

Default Report

CBL Workshop Evaluation_May-June2016

September 23rd 2017, 7:38 am EDT

Q2 - To what extent do you agree with the following statements after completing the Community Based Learning Workshop- May 31 - June 2, 2016?

Answer	%	Count
Strongly Disagree	0.00%	0
Disagree	0.00%	0
Neither Agree nor Disagree	11.11%	1
Agree	11.11%	1
Strongly Agree	77.78%	7
Total	100%	9

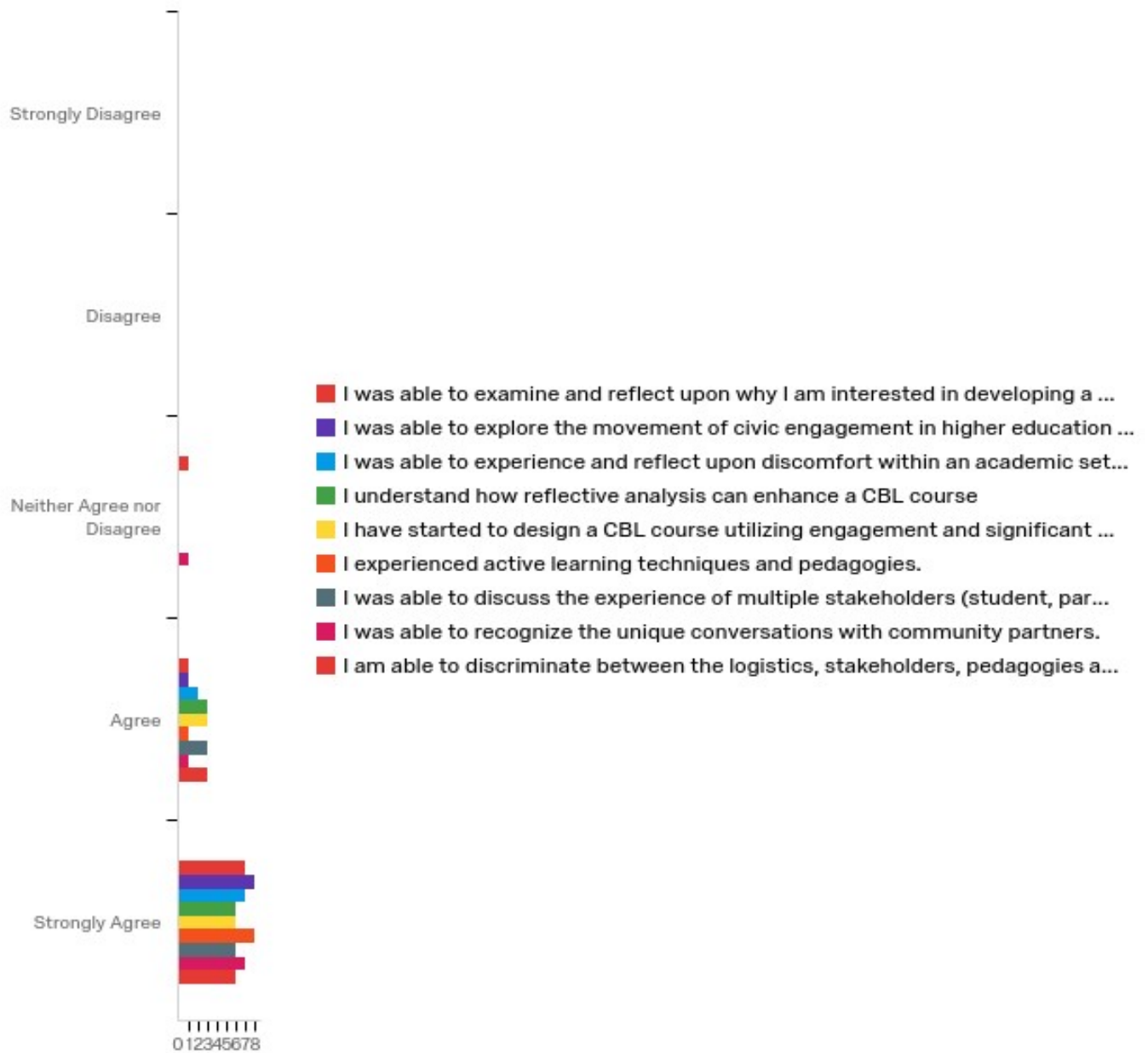
#	Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Total					
6	I was able to examine and reflect upon why I am interested in developing a	0.00%	0	0.00%	0	11.11%	1	11.11%	1	77.78%	7	9

