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*Bolstering a New and Diverse Generation of Civically Engaged Scientists, Mathematicians,
Engineers and Tech Leaders*

Keck Service Learning in STEM Study Instruments

- A. Faculty Pretest Survey (Pretest only)
- B. Faculty Pedagogy Survey (Posttest only)
- C. Faculty Course Log (Posttest only)
- D. Student Civic Engagement and STEM Career Interest and Awareness Survey (Pre, post, follow-up; treatment and control)
- E. Student Service Learning Survey (Posttest only, treatment)

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Appendix A: Faculty Pretest Survey

In preparation for your participation in the Keck STEM Service Learning Research Study, please complete the following information.

Faculty Name*:

CSU Campus*:

Department*:

Discipline*:

Current appointment*:

- Tenured, full professor
- Tenured, associate professor
- Tenure track, assistant professor
- Non-tenure track or adjunct

Course term*: (drop down)

Year*: (drop down)

Course Name & Number*:

Course Section*:

1. Is this the first service –learning course you will teach?

- Yes
- No
 - If no, approximately how many other service-learning courses have you taught?

2. Is the service-learning component of the course optional or required for students?

- Optional
- Required

3. Did the service-learning staff on your campus provide YOU with support or an orientation for this course?

- Yes
- No

4. Did the service-learning staff on your campus provide an orientation for your students for the service-learning experience, such as a general overview of service-learning, introduction to the community partner and their mission, etc.?

- Yes
- No

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5. Please indicate the level of importance with the following statements regarding your service-learning course project by selecting the appropriate box. 1 = Not Important 2 = Somewhat Important 3 = Very Important

- Engaging students
- Effective pedagogy
- Convenience/ availability
- Personal interest
- Relevance to course/subject
- Relevance to academic objectives
- Relevance to service-learning objectives
- Addressing community need(s)

6. What kinds of student learning and developmental outcomes do you expect service-learning experiences to enhance? Please rate how often you expect the following student outcomes to occur. 1 = Never 2 = Rarely 3 = Sometimes 4 = Frequently

- Application of course content
- Deeper understanding of course content
- Engagement with course content
- Knowledge of community issues

Note: * = required question

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Appendix B: Faculty Pedagogy Survey

Faculty Name*:

CSU Campus*: (drop down)

Course term*: (drop down)

Year*: (drop down)

Course Name & Number*:

Course Section*:

1. In reflecting upon your recent service learning course experience, please indicate the extent to which you agree with the following statements by selecting the appropriate box. 1= Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree NA= Not Applicable

- My awareness of the community has expanded.
- My relationship with community partners has improved.
- My relationship with members of the community has improved.
- My relationships with the students have improved.
- My relationships with colleagues in my department have expanded.
- My relationships with colleagues in different disciplines have expanded.

2. Continuing to reflect upon your recent service-learning course experience, please indicate the extent to which you agree with the following statements about professional impacts by selecting the appropriate box. 1= Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree NA= Not Applicable

- My use of effective pedagogy has increased.
- My ability to work with diverse learning styles has improved.
- I have become a more effective educator.
- My disciplinary knowledge has increased.
- My research interests have broadened.
- My understanding of community needs/ issues has increased.

3. Please describe any active learning strategies that you used in the course (e.g., case studies, group projects, integration of social media).

4. Please describe any pedagogical changes you may have experienced, if any, due to teaching a service-learning course.

5. Is there anything else you would like us to know about any professional impacts of teaching a service-learning course?

*Note: * = required question*

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Appendix C: Faculty Course Log

Faculty Name*:
 CSU Campus*: (drop down)
 Course term*: (drop down)
 Year*: (drop down)
 Course Name & Number*:

1. How were the service-learning projects structured for the course?

- All students were involved with one project with similar activities and assignments
- All students were involved with one project but had different activities or assignments
- Students worked in groups with different projects
- Students worked individually with different projects
- Combination of group and individual work with different projects
- Other
 - If Other, please specify: _____

Use this rubric to identify the various components related to the design of your service-learning course. Please check the appropriate box for each.

