



Sustainable Agriculture Education (SaGE) Farm

Annual Report 2014-2015

COMMUNITY-BASED LEARNING AND RESEARCH



UNIVERSITY *of* WASHINGTON | BOTHELL

TABLE OF CONTENTS



Letter from the Interim Director	3
Community Engagement Mission Statement	4
Statistics.....	5
CBLR Courses by School.....	6
Community Organizations.....	7
Community-Based Learning Impact Scale	9
· Civic Engagement	10
· Academic Learning	11
· Psychological Well-Being.....	12
· Professional Development	13
Achieving Community Transformation Student Organization.....	14
Community-Based Learning and Research Faculty/Staff Fellows	16
Authors	17
Citations	18
Appendix.....	19

LETTER FROM THE INTERIM DIRECTOR

It is with great joy that I present the Office of Community-Based Learning and Research's 2014-2015 Annual Report, a testament to all of your hard work and collaboration.

With regard to three of the six University of Washington Bothell's *21st Century Campus Initiatives*, I reflect and look forward with particular focus on *growth*, *community*, and *diversity*.



Growth

In 2009, the Office of Community-Based Learning and Research (CBLR) started to use EXPO, an online database administered through the Seattle campus, to collect data more accurately. Data from EXPO indicates that in 2009-2010, the CBLR Office supported **45** CBLR course sections, and **694** students in CBLR courses.

Over the 2014-2015 academic year, the CBLR Office supported **73** CBLR course sections and **1,204** students, which indicates a **60%** increase in CBLR course sections and a **57%** increase in student participation over the past six years.

As UW Bothell continues to grow student enrollment, one challenge will be to provide equitable access for students in all majors and schools to benefit from CBLR pedagogy. A second challenge will be to scale with growth while continuing to provide quality community-based learning experiences for our students and community partners.

Community

In the 2014-2015 academic year, *Community Engagement* was named as a signature UW Bothell practice for Academic Affairs integrated with two other distinctive methods of *Connected Learning and Scholarship* and *Cross Disciplinary Practices*. Our ongoing commitment to community engagement encourages us to focus on developing regional partnerships that expand the impact of our work in four ways:

1. Intellectually, through community-based and applied research and scholarship.
2. Curricularly, through internships, co-ops, project-based learning alliances, and community-based learning and research relationships with local industries and organizations.
3. Fiscally, through advancement, grants, and research centers.
4. Politically, through recognition of and reflection on the ways in which we leverage our resources in contribution to the sustainable and equitable development of the region.

Diversity

Research indicates that the academic success of systematically and traditionally underserved students is enhanced by increased opportunities to participate in high-impact teaching and learning practices – those that are part of community-based learning and research pedagogy (Strum, Eatman, Saltmarsh, Bush, 2011). Looking forward to 2016 and beyond, the Office of CBLR aims to build processes that ensure deep collaboration between diversity and community engagement efforts, with thoughtful attention to the diverse communities with whom we collaborate, both internal and external to our campus.

I hope that in reading this report you will see additional opportunities for how you and many others might connect to the Office of Community-Based Learning and Research, the University of Washington Bothell, and its wider community to promote a strong public service commitment.

With warm regards,

Kara Adams

Interim Director, Community-Based Learning and Research

COMMUNITY ENGAGEMENT MISSION STATEMENT

As a regionally accountable public university, the University of Washington Bothell is committed to building and sustaining institutional and community partnerships designed to enhance student success and the well-being and prosperity of the North Puget Sound and Washington State. Through a wide and varied network, our diverse students, faculty, staff, and administrative leadership focus on the goal of increasing the capacity of our region to identify and address local, national, and global challenges.

As part of our commitment to achieving this goal, UW Bothell recognizes the definition of community engagement developed by the Carnegie Foundation for the Advancement of Teaching:

1. The collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.
2. The purpose of community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare an educated, engaged citizenry; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.



Eileen Jowell, Northshore Community Schools, with Dr. Lauren Litchy at Collaboration with Strangers (CoLAB)

