



CENTER FOR APPLIED RESEARCH  
AND EDUCATIONAL IMPROVEMENT  
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# **THE FELLOWSHIP INITIATIVE: SUMMER 2018 CHISEL SURVEY RESULTS**

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## *Research, Development and Engagement to Improve Education*

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## Introduction

In Summer 2018, a group of 35 young adult males from The Fellowship Initiative (TFI) participated in a 7-day Peer Leadership Expedition course with Voyageur Outward Bound School (VOBS). VOBS aims to provide educational programming to schools and groups by “using the wilderness as a classroom to provide unparalleled opportunities for personal growth, self-reliance, confidence, Teamwork, and compassion.”<sup>1</sup> TFI, meanwhile, is a program founded by JPMorgan Chase with the goal of providing “intensive academic and leadership training to help young men of color from economically-distressed communities complete their high school educations and better prepare them to excel in colleges and universities.”<sup>2</sup> This report presents the results of the 2018 Changes in Social and Emotional Learning Survey (CHiSEL Survey) and the overall course impressions for the 35 VOBS participants from TFI.

## Methods

### CHiSEL Survey Instrument

The 2018 CHiSEL Survey is a 38-item, retrospective pre/post survey<sup>3</sup> intended to measure changes in social and emotional learning (SEL) outcomes for youth who participate in VOBS programming (see Appendix A; see Appendix B for changes to the survey from 2017 to 2018). Using a scale of *never, almost never, sometimes, almost always, and always*, survey participants indicate the frequency of their behaviors before and after the trip with respect to each of the 38 items. The eight domains measured in the survey include: *Emotion Management, Responsibility, Empathy, Initiative, Problem Solving, Teamwork, Persistence, and Service*.

Upon completion of the trip, course leaders administered a paper version of the 2018 CHiSEL Survey to all 35 TFI youth who participated in the 7-day VOBS trips in summer 2018. A total of 33 participants completed the survey, for a response rate of 94%.

The survey data were analyzed by each of the eight SEL domains. First, domain pre- and post-means were calculated for each individual only if they had provided a pre- or post-trip self-rating for all items within a given domain. For individuals who thus had both a pre- and post-mean in a given domain, we were able to determine the difference between the means and the percent change<sup>4</sup> between them. Next, we computed the average of the domain’s pre- and post-means. For example, the *Emotion Management* pre-mean was based on 33 pre-mean scores, while the post-mean was based on 32 scores. The mean difference, therefore, was based on 32 individuals who provided self-ratings for all items in that domain (i.e., in order to calculate the mean difference, an individual had to have both a pre-mean and a post-mean score). The same procedure was used to calculate the standard deviations and percent changes for each domain. In addition, we calculated and present in this report the percentage of respondents selecting each response category (*never, almost never, sometimes, almost always, and always*) for all 38 closed-ended items on the survey (for both the pre- and post-trip ratings).

### Course Impressions

At the end of the course, the 35 TFI participants were given a blank sheet of paper to write their impressions of the course, and 32 participants provided feedback. Evaluators independently analyzed the responses and reached an agreement on common themes. Respondents’ comments could be coded

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<sup>1</sup> This information is taken directly from the VOBS web site: <https://www.vobs.org/about/our-story/>.

<sup>2</sup> This information is taken directly from the JPMorgan Chase web site: <https://www.jpmorganchase.com/corporate/About-JPMC/the-fellowship-initiative.htm>

<sup>3</sup> A retrospective pre–post survey allows evaluators to collect information about how a participant felt before the program (“retrospective pre”) and after (“post”) the program in a single data collection event.

<sup>4</sup> The percent change is calculated as follows:  $[(Post_{MEAN} - Pre_{MEAN}) / Pre_{MEAN}] * 100$ .

into more than one theme. For example, if a respondent mentioned two positive impressions of the trip related to meeting other participants and enjoying nature, that individual’s response would be coded into two categories. Below, we present representative quotations in italics; we indicate omitted text with ellipses. Note that spelling and punctuation have been edited for clarity, but the meaning of the quotation was not changed in any way by this standardization.

## Results

### Respondent Demographics

All 33 survey respondents self-identified as male and as African American. The majority of respondents (94%) were between the ages of 16–18, with 6% of respondents between the ages of 14–15.

### Respondent Changes by SEL Domain

In Table 1, we present the pre- and post-program means and standard deviations (SDs) for each of the eight SEL domains, as well as the mean difference between the pre/post means and the percent change in the pre/post means. Note that each of the values in Table 1 was computed first at the individual level and then the mean of those values was taken to provide the number shown in each table; thus, you may not always be able to replicate the value shown in the table. For example, in Table 1, the percent change was calculated by taking each individual respondent’s percent change and averaging those values. Thus, if you calculate the percent change for Service using the values in the table  $[(4.34-3.80)/3.80 \times 100]$ , you will not get 19.1% change.

To interpret the mean scores, recall that the five response options included *never*, *almost never*, *sometimes*, *almost always*, and *always*. A mean score of 1 would align with *never*, for example, while a mean score of 5 would align with *always*. Thus, a higher mean for a domain indicates that respondents provided a higher self-rating for items within that domain.

A positive finding is that for all eight domains, the overall post-means were higher than the overall pre-means. The SEL domain with the greatest percent change was *Service*, which increased by an average of 19.1% from a mean of 3.80 to 4.34. This was followed by a 14.5% change in self-ratings for *Responsibility*, which changed from a pre-mean of 3.93 to a post-mean of 4.38. The domain with the smallest percent change from pre- to post-mean was *Teamwork*, which increased from 3.92 to 4.25.

The *Initiative* domain had the lowest pre- and post-mean among the domains (3.67 and 4.09, respectively), while the *Persistence* domain had the highest means for both (4.00 and 4.41, respectively). In Table 1, we present the domains in order of percent change from pre- to post-trip.