<p>2. To what extent was the course designed to advance course learning objectives?</p>	<p>Service-learning experience directly related to <i>all</i> course learning objectives</p>	<p>Service-learning experience directly related to <i>some</i> course learning objectives</p>	<p>Service-learning experience related to course learning objectives <i>minimally</i></p>	<p>Service-learning experience was <i>not designed</i> to meet course learning objectives</p>	<p>Don't Know / Not Applicable</p>
<p>3. How was the course designed to address community needs?</p>	<p>Service-learning experience was specifically designed to facilitate change, alleviate suffering, solve a problem or meet a community/ societal issue</p>	<p>Service-learning experience enhanced an already good community situation</p>	<p>Course <i>not designed</i> to meet unique community need, however, new and unique benefits were realized during the course</p>	<p>Course <i>not designed</i> to meet unique community need</p>	<p>Don't Know / Not Applicable</p>

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4. In a typical week, how often were students at the service site? _____ times a week for a total of _____ hours.

5. In a typical week, how often did you use the following modes of communication with the organization or point of contact?

Email: _____ times a week

Phone: _____ times a week

Onsite: _____ times a week

Other: _____ times a week

<p>6. How was service learning integrated into the curriculum?</p>	<p>Service learning was an instructional strategy with content/ service components integrated</p>	<p>Service learning was an instructional strategy with content/ service-learning components concurrent</p>	<p>Service learning had loose connections to the curriculum, included an emphasis on service</p>	<p>Service learning was supplemental to the curriculum</p>	<p>Don't Know / Not Applicable</p>
<p>7. How was community need identified?</p>	<p>Determined by community partner and/or collaboration between community partner and faculty</p>	<p>Determined by past research or some collaboration between community partner and faculty/ or discovered by students with teacher assistance where appropriate</p>	<p>Determined by my personal analysis of what community needs may be, but little collaboration with community partner</p>	<p>Determined by students' needs as primary consideration, community needs secondary</p>	<p>Don't Know / Not Applicable</p>
<p>8. To what extent did collaboration take place between faculty and community partner?</p>	<p>Active, direct collaboration with community partner(s) by the faculty member</p>	<p>Community partner(s) acted as consultants with faculty member in the project development</p>	<p>Community partner(s) were informed of the project directly by faculty member</p>	<p>Community partner(s) were casually informed by faculty member or not knowledgeable at all</p>	<p>Don't Know / Not Applicable</p>

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9. To what extent did collaboration take place between students and community partner?	Active, direct collaboration with community partner(s) by assigned student leaders	Community partner(s) acted as consultants with student(s) in the project development	Community partner(s) were informed of the project directly by student(s)	Community partner(s) were coincidentally informed by student(s) or not knowledgeable at all	Don't Know / Not Applicable
10. To what extent did collaboration take place between students and faculty?	Faculty actively & directly mentored or collaborated with students as part of their service-learning experience	Faculty were available to students during office hours to discuss any issues with the service-learning course and experience	Faculty were informed of students' needs through course assignments	Faculty were coincidentally informed by students or not knowledgeable at all	Don't Know / Not Applicable
11. How were student reflections facilitated?	Students think, share, produce reflections in at least two ways (individually, small groups or as whole class)	Students think, share, produce reflections in one way (individually, small groups or as whole class)	Students shared reflections in group(s) with no individual reflections	No formal or active reflection	Don't Know / Not Applicable

12. *Approximately, how frequently did students participate in reflective activities?* ____time(s) a week

13. *What reflection strategies did you incorporate into your service-learning courses? (Check all that apply.)*

- Students wrote personal journals
- Students wrote structured reflection journals
- Students shared written journals with their peers
- Students wrote final reflection papers
- Students did final reflection presentations
- Students completed final reflection projects
- Students wrote professional papers (e.g., theses)
- None
- Other, please specify _____

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14. In reflecting upon your recent course experience, please indicate the extent to which you agree with the following statements by selecting the appropriate box. NA= Not Applicable 1= Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

- The reflection activities were structured with clear directions and guidelines.
- Reflection activities were a regular part of this class.
- The reflection activities in this class allowed students to explore their personal values.
- The reflection activities in this class allowed students to clarify their personal values.
- The reflection activities in this class allowed students to gain a better understanding of the discipline theory and concepts.

15. Based on your experience in the course with students this term, please indicate the statement that is most accurate:

- Reflections showed deep personal understanding of the importance of service and the students' abilities to make a difference.
- Reflections showed growing understanding of the importance of service and the students' ability to make a difference.
- Reflections showed limited understanding of the importance of service and the students' ability to make a difference.
- Reflections showed students largely unaffected by the importance of service and students' abilities to make a difference.

