Connected Learning Annual Report FY2025

This is a plain accessible version of the annual report; view the final, stylized report.
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University of Washington Bothell

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A Year of Reflection and Transition

Dear colleagues, partners and students,

We're pleased to share with you this report summarizing the work of the Office of Connected Learning from summer 2024 through spring 2025 (fiscal year 2025).

In FY2025, Connected Learning undertook an in-depth evaluation of our work and impact that will ultimately lead to expanded access to experiential learning for UW Bothell students. From July 2024 through January 2025, we engaged in a comprehensive programmatic review of our office led by Nicole McWhirter from SOVA Consulting. Through in-depth interviews with our team and key

stakeholders, staff retreats, a student survey, and benchmarking against current best practices, the program review resulted in the following recommendations:

1. Adopt the term "experiential learning" instead of "connected learning" to clarify sense of purpose and improve communication
2. Combine experiential learning with career and professional development either under a single unit or through formalized collaboration
3. Address established challenges through creating career communities aligned with meta-majors; formalizing articulation of skills and competencies gained through experiential learning; centralizing partner engagement; expanding experiential learning options to ensure equitable access; and supporting faculty in integrating career competencies into curricula.

Based on these recommendations, combined with those from an extensive review of Career Services the previous year, campus leadership made the decision to merge Career Services and the Office of Connected Learning into a joint unit. The Collaboratory was moved under the leadership of Student Engagement and Activities, where its non-curricular activities are better aligned. A steering committee was charged to work through key decisions for the 2025-26 academic year and propose an implementation plan for the merger.

As the academic year drew to a close, we also experienced a key staff transition: our Executive Director, Carolyn Brennan, made the decision to retire after 19 years at UW Bothell. We are grateful for her leadership and contributions to the offices of Connected Learning and Sponsored Research.

We're excited for what the upcoming year will bring and look forward to continued partnership.

Sincerely,

Natalia Dyba, Director of Global Engagement and Connected Learning Assessment

Jesi Egan, Director of Undergraduate Research and Community Engaged Learning

Key accomplishments this year

Growth in Connected Learning cohort programs:

- Three-fold growth in participation in Latino Leadership Initiative (non-credit): 31 students completed the program in 2025, up from 9 in 2024.
- 112% increase in Summer Research Fellows: 38 in 2025, up from 17 in 2024.

- 38% increase in students joining Global Scholars: 55 in FY25, up from 40 in FY24.
- We launched a coordinated pre- and post-assessment survey of participants across all cohort programs to track progress toward Connected Learning student outcomes.

Significant increase in funding for students participating in experiential learning:

- 6 UW Bothell students received competitive Mary Gates Scholarships ($5K each, $30K total) in FY25, up from 4 students the previous year.
- 46% increase over previous year in study abroad scholarship funding to support FY25 study abroad experiences ($233K total).
- $62K from various donor funds awarded to 2025 Summer Research Fellows.

Institutionalization of annual Student Academic Showcase:

- Participation increased from 73 students in 2024 to 89 in 2025.

- More faculty champions are integrating the Student Academic Showcase into their courses and/or actively promote their students' participation.

The 2024 Global Scholars Cohort

About Connected Learning

Purpose Statement

The Office of Connected Learning develops and supports experiential learning opportunities that bridge academic knowledge with real-world application. We collaborate with campus and

community partners to support student growth and success, striving to ensure that every UW Bothell student can access these transformative experiences.

- **What**: Develop and support experiential learning opportunities
- **How**: Collaborate with campus and community partners; provide direct support to students
- **Why**: To support student growth and success

Guiding Principles

- **Equitable Access**: We are committed to ensuring that every UW Bothell student has equitable access to experiential learning opportunities, regardless of their background or circumstances.
- **High Quality/High Impact**: We focus our time, energy, and resources on facilitating and scaling high-quality, impactful experiential learning opportunities that support students' academic, personal, and professional growth.
- **Capacity and Connection**: We work with campus and community partners to expand UW Bothell's ability to offer impactful experiential learning opportunities; we support students by helping them to connect with and access these opportunities.

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Student Participation in Experiential Learning

Highlights from 2024-2025

- **A total of 2,585 UW Bothell students, including 2,438 undergraduates, participated in experiential learning activities supported by the Office of Connected Learning between Summer 2024 and Spring 2025.** Participation in cohort programs, study abroad, undergraduate research and the Student Academic Showcase grew. Participation in community-engaged learning and research, COIL and Collaboratory-connected course activities declined. The change in CELR activity can be attributed to a changing campus infrastructure for supporting and tracking CELR.

- **First-generation students**, i.e. undergraduates who are the first in their families to be pursuing a four-year degree, **participated in experiential learning activities supported by the Office of Connected Learning at higher rates than their representation in the general student population** (39%). Representation of first-gen students was highest across cohort programs, with 80% of Latino Leadership Initiative participants identifying as first-gen.

TABLE: UNIQUE UNDERGRADUATE PARTICIPANTS IN EXPERIENTIAL LEARNING OVER THREE ACADEMIC YEARS: 2022-2025

Connected Learning Activity	2022-23 Unique Undergrad Participants	2023-24 Unique Undergrad Participants	2024-25 Unique Undergrad Participants	Increase in 2025
Cohort Programs				
Latino Leadership Initiative	--	9	30	Yes
Digital Scholars	29	44	40	
Global Scholars	27	40	53	Yes
NextGen Civic Leaders	--	8	21	Yes
Data for Public Good	--	--	10	Yes
SEAPF*			26	
CEL courses *	1178	804	770	
CER courses *	469	932	477	
COIL courses	141	217	156	
Study Abroad	81	103	129	Yes
Undergraduate Research *	1220	1104	1248	Yes
Academic Showcase	--	73	87	Yes
Collaboratory-connected course activities	130	192	121	

Note: Not all instances of these activities are directly supported by Connected Learning staff or infrastructure.

TABLE: PERCENTAGE OF FIRST-GENERATION UNDERGRADUATES PARTICIPATING IN EXPERIENTIAL LEARNING OVER THREE ACADEMIC YEARS: 2022-2025

Connected Learning Activity	2022-23 Percent of First-Gen Participants	2023-24 Percent of First-Gen Participants	2024-25 Percent of First-Gen Participants	Increase from 2024 to 2025
Latino Leadership Initiative	--	77.8%	80.0%	Yes
NextGen Civic Leaders	--	37.5%	76.2%	Yes
Data for Public Good	--	--	60.0%	
Global Scholars	55.6%	45.0%	50.9%	Yes
Digital Scholars	82.8%	56.8%	45.0%	
Academic Showcase	--	43.8%	44.8%	Yes
Study Abroad	40.7%	42.7%	44.2%	Yes
CEL courses	42.4%	45.5%	43.1%	Yes
CER courses	46.5%	43.5%	41.7%	
Undergrad Research	42.5%	40.4%	40.2%	
*All UW Bothell undergraduates**		*41.3%*	*39.0%*	
COIL courses	34.8%	34.1%	34.0%	
Collaboratory-connected course activities	50.0%	37.0%	29.8%	

Student Interest in Experiential Learning

In the 2023-26 Connected Learning Assessment Plan, we set the goal to return to pre-pandemic interest levels in High Impact Practices (HIPs), as indicated by student responses to the National Survey of Student Engagement (NSSE), which is administered to first-years (and seniors) in the spring every 2-4 years. The NSSE, administered at UW Bothell in Spring 2024, showed that interest in research with faculty has (nearly) rebounded, while

interest in study abroad has declined. **Actual participation in service learning has remained stable between 2021 and 2024**, but is below 2017 levels of engagement.

Rate of UW Bothell First-Year Students Planning to Participate in High-Impact Practices, NSSE 2017-2024

Table values represent the percentage of first-year NSSE respondents

Type of HIP	2017	2021	2024
Service Learning	64%	50%	51%
Research w/ Faculty	5%	4%	5%
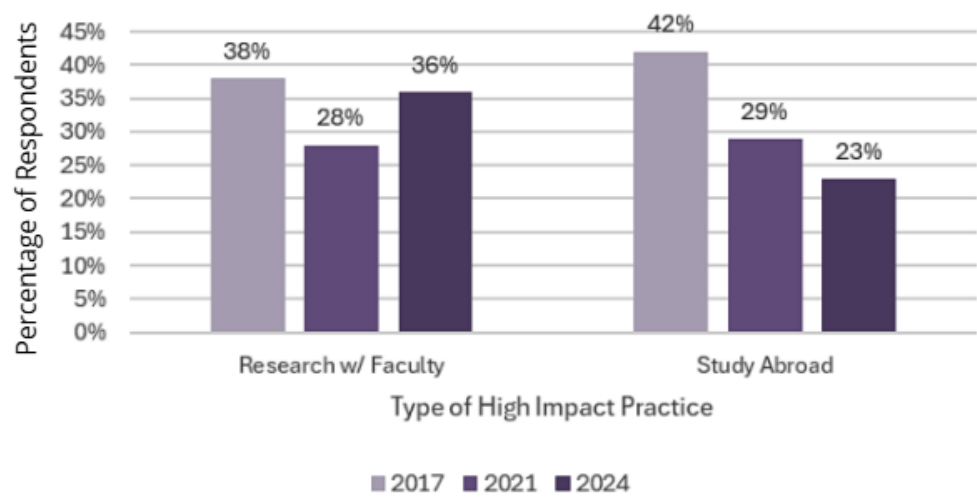
The percentage of first-years who plan to study abroad declined to 23%, from 42% in 2017 and 29% in 2021. While NSSE results indicate a declining interest in study abroad, and a lower level of interest compared to peer institutions, **UW Bothell orientation survey results show interest in study abroad among first-year students growing modestly year-over-year between 2022 and 2024. Actual participation rates in study abroad have also been increasing.**

UW Bothell students' engagement in service learning in their first year used to surpass that of peer institutions, according to the NSSE: 64% of UWB first-years reported having had a service-learning experience in 2017 (+20% over peer institutions) and 50% in 2021 (+9% over peer institutions). **In 2024, 51% of UWB first-years reported having had a service-learning experience, on par with 2021 results.** However, this is now 9% lower than at peer institutions.

