



**2015-2016 ANNUAL REPORT**

# **COMMUNITY-BASED LEARNING AND RESEARCH**



UNIVERSITY *of* WASHINGTON | BOTHELL



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B CUSP 133: STEM Living Learning with Pacific Science Center

## OFFICE OF COMMUNITY-BASED LEARNING AND RESEARCH

### MISSION :

The Office of Community-Based Learning and Research (CBLR) holds as its mission the advancement of mutually beneficial relationships between the university and the extra-campus community through community-based learning and research for the purposes of education and growth among all involved parties. CBLR supports the University of Washington Bothell in its mission to be a "transformational learning community," to "serve as a catalyst to enhance quality of life throughout our region," and foster a "dynamic community of multicultural learning."

### WHAT ARE COMMUNITY-BASED LEARNING 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) & the Carnegie Foundation for the Advancement of Teaching)

# 2015-16 COMMUNITY-BASED LEARNING AND RESEARCH BY THE NUMBERS

**CBLR COURSES** 89

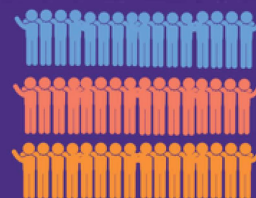
**78** UNDERGRADUATE  
**11** GRADUATE



89 cblr courses, 1275 students participated in cblr courses, 109 community organization partnered with community-based learning courses, and 53 faculty taught community-based learning courses.

**1275** STUDENTS

students participated in  
community-based learning  
courses  
(non-duplicate)