16. What information did students receive prior to their service-learning experience?	Students were introduced to the community's history, related social issues and the agency with whom they served	Students were introduced to two of three topics: community's history, related social issues, or the agency with whom they served	Students were introduced to one of three topics: community's history, related social issues, or the agency with whom they served	Students were not introduced to either community's history, related social issues or the agency with whom they served	Don't Know / Not Applicable
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17. Who was involved in preparing students for their service-learning experience? (Check all the apply)

- Course Instructor
- Community Partner(s)
- Staff or student leader from the Service-Learning Office
- Former Participants in the service-learning experience (e.g., CSU Student(s), alumni)
- Other (e.g., Other Faculty, Community Leaders, Clients/ Community Members)
- None

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<p>18. To what extent was the course designed to address how students' social identities are similar and different from the community members they serve?</p>	<p>Students had <i>many</i> opportunities to explore how their social identity was similar and different from the community members with whom they engaged (e.g., during class discussions, course assignments or through their service-learning experience)</p>	<p>Students had <i>some</i> opportunities to explore how their social identity was similar and different from the community members with whom they engaged (e.g., during class discussions, course assignments or through their service-learning experience)</p>	<p>Students had <i>minimal</i> opportunities to explore how their social identity was similar and different from the community members with whom they engaged (e.g., during class discussions, course assignments or through their service-learning experience)</p>	<p>The course was <i>not designed</i> to facilitate students' exploration of their social identities</p>	<p>Don't Know / Not Applicable</p>
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<p>19. To what extent was the course designed to acknowledge and analyze a power imbalance in the service-learning experience?</p>	<p>Designed to provide students with <i>multiple</i> opportunities to acknowledge and analyze a power imbalance in the service-learning experience</p>	<p>Designed to provide students with <i>some</i> opportunities to acknowledge a power imbalance in the service-learning experience</p>	<p>Designed to provide students with <i>minimal</i> opportunities to acknowledge a power imbalance in the service-learning experience</p>	<p>Course <i>not designed</i> to provide opportunities to explore a power imbalance in the service-learning experience</p>	<p>Don't Know / Not Applicable</p>
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<p>20. To what extent was the course designed for students to connect their knowledge and values to those with whom they serve?</p>	<p>Designed to allow students <i>many</i> opportunities during class discussions and course assignments to connect their knowledge and values to those with whom they serve</p>	<p>Designed to allow students with <i>some</i> opportunities during class discussions to connect their knowledge and values to those with whom they serve</p>	<p>Designed to allow students with <i>minimal</i> opportunities to connect their knowledge and values to those with whom they serve</p>	<p>Course <i>not designed</i> to allow students opportunities to connect their knowledge and values to those with whom they serve</p>	<p>Don't Know / Not Applicable</p>
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<p>21. To what extent was the course designed to prepare students for active civic participation?</p>	<p>All course components including service-learning experience, designed to prepare students for active civic participation</p>	<p>Designed to prepare students for active civic participation through class discussions and course assignments</p>	<p>Designed to prepare students for active civic participation, mostly through class discussions</p>	<p>Course <i>not designed</i> to prepare students for active civic participation</p>	<p>Don't Know / Not Applicable</p>
<p>22. How were new academic skills or knowledge applied in real world settings?</p>	<p>Designed to allow students to have <i>direct</i> application of new skill or knowledge in the service-learning experience</p>	<p>Designed to allow students to have <i>some</i> application of new skill or knowledge in the service-learning experience</p>	<p>Designed to allow application of new skill or knowledge <i>mostly in the classroom</i> and not necessarily in the service-learning experience</p>	<p>Course design <i>does not</i> include direct application of new skill or knowledge in the service-learning experience</p>	<p>Don't Know / Not Applicable</p>
<p>23. To what extent was the course designed for students to explore ways in which they might continue to apply their knowledge and skills toward the community need or societal issue?</p>	<p>Designed to provide students <i>multiple</i> ways to explore how they might continue to apply their knowledge and skills toward the community need or societal issue</p>	<p>Designed to provide students <i>some</i> ways to explore how they might continue to apply their knowledge and skills toward the community need or societal issue</p>	<p>Designed to provide students <i>minimal</i> ways to explore how they might continue to apply their knowledge and skills toward the community need or societal issue</p>	<p>Course <i>not designed</i> to provide students ways to explore how they might continue to apply their knowledge and skills toward the community need or societal issue</p>	<p>Don't Know / Not Applicable</p>