**Table 1. SEL Domain Pre- and Post-Program Means, Mean Difference, and Percent Change**

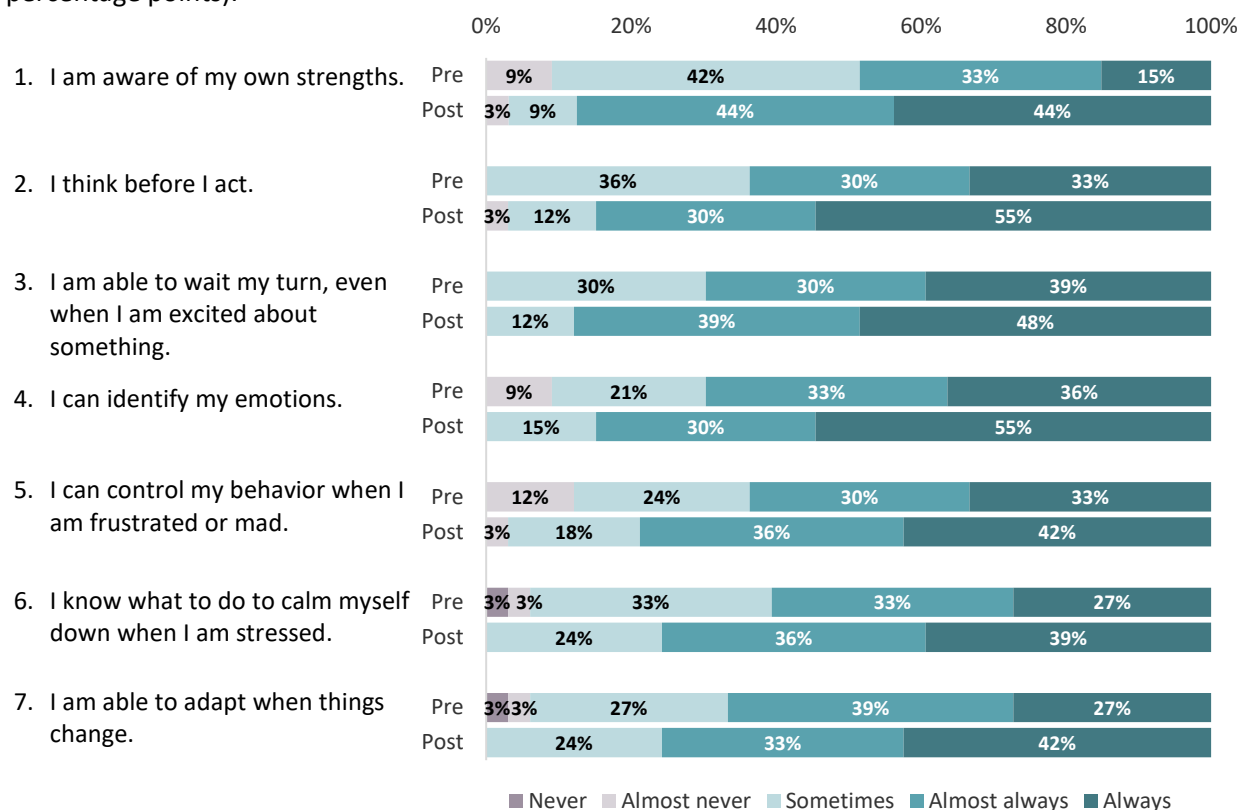
| Domain             | <i>n</i> | Pre-Mean | Pre-Mean SD | Post-Mean | Post-Mean SD | Mean Diff | % Change |
|--------------------|----------|----------|-------------|-----------|--------------|-----------|----------|
| Service            | 31       | 3.80     | .93         | 4.34      | .63          | .54       | 19.1     |
| Responsibility     | 31       | 3.93     | .78         | 4.38      | .56          | .44       | 14.5     |
| Initiative         | 31       | 3.67     | .59         | 4.09      | .64          | .47       | 13.5     |
| Persistence        | 32       | 4.00     | .82         | 4.41      | .61          | .42       | 13.2     |
| Empathy            | 32       | 3.93     | .79         | 4.31      | .63          | .41       | 13.1     |
| Emotion Management | 32       | 3.87     | .64         | 4.29      | .55          | .42       | 12.8     |
| Problem Solving    | 32       | 3.93     | .74         | 4.32      | .61          | .38       | 11.4     |
| Teamwork           | 33       | 3.92     | .73         | 4.25      | .60          | .33       | 10.0     |

*Note.* The *n* represents the number of respondents who have both a pre- and post-trip self-ratings in the domain.

## Respondent Changes by Item

As discussed in the methods section above, the percent of respondents selecting each response category (*never*, *almost never*, *sometimes*, *almost always*, and *always*) for each item was calculated for both the pre- and post-trip ratings. This item-level information is presented below within each of the eight SEL domains.

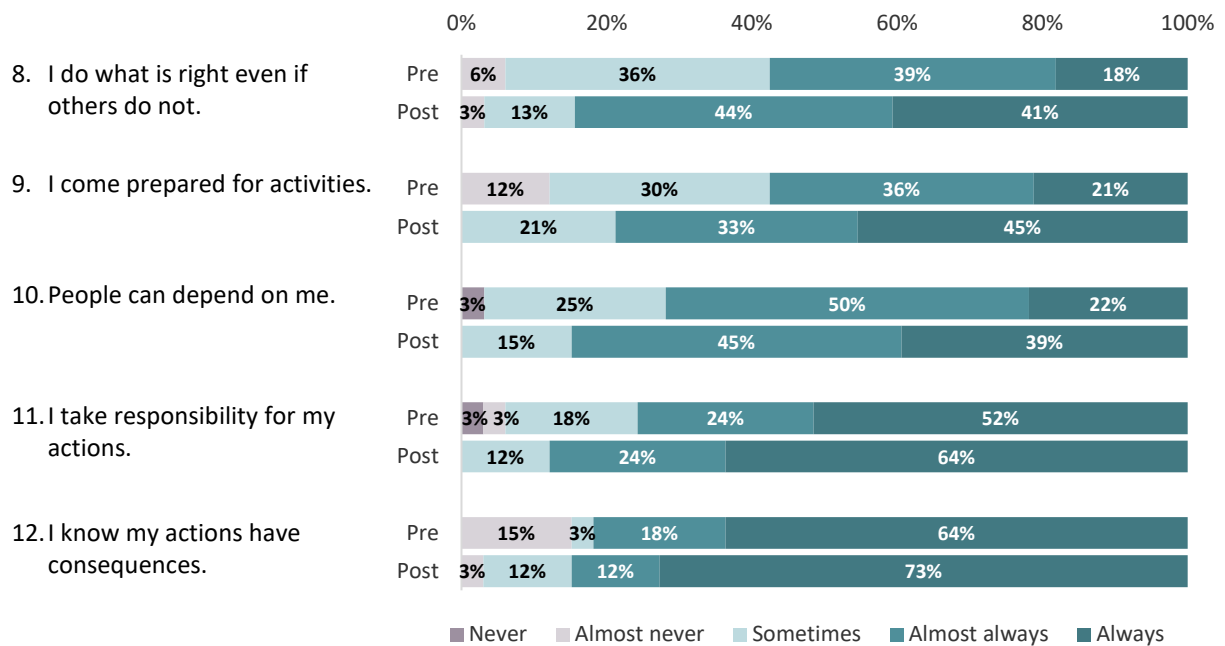
**Emotion Management.** Respondents perceived a notable, positive shift in their behaviors in the area of Emotion Management (see Figure 1). The number of *almost always* and *always* responses increased by 9–40 percentage points from pre- to post-program for each statement within this domain. The largest percentage point change in this domain – and, in fact, on the survey as a whole – was for the statement “*I am aware of my own strengths*” (item 1), which had a 40 percentage point change from 48% to 88%. The smallest percentage point change in this domain was for the item “*I am able to adapt when things change*” (item 7), for which 67% of the respondents selected *almost always* or *always* when thinking about how they were before the trip compared to 76% after the trip (an increase of 9 percentage points).