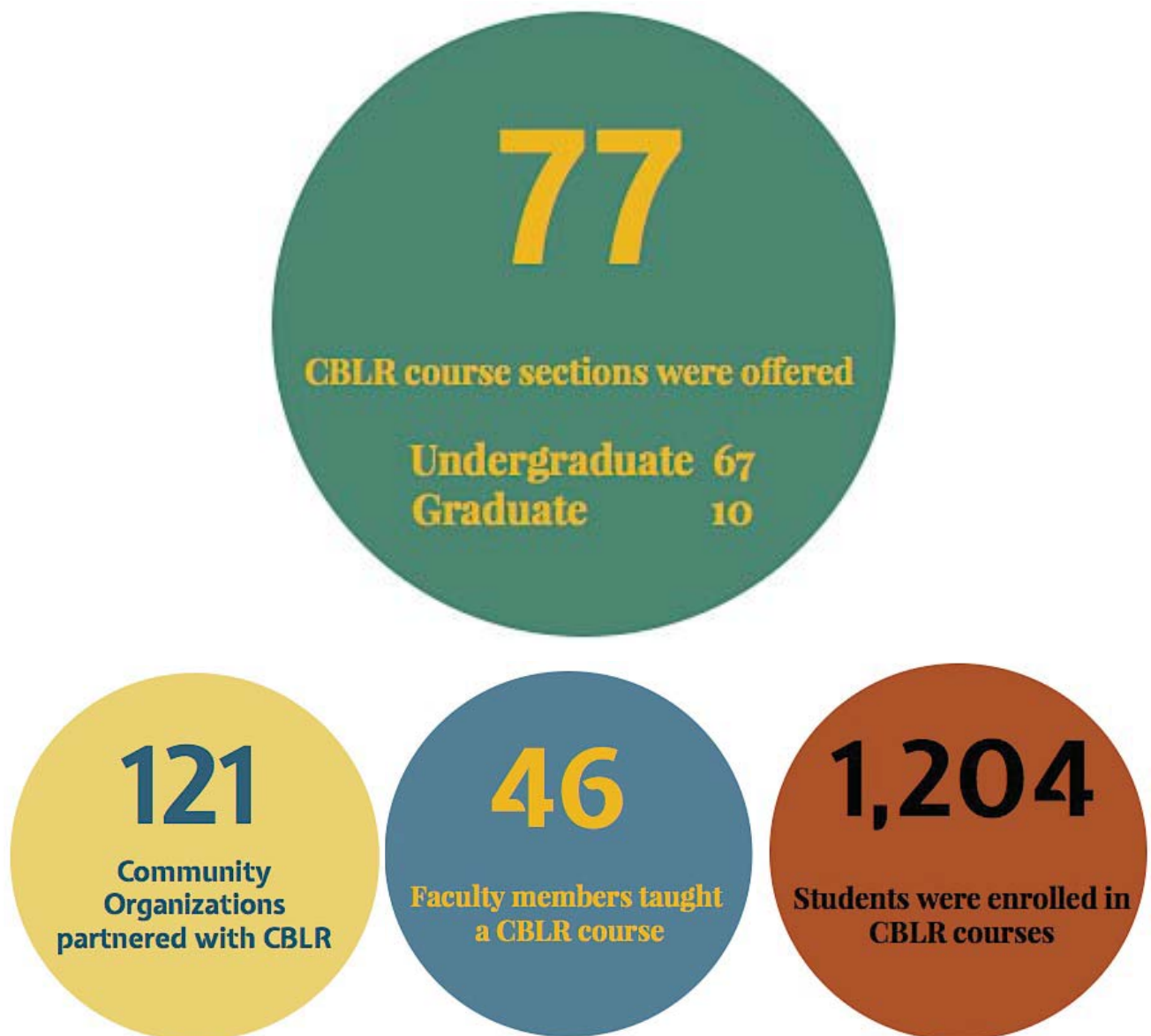


BEDUC 456: Adolescents in School and Society students facilitating "Believe in College" panel with Voyager Middle School

2014-2015 COMMUNITY-BASED LEARNING AND RESEARCH STATISTICS

➤ What are community-based learning and research courses?

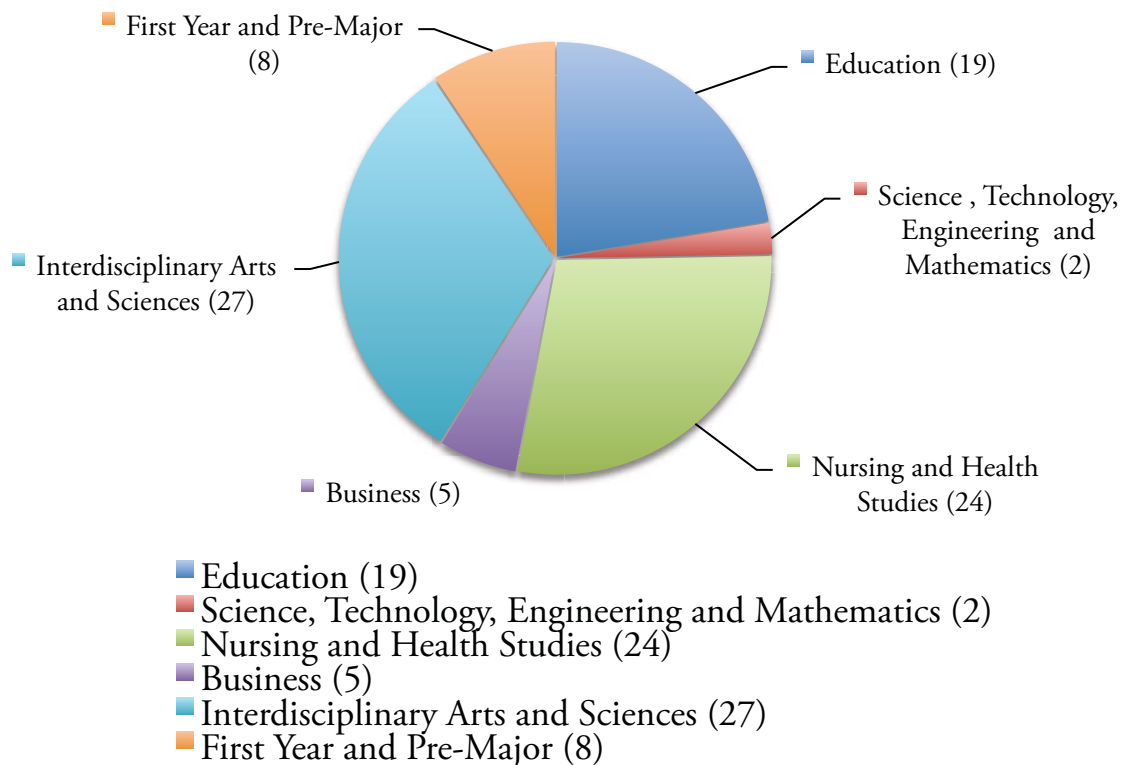
A credit-bearing educational experience in which students participate in an organized activity (direct service, research, creative process, advocacy, consulting) in collaboration with a community entity (organization, industry, business, K-12 schools, local government) for the purpose of mutual beneficial exchange of knowledge and resources in a context of partnership and reciprocity (adapted from Bringle and Hatcher (1996), and the Carnegie Foundation for the Advancement of Teaching).



CBLR COURSES BY SCHOOL

The Office of Community-Based Learning and Research makes multiple attempts to count all CBLR courses in every school on campus. Currently, an annual undergraduate “course count” is conducted during summer quarter through the Provosts survey on undergraduate research, public service, and internships, which goes out to all faculty. We also use EXPO as a tool to track courses and partnerships. EXPO is an online database where community partners input community-based learning and research opportunities for pre-selected CBLR courses. EXPO allows students, faculty, and community partners to organize, disseminate information, and connect with each other. Through this process, we correspond with individual faculty. It is still likely that there are courses and partnerships missing from this data.