	community-based learning course											
7	I was able to explore the movement of civic engagement in higher education and specifically Drexel	0.00%	0	0.00%	0	0.00%	0	11.11%	1	88.89%	8	9
8	I was able to experience and reflect upon discomfort within an academic setting while at Graterford Correctional Facility.	0.00%	0	0.00%	0	0.00%	0	22.22%	2	77.78%	7	9
9	I under	0.00%	0	0.00%	0	0.00%	0	33.33%	3	66.67%	6	9

	stand how reflective analysis can enhance a CBL course											
10	I have started to design a CBL course utilizing engagement and significant learning pedagogies.	0.00%	0	0.00%	0	0.00%	0	33.33%	3	66.67%	6	9
11	I experienced active learning techniques and pedagogies.	0.00%	0	0.00%	0	0.00%	0	11.11%	1	88.89%	8	9
12	I was able to discuss the experience of multiple stakeholders	0.00%	0	0.00%	0	0.00%	0	33.33%	3	66.67%	6	9

	(student, partner, faculty) within a CBL course.											
13	I was able to recognize the unique conversations with community partners.	0.00%	0	0.00%	0	11.11%	1	11.11%	1	77.78%	7	9
14	I am able to discriminate between the logistics, stakeholders, pedagogies and implementation of a traditional course and a CBL course.	0.00%	0	0.00%	0	0.00%	0	33.33%	3	66.67%	6	9

e.



Q3 - Use this space to explain any of your responses to the previous question:

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Use this space to explain any of your responses to the previous question:

The format and content of the three day workshop were exceptionally well done and useful. I definitely learned the concepts and feel I can design (and help my staff and faculty to design) a course or workshops with the community. This was tremendously useful.

This was a great session! Once again, I thank you very much for allowing me to participate. I think you set a solid foundation for faculty interested in teaching these courses. I also really liked the way that you modeled pedagogy and took faculty through a CBL experience themselves at Graterford. The brainstorming sessions were also really powerful and showed me how interdisciplinary collaboration could be fostered more here at Penn through similar techniques.