24. Based on your experience in the course with students this term, please indicate the statement that is most accurate:

- My students are very likely to seek opportunities to do service in the future.
- My students are likely to serve again.
- My students are likely to serve again if they are asked.
- It is unlikely that my students will serve again.
- Not sure the extent to which students will serve again.

Note: * = required question

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Appendix D: Student Civic Engagement and STEM Career Attitudes Survey

Student Civic Engagement and STEM Career Interest Survey included the [Civic Engagement scale](#) (Doolittle & Faul, 2013) and [STEM Career Interest scale](#) (ITEST Program 2010).

Intro portion (on pretest only)

Name*:

Student ID #*:

CSU campus*: (drop down)

CSU email address*:

Permanent email address*:

Primary contact phone #*:

1. Have you previously enrolled in a course that included a service-learning component?

- Yes
- No

If yes, which course(s) (Name, subject, course #):

2. Have you ever participated in any of the following activities or programs at the college level? (Check all that apply)

- First Year Seminar/ First Year Experience
- Summer Bridge Program
- Internship
- Undergraduate Research
- Learning Community

Non-intro portion (pre, post, follow up)

Name*:

Student ID #*:

CSU campus*: (drop down)

Civic Engagement: Attitudes

3. The following are some general opinion statements. Please indicate the level to which you Agree or Disagree with each statement on a scale from 1 = Strongly disagree to 7 = Strongly agree:

1. I feel responsible for my community

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2. I believe I should make a difference in my community
3. I believe that I have a responsibility to help the poor and the hungry
4. I am committed to serve in my community
5. I believe that all citizens have a responsibility to their community
6. I believe that it is important to be informed of community issues
7. I believe that it is important to volunteer
8. I believe that it is important to financially support charitable organizations

Civic Engagement: Behaviors

The fields of Science, Technology, Engineering and Mathematics are referred to as STEM fields.

4. For the following statements please indicate the level to which you have participated on a scale from 1 = Never to 7 = Always:

2. I am involved in structured volunteer position(s) in the community
3. When working with others, I make positive changes in the community
4. I help members of my community
5. I participate in discussions that raise issues of social responsibility
6. I contribute to charitable organizations within the community
7. I would like to contribute my STEM training to address community issues.

STEM Career Interest and Awareness

5. Please answer the following questions related to your interest and attitudes about STEM. Indicate your agreement for each statement on a scale from 1 = Strongly disagree to 5 = Strongly agree:

1. I would like to have a career in a STEM field
2. My family is interested in the STEM courses I take
3. I would enjoy a STEM career
4. My family has encouraged me to study STEM
5. I will graduate with a college degree in a major area needed for a career in STEM
6. I will have a successful professional career and make substantial scientific contributions
7. I will get a job in a STEM-related area
8. Some day when I tell others about my career, they will respect me for doing work in a STEM field scientific work
9. A career in STEM would enable me to work with others in meaningful ways
10. Scientists make a meaningful difference in the world
11. Having a STEM career would be challenging
12. I understand how my STEM training would contribute to community and global issues.

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Note: * = required question

Appendix E: Student Service Learning Survey

Name*:

Student ID*:

CSU campus*: (drop down)

Course Name & Number*:

Please indicate the project(s) you worked with during the course.

Service Site Name:

One-two sentence description of service activities: (text box)

2. Please indicate the reason that you took this service-learning course: (check all that apply)

- The course sounded interesting
- I wanted to have a hands-on experience
- The course fit in my schedule
- It was required as a part of my academic program
- I wanted to make a difference in my community
- I thought this would be good preparation for my career
- Faculty or student recommended the course
- I didn't know this was a service-learning course when I registered
- Other

3. Based on my experience in this course, I am _____ to take a service-learning course in the future.

- Very likely
- Somewhat likely
- Somewhat unlikely
- Very unlikely

Note to Students: Service learning is a method that combines academic instruction, meaningful service, and critical reflective thinking to enhance student learning and civic responsibility. Use this rubric to evaluate your progress now that you have completed the course. Please check the appropriate box for each.