**COMMUNITY ORGANIZATION** 109



community organizations  
partnered with  
community-based learning  
courses

**53** FACULTY

faculty taught  
community-based learning  
courses

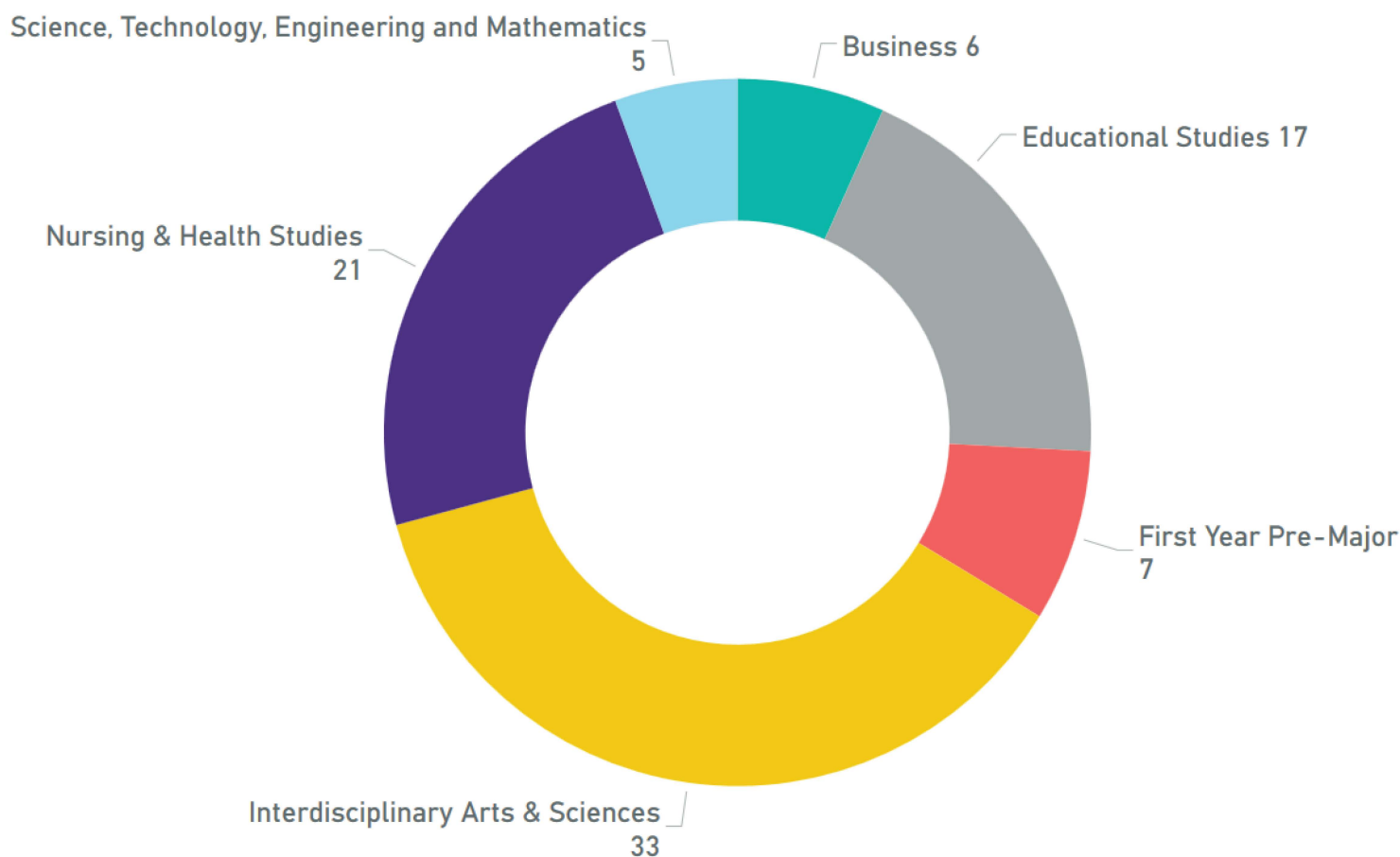




# CBLR COURSES BY SCHOOL

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 taught within each school Summer 2015 – Spring 2016



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

# COMMUNITY PARTNERS

We give thanks to our community partners (local government, non-profits, schools, businesses, and internal UW Bothell departments) that worked with CBLR courses over the 2015–2016 academic year.

- ▶ 21 Acres
- ▶ Alliance for a Just Society
- ▶ Black Prisoners Caucus, Callam Bay
- ▶ Bothell Community Kitchen,
- ▶ Bothell United Methodist Church
- ▶ Bothell Municipal Court
- ▶ Carbon Washington
- ▶ Center for Human Services
- ▶ City of Bothell
- ▶ City of Kenmore
- ▶ Cocoon House
- ▶ Coding with Kids
- ▶ Community Alliance for Global Justice
- ▶ Community Initiatives for Visiting Immigrants in Confinement(CIVIC)
- ▶ Domestic Violence Services of Snohomish County
- ▶ Downtown Emergency Service Center(DESC)
- ▶ EarthCorps
- ▶ Edmonds School District
- ▶ Einstein Middle School
- ▶ El Centro de la Raza
- ▶ Empower
- ▶ Everest Park, Kirkland
- ▶ Everett Gospel Mission
- ▶ Everett High School
- ▶ Farmer Frog
- ▶ Fred Hutchinson Cancer Research Center
- ▶ Friends of the North Creek Forest
- ▶ Friends of Tostan
- ▶ Friends of Youth
- ▶ Full Life Care
- ▶ Green Kirkland Partnership
- ▶ Henry Jackson High School, AVID
- ▶ Hidden River Middle School
- ▶ Incarcerated Mothers Advocacy Project
- ▶ Ingersoll Gender Center
- ▶ Inter IM Community Development Association
- ▶ International Examiner
- ▶ Issaquah School District -VOICE
- ▶ iUrban Teen
- ▶ Jewish Family Service
- ▶ King County Information Technology
- ▶ King County Metro
- ▶ King County Prosecuting Attorney's Office
- ▶ Korean Women's Association
- ▶ La Raza del Noroeste
- ▶ Latino Education Training Institute(LETI)
- ▶ Lifelong AIDS Alliance
- ▶ LINKS (Looking into the Needs of Kids and Schools)
- ▶ Lutheran Community Services Northwest
- ▶ Mary's Place
- ▶ Meadowbrook Community Care
- ▶ MoreThanA Farm
- ▶ NAMI Eastside
- ▶ NAMI Greater Seattle
- ▶ NewCastle News/SnoValley Start, Issaquah Press
- ▶ North Helpline
- ▶ Northshore Community Schools of Northshore School District
- ▶ Northshore Senior Center



