



OAKLAND  
COMMUNITY  
COLLEGE

Memo

To: James A. Mason,  
Associate Dean  
  
Kelly Masters,  
Service Learning Coordinator

From: Martin A. Orłowski, Director,  
Institutional Planning & Analysis

Subject: Service Learning Program, Course Evaluation

Date: April 29, 1994

The Office of Institutional Planning & Analysis has completed the course evaluation for the Service Learning Program. The report evaluates the participants' responses to the program presented at the Orchard Ridge campus during the Fall, 1993 term. Our findings are based on the pre-tests, participant surveys and volunteer self-evaluations, as well as additional comments and suggestions provided by the participants.

Staff in the Office of Institutional Planning & Analysis wish to thank you and all those involved in the program for their assistance in conducting this study. We hope that the evaluation will assist you in both validation of the current program and in planning for the future. If we can provide any further assistance, please do not hesitate to call us at 7746.

Attachment: Service Learning Program, Course Evaluation

pc: C. Kozell  
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/s

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**OAKLAND COMMUNITY COLLEGE SERVICE LEARNING PROGRAM  
COURSE EVALUATION**

**Prepared by:  
The Office of Institutional Planning & Analysis, April 1994**

# OAKLAND COMMUNITY COLLEGE SERVICE LEARNING PROGRAM COURSE EVALUATION

## INTRODUCTION

This evaluation was conducted in April, 1994 by the Office of Institutional Planning & Analysis at Oakland Community College in order to assess the effectiveness of the Service Learning Program, presented at the Orchard Ridge campus during the Fall, 1993 term.

## METHODOLOGY

In September, 1993 students enrolled in the OCC Service Learning program at the Orchard Ridge campus participated in a pre-test, designed to evaluate their knowledge, experience and opinions about community service. The survey also provided demographic information about the student group. At the completion of the program, in December 1993, the group of students was asked to complete a follow-up survey to assess both their satisfaction with the program and to identify any changes in opinions and attitudes towards community service. In addition, students were asked to answer self-evaluation questions and to assess their expectations for using the experience and knowledge gained in future community service.

Quantitative analysis of the survey data was conducted by means of frequency distributions, while written comments were analyzed for content. It should be noted, however, that the evaluation involved a relatively small number of students. Nine students participated in the study, however, only six students completed all sections of the evaluation.

## ANALYSIS

### *Attitudes toward community service:*

At the beginning of the program, when asked their opinions about community service participants demonstrated a considerable commitment to the concept although only a third of the group (3) was actively involved at the time. Seven of the nine students reported that they believed individuals can make a difference in society, and five participants believed that they can make a "major" impact. Similarly, five of the group believed volunteer work was "very important" while two considered it to be "somewhat important." When asked to identify the greatest problem facing their community a third of the group (3) specified crime, while one person chose unemployment, and two more chose "other".

At the conclusion of the program very similar views were expressed by participants. All of the respondents (5) who answered the question believed that individuals can make a "great" difference in society by taking part in volunteer work. In addition, the majority of respondents (83%) said that they intended to continue as volunteers after the completion of the program. Only one individual in the group declined to do so and indicated that they participated in the program mainly for the training element.

### *Satisfaction with the program:*

Respondents were asked a series of questions with regard to their satisfaction with the Service Learning program. The majority of participants (6) agreed that their volunteer position did match their interests to "some" or "a great extent." One third agreed that they received adequate orientation to the agency to which they were assigned. Two respondents did not feel that orientation was adequate. Their additional comments indicated that the problem lay with the more stringent than expected screening procedures used by one service agency. Two participants commented that they found this "frustrating" and the least enjoyable aspect of the volunteer service.

When asked to comment on the usefulness of the training components they took, respondents rated those related to cultural diversity and conflict resolution the most highly with six participants reporting both topics "very useful." Components related to recruitment techniques were considered "very useful" by four participants. The business training, critical thinking, and dealing with the media components were each rated "very useful" by three respondents. One participant noted that dealing with the media was most useful component to them because it was a topic of which they had no previous knowledge.