CBLR Courses by School



The Office of Community-Based Learning and Research asks faculty to draw upon the Community Engagement mission statement to determine whether their courses should be considered in the count.

COMMUNITY ORGANIZATIONS



We give thanks to our community partners (local government, non-profits, schools, businesses, and internal UW Bothell departments) that worked with CBLR course over the 2014-2015 academic year.

- 21 Acres
- A la Mode Pies
- ACT Theater
- ALS Evergreen Chapter Association
- ArtsWest
- Basel Action Network
- Bothell Library
- Bothell Municipal Court
- Bothell United Methodist Church
- Bothell Community Kitchen
- Bothell-Kenmore-Kirkland Reporter
- Brown Paper Tickets
- Canyon Park Junior High
- Center for Human Services
- City of Bothell
- City of Kenmore
- City of Redmond Parks and Recreation Teen Programs
- COASST (Coastal Observation and Seabird Survey Team)
- Coding with Kids
- Community Alliance for Global Justice
- Community Economies Network
- Compass Housing Alliance
- Conservation Northwest
- Crystal Springs Elementary School
- Domestic Abuse Women's Network (DAWN)
- Downtown Emergency Service Center
- EarthCorps
- Edmonds School District
- Einstein Middle School
- Entre Hermanos
- Everett High School
- Evergreen Hospice
- Forterra
- Friends of the North Creek Forest
- Friends of Youth
- Full Life Care
- Green Kirkland Partnership
- HaloSource
- Henry Jackson High School—AVID
- Highline Terrace Elementary
- School Ingersoll Gender Center
- Inspire Youth Project
- Inter IM Community Development Association
- International Examiner
- Jenson Motor Boat Company
- Juanita High School
- King County Medical Reserve Corps
- King County Prosecuting Attorney's Office
- La Raza del Noroeste
- Leading Age Washington
- LGBTQ Allyship
- Lifelong AIDS Alliance
- Looking into the Needs of Kids and Schools (LINKS)
- Lutheran Community Services Northwest
- Mary's Place
- Meadowbrook Community Care
- MoreThanA Farm
- Mount Vernon Community Health Center

ORGANIZATION CONTINUED

- Mountlake Terrace High School
- Neighborcare Health
- New Beginnings
- NewCastle News/SnoValley Start, Issaquah
- Northshore Community Schools
- Northshore Senior Center
- Northshore YMCA
- Northwest Film Forum
- Olympic Hills Elementary
- Parkwood Elementary School
- Planned Parenthood Votes Northwest
- Providence Institute
- Puget Sound Sage
- Planned Parenthood of Skagit County
- Puget Soundkeeper Alliance
- Real Change
- Redmond Reporter
- Refugee Women's Alliance
- Ridgecrest Elementary
- SDK Bridge
- Seattle Against Slavery
- Seattle Children's Hospital—Alyssa Burnett Adult Life Center
- Seattle Children's Theater
- Seattle Repertory Theater
- Seattle Tilth Association
- Second Story Repertory
- Skagit Herald Printing Facility
- Snohomish County Department of Health and Human Services
- Snohomish County Medical Reserve Corps
- Snohomish County—Trinity Place Women's Shelter
- Social Justice Fund NW
- Solid Ground
- Songaia Cohousing Community
- Sound Salmon Solutions
- Susan G. Komen
- Sustainable Agriculture Education Collaborative (SAGE)
- Sustainable Seattle
- Taproot Theater
- The North American Post
- The Seattle Globalist
- The Sophia Way
- United Way of King County Tax Campaign
- University Beyond Bars
- UW Farm
- UW Bothell/Cascadia Wetlands
- UW Bothell—Digital Futures Lab
- UW Bothell—CBLR Office
- UW Pacific Northwest Agriculture
- Safety and health (PNASH)
- UW School of Drama
- Village Volunteers
- Vincent De Paul
- Volunteer Chore Services, Catholic Community Services of Western Washington
- Voyager Middle School
- Washington Environmental Council
- Young Women Empowered
- Youth Tutoring Program
- YWCA of Snohomish County
- YWCA of Snohomish County
- Somerset Women's and Children's
- Shelter/Transitional Housing

COMMUNITY-BASED LEARNING IMPACT SCALE

The University of Washington Bothell received a grant from the American Association of Colleges and Universities (AAC&U) in 2010. A component of this study is a student post survey. The Office of Community-Based Learning and Research administers a survey to all of our students in CBLR courses at the end of each quarter. For the 2014-2015 year, 18% of students who received the survey responded to the survey. The data was collected via an online Catalyst survey distributed to CBLR students after the completion of a community-based learning course. Only students in CBLR courses using EXPO received the survey. Questions focus on four areas: Civic Engagement, Academic Learning, Psychological Well-Being, and Professional Development. The next four pages reflect the individual student survey responses.



CSS 290: K-12 Computing Education students with Olympic Hills Elementary



BISCP 343: Community Psychology students with Jamilah Williams from Planned Parenthood Votes Northwest