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4. To what extent was the course linked to learning objectives?	The service-learning experience directly related to <i>all</i> learning objectives for the course	The service-learning experience directly related to <i>some</i> learning objectives for the course	The service-learning experience was minimally related to learning objectives for the course	The service-learning experience did <i>not</i> meet the learning objectives for the course	Don't Know / Not Applicable
5. How did the course address community needs?	The service-learning experience advanced change, alleviated suffering, solved a problem or met a community/ societal issue	The service-learning experience enhanced an already good community situation	Course did not meet unique community need, however, new and unique benefits were realized	Course did not meet a unique community need	Don't Know / Not Applicable

6. In a typical week, how often were you at the service site? _____ times a week for a total _____ (number of hours) per week

7. In a typical week, how often were you in contact with the organization or point of contact? _____ times a week

8. How was service learning integrated into the curriculum?	Service learning was an instructional strategy with content/ service components <i>integrated</i>	Service learning was an instructional strategy with content/ service learning components <i>concurrent</i>	Service learning was part of the curriculum but was not a central to the course	Service learning was completely <i>supplemental</i> to the curriculum	Don't Know / Not Applicable
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9. How was community need identified?	Determined by community partner(s) or in collaboration between community	Determined by past research or some collaboration with community partner(s) and faculty / or discovered by	Determined by making a guess at what community needs may be, but little	Determined by students' needs as primary consideration, community needs secondary	Don't Know / Not Applicable
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	partner and faculty	students with teacher assistance where appropriate	collaboration with community partner		
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10. To what extent did collaboration take place between faculty and community partner?	Active, direct collaboration with community partner(s) by the faculty member	Community partner(s) acted as consultants with faculty member in the project development	Community partner(s) were informed of the project directly by faculty member	Community partner(s) were coincidentally informed by faculty member or not knowledgeable at all	Don't Know / Not Applicable
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11. To what extent did collaboration take place between students and community partner?	Active, direct collaboration with community partner(s) by assigned student leaders	Community partner(s) acted as consultants with student(s) in the project development	Community partner(s) were informed of the project directly by student(s)	Community partner(s) were coincidentally informed by student(s) or not knowledgeable at all	Don't Know / Not Applicable
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12. To what extent did collaboration take place between students and faculty?	Faculty actively & directly mentored or collaborated with students as part of their service-learning experience	Faculty were available to students during office hours to discuss any issues with the service-learning course and experience	Faculty were informed of students needs through course assignments	Faculty were coincidentally informed by students or not knowledgeable at all	Don't Know / Not Applicable
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13. How were student reflections facilitated?	Students think, share, produce reflections in at least <i>two ways</i> (individually, small groups, as whole class)	Students think, share, produce reflections in <i>one way</i> (individually, small groups, as whole class)	Students share reflections in group(s) only with no individual reflections	No formal or active reflection	Don't Know / Not Applicable
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14. What reflection strategies were incorporated into your service-learning course? (Check all that apply.)

- Students wrote personal journals
- Students wrote structured reflection journals
- Students shared written journals with their peers
- Students wrote final reflection papers
- Students did final reflection presentations
- Students completed final reflection projects
- Students wrote professional papers (e.g., theses)
- None
- Other,
 - If Other, please specify _____

15. Approximately, how frequently did you participate in reflective activities? ____time(s) per week

16. In reflecting upon your recent course experience, please indicate the extent to which you agree with the following statements by selecting the appropriate box. 1= Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree NA= Not Applicable

- The reflection activities were structured with clear directions and guidelines.
- Reflection activities were a regular part of this class.
- The reflection activities in this class allowed me to explore their personal values.
- The reflection activities in this class allowed me to clarify my personal values.
- The reflection activities in this class allowed me to gain a better understanding of the discipline theory and concepts.