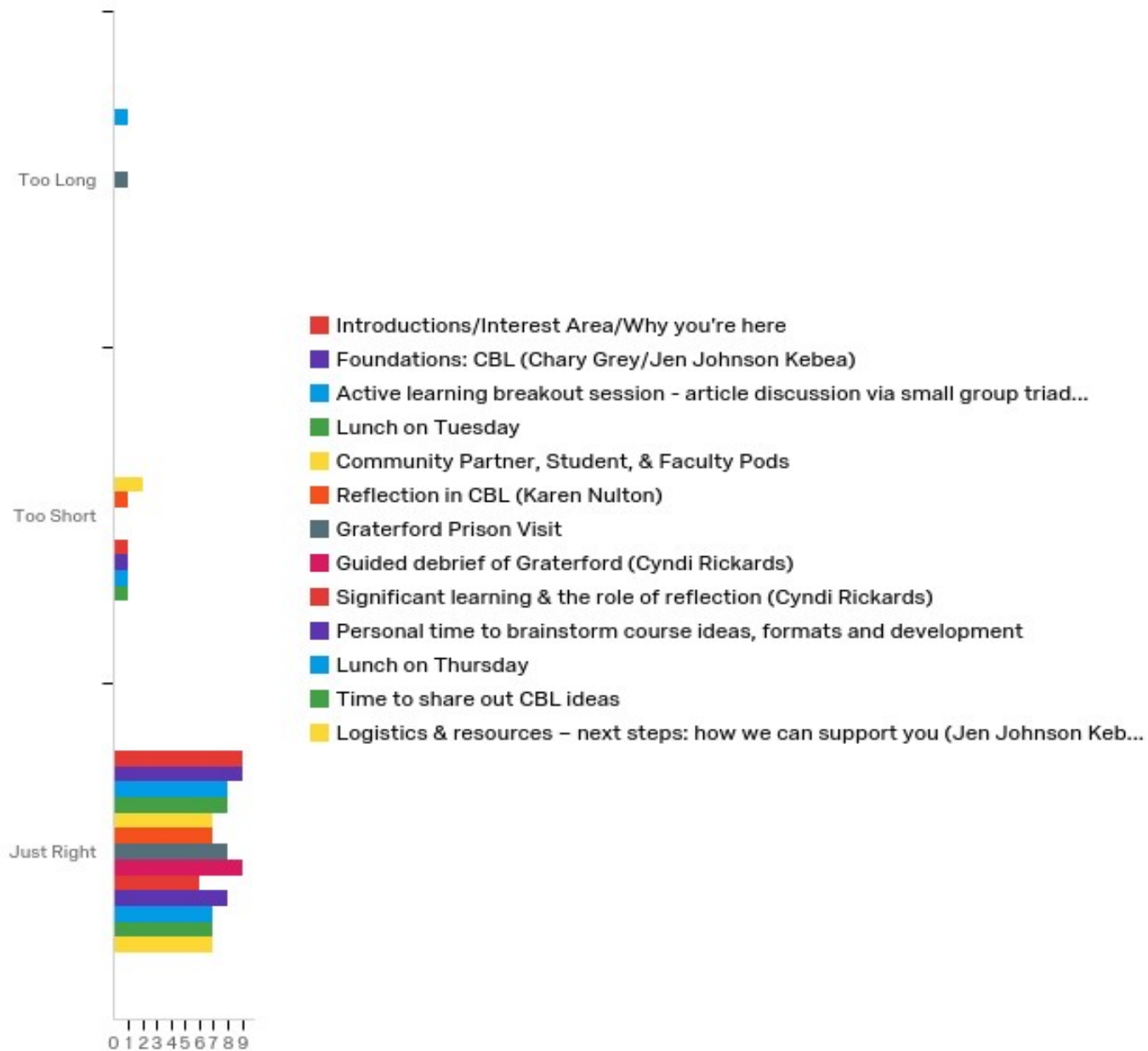
In regards to suggestions (and perhaps I was out for this part), but I would have liked to talk a little bit more about the types of reflection questions to ask students (for analysis of processes, for personal reflection, for academic understanding, etc.). Again, if I was not there for this part, then my apologies!

Thanks again!

For "I was able to recognize the unique conversations with community partners.", I am not exactly sure what this means. I recognized that we were having interesting conversations, but "unique" seems a bit nebulous.

The workshop was excellent in every way. I came out of it with a full understanding of the mission and goals of CBL at Drexel. Every learning module/activity was well designed and contributed to both individual learning and fostered collegiality amongst participants. These were really memorable three days and I am grateful to have completed this training.

Q4#1 - Course Evaluation - Session Length



#	Question	Too Long		Too Short		Just Right		Total
1	Introductions/Interest Area/Why you're here	0.00%	0	0.00%	0	100.00%	9	9
2	Foundations: CBL (Chary	0.00%	0	0.00%	0	100.00%	9	9

	Grey/Jen Johnson Kebea)							
5	Active learning breakout session - article discussion via small group triad & large debrief- Crucible Moment (Cyndi Rickards)	11.11%	1	0.00%	0	88.89%	8	9
4	Lunch on Tuesday	0.00%	0	0.00%	0	100.00%	8	8
18	Community Partner, Student, & Faculty Pods	0.00%	0	22.22%	2	77.78%	7	9
24	Reflection in CBL (Karen Nulton)	0.00%	0	12.50%	1	87.50%	7	8
8	Graterford Prison Visit	11.11%	1	0.00%	0	88.89%	8	9
12	Guided debrief of Graterford (Cyndi Rickards)	0.00%	0	0.00%	0	100.00%	9	9
11	Significant learning & the role of reflection (Cyndi Rickards)	0.00%	0	14.29%	1	85.71%	6	7
13	Personal time to brainstorm course ideas, formats and development	0.00%	0	11.11%	1	88.89%	8	9

