

Great Cities Great Service College Student Survey

Last 4 Digits of Social Security # _____ Age: _____ Today's Date: _____

Course Title: _____

Class Standing (Circle One): Freshmen Sophomore Junior Senior

Gender: _____

Race/Ethnicity/Heritage (Check ALL that apply)

- White/Caucasian
- Asian/Pacific Islander
- Black/ African-American
- American Indian/Alaskan Native
- Latino/Hispanic
- Multiracial
- Other (specify) _____

Section 1: Social Problems. Describe a social problem related to this service-learning course, identify its causes, and explain what should be done to try to solve this problem:

Section 2: Please indicate how strongly you agree or disagree with the following statement at this point in time.	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5
Being involved in a program to improve my community is important.	<input type="checkbox"/>				
It is important to work toward equal opportunity (e.g. social, political, vocational) for all people.	<input type="checkbox"/>				
It is not necessary to volunteer my time to help people in need.	<input type="checkbox"/>				
I think that people should find time to contribute to their community.	<input type="checkbox"/>				
I feel that I can have a positive impact on local social problems.	<input type="checkbox"/>				
We need to work towards changing social systems.	<input type="checkbox"/>				
Volunteer work is a temporary solution.	<input type="checkbox"/>				
Social issues have very complex causes.	<input type="checkbox"/>				
Solutions will take more time and money.	<input type="checkbox"/>				
It is important to work with people from other cultures.	<input type="checkbox"/>				
I am aware of some of my own biases and prejudices.	<input type="checkbox"/>				

		Sections 3: Skills and Competencies. Please indicate your level of competency in each of these areas.	Very Low	Low	Average	High	Very High
			1	2	3	4	5
Civic Engagement Skills.	Championing or campaigning for a good cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Planning effective service projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Recognizing both rights and responsibilities as citizens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Fostering a commitment to lifelong service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Responding to real community needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-Solving Skills.	Solving challenging problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comparing different approaches to solving a problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Skills.	Using leadership skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Communicating across cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understanding values of people different from you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Working as part of a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Academic Skills.	Expressing ideas, opinions, and facts in writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My ability to analyze ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Applying principals from courses to different situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 9: Social Justice Continuum. For each of the following issues, please CIRCLE the number that corresponds to where you are on a continuum from thinking about how an issue affects the community to acting on it. If the specific issue is not a concern for you, circle 0.

Health Issues	NOT AN ISSUE 0	THINK 1—2—3—4—5	ACT
Neighborhood/Local Issues	NOT AN ISSUE 0	THINK 1—2—3—4—5	ACT
Environmental Issues	NOT AN ISSUE 0	THINK 1—2—3—4—5	ACT
Education, literacy, school issues	NOT AN ISSUE 0	THINK 1—2—3—4—5	ACT
Poverty	NOT AN ISSUE 0	THINK 1—2—3—4—5	ACT
Racism	NOT AN ISSUE 0	THINK 1—2—3—4—5	ACT
Sexism	NOT AN ISSUE 0	THINK 1—2—3—4—5	ACT
Heterosexism	NOT AN ISSUE 0	THINK 1—2—3—4—5	ACT
Ableism	NOT AN ISSUE 0	THINK 1—2—3—4—5	ACT