TLEF Project – Final Report

Report Completion Date: 2019/04/30

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Evidenced-Based Evaluation Framework for Community-Based Experiential Learning Projects for the Bachelor of Media Studies
Principal Investigator:	Richard Arias-Hernandez, Ph.D.
Report Submitted By:	Richard Arias-Hernandez, Ph.D.
Project Initiation Date: 2017/04/01	**Project Completion Date:** 2019/03/31
Project Type:	☐ Large Transformation ☒ **Small Innovation** ☐ Flexible Learning ☐ Other: [please specify]

1.2. Project Focus Areas – *Please select all the areas that describe your project.*

☐ Resource development (e.g. learning materials, media)

☐ Infrastructure development (e.g. management tools, repositories, learning spaces)

☐ Pedagogies for student learning and/or engagement (e.g. active learning)

☒ **Innovative assessments (e.g. two-stage exams, student peer-assessment)**

☐ Teaching roles and training (e.g. teaching practice development, TA roles)

☐ Curriculum (e.g. program development/implementation, learning communities)

☐ Student experience outside the classroom (e.g. wellbeing, social inclusion)

☒ **Experiential and work-integrated learning (e.g. co-op, community service learning)**

☐ Indigenous-focused curricula and ways of knowing

☐ Diversity and inclusion in teaching and learning contexts

☐ Open educational resources

☐ Other: [please specify]

1.3. Project Summary

This project designed and tested a multi-stakeholder framework to evaluate Community-Based Experiential Learning (CBEL) projects for the Bachelor of Media Studies (BMS) of the Faculty of Arts. The main goal of this project was to provide CBEL projects at the BMS with a structured, evidenced-based, evaluation framework to determine how effectively learning outcomes and other objectives are being reached. Our evaluation framework links the multiple interests and objectives of CBEL stakeholders and identifies adequate data collection and data analysis methods. We applied this evaluation framework to several courses at the BMS and are using its results to improve current and future CBEL initiatives for students, teachers, and community partners alike. Results of this project provide an evidence-based strategy that integrated previously independent CBEL initiatives, focused on individual courses, into a single coherent CBEL strategy for the whole BMS that targets as well Program Learning Outcomes. This project collaborates and coordinates with a larger TLEF at CCEL, as a case study, to develop a more generic evaluation framework for all academic programs using CBEL at UBC.

1.4. Team Members –

Name	Title/Affiliation	Responsibilities/Roles
Cui Can	MLIS Graduate Student at the iSchool	GRA during 2017/2018 and 2018/2019, responsibilities: literature review, design of instruments in Qualtrics, analysis and visualization of data using Python
Christine D'Onofrio	Instructor, AHVA and BMS	Collaborator
Jennifer Moss	Adjunct, Creative Writing and BMS	Collaborator
Jason Penner, Madeleine Zammar, and Susan Grossman	CCEL	Collaborators

1.5. Courses Reached –

Course	Section	Academic Year	Term (Summer/Fall/Winter)
INFO 250	002	2017/2018	WT2
INFO 250	002	2018/2019	WT2
CRWR 320	001	2018/2019	WT1
ASTU 401 D	001	2018/2019	WT2

2. OUTPUTS AND/OR PRODUCTS

2.1. *Please **list** project outputs and/or products (e.g. resources, infrastructure, new courses/programs). Indicate the current location of such products and provide a URL if applicable.*

Product(s)/Achievement(s):	Location:
Evaluation framework for CBEL	
Pre-test Student Survey for CBEL	https://ubc.ca1.qualtrics.com/jfe/form/SV_41vc2CwvLxXfCzX
Post-test Student Survey for CBEL	https://ubc.ca1.qualtrics.com/jfe/form/SV_enVE5v2YXqS6N93
Community Partner Evaluation Survey	https://ubc.ca1.qualtrics.com/jfe/form/SV_5C2xzQSrqr2AwLz

2.2. Item(s) Not Met – *Please list intended project outputs and/or products that were not attained and the reason(s) for this.*

Item(s) Not Met:	Reason:
N/A	N/A

3. PROJECT IMPACT

3.1. Project Impact Areas – *Please select all the areas where your project made an impact.*

☒ **Student learning and knowledge**

☒ **Student engagement and attitudes**

☐ Instructional team teaching practice and satisfaction

☐ Student wellbeing, social inclusion

☐ Awareness and capacity around strategic areas (indigenous, equity and diversity)

