

## GDSC1887 / GDAR1887

### Paths to Service Leadership on Health Service

#### Assessment & Evaluation Tools

Assessment	Evaluation Tools
1. Group discussion & role play (20% + 10%) <b>Measuring tools:</b> 1. Group discussion & role play rubrics <a href="#">Appendix1</a>	1. Common Outcome Measurement Questionnaire (COM) <a href="#">Appendix8</a>
2. Performance in two service delivery (10% + 10%) <b>Measuring tools:</b> 1. Service delivery rubrics <a href="#">Appendix2</a> 2. Marking sheet on service delivery <a href="#">Appendix3</a>	2. Self-evaluation on HKBU's 7 Graduate Attributes <a href="#">Appendix9</a>
3. Group presentation (10%) <b>Measuring tools:</b> 1. Group presentation rubrics <a href="#">Appendix4</a> 2. Peer evaluation form for group presentation <a href="#">Appendix5</a> 3. Marking sheet on group presentation <a href="#">Appendix6</a>	3. Partnership Opinion Questionnaire <a href="#">Appendix10</a>
4. Individual reports on two services (20% + 20%) <b>Measuring tools:</b> 1. Service Project Reflective Journal Template <a href="#">Appendix7</a>	

**1. Group Discussion and Role Play Rubrics**

Criteria	Excellent (A, A-)	Good (B+, B, B-)	Satisfactory (C+, C, C-)	Marginal Pass (D)	Fail (F)
<b>Content of Presentation/Role Play (70%)</b>					
Quality of information (e.g. use of varied sources, evaluated and validated sources, accurate information)	– Information is accurate; resources are legitimate; resources are varied and appropriate	– Information is mostly accurate with only a few minor errors; one resource may be questionable; resources good but not varied enough	– Information is acceptably accurate; more than one resource may be questionable; no variation in resources	– Information is mostly unreliable and/or inaccurate; most of the resources are not valid	– PLAGIARISM or NON SUBMISSION
Board scope of information	– Can identify and utilize theories of service leadership; can consider the issue/problem with different values and perspectives	– Attempted to identify/utilize theories of service leadership, and consider the issue/problem with different values and perspectives; but with incoherencies and incomprehensiveness	– Only either identify/utilize theories of service leadership, or consider the issue/problem with different values and perspectives	– Little use of theories of service leadership, and occasionally consider the issue/problem with different values and perspectives	– PLAGIARISM or NON SUBMISSION
Good integration of theories and practice	– Can present concrete, feasible, sound and theoretical reflected service proposal for the case concerned	– Can present concrete service proposal, but not very well integrated with service leadership concepts and case scenarios.	– Can present vague service proposal with few integrations of theory and practice	– Can present service proposal, but have no integration of theory and practice	– PLAGIARISM or NON SUBMISSION

Criteria	Excellent (A, A-)	Good (B+, B, B-)	Satisfactory (C+, C, C-)	Marginal Pass (D)	Fail (F)
<b>Communication (30%)</b>					
Clarity (e.g. explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, doesn't use jargon, demonstrates knowledge of key points, responds well to questions)	– Presentation is coherent, with clear introduction, transitions, language use, and conclusion; speaker demonstrates intimate knowledge of the subject	– Presentation is coherent for the most part, but missing some elements	– Presentation is acceptably coherent, but missing a few important elements	– Presentation lacks coherence	– PLAGIARISM or NON SUBMISSION
Style (e.g. speaks in sentences, clear enunciation, fluent delivery, well paced, maintains eye contact, fits time requirement, clearly practiced)	– Presentation is polished, speaker uses sentences, enunciates well, is fluent in the delivery, maintains audience's interest, doesn't run over allotted time	– Presentation is polished, for the most part, but missing some elements	– Presentation is acceptably polished, but missing a few important elements	– Presentation is hardly polished	– PLAGIARISM or NON SUBMISSION

## 2. Service Delivery Rubrics

**Hong Kong Baptist University**  
**Interdisciplinary General Course - “Paths to Service Leadership in Health Services”**  
**Rubric for On-site Service Delivery**

***Description for the use of this assessment rubric***

The five-level rubric assesses student’s performance in terms of ***attitude towards service***, ***demonstration of skills*** and ***application of knowledge*** relevant to the service delivery. The description of outcomes may stimulate students to think, know and do when they are conducting the whole process of service delivery. For each description of outcome (performance indicators) is defined on how well students’ actual performance attained the service expectation and standard as well.