# Community Partners Continued...

- ▶ Northshore Wranglers
- ▶ Northshore YMCA
- ▶ Northwest Film Forum
- ▶ Out in Front
- ▶ Olympic Hills Elementary
- ▶ Pacific Science Center
- ▶ Planned Parenthood Votes Northwest
- ▶ Powerful Voices
- ▶ P-Patch Community Gardening Program, City of Seattle Dept. of Neighborhoods
- ▶ Providence Regional Medical Center
- ▶ Puget Soundkeeper Alliance
- ▶ Ravena Park
- ▶ Real Change
- ▶ Redmond Reporter
- ▶ Roosevelt High School
- ▶ Seattle Children's Hospital—Alyssa Burnett Adult Life Center
- ▶ Seattle Children's Hospital, Bellevue
- ▶ Seattle Gospel Mission
- ▶ Seattle NOW
- ▶ Seattle Parks & Recreation: Youth Employment and Service Learning Unit
- ▶ Snohomish County Department of Public Works
- ▶ Snohomish Health Leadership Coalition
- ▶ Snohomish County—Superior Court
- ▶ Snohomish Fire Department
- ▶ Solid Ground
- ▶ Songaia Cohousing Community
- ▶ Sound Salmon Solutions
- ▶ Statewide Poverty Action Network(SPAN)
- ▶ Sustainable Agriculture Education Collaborative (SAGE)
- ▶ Sustainable Seattle
- ▶ Teledyne BlueView
- ▶ The Sophia Way
- ▶ Turning Point
- ▶ United Way of King County
- ▶ University Beyond Bars
- ▶ University Family YMCA
- ▶ UW Farm
- ▶ UW School of Oceanography
- ▶ UW Bothell/Cascadia Grounds & Wetlands
- ▶ UW Bothell—Digital Futures Lab
- ▶ Verdant Community Health
- ▶ Village Volunteers
- ▶ Volunteer Chore Services, Catholic Community Services of Western Washington
- ▶ Voyager Middle School
- ▶ Washington Coalition for Parole
- ▶ Washington Physicians for Social Responsibility (WPSR)
- ▶ Washington Trail Association
- ▶ WithinReach
- ▶ Woodland Zoo
- ▶ Woodmoor Elementary
- ▶ Young Women Empowered
- ▶ Youth Tutoring Program
- ▶ YWCA of Snohomish County
- ▶ YWCA of King County



**Friends of North Creek Forest**

# CBLR Faculty-Staff Fellowship 2015-2016

## **micha cárdenas, Ph.D.**

School of Interdisciplinary Arts & Sciences  
Project: Unstoppable

## **Steven W. Collins, Ph.D., P.E.**

School of STEM  
Project: Educating Citizen Engineers through  
Community-Based Learning & Research

## **Shannon Cram, Ph.D.**

School of Interdisciplinary Arts & Sciences  
Project: Hanford Nuclear Reservation  
Community-Engaged Work

## **Claire Peinado Fraczek, Ph.D.**

Office of Academic Affairs  
Project: Building a Learning Community of  
Practice

## **Charity Flener Lovitt, Ph.D.**

School of STEM  
Project: Science and Technology Living  
Learning Community & the Pacific Science  
Center

## **Debra Hildebrand, MBA, PMP**

School of Business  
Project: Quantitative Project Management  
Methodologies & Nonprofit Organizations

## **Maura Shelton, Ph.D.**

School of Business/First Year & Pre-Major  
And

## **Cleo Neuciae, M.S.**

School of Education/First Year & Pre-Major  
Project: Valuing Our Community's  
Ecosystems

## **Victoria Breckwich Vásquez, DrPH, MPH, MA**

School of Nursing & Health Studies  
Project: Partnership Development &  
Undergraduate Research, Latin@Health  
Initiative

## About CBLR Fellowship

The purpose of the yearlong Community-Based Learning and Research Faculty and Staff Fellowship is to significantly enhance the capacity of UW Bothell 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 and its community partners. Fellows have the opportunity to create or extend community-based work in courses, professional practice, and conduct innovative community-based research.