☒ **Unit operations and processes**

☐ Other: [please specify]

3.2. What were you hoping to change or where were you hoping to see an impact with this project? –

I was hoping for the evaluation framework for CBEL projects to significantly contribute to the enhancement of teaching and learning at the BMS by providing data to identify aspects of CBEL to re-design or improve to (1) Help students achieve learning outcomes in CBEL-related courses; (2) Ensure that relevant BMS theory and research are connected to CBEL projects; (3) Demonstrate that students obtain relevant experiences in CBEL projects to enhance their BMS degree; and (4) Provide evidence that CBEL also works for community partners to achieve learning and strategic goals. I also hope for the evaluation framework and instruments to be portable enough to be adapted by other instructors and staff interested in community engagement at UBC and even beyond UBC.

3.3. Were these changes/impacts achieved? How do you know they occurred? –

Yes, I attach to this report a recent paper that details the results of the application of the refined model and includes the survey questions used. The collected data demonstrates a positive impact of CBEL on students and community partners as well as identifiable areas for improvement. The framework as well as the instruments have been provided and are now being adapted by others instructors at UBC (Siobhan McPhee, Geography), by staff working in community engagement (UBC Library Community Engagement Partnership), and by instructors from other universities.

3.4. Dissemination –

TLEF Showcase 2018 – Poster: "Evaluating Community-Based Experiential Learning." May 2018, UBC.

Invited Presentation to the UBC Community Engagement & Partnership Committee. July 11, 2018. Evidenced-Based Evaluation Framework for Community-Based Experiential Learning Projects for the Bachelor of Media Studies. 30 attendees: 18 from UBC-V, and 12 from UBC-O.

Arias-Hernandez, R. and Cui, Can (2019). Evaluating Community-Based Experiential Learning. Proceedings iConference 2019, Maryland, USA. – Paper and Presentation.

TLEF Showcase 2019 – Poster: "Evaluating Community-Based Experiential Learning." May 2019, UBC.

CTLT Interactive Workshop: "Evaluating a Community Engaged Learning Course: Tools and Strategies" by Richard Arias Hernandez (iSchool) and Shadi Mehrabi (CCEL). May 23, 2019. UBC.

4. TEACHING PRACTICES –

Yes, INFO 250 has been redesigned as a result of the CBEL evaluation project. The course is changing the order of the modules provided to align better with the need of community partners and students working on the CBEL project. The course will also include in-class time for working on the CBEL project and getting feedback from peers and instructor as well as two iterations of the social media strategy instead of one to provide a space for improvement on the final products.

The evaluation of CBEL on ASTU 401 D (BMS CBEL Capstone Project) also provided data to demonstrate that increasing involvement of instructors in the team dynamics of the CBEL project is conducive to a better experience for students, community partners, and indicators on perceived relationships between students and faculty member show significant improvement versus those obtained in large classes such as INFO250 where the instructor does not get involved in the team dynamics or the project development.

5. PROJECT SUSTAINMENT –

The CBEL evaluation model will continue being used in CBEL courses in the Bachelor of Media Studies. A plan to incorporate CBEL in a course in Year 3 is in place for 2019-2020 and it will also use the same evaluation framework and base instruments. The main researcher of this project is working this year with CCEL's larger TLEF on evaluation of CBEL to extract elements of the evaluation framework that are generic and that can be used and adapted by instructors from other programs and disciplines at UBC and beyond UBC.

iSchool Partnerships and Practices – information and proposal form

Please fill in the information below and upload the proposal form (in PDF format) at the secure submission website for consideration for presentation at the *iSchool Partnerships and Practices* track at the 2019 iConference in College Park, Maryland, USA. Please keep to the advised length or the proposal will not be considered for review.

Please consider also the key review criteria for selection:

- Transferability to other institutions
- Grade of innovation
- Pedagogical dimension
- Degree of knowledge transfer

Questions about the *iSchool Partnerships and Practices* track should be directed to the chairs of the track:

iSchool Best Practices Chairs

- [Elke Greifeneder](), Humboldt-Universität zu Berlin
- [Sean McGann](), University of Washington
- [Timothy Summers](), University of Maryland, College Park

For general questions about the iConference, please contact iConference Coordinator [Clark Heideger]().