**Figure 1. Emotion Management item-level responses**

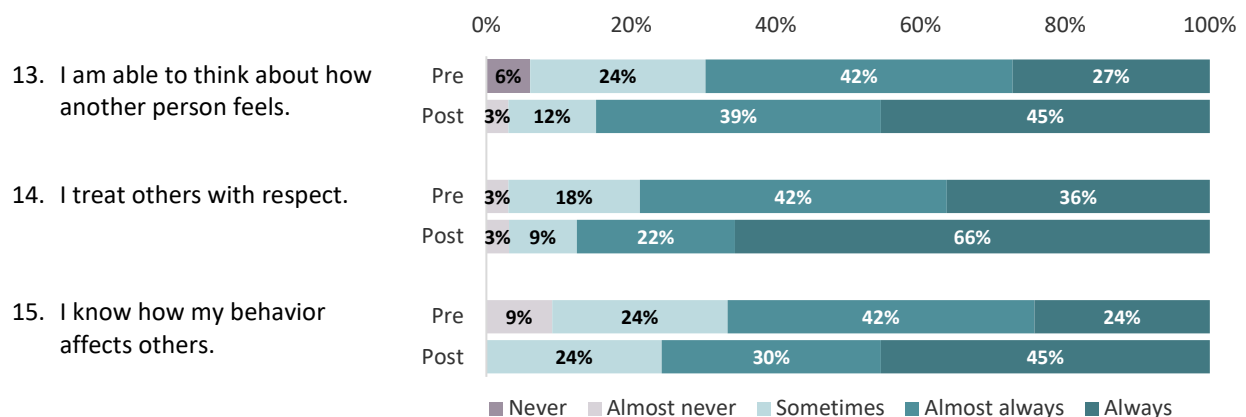
**Responsibility.** As with the response patterns for *Emotion Management*, the responses to the *Responsibility* items also show an increase in the number of respondents selecting *almost always* or *always* when thinking about themselves in relation to each statement before and after the program (see Figure 2). The number of *almost always* and *always* responses increased by 3–28 percentage points from pre- to post-program for each statement within this domain. The largest increase of 28 percentage points occurred for the statement, “*I do what is right even if others do not*” (item 8), for which 57% of the respondents selected *almost always* or *always* when thinking about how they were before the trip while 85% did so after the trip. There was also a 21 percentage point change from pre- to post- trip for respondents who indicated that they are *almost always* or *always* prepared for activities (item 9, from

57% to 78%). The smallest percentage point change in this domain as well as the survey as a whole was for the statement “*I know my actions have consequences*” (item 33), which had a 3 percentage point change from 82% to 85%. Overall, however, the trend in responses indicated respondents had an increased sense of responsibility for their actions.



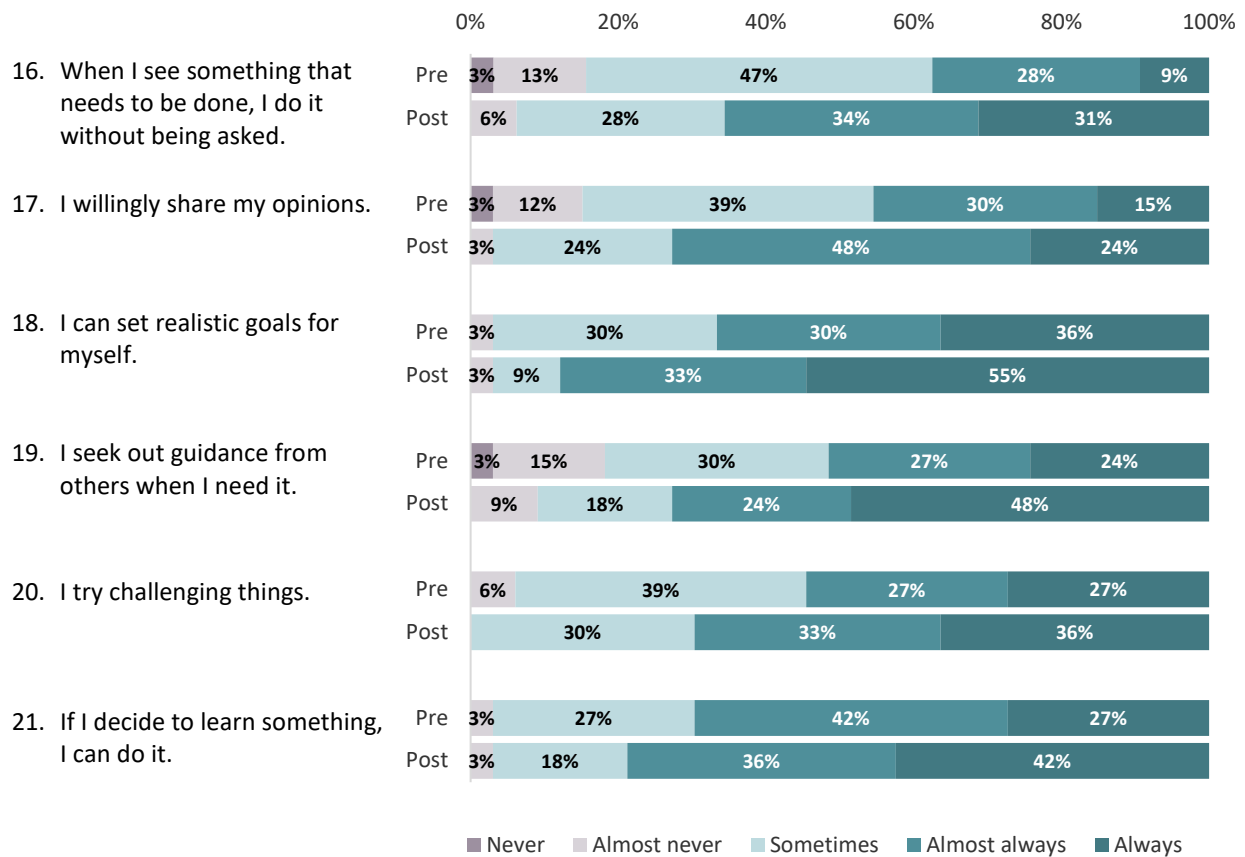
**Figure 2. Responsibility item-level responses**