25	Lunch on Thursday	0.00%	0	12.50%	1	87.50%	7	8
26	Time to share out CBL ideas	0.00%	0	12.50%	1	87.50%	7	8
16	Logistics & resources - next steps: how we can support you (Jen Johnson Kebea)	0.00%	0	0.00%	0	100.00%	7	7

Q4#2 - Course Evaluation - Session Content



#	Question	Not Especially Useful	Somewhat Useful	Very Useful	Total
1	Introductions/Interest Area/Why you're here	0.00%	11.11%	88.89%	9
2	Foundations: CBL (Chary	0.00%	11.11%	88.89%	9

	Grey/Jen Johnson Kebea)							
5	Active learning breakout session - article discussion via small group triad & large debrief- Crucible Moment (Cyndi Rickards)	0.00%	0	22.22%	2	77.78%	7	9
4	Lunch on Tuesday	0.00%	0	12.50%	1	87.50%	7	8
18	Community Partner, Student, & Faculty Pods	0.00%	0	0.00%	0	100.00%	9	9
24	Reflection in CBL (Karen Nulton)	0.00%	0	12.50%	1	87.50%	7	8
8	Graterford Prison Visit	0.00%	0	11.11%	1	88.89%	8	9
12	Guided debrief of Graterford (Cyndi Rickards)	0.00%	0	11.11%	1	88.89%	8	9
11	Significant learning & the role of reflection (Cyndi Rickards)	0.00%	0	0.00%	0	100.00%	7	7
13	Personal time to brainstorm course ideas, formats and development	0.00%	0	0.00%	0	100.00%	9	9

25	Lunch on Thursday	12.50%	1	0.00%	0	87.50%	7	8
26	Time to share out CBL ideas	0.00%	0	0.00%	0	100.00%	8	8
16	Logistics & resources - next steps: how we can support you (Jen Johnson Kebea)	0.00%	0	28.57%	2	71.43%	5	7