When asked whether the classroom training was applicable to their volunteer experiences one participant responded to "a great extent", while the majority (5) rated it applicable to "some extent." One participant commented that the business training component enabled the group to develop a plan and act on it. In addition, the majority of participants believed that the program helped them develop their ability to work as team members. Three respondents indicated "significant progress", while two reported "some progress" in working as team members.

Suggestions for improving the program included getting students involved with an organization immediately, recruiting individuals from local businesses for the program, and training in the development of surveys. Two participants suggested having two or three volunteer sessions planned for the whole class before breaking into smaller groups to develop a business plan.

### *Participants:*

Participants involved in the Service Learning program, during the Fall 1993 term, identified themselves as a relatively mature group; seven of the nine recorded their age as "over 24 years", six of the group had already completed a 4 year degree, one a 2 year degree and one was currently enrolled in college. Of those who reported their gender, more females (6) than males (2) participated in the program, while both minority (2) and non-minority groups (5) were represented. The majority of the group was new to OCC, only two participants reported having previously taken a course at the college. The majority of the group (5) volunteered nine hours per week for the duration of the program, three respondents volunteered seven hours per week, and one failed to report the number of volunteer hours.

### *Self-assessment:*

As part of the evaluation process participants were asked to assess their own attitudes and behavior in the light of their experience at the volunteer agencies. The responses provided by the participants were generally favorable:

- The highest level of agreement came with statements relating to informing supervisors that they lacked skills to perform assignments (3 respondents "strongly agreed" that they did this), listening to those being served (3), and sharing volunteer experiences (3).
- There was a slightly lower level of agreement with statements that participants follow directions given by agency staff (2 participants "strongly agree"), had a friendly attitude towards agency staff (2) and clients (2). In addition, the same number of respondents strongly agreed that they avoided criticism of the agency, volunteer coordinator, fellow volunteers, staff or clients (2) and arrived on time for their volunteer work (2).
- Participants responded fairly positively to statements that they were dependable (4 "agreed"), notified the volunteer coordinator in advance if unable to serve at the assigned time (4 "agreed"), offered their services when needed (3 "agreed") and that they were able to accept criticism without becoming emotionally upset (3 "agreed").

### SUMMARY

As a consequence of the small number of students who completed all sections of the evaluation it is necessary to be cautious in drawing definitive conclusions. However, as a pilot program, Service Learning would appear to have achieved its aims. Participants demonstrate a high level of satisfaction with the training components provided and a high level of commitment to the idea of community service. Survey data of participants in the program indicates that the program was successful in meeting their expectations. The majority of respondents clearly enjoyed the experience and felt they contributed to the agency and individuals being served.

**APPENDIX A**  
**SURVEY**

OAKLAND COMMUNITY COLLEGE SERVICE LEARNING PROGRAM

STUDENT SURVEY

Social Security Number: \_\_\_\_\_

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

We're glad that you have been part of the OCC Service Learning Program and hope you enjoyed the experience. In order to measure the success of the program and continue to improve it we would be grateful if you would help us by completing the following questionnaire. All responses will be kept confidential and will be used solely to evaluate and help develop the program for future students.

1. How many hours **in total** did you volunteer over the thirteen week period of the OCC Service Learning Program?  
\_\_\_\_\_ hours
2. To what extent did your volunteer position match your interests and abilities?  
3 \_\_\_ A great extent  
2 \_\_\_ Some extent  
1 \_\_\_ Not at all

Comments \_\_\_\_\_

3. Did you receive adequate orientation to the agency before your assignment?  
1 \_\_\_ Yes  
0 \_\_\_ No

Comments \_\_\_\_\_

4. What aspects of your volunteer service were most enjoyable?

\_\_\_\_\_  
\_\_\_\_\_

5. What aspects of your volunteer service were least enjoyable?

\_\_\_\_\_  
\_\_\_\_\_

6. In what ways do you feel that you contributed to the agency and the people being served?

\_\_\_\_\_  
\_\_\_\_\_

7. Will you continue as a volunteer in your community?

1 \_\_\_ Yes

0 \_\_\_ No

Please explain \_\_\_\_\_

\_\_\_\_\_

8. Please rate the usefulness of the following training components in making you an effective volunteer. Use the scale: 3=Very useful, 2=Somewhat useful, 1=Not at all useful