**Empathy.** The response patterns for items relating to *Empathy* continue to demonstrate a positive shift in responses (see Figure 3). The number of respondents selecting *almost always* and *always* increased by 9–15 percentage points from pre- to post-program for each statement within this domain. The greatest percentage point change in the percent of respondents selecting *almost always* or *always* from the pre- to post-trip ratings in this domain was for item 13, “*I am able to think about how another person feels,*” which increased 15 percentage points from 69% to 84%. The two other items in this domain also had a positive, although smaller, change: “*I treat others with respect*” (item 14, a 10 percentage point change) and “*I know how my behavior affects others*” (item 15, a 9 percentage point change). The trend of these responses demonstrates an increase in respondents’ abilities to think about how another person feels, know how their behavior affects others, and treat others with respect.



**Figure 3. Empathy item-level responses**

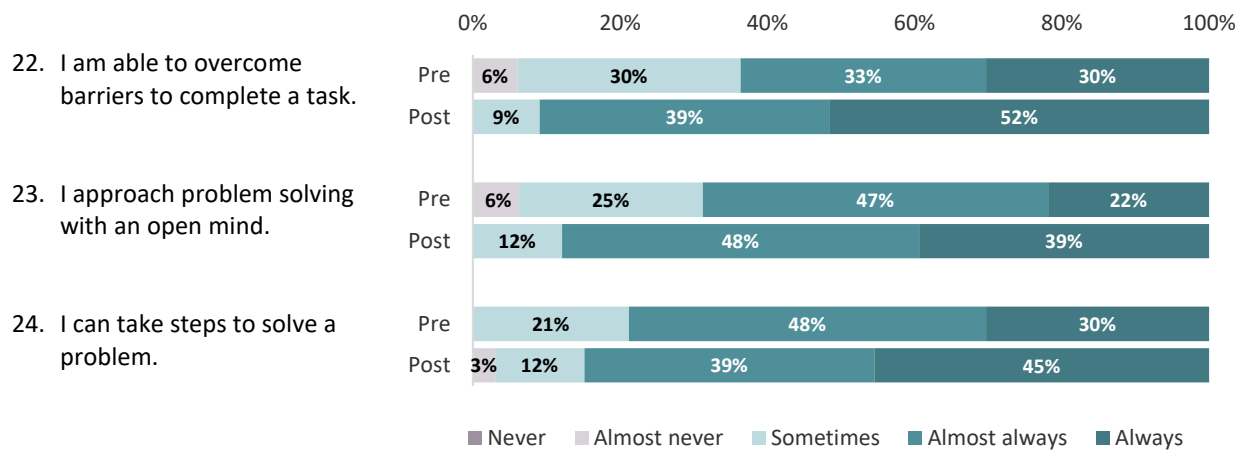
**Initiative.** The response patterns to the *Initiative* items again show positive shifts in responses from pre- to post-program (see Figure 4). The number of respondents selecting *almost always* and *always* responses increased by 9–28 percentage points from pre- to post-program for each statement within this domain. The percent of respondents who selected *almost always* or *always* increased by 28 percentage points for the statement “*When I see something that needs to be done, I do it without being asked*” (item 16, from 37% to 65%). There was a change of 27 percentage points for “*I willingly share my opinions*” (item 17, from 45% to 72%). In addition, respondents reported increased frequency for setting realistic goals, seeking guidance when needed, trying challenging things, and believing they can learn.