Name(s) of Author(s):   Arias-Hernandez, Richard and Cui, Can
Title of submission: Multiple Perspectives in Evaluation of Community-Based Experiential Learning
Area (please check the applicable area description with an x):   Curriculum X   Teaching X

Student experience X
Research
Administrative management
Other (please enter the applicable keyword):

Submission abstract (max 150 words):

This session presents initial results of a strategy to improve iSchool's Community-Based Experiential Learning (CBEL) initiatives. The emphasis is on developing and testing an evaluation model of CBEL, at the course level that provides the required empirical data to evaluate student's learning/experience, instructor goals, community partners' learning/experience, and achievement of iSchool goals in CBEL initiatives. In this session, we present the goals for this project, the evaluation model we developed, and preliminary results of a case study in progress: evaluation of an iSchool's undergraduate course that uses CBEL intensively. The long-term goal of this project is to provide an evaluation model that can be applied to all programs at the iSchool, that provides effective data collection instruments and empirical data for quality enhancement of CBEL initiatives, and that is flexible enough to be adapted by other iSchools and programs using CBEL.

Submission description (max 2,350 words):

Introduction

This iSchool best practice has a focus on assessment and evaluation of community-based experiential learning (CBEL). It is innovative in two aspects. First, it emphasizes multiple perspectives of CBEL, especially community partners' and student's perspectives. Second, it provides a generic and flexible evaluation framework that can be adapted to courses using CBEL in any iSchool.

CBEL at iSchools

Community-based experiential learning or CBEL is a form of experiential education, and shares with other forms of experiential learning its focus on processes "where knowledge is created through the transformation of experience"(Kolb, 1984). Proper to the CBEL experience is the critical application of knowledge to current social problems in scenarios of cooperation and interaction among students, community, teachers, and institutions. The level of interaction varies and may go from low-level engagement that involves minimal, peripheral, or superficial interactions (e.g. community partners presenting their experiences in the classroom, students on a field visit to community partners' workplaces, etc.) to high-level engagement that involves long-term, high-impact, partnerships with community organizations and immersive and transformational experiences for students, faculty, community partners, and iSchool administrators (Lenton et al., 2014).

Characteristic of CBEL is that community partners can be organized or not, local or not, active pursuers of CBEL or not, interested in radical social change or not. Yet, most commonly community partners in CBEL are small, local, non-profits that represent the interests of minorities in contemporary societies. CBEL builds up on years of experiences and scholarship of teachers, students, and researchers on service learning (Eyler & Giles,

1999), community service (Barrett, 2012), action research (Stringer, 1996) and emancipatory learning (Freire, 1968).

In the library and information studies (LIS) education literature, Becker (2000) has highlighted the importance of service-learning to bridge theory and practice for LIS students. The author proposes two ways to integrated service-learning in LIS education: short-term and long-term options. Short-term options refer to service-learning initiatives that only last for one or two days, while long-term options take more time to integrate elaborate projects as well as deep learning. Yontz and McCook (2003) indicated that LIS faculty reports that advantages of service-learning include student's learning of important course material, extended collaboration among students, and promotion of the common good as a strong value among students and faculty. Case studies of CBEL in LIS programs show evidence that CBEL could benefit students' learning experience. CBEL could deepen students' understanding of the knowledge beyond classrooms and readings (Cuban & Hayes, 2001; O'brien et al., 2014; Overall, 2010). CBEL could also increase students' social skills including interpersonal skills (O'brien et al., 2014) and leadership (Kimmel, Howard, & Ruzzi, 2016). CBEL also helped LIS students to form professional identities (O'brien et al., 2014). CBEL also increased students' civil awareness, including reducing students' stereotype on illiteracy (Cuban & Hayes, 2001), and understanding diversity issues by serving minority groups (Overall, 2010). Some researchers also emphasized the importance of using reflections as part of the project to enhance students' CBEL learning experience (Bloomquist, 2015; Cooper, 2013) which provides support for the design of CBEL programs.