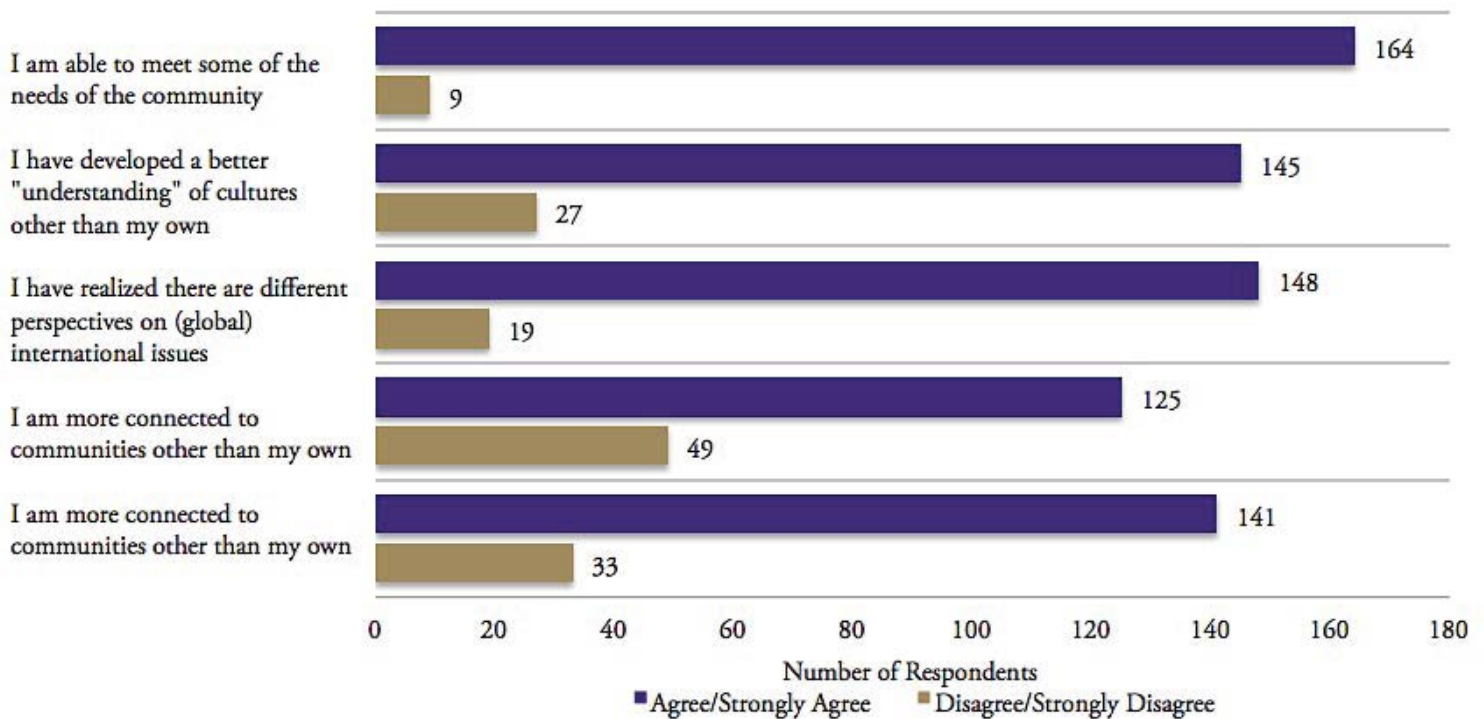
"Our group not only created a partner survey, but collected valuable and useful data on social aspects of early childhood education. Then we analyzed the data we had received statewide to come to a comprehensive conclusion to report to the partner about the effectiveness of their non-profit organization. Our research project in class will hopefully change the way the organization deals with early childhood education; we as classes have the possibility to make a difference in some young child's life for the better. In my opinion this is the most gratifying part of this entire research process."

-Student enrolled in BIS 312 Approaches to Social Research

CIVIC ENGAGEMENT

Civic Engagement measured the extent to which students felt part of a larger collective and collaborative activity aimed to contribute to the larger society (as cited in Adler, 2005) was measured using 5 items ranging from strongly agree to strongly disagree. Students were assessed on whether their CBLR experience influenced their sense of connectedness to their community and to other communities. These items also assessed the impact of their CBLR experience on their ability to understand other cultures and global issues. The goal of these items is to determine whether CBLR increased a sense of civic engagement among students (Carlisle, Gourd, Rajkhan, & Nitta, 2015).

Graph:
Due to my community-based learning experience:



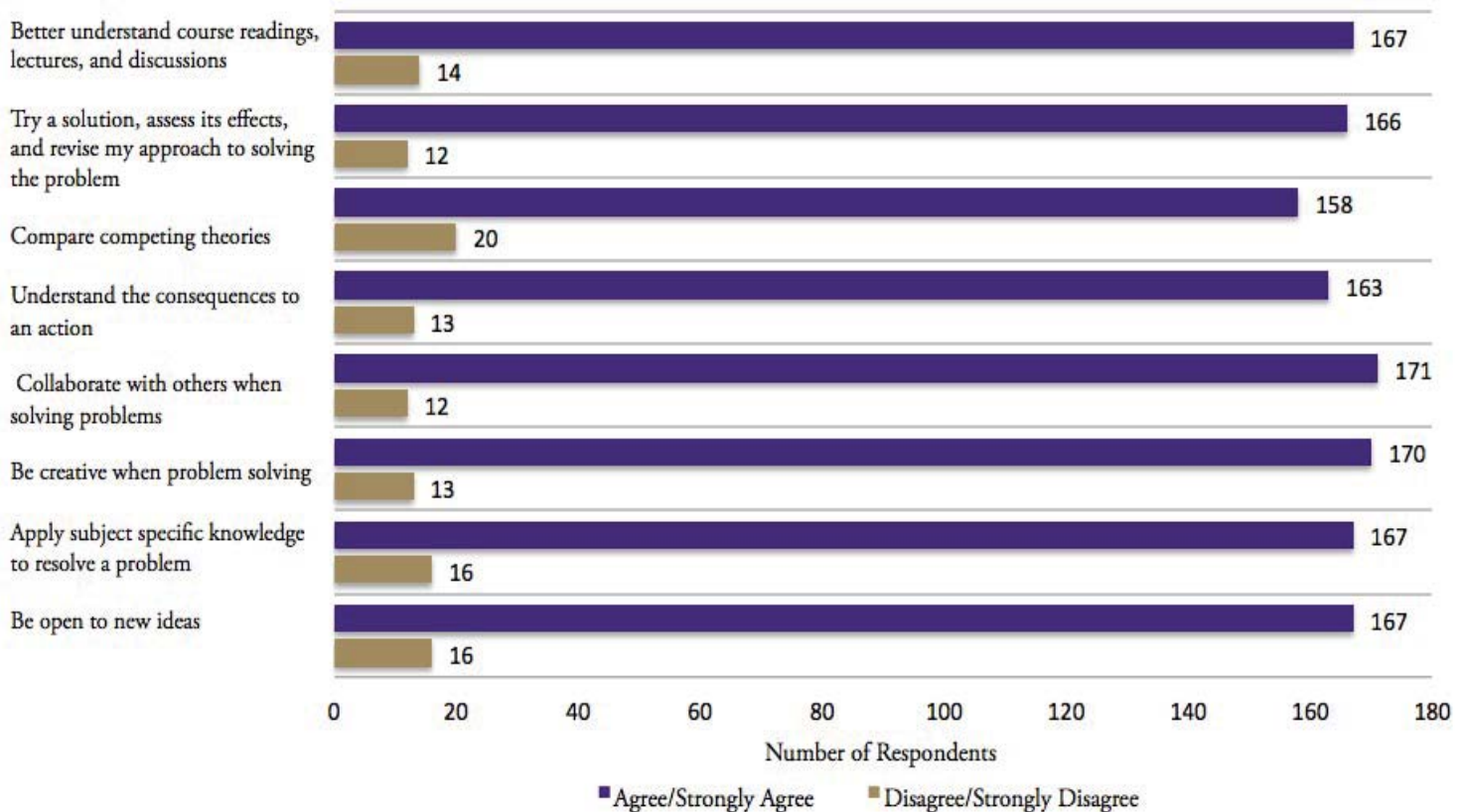
**“I was able to apply school concepts and class discussion while in the field and have a better understanding of my community
- Winter 2015 Student**