**Figure 4. Initiative item-level responses**

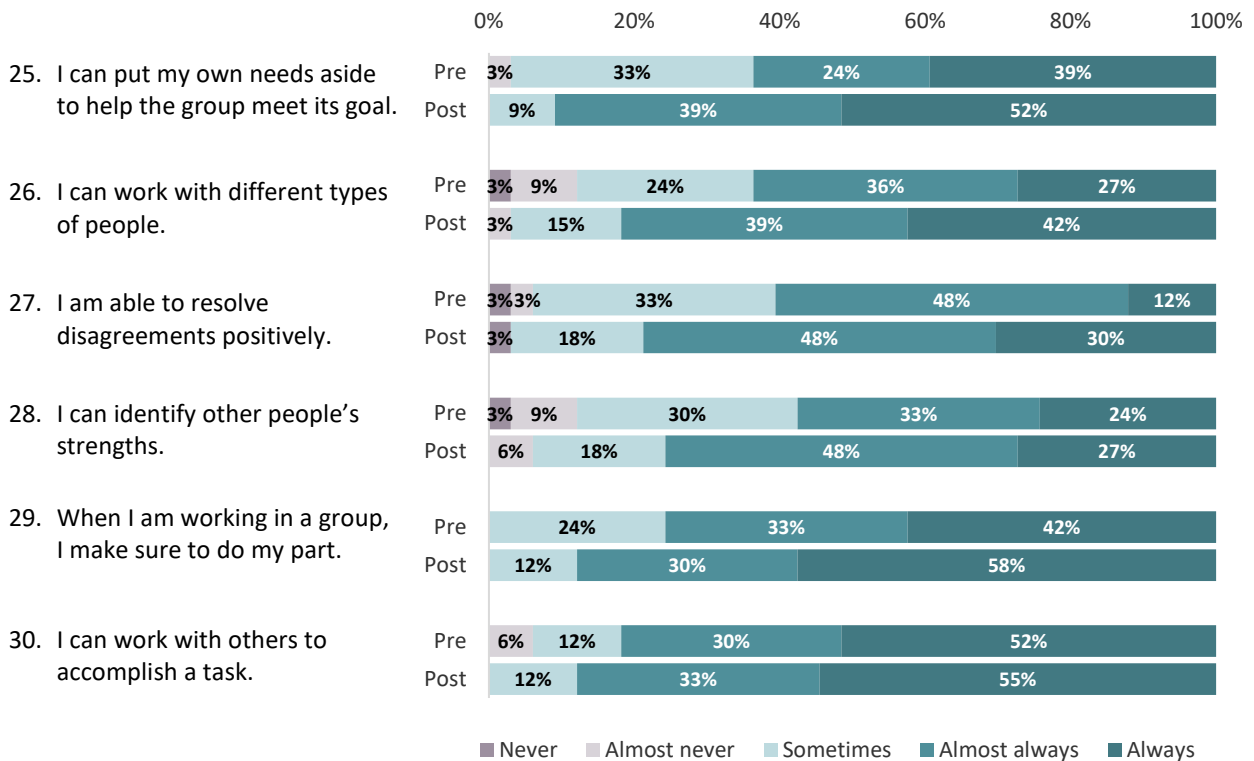
**Problem Solving.** The number of respondents selecting *almost always* or *always* for the three *Problem Solving* items increased from pre- to post-program by between 6–28 percentage points. The greatest change for respondents was in their belief that they are able to overcome barriers to complete a task (item 22), with 63% indicating that was *almost always* or *always* the case before the trip compared to 91% afterward (a change of 28 percentage points). In addition, the percent of respondents who selected *almost always* or *always* increased by 18 percentage points for “*I approach problem solving with an open mind*” (item 23, from 69% to 87%) and by 6 percentage points for “*I can take steps to solve a problem*” (item 24, from 78% to 84%). Thus, overall, respondents reported increased ability to overcome barriers to complete a task, to approach problem solving with an open mind, and to take steps to solve a problem.





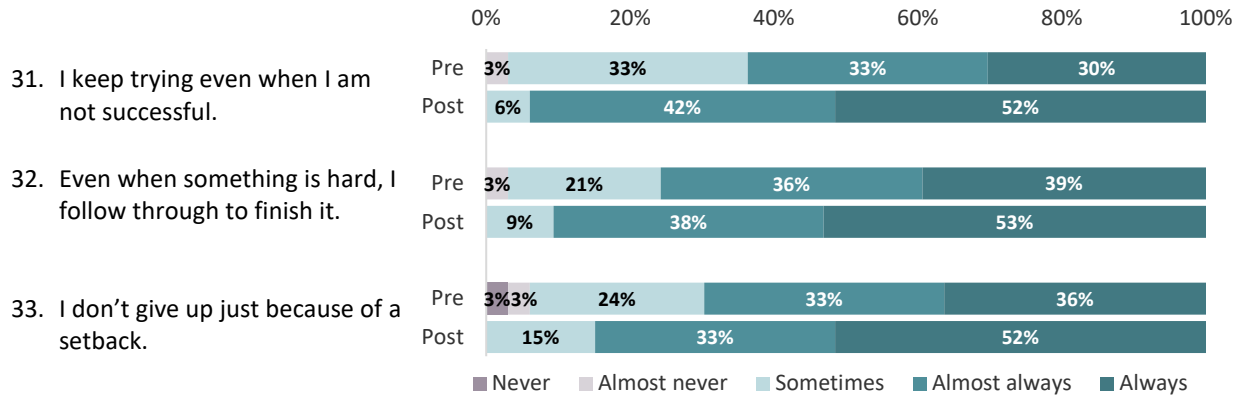
**Figure 5. Problem Solving item-level responses**

**Teamwork.** The percent of respondents selecting *almost always* or *always* for the six *Teamwork* items also increased from the pre- to post-program by between 6–28 percentage points. The greatest change for respondents was in their ability to put aside their own needs to help the group meet its goal (item 25), with 63% indicating that was *almost always* or *always* the case before the trip compared to 91% afterward (a 28 percentage point change). There was an 18 percentage point change in respondents who selected *almost always* or *always* for three statements: “I can work with different types of people” (item 26, from 63% to 81%); “I am able to resolve disagreements positively” (item 27, from 60% to 78%); and “I can identify other people’s strengths” (item 28, from 57% to 75%). In addition, respondents indicated positive shifts in doing their part while working with others in a group and in their ability to work with others to accomplish a task.