In terms of evaluation of CBEL in LIS education, the reviewed literature does not show clear proposals of evaluation models that could be used across different CBEL initiatives and by multiple iSchools. Very few research articles actually address evaluation of CBEL in LIS education. Mehra and Robinson(2009), for example, conducted a case study of a collection development and management course that involved a community-based project. Their research reviewed learning experiences from multiple perspectives, including students, instructor and community partners. Results showed positive gains for both students and community partners. For students, the gain was mainly related to achieving learning outcome in this course, including better understanding of the knowledge. Community partners appreciated students' input and some indicated that the students brought new perspectives for their agency. The authors also built a community engagement model to facilitate community engagement in collection development courses. Their proposes model, however does not emphasize evaluation of CBEL but rather emphasizes the construction of CBEL experiences for collection development courses that move away from a consultancy approach to a collaboration approach in both students and communities learn and benefit. Even though our approach in developing a generic CBEL evaluation model is philosophically aligned with Mehra and Robinson's concern on putting student's and communities' perspectives at the same level, we extend our model to cover multiple applications of CBEL for LIS Education rather than focusing on one single area or subject matter. We also centered on providing actual indicators, metrics, and instruments that can be reused and adapted to specific circumstances.

Albertson and Whitaker (2011), on the other hand, explored a practical framework for service learning projects and MLIS core courses to support each other. Their case study focused on a project that engaged LIS students to promote information literacy. The author evaluated the efficacy of a project framework attempting to connect community service experience to the LIS core competencies such as information organization, research methods, and information technologies. The feedback from students showed the LIS courses aligned with the project framework. Their results showed that their integration of community-service learning and MLIS core courses developed students' critical consciousness to move into the profession, so that they would develop skills to initiate and maintain community partnerships and benefit communities. The results also showed facilitation of university and community partnerships. Even though, the authors approached evaluation of their CBEL case study, their emphasis was not on developing a model that could be re-used for other CBEL experiences, but rather they centred on the development of a project framework to tie CBEL with LIS courses in the core and evaluating the effectivity of this connection. In our research we focus on a CBEL evaluation framework that is not specific to one type of educational project in LIS education but that can be applied to different CBEL initiatives.

Context for Evaluation of CBEL at the iSchool

In 2017 the iSchool at the University of British Columbia (UBC) started a research project on CBEL assessment and evaluation for quality enhancement. Even though the iSchool at UBC is mostly a graduate school, since 2015 the iSchool started having a presence in undergraduate programs as partner in the new Bachelor of Media Studies (BMS). This undergraduate program includes CBEL as integrative component of student learning/experiences at the program level and at the course level. We took on the evaluation of CBEL in this undergraduate course as an opportunity to research and develop an evaluation framework of CBEL at the course level that we can later incorporate into our graduate programs (i.e. Masters of Library and Information Studies, Masters of Archival Studies, and Masters in Children's Literature).

In this organizational context, we determined the goals of this two-year study on CBEL evaluation: (1) Identify current best practices and gaps on CBEL evaluation; (2) Design and test an evaluation model that provides empirical evidence to determine the quality and achievement of CBEL goals (2a) at the course-level (2b) from the multiple perspectives of its stakeholders (i.e. institution, students, teachers, and community partners). The selected course for piloting our evaluation model was INFO 250 (Social Media Strategy, Networks, and Communities), which has been offered by the iSchool to BMS students since 2015 with a strong CBEL component.

Best Practices and Gaps in CBEL Evaluation: Literature Review

A literature review of evaluation of CBEL in higher education was conducted in November 2017 to identify current best practices and gaps on CBEL assessment and evaluation in published scholarly literature. The illustration below (Fig. 1) shows the organization of my reviewed literature along four perspectives of evaluation of CBEL:

student's perspectives (e.g. learning outcomes, personal outcomes, social outcomes, etc.), community partners' perspectives (e.g. usefulness of the service, university relationships, satisfaction with student's participation, etc), teachers' perspectives (e.g. integration of CBEL in courses, satisfaction with quality of students' learning, etc.), and institutional perspectives (e.g. commitment to community engagement, satisfaction of students with institution, etc.) . Best practices on processes of construction of CBEL evaluation frameworks, indicators, and metrics were extracted from this literature review.
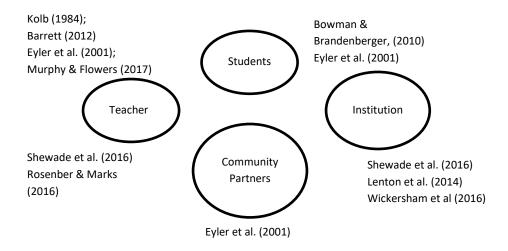
Kolb (1984);
Barrett (2012)
Eyler et al. (2001);
Murphy & Flowers (2017)

Bowman &
Brandenberger, (2010)
Eyler et al. (2001)

Students

Teacher

Institution

Shewade et al. (2016)
Rosenber & Marks
(2016)