<b>Responsibility</b>	<b>Level</b>
I do not see my responsibility for the outcomes of group tasks and personal behavior i.e. attendance, dressing and courtesy etc.	<b>1</b>
I accept some responsibility for the outcomes of group tasks personal behavior i.e. attendance, dressing and courtesy etc.	<b>2</b>
I show a sense of personal responsibility for the outcomes of group tasks personal behavior i.e. attendance, dressing and courtesy etc.	<b>3</b>
I share the responsibility for both work and personal behaviour, and make suggestions for improvement from time to time	<b>4</b>
I take the responsibility for both work and personal behaviour, and actively reflect on ways to improve	<b>5</b>

<b>Subject Knowledge</b>	<b>Level</b>
I do not have any knowledge in the subject area of the present project	<b>1</b>
I have some knowledge in the subject area of the present project	<b>2</b>
I have some knowledge in the subject area of the present project and am confident in my understanding to a certain extent	<b>3</b>
I have sufficient knowledge in the subject area of the present project and am confident in my understanding to a great extent	<b>4</b>
I have comprehensive knowledge in the subject area of the present project and am fully confident in my understanding	<b>5</b>

<b>Community Needs</b>	<b>Level</b>
Service recipient needs secondary to what student wants to do. Project considers only student needs. No collaboration	<b>1</b>
Determined by making a guess as to what the service recipient needs may be. No collaboration with teaching advisor and community partner	<b>2</b>
Determined by or discovered through basic research and collaboration with teaching advisor and community partner	<b>3</b>
Determined by or discovered through sufficient research and collaboration with teaching advisor and community partner	<b>4</b>
Determined by or discovered through extensive research and collaboration with teaching advisor and community partner	<b>5</b>

<b>Reflection</b>	<b>Level</b>
I do not know how to reflect on my experience nor share my feelings with others	<b>1</b>
I will try to reflect on my experience but the sharing is a summary of events	<b>2</b>
I am able to reflect on my experience and try to identify areas for future self-improvement	<b>3</b>
I am able to critically reflect on my experience and seek to understand my own character, skill strengths and identify areas for future improvement for both myself and the group	<b>4</b>
I am able to critically and thoroughly reflect on my experience to explore the relationship between the learning outcomes and my character and skill strengths; I also actively seek to identify areas for future improvement for both myself and the group	<b>5</b>

<b>Problem-Solving</b>	<b>Level</b>
I am insensitive to problem; and (Or) use the wrong way to solve or address the problem.	<b>1</b>
I am able to recognize problems but cannot solve them with appropriate actions	<b>2</b>
I am able to recognize problems and try to propose more than one way to solve them	<b>3</b>
I am able to recognize problems, accurately describe the problem situation; and propose multiple feasible ways to solve them	<b>4</b>
I am able to recognize problems, accurately and completely describe the situation; and propose multiple feasible and efficient ways to solve them	<b>5</b>

<b>Presentation</b>	<b>Level</b>
I speak too quietly that my words cannot be heard clearly. I almost have no eye contact with the audience and I just read from notes	<b>1</b>
I speak softly and with hesitation. I have little eye contact with audience and need to refer to notes most of the time	<b>2</b>
I speak clearly. I have some eye contact with the audience and need to refer to notes sometimes	<b>3</b>
I speak clearly that most words can be heard. I keep constant eye contact with the audience and do not need to refer to notes	<b>4</b>
I speak clearly that most words can be heard. I keep constant eye contact with the audience, with appropriate and persuasive uses of tone, pitch, speed, facial expression and body movement	<b>5</b>

<b>Team-building</b>	<b>Level</b>
I cannot cooperate well with the group and try to withdraw	<b>1</b>
I can work well with some members of the group and often play the role of a follower	<b>2</b>
I can work well with most members of the group and contribute ideas as a group member to formulate plans of actions	<b>3</b>
I can work well with all members of the group and provide input in all group work and make effort to build agreement among the group	<b>4</b>
I can work well with all members of the group, provide input and make effort to build agreement among the group, and influence team behaviour as a role model	<b>5</b>