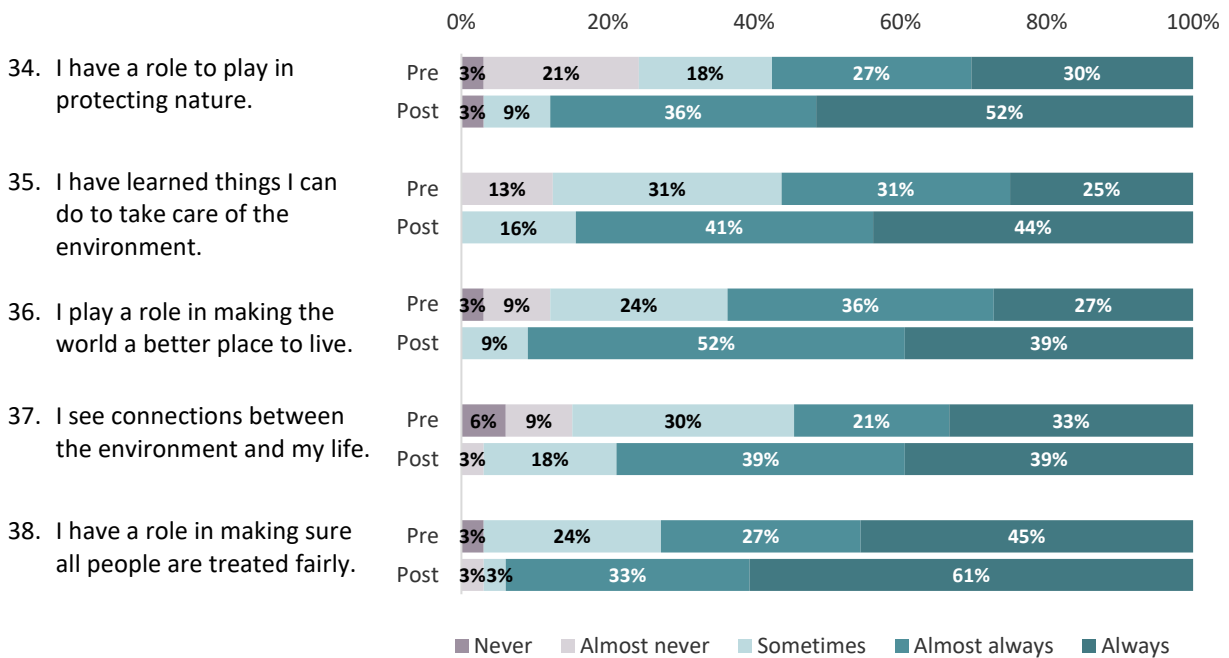
**Figure 6. Teamwork item-level responses**

**Persistence.** The percent of respondents selecting *almost always* or *always* for the three *Persistence* items increased from the pre- to post-program by between 16–31 percentage points (see Figure 7). The largest percent increase occurred with the statement, “*I keep trying even when I am not successful*” (item 31), for which 63% of the respondents selected *almost always* or *always* when thinking about how they were before the trip compared to 94% after the trip (a change of 31 percentage points.) There was a 16 percentage point change for two statements: “*Even when something is hard, I follow through to finish it*” (item 32, from 75% to 91%) and “*I don’t give up just because of a setback*” (item 33, from 69% to 85%).



**Figure 7. Persistence item-level responses**

**Service.** The percent of respondents selecting *almost always* or *always* for the five *Service* items increased from pre- to post-program by between 22–31 percentage (see Figure 8). The largest increase of 31 percentage points occurred for the statement “*I have a role to play in protecting nature*” (item 34, from 57% to 88%). Overall, respondents also reported that they learned things they can do to take care of the environment, that they have a role in making the world a better place to live, that they see connections between the environment and their life, and that they have a role in making sure all people are treated fairly.



**Figure 8. Service item-level responses**

## Course Impressions

TFI participants were given a blank sheet of paper to write down their impressions of the course. Of the 35 TFI participants, 32 provided course impression information. All 32 respondents discussed at least one positive aspect of the course – including what they enjoyed, learned, or appreciated – and 14 respondents provided at least one example of something they found challenging or inconvenient. Overall, respondents shared that the trip was a positive and meaningful experience for them.

### Positive Memories and Experiences

The positive course impressions that TFI participants described fell into six broad themes: 1) they valued the group conversations and bonding experience ( $n=20$ ), 2) they found the instructors to be helpful and supportive ( $n=14$ ), 3) they appreciated the beauty of nature ( $n=13$ ), 4) they learned to overcome challenges and learned about inner strength ( $n=13$ ), 5) they had an opportunity to reflect ( $n=10$ ), and 6) they learned something new or had a new experience ( $n=9$ ). Each of these areas are discussed below.

**Group conversations and bonding experience.** The majority of respondents ( $n=20$ ) wrote that one of their favorite and most memorable parts of their experience was bonding with others in their group, who they referred to as their TFI brothers, and being able to have meaningful discussions with each other. Respondents valued the support that their peers provided as well as the opportunity to make new friends and learn new things about each other. Several comments from respondents related to this theme include:

*I went in expecting to just walk for a really long time, but ended up leaving with a stronger bond with the people I went hiking with.*

*What really got me through this was my TFI brothers and my instructors. [...] My brothers kept me up and supported me.*

*The whole experience itself made me realize that I'm not alone on this sad little planet. I have brothers by my side, and they'll protect me just like I'll protect them.*

*I liked the way we all made amazing bonds. We motivated each other to make it to the end, we made sure we were all safe. We had fun.*

*I got to talk to some very funny and interesting people over this week which made things a lot easier. Sure this trip wasn't easy but at the end of the day I still had fun with my brothers.*

*We were able to open up about our dark secrets which helped bring us closer together as a brotherhood.*

*I would do this trip again because of the fun I had and how I got closer and learned about my brothers. I became friends with people I didn't talk to before.*

*Overall, we learned a lot about each other. Something about hiking long distances, not showering, and eating out of a metal bowl opens us up. Binds us together.*

*This course brought me a lot closer to my brothers. This was incredible because at first I didn't see them as brothers, I was just a new guy in the group. Now I feel like I'm a part of something bigger.*

*Even though we didn't talk the first day, we hiked overtime [and] we opened up more. In order to pass the time we told stories about our lives and learned so many new things about people. Then at night we had evening meeting [and] everyone was so honest with telling their pivotal moments of their life. I really appreciated everyone and their stories.*

**Helpful and supportive instructors.** Nearly half of the respondents ( $n=14$ ) shared experiences that they had with their course instructors. Many respondents wrote that their instructors were supportive and encouraging not only while hiking, but also that their instructors engaged them in meaningful conversations. The instructors helped respondents overcome physical challenges and achieve their goals, stay safe, learn new things, learn from others in the group, overcome homesickness, and have fun. One respondent also appreciated that the instructors supported the participants' use of Spanish and that the instructors joined in to speak in Spanish as well. Several comments from respondents related to this theme are presented below (for privacy, we have removed the names of the instructors).