Community
Partners

Shewade et al. (2016)
Lenton et al. (2014)
Wickersham et al (2016)

Eyler et al. (2001)

Fig. 1. Literature review of perspectives of CBEL Evaluation

Based on the review, we concluded that the "community partner" perspective was under-developed and under researched (Eyler et al , 2001). Most of the evaluation approaches, instruments, and data collected do not include the concerns, interests, perspectives and influence of CBEL community partners on the evaluation of CBEL projects and center rather on student's and institutional perspectives, followed by teacher's perspectives. The published literature focuses on evaluation methods, frameworks and instruments but not on the educational leadership and strategic approaches to create assessment communities for CBEL evaluation within academic institutions and outside them that involve multiple stakeholders.

The identified lack of research literature on CBEL evaluation from a community partner's perspective was directly attended by this best practice by emphasizing a multi-stakeholder research methodology and by putting community partners on equal footing in a community of practice for evaluation of CBEL. The following sections describe the research questions and methodology proposed.

Model

Based on the review of best practices on processes of construction of CBEL evaluation frameworks, we designed a model to evaluate CBEL at the course-level within multiple stakeholder dimensions. The evaluation model is showed in Fig. 2 and described below.

Student
- Personal Outcomes
- Social Outcomes
- Learning Outcomes
- Career Development
- Relationship with Institution
- Portfolio products

Community Partner
- Satisfaction with students' participation
- Usefulness of the service
- University relations
- Learning

Instructor
- Satisfaction with quality of students' learning
- SoTL – SoEL
- Satisfaction of resources provided by institution
- Increasingly integrate CBEL into courses
- Satisfaction
- Reward

Institutions
- Commitment to CBEL
- Students experience
- Students retention
- Students' satisfaction to institution
- Community relations / engagement
- Faculty satisfaction for support

Fig. 2. CBEL Evaluation Model

Student Perspective

This perspective refers to evaluation criteria centered on changes in students that can be attributed to their involvement on CBEL initiatives for this program. It includes: personal outcomes, social outcomes, learning outcomes, career development goals, relationship with the institution and development of portfolios. Personal outcomes include sense of personal efficacy, personal identity, spiritual growth, moral development, interpersonal development and the ability to work well with others, leadership and communication skills(Barrett, 2012; Eyler et al., 2001; Murphy & Flowers, 2017). Social outcomes include reducing stereotypes and facilitate cultural & racial understanding, sense of social responsibility and citizenship skills, commitment to service, volunteer service in college is associated with involvement in community service after graduation. Learning outcomes include students' complexity of understanding, problem analysis, critical thinking, and cognitive development; Grades or GPA; students' ability to apply what they have learned in "the real world." Career development goals refer to students' future career development in relation with their CBEL experience. Relationship with the institution refers to strength of relationships between students and faculty due to involvement in CBEL; student satisfaction with the institutions; retention and graduations rates. Portfolio Products refer to a special indicator for the BMS program. The program required students to create and maintain a portfolio throughout their program. This indicator points to the influence of CBEL experience on students' final portfolio products.

Community Partner

The evaluation for the outcomes from a community partners' perspective include

community partners' satisfaction with students' participation; their evaluation on the usefulness of the service; community partners' relationships with university through CBEL cooperation; and what community partners' learning from CBEL.

Instructor

The evaluation of CBEL from an instructor's perspective centres on instructor's satisfaction with the quality of students' learning, contributions of CBEL to their scholarship of teaching and learning, instructor's satisfaction with resources and CBEL support provided by institution, instructor's number of courses that integrate CBEL, instructor's satisfaction with its own experiences using CBEL, and reward/recognitions from institution to instructors due to CBEL.

Institution

Institution's outcomes mainly include the CBEL's support of institutional goals, institution's level of commitment to CBEL; institutional support of professional development for instructors to do CBEL, students' retention rate; students' satisfaction with the institution; institution's relation and engagement with communities; and faculty's satisfaction with the institution.

Pilot Project

Background

The iSchool at UBC teaches one course in the BMS during Year 2 that intensively relies on CBEL: INFO 250 Social Media, Networks, and Communities. In this course, students work on a social media strategy project with community partners. We tested the student and community partner dimensions of our CBEL evaluation model in an INFO 250 pilot evaluation from January to April 2018.

Method for student's perspective

Pilot test the evaluation of CBEL in the second-year course INFO250 with students. We designed two questionnaires based on the evaluation model. The students' evaluation questionnaire refers to Eyler's study in 1999(Eyler & Giles, 1999).