ACADEMIC LEARNING

The construct Academic Learning contained 8 items that were designed to measure whether students acquired skills needed to be successful in class. Students were asked whether CBLR made it more likely that they would be open to new ideas, apply subject-specific knowledge to resolving problems, be creative and collaborative when solving problems, understand consequences to an action, systematically consider competing theories, revise approaches to solving problems, and better understand course material. All items were measured on a 4-point scale from strongly agree to strongly disagree (Carlisle, Gourd, Rajkhan, & Nitta, 2015).

Graph:

Due to my community-based learning experience, in the future I am more likely to:



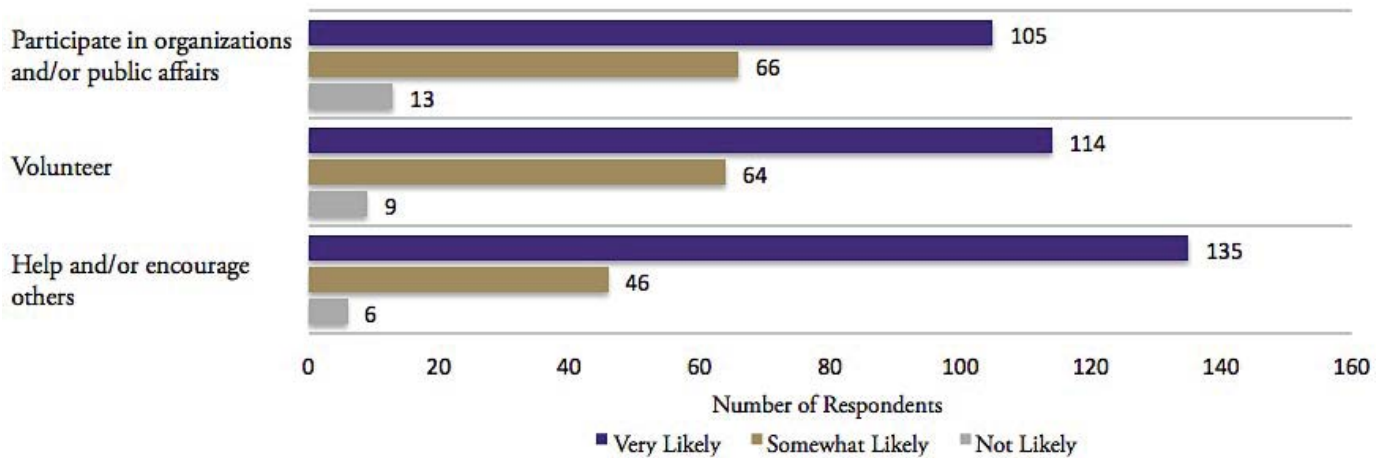
PSYCHOLOGICAL WELL-BEING

Psychological Well-Being we defined as a measure of student satisfaction with themselves in the world and whether they find purpose and meaning in life. Under this 6-item construct, students were asked whether their CBLR experience increased the likelihood that they would help and encourage others, volunteer, participate in public affairs (very likely, somewhat likely, not likely). Additionally, psychological wellbeing measured whether respondents had a better understanding of themselves, sense of purpose, and greater satisfaction with life (yes definitely, somewhat, no not at all) (Carlisle, Gourd, Rajkhan, & Nitta, 2015).

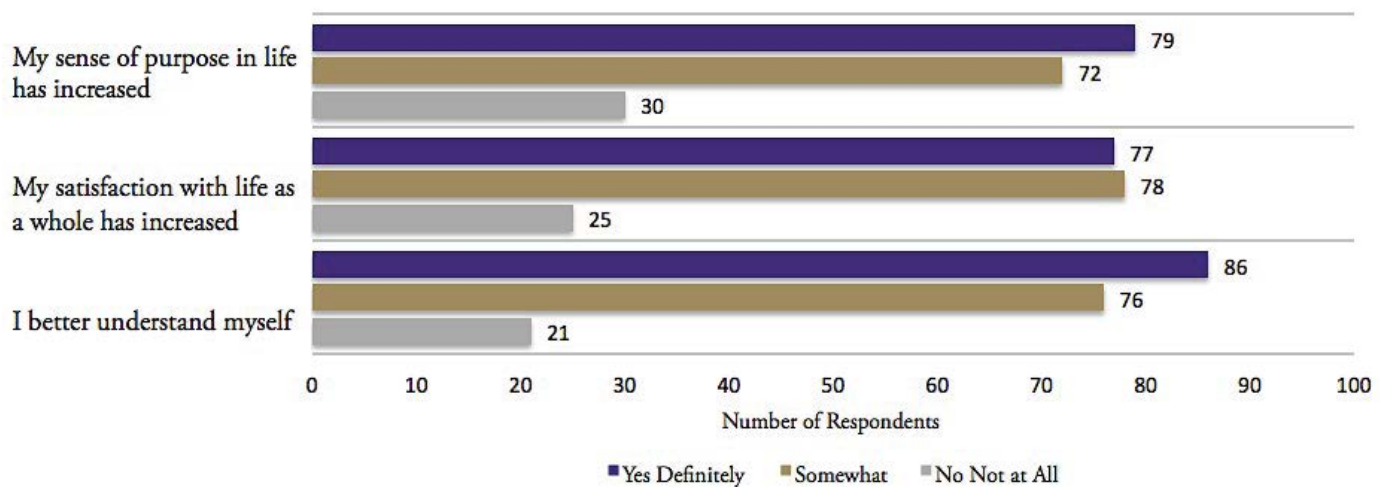
Graphs:

Through the community-based work in this course:

My community-based learning experience has increased the likelihood that I will:



Through the community-based work in this course:

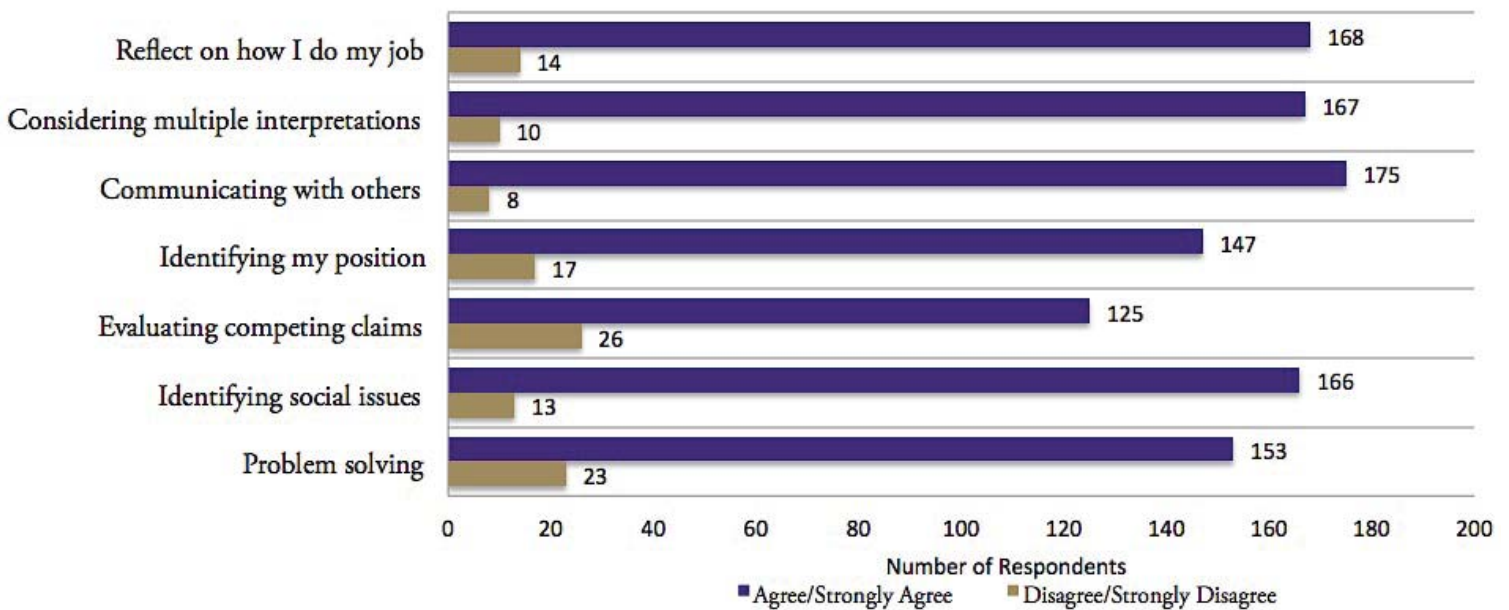


PROFESSIONAL DEVELOPMENT

Professional Development measured the extent to which CBLR had an impact on professional skills needed in the workforce. This 11-item construct asked respondents whether their skills increased and whether they are more likely to use specific skill sets across a range of indicators, including problem solving, analyzing social issues, justifying their position through communication, considering multiple interpretations, reflecting on how they do their job (strongly agree, agree, disagree, strongly disagree). Additionally, this construct asked respondents to reflect on whether their career opportunities have expanded, whether they take greater initiative, and whether they have developed greater dependability (yes, definitely, somewhat, no not at all) (Carlisle, Gourd, Rajkhan, & Nitta, 2015).

Graph:

My community-based learning and research experience improved my skills in the following areas:



“It was a wonderful experience that allowed me to explore my future career path while bonding with elementary students.”

-Student enrolled in BEDUC 220: Education and Society

ACHIEVING COMMUNITY TRANSFORMATION (ACT)

Achieving Community Transformation is a student organization supported by the Office of Community-Based Learning and Research in partnership with Student Engagement and Activities. ACT student leaders initiate and support ongoing dialogues between students and organizations within the greater Bothell area to provide engaging service opportunities.