UW Bothell First-Year Students' Plans to Participate in Experiential Activities, Post-Orientation Survey 2021-2024

Table values represent the percentage of first-year respondents to NSSE and OTP surveys

Type of HIP	2021	2022	2023	2024 NSSE	2024
Culminating Senior Experience				51%	
Internship or Field Experience	62%	64%	58%	69%	63%
Learning Community				21%	
Undergraduate Research	31%	30%	35%	36%	38%
Study Abroad	20%	16%	20%	23%	22%
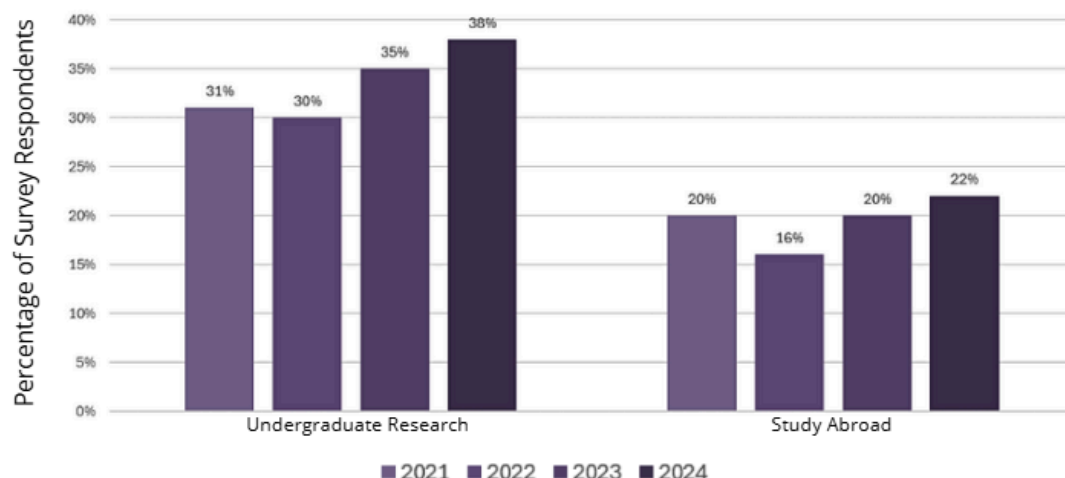
The percentage of first-years who plan to engage in research with a faculty member rebounded to 36%, nearly on par with 38% in 2017 NSSE results. UW Bothell orientation survey results match this trend, showing 38% of first-year students in 2024 wanting to participate in undergraduate research.

Acting on Student Feedback

As part of the comprehensive program review conducted by SOVA Consulting (see Appendix), feedback was gathered from UW Bothell students on their expectations for and barriers to participation in connected learning activities. Here are some ways that the Office of Connected Learning team acted on the input received from students:

- Addressing the **challenge of students not knowing what opportunities are available and following their strong preference for email communication, we adapted the monthly Connected Learning newsletter to be sent to all students**, as opposed to only those who opt in.

- Building on students' interest in micro-internships, **we adapted the Digital Scholars Program to include shorter, project-based placements** with campus partners during Summer 2025.

- Students identified finances as a top barrier to participation, particularly for study abroad and on-campus positions. **During Spring 2025, we were able to leverage donor funds to increase funding for summer research internships and scholarships for study abroad.**


This summer, I had the opportunity to intern with The Collaborative for Socio-Ecological Engagement (CoSEE) as a Social Media and Communications Intern at St. Edward State Park.... I am grateful for this experience, for the mentorship I received, and for the chance to contribute to a project.

- Benji Kang, Summer Research Fellow 2025

Pre-Major Students Engaged in Connected Learning (CL)-Supported Activities

Highlights from AY2024-2025

PRE-MAJOR STUDENTS ENGAGED IN CONNECTED LEARNING-SUPPORTED ACTIVITIES
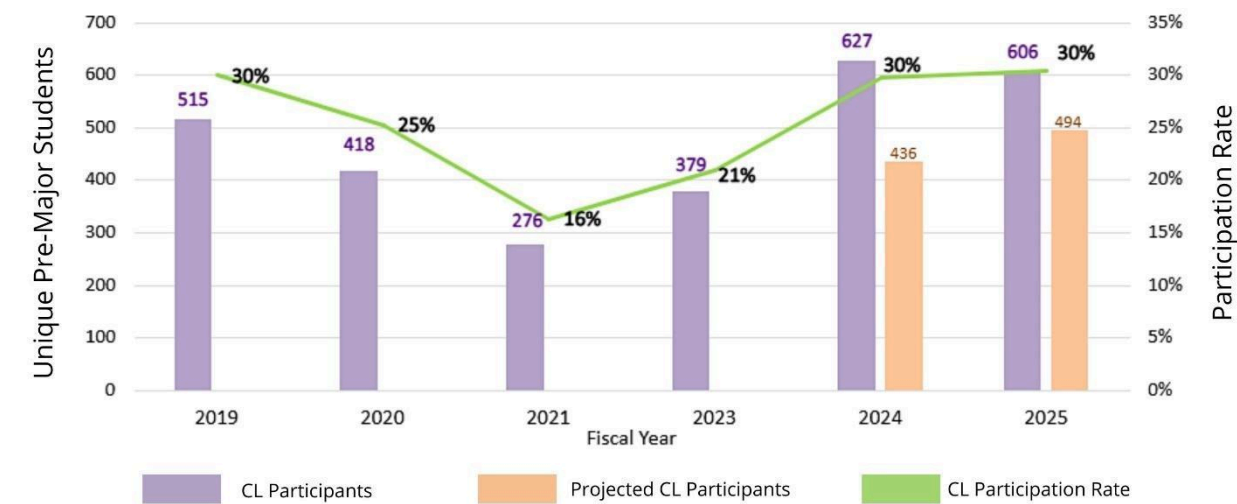
Pre-major student participation in Connected Learning activities remained high in fiscal year 2025, with 606 unique pre-major students participating, which again exceeded our target of increasing pre-major involvement to 552 by FY2026. The rate of pre-major students involved in Connected Learning activities during FY2025 remained constant at 30% as compared to FY2024 and has returned to pre-pandemic levels.

Fiscal Year	Connected Learning Participants	Projected Connected Learning Participants	Connected Learning Participation Rate
2019	515		30%
2020	418		25%
2021	276		16%
2023	379		21%
2024	627	436	30%
2025	606	494	30%
2026		552	

A Special Thanks to our Donors

We are grateful for the donations that support experiential learning programs that provide valuable career-readiness skills, stipends, scholarships, and opportunities to find community through hands-on experience. While some are funded by endowments, others rely on generous gifts from individuals, businesses, and organizations. Your support makes a difference. Learn more about gifts managed by Connected Learning or donate today.

Donation Funds Managed

- UW Bothell Connected Learning Fund
  - Supports Digital Scholars and includes the WSECU donations
  - Data for Good Funds with donation from Drs. Kenyon Chan and Shirley Hune
  - LLI Program Support for FY2025
- UW Bothell Endowed Student Support Fund for Connected Learning
- Michael Anderson and Maria Lamarca Anderson Connected Learning Support Fund
- UW Bothell Innovation Initiative Fund
- UW Bothell Founders Endowed Fellowship
- Anna Bui World of Hope Scholarship
- Leslie Ashbaugh Memorial Fund

Scholarships Given at a Glance

Below is a list of awards given from Connected Learning gift funds to students whose research or cohort started in FY2025 (payment may have been in FY2026, and funding from other grants or Schools are not included). **A total of $65,268 was awarded to students.**

- Summer 2025 Research Awards
  - Connected Learning Gift Fund $9,500
  - Summer 2025 Founders Fellows $21,000
  - Summer 2025 Data for Public Good $15,500
  - Summer 2025 Innovation Fund $9,500
- Summer 2025 Digital Scholars (from Connected Learning Gift Fund) $16,168
- Anna Bui World of Hope Fund 2025 Awards $3,600
- Leslie Ashbaugh Memorial Fund 2025 Awards $8,900

Cohorts

Our office supports student growth through cohort programs like Digital Scholars, Latino Leadership Initiative, and Global Scholars, which foster leadership, skill-building, and global awareness. These cohorts connect students with faculty, peers, and community partners, providing mentorship and hands-on experiences that enhance learning and career readiness.

Digital Scholars

2025 Digital Scholars Cohort, Spring 2025

Digital Scholars is a cohort-style program designed for pre-major and first-generation students interested in majors and careers that require digital skills. The program builds a supportive community of students, faculty, staff, alumni, and community partners, all working together to help students grow their digital competencies and expand their professional networks.

In response to student and partner feedback, the 2025 Digital Scholars program was redesigned to better align with student needs and internship expectations. The new structure includes a flexible spring workshop series, integrated professional development, and a campus internship matching process.

This year, we prioritized on-campus internship opportunities to help students build a stronger sense of belonging and connection to the UW Bothell community. These experiences serve as a launching point, allowing students to develop foundational skills and confidence needed to pursue future opportunities with external community partners and employers.

A total of 13 UW Bothell students participated in the spring program, with 11 continuing into paid internships. We are grateful to our 6 campus partners who hosted interns and to WSECU (Washington State Employees Credit Union) for generously funding the program.