We proposed the following hypotheses for students' outcomes:
1. CBEL has positive impact on students' personal and social skills [PERSONAL OUTCOMES]
2. CBEL has positive impact on students' awareness and perspectives on social issues [SOCIAL OUTCOMES]
3. CBEL has positive impact on students' social media skills [LEARNING OUTCOMES]
4. Relationships between students and institution, faculty and other students improve after CBEL [RELATIONSHIP WITH INSTITUTION]

We designed a pre-test and post-test for students to compare students' change in perspectives or behaviors after INFO 250. See complete questionnaire in appendix 1. Both pre-test and post-test included the questions that targeted hypotheses 1-4 in order to

provide support or not for these hypotheses. Hypothesis 1 is covered by data from questions 14.1 to 14.15. Hypothesis 2 is covered by data from questions 12.1-13.3 & 15.1-15.5. Hypothesis 3 is covered by data from questions 16.1-16.7 and by the instructor's grading of the term project. Hypothesis 4 is covered by data from questions 17.1-17.4.

Results for student's perspective

We received 32 completed questionnaires in the pre-test, and 34 in the post test. We used student number to map the pre-test and the post-test, and 22 valid pairs of pre-post survey were used for analysis.
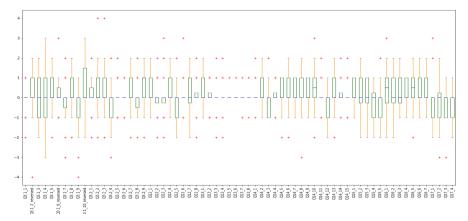

Fig. 3. Pilot evaluation on students – pre and post comparison results

Fig. 4 synthesizes the results showing support for hypotheses 1, 2 and 3, and not showing support for hypothesis 4. Results of this pilot show that students perceived overall improvements on personal and social outcomes, as well as skills and knowledge. But, they also perceived decreasing quality of relationships with institution, faculty, and other students.

Method for community partner's perspective

Pilot test the evaluation of CBEL in the second-year course INFO250 with community partners. We designed one questionnaire based on the evaluation model. The community partners' evaluation questionnaire is partially based on Eyler et al. (2001) and iSchool's perceived goals from community partners.

We proposed the following hypotheses for community partners' outcomes:
1. CBEL projects satisfy community partner's goals for CBEL [USEFULNESS OF SERVICE]
2. Students act professionally in their interactions with community partners [SATISF WITH STUDS PARTICIPATION - PROFESSIONALISM]
3. Communications between students and community partners are effective [SATISF WITH STUDS PARTICIPATION - COMMUNICATION]
4. Communications between CCEL and community partners are effective [RELATIONSHIP WITH INSTITUTION]

We designed a simple questionnaire with questions that targeted each hypothesis. The questionnaire can be found in appendix 2. Hypothesis 1 is covered by data from questions 3.1-3.5. Hypothesis 2 is covered by data from questions 2.1-2.5. Hypothesis 3 is covered by data from questions 1.1-1.4. Hypothesis 4 is covered by data from question 6.

Results for community partner's perspective

We received 6 completed questionnaires from a total of 6 participating community partner organizations. Even though it is a small sample, the answers provided support all the hypotheses as shown in the figure 5 below.
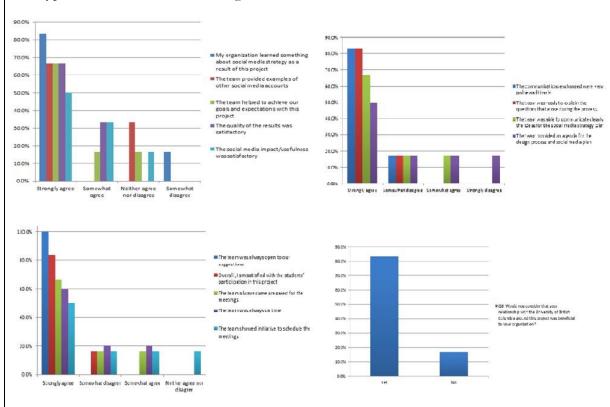

Fig. 5. Pilot evaluation on community partners

Conclusion

This assessment and evaluation of community-based experiential learning (CBEL) in an undergraduate iSchool course constitutes a best practice to enhance the quality of CBEL experiences and its integration to the education provided by iSchools, especially those that already used CBEL in LIS education or those that are considering integrating it. As a result of this best practice, we developed and tested a multi-perspective evaluation model of CBEL for the iSchool at UBC that emphasizes community partners' and student's perspectives. We consider that this model is generic and flexible enough to be adapted to different courses in iSchools that use CBEL or that can potentially use CBEL. This best practice is evidence-based and it is targeted to the enhancement of quality of teaching and learning as well as community engagement in iSchools.