**Latinx Community Assessment project co-lead by  
Vicky Breackwich Vasquez & Claire Peinado Fraczek**

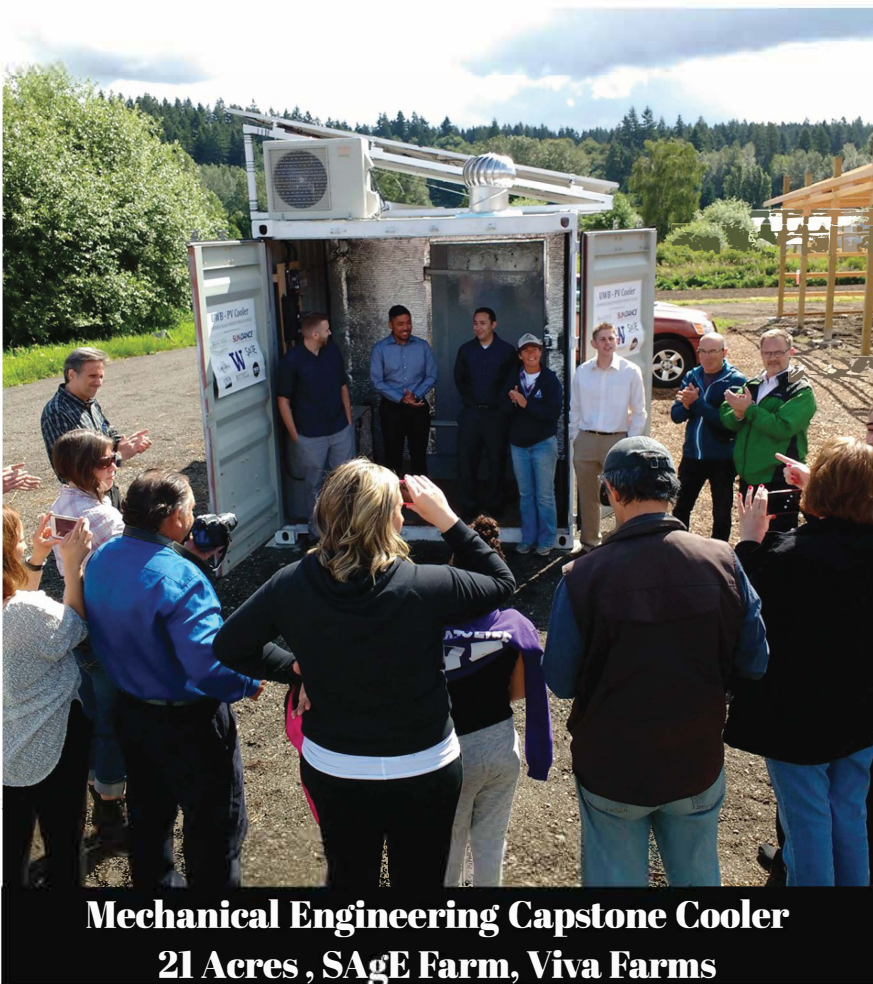


***Unstoppable* produced by micha cárdenas**



# 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



*“If it had purely been a course requiring only reading, writing and testing, then students...would have felt the