

The Pre- and Post-Surveys for Community-Engaged & Civic Education

What are the Surveys:

The CECE Pre- and Post-Experience Surveys provide opportunities for you, the instructor, to learn about the various impacts your course-based community-engaged or civic components make on your students. They also let RISE gather broader, longitudinal data about community engagement as a form of pedagogy. In the short and long-term, both the Pre- and Post-Surveys will allow participating faculty and the RISE Learning Institute make data-driven improvements to their courses and the program as a whole, respectively. Faculty are encouraged to integrate both Surveys into their CECE courses. It does not matter whether you educate students about community issues or provide opportunities for students to actively contribute to the community – any format and any level of CECE (see page 3) can and should use the Surveys.

The Pre-Survey consists of ten (10) Likert Scale statements (Strongly Agree to Strongly Disagree) focused on the student's perspectives about civic participation and course purpose. These statements were chosen by a group of CECE faculty in early 2020. The Post-Survey includes these same ten (10) statements, along with statements capturing their opinions about student growth, partner organizations, and course design. The Post-Survey also captures demographic data about the students, and ends with four reflection questions.

Participating instructors will receive aggregated responses (without demographic data) quarterly, except when there are fewer than 10 respondents per course (see below). All CECE instructors, whether utilizing the surveys or not, will receive annual results from the program as a whole.

The Surveys as a Part of a Study

As the data for these surveys are part of a larger study as to the impacts of community and civic engagement in BC courses and the efficacy of community-engagement as a pedagogy, RISE has sought and received approval from the College's Institutional Review Board (IRB). The IRB ensures ethical practices when including human subjects (e.g. students) in research studies. This has two outcomes that impact the language and methodology for giving the surveys and receiving the data:

- **Confidentiality:** As an instructor, you will not be able to connect individual responses to individual students.
 - RISE will send aggregated survey results to instructors after the quarter ends.
 - Results from multiple sections of the same course will be combined.
 - If the total number of combined respondents for a course is fewer than 10, the instructor will **not** receive the survey results for that course.
 - If course sizes tend to be low for your program, an exception to this rule may be granted.
 - SIDs, which are requested in both surveys, will not be given to instructors, and are instead used to connect pre- and post-survey responses for research purposes.
 - No demographic data will be provided to individual instructors, though may be sent as an annual, pan-CECE aggregate.

- **Voluntary Participation:** For research studies, participation is both designed to be voluntary and **should be seen** as voluntary.
 - Statements in the Canvas Modules and in the Survey instructions and Consent question express the voluntary nature of the surveys.
 - The surveys are designed to be extra credit worth no more than 5 points.
 - Instructors are encouraged to provide an alternate extra credit assignment for those who want to earn the points but do not want to complete the survey.
 - None of the questions in the surveys are required.
 - Through the Consent question, students may choose to exclude their responses from the ongoing research study; this does not impact their ability to respond to the survey in support of your teaching.
 - We understand that you may want to make participation in these surveys mandatory in order to increase the likelihood that you would collect more than 10 responses, thus allowing you to see the data. Therefore, **as a tool to help you improve your teaching**, you should do what makes sense for you to get a more representative picture of what students gained from the course experience. No matter what, we encourage you to offer points for completion, as this promotes a higher response rate. Just make sure to include an alternate assignment worth similar points to ensure that no one is penalized for opting out of the survey. RISE has provided alternate assignments you can utilize.

How to Find and Use the Surveys:

The links for both surveys are in the Canvas Modules located on the Canvas Commons. Here is how to find and use them:

- 1) Go to the Canvas Commons (click on the icon near the bottom of the left menu while in Canvas) and search for “Bellevue College civic.” This should bring up both modules.
- 2) Click the “Import/Download” button on the right, and choose the course into which to import.
- 3) Move the Pre-Survey Module to before your students would start the community or civic engaged portion of the course, and the Post-Survey Module to after.
 - a. The Post-Survey can be near the end of the quarter, and can be used as a final reflection (see 5 below).
 - b. We recommend that you place the Pre-Survey at the start of the quarter, before covering educational material that connects to the community.
- 4) Review the instructions for the Pre-Survey Assignment. Make any changes to the assignment itself (Step 3 of the instructions), as well as to the points the assignment is worth. Try not to alter the other language.
 - a. RISE encourages you to assign a low number of extra credit points for completing this assignment; do what makes the most sense for your class.
 - b. There is already an alternate assignment to utilize; change as per your course needs.
- 5) For the Post-Survey, decide whether you want to offer the survey reflections as a separate assignment (e.g. for the Transcript Notation for Service-Learning or as a final course reflection).
 - a. If no, remove the Final Reflection assignment from within the Post-Survey Module.

- b. If yes, review the instructions to match them and the point value to your class, while choose one of the two final reflection questions based on whether your students partnered with an external organization.
- 6) Review the instructions for the Post-Survey Assignment. Make any changes to the assignment itself (Step 3 of the instructions), as well as to the points the assignment is worth. Try not to alter the other language.
 - a. RISE encourages you to assign a low number of extra credit points for completing this assignment (though more than for the Pre-Survey); do what makes the most sense for your class.
 - b. There is already an alternate assignment to utilize; change as per your course needs.

How to Communicate the Surveys:

As stated above, the assignments with the surveys, as created by RISE, have language that the faculty are asked to keep when they are imported into their courses. This language appears in both the pre- and post-surveys:

“This course is designated as a Community-Engaged & Civic Education (CECE) course at Bellevue College. Courses that fit into this category include:

- Direct Volunteering Service-Learning
- Project-Based Service-Learning
- Civic Learning
- Community-Based Research

Bellevue College will collect data before and after the community-engaged component for this class. This is a part of a longer, ongoing study to help Bellevue College understand any impacts of course-based community and civic engagement, as well as to improve its CECE programming. Completion of this survey is voluntary and can be taken for extra credit.”

Instructors are encouraged to keep this language, though may change the final sentence depending on how the survey is presented (see above). Note: Both surveys begin with instructions and a Consent question that emphasize the voluntary nature of the survey.

Additional guidance may not be required, particularly for asynchronous courses. However, those who want to communicate more can include the following:

- Students are encouraged to take the surveys.
- All responses will be confidential, and protections are in place to promote anonymity. The instructors will not be able to link responses to individual students.
- In the short-term, the survey will help the instructor know what does and does not work when offering community and/or civic components in the course. This will then guide future offerings of this course.
- In the long-term, the survey will help the college measure any impact of course-based community and/or civic engagement. This will then guide ongoing support and areas of improvement across campus.