasters)
- Economic Opportunity (e.g., poverty, financial literacy, housing assistance, job training)
- Education (e.g., academic mentoring, college access)
- Health (e.g., access to health care, disease prevention, health promotion, mental health counseling)
- Veterans (e.g., supporting veterans and their families, engaging veterans in local service)
- Other

Which of the following populations/organizations did you support as part of your service experience? Please check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Animals | <input type="checkbox"/> Individuals with disabilities |
| <input type="checkbox"/> College students | <input type="checkbox"/> K-12 school(s) |
| <input type="checkbox"/> Community-based organization(s) | <input type="checkbox"/> Low-income individuals |
| <input type="checkbox"/> Foster children | <input type="checkbox"/> Senior citizens |
| <input type="checkbox"/> Homeless | <input type="checkbox"/> Veterans |
| <input type="checkbox"/> Immigrants/refugees | <input type="checkbox"/> Youth |
| <input type="checkbox"/> Incarcerated youth/adults | <input type="checkbox"/> Other |

Which of the following National Days/Weeks of Service have you participated in this past year? Please check all that apply.

- 9.11 National Day of Service & Remembrance (Sept. 11, 2010)
- National Learn & Serve Challenge Kick-Off Week (Oct. 18-24, 2010)
- Make a Difference Day (Oct. 23, 2010)

- Martin Luther King, Jr. Day of Service (January 17, 2011)
- Cesar Chavez Day of Service and Learning (March 31, 2011)
- Earth Day (April 22, 2011)
- AmeriCorps Week (May 7-14, 2011)
- Other

In which of the following activities did you participate during your term of service? Please mark "yes" or "no" for each activity listed below.

	Yes	No
I recruited volunteers.	<input type="radio"/>	<input type="radio"/>
I recruited volunteers to serve youth.	<input type="radio"/>	<input type="radio"/>
I served in a school and/or youth-serving community-based organization.	<input type="radio"/>	<input type="radio"/>
I organized/participated in one or more National Day/Week of Service with youth.	<input type="radio"/>	<input type="radio"/>
I mentored others.	<input type="radio"/>	<input type="radio"/>
I participated in one or more disaster service project.	<input type="radio"/>	<input type="radio"/>
I was/am certified in disaster preparedness and response.	<input type="radio"/>	<input type="radio"/>
I was/am available for deployment in support of any disaster.	<input type="radio"/>	<input type="radio"/>

Please share the following information about the volunteers you recruited, coordinated, and/or supported during your term of service. If any of these do not apply to you, please enter "0".

# of college student volunteers that you recruited, coordinated, and/or supported	0
# of disadvantaged youth volunteers that you recruited, coordinated, and/or supported	0
# of other volunteers that you recruited, coordinated, and/or supported	0
Total	0

Approximately how many disadvantaged children and youth were served by you and/or volunteers that you recruited? If either/both of these do not apply to you, please enter "0".

# of disadvantaged children/youth that you served	0
# of additional disadvantaged children/youth served by volunteers that you recruited	0

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Approximately how many individuals were mentored by you and/or volunteers that you recruited? If either/both of these does not apply to you, please enter "0".

# of individuals mentored by you	0
# of additional individuals mentored by volunteers that you recruited	0
Total	0

Approximately how many local disasters did you respond to? If either/both of these do not apply to you, please enter "0".

0 # of local disasters to which you responded:

0 # of individuals affected by disasters who you assisted/supported:

B. Civic Attitudes & Behaviors

This second set of questions explores your satisfaction with your unique service experience, as well as your thoughts regarding various elements of civic engagement.

Please indicate the level to which you agree (or disagree) with each of the following statements in relation to your experience as a Students in Service Member.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My service experience has been positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work I did had a positive impact on the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What does it mean to you to be a civically engaged citizen?

To what extent do you agree (or disagree) with each of the following statements?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I am concerned about the rights and welfare of others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in knowing and working with people from diverse backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that cultural diversity within a group makes the group more interesting and/or effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a responsibility to serve my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as having the capacity to create positive community change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as having the capacity to be/become a community leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How important (or unimportant) is each of the following activities to you?

	Extremely Important	Important	Neither Important nor Unimportant	Unimportant	Not at all Important
Promoting racial or cultural understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being/becoming involved in cleaning up the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serving the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding a career that directly benefits others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing leadership abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in civic duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being/becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. Personal Impacts

This third set of questions explores your civic, workforce, and academic attitudes,

knowledge, and skills. We are especially interested in learning more about how your experience as a Student in Service Member might have personally influenced you in these areas. Three of the questions therefore ask you to think back to before you were a Student in Service Member and then compare your attitudes, knowledge, and skills at that time to what they are as of today.

Thinking back to **before** you were a Student in Service Member, how would you have rated your civic knowledge, skills, and attitudes? Please select the response (strong, average, or weak) that would have best fit for you **at that time** within **Column 1**.

In what ways do you think your service experience might have influenced your civic knowledge, skills, and attitudes? Within **Column 2**, please select the response that best reflects any **changes** that you have (or have not) experienced.

	Column 1: Pre-Students in Service Experience			Column 2: Changes to Today		
	Strong	Average	Weak	Increased	The Same	Decreased
Awareness of critical community needs and issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of community strengths and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to think critically about community needs and issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulation of my own beliefs about various community issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of my own biases and prejudices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of human differences and commonalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work collaboratively with groups to define common objectives and/or overcome problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence in my own leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of skills to meet critical community needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of how to use my knowledge and skills to improve the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to making decisions and/or taking action based on my values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to continue volunteering in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

throughout my life		
Interest in participating in another national/international service program (e.g. Teach for America, VISTA, Peace Corps)	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

Do you intend to continue being civically engaged in the future? If so, please briefly describe 2-3 specific ways that you plan to continue your civic engagement.