issues facing global society were too large to surmount. The opportunity to then investigate, design and potentially implement sustainable solutions in our local community served to reinforce that there are steps that an engineer can do to make an impact.”*

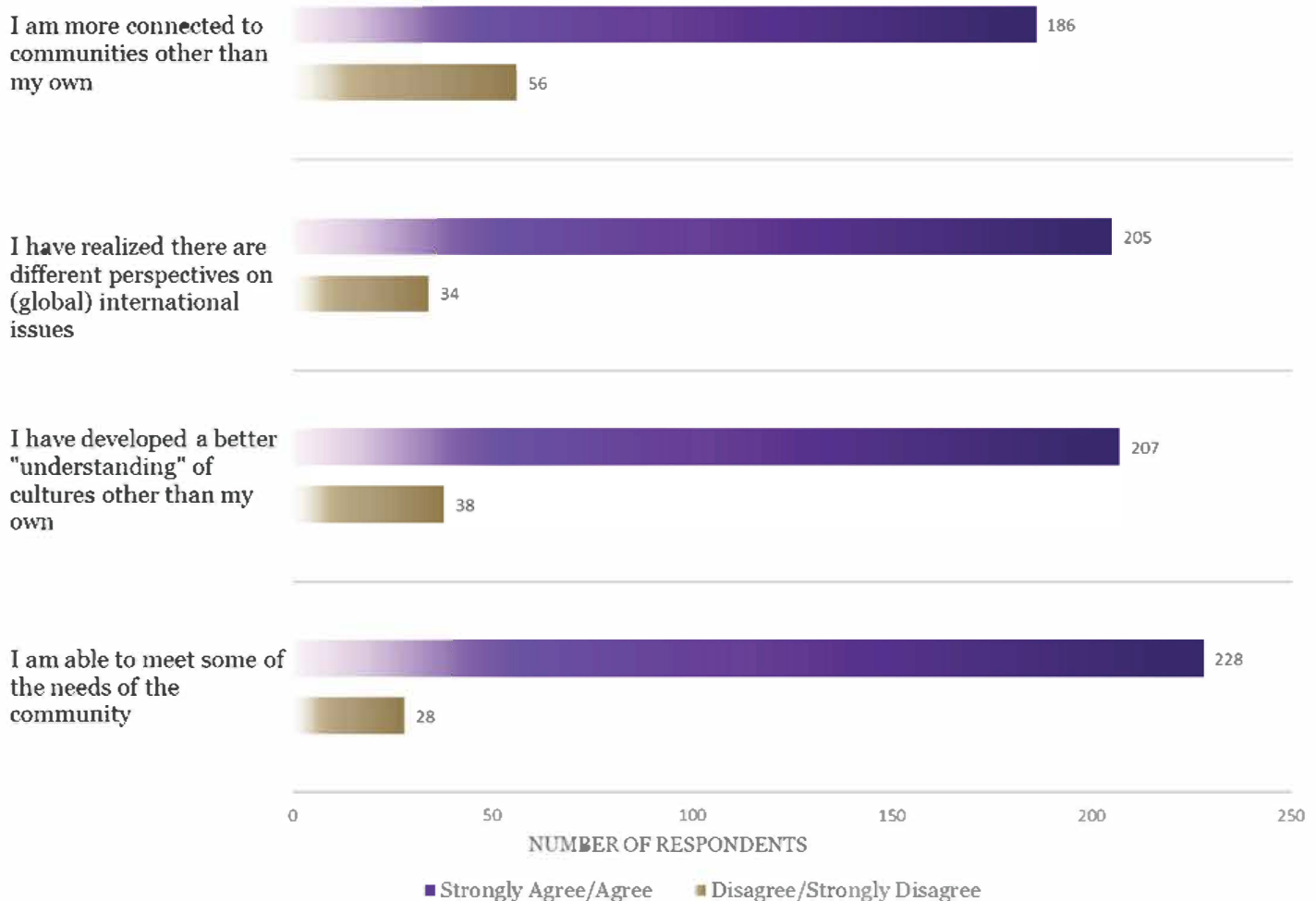
*- Mechanical Engineer Student in BME 481: The Citizen Engineer*