Q4#3 - Course Evaluation - Presentation Materials

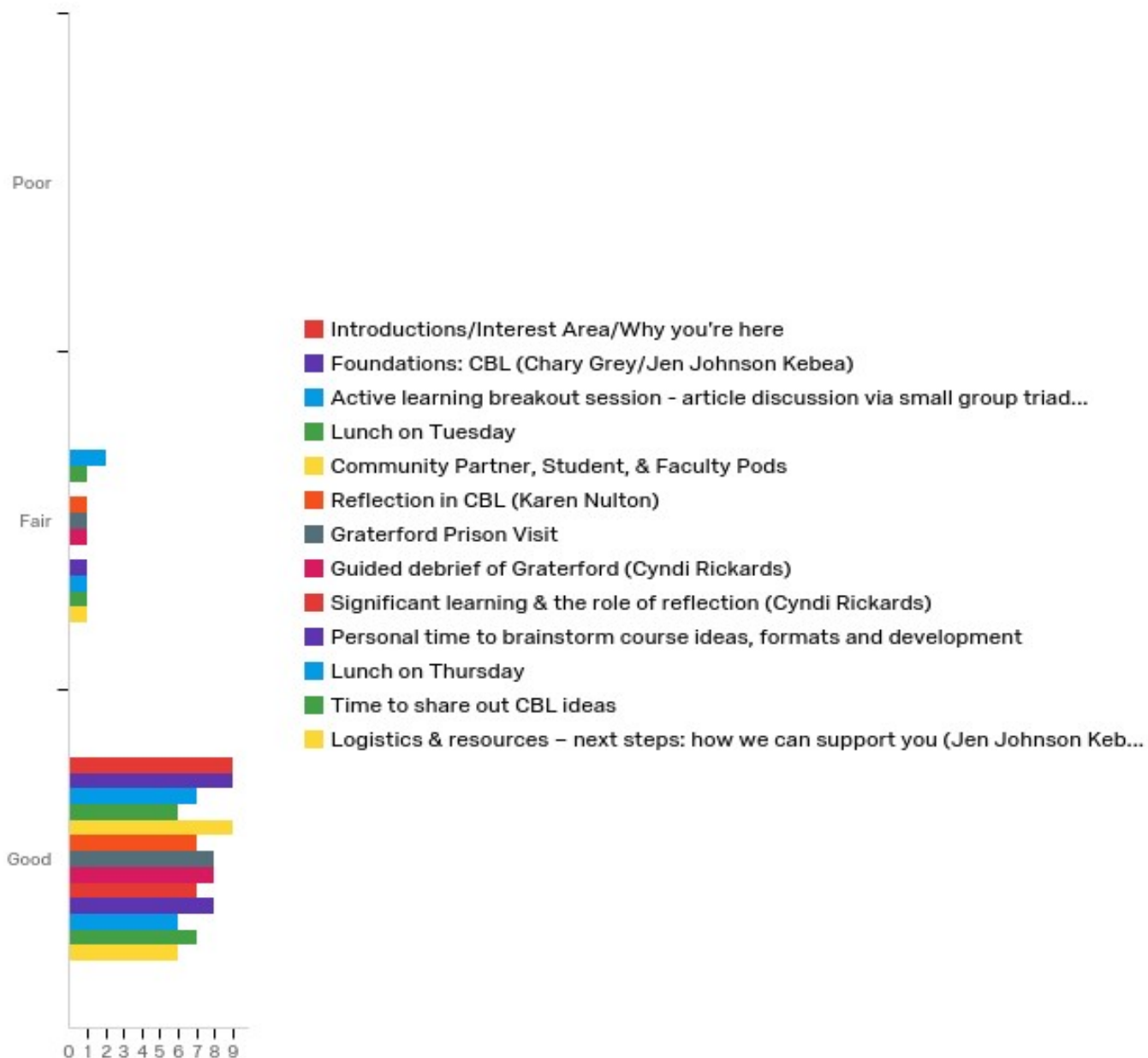


#	Question	Not Especially Useful	Somewhat Useful	Very Useful	Total
1	Introductions/Interest Area/Why you're here	0.00%	25.00%	75.00%	8
2	Foundations: CBL (Chary	0.00%	22.22%	77.78%	9

	Grey/Jen Johnson Kebea)							
5	Active learning breakout session - article discussion via small group triad & large debrief- Crucible Moment (Cyndi Rickards)	0.00%	0	33.33%	3	66.67%	6	9
4	Lunch on Tuesday	16.67%	1	0.00%	0	83.33%	5	6
18	Community Partner, Student, & Faculty Pods	12.50%	1	0.00%	0	87.50%	7	8
24	Reflection in CBL (Karen Nulton)	0.00%	0	14.29%	1	85.71%	6	7
8	Graterford Prison Visit	0.00%	0	11.11%	1	88.89%	8	9
12	Guided debrief of Graterford (Cyndi Rickards)	12.50%	1	0.00%	0	87.50%	7	8
11	Significant learning & the role of reflection (Cyndi Rickards)	0.00%	0	0.00%	0	100.00%	7	7
13	Personal time to brainstorm course ideas, formats and development	0.00%	0	11.11%	1	88.89%	8	9

25	Lunch on Thursday	14.29%	1	0.00%	0	85.71%	6	7
26	Time to share out CBL ideas	0.00%	0	0.00%	0	100.00%	7	7
16	Logistics & resources - next steps: how we can support you (Jen Johnson Kebea)	0.00%	0	28.57%	2	71.43%	5	7

Q4#4 - Course Evaluation - Session Quality



#	Question	Poor	Fair	Good	Total
1	Introductions/Interest Area/Why you're here	0.00%	0	100.00%	9
2	Foundations: CBL (Chary	0.00%	0	100.00%	9

	Grey/Jen Johnson Kebea)							
5	Active learning breakout session - article discussion via small group triad & large debrief- Crucible Moment (Cyndi Rickards)	0.00%	0	22.22%	2	77.78%	7	9
4	Lunch on Tuesday	0.00%	0	14.29%	1	85.71%	6	7
18	Community Partner, Student, & Faculty Pods	0.00%	0	0.00%	0	100.00%	9	9
24	Reflection in CBL (Karen Nulton)	0.00%	0	12.50%	1	87.50%	7	8
8	Graterford Prison Visit	0.00%	0	11.11%	1	88.89%	8	9
12	Guided debrief of Graterford (Cyndi Rickards)	0.00%	0	11.11%	1	88.89%	8	9
11	Significant learning & the role of reflection (Cyndi Rickards)	0.00%	0	0.00%	0	100.00%	7	7
13	Personal time to brainstorm course ideas, formats and development	0.00%	0	11.11%	1	88.89%	8	9