<b>Empathy</b>	<b>Level</b>
I am insensitive to my own feelings; and cannot tell what are the feelings of others (Or) I get too emotional at the wrong time.	<b>1</b>
I cannot always accurately describe my own feelings and need occasional reminders to care for others' feelings	<b>2</b>
I am able to accurately describe my own feelings and try to be attentive to others' needs	<b>3</b>
I am able to accurately describe my own feelings with appropriate words and share the feelings of others (i.e., feel what others feel) most of the time	<b>4</b>
I am always able to accurately describe my own feelings with appropriate words and understand what causes them, and can often understand/identify with the feelings and needs of others	<b>5</b>

<b>Developing a sense of Caring</b>	<b>Level</b>
I can show that was largely unaffected by the importance of service and unlikely to serve again	<b>1</b>
I can show limited understanding of the importance of service in the ability to make a difference and may serve again if asked	<b>2</b>
I can show general understanding of the importance of service in the ability to make a difference and consider to serve again	<b>3</b>
I can show growing understanding of the importance of service in the ability to make a difference and may serve again	<b>4</b>
I can show deep personal understanding of the importance of service in the ability to make a difference and will likely take the initiative to serve again	<b>5</b>

### 3. Marking Sheet on Service Delivery

[Appendix3](#)

Group A: 聖公會李嘉誠護理安老院 (石硤尾)

Score: 1-5 (accroding to the rubric)

Date: 11/11/2014

std_no	std_name	chi_name	std_pgm	Group	Responsibility	Subject Knowledge	Community Needs	Reflection	Problem solving	Presentation	Team-building	Empathy	Developing a sense of Caring	Overall
				A1										
			A1											
			A1											
			A1											
				A2										
			A2											
			A2											
			A2											
				A3										
			A3											
			A3											
			A3											
				A4										
			A4											
			A4											
			A4											

#### 4. Group Presentation Rubrics

[Appendix4](#)

Criteria	5 (Excellent)	4 (Good)	3 (Satisfactory)	2 (Marginal Pass)	1 (Fail)
<b>Content of Presentation (40%)</b>					
Quality of information (e.g. use of varied sources, evaluated and validated sources, accurate information)	– Information is accurate; resources are legitimate; resources are varied and appropriate	– Information is mostly accurate with only a few minor errors; one resource may be questionable; resources good but not varied enough	– Information is acceptably accurate; more than one resource may be questionable; no variation in resources	– Information is mostly unreliable and/or inaccurate; most of the resources are not valid	– PLAGIARISM or NON SUBMISSION
Board scope of information	– Can identify and utilize theories of service leadership; can consider the issue/problem with different values and perspectives	– Attempted to identify/utilize theories of service leadership, and consider the issue/problem with different values and perspectives; but with incoherencies and incomprehensiveness	– Only either identify/utilize theories of service leadership, or consider the issue/problem with different values and perspectives	– Little use of theories of service leadership, and occasionally consider the issue/problem with different values and perspectives	– PLAGIARISM or NON SUBMISSION
Good integration of theories and practice	– Can present concrete, feasible, sound and theoretical reflected service proposal for the case concerned	– Can present concrete service proposal, but not very well integrated with service leadership concepts and case scenarios.	– Can present vague service proposal with few integrations of theory and practice	– Can present service proposal, but have no integration of theory and practice	– PLAGIARISM or NON SUBMISSION

Criteria	5 (Excellent)	4 (Good)	3 (Satisfactory)	2 (Marginal Pass)	1 (Fail)
<b>Communication (30%)</b>					
Clarity (e.g. explains ideas well, integrates with slides, clear introduction and conclusion, obvious transitions, doesn't use jargon, demonstrates knowledge of key points, responds well to questions)	– Presentation is coherent, with clear introduction, transitions, language use, and conclusion; speaker demonstrates intimate knowledge of the subject	– Presentation is coherent for the most part, but missing some elements	– Presentation is acceptably coherent, but missing a few important elements	– Presentation lacks coherence	– PLAGIARISM or NON SUBMISSION
Style (e.g. speaks in sentences, clear enunciation, fluent delivery, well paced, maintains eye contact, fits time requirement)	– Presentation is polished, speaker uses sentences, enunciates well, is fluent in the delivery, maintains audience's interest, doesn't run over allotted time	– Presentation is polished, for the most part, but missing some elements	– Presentation is acceptably polished, but missing a few important elements	– Presentation is hardly polished	– PLAGIARISM or NON SUBMISSION
<b>Evaluation (30%)</b>					
Good reflection and evaluation of the group process and service delivery	– Can clearly and reflect articulate: – what worked well and why, what did not work well and why in the service planning and execution; – ways to increase effectiveness and	– Discusses only two of the three	– Discusses only one of the three	– Hardly articulates any of the three	– PLAGIARISM or NON SUBMISSION