Again thinking back to **before** you were a Students in Service Member, how would you have rated your career/workforce knowledge, skills, and attitudes? Please select the response (strong, average, or weak) that would have best fit for you **at that time** within **Column 1**.

In what ways do you think your service experience might have influenced your career/workforce knowledge, skills, and attitudes? Within **Column 2**, please select the response that best reflects any **changes** that you have (or have not) experienced.

	Column 1: Pre-Students in Service Experience			Column 2: Changes to Today		
	Strong	Average	Weak	Increased	The Same	Decreased
Ability to write and/or speak effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to influence others through writing, speaking, and/or artistic expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to communicate my ideas in a real world context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively/collaboratively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to listen to and consider others' points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement with people different from myself (including gender, age, sexual orientation, race, ethnicity, religion, ability, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Likelihood to ask for feedback from others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to contribute to the achievement of group goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of group dynamics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to manage my time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of various careers and jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of my career/professional goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of my preferred work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest in pursuing a career for the common good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My overall leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My overall workforce skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking back to **before** you were a Students in Service Member one final time, how would you have rated your knowledge, skills, and attitudes toward academic engagement? Please select the response (strong, average, or weak) that would have best fit for you **at that time** within **Column 1**.

In what ways do you think your service experience might have influenced your knowledge, skills, and attitudes toward academic engagement? Within **Column 2**, please select the response that best reflects any **changes** that you have (or have not) experienced.

	Column 1: Pre-Students in Service Experience			Column 2: Changes to Today		
	Strong	Average	Weak	Increased	The Same	Decreased
Understanding of how to use course readings and information to gain insight into community issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of how to use my service experiences to gain insight into what I learn in my courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of how my college education can benefit my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to articulate my educational goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment to completing my college degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My overall attitude toward academic						

engagement



D. Veterans

Have you served in the armed forces (i.e., active military, naval, or air service)?

- Yes
 No

Has your Students in Service experience impacted your confidence in your ability to succeed academically? Please rate the extent to which you agree (or disagree) with each of the following statements.

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My awareness of campus resources and supports has increased.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to access campus resources and supports has improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sense of integration into the campus culture has improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I have experienced increased confidence in my ability to succeed academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been able to transition from serving my country through the armed forces to serving my local community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. Demographics

We would like to know more about you. This final set of questions is completely optional and you do not have to answer any questions unless you want to.

Which of the following categories best describes your status as a college student/graduate?

- First-year student
 Sophomore
 Junior

- Senior
- Fifth-year student
- Post-Bac student
- Graduate student
- College/university graduate

Are you of Hispanic or Latino/a origin?

Yes

No

What race/ethnicity do you consider yourself? Please check all that apply.

- African, African American, or Black
- American Indian or Alaska Native
- Asian, Asian American, or Pacific Islander
- Caucasian or White
- Other
- Prefer not to describe

Which of the following best describes your gender?

- Female
- Transgender
- Male
- Male to female
- Female to male
- Prefer not to describe

Do you identify with any of the following populations? Please check all that apply.

- First-generation college student (first in your family to go to college)
- TRiO student
- ESL student
- ABE/GED student
- Child in foster care

- Incarcerated youth
- Prefer not to describe

Verification

All Students in Service AmeriCorps Members are required to submit a Verification of Completion.

- 1 - Please **print two copies of this page** to verify that you have completed the Students in Service Civic Engagement Survey.
- 2 - After printing your two copies, **fill in your name, the date, and your signature.** Please note that your name will not be tied to your responses in any way.
- 3 - **Submit one copy** to the Students in Service Coordinator on your campus with your exit paperwork.
- 4 - **Keep the second copy** for your records.

Name: _____

Signature: _____

Date: _____

Thank You!

Thank you for serving your community as a Students in Service Member, and for taking the time to complete this important survey! We hope that this experience has helped you reflect on all that you have gained as part of your service experience.

WACC designed this survey using the following documents to inform content:

Assessing Service-Learning and Community Engagement: Principles and Techniques (Campus Compact, 2001); Assessment Reconsidered: Institutional Effectiveness for Student Success (Keeling, Wall, Underhile, & Dungy, 2008); CAS Professional Standards for Higher Education/Frameworks for Assessing Learning and Development Outcomes (CAS, 2006); Community Based Learning Student Survey (Washington State University); Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility (Colby, Ehrlich, Beaumont, & Stephens, 2003); Enduring Influences of Service-Learning on College Students' Identity Development (Jones & Abes, 2004); Higher Education Service-Learning Survey (UC-Berkeley Service-Learning Research and Development Center); How Undergraduates are Affected by Service Participation (Astin & Sax, 1998); Learn and Serve America Higher Education Grant College Survey (California Campus Compact); Life After College: A Survey of Former Undergraduates (UCLA); Making Their Own Way: Narratives for Transforming Higher Education to Promote Self-Development (Baxter-Magolda, 2001); Service-Learning Research Project Survey (Azusa Pacific University); Student Engagement Survey (Utah Campus Compact); Student Success in College: Creating Conditions that Matter (Kuh, Kinzie, Schuh, Whitt, & Associates, 2005); The Civic Mission of Schools (CIRCLE, 2003); and What is Good Citizenship? Conceptual Frameworks Across Disciplines (Battistoni, 2002).
