

CBL Faculty Assessment Sample (Actual survey to be completed online via Qualtrics)

2023

THIS IS A SAMPLE of the assessment you will complete online via Qualtrics of the community-based learning (CBL) component of your course. The results of this survey help our staff improve our support for you, your students, and the community partners participating in CBL. It will also help the campus to assess student learning in the overall CBL program. **This sample is for your reference only, please submit your assessment online.**

Results will be reported in aggregate. You will receive a survey for **each** CBL course you teach; please fill out one survey for **each course and each section**. Submission date TBD (it will be after the semester ends).

Please remember - when submitting this survey, you will need to upload the following documents:

- A. Syllabus**
- B. CBL project assignment (handout or description)**
- C. Samples of completed student assignments**

Completion of this assessment is the final step toward receiving your \$500 stipend. Thank you for your commitment to community-based learning!

1. Info Course/instructor info:

- Course style (as scheduled): in-person, hybrid or on-line
- First Name
- Last Name
- Course Number
- Course Section
- Course Name
- Number of students enrolled in course
- Number of students who participated in CBL project

2. How did you handle arranging the placements for your CBL project(s)? Check all that apply.

- I made the arrangements and placements on my own (1)
- The Community & Business Engagement team helped make arrangements (2)
- The students and I made the arrangements and placements together (3)
- Students handled their own placements (4)
- The community partner contacted me directly (5)
- Other (please specify):

**3. Were any of your CBL projects or placements related to community needs in response to COVID-19?
Please briefly describe your CBL project(s).**

- Yes
- No
- Somewhat

4. If possible, please share the average number of hours your students spent on the project(s).

- 0-7 hours
- 8-14
- 15-20 hours
- 21+ hours

5. What were your reasons for including CBL projects in your class? (Check all that apply)

- Interest in trying something new
- Desire for increased relevance or practical experience in the course
- Encouragement from your administration/department for course development
- Gain professional recognition
- Increase quality of students' learning
- Other, please specify:

6. How has including CBL projects in your teaching benefited you? (Check all that apply)

- Increased my interest in volunteering for community-based projects
- Encouraged me to use community-based projects in my teaching
- Improved my relationships with students
- Helped or will help in achieving tenure or getting a promotion
- Helped me identify my strengths and weaknesses
- Provided support for my research or creative activity goals
- Helped me better understand communities outside this university
- Increased my comfort in working with people outside of academia
- Enhanced my confidence in my teaching
- Resulted in higher quality student work/product
- Other, please specify: _____

7. How has including CBL projects in your teaching benefited your students? Check all that apply.

- Helped them gain skills for future employment
- Assisted them in clarifying career plans
- Made them more aware of their own biases and prejudices
- Enhanced their abilities to communicate in a "real world" setting
- Gave them a deeper sense of commitment to future service
- Reinforced class concepts
- Helped them think more critically about community issues
- Enhanced their abilities to work on teams with people different than them
- Exposed them to communities or cultures different from their own
- Other, please specify:

8. Please describe the course/discipline-specific learning goals the CBL project(s) helped achieve (separate from the CBL learning goals).

9. What challenges did you face in implementing this semester's CBL project?

10. What additional support might help you overcome these challenges or other related CBL issues?

11. Overall, how satisfied were you with this section's community-based project(s) this semester?

- Very satisfied
- Satisfied
- Not satisfied

12. Please explain your answer above: _____

In the CBL Designation application for this course, 2-3 main CBL learning goals were identified. **Please select two of those goals below and provide the requested information for each of them.**

Note: You do NOT need to fill out this section for ALL of the CBL learning goals, you only need to complete it for TWO of the CBL goals.

For the Capstone level* of the learning goals you address, you will be asked to :

- Provide a short narrative of your observations on student achievement at the capstone level.
- If applicable, provide one sample of a completed student assignment (or other evidence) that directly relates to the identified learning goal.

*If no students achieved the Capstone level, please attach an example from the highest level achieved.

See [Community-based Learning Rubric](#) for more details on competency levels.

TWO SELECTED LEARNING GOALS:

SAMPLE

	Benchmark	Milestone	Capstone
	1	2	3
1. Connecting Experience to Classroom Learning Connect and extend classroom learning to engagement outside the classroom.	Views life experiences and academic learning in separate spheres, or makes connections without considering others' perspectives.	Effectively identifies examples of life experiences, drawn from a variety of contexts (e.g. family life, artistic participation, civic involvement, work experience) to clarify concepts/theories/frameworks of fields of study.	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life and academic experiences such as CBL, internships, and travel abroad) to deepen understanding of fields of study and broaden own views.

For Learning Goal #1, please provide the number of students who achieved each competency level.

1. Use effective, inclusive communication methods to promote civic action in local, national and/or global contexts

[Community-based Learning Rubric](#)

Tips:

- If you don't know the exact number of students who met each level, please estimate
- Assess only students who attempted the CBL project
- There may be competency levels that no students have achieved
- **Please count each student only once**, for the highest level they have achieved. For example, if a student achieves the "Milestone" level, do not also count them for the "Benchmark" level.

Please describe distinguishing attributes of capstone level work that align with Learning Goal #1. Specifically, what do you look for and use to determine that students meet the capstone level?

This may include your observations of student learning outside of graded class assignments. You have the option to include or not include student artifacts.

If you include student artifacts/work please identify/highlight the section of artifact to pay attention to, and describe what makes it meet capstone level.

Optional: Attach a student assignment that meets the **Capstone level*** for **Learning Goal #1** (Effective Communication Skills). Please highlight or otherwise indicate relevant

passages. You may also paste the relevant material in the box below instead of uploading a document.

*If no students achieved the Capstone level, please attach an example from the highest level achieved.

Optional: Paste student work below if you did not submit an attachment above

Please note: You will need to fill out similar questions for EACH of two learning goals designated for your course.

13. Moving forward, what's one thing you might change to better identify student progress along the CBL goals?

14. Additional comments, including feedback on this survey?

15. Almost done! Please attach the course syllabus.

16. Please attach the CBL project assignment (assignment handouts or description).

17. If the projects/placements changed since your initial plans, please detail these changes. If your project has a website, please also share the link(s) below.