	<p>efficiency of service in the future,</p> <ul style="list-style-type: none"> <li>– evaluate the contributions and limitations of self as well as others</li> </ul>				
<b>Peer Evaluation</b>	<ul style="list-style-type: none"> <li>– Attains overwhelmingly positive evaluation from group members</li> </ul>	<ul style="list-style-type: none"> <li>– Attains positive evaluation from a majority of group members</li> </ul>	<ul style="list-style-type: none"> <li>– Attains average positive evaluation from group members</li> </ul>	<ul style="list-style-type: none"> <li>– Attains limited positive evaluation from group members</li> </ul>	<ul style="list-style-type: none"> <li>– A majority of group members complain the student's participation and working attitude</li> </ul>

## 5. Peer evaluation form for group presentation

**Interdisciplinary General Education  
Path to Service Leadership in Health Services  
Peer Evaluation Form for Group Presentation**

Group name \_\_\_\_\_

For each group, indicate the extent to which your group agree with the statement mentioned below, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

	A1	A2	A3	A4	B1	B2	B3	B4
<b>Content</b>								
<b>Communication</b>								
<b>TOTALs</b>								

**Content:**

- Information is accurate; resources are legitimate; resources are varied and appropriate
- Can identify and utilize theories of service leadership; can consider the issue/problem with different values and perspectives
- Can present concrete, feasible, sound and theoretical reflected service proposal for the case concerned

**Communication:**

- Presentation is coherent, with clear introduction, transitions, language use, and conclusion; speaker demonstrates intimate knowledge of the subject
- Presentation is polished, speaker uses sentences, enunciates well, is fluent in the delivery, maintains audience's interest, doesn't run over allotted time

6. Marking sheet on group presentation

Group A

Score: 1-5

Date: 02/12/2014

std_no	std_name	chi_name	std_pgm	Group	Content	Communication	Evaluation	Overall

## 7. Service Project Reflective Journal

Name:

Date:

Project Title:

### Reflection on Process of the Project

- 1 Planning Stage:
- 2 Delivery:
- 3 Evaluation on Activity / Project:

### Reflection on Conceptual Learning

- 4 How much have you learned about concepts and principles of service leadership?
- 5 To what extent are the theories and concepts relevant to the experience of this service learning project? Any new insight?
- 6 How much have you learned about the current health care system and policy in Hong Kong?

### Reflection on Personal Development:

- 7 What have you learned about yourself? (your abilities, strengths/weaknesses, personality....)
- 8 What service and leadership competencies (knowledge / skills / values / communication / attitudes) have you achieved?
- 9 What are your personal qualities that make you a good participant in this project and what are lacking?
- 10 To what extent have you improved your organizational and problem-solving skills through planning and implementing the service projects?

### Reflection on Civic, Social Responsibility:

- 11 Has participating in service-learning enhanced your sense of civic responsibility and your desire to serve your community and fellow citizens?
- 12 What are the impact of this experience on your sense of social concern for needy groups in the community
- 13 Does this experience have any impact on your plan to perform community service in the future?

### Overall Comments

## 8. Common Outcome Measurement Questionnaire (COM)

### Common Outcome Measurement Questionnaire

About the Questionnaire

The purpose of this questionnaire is to find out the development of student in service-learning. Your personal response will be kept confidential and all results will be reported as collective data only.

Instruction

Please read the following statements, circle the number that best describes your experience, action and opinion, from 1=strongly disagree, 10=strongly agree.