25	Lunch on Thursday	0.00%	0	14.29%	1	85.71%	6	7
26	Time to share out CBL ideas	0.00%	0	12.50%	1	87.50%	7	8
16	Logistics & resources - next steps: how we can support you (Jen Johnson Kebea)	0.00%	0	14.29%	1	85.71%	6	7

Q18 - Do you plan to utilize services offered by the Lindy Center as a resource for your future community based learning work? Please explain.

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Yes!
Yes--I hope to have my staff work with Lindy to integrate coursework and principles into our curriculum in the Honors Program.
Absolutely.
N/A
Yes, I plan on contacting the Lindy Center about existing community partnerships and to help me brainstorm on potential others.
Yes, I will be contacting some of the facilitators to aid in connecting with community partners, and help with the course design (scope, learning objectives, etc.).
Yes, both to support my current CBL course and to help me develop future courses.
Yes, and hope to encourage others to do the same
Not applicable

Q5 - Use this space to explain any of your responses to the previous question:

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Use this space to explain any of your responses to the previous question:

Provide opportunity to respond "NA" if participant did not attend all of the listed activities.

Please note that I did not attend the following sessions:

- Introductions
- Guided Debrief of Graterford
- Significant learning & the role of reflection (might have missed a bit of this)

I need to first have discussions with colleagues in my department before converting an existing traditional PBL in-person course into a hybrid one with CBL (I am not the director for this course). I hope to report on my enthusiasm and support for CBL at my department's annual curriculum review.

The days presented in the above questions are confusing - we did not meet on Monday, "Lunch on Wednesday" I believe was meant to be lunch on Thursday, etc.

Q6 - Are there sessions you would recommend adding to make this workshop more effective?

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Perhaps a session of funding sources/grant writing for additional programming ideas?

none that i can think of

Maybe in introductions, if not there already, having people explain why they want to engage in CBL (can help uncover patriarchal sentiments for example that can be addressed later on).

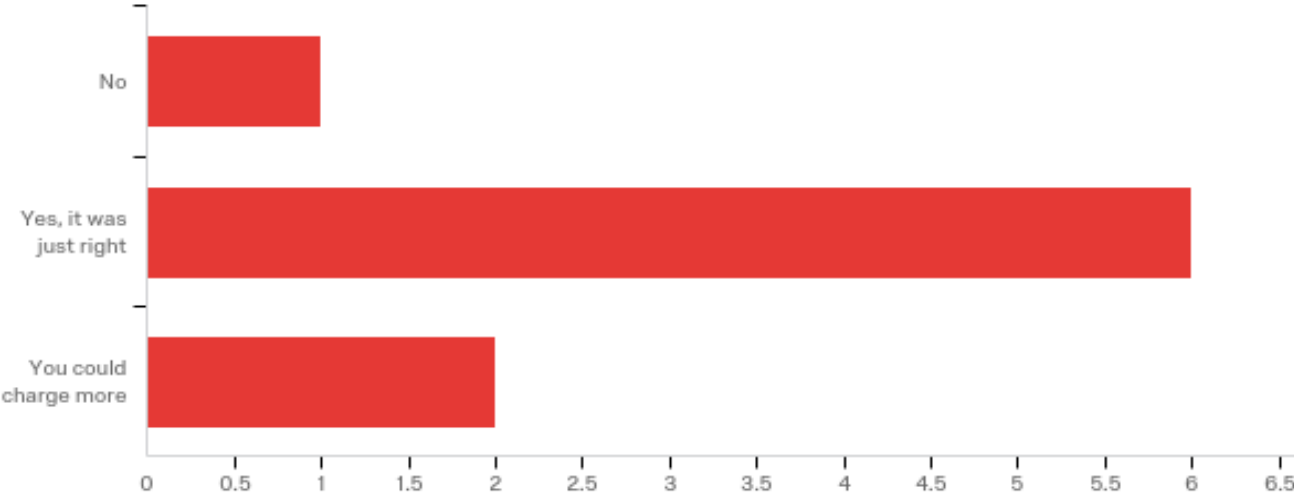
A note on the cost: While I thought the training was great and extremely useful, my Center did feel that the \$495 cost for attending was rather steep, especially compared to other conferences, PDs, etc. that staff attend. I think charging somewhere in the \$200-\$300 range would be more appropriate.