**Mechanical Engineering Capstone Cooler  
21 Acres , SAgE Farm, Viva Farms**

# 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). It was measured using 4 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:



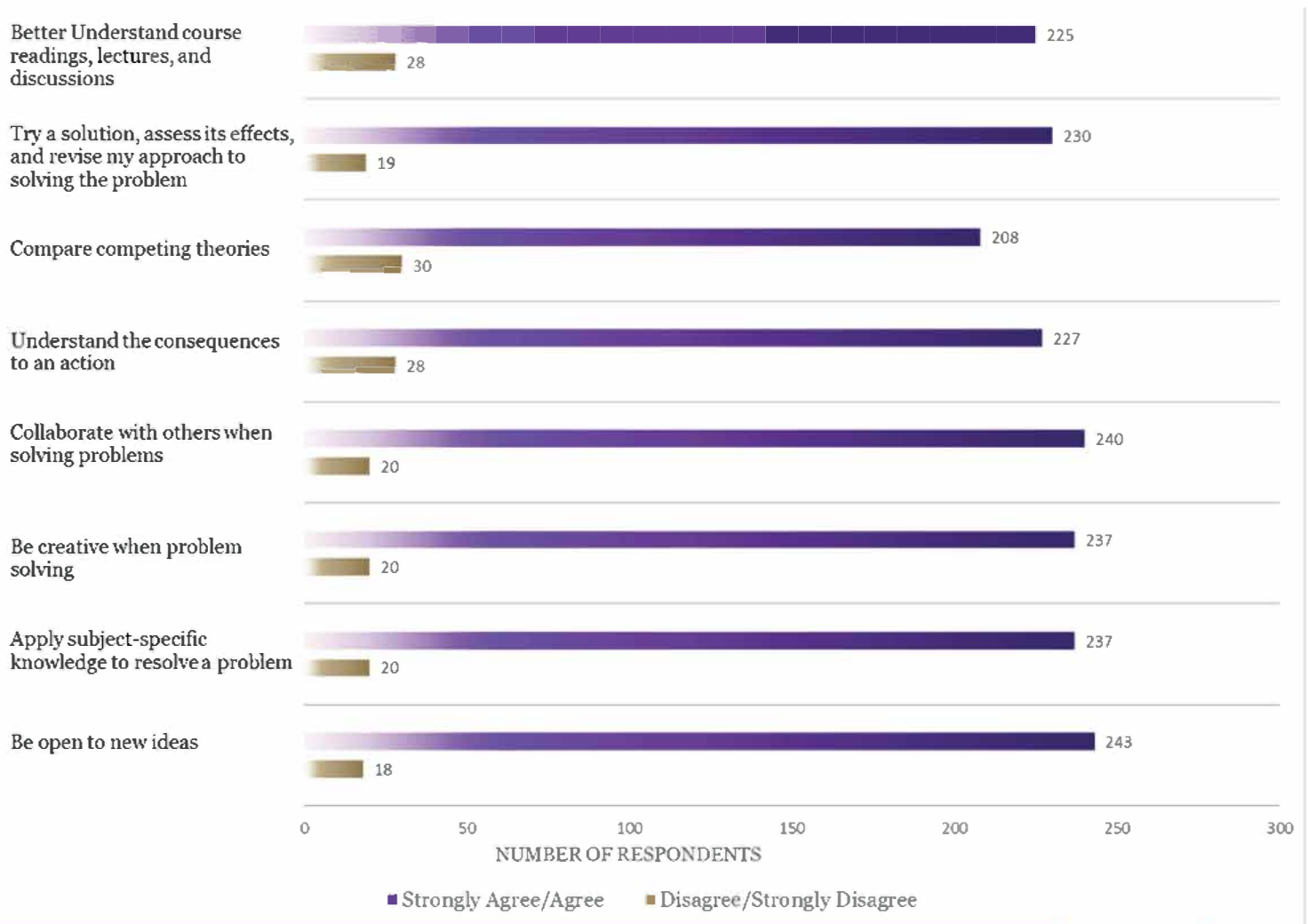


# Academic Learning

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 the consequences to an action, 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:



*"I actually prefer these kinds of classes because it allows us as students to apply what we are learning first hand and not just memorize theories and concepts. By applying the material first hand like this I will better retain the information."*