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

Student ID: \_\_\_\_\_

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

1.	I am aware of my personal strengths and weaknesses.	<i>Self-understanding/Confidence</i>	1	2	3	4	5	6	7	8	9	10
2.	I am open to new experiences and willing to take risks and accept challenges.	<i>Self-understanding/Confidence</i>	1	2	3	4	5	6	7	8	9	10
3.	I often seek out challenging opportunities that test my skills and abilities.	<i>Self-understanding/Confidence</i>	1	2	3	4	5	6	7	8	9	10
4.	I am confident in my abilities.	<i>Self-understanding/Confidence</i>	1	2	3	4	5	6	7	8	9	10
5.	I feel comfortable to present my ideas in front of others.	<i>Communication Skills</i>	1	2	3	4	5	6	7	8	9	10
6.	I know how to communicate my ideas in a situation that is new to me.	<i>Communication Skills</i>	1	2	3	4	5	6	7	8	9	10
7.	I understand the importance of participating in group discussion with others.	<i>Communication Skills</i>	1	2	3	4	5	6	7	8	9	10
8.	I feel confident in communicating ideas precisely with people.	<i>Communication Skills</i>	1	2	3	4	5	6	7	8	9	10
9.	I feel confident in identifying a problem.	<i>Problem-solving Skills</i>	1	2	3	4	5	6	7	8	9	10
10.	I feel confident in tackling problem.	<i>Problem-solving Skills</i>	1	2	3	4	5	6	7	8	9	10
11.	Before I solve a problem, I gather as many facts about the problem as I can.	<i>Problem-solving Skills</i>	1	2	3	4	5	6	7	8	9	10
12.	I go through the problem-solving process again when my first option fails.	<i>Problem-solving Skills</i>	1	2	3	4	5	6	7	8	9	10
13.	I am aware of the important needs in the community.	<i>Civic Engagement, Social Responsibility and Willingness to Contribute</i>	1	2	3	4	5	6	7	8	9	10
14.	I am or plan to become actively involved in issues that positively affect the community.	<i>Civic Engagement, Social Responsibility and Willingness to Contribute</i>	1	2	3	4	5	6	7	8	9	10
15.	I feel a personal obligation to contribute in some way to the community.	<i>Civic Engagement, Social Responsibility and Willingness to Contribute</i>	1	2	3	4	5	6	7	8	9	10

16.	It is my responsibility to help improve the community.	<i>Civic Engagement, Social Responsibility and Willingness to Contribute</i>	1	2	3	4	5	6	7	8	9	10
17.	I am able to remain calm and reasonable even when conflict among group arises.	<i>Team Skills</i>	1	2	3	4	5	6	7	8	9	10
18.	I cooperate successfully with other students in a variety of situations.	<i>Team Skills</i>	1	2	3	4	5	6	7	8	9	10
19.	I notice and compliment accomplishments of others.	<i>Team Skills</i>	1	2	3	4	5	6	7	8	9	10
20.	I participate effectively in group discussions and activities.	<i>Team Skills</i>	1	2	3	4	5	6	7	8	9	10
21.	I am assertive and independent.	<i>Self Reflection</i>	1	2	3	4	5	6	7	8	9	10
22.	I am motivated to learn, participate and achieve in school.	<i>Self Reflection</i>	1	2	3	4	5	6	7	8	9	10
23.	I believe self-reflection can improve myself.	<i>Self Reflection</i>	1	2	3	4	5	6	7	8	9	10
24.	I will evaluate myself after completing a task.	<i>Self Reflection</i>	1	2	3	4	5	6	7	8	9	10
25.	I am aware of the importance of evaluation and outcome with knowledge learned in class.	<i>General Knowledge Applications</i>	1	2	3	4	5	6	7	8	9	10
26.	I feel confident in applying knowledge in my areas of study.	<i>General Knowledge Applications</i>	1	2	3	4	5	6	7	8	9	10
27.	I understand the needs to adapt my theoretical knowledge in various real-life situations.	<i>General Knowledge Applications</i>	1	2	3	4	5	6	7	8	9	10
28.	I learn course content better when connections to real-life situations are made.	<i>General Knowledge Applications</i>	1	2	3	4	5	6	7	8	9	10
29.	I am aware of the thoughts and feelings of other people.	<i>Caring for Others</i>	1	2	3	4	5	6	7	8	9	10
30.	I believe that the world would be a better place if prejudices no longer exist.	<i>Caring for Others</i>	1	2	3	4	5	6	7	8	9	10
31.	I feel comfortable building relationship with people from different backgrounds.	<i>Caring for Others</i>	1	2	3	4	5	6	7	8	9	10
32.	I believe that taking care of people who are in need is everyone's responsibility.	<i>Caring for Others</i>	1	2	3	4	5	6	7	8	9	10

Revised by Leadership Qualities Centre, Office of Student Affairs, HKBU based on the following source :

Office of Service-Learning, Lingnan University. (2012). Summary on Common Outcome Measurement Data Analysis. Unpublished report.