2014-2015 ACT PROGRAMMING

Environmental Advocacy Workshop

- Community organization: Forest Friends of North Creek Forest is a group comprised of science advisors, educators, parents, grandparents and students dedicated to preserving the North Creek Forest.
- Faculty partner: Dr. Amy Lambert
- # of students: 12

MLK Jr. Programming

- Community organizations: 21 Acers, Miracle League, Homeward Pet Adoption Center, Northshore YMCA, UWB/CC Wetlands, Riverside East Retirement Home.
- Partnered with: Associated Students of the University of Washington Bothell (ASUWB), Students Engagement and Activities (SEA), Student Philanthropy Education Program (SPEP), Social Justice Organizers (SJO's), Cascadia Student Government, Cascadia Activities Board, Cascadia Office of Student Life
- # of students/staff/faculty : 99

Threads & Treads Service Event

- Community partner: Northshore Community Schools – Threads & Treads
- Threads & Treads provides Northshore families free, quality donated clothing for school-age youth, teens, young adults and parents. Student sort, organize and display clothes as part of service activities.
- # of students: 8



Northwest Indian College
Cultural Exchange for
Alternative Spring Break



MLK Day Programming 2015



MoreThanA Farm
Alternative Spring Break

Jeffrey Brune - Speaker and Conversation

- Jeffrey Brune, visiting speaker from Gallaudet University. Focused conversation/presentation on disability and passing, myths and misunderstanding of disabilities, dominate normative vs. variation of body image.
- Faculty and staff partners: Dr. Heather Evans, Dr. Mo West, and Rosa Lundborg
- Partnered with: Recreation and Wellness and Health Educators Reaching Out Student Organization
- # of students: 13

Volunteer Local Fair

- Over 20 organizations table to bring awareness about their organization and recruit students as volunteer and interns at the Volunteer Local Fair.
- Community organizations: Catholic Community Services, Mercer Slough Environmental Education Center, Northshore Senior Center, Friends of Youth, Care Day, Volunteers of America Western Washington, City of Kenmore, The Sophia Way, Shoreline-Lake Forest Park Arts Council, Turning Point, Camp Korey, Bothell Lions Club, Bothell Lions, City of Kirkland, Northshore Community Schools, Northshore School District, Compass Housing Alliance, Bothell Community Kitchen, Sound Salmon Solutions, City of Bothell
- Partnered with: Student Philanthropy Education Program Philanthropy Fair, U-Wave Radio, and UW Bothell Career Center's Networking Night
- # of students: approx. 100

Alternative Spring Break (ASB)

- ASB is a student led initiative that gives students the opportunity to take part in educational service projects during their scheduled spring break. The ASB program encourages active citizenship by providing service opportunities addressing issues within the community.
- Community organizations: Youth Migrant Project, 21 Acres, MoreThanA Farm, Puget Sound keeper Alliance, Northwest Indian College Wetland Restoration - a Tulalip Reservation, Threads & Treads
- Partnered with: Student Engagement & Activities, Recreation and Wellness, UW Bothell Admissions, Cascadia Student Life
- # of students : 62



Puget Soundkeeper Alliance
(in collaboration with the
OWLS Student Organization)



Riverside East Retirement Home
MLK Day Service



Youth Migrant Project
Alternative Spring Break

COMMUNITY-BASED LEARNING AND RESEARCH FACULTY/STAFF FELLOWS

2015-2016 is the 10th year of the CBLR Faculty/Staff Fellowship!

In 2006, the CBLR Fellowship was initiated by faculty, and since then, **55 faculty** and **3 staff** members have participated in the CBLR Fellowship, with support from **11 faculty** who have served on the Fellowship Steering Committee.

About the CBLR Fellowship Program:

The year long Community-Based Learning and Research Faculty and Staff Fellowship program is designed to promote and support faculty and staff development of community-based scholarship and creates pathways for students to deepen their community engagement within academic structures. The purpose of this program is to significantly enhance the capacity of UWB faculty and staff to offer courses, facilitate programs, and conduct research that directly engages the university with communities in ways that are valued by the academy. Fellows will have the opportunity to create or extend community-based work in courses or professional practice, conduct innovative research and participate in strategic planning for the next steps in support of community-based learning and research at UW Bothell.



Deborah Hathaway, 2014-2015 CBLR Fellow, presenting *Creative Engagement Through Community-Based Learning*, at the UW Teaching and Learning Symposium

"The CBLR Fellowship served as both a conduit and catalyst for my teaching and scholarship. The fellowship allowed me to meet other UWB scholars and community members who have similar goals and interests, and find co-collaborators on community-engaged projects that are interdisciplinary in nature. Through some of the institutional established relationships, I was able to form new partnerships that expanded this institutional network further. The fellowship also gave me the rare opportunity to critically examine and discuss issues inherent to community-based work, and to re-examine my pedagogy and professional practice."

*-Jody Early, Ph.D., M.S., MCHES
Associate Professor
School of Nursing and Health Studies*



Kara Adams, M.A.

Interim Director
Community-Based Learning and Research



Shauna Carlisle, Ph.D.

Assistant Professor
School of Interdisciplinary Arts and Sciences



Dhwani Vekaria

Interactive Media Design Student
CBLR Student Assistant
Credit: Graphic design for report



Daniel Murray

Biology Student
Student in Shauna Carlisle's BIS 315: Understanding Statistics
Credit: Cleaned data and created graphs for report

CITATIONS

- Bringle, R., & Hatcher, J. (1996). Implementing service learning in higher education. *Journal of Higher Education*, 67(2).
- Carlisle, S.K., Gourd, K., Rajkhan, Safaa., and Nitta, K. (Accepted). Assessing the impact of community-based learning on students: The community-based learning impact scale (CBLIS), *Journal of Service Learning in Higher Education*.
- Carnegie Community Engagement Classification (n.d.). In New England Resource Center for Higher Education. Retrieved from http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92
- Strum, S., Eatman, T., Saltmarsh, J., Bush, A. (2011). Full participation: Building the architecture for diversity and public engagement in higher education. Catalyst Paper.

APPENDIX



STUDENT SURVEY

The following questions attempt to understand your experiences with community-based learning. Please select the answer that best fits your experiences.

Question 1: My community-based learning experience has increased the likelihood that I will...