	<i>Very Useful</i>	<i>Useful</i>	<i>Not at all Useful</i>	
a. Business training	3	2	1	
b. Recruitment techniques		3	2	1
c. Cultural diversity	3	2	1	
d. Conflict resolution	3	2	1	
e. Critical thinking	3	2	1	
f. Dealing with the media	3	2	1	

9. Which of these training components did you find most useful? Please explain \_\_\_\_\_

\_\_\_\_\_

10. To what extent were you able to apply the classroom training to your volunteer experience?

3 \_\_\_ A great extent

2 \_\_\_ Some extent

1 \_\_\_ Not at all

Please explain: \_\_\_\_\_

11. To what extent have you made progress in working as a team member as a result of your participation in the OCC Service Learning Program?

3 \_\_\_ Significant Progress

2 \_\_\_ Some Progress

1 \_\_\_ No Progress

12. What suggestions do you have for improving the program? Please be specific \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. To what extent do you think individuals can make a difference in society by performing volunteer work?

3 \_\_\_ A great extent

2 \_\_\_ Some extent

1 \_\_\_ Not at all



## STUDENT COMMUNITY SERVICE VOLUNTEER SELF-EVALUATION

This section is concerned with self-assessment. In light of your experience at the agency where you volunteered as part of the Oakland Community College Service Learning Program, please consider the following statements and evaluate yourself. Circle the number that is closest to your opinion, using the following scale: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. I offer my services when there is an obvious need for help.	5	4	3	2	1
2. I am able to accept criticism without becoming emotionally upset.	5	4	3	2	1
3. I follow directions given by agency staff.	5	4	3	2	1
4. I have a friendly attitude with the agency staff.	5	4	3	2	1
5. I have a friendly attitude with the agency clients.	5	4	3	2	1
6. I am punctual and arrive at my volunteer site on time.	5	4	3	2	1
7. I am dependable and arrive at the designated time and place each week.	5	4	3	2	1
8. I notify my volunteer coordinator in advance if I am unable to serve at the assigned time.	5	4	3	2	1
9. I inform my supervisor if I lack the skills to perform my assignment.	5	4	3	2	1
10. I listen to those I am serving.	5	4	3	2	1
11. I avoid criticism of the agency, volunteer coordinator, fellow volunteers, staff or clients.	5	4	3	2	1
12. I share my volunteer experiences with other classmates.	5	4	3	2	1

**Thank you for your time and assistance. Your responses will help us in the further development of the Service Learning program.**

Office of Institutional Planning and Analysis  
Oakland Community College



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Memo

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To: James A. Mason,  
Associate Dean  
  
Kelly Masters,  
Service Learning Coordinator

From: Martin A. Orlowski, Director,  
Institutional Planning & Analysis

Subject: Service Learning Program, Follow-up Evaluation

Date: July 26, 1994

The Office of Institutional Planning & Analysis has completed the follow-up evaluation for the Fall 1993 participants in the Service Learning Program. The following report presents our findings based upon interviews with survey respondents.

Staff in the Office of Institutional Planning & Analysis wish to thank all those involved in the program for their assistance in conducting this study. Please do not hesitate to contact us at 7746 if we can provide any additional assistance.

Attachment: Service Learning Program, Follow-up Evaluation

cc: C. Kozell  
D. Jaksen

**OAKLAND COMMUNITY COLLEGE  
SERVICE LEARNING PROGRAM  
FOLLOW-UP EVALUATION**

**Introduction**

In July 1994, a follow-up survey was conducted to determine the influence of the Service Learning Program upon Fall 1993 participants. Respondents were questioned on their current volunteer status as well as the usefulness of the OCC program and its influence on their work as volunteers.

