

## Community Learning Course Evaluation

This section evaluates your Community Learning experience in this course. Community Learning courses include experiential learning where students draw meaningful connections between the course and the community/community partnership, collaborative partnerships that benefit all participants, and perspective taking opportunities on local and/or global issues. The term “community partner” refers to the individual or organization with which you completed your community learning.

1. Did you participate in a community learning partnership in this course?

Yes No Unsure

2. Please indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
a) The community learning experience in this course enhanced my learning and understanding of the course topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I put the knowledge I gained from course content into practice through the community partnership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) The community learning in this course was mutually beneficial (i.e. it benefited my learning and the community/community partner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The community partners brought expertise and resources that enhanced my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The community learning experience helped me to develop skills and understandings that support collaboration in diverse communities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) The community learning experience in this course deepened my understanding of my own societal position in relation to others with diverse identities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) The community learning experience in this course deepened my understanding of Hartford.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) The community learning experience in this course helped me to see the role I can play in advancing meaningful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

change in our society.

- i) I was satisfied with my method(s) of transportation for my community learning activities

Three vertical bars of equal height and width, colored light beige, positioned side-by-side for data entry.

3. Would you register for another course that included a community engagement experience?

Yes (1)

No (2)

Does not apply to me because I am a  
graduating senior

4. Which of the following method(s) of transportation did you use to get to your community fieldwork site? (Please check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> Carpool with other people in class      | <input type="checkbox"/> Borrow a car from a friend   |
| <input type="checkbox"/> Hartford City Bus using Bantam Bus Pass | <input type="checkbox"/> Walk                         |
| <input type="checkbox"/> Hartford City Bus paying your own way   | <input type="checkbox"/> Ridesharing (i.e. Uber/Lyft) |
| <input type="checkbox"/> N/A                                     |   |
| <input type="checkbox"/> Other (Please specify: _____)           |   |

(Optional) Comments regarding transportation:

9. What types of impacts, if any, do you think the community learning experience had or will have on you?

10. What types of impacts, if any, do you think the project had or will have on the community partner organization?

11. Do you have any other suggestions, comments, or concerns about your community learning experience?

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[Community Partner Feedback Form](#) (for pilot Fall 2023)

Other resources/processes to explore below

- Swarthmore's partner survey and share-back structure seems most achievable for us.
- Tulane's article is similar to the CHER evaluation report we already wrote.
- Gendle et. al article on a Community Benefit Survey (recommended by Haverford) seems similar to some of the likert q's we have now

No		strongly disagree	disagree	neutral	agree	strongly agree
		සම්පූර්ණයෙන් එකඟ නොවේ	එකඟ නොවේ	සමානයි	එකඟයි	සම්පූර්ණයෙන් එකඟ වේ
01	The student visit provided a positive economic benefit to your community. ශිෂ්‍ය සංචාරය මගේ ප්‍රජාවට ධනාත්මක ආර්ථික ප්‍රතිභානක් ලබා දුන්නේය.					
02	The student visit provided a significant physical/infrastructure benefit to your community. ශිෂ්‍ය සංචාරය මගේ ප්‍රජාවට සැලකිය යුතු භෞතික/යටිතල පහසුකම් ප්‍රතිභානක් ලබා දුන්නේය.					
03	The student visit provided a significant social or cultural benefit to your community. ශිෂ්‍ය සංචාරය මගේ ප්‍රජාවට සැලකිය යුතු සමාජ හෝ සංස්කෘතික ප්‍රතිභානක් ලබා දුන්නේය.					
04	The student visit helped people think about ways they could utilize existent resources to promote community tourism within the community. තමන් සමීපයේ දැකගන්නා සම්පත් භාවිතයට පුහුණුවීමට මෙම වැඩසටහන ආරම්භ කිරීමට අවශ්‍ය වීමට වූ කුමන්ත්‍රණයන් පිළිබඳ ප්‍රජාවට අවබෝධයක් ලබා ගැනීමට මෙම වැඩසටහන දායක විය.					
05	The student visit presented a hardship to the community. ශිෂ්‍ය සංචාරය ප්‍රජාවට දුෂ්කරතාවයන්/අපහසුතාවයන් ගෙන දුන්නේය.					
06	The community had a central role in organizing and leading the student visit. ශිෂ්‍ය සංචාරය සංවිධානය කිරීම සහ මෙහෙයවීම සම්බන්ධයෙන් ප්‍රජාවට ප්‍රධාන භූමිකාවක් තිබුණි.					
07	The time dedicated to hosting the students in your community was time well spent. මගේ ප්‍රජාවේ සිසුන්ට සත්කාර කිරීමට කැප වූ කාලය නොදිව් වැය කළ කාලයක්.					
08	All community members were offered the opportunity to be involved in planning the student visit. සියලුම ප්‍රජා සාමාජිකයින් ශිෂ්‍ය සංචාරය සැලසුම් කිරීමට සම්බන්ධ වීමට අවස්ථාව ලබා දෙන ලදී.					
09	All community members were offered the opportunity to participate in and host the student visit. සියලුම ප්‍රජා සාමාජිකයින් ශිෂ්‍ය වාර්තාවට සහභාගී වීමට සහ සත්කාරකත්වය ලබා දීමට අවස්ථාව ලබා දෙන ලදී.					
10	All community members were offered the opportunity to receive monetary or non-monetary benefit from the student visit. සියලුම ප්‍රජා සාමාජිකයින් ශිෂ්‍ය සංචාරයෙන් මුදල් හෝ වෙනත් ප්‍රතිභාන ලබා ගැනීමට අවස්ථාව ලබා දෙන ලදී.					
11	It would be good to have student groups visit your community in the future. අනාගතයේදී ශිෂ්‍ය කණ්ඩායම් මගේ ප්‍රජාවට පැමිණීම හොඳය.					
12	The community should expand its engagement with foreign student groups. ප්‍රජාව විදේශීය ශිෂ්‍ය කණ්ඩායම් සමඟ තම සම්බන්ධය පුළුල් කළ යුතුය.					
13	The student visit facilitated your community's understanding of the customs and perspectives of foreign citizens. ශිෂ්‍ය සංචාරය විදේශීය පුරවැසියන්ගේ සිටින ජීවිත සහ සිතූම් පැතුම් පිළිබඳව මගේ ප්‍රජාවට අවබෝධ කර ගැනීමට පහසුකම් සැලසීය.					
14	The students served your community in a useful way. සිසුන් මගේ ප්‍රජාවට ප්‍රයෝජනවත් ආකාරයෙන් සේවය කළේය.					
15	The student visit harmed your community. ශිෂ්‍ය පැමිණීම මගේ ප්‍රජාවට හානියක් විය.					
16	The student visit facilitated your community's long-term economic development. ශිෂ්‍ය සංචාරය මගේ ප්‍රජාවේ දිගුකාලීන ආර්ථික සංවර්ධනයට පහසුකම් සැලසීය.					
17	The student visit was an important event for cultural exchange. ශිෂ්‍ය සංචාරය සංස්කෘතික හුවමාරුව සඳහා වැදගත් සිදුවීමක් විය.					