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Appendix 1

Questionnaire for INFO 250 students

Pre Question Number	Post Question Number	Questions
Q28	Q28	Your Student ID #

Your previous Activities
Think back to your high school and/or college experience and indicate your usual level of involvement in these activities using the scale below. -

Q2.1_1	N/A	High school clubs/groups
Q2.1_2	N/A	High school community service
Q2.1_3	N/A	High school athletic teams
Q2.1_4	N/A	Work for pay in high school
Q2.1_5	N/A	Religious clubs/groups
Q2.1_6	N/A	UBC Work Learn
Q2.1_7	N/A	UBC Co-op program
Q2.1_8	N/A	UBC Practicum
Q2.1_9	N/A	At home, my parents were active in community service

Describe yourself
For each of these phrases, indicate whether they describe you very well or not at all well or somewhere in between.

Q3.1_1	Q3.1_1	I discuss political or social issues with my friends (concern about social issues)
Q3.1_2 (reverse)	Q3.1_2	I find it difficult to see things from the other person's point of view (understanding others - opposite)
Q3.1_3	Q3.1_3	I try to keep up with local and national news (concern about social issues)
Q3.1_4	Q3.1_4	I read a newspaper or watch news shows daily
Q3.1_5	Q3.1_5	I understand my friends better by imagining how things look from their point of view (understanding others)
Q3.1_6 (reverse)	Q3.1_6	If I am sure I am right, I don't waste much time listening to other people's arguments
Q3.1_7	Q3.1_7	I participate in advocacy or political action groups
Q3.1_8	Q3.1_8	I try to persuade others to take my point of view
Q3.1_9	Q3.1_9	Before criticizing somebody, I try to imagine how I would feel if I were in his or her place
Q3.1_10 (reverse)	Q3.1_10	Once I have decided something, I am hard to convince otherwise
Q3.2_1	Q3.2_1	I often change my opinion about social problems when I hear others talk
Q3.2_2	Q3.2_2	I always vote in state and local elections
Q3.2_3	Q3.2_3	I always vote in national elections
Q3.2_4	Q3.2_4	I usually take a long time to consider things before I make up my mind
Q3.2_5	Q3.2_5	I am active in political campaigns
Q3.2_6	Q3.2_6	I have testified in public hearings or spoken at meetings held by public agencies
Q3.2_7	Q3.2_7	Once I make up my mind, I fight for what I believe in
Q3.2_8	Q3.2_8	I am active in campus politics
Q3.2_9	Q3.2_9	I volunteer in my local community

Your Perspectives

Q12_1	Q12_1	Adults should give some time for the good of their community
Q12_2	Q12_2	I feel that social problems are my concern
Q12_3	Q12_3	Having an impact on community problems is within the reach of most individuals
Q12_4	Q12_4	People who work in social service agencies can do little to really help people in need

Q12_5	Q12_5	Government should get out of the business of solving social problems
Q12_6	Q12_6	I feel that I can have an impact on solving the problems in my community
Q12_7	Q12_7	It is important to me personally to influence the political structure
Q12_8	Q12_8	It is important to me personally to volunteer my time to help people in need
Q13_1	Q13_1	I feel that I can play an important part in improving the well-being of my community
Q13_2	Q13_2	It is important to me personally to have a career that involves helping people
Q13_3	Q13_3	Skills and experiences that I gain from community service will be valuable in my career
Q13_4	Q13_4	Community service will help me develop leadership skills
Q13_5	Q13_5	I feel comfortable working with people who are different from me in race
Q13_6	Q13_6	I feel comfortable working with people who are different from me in wealth
Q13_7	Q13_7	I feel comfortable working with people who are different from me in life experiences
Q13_8	Q13_8	I feel comfortable working with people who are different from me in gender

Your Skills and Activities

Below is a list of skills and activities. Please read each of the following, and rate yourself with respect to how well you rank on each of these when compared to most people.