**Thank you very much!**

## HONG KONG BAPTIST UNIVERSITY

## Self-evaluation on HKBU's 7 Graduate Attributes

This questionnaire aims to help you evaluate your **CURRENT ATTAINMENT** based on your learning experience before enrolling into this course. **You are requested to rate to what extent you think you have achieved or made progress in the following 7 Graduate Attributes on a scale of 1-10.** Please be warmly reminded that your answers are for research purposes only, so there is no right or wrong answer to the questions.

	Highest Rating									Lowest Rating
<b>Citizenship – Be responsible citizens with an international outlook and a sense of ethics and civility.</b>										
1. Ethical Reasoning (道德思維)	10	9	8	7	6	5	4	3	2	1
2. Social Responsibility (社會/公民的責任)	10	9	8	7	6	5	4	3	2	1
3. Cross-cultural Competence (多元文化的認識)	10	9	8	7	6	5	4	3	2	1
<b>Knowledge – Have up-to-date, in-depth knowledge of an academic specialty, as well as a broad range of cultural and general knowledge.</b>										
4. Interdisciplinary Knowledge (跨學術專業知識)	10	9	8	7	6	5	4	3	2	1
5. Disciplinary Exposure (學術專業知識)	10	9	8	7	6	5	4	3	2	1
<b>Learning – Be independent, lifelong learners with an open mind and an inquiring spirit.</b>										
6. Lifelong Learning (終生學習)	10	9	8	7	6	5	4	3	2	1
7. Self-development / Spirituality (個人發展/精神情操)	10	9	8	7	6	5	4	3	2	1
<b>Skills – Have the necessary information literacy and IT skills, as well as numerical and problem-solving skills, to function effectively in work and everyday life.</b>										
8. Information Literacy (資訊處理能力)	10	9	8	7	6	5	4	3	2	1
9. Technological Literacy (資訊科技技能)	10	9	8	7	6	5	4	3	2	1
10. Problem Solving (解決疑難能力)	10	9	8	7	6	5	4	3	2	1
11. Quantitative Reasoning (數理思維能力)	10	9	8	7	6	5	4	3	2	1
<b>Creativity – Be able to think critically and creatively.</b>										
12. Critical Thinking (批判思維)	10	9	8	7	6	5	4	3	2	1
13. Creative Thinking (創意思維)	10	9	8	7	6	5	4	3	2	1
<b>Communication – Have trilingual and biliterate competence in English and Chinese, and the ability to articulate ideas clearly and coherently.</b>										
14. Oral Communication – English, Chinese and Putonghua (口述溝通能力)	10	9	8	7	6	5	4	3	2	1
15. Written Communication – English and Chinese (書面溝通能力)	10	9	8	7	6	5	4	3	2	1
<b>Teamwork – Be ready to serve, lead and work in a team, and to pursue a healthy lifestyle.</b>										
16. Teamwork (團隊合作)	10	9	8	7	6	5	4	3	2	1
17. Health Awareness (健康的生活方式)	10	9	8	7	6	5	4	3	2	1

**Hong Kong Baptist University**  
**GDSC1887: Paths to Service Leadership in Health Service**  
**Partner Opinion Questionnaire**

About the Questionnaire

*This questionnaire is to get the feedback of the representative of the partner organization on our students' performance during their service delivery, and on the collaboration with HKBU. Your personal response will be confidential and all results will be reported as grouped data only.*

Instruction

*Please read the following statements, circle the number that best describes your experience and opinion, from 1=strongly disagree, 6=strongly agree.*

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**Are you satisfied with the following:**

- |  |             |
|--|-------------|
| 1. Collaboration with HKBU in preparation on the joint venture       | 1 2 3 4 5 6 |
| 2. Performance of HKBU students during the service delivery (caring) | 1 2 3 4 5 6 |
| 3. Performance of HKBU students during the service delivery (health) | 1 2 3 4 5 6 |

- B. Do you think the collaboration benefit your organization ?** 1 2 3 4 5 6

**C. Do you think the following service by students benefit the service recipients:**

- |                   |             |
|-------------------|-------------|
| 1. Caring Service | 1 2 3 4 5 6 |
| 2. Health Service | 1 2 3 4 5 6 |