From: **Mike Bishop** <mxbbishop@gmail.com>  
Date: Mon, Sep 11, 2023 at 4:51 PM  
Subject: Contributions to "seeking community partner impacts tools"  
To: <he-sl-listserv@nylc.org>

Hi folks,  
Thanks to all who contributed to and sent notes of interest about my question about community partner impact tools.  
Please see below for the collection that folks sent me-all very appreciated!  
Mike Bishop  
Cornell University

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Jen Magee, Swarthmore

[You can view the tool we use here.](#) In 2018-2019, the Lang Center constructed a survey informed by the Campus Compact Community-Based Learning – Community Partner Survey and the Carnegie Classification for Community Outreach and Engagement. Every other year since then, we have gathered insights into community partnership impacts, areas for growth, and challenges that might not otherwise be brought into the informal, ongoing conversations that are commonly a feature of our campus-community partnerships. Also, after the responses are received, we convene with partners to review the data, discuss findings, and share ideas for enhancing the partnership and advancing shared goals.

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Roudy Hildreth, Ph.D. CU Boulder

Here is an [article](#) me and my co-author's offer an introductory frame to name different dimensions of impact. There is not a question bank, but a table.

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Joy Doll, Creighton

Hi all, this might be helpful:

<https://www.dashconnect.org/blog/2023/05/24/dash-releases-abcd-workbooks>

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Barbara Moely, Tulane

Hi Mike – Devi Miron and I published an article on community partners' impressions of their university collaborations, in Volume 12 of the Michigan Journal. You can see it at

<https://eric.ed.gov/?id=EJ843838>

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Eric Hartman, Haverford College

Here are a few recent resources related to the fair trade learning approach to ethical partnerships and their assessment. Several institutions use this approach both domestically and internationally, though less has been written about it domestically. The Gendle et al., piece below really advances the full question bank approach --->

Amerson, R., Parker-Manderson, J., Garrison, C., Finleyson, S., Kunkle, M., & Santos Dominguez, C., R., (2021). Fair trade learning evaluation of a global partnership. *Journal of Community Engagement and Higher Education*, 13(1), 27 - 38.

Eichbaum, Q. G., Adams, L. V., Evert, J., Ho, M., Semali, I. A., & van Schalkwyk, S. C. (2021). Decolonizing global health education: Rethinking institutional partnerships and approaches. *Academic Medicine*, 96(3), 329 - 335.

Gendle, M. H., Senadeera, B., & Tapler, A. (2023). A novel instrument for the community-centred assessment of outcomes resulting from visits by foreign student groups. *Gateways: International Journal of Community Research and Engagement*, 16(1), 1–9.  
<https://doi.org/10.5130/ijcre.v16i1.8428>

Reynolds, N., MacCarty, N., Sharp, K.V., and Hartman, E. (2022). Using the Fair Trade Learning framework to improve the outcomes of engagement between universities and off-campus partners: Applications and implications for program design. *Advances in Engineering Education*, 10(1): 1 - 31.

And an overview, <https://www.cbglcollab.org/ftl>