Although hybrid and side-by-side courses were definitely discussed at length in our workshop, it would have been helpful to me to have heard about the course development steps from someone who was teaching in this format - to see/hear more concrete info about the logistics/advantages/challenges.

More coordination/effort around course conceptualization/creation.

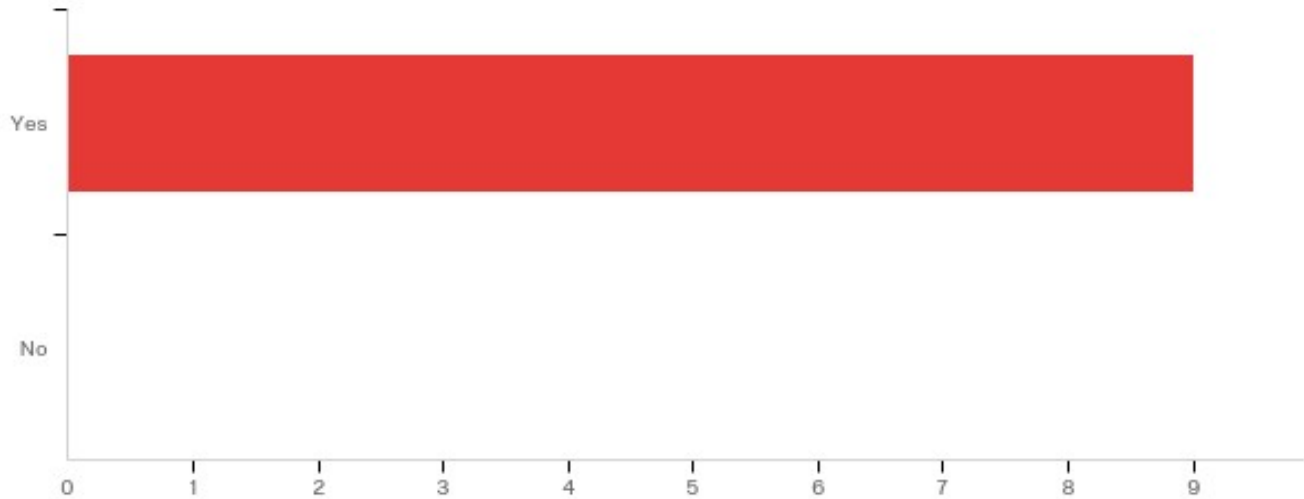
I can't see any way to extend the 3-days any longer, but it might be nice to have continuing workshops/lunches - perhaps that's what the books clubs are, but that's also a place for additional programming or group mentoring to develop new ideas etc.

Q19 - This training was provided at a cost of \$495 for external participants and \$100 for Drexel participants (CoAS participants were free). Was the cost appropriate for the experience and resources you received?



#	Answer	%	Count
1	No	11.11%	1
2	Yes, it was just right	66.67%	6
3	You could charge more	22.22%	2
	Total	100%	9

Q20 - Would you recommend this workshop to a colleague?



#	Answer	%	Count
1	Yes	100.00%	9
2	No	0.00%	0
	Total	100%	9

Q21 - Please use this space to share any final thoughts about this training.

Please use this space to share any final thoughts about this training.

Great job!! Lots of energy clearly used in designing a implementing this program.

I feel that all faculty and administrators at Drexel should be encouraged to take this training. It is not only useful for community engagement but for internal bonding and understanding of those in the workshops as well.

This was my favorite experience at Drexel thus far (3 years) and feel that it has been the most helpful training i have ever received regarding teaching in a community setting. It is an invaluable experience - professionally and personally. I think that every faculty member should go through this training, regardless of whether they work in the community in research or teaching.

Cyndi, Jen and Catherine are amazing. I feel extremely lucky they are at Drexel and grateful for this opportunity.