17. How were you prepared for your service-learning experience?	I was introduced to the community's history, related social issues and the agency with whom I served	I was introduced to <i>two of three</i> topics: community's history, related social issues, or the agency with whom I served	I was only introduced to <i>one of three</i> topics: community's history, related social issues, or the agency with whom I served	I was <i>not</i> introduced to either community's history, related social issues or the agency with whom I served	Don't Know / Not Applicable
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18. Who was involved in preparing you for your service-learning experience? (Check all the apply)

- Course Instructor
- Community Partner(s)
- Staff or student leader from the Service-Learning Office

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- Former Participants in the service-learning experience (e.g., CSU Student(s), alumni)
- Other (e.g., Other Faculty, Community Leaders, Clients/ Community Members):
- None

<p>19. To what extent did you explore how your social identity is similar and different from the community members you served?</p>	<p>I had <i>many</i> opportunities to explore how my social identity was similar and different from the community members I served (e.g., during class discussions, course assignments or through the service-learning experience)</p>	<p>I had <i>some</i> opportunities to explore how my social identity was similar and different from the community members I served (e.g., during class discussions, course assignments or through the service-learning experience)</p>	<p>I had <i>minimal</i> opportunities to explore how my social identity was similar and different from the community members I served (e.g., during class discussions, course assignments or through the service-learning experience)</p>	<p>I <i>did not have any</i> opportunities to explore how my social identity was similar and different from the community members I served as part of the course</p>	<p>Don't Know / Not Applicable</p>
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<p>20. To what extent did you acknowledge and analyze a power imbalance in the service-learning experience?</p>	<p>I had <i>multiple</i> opportunities to acknowledge and analyze issues related to power imbalance in the service-learning experience</p>	<p>I had <i>some</i> opportunities to acknowledge issues related to power imbalance in the service-learning experience</p>	<p>I had <i>minimal</i> opportunities to acknowledge issues of power imbalance in the service-learning experience</p>	<p>I <i>did not have any</i> opportunities to acknowledge or analyze issues related to power imbalance in the service-learning experience</p>	<p>Don't Know / Not Applicable</p>
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<p>21. To what extent did you connect your knowledge and values to those with whom you serve?</p>	<p>I had <i>many</i> opportunities during class discussions and course assignments to connect my knowledge and values to those with whom I served</p>	<p>I had <i>some</i> opportunities during class discussions to connect my knowledge and values to those with whom I served</p>	<p>I had <i>minimal</i> opportunities in the class to connect my knowledge and values to those with whom I served</p>	<p>I <i>did not have any</i> opportunities in the class to connect my knowledge and values to those with whom I served</p>	<p>Don't Know / Not Applicable</p>
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22. How prepared did you feel to actively engage in civic participation through the course?	I felt <i>fully prepared</i> to actively engage in civic participation through the course	I felt <i>somewhat prepared</i> to actively engage in civic participation through the course	I felt <i>somewhat unprepared</i> to actively engage in civic participation through the course	I <i>did not feel prepared</i> to actively engage in civic participation through the course	Don't Know / Not Applicable
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23. How did you apply academic skills or knowledge applied in real world settings?	I <i>frequently</i> applied new skills or knowledge I learned in the class to the service-learning experience	I <i>occasionally</i> applied new skills or knowledge that I learned in the class to the service-learning experience	I applied new skills or knowledge <i>mostly in the classroom</i> , not necessarily in the service-learning experience	I <i>did not</i> apply new skills or knowledge that I learned in class to the service-learning experience	Don't Know / Not Applicable
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24. How much did you explore ways in which you might continue to apply your knowledge and skills toward a community need or societal issue?	I <i>frequently</i> explored how I might continue to apply my knowledge and skills toward a community need or societal issue	I <i>occasionally</i> explored how I might continue to apply my knowledge and skills toward a community need or societal issue	I <i>rarely</i> explored how I might continue to apply my knowledge and skills toward a community need or societal issue	I <i>did not</i> explore any ways that I might continue to apply my knowledge and skills toward a community need or societal issue	Don't Know / Not Applicable
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25. Based on your experience in the course this term, please indicate the statement that is most likely:

- I am very likely to seek opportunities to do service in the future.
- I am likely to serve again.
- I am likely to serve again only if I am asked.
- It is unlikely that I will serve again.
- I am not sure if I will serve again.

26. Is there anything else you would like us to know regarding your experience with your service-learning course?

DISCOVER. UNDERSTAND. INNOVATE.

*Bolstering a New and Diverse Generation of Civically Engaged Scientists, Mathematicians,
Engineers and Tech Leaders*

*Note: * = required question*