	Very Likely	Somewhat Likely	Not Likely	Don't Know
help and/or encourage others	<input type="radio"/> Very Likely	<input type="radio"/> Somewhat Likely	<input type="radio"/> Not Likely	<input type="radio"/> Don't Know
volunteer	<input type="radio"/> Very Likely	<input type="radio"/> Somewhat Likely	<input type="radio"/> Not Likely	<input type="radio"/> Don't Know
participate in organizations and/or public affairs	<input type="radio"/> Very Likely	<input type="radio"/> Somewhat Likely	<input type="radio"/> Not Likely	<input type="radio"/> Don't Know
pursue more classes that have a community-based partnership	<input type="radio"/> Very Likely	<input type="radio"/> Somewhat Likely	<input type="radio"/> Not Likely	<input type="radio"/> Don't Know

Question 2: My community-based learning work...

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Applicable
had mutual benefit to the community organization and me	<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Don't Know	<input type="radio"/> Not Applicable
had adequate communication between the community organization and me	<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Don't Know	<input type="radio"/> Not Applicable

Question 3: Since my community-based learning experience my skills have increased in the following areas:

	Strongly Agree	Disagree	Strongly	Don't Know	Not applicable
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Agree			Disagree			
problem solving	<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Don't Know	<input type="radio"/> Not applicable	
identifying social issues	<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Don't Know	<input type="radio"/> Not applicable	
evaluating competing claims	<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Don't Know	<input type="radio"/> Not applicable	
identifying my position	<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Don't Know	<input type="radio"/> Not applicable	
communicating with others	<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Don't Know	<input type="radio"/> Not applicable	
considering multiple interpretations	<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Don't Know	<input type="radio"/> Not applicable	

Question 4: Due to my community-based learning experience, in the future I am more likely to...

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not applicable
reflect on how I do my job	<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Don't Know	<input type="radio"/> Not applicable
be open to new ideas	<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Don't Know	<input type="radio"/> Not applicable
apply subject-specific knowledge to resolve a problem	<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Don't Know	<input type="radio"/> Not applicable
be creative when problem solving	<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Don't Know	<input type="radio"/> Not applicable

collaborate with others when solving problems Strongly Agree Agree Disagree Strongly Disagree Don't Know Not applicable

understand the consequences to an action Strongly Agree Agree Disagree Strongly Disagree Don't Know Not applicable

compare competing theories Strongly Agree Agree Disagree Strongly Disagree Don't Know Not applicable

try a solution, assess its effects, and revise my approach to solving the problem Strongly Agree Agree Disagree Strongly Disagree Don't Know Not applicable

better understand course readings, lectures, and discussions Strongly Agree Agree Disagree Strongly Disagree Don't Know Not applicable

The following questions attempt to understand how community based learning has influenced your civic engagement, and how it has helped you grow as a person.

Question 5: Due to my community-based learning experience...

Strongly Agree Agree Disagree Strongly Disagree Don't Know Not Applicable

I am more connected to MY community Strongly Agree Agree Disagree Strongly Disagree Don't Know Not Applicable

I am more connected to communities OTHER THAN my own Strongly Agree Agree Disagree Strongly Disagree Don't Know Not Applicable

I am able to meet SOME of the needs of the community Strongly Agree Agree Disagree Strongly Disagree Don't Know Not Applicable

I have realized there are different perspectives on (global) international issues

Strongly Agree
 Agree
 Disagree
 Strongly Disagree
 Don't Know
 Not Applicable

I have developed a better "understanding" of cultures other than my own

Strongly Agree
 Agree
 Disagree
 Strongly Disagree
 Don't Know
 Not Applicable

I can consider multiple interpretations of ideas or events

Strongly Agree
 Agree
 Disagree
 Strongly Disagree
 Don't Know
 Not Applicable

Question 6. Through the community-based work in this course...

	Yes Definitely	Somewhat	No Not at All	Not applicable
My career opportunities expanded	<input type="radio"/> Yes Definitely	<input type="radio"/> Somewhat	<input type="radio"/> No Not at All	<input type="radio"/> Not applicable
I have developed greater initiative	<input type="radio"/> Yes Definitely	<input type="radio"/> Somewhat	<input type="radio"/> No Not at All	<input type="radio"/> Not applicable
I have developed greater dependability	<input type="radio"/> Yes Definitely	<input type="radio"/> Somewhat	<input type="radio"/> No Not at All	<input type="radio"/> Not applicable
I better understand myself	<input type="radio"/> Yes Definitely	<input type="radio"/> Somewhat	<input type="radio"/> No Not at All	<input type="radio"/> Not applicable
My satisfaction with life as a whole has increased	<input type="radio"/> Yes Definitely	<input type="radio"/> Somewhat	<input type="radio"/> No Not at All	<input type="radio"/> Not applicable
My sense of purpose in life has increased	<input type="radio"/> Yes Definitely	<input type="radio"/> Somewhat	<input type="radio"/> No Not at All	<input type="radio"/> Not applicable

This final section asks some background information to help understand the many experiences of our diverse student population.

Question 7. Please select the category that best describes the number of hours per week that you worked on your community-based learning project outside the classroom.

- 0 hours per week
- 1-10 hours per week
- 11-15 hours per week
- 16-20 hours per week
- 21 or more hours per week

Question 8. Did you feel this was an adequate amount of time to complete your community-based work?

- I did not have enough time to complete quality work/service for the community partners
- It was hard to complete the required community-based learning hours
- Time was not something I was worried about

Question 9. Which racial background do you identify with?

- White (Non-Hispanic)
- Black/African American
- Native American or Alaskan Native
- Native Hawaiian or Pacific Islander
- Asian American
- Hispanic/Latino American
- Bi-racial or Multi-racial
- Other

Question 10. What is your gender?

- Female
- Male
- Other

Question 11. What is your class level?

- First-year
- Second-year
- Third-year
- Fourth-year
- Graduate Student

Other

Question 12. I have commitments outside of school (e.g., work, caring for children, caring for parents) that require (select one option below) hours a week.

1-10 hours per week

11-20 hours per week

21-30 hours per week

31-40 hours per week

40+ hours per week

I do not have any commitments outside of school

Question 13. What would you like others to know about your community-based learning experience?