Please read this consent information before you begin the survey.

The Office of Service-Learning would like to better understand the impact service-learning has on faculty. We particularly want to know how this experience influenced your perspective on service-learning and your connection to the community. The information collected in this survey will be de-identified and will only be used for service-learning program improvement.

This survey is comprised of 23 questions and will take approximately 10 minutes to complete.

When you begin the survey, you are consenting to participate in the study. If you do not agree to participate in this research project simply exit now. If, after beginning the survey, you decide that you do not wish to continue, you may stop at any time. You may choose to not answer any question for any reason. If you have any questions prior to or during the study, you may contact Shawn Tenney at 269.387.2139, the Human Subjects Institutional Review Board at 269.387.8293 or the vice president for research 269.387.8298.

Participating in this survey online indicates your consent for use of the answers you supply.

Please indicate the current semester.
- Spring 2016
- Summer I 2016
- Fall 2016
- Spring 2017
- Summer I 2017
- Fall 2017
- Spring 2018
- Summer I 2018
- Fall 2018
- Spring 2019
- Summer I 2019
- Fall 2019

First, we would like to gain some background information about your service-learning experience.

Which service-learning course did you teach? Please enter the course number. For example: ENGL 1050.

How many service-learning courses have you taught prior to this semester? If none, please enter 0.
Which community partner(s) did you work with during this service-learning project?

How did you first hear about the Office of Service-Learning?
- WMU website
- Contacted by the Office of Service-Learning
- Students
- Community Partner
- Other WMU Faculty
- Department Chair/Dean
- E-mail
- Personally sought out the Office of Service-Learning
- Other

Why did you choose to teach a service-learning course?

Did the Office of Service-Learning arrange this service-learning experience?
- Yes
- No

Was it helpful?
- Yes
- No

Why or why not?

What types of reflection did you use in your course? Please select all that apply.
- Case studies
- Journals
- Team journals
- Critical incident journal
- Portfolios
- Papers
- Discussions
- Presentations
- Interviews
- Artistic interpretations (including creative writing, visual arts, music, dance, skits, etc.)
What was your favorite part of teaching a service-learning course?

[Blank Box]

What challenges did you encounter during this service-learning experience? Please be as thorough as possible so we can do our best to prevent similar issues in the future.

[Blank Box]

What type(s) of service-learning projects did your students do? Please select all that apply.

- Bullying prevention
- Civic engagement and voting
- Community gardens
- Disaster services
- Diversity and cultural awareness
- Dropout prevention
- Economic opportunity
- Education
- Environmental stewardship
- Other

- Fundraising
- Health and wellness (including nutrition)
- Historic preservation
- Homelessness
- Human rights
- Hunger
- Immigrants and migrant issues
- Intergenerational issues
- Justice system
- Marketing and Communications
- Mentoring
- Pregnancy prevention
- Substance use prevention
- Tutoring
- Veterans and military family issues
- Violence prevention
- Youth services
- Other

Which groups of people did your students work with? Please select all that apply.

- Pre-K to grade 5 students
- Grades 6-12 students
- College students
- Adult learners
- Elderly
- Other

- Expecting mothers
- Faith-based organizations
- Homeless individuals
- Immigrants or migrant groups
- Indian tribal members or Indigenous peoples
- Parents and families
- People with disabilities
- Veterans or military families
- Other

Please indicate how strongly you agree or disagree with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service-learning helped my students build relationships with the community.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Teaching a service-learning course created opportunities for me to do research or publish.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>I plan to teach service-learning courses in the future.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Combining coursework and service should be</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
practiced in courses at WMU.

I have developed stronger relationships with students in my service-learning course versus more traditional teaching methods.

Students in my service-learning class were more engaged in class or with the course material than if I taught this course without a service-learning component.

It was easy to communicate with community partners.

The service-learning component of this course enhanced my ability to teach course content.

Students in my service-learning course had an easy time internalizing course material because of the service-learning component.

I will suggest teaching service-learning courses to my colleagues.

It was easy to communicate with the Office of Service-Learning.

Please add any additional comments you have this service-learning experience.