2025 Program Highlights

- Redesigned structure based on student and partner feedback
- On-campus internships prioritized to strengthen student belonging
- Spring and summer workshops provided structure and developed students' digital and professional skills for future opportunities
- 13 participants, 11 paid internships, 6 campus partners

Latino Leadership Initiative (LLI)

The Latino Leadership Initiative is a cohort style program that aims to support Latino/a/x students. Guided by local partner, Latino Education and Training Institute (LETI), UW Bothell students get the chance to explore how they can be leaders in their community while gaining valuable networking and civic engagement experience.

2025 Program Highlights

- Expanded capacity by hiring a student assistant
- Increased enrollment three times over the previous year
- Created a new tradition of an annual Latino-focused campus/community event to highlight Latino culture on UW Bothell campus.

LLI 2025 cohort poses with Chancellor Kristin G. Esterberg and Program Leader, Dana Washington, at the LETI LLI Graduation at UW Bothell, May 31, 2025

Eduardo Delgado Flores planning the Latino Culture Night event at a cohort meeting with his team members.

I plan to carry the lessons I've learned from the Latino Leadership Initiative into every space I enter, ensuring I continue to uplift and empower my community. The insights and inspiration I've gained from LLI will serve me as a foundation for future initiatives that elevate Latino voices and create meaningful connections along the way. Thank you to my peers who made this experience great from day one.

- Eduardo Delgado Flores, LLI 2025 Participant

LLI Service Projects - Northshore School District Mentoring

LLI cohort members continued the legacy partnership of mentoring Bothell High School Latinx students to be successful in their college and career goals, and expanded mentorship to Inglemoor High School AVID classes. Cohort members also increased outreach to parents through Spanish speaking events and inviting them to the UW Bothell campus visit.

Spring quarter: LLI students lead a workshop for Inglemoor High School AVID students on college and career success post-high school graduation

LLI Students mentor Bothell High School students in an after-school session on college and career success

LLI Service Projects - Latino Culture Night

Cohort members collaborated with Latine Student Union and Professor Vilma Illanes' CELR class BSPAN 216 Spanish Heritage to create the largest Latino-focused event on campus in history: **Latino Culture Night May 6, 2025 in North Creek Events Center**. Over 150 attendees of students, staff, and community members attended. LLI students created the event with local

Latinx small businesses and organizations, setting up Latinx history booths, *lotería* and *piñata* games, food from local businesses, and cultural dance performances from *Alma Jauregui Folklórico Dancers* (pictured below, top).

Two LLI students who planned the event, Jaden Lopez and Deisy Madrigal, celebrate while setting up the piñata (pictured above, lower image).

NextGen Civic Leader Corps

The NextGen Civic Leader Corps, a tri-campus initiative at the University of Washington, encourages undergraduate students to consider careers in government, nonprofit, and social ventures. Through hands-on learning, coursework, and networking, students strengthen their commitment to public service and community engagement. They gain essential skills for non-profit and government careers, build connections with UW Bothell and the broader community, and work toward a more just and equitable society.

Civic Leaders NextGen Stole Patch

This year, in recognition of work focused on civic leadership, students could apply to be recognized for their efforts. Students were asked to demonstrate how their classroom learning, campus involvement, and community service intersected to shape their civic leadership.

By connecting their values to real-world engagement, students showed how their UW Bothell experiences prepared them to create positive change.

19 students were recognized as UW Bothell NextGen Civic Leaders. As a result of targeted outreach to Connected Learning cohort program participants, 13 of the NextGen Civic Leaders were in the Latino Leadership Initiative cohort, while 10 were in Global Scholars. Four of the applicants had participated in both programs. Unsurprisingly, the majority of respondents credited the cohort model as a powerful relationship-building structure.

Highlights from the experiences of NextGen Civic Leaders include:

- Collectively, the **students mentioned 27 different courses across all UW Bothell schools and units that impacted their civic leadership growth**. The majority of the courses, 66%, were in the School of IAS.

- **Mentorship from faculty and program staff was named as the most important factor** in developing supportive relationships and growing students' professional networks. Students credit their mentors with providing ongoing support, helping translate goals into actions, and facilitating connections to broader opportunities.

- The most important **professional skills and competencies developed by NextGen Civic Leaders were: policy & advocacy (68%), leadership (53%), communication (36%) and analysis (36%).** In terms of personal development, 68% of respondents described how stepping out of their comfort zone led to increased confidence. Over half mentioned that seeing the impact of their work in communities reinforced their determination and helped them develop resilience and adaptability.

NextGen Civic Leader Teams

In partnership with the Latino Leadership Initiative, the program piloted creating teams of students united by a common interest to apply civic engagement to their passions. The LLI Next Gen teams planned a series of signature cohort events focused on civic engagement in the Latino community.

Adrian Eccleston talks with Juan Peralez, President of Unidos Snohomish County at networking portion of Latino Leaders in Local Government event on UW Bothell Campus.

I got to make connections with shakers and movers in the wider community around me, in the Bothell and Renton governments, and also those in the state capital as well. I always thought that being in the public policy sector was out of my reach, not for people like me, but seeing how the people who work hard every day to improve life for everyone come from various walks of life has me seriously considering applying myself to public service.

- Adrian Eccleston, LLI 2025 Participant LLI NextGen, Latino Leaders in Government Team

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LLI NextGen Projects: Empowerment Through Civic Engagement Series

Three workshops empowered students and community members to understand their legal rights around immigration, engage civically through direct dialogue with policymakers, and access campus resources related to education and legislative advocacy.

LLI NextGen students prepared the content, marketed the events, collaborated with campus and community partners, and independently hosted the events as part of their leadership development.

1. Latino Leaders in Local Government, April 24
2. Equity in Education Tabling, April 24
3. Know Your Rights Workshop, May 5

LLI participant Alondra Guzman tabling at the Equity in Education event

Global Scholars Program

The Global Scholars Program brings together UW Bothell undergraduates from diverse backgrounds to think through global issues and explore diversity, difference, and identity as central to all global engagements.

The year-long program begins with a kick-off retreat and series of workshops in Winter Quarter.

2025

Global Scholars, Nhaya Henley and Valencia Jonson, getting to know each other at the kick-off retreat.

Then, Scholars take BIS 318 during Spring that prepares them for a summer global experience, which can be done locally or abroad. About half of Global Scholars study abroad, while others engage in local internships, the DC Human Rights Seminar, virtual exchange programs, or independent projects. The Autumn course, BIS 418, focuses on reflection and deepened learning.

An initiative of the School of Interdisciplinary Arts & Sciences, the program is supported by the Office of Connected Learning through outreach, staff leadership and a student peer advisor.

Program Highlights

- There was a **38% increase in students joining Global Scholars**: A total of 55 students participated in Global Scholars in FY25, up from 40 in FY24. Fiscal year numbers represent two cohorts.

- **Growing engagement of lower division students**: While just 8% of the 2023 cohort were first- and second-year students, this grew to 46% of the 2024 cohort and 58% of the 2025 cohort.

- With encouragement and support from program directors, **Global Scholars leverage their experience to successfully pursue additional opportunities**. During 2024-25, Sabrina Prestes Oliveira was awarded a Mary Gates Leadership Scholarship and a Fulbright English Teaching Assistantship grant to Mexico; Lidia Workneh received the Leadership 1000 Scholarship and was named one of the Husky 100; and 10 Global Scholars were recognized as NextGen Civic Leaders.

The idea of combining my passion for computer science with the opportunity to experience another culture was something that truly excited me... I had the chance to learn from experts in AI and cybersecurity, and the partnership with INCIBE (Spain's National Cybersecurity Institute) and the University of León added an extra layer of depth to the experience. We even went on numerous excursions that enhanced our understanding of the local tech scene and culture.

- Lidia Workneh, 2024 Global Scholar

Lidia Workneh joined the Global Scholars program in her first year at UW Bothell, which supported her in exploring study abroad program options and connecting to resources to plan for the trip. The AI & Cybersecurity in Spain program during Early Fall 2024, led by CSS faculty Michael Stiber and Jeffrey Kim, aligned perfectly with her CSS major.

Lidia offers advice to first-time travelers in her blog post, *From León to Lifelong Memories: Our Study Abroad Story*. Upon her return, she was recognized as one of the 2025 Husky 100, a remarkable accomplishment for a junior!

Data for Public Good

Data for Public Good is a summer cohort program that brings together students, faculty, and community partners to pursue data-related research projects that serve the greater community. **In Summer 2024, the program piloted with three faculty mentors and 10 students** who engaged in data collection, analysis, and visualization on behalf of the Latino Educational Training Institute (LETI), a longstanding UW Bothell partner. Students were funded through a generous gift from Drs. Kenyon Chan and Shirley Hune.

Over the course of an intensive five-week program, faculty and students worked in small research teams to analyze health-related needs and resources accessible to Latino communities in the greater Seattle area. Specifically, the research teams sought to:

1. Assess healthcare and education access for Latinos in Snohomish County
2. Locate food and health resources easily accessible to Latinos in the greater Seattle area
3. Identify characteristics of clients using LETI's Eviction Prevention program to help LETI direct resources towards pre-emptive housing stability efforts.

The 2024 Data for Public Good Fellows after a team meeting in the Collaboratory.

Program Highlights

- **Site visits and regular exchanges with community partners:** Students and faculty mentors were able to visit LETI on site and tour their new community center in Everett. Throughout the program, they also met regularly with LETI staff to report on their research progress and receive guidance about the organization's goals and needs.
- **High-impact trainings:** Through hands-on, faculty-led workshops, students practiced collecting, cleaning, and analyzing large data sets, including census data. They learned

to use software programs like Tableau and ArcGIS to create compelling visualizations for an external partner. They also received ongoing training and support in the responsible conduct of community-engaged research.