Personal

Q14_1	Q14_1	Engaging in discussion with others
Q14_2	Q14_2	Communicating my ideas to others
Q14_3	Q14_3	Ability to compromise
Q14_4	Q14_4	Thinking critically
Q14_5	Q14_5	Listening skills
Q14_6	Q14_6	Thinking about the future
Q14_7	Q14_7	Ability to take action
Q14_8	Q14_8	Tolerant to people who are different from me
Q14_9	Q14_9	Effective in accomplishing goals
Q14_10	Q14_10	Ability to see consequences of actions
Q14_11	Q14_11	Empathetic to all point of view
Q14_12	Q14_12	Ability to work with others
Q14_13	Q14_13	Thinking about others before myself
Q14_14	Q14_14	Ability to speak in public
Q14_15	Q14_15	Ability to lead a group

Social

Q15_1	Q15_1	Respecting the views of others
Q15_2	Q15_2	Participating in community affairs
Q15_3	Q15_3	Caring for the welfare of others
Q15_4	Q15_4	Identification of social issues and concerns
Q15_5	Q15_5	Feeling responsible for others

Social Media

Q16_1	Q16_1	I am able to design a social media strategy
Q16_2	Q16_2	I am able to implement a social media strategy
Q16_3	Q16_3	I am able to evaluate a social media strategy
Q16_4	Q16_4	I am able to analyze the content of social media
Q16_5	Q16_5	I am able to analyze the structure of social media networks
Q16_6	Q16_6	I am able to explain to others the relevance of social media for media studies
Q16_7	Q16_7	I am able to provide critical analysis of social media in contemporary societies

Relationship with institution, faculty and other students

These items refer to social relationships with others at here at UBC during your BMS. Please use the scale below for your answers. (Post: During the community-based learning experience,)

Q17_1	Q17_1	I have developed a close personal relationship with at least one faculty member
Q17_2	Q17_2	I am satisfied with the opportunities to interact informally with faculty
Q17_3	Q17_3	I have developed close personal relationships with other students
Q17_4	Q17_4	The students' friendships I have developed are intellectually stimulating.

Pre CBEL Experience

Questions about you

Q23	N/A	Have you done any community-based work in the past twelve months?
Q24	N/A	Have you done any community-based work in the past month? - Selected Choice
Q24_2	N/A	Have you done any community-based work in the past month? - Yes, for how many hours?

Q25	N/A	What career do you plan to pursue when you graduate?
Q26	N/A	Think about the problems that your Community-Based Experiential Learning (CBEL) project in INFO250 is designed to address; What do you expect to learn from addressing these problems?
CBEL Post Rating		
N/A	Q19	I would rate my community-based experiential learning (CBEL) in the course this term as
N/A	Q20	Compare to classes without a community-based experiential learning (CBEL) component I learned in this course.
N/A	Q21	Compared to regular classes I found the CBEL project intellectually challenging
N/A	Q22	Compared to regular classes I found myself motivated to work hard for the CBEL project.
N/A	Q29	Think about the problems that your community-based experiential learning in INFO250 has addressed, what expectations were fulfilled?
N/A	Q30	What expectations were not fulfilled or how could INFO250 be improved?

Appendix 2

Questionnaire for INFO 250 Community Partners

Communication Skills	
Q1_1	The communications exchanged were very polite and timely
Q1_2	The team was able to communicate clearly the ideas for the social media strategy plan
Q1_3	The team provided an agenda for the design process and social media plan
Q1_4	The team was ready to explain the questions that arose during the process
Professionalism	
Q2_1	The team showed initiative to schedule the meetings
Q2_2	The team was always on time
Q2_3	The team always came prepared for the meetings
Q2_4	The team was always open to our suggestions
Q2_5	Overall, I am satisfied with the students' participation in this project
Social media strategy	
Q3_1	The team provided examples of other social media accounts
Q3_2	The team helped to achieve our goals and expectations with this project
Q3_3	The quality of the results was satisfactory
Q3_4	The social media impact/usefulness was satisfactory
Q3_5	My organization learned something about social media strategy as a result of this project
Others	
Q4	Do you have any recommendations for future CBEL projects?
Q6	Would you consider that your relationship with the University of British Columbia around this project was beneficial to your organization?
Q7	Please tell us what the main benefits to your organization from this relationship with the University of British Columbia were?
Q8	Please tell us why this relationship with the University of British Columbia did not fulfill your expectations?