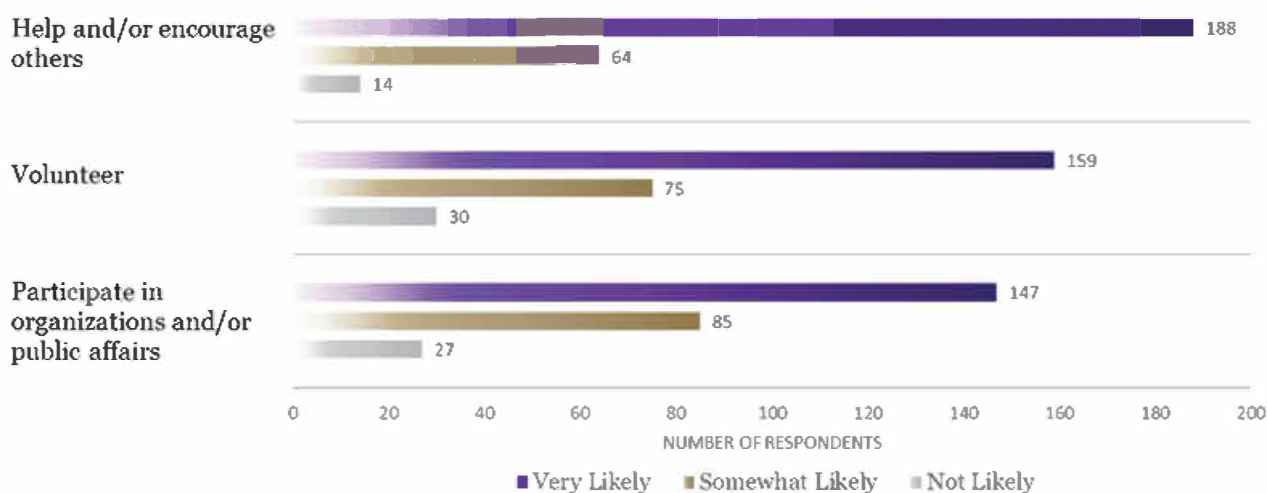
*-Student in CBLR Course*

# Psychological Well-Being

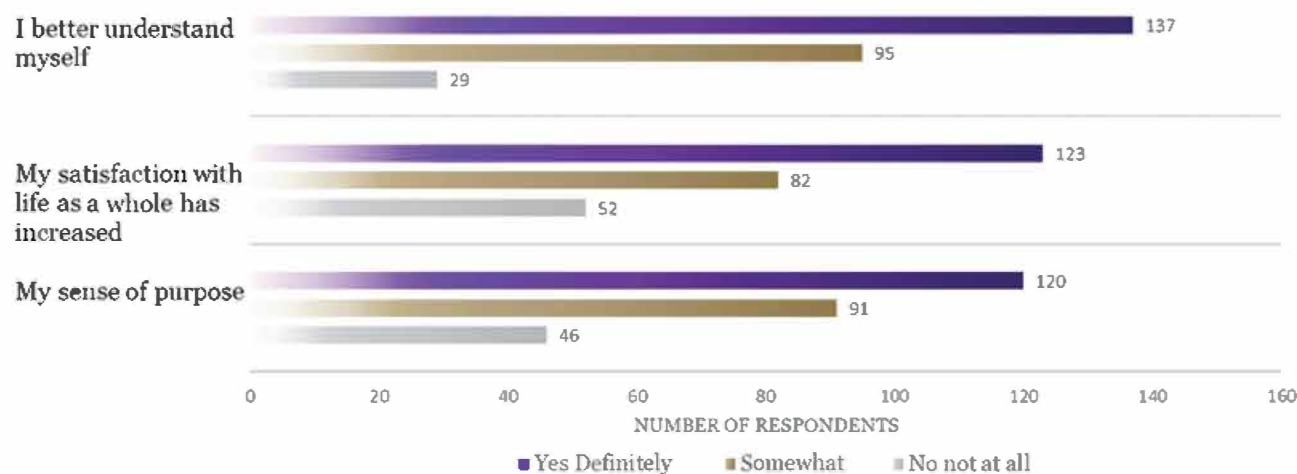
Psychological Well-Being we defined as a measure of student satisfaction with themselves in the world and whether they find purpose and meaning in life. Under this 6-item construct, students were asked whether their CBLR experience increased the likelihood that they would help and/or encourage others,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

Graphs:

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



Through the community-based work in this course:



*“My community-based learning experience enhanced my learning and was an integral part of understanding my sense of self. It has been one of my favorite experiences during my time at UW Bothell.”*