- **Public presentations**: The five-week program culminated in a series of three public presentations to LETI, in which each group identified potential next steps for the work, seeding future collaborations between LETI and UW Bothell.
- **Individualized advising and support**: All students benefited from individualized advising from Connected Learning staff to connect them with future opportunities. One student, Sabrina Prestes Oliveira, was invited by LETI to extend her research through the 2024-25 academic year. Sabrina's work was supported by the prestigious Mary Gates Leadership Scholarship.

In 2025, Data for Good students engaged in the Summer Research Fellows Program, focusing on data related to public health and social wellness. 14 students were supported from funds for Data for Public Good. A few research topics included:

- Youth mental health
- Health insurance claim denials research
- Emergency Preparedness communications & education project
- Gender and climate change activism

2025 Summer Research Fellows

The Summer Research Fellows program is a new cohort experience that piloted in Summer 2025. The first iteration of the program brought together 35 UW Bothell students and 9 external REU students who were completing 50 or more hours of mentored research with UW faculty.

As a cohort, students participated in a nine-week professional and research skill development series and built community with peers across disciplines. Students also received 1:1 advising from Connected Learning staff and will receive ongoing support in applying for future opportunities and awards.

What was thought to be a straightforward research question turned out to be the complete opposite... I am going to use the strategies that I have learned during this undergraduate research and apply it to my professional life. I believe that some of the skills I learned are time management, information gathering in a more efficient manner, and controlling burn out.

- Braden Williams, Summer Research Fellow 2025, Denial of Health Insurance Claims: A Look into American Health Insurance

Experiential Scholarships

The Office of Connected Learning promotes scholarships that help students access experiential learning opportunities such as research, community engagement, and study abroad. Through these high-impact experiences, students deepen their learning and become more competitive for future scholarships, fellowships, and awards that support continued experiential learning and academic and personal growth.

We actively assist students in applying for the following scholarships and awards, many of which are built upon or require participation in experiential learning:

- National Science Foundatin (NSF) Research Experience for Undergraduates (REU)
- Mary Gates Research and Leadership Scholarships
- Undergraduate Research Conference Travel Awards
- Levinson Emerging Scholars Award (LES)
- Summer Institute in the Arts and Humanities (SIAH)
- UW Bothell Summer Research Awards
- UW Bothell Study Abroad Ambassador Scholarship
- Gilman International Scholarship
- Critical Language Scholarship (CLS)
- Udall Undergraduate Scholarship
- Imagining America/The Joy of Giving Something Fellowship (JGS)
- Husky 100 Award
- Fulbright and other post-graduate global fellowships

The Office of Connected Learning is excited to celebrate the achievements of the following student awardees this year.

NSF Research Experience for Undergraduates (REU)

The NSF Research Experience for Undergraduates (REU) is a program funded by the National Science Foundation (NSF) that provides undergraduate students with opportunities to engage in research across various scientific disciplines. The following UW Bothell student was accepted into this competitive summer REU program:

- Scheldt, Tim, Mathematics, UW Bothell REU

Mary Gates Research and Leadership Scholarships

The Mary Gates Scholarships for Research and Leadership at the University of Washington are designed to support undergraduate students in their academic and leadership pursuits. Recipients are engaged in impactful research projects or demonstrate significant leadership potential both on campus and in their communities.

Five UW Bothell students received the Mary Gates Research Scholarship, and one student received the Mary Gates Leadership Scholarship in the 2024-2025 academic year:

- **Mary Gates Research Scholarship**
  - Flores, Liliana Elizabeth, Physics (STEM), Fall 2024
  - McFarland, Jack, Computer Science & Software Engineering (STEM), Fall 2024
  - Ritchie, Anna Elizabeth, Physics (STEM), Winter 2025
  - Paulos, Christian, Biology (STEM), Winter 2025
  - Tulleau, Kristiina Gaelle, Mathematics (STEM), Winter 2025
- **Mary Gates Leadership Scholarship**
  - Prestes Oliveira, Sabrina, Data Visualization (IAS), Fall 2024

Undergraduate Research Conference Travel Award

The Undergraduate Research Conference Travel Award is offered to UW undergraduate students who have been accepted to present original research or creative work at a professional academic conference. During the 2024–2025 academic year, this UW Bothell student was awarded:

- Truong, Dang, Biology

Levinson Emerging Scholars Award (LES)

The Levinson Emerging Scholars (LES) Program supports promising undergraduates pursuing advanced, creative research in biosciences and related fields under the mentorship of UW faculty. Designed for students with at least three quarters of prior research experience, the program is intended for those working beyond the introductory level on projects requiring depth and innovation. The 2024–2025 academic year recipient from UW Bothell is

- Truong, Dang, Biology

Summer Institute in the Arts and Humanities (SIAH)

The Summer Institute in the Arts and Humanities (SIAH) is an intensive, interdisciplinary research program designed for undergraduates interested in exploring complex themes through the arts and humanities. SIAH aims to increase undergraduate engagement in humanities research, foster collaboration between students and faculty, and provide a platform for students to present their scholarly work. One student from UW Bothell was a recipient of this award:

- Vo, Mya, Media and Communications Studies

UW Bothell 2025 Summer Research Awards

The UW Bothell Summer Research Awards provide summer funding for undergraduate students who are engaged in a structured research project. Funding comes through the Founders' Fellows Endowment, Innovation Fund, Connected Learning Gift Fund and the Data for Public Good (Chan-Hune) program. 37 UW Bothell students were recipients of Summer Research Awards this year:

- **Data for Public Good (Chan-Hune Fund)**
  - Abukhder, Munder, Mechanical Engineering
  - Dunlap, Catherine, Global Studies
  - Fisher, Max, Data Visualization
  - Jeffords, Victoria, Earth Systems Science
  - Khan, Aleeza, Computer Science
  - Le, Aimee, Psychology Pre-Major
  - Mo, Cindy, Biochemistry
  - Nguyen, Darren, Data Visualization
  - Song, Rebekah, Data Visualization & LEPP
  - Trujillo, Francisco, Data Visualization
  - Vo, Mya, Media & Communication Studies, Data Visualization
  - Vu, Gabe, Pre-Major
  - Williams, Branden, Data Visualization
  - Zhang, Haoye, Data Visualization
- **Innovation Fund**
  - Carey, Aidan, Electrical Engineering
  - Cook, Amaya, Pre-Major
  - Martinez, Niveah, Computer Science & Software Engineering
  - Ojala, Brooke, Mechanical Engineering
  - Lu, Lydia, Electrical Engineering
  - Park, Seyeon, Computer Science & Software Engineering
  - Kang, Taylor, Computer Science & Software Engineering
- **Founders Fellows**
  - Arrabi, Layan, Mathematics
  - Bhattacharyya, Rishita, Pre-Major
  - Del Gianni, Joey, Physics
  - Fujiwara, Hakuho, Computer Engineering
  - Koshy, Ruben, Biology
  - Liu, Davis, Biology
  - Mohamud, Sumayya, Biology
  - Nasir, Salina, Biology
  - Sanhi, Sanya, Psychology
  - Vibhuthi, Jahnavi, Biology

- **Connected Learning Fund**
  - Bhatti, Verisha, Health Studies
  - Kang, Benji, Business Admiration, Marketing Concentration
  - Lee, Joonjoo, Pre-Major
  - Malone, Katerina, Psychology
  - Morris, Ethan, Data Visualization
  - Purchas, Thomas, Business Administration, Finance Concentration
  - Simpson, Max, Pre-Major

Gilman International Scholarship

The Gilman International Scholarship is a U.S. government-funded program that supports undergraduate students with limited financial resources in pursuing study abroad opportunities. This year, three UW Bothell students received this competitive national award:

- Al-Salman, Zahraa Haider, Psychology
- Fang, Khammy, Pre-Major
- Cheng, Howard, Pre-Major

The Fulbright Program

The Fulbright Program is the U.S. Department of State's flagship international education and exchange program, offering a variety of research, study, and teaching opportunities to current students, recent graduates, and professionals. Through one of the specific grant programs, recent graduates serve as English Teaching Assistants (ETAs) at educational institutions ranging from elementary school through university level.

This year, two UW Bothell applicants were selected for a Fulbright ETA grant:

- Prestes Oliveira, Sabrina, 2025 Data Visualization, Mexico
- Tahamzadeh, Ava, 2024 Educational Studies, Tajikistan

UW Bothell Study Abroad Ambassador Scholarship

The UW Bothell Study Abroad Ambassador Scholarship helps reduce the costs associated with participating in a study abroad program. In the 2024–2025 academic year, 44 UW Bothell students received this scholarship to support their global learning experience, including 13 pre-major students:

1. Kainth, Jasmeet, Business: Finance
2. Rodriguez-Sanchez, Andres, Computer Science & Software Engineering
3. Hall, Ayrianna, Psychology
4. Arrabi, Layan, Mathematics

5. Song, Rebekah, Data Visualization; Law, Economics & Public Policy
6. Landry, Gabriel, Environmental Studies
7. Ruiz-Navarrete, Janeyra, American and Ethnic Studies
8. Fang, Khammy, Pre-Major
9. Kabeto, Kalkidan, Psychology
10. Kaushik, Hazel, Pre-Major
11. Anibaba, Ayomide, Business: Marketing
12. Cheng, Howard, Pre-Major
13. Swissa, Hanah, Law, Economics & Public Policy; Health Studies
14. Xiao, Stanley, CSSE: Cybersecurity and Data Visualization
15. Al Anzee, Najd, Psychology
16. Kim, Emily, Computer Science and Software Engineering
17. Eccleston, Adrian, Pre-Major
18. Cook, Isabella, Media & Communication Studies
19. Kennedy, Alexander, Physics
20. Levinson, Lisa, Nursing
21. Husein, Hanan, Law, Economics & Public Policy
22. Creek, Nicole, Nursing
23. Salam, Rayyan, Law, Economics & Public Policy
24. Kiflom, Sesen, Pre-Major
25. Young, Mabrey, Pre-Major
26. Bedekar, Tanvi, Pre-Major
27. Takele, Helina, Pre-Major
28. Henley, Nhaya, Psychology
29. Wright, Anna, Conservation & Restoration Sciences, Global Studies
30. Pham-Brehm, Elizabeth, Psychology
31. Sarmiento, Jenivee Marie, Psychology
32. Jonson, Valencia, Pre-Major
33. Ricks, Kyle, Computer Science & Software Engineering: Information Assurance and Cybersecurity
34. Wang, Balter, Health Studies, Media Communication
35. Mohamud, Hamdi, Educational Studies
36. Venrose, Angel, Law, Economics & Public Policy
37. Wangari, Charity, Media and Communication
38. Abdinoor, Iman, Pre-Major
39. Girmaye, Aleph, Data Visualization
40. Mohamed, Epharata, Pre-Major
41. Ahmed, Rayan, Applied Computing
42. Elias, Aelaph, Pre-Major
43. Tuaum, Ayman, Data Visulaztion
44. Rivero Gonzalez, Carlos, Pre-Major

Husky 100 Award

The Husky 100 students connect their classroom learning with real-world experiences and apply their knowledge to create positive impacts on campus, in their communities, and globally. This year, eight UW Bothell students were chosen as part of the Husky 100 Class of 2025.