*[My instructor] and I were able to have a serious and wonderful conversation on culture appropriation and our Ethnic culture backgrounds.*

*[My instructor] made me feel a lot better by just talking about my homesickness and I could relate to him because he was also homesick. Over the 7 days of this trip my mood totally changed.*

*Thanks to [my instructors] for instructing our group. I was able to succeed and push myself farther than I've ever pushed myself before.*

*Our instructors made the trip amazing, making us laugh, telling us stories, and teaching us new things. Even though we walked 30.7 miles, they made it feel like 10.*

*My instructors [...] really helped me enjoy this trip as well. [One instructor] had the perfect combination of goofiness and professionalism that let us have fun as well as make sure we are safe and actually completing our goals. [Our other instructor] would be the kind comic relief that really calmed us down when we got stressed out and I really saw his effort in connecting with our culture and have fun as well. This experience was amazing, and I really appreciate my instructors for making it so.*

*I would especially would like to thank our counselors during this trip [...]. They both helped me a lot during this trip and helping me find out who I am as a person. I am grateful that they joined along when we would start speaking Spanish, and kept talking Spanish during the whole trip. I am grateful that they have been in our journey and teaching me more ways to survive out in the wild. They were like my second parents and I respected them greatly.*

*Our instructors were amazing. They taught me that I could [achieve] any goal that comes to my mind. I would like to thank [my instructors].*

**The beauty of nature.** Nearly half of the respondents ( $n=13$ ) commented on the beauty of the views during their trip or how they appreciated the opportunity to spend time in nature, away from the city. For example, some respondents wrote the following:

*This trip down the Superior hiking trail was honestly an eye opener. From the beautiful skies to the views of the streams, the experience is one to remember.*

*Spending time on the trail made me respect nature more than I did prior to [the trip], which makes me feel better about myself.*

*Outward Bound showed the naked grandeur of [nature] and showed me that there was more to life than living in a city, driving a car or playing video games all day.*

*I really started to enjoy the nature around me. On the 4th night we stayed up at night stargazing and managed to catch a falling meteor in the night sky.*

*This helped me get away from a busy city and find peace within the stars and think clearer and write with more compassion and sleep way more peacefully.*

*I appreciate [being in] nature because I never got the chance to go.*

**Inner strength to overcome challenges.** Nearly half of all respondents ( $n=13$ ) also shared that the course empowered them to overcome challenges and fears and that they learned about their own inner strength.

*I realized that I have an inner strength that I didn't even know I had...[The trip] was well worth it, especially to see who I really am inside.*

*I learned that I am a strong person that will not give up easily. During this trip I have grown stronger in this ability with the help of those around me.*

*Throughout the course it made you face fears or your obstacles that you had to pass in order to accomplish it. [An] example would be going rock climbing – I faced my fears, which was heights, and they would encourage you to never quit. It makes you get out of your bubble and comfort zone to test yourself and see where you could get.*

**Self-reflection.** Ten respondents ( $n=10$ ) noted that the course gave them the opportunity to self-reflect. These youth discussed how they took time to think about their lives, their family, and themselves. Some individuals shared that they learned more about their emotions or that they learned to have a more positive mentality. Some of the feedback related to this theme includes:

*I was able to see peace for the first time. I had my own journal with me, and in the journal I was able to re-evaluate my life.*

*It made me think about a lot of things, like myself and my family.*

*This [trip] made me stronger mentally. Instead of being busy walking 10 miles, it turned into 10 miles of thinking [about] my future.*

*I learned [...] how to better control my emotions and how to express them.*

*I think my trip changed the way I think about things. I have realized I [want to] go backpacking every year with friends and family. It was nice getting away from*

*everything so you could just think. Solos were a powerful activity. I used that time to sit back and look at different perspectives about the world around us.*

**New skills and experiences.** Finally, nine respondents ( $n=9$ ) discussed learning new things or participating in new experiences. New skills included learning survival strategies and techniques such as how to make a tarp knot, how to use a gas can when cooking, how to cook safely using a fire, and how to properly hang a bear bag to keep food safe from bears. New experiences included backpacking, rock climbing, hiking, and camping. Some respondents shared the following:

*Outward Bound was very educational. It taught me many different techniques and survival strategies for the wilderness.*

*The Outward Bound trip was a really nice experience and it taught me many things about the wilderness.*

*We learned a lot of useful survival tactics. We learned how to make a tarp knot, [...how to use] a gas can to cook, and safety precautions when making a fire.*

*I learned to do new things such as the trucker's hitch and the bear hang.*

*It was a new experience for me that I actually got to try. Camping, hiking, and rock climbing were all new to me before this trip, but now, after the trip, I can say that I've done those things before.*

*It was my first time backpacking and I learned a lot about myself....I think I also found a new hobby in climbing.*

## **Challenges**

Although all of the 32 respondents shared at least one positive aspect of the course, 14 respondents provided at least one example of something they found challenging or inconvenient. On the whole, respondents described these challenges more as inconveniences rather than negative experiences. This included the trip being physically challenging ( $n=7$ ), not enjoying or making a note about the food ( $n=6$ ), having an injury such as a twisted ankle or a sore hip ( $n=4$ ), not being able to take a shower ( $n=4$ ), the bugs or weather ( $n=3$ ), carrying heavy backpacks ( $n=1$ ), having arguments ( $n=1$ ), and feeling homesick ( $n=1$ ). We note that two of these respondents perceived the name of one of the food dishes to be "racially insensitive" toward people from Southeast Asia; they referred to this dish as "gotto-gotto."

## **Overall Impressions**

Many individuals summarized their experience by writing that, even in the face of challenges, they found the trip to be fun, educational, and memorable. This feedback is valuable and speaks to the respondents' overall course experience. Examples of feedback from respondents includes:

*This is an experience that I won't ever forget.*

*The overall experience was great.*

*Calling this trip great would be an understatement.*

*My Outward Bound experience was amazing. [...] This is a trip I will never forget. This trip taught me so much about myself and my fellows and is an unforgettable experience.*

*This trip was amazing, stressful, hard, and fun. [...] Everything about the trip was just perfect.*

*This experience was amazing.*

*It was a really fun experience.*

*This trip was overall a new [and] welcome experience for me.*

*My experience at Outward Bound was great.*

*I am grateful to have been a part of the Outward Bound trip.*

## Summary

This report presents the results of the 2018 Changes in Social and Emotional Learning Survey (CHiSEL Survey) and overall course impressions for the young adult males from The Fellowship Initiative (TFI) who participated in a 7-day VOBS course. Of the 35 participants, 33 responded to the survey and 32 provided overall course impressions.