*-Student in CBLR Course*

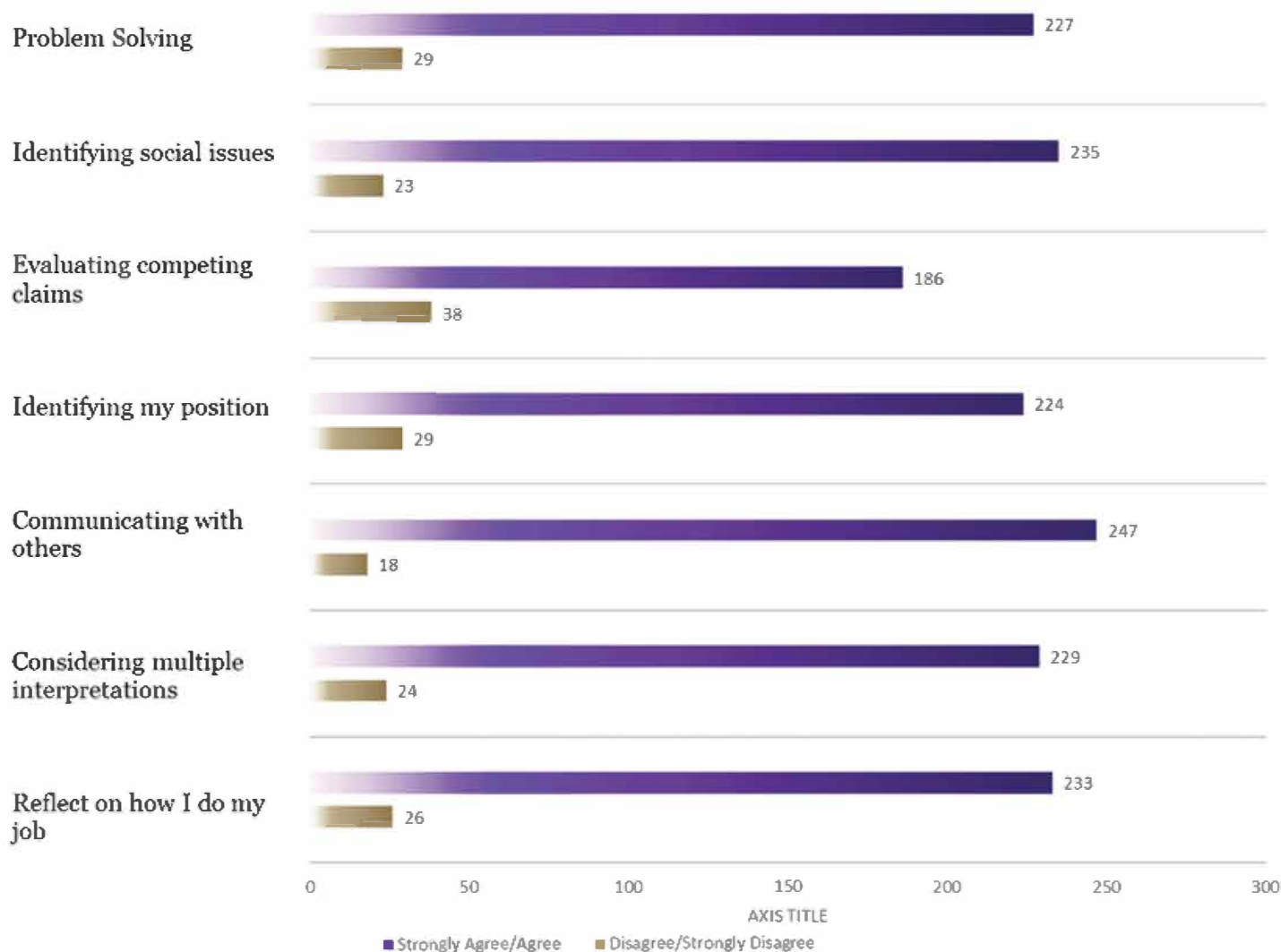


# Professional Development

Professional Development measured the extent to which CBLR had an impact on professional skills needed in the workforce. This 7-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, identifying social issues and their position, communicating with others, considering multiple interpretations, evaluating competing claims, and reflecting on how they do their job (strongly agree, agree, disagree, strongly disagree) (Carlisle, Gourd, Rajkhan, & Nitta, 2015).

Graph:

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



# Achieving Community Transformation (A.C.T)

ACT is a student organization supported by the Office of Community-Based Learning & Research. ACT Student Leaders initiate and support ongoing dialogues between students and local organizations to provide engaging service and civic engagement opportunities.

## MLK Day Programming

**No. Students/  
Staff/Faculty**

**205**

**Community  
Organizations**

**5**



## Alternative Spring Break

**No. Students/ Staff**

**37**

**Community  
Organizations**

**4**

## Volunteer Local Fair

**No. Students/  
Staff/Faculty**

**200**

**Community  
Organizations**

**24**



## Other Civic Engagement Events

- ▶ Northshore School Threads & Treads
- ▶ 21 Acres
- ▶ Holly House
- ▶ Seattle Children's Alyssa Burnet Adult Life Center
- ▶ Vineyard Park Retirement Home

# CBLR Report Created By...



**Kara Adams, M.A.**

Director  
Community Engagement

**Shauna Carlisle, Ph.D.**

Assistant Professor  
School of Interdisciplinary Arts and Sciences



**Dhwani Vekaria**

Interactive Media Design Student  
CBLR Student Assistant  
Credit: Design



**Daniel Murray**

B.S. Biology  
Research Assistant for Prof. Carlisle  
Credit: Cleaned data and created graphs for rep



# 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](http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92)

# APPENDIX

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	Agree	Disagree	Strongly Disagree	Don't Know	Not applicable
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 checked="" type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Know	<input type="radio"/> Don't	<input type="radio"/> Not applicable
collaborate with others when solving problems	<input checked="" type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Know	<input type="radio"/> Don't	<input type="radio"/> Not applicable
understand the consequences to an action	<input checked="" type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Know	<input type="radio"/> Don't	<input type="radio"/> Not applicable
compare competing theories	<input checked="" type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Know	<input type="radio"/> Don't	<input type="radio"/> Not applicable
try a solution, assess its effects, and revise my approach to solving the problem	<input checked="" type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Know	<input type="radio"/> Don't	<input type="radio"/> Not applicable
better understand course readings, lectures, and discussions	<input checked="" type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Know	<input type="radio"/> Don't	<input type="radio"/> 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...

	<input checked="" type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Know	<input type="radio"/> Don't	<input type="radio"/> Not Applicable
I am more connected to MY community	<input checked="" type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Know	<input type="radio"/> Don't	<input type="radio"/> Not Applicable
I am more connected to communities OTHER THAN my own	<input checked="" type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree	<input type="radio"/> Know	<input type="radio"/> Don't	<input type="radio"/> Not Applicable

I am able to meet SOME of the needs of the community	<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
I have realized there are different perspectives on (global) international 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
I have developed a better "understanding" of cultures other than my own	<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
I can consider multiple interpretations of ideas or events	<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 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?