**Methodology**

Five of the eight involved in the fall program responded to the telephone survey. Repeated attempts to contact the remaining three participants by phone were unsuccessful. The following analysis is based upon the responses of those contacted.

**Analysis**

*Volunteer Status*

Participants in the program were asked if they have had the opportunity to volunteer within their communities since completing the OCC program. Three of the 5 respondents stated that they have had this opportunity, while 2 have not. Two of the 3 are currently participating in volunteer work. One respondent said that her volunteer hours per week vary, while the other two estimated that they spend between two and four hours a week volunteering.

*Usefulness of OCC Program*

Two respondents feel that the OCC program was "very helpful" to them in their subsequent volunteer work. One respondent commented:

Presentation skills, team work, and project management cross over between the work world and the volunteer world, so in doing one (volunteering) you are enhancing the other (the work world).

Another respondent feels that the course was "somewhat helpful", but was unsatisfied with her volunteer placement. She believes that "stronger ground work, stronger contacts and better planning prior to the placements would have resulted in a more productive semester." However, she feels that the program has "a lot of potential once it has been up and running for a while."

The final respondent feels that the course has not been at all helpful in subsequent volunteer work, citing a lack of planning in both the course and the placements.

### *Program Influence*

Three respondents feel that the OCC course has significantly increased their long-term interest in volunteering. One reports no influence, and another feels that participation in the program caused her interest to decrease. Four of the respondents would recommend the course to friends or coworkers. Comments include:

It's made me into a volunteer. It will spur people into action instead of sitting back and just thinking about being a volunteer.

It makes volunteering seem easier and more realistic. It provides a structure and makes volunteering seem less overwhelming. It gives you a starting point to put your "some day" thoughts of volunteering into action now.

Others feel that volunteering should be promoted in general, and that the OCC program will improve with time and practice.

### **Summary**

While some of the respondents noted a lack of organization and planning in the placement element of the program, the majority would recommend it to others and believe that the program will improve with experience.

EVALUATION NEEDED FOR THE PROJECT:

EFFECTIVE DATE

HANDBOOK 4500

- (1) \_\_\_\_\_ Cost per volunteer and per hour of service (Federal and total costs) as compared to projected costs;
  - (2) \_\_\_\_\_ Staffing and central office management;
  - (3) \_\_\_\_\_ Use of equipment, materials, supplies;
  - (4) \_\_\_\_\_ Use of space;
  - (5) \_\_\_\_\_ Methods of volunteer transportation;
  - c. \_\_\_\_\_ Appropriate Expenditures - allowable, necessary and low-cost;
  - d. \_\_\_\_\_ Recordkeeping and accounting performance;
    - (1) \_\_\_\_\_ Accounting - Federal, non-Federal ledgers and in-kind donations;
    - (2) \_\_\_\_\_ Volunteer records and volunteer count;
    - (3) \_\_\_\_\_ Reimbursement of volunteers;
    - (4) \_\_\_\_\_ Reports to ACTION agency - fiscal and programmatic;
  - e. \_\_\_\_\_ Adequacy of advisory council activities;
    - (1) \_\_\_\_\_ Project planning and review;
    - (2) \_\_\_\_\_ Project support and advice;
    - (3) \_\_\_\_\_ Project assessment;
  - f. \_\_\_\_\_ Use of SCS Volunteers to strengthen project operations.
9. \_\_\_\_\_ Project Evaluation
- ✓ a. \_\_\_\_\_ Student volunteer evaluation of assignments;
  - b. \_\_\_\_\_ Benefits to the community;
  - c. \_\_\_\_\_ Identify necessary changes to strengthen project accomplishments;
  - ✓ d. \_\_\_\_\_ Volunteer site evaluation of student volunteerism;
  - e. \_\_\_\_\_ Project director evaluation of volunteer assignments;
  - f. \_\_\_\_\_ Educators' assessment of service learning opportunities.