The 33 survey respondents self-identified as male and as African American. The majority of survey respondents (94%) were between the ages of 16–18, with 6% of respondents between the ages of 14–15. Results indicate that, overall, respondents perceived a positive shift in themselves with respect to the eight SEL domains measured by survey. The SEL domains with the greatest percent change in the self-ratings from the pre-trip to the post-trip were *Service*, which changed by 19.1%, and *Responsibility*, which changed by 14.5%. The domain with the smallest percent change from pre- to post-mean was *Teamwork*. The *Initiative* domain had the lowest pre- and post-mean among the domains, while the *Persistence* domain had the highest means for both. When examining changes at the item-level, the item with the largest percentage point change on the survey was for the statement “*I am aware of my own strengths*” (Emotion Management domain).

As part of the survey, TFI participants were also asked to write their impressions of the course. All 32 respondents discussed at least one positive aspect of the course – including what they enjoyed, learned, or appreciated – and 14 respondents provided at least one example of something they found challenging or inconvenient. The positive course impressions that TFI participants described fell into six broad themes: 1) they valued the group conversations and bonding experience ( $n=20$ ), 2) they found the instructors to be helpful and supportive ( $n=14$ ), 3) they appreciated the beauty of nature ( $n=13$ ), 4) they learned to overcome challenges and learned about inner strength ( $n=13$ ), 5) they were about to self-reflect ( $n=10$ ), and 6) they learned something new or had a new experience ( $n=9$ ). On the whole, respondents described their challenges more as inconveniences rather than negative experiences; this included the trip being physically challenging ( $n=7$ ), not enjoying or making a note about the food ( $n=6$ ), having an injury such as a twisted ankle or a sore hip ( $n=4$ ), not being able to take a shower ( $n=4$ ), the bugs or weather ( $n=3$ ), carrying heavy backpacks ( $n=1$ ), having arguments ( $n=1$ ), and feeling homesick ( $n=1$ ). Overall, respondents shared that, even in the face of challenges, they found the trip to be fun, educational, and memorable.

# Appendix A: CHiSEL Survey Instrument

## VOBS 2018 END-OF-COURSE SURVEY

Course End Date:   -   -

This is a questionnaire, NOT a test. There are no right answers or wrong answers. Your responses are optional, but your answers will help improve the program. If you choose not to answer, it won't affect your relationship with your VOBS instructors or your school or group. *Thank you for your help!*

**DIRECTIONS**—Read each statement below. First, think about how you were before the course and rate yourself in the **BEFORE THE COURSE** columns. Then, think about how the course may have changed you and rate yourself in the **AFTER THE COURSE (NOW)** columns. Choose the best answer for each statement by completely filling in an oval.

| BEFORE THE COURSE     |                       |                       |                       |                       |  | AFTER THE COURSE (NOW)   |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Never                 | Almost Never          | Sometimes             | Almost Always         | Always                |  | Never  | Almost Never          | Sometimes             | Almost Always         | Always                |                       |
|                       |                       |                       |                       |                       | <ul style="list-style-type: none"> <li>• Use a pencil or blue or black pen.</li> <li>• Fill bubbles completely.</li> <li>• Do not mark answers with Xs or ✓s.</li> </ul> <p>Correct Mark: <input type="radio"/>      Incorrect Marks: <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/></p> |  |                       |                       |                       |                       |                       |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 1. I am able to wait my turn, even when I am excited about something.        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 2. I can control my behavior when I am frustrated or mad.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 3. I know what to do to calm myself down when I am stressed.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 4. I can identify my emotions.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 5. I think before I act.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 6. I am able to adapt when things change.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 7. I know my actions have consequences.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 8. I come prepared for activities.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 9. People can depend on me.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 10. I take responsibility for my actions.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 11. I am able to think about how another person feels.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 12. I know how my behavior affects others.                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 13. I treat others with respect.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 14. I am aware of my own strengths.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 15. I do what is right even if others do not.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 16. I can set realistic goals for myself.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 17. I seek out guidance from others when I need it.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 18. I willingly share my opinions.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 19. When I see something that needs to be done, I do it without being asked. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 20. I try challenging things.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 21. If I decide to learn something, I can do it.                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 22. I am able to overcome barriers to complete a task.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 23. I can take steps to solve a problem.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |  | 24. I approach problem solving with an open mind.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 25. I can work with different types of people.   | <input type="radio"/>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |                       |

→ Over →



| BEFORE THE COURSE |              |           |               |        |   | AFTER THE COURSE (NOW) |              |           |               |        |
|-------------------|--------------|-----------|---------------|--------|---|------------------------|--------------|-----------|---------------|--------|
| Never             | Almost Never | Sometimes | Almost Always | Always |   | Never                  | Almost Never | Sometimes | Almost Always | Always |
| 1                 | 2            | 3         | 4             | 5      | 26. I can put my own needs aside to help the group meet its goal.   | 1                      | 2            | 3         | 4             | 5      |
| 1                 | 2            | 3         | 4             | 5      | 27. I can work with others to accomplish a task.                    | 1                      | 2            | 3         | 4             | 5      |
| 1                 | 2            | 3         | 4             | 5      | 28. I am able to resolve disagreements positively.                  | 1                      | 2            | 3         | 4             | 5      |
| 1                 | 2            | 3         | 4             | 5      | 29. I can identify other peoples' strengths.                        | 1                      | 2            | 3         | 4             | 5      |
| 1                 | 2            | 3         | 4             | 5      | 30. When I am working in a group, I make sure to do my part.        | 1                      | 2            | 3         | 4             | 5      |
| 1                 | 2            | 3         | 4             | 5      | 31. Even when something is hard, I follow through to finish it.     | 1                      | 2            | 3         | 4             | 5      |
| 1                 | 2            | 3         | 4             | 5      | 32. I keep trying even when I am not successful.                    | 1                      | 2            | 3         | 4             | 5      |
| 1                 | 2            | 3         | 4             | 5      | 33. I don't give up just because of a setback.                      | 1                      | 2            | 3