Q1
On behalf of the Community Engagement Council, please take a few minutes and complete this survey.

In order to continue working on our community engagement initiative supported (or sponsored) by Campus Compact, the next phase of BSU's plan is to create more formal support for faculty development regarding the implementation of service-learning courses, and to provide coordinated efforts for tracking and assessing courses that involve students working in the community.

The purpose of this survey is twofold: first, to identify who is connecting with the community with regard to specific courses and projects; and second, to identify experience with, and interest in, anyone wanting to learn more about service-learning pedagogy. Service-learning faculty development workshops and training will begin late fall, 2019. Anyone teaching service-learning courses or those wanting to teach service-learning courses are encouraged to attend workshops.

Q2
In any of your courses at BSU during the past five years, have your students engaged with a community partner, or an outside organization?

- Yes
- No

Condition: Yes is Selected. Skip To: End of Block.
Condition: No is Selected. Skip To: End of Block.
Q3 In order to learn more about your courses that include community engagement, please provide the following information for up to two courses.

- Course 1 (e.g., COMM 2100 Family Communication)

  Please identify the specific community partner or organization your students worked with for this particular course; if more than one, please list all partners for this course.

- Please provide a brief explanation of the nature of engagement the students had with the community partner (or these partners).

- Please identify the average time students spent with the community partner or organization during the semester (e.g., number of hours, number of times/visits with community or organization, one-time intense activity, somewhat consistent throughout the semester, worked intensely with the community or organization throughout the semester, etc.).

  Group

  Feel free to add anything else that captures your course that is necessary to explain the nature of the course or community engagement.
Q4 Please provide the following information for your second course.

Course 2 (e.g., COMM 3130 Family Communication)

Please identify the specific community partner or organization your students worked with for this particular course; if more than one, please list all partners for this course.

Please provide a brief explanation of the nature of engagement the students had with the community partner (or these partners).

Please identify the average time students spent with the community partner or organization during the semester (e.g., number of hours, number of times/visits with community or organization, one-time intense activity, somewhat consistent throughout the semester, worked intensely with the community or organization throughout the semester, etc.).

Group

Q5 We are going to be creating a Community Engagement newsletter to highlight partnerships between BSU and our local communities. Before publishing anything, we would work with you on how you would like your project highlighted. Would you be interested in having your class and community partnership featured in a Community Engagement newsletter?

Yes, please contact me

Maybe, I want to know more about it - please contact me

No thanks
Q6  There are various ways in which students connect with the community. Academic service-learning is a unique pedagogy where students engage with community members in a reciprocal partnership and reflect on their experience throughout the semester in order to deepen their learning. Course learning outcomes related to service-learning are met in partnership by the faculty, students, and community partner by providing structured and guided opportunities that link the community experiences to purposeful and meaningful self-reflection, self-discovery, and the acquisition of skills and knowledge content. In doing so, all parties receive concrete benefits. In essence, the community becomes a live textbook for the course.

Given this definition, what experience do you have with service-learning (a-l)? Please check all that apply.

- I have no experience with s-l
- I have a little experience with s-l (e.g., a project in a class or one class where I tried s-l)
- I have taught a s-l class(es) in the past at a different university
- At BSU, I have/or currently teach one or more classes that involve s-l
- I have taught classes with service but not sure it would be considered s-l as defined above
- Other or additional response to your experience with s-l

- The courses I listed above would reflect service-learning courses.

Page Break

Q7  What is your interest level in learning more about using service-learning in your classes?

- Definitely interested - I want to learn more
- Somewhat Interested - I am curious how it would work and link to my discipline
- Not really interested
**Q8**

*Beginning in the fall of 2019, there will be a series of workshops dedicated to helping faculty incorporate service-learning as a more formal pedagogy in their classes. This effort will help identify the work being done, as well as provide assessment of service-learning across the university. In order to plan accordingly, please identify topics that seem of interest to you for enhancing a current course you teach, or creating a new course in service-learning. Check all that apply.*

- Overview of what is service vs service-learning (and other community-based activities) and its benefits for faculty, students, and community partners
- Creating service-learning outcomes specific to your course
- Identifying an appropriate community partner for your course, and communicating with community partners throughout the semester
- Creating and grading reflections, assignments, and potential projects
- Service-learning assessment (with partners, students, and self)
- Creating a syllabus that reflects service-learning components
- Helping students work with diversity and privilege issues when working in communities
- How to incorporate service-learning in fulfilling requirements of teaching, scholarship, professional development, student development, and service

Please identify any other topic of interest not listed

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**Q9**

*To accurately report on what is currently happening with community engagement, and to identify folks interested in further training, please identify your name, department, college, and contact information so Dr. Donna Pawlowksi, Academic Service-Learning Faculty Coordinator, can contact you with further details.*

- Name
- Department
- College
- Contact Information

Add Block

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**End of Survey**

Survey Termination Options...