- Adam Chhor, Computer Science and Software Engineering, Senior
- Delia Gomez, Education, Graduate
- Franchesca Nicole Lazaro, Applied Computing & Business Administration, Senior
- Khylee Mendez, Health Studies, Senior
- Kristiina Gaelle Tulleau, Mathematics, Senior
- Lidia Workneh, Computer Science and Software Engineering, Junior
- Mak Leah, Psychology, Senior
- Maleah Haverly, Psychology, Senior

Sabrina's leadership project explored methods to identify, assess, and visually represent the needs and demographics of Latino communities in Washington and the Puget Sound region.

Getting involved in civic engagement initiatives made academics a lot more interesting. I started thinking about how I could apply what I was learning in other contexts.

- Sabrina P. Oliveira, BS in Data Visualization, class of 2025. Mary Gates Leadership Scholarship Recipient.

Seed Grants for COIL and Study Abroad

In an effort to expand UW Bothell undergraduates' access to high-impact global learning in curricular areas that currently have limited global learning opportunities, the Office of Connected Learning is offering travel grants for faculty/staff to support the costs of an in-person exploratory visit to a host country destination needed to develop and successfully launch a new global program (study abroad or COIL).

2024 grant recipients completed exploratory trips to launch new programs:

- School of Nursing and Health Studies faculty, Dr. Linda Eaton, Assistant Professor, and Dr. Jamie Shirley, Teaching Professor, visited Christian Medical College in Vellore, Tamil Nadu, India, to confirm logistics for the Summer 2025 program, India: Population Health in a Cultural Context. Fourteen participants traveled to India in August 2025 to fulfill their fieldwork and elective credits.

- Dr. Paola Rodriguez Hidalgo, Associate Professor of Physics, School of STEM, and Dr. David Goldstein, Teaching Professor in the School of IAS traveled to Leon, Spain to develop an interdisciplinary study abroad program, The Science and Art of Solar Eclipses, that will coincide with the total solar eclipse in August 2026. In addition, Dr. Rodriguez Hidalgo is working on a COIL course, BPHYS 493 Research Methods that will partner with astronomy researchers and students in Spain.

Nursing and Health Studies faculty Jamie Shirley and Linda Eaton with nurses at the Community Health and Development (CHAD) Christian Medical College Hospital

2025 grant recipients will develop new programs in Mechanical Engineering and Computer Science for 2026:

- Dr. Jong Yoon, Associate Professor of Mechanical Engineering in the School of STEM will travel to Korea to develop the Engineering Experience: Innovation, Culture, and Global Collaboration program for Summer 2026, with several institutional and industry partners in Daejeon and Juju Island.

- Two CSS faculty in the School of STEM, Dr. Munehiro Fukuda, Professor, and Jeffrey Kim, Associate Teaching Professor, are planning an Evolving Identities and User Design in the Age of Connectivity and AI Technologies in Modern Japan program for Early Fall 2026.

Deferred:

A third award was offered to Dr. Ying Yang, Assistant Professor in the School of Business, but planning for her E-Marketing in Hong Kong, Taiwan and China program is being deferred.

Santos Rodríguez, Coordinator of the UW León Center (left) and his partner (second from right); Paola Rodríguez Hidalgo (STEM), second from left; and David Goldstein (IAS), far right, at the Pedro Duque Municipal Astronomical Observatory in León, Spain.

Collaboratory

The Collaboratory is an open space designed to facilitate collaboration as well as fabrication. This makerspace is open to all majors and staff. The Collaboratory provides equipment, materials, and training needed for creating physical and/or digital prototypes, art, and other work products. The Collaboratory is also a space that holds events periodically throughout the year ranging from walk in workshops to annual holiday events.

Transition

Based on the recommendations from the SOVA review and campus leadership, the Collaboratory was moved under the leadership of Student Engagement & Activities, beginning June 2025.

Highlights

- Online merchant accounting system set up to be able to charge individual for extra supplies and services.
- Applied for and was awarded for a Student Technology Fee (STF) Grant, totaling $58,000 for replacement of 3D printers, a laser cutter, and a plastic shredder to recycle 3D filament.
- Hosted several classes in Mechanical Engineering, Business, and Biology for hands-on student assignments and tours.

3-D printed mechanical hand created by student and Collaboratory volunteer, (Pin-Yu) Amy Lin.

Community-Engaged Learning and Research (CELR)

Community-Engaged Learning and Research (CELR) courses help students learn by doing and encourage opportunities to generate new knowledge in partnership with community organizations. Through different modes of volunteering, research, and projects students engage with campus or community partners to collaborate on mutually beneficial projects that help community interests and course learning goals.

At a glance

- 900 Volunteer placement opportunities available for students
- 52 Community Engaged Learning Courses
- 46 Community Engaged Research Courses
- 84% agreed strongly that "The work I did here added to my professional skillset and will benefit my career in the future." *
- 86% agreed strongly that "After this experience, I feel more connected to my community (or communities other than my own)." *
  *Based on CELR End of Quarter Student Feedback Survey

Expanding Capacity for Community Engagement

This year our team was focused on integrating Community Connect UW a new tri-campus community engagement management system and navigating organizational change. These projects guided us to shift focus on creating new partnerships with faculty and partners, and work on building a better foundation for sustainable community engagement in courses at UW Bothell. We have continued to maintain wonderful experiences for students and hold strong partnerships with our community and faculty but are excited about the opportunity to expand our work with this new system and organization structure.

I think this course was extremely helpful in multiple ways. One of the most important things I gained is hands-on experience in the field I am interested in working in. I got the opportunity to design and lead my own research project, conduct the fieldwork, analyze the data, synthesize it into deliverables (e.g., a report, a poster, brochures), and collaborate with my community.

- Winter 2025 CELR Student

Hosting quarterly events to get the CELR program more visible to students

Three workshops were offered that guided students in identifying community engagement opportunities, connecting academic and career goals to causes they care about, and exploring programs such as research, volunteering, and study abroad.

- Fall: How to Add Community Engagement to Your College Experience

- Winter: Pathways Week: Find Your Path with Community Engagement
- Spring: Making an Impact During Your College Experience

Creating CELR Orientation Videos for students

The CELR team offers in person orientations, but sometimes with conflicting schedules that causes a lot of missed opportunity to onboard all CELR students to their new experience. To alleviate this challenge the CELR team created video orientations split up into different segments to make them accessible to all students before, during, or after their time being in a CELR class. Watch the Video Playlist.

Transitioning from EXPO to Community Connect UW (CCUW)

In collaboration with the Chancelor's Office Community Engagement team, we started the process of transitioning out of our current volunteer and community partnership management system, EXPO, to Community Connect UW (CCUW). This process involved lots of testing and reconfiguring the new system to our processes for CELR courses to prepare for a Summer 2025 Pilot Launch with select CELR classes and community partners.

It's not as scary or serious as it seems. After doing research projects on WA-BLOC and admiring their work from afar, I felt trepidation when given the fantastic opportunity to work with them. As time went on, I built relationships with students and WA-BLOC members and realized the worth of my voice and perspective. It's been so fun putting what I've learned into practice!

- Clara Miller, Educational studies with a concentration in Curriculum, Instruction and Equity, class of 2025

CELR Data Analysis Project

CELR Student Program Assistant Sabrina Oliveira (pictured on page 26) compiled data from all CELR courses that had student placements from 2021-2025 to improve understanding of what partnerships we're offering, how students are doing in those placements, and areas we can improve.

CEL Student Placement Completion Rates Autumn 2021-Win 2025
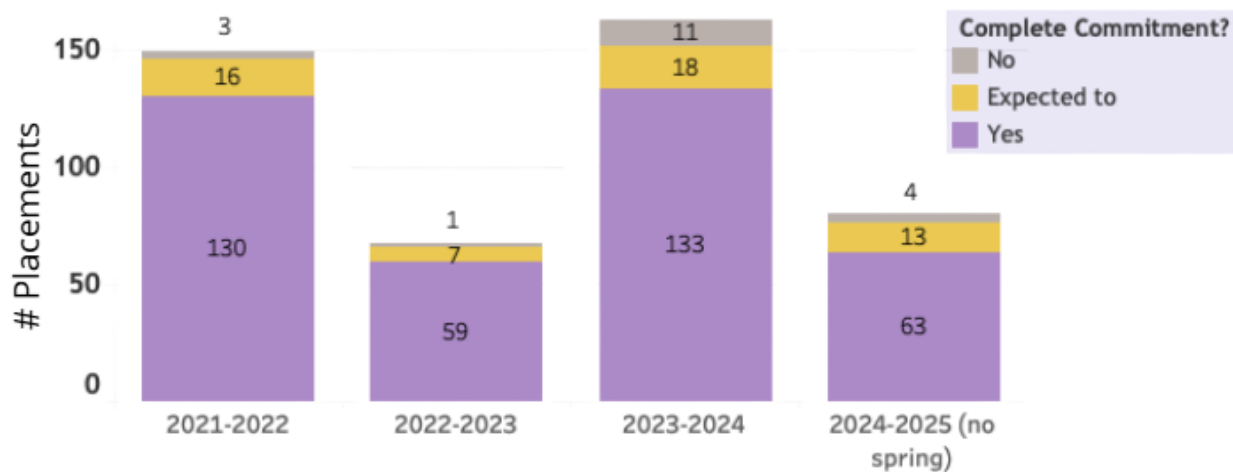
Analysis of CEL Student Placement Completion Rates from Autumn 2021 through Winter 2025 shows very high completion rates, with only 1.5% of students not showing up for assignments. 96% of students complete their commitments: 94% for in person placements, and 98% for hybrid/remote placements. When students self-place, 97% of students complete work.

- 1.5% of UW Bothell Students were no-shows: did not meet with partners after registering for class and project.
- 96% of UW Bothell Students completed time commitments with partners.

A need for broader area of placements
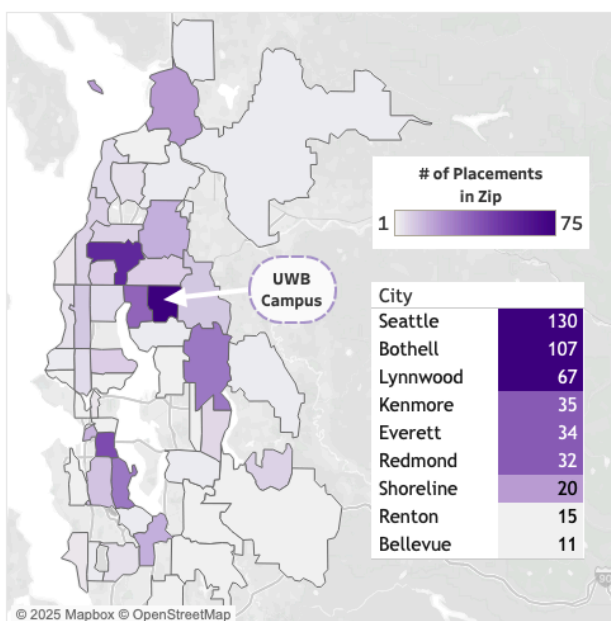
Mapping the distribution of In-Person and Hybrid CEL Placements from Autumn 2021 through Winter 2025 (left) shows a high concentration of placements offered around the Bothell/ Lynnwood/ Seattle area.

Over 100 opportunities were available in Seattle and Bothell (each), while Renton and Bellevue hosted 15 and 11 placements, respectively.

Desire for more placement opportunities in the South End. These visualizations help us understand gaps in creating accessible and equitable opportunities for students through location, course type, and organization.

Global Initiatives

Global Initiatives supports global engagement of UW Bothell students, faculty, and staff through:

- Expanding study abroad
- Internationalizing the curriculum
- Developing intercultural competence
- Advising on international fellowships
- Highlighting global dimensions of diversity
- Encouraging global engagement locally
- Managing institutional partnerships worldwide

UW Bothell students actively engaged in global learning between Summer 2024 and Spring 2025 through the following credit-bearing programs:

- Global Scholars: 55 students (25 in 2024 cohort and 30 in 2025 cohort)
- Study Abroad: 157 students
- COIL courses: 163 students

FY2025 Highlights

- Study abroad participation continues to grow: **157 students studied abroad (for-credit) in FY25**, up from 118 in FY24, a 33% increase, and 104 in FY23

POST-PANDEMIC RECOVERY OF STUDY ABROAD PARTICIPATION, FY22-25
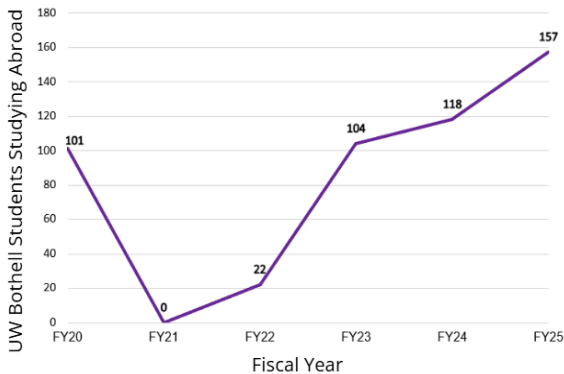
UW Bothell Students Studying Abroad

| Fiscal Year	# Stude
FY20	
FY21	
FY22	
FY23	
FY24	
FY25	

- **46% increase in study abroad scholarship funding** to support FY25 study abroad experiences

- **New travel grants to seed COIL or study abroad in curricular areas currently lacking global learning opportunities are making an impact!** (see page 27)

- **38% increase in students joining Global Scholars**: 55 total participants in FY25, up from 40 in FY24. While the program is an initiative of the School of IAS, Global Scholars represent nearly all schools and a variety of majors.

- **New study abroad program offerings for Early Fall 2024 in Biology and CSSE resulted in an 85% increase in study abroad participation from School of STEM students overall over the previous year**, including over twice as many Biology and Biochemistry majors (125% increase), and nearly four times as many CSSE majors (380% increase).

STUDY ABROAD PARTICIPATION AMONG SCHOOL OF STEM UNDERGRADUATES, FY24 TO FY25
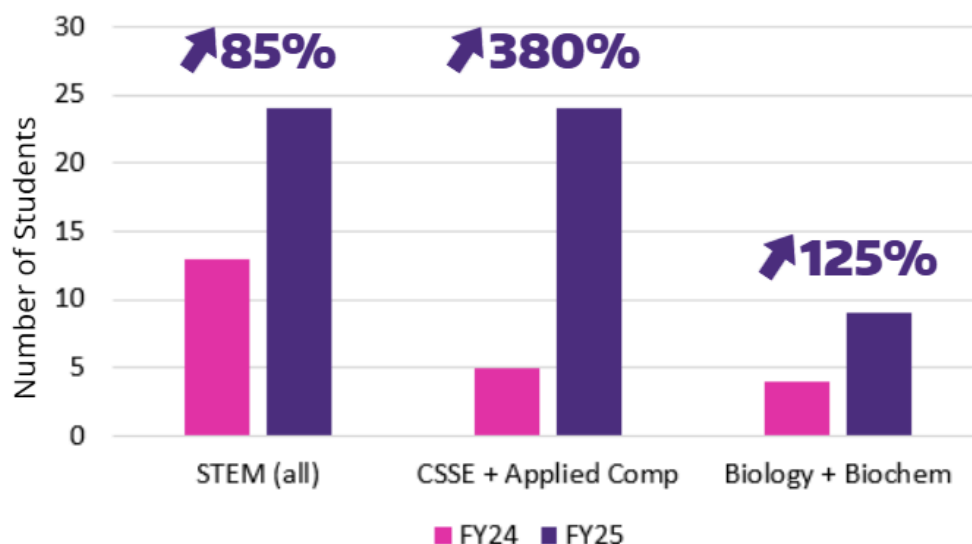
Participation Growth	FY24	FY25	Percentage of Growth
STEM (all)	13	24	84.6%
CSSE + Applied Comp	5	24	380%
Biology + Biochem	4	9	125%

Seeing how the students in Jordan are not afraid to speak their mind taught me to take courageous steps towards working through disagreements, dissatisfactions, and concerns on a personal and professional level.

- Joy Holmes

Joy Holmes, a pre-health Psychology major, participated in the new Sustainable Biotechnology in Jordan program during Early Fall 2024, led by Biology professor Dr. Salwa Al-Noori. Despite continued uncertainty in the Middle East, participants were able to visit several medical institutions and labs and collaborate on projects with peers from the Hashemite University.

Read more on Joy's blog, *Hope for a Sustainable Future in Healthcare: A Trip to Jordan*.

Scholarship Funding

UW Bothell students received $233,036 in scholarship funding to support their 2024-25 global experiences, an increase of 46% over the previous year:

- **$137,536 in tri-campus UW Study Abroad Scholarships disbursed to 56 students**, up from $96,350 disbursed to 40 students in FY24 -> 43% increase in funding

- **$82,500 in UW Bothell Study Abroad Ambassador Scholarships disbursed to 55 students**, up from $48,900 disbursed to 31 students in FY24 -> 69% increase in funding thanks to additional donor funds available this year

- **$13,000 in Gilman Scholarships disbursed to 4 students for programs during FY25**, slightly less than the $14,500 disbursed to 4 students for FY24

Study Abroad Destinations

157 UW Bothell students traveled to the following places around the world

Country & number of students:

1. Spain, 29
2. Japan, 21
3. Italy, 17
4. China, 16
5. India, 14
6. Cambodia, 13
7. Thailand, 13
8. Germany, 10
9. United Kingdom, 10
10. South Korea, 9
11. Jordan, 8
12. New Zealand, 7
13. Austria, 3
14. Costa Rica, 3
15. Czech Republic, 3
16. Hungary, 3
17. Poland, 3
18. Australia, 2
19. Denmark, 2
20. Ireland, 2
21. Netherlands, 2
22. Ethiopia, 1
23. Greece, 1
24. Jamaica, 1
25. Morocco, 1
26. Peru, 1
27. Singapore, 1

Coming into this experience, I was the type of person to hold myself back from experiencing the beauty of life because of self-doubt and insecurities, and growing up as a Filipino American played a role in this as well... But that all changed when I began my study abroad tour in Thailand and Cambodia... I learned that I want to pursue a career in International Business and continue my passions abroad.

- Cyris Kate Villegas, photo from boat trip in Thailand

COIL

The **COIL Initiative** at UW Bothell promotes global engagement by connecting students with international partners through online collaboration. COIL (**Collaborative Online International Learning**) develops global competence by linking university classes across countries to create a multicultural learning environment.

COIL Courses offered during AY2024-25

Seven course sections during AY2024-25 were enhanced with COIL activities. The majority of them engaged students in their first year at UW Bothell.

- B CORE 104/110: **Natural History of Urban Birds**, in partnership with Pontificia Universidad Católica del Perú, Peru, Autumn 2024
- BCORE 107: **Humanity 2050**, in partnership with University of Novi Sad, Serbia, Autumn 2024
- B WRIT 135: **Research Writing** in partnership with Universidad Autónoma de Baja California in Tijuana, Mexico, Autumn 2024 and Spring 2025
- BIS 284: **International Relations**, in partnership with Hokkaido University, Japan, Spring 2025
- B EDUC 441/541: **Second Language Acquisition, Bilingual Education, and the Structure of English** in partnership with Tianjin Normal University, China, Autumn 2024

COIL Partner Countries

- China
- Japan
- Mexico
- Peru
- Serbia

2025 COIL Fellows

Five UW Bothell faculty completed the course development portion of the program in 2025 and are implementing their COIL courses in 2025 and 2026.

1. **Codrin Nedita** (Business): BBUS 221 / BIS 201: Introduction to Macroeconomics with a partner in the United Kingdom
2. **Jaki Yi** (IAS): BIS 449 Advanced Topics or BISPSY 489 Projects in Psych with a partner in South Korea
3. **Jason Lambacher** (IAS): BIS 284: International Relations with a partner at Hokkaido University, Japan
4. **"May" Hsin Mei** (IAS/ FYPP): BWRIT 135: Research Writing with a partner at Soochow University, Taiwan
5. **Yolanda Padilla** (IAS): BIS 258 Introduction to Latinx Studies with a partner in Mexico

Research & Creative Projects for Undergraduates

Connected Learning helps undergraduate students find opportunities to apply classroom knowledge so they can explore their fields of interest more deeply. Research or creative project experiences improve career readiness and opens doors to competitive graduate or professional programs.

Quick Facts

- 83 Advising appointments provided to students
- 43 UW Bothell student presenters at the UW Symposium
- 70+ student presenters at the UW Bothell Student Academic Showcase
- 10 Founders Fellows Summer Awards 2024
- 10 students in new Data for Public Good pilot, summer cohort 2024
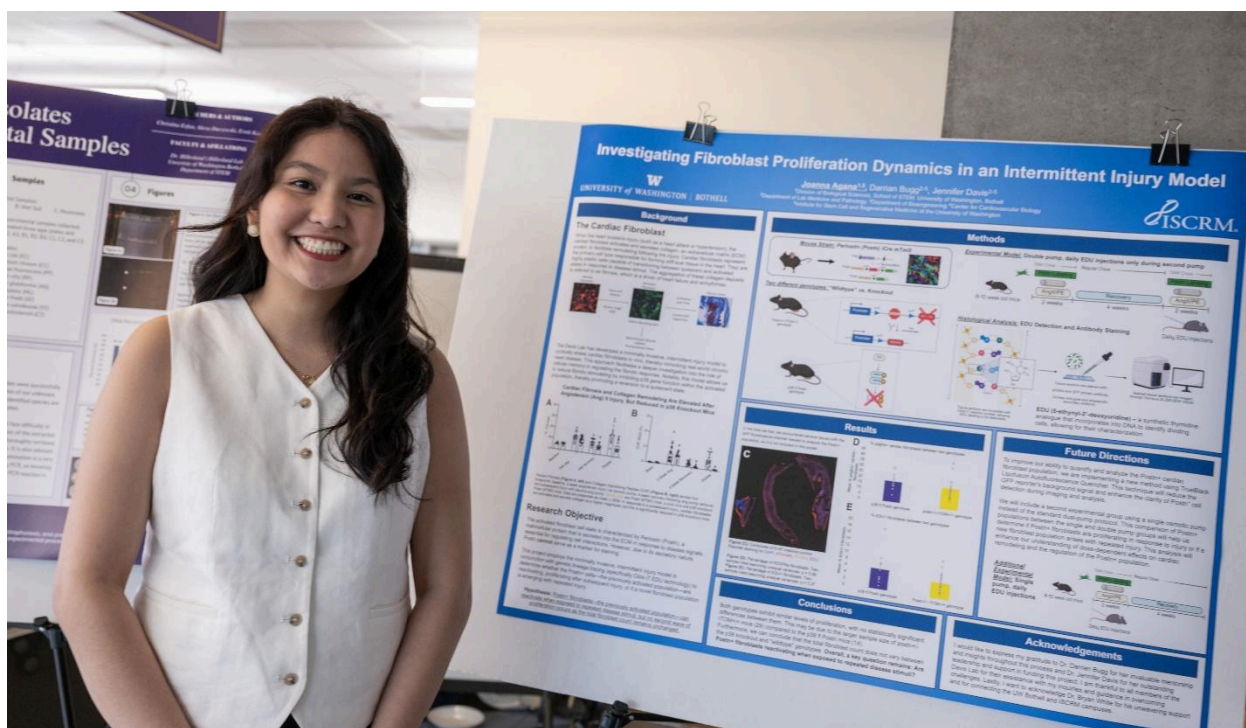
Student Joanna Agana presents her team's research work on Fibroblast Proliferation at the Student Academic Showcase Poster Session, May 2025. Joanna was a 2023 Summer Founders Fellow recipient while interning at the UW Institute for Stem Cell and Regenerative Medicine (ISCRM).

Student Academic Showcase

UW Bothell hosted its third annual Student Academic Showcase featuring research, learning journeys, and creative projects on campus for three days, from May 13-15, 2025. There were over 70 student presenters.

A special thanks to all those who helped make this event happen!

Appendix

Community Partners 2024-2025

Connected Learning is committed to creating and strengthening equitable and reciprocal partnerships in our community. We appreciate these partners for collaborating with us over the 2024-2025 academic year.

1. **48 Hour Film Project**, 48hourfilm.com/seattle
2. **Airis Eye**, airiseye.com
3. **Amiro's Home Childcare**, amiros.org
4. **Anderson Sobel Cosmetic Surgery**, andersonsobelcosmetic.com
5. **Asian Counseling and Referall Service**, acrs.org
6. **Asian Mental Health Project**, asianmentalhealthproject.com
7. **Avocado Montessori Academy**, avocado-montessori.com
8. **Bella Vision**, bellavisionusa.com
9. **Benjamin Rush Elementary School in LWSD**, rush.lwsd.org
10. **Bloodworks NW**, bloodworksnw.org
11. **Boys and Girls Club of Bellevue, Ardmore Elementary Branch**, bgcbellevue.org
12. **Champion's Childcare**, discoverchampions.com
13. **City of Kenmore**, kenmorewa.gov/our-city/volunteer-programs
14. **Communities of Rooted Brilliance**, rootedbrilliance.org
15. **DEI Department Everett Public Schools**, everettsd.org/domain/3537
16. **Dizzy's Tumblebus & Dizzybus Preschool**, dizzybus.com
17. **Everett Gospel Mission**, egmission.org/about-egm
18. **Everett Public Schools**, everettsd.org
19. **Foundation for International Understanding Through Students**, fiuts.org
20. **Frank Love Elementary**, franklove.nsd.org
21. **Friends of North Creek Forest**, friendsnorthcreekforest.org
22. **Society of Ecological Restoration (SER)**, ser.org
23. **UW Native Plant Nursery**, sites.uw.edu/seruwnursery
24. **The Green Seattle Partnership**, greenseattle.org
25. **Full Life Care,** fulllifecare.org
26. **HealthPoint**, healthpointchc.org
27. **Hokkaido University**, Japan
28. **House of Wisdom**, thehouseofwisdomwa.org
29. **Inglemoor High School**, inglemoor.nsd.org
30. **Kellogg Middle School**, kellogg.ssd412.org
31. **Kenmore Middle School**, kenmorems.nsd.org
32. **King County Library System**, kcls.org
33. **King County Prosecutors Office**

34. **Korean Community Service Center**, kcsc-seattle.org
35. **Latino Educational Training Institute (LETI)**, letiwa.org
36. **Let's Talk Public Health**, letstalkpublichealth.com
37. **Light Dental Studios**, lightdentalstudios.com
38. **Mariner High School Special Education**, ma.mukilteoschools.org
39. **Monroe Public Schools, Frank Wagner Elementary**, monroe.wednet.edu/fwe
40. **Mukilteo Family YMCA**, ymca-snoco.org
41. **NAMI Eastside**, nami-eastside.org
42. **Nasteha Family Childcare**, nastehachildcare.com
43. **North Creek High School**, northcreek.nsd.org
44. **Omar bin Al Khattab**, obkseattle.org
45. **PACE Academy**, pacewa.org
46. **Partner in Employment**, partnerinemployment.org/contact-us
47. **Pontificia Universidad Católica del Perú**, Peru
48. **Project Girl**, project-girl.com
49. **Providence Regional Medical Center**, providence.org
50. **Quality Care Physical Therapy**, qualitycarept.com
51. **Rainier Valley Community Clinic**, myrvcc.org
52. **Renewal Food Bank**, renewalfoodbank.org
53. **Rise Up Academy**, riseupacademynw.org
54. **Saint Gebriel Ethiopian Orthodox Tewahido Church Seattle**
55. **Seattle Children's Hospital**, seattlechildrens.org
56. **Shoreline School District**, ssd412.org
57. **Spruce Elementary School**, spe.edmonds.wednet.edu
58. **Stroum Jewish Community Center**, sjcc.org
59. **Sunset Elementary School**, sunset.isd411.org
60. **Tavon Learning Center**, tavoncenter.org
61. **Teen Feed**, teenfeed.org
62. **Tianjin Normal University**, China
63. **Toxic Free Future**, toxicfreefuture.org
64. **United Way of King County Tax Campaign**, uwkc.org/volunteer/free-tax-prep
65. **Universidad Autónoma de Baja California**, Mexico
66. **University of Novi Sad,** Serbia
67. **University of Washington Autism Center**, depts.washington.edu/uwautism
68. **UW Bothell, School of Nursing and Health Studies**, uwb.edu/nhs
69. **UW Bothell ARC Health and Wellness Resource Center**, uwb.edu/student-affairs/hawrc
70. **UW Bothell Grounds and Wetlands**, uwb.edu/facilities/grounds
71. **UW Medical Center**, uwmedicine.org
72. **Washington Building Leaders of Change (WA-BLOC)**, wa-bloc.org
73. **Washington Native Plant Society**, wnps.org
74. **Washington West African Center**, wawac.org
75. **Well-Being Community Center**, wellbeingcommunity.org

Program Review Executive Summary

University of Washington | Bothell // January 2025
Executive Summary: Office of Connected Learning Program Review

Completed by SOVA

The University of Washington Bothell (UW Bothell) faces a pivotal transition amid broader challenges in higher education. Demographic projections forecast declining numbers of traditional college-age students starting in 2025, while public scrutiny of higher education continues to intensify. These external pressures are occurring at the same time as UW Bothell nears its enrollment ceiling of 6,000 FTE, requiring a shift from growth-oriented strategies to systematic, sustainable approaches.

The university serves a notably diverse student population. Among the most recent incoming class, 31% of first-year students and 43% of new transfer students are first-generation college students. Additionally, 32% of first year and 38% of transfer students are Pell-eligible. This demographic profile has important implications for how experiential learning opportunities are designed and delivered. First-generation and Pell-eligible students often face greater challenges participating due to work commitments, family responsibilities, and financial constraints. Additionally, these students may require more structured support to navigate opportunities and translate their learning into professional contexts.

It is within this context that this formative program review of the Office of Connected Learning (OCL) took place. OCL, whose charge includes developing and supporting high-impact experiential learning practices like undergraduate research, community engaged learning and research, and global initiatives, was established in 2020 amidst a global pandemic and remote work orders. This review, conducted between August 2024 and January 2025, sought to assess OCL's effectiveness in delivering on its mission while identifying paths toward greater impact and scalability.

The university positions experiential learning, hands-on research, and community engagement as foundational to its mission and student experience.

Our comprehensive analysis revealed an office staffed by dedicated professionals who create and support meaningful experiences for participating students but faces significant challenges in scaling its impact and ensuring equitable access to opportunities. Through extensive stakeholder interviews, desk research, a student survey, and institutional data, we identified strengths that provide a foundation for future growth as well as significant challenges that must be addressed for OCL to fully deliver on its potential.

Strengths

- **Bridging Theory to Practice:** OCL effectively develops and supports programs that enable students to apply classroom learning in real-world settings. These experiences, from community-engaged projects to international learning opportunities, transform students' understanding of their academic work while building essential professional competencies. This is particularly significant given that employers increasingly expect graduates to possess practical experience and transferable skills.
- **High-Touch, High-Impact Staff Support**: The office is anchored by dedicated staff who demonstrate unwavering commitment to student success. Despite managing increased workloads and shifting priorities, the team maintains focus on delivering meaningful student experiences. Their adaptability and resilience in supporting students, faculty, and community partners is frequently recognized by stakeholders.
- **Building Community and Connection**: Operating in a predominantly commuter campus environment, OCL programs create valuable opportunities for connection. The Collaboratory serves as an innovative community hub, while cohort programs like Digital Scholars and Global Scholars create supportive peer communities. Small group interactions in community-engaged learning and research courses provide safe spaces for authentic engagement and relationship building.

Challenges

- **Identity and Strategic Alignment:** OCL faces significant challenges related to its institutional identity and strategic positioning. The term "connected learning" has become increasingly ambiguous, creating confusion about OCL's purpose and value. This lack of clear identity makes it difficult for the office to demonstrate its unique contribution and foster meaningful collaboration across campus. The absence of connected learning from the university's current strategic plan further compounds these challenges, creating a disconnect between OCL's work and institutional priorities.
- **Equitable Access and Student Engagement**: Current program delivery and outreach approaches create unintended barriers to participation. The predominantly co-curricular nature of programming excludes many students who cannot participate outside of class hours, while informal discovery methods disadvantage those with limited access to institutional networks. Nearly half of surveyed students cite time conflicts with work and family responsibilities as their primary barrier to participation, while 28% identify financial constraints as a significant obstacle.
- **Operational Effectiveness**: OCL's current operations raise critical questions about sustainability and scalability. The office's heavy reliance on informal networks and personal relationships to accomplish its work creates significant organizational risk and operational inefficiencies. The absence of standardized systems and processes leads to what stakeholders characterize as "precious snowflakes"—small-scale, resource-intensive programs that serve relatively few students. These operational challenges fundamentally limit OCL's ability to scale successful programs and broaden its impact across the institution.

Recommendations

- **From Connected to Experiential Learning:** The current terminology of "connected learning" creates confusion and hinders effective communication. We recommend sunsetting the term "connected learning" in favor of "experiential learning." This shift represents more than simple name change—it is a strategic reset that enables broader transformation, providing opportunities to:
  - Develop clear messaging about program purpose and outcomes
  - Establish stronger alignment with institutional priorities
  - Build shared understanding across campus units
  - Use terminology that resonates with students, external partners, and other stakeholders.
- **Organizational Alignment**: The current siloed structure of career and experiential learning opportunities creates inefficiencies and barriers to student access. We recommend pursuing one of two organizational models to address these challenges:
  - **Integrated Center for Career and Professional Development**: This comprehensive solution would combine career services and the experiential learning programs and supports housed in OCL into a single unit focused on student career and professional development.
  - **Enhanced Formal Collaboration**: This approach maintains existing structures while establishing formal coordination mechanisms. This option requires strong leadership, commitment to shared vision, clear roles and responsibilities, and shared systems.
- **Components for Transformation**: The following five recommendations were selected for their potential to address established challenges. We refer to them as components because they work only following the structural changes made as a result of the first two recommendations.
  - **Career Communities**: Building on successful aspects of cohort programs, we recommend implementing career communities aligned with meta-majors. These communities would provide regular programming on industry trends, alumni and industry mentoring, project-based learning opportunities, and integrated career and academic advising.
  - **Skills Documentation and Articulation Support**: To address the gap between student career capabilities and their ability to communicate them effectively, we recommend implementing a Comprehensive Learner Record that documents competencies gained through experiential learning and other co-curricular activities, as well as supports for skills articulation, such as structured reflection activities, communication coaching, and faculty/staff training.
  - **Strategic External Partner Engagement**: The current decentralized approach to partnership management results in confusion and missed opportunities. We recommend transitioning partner relationship management to Advancement,

while also implementing unified communication and tracking tools and processes so that those who work with external partners can maintain strong relationships focused on program delivery and student success.

- o **Ensuring Equitable Access**: Survey data reveal that students face significant barriers to participation, including time, financial, and awareness issues. To address these challenges, we recommend offering micro-internships and virtual experiences, providing stipends and emergency assistance, expanding targeted outreach efforts, and supporting faculty in embedding experiences within courses.
- o **Faculty Engagement**: With 92% of students seeking career guidance from faculty, supporting faculty integration of career competencies into courses is critical.[1] We recommend partnering with faculty to embed career competencies in curricula, creating a centralized hub for professional development, and establishing incentives and recognition programs.

The timing of this review aligns with two significant institutional activities: development of the next strategic plan and the recent completion of a Career Services review recommending stronger alignment between career services and connected learning functions. This convergence creates an opportune moment for transforming how UW Bothell supports students' personal and professional development.

Implementation of these recommendations will require sustained leadership commitment, dedicated resources, and careful change management. However, the potential benefits make it a worthy cause. Through strategic transformation, UW Bothell can build on its historical commitment to innovative and creative teaching while creating a more integrated and equitable approach to experiential education that serves all students effectively.

[1] [Faculty Attitudes and Behaviors: The Integration of Career Readiness into the Curriculum](#), National Association of Colleges and Employers (NACE), April 2024

Links

This report was created for readers in a digital format. If you used a paper copy of this report, below are all the referenced hyperlinks.

- **Donations and Gifts** (page 11) https://www.uwb.edu/connected-learning/donate

- **Global Scholars** (page 18) Lidia Workneh's Blog:
  https://uwbglobal.blog/from-leon-to-lifelong-memories-our-study-abroad-story-w-lidia-workneh

- **CELR** (page 30) Tri-campus community engagement management system - Give Pulse/Community Connect: https://www.washington.edu/community-engagement/ccuw

- **CELR** (page 31) Watch the Video Playlist:
  https://www.youtube.com/watch?v=FHqcZujppx0&list=PLTt7adID4Md28hSNGm1_TA4ZC2HI70IIU

- **CELR** (page 31) Community Connect UW:
  https://www.uwb.edu/connected-learning/celr/partner-resources/submit-community-engaged-learning-positions

- **Study Abroad** (page 34) Hope for a Sustainable Future in Healthcare: A Trip to Jordan:
  https://uwbglobal.blog/hope-for-a-sustainable-future-in-healthcare-a-trip-to-jordan-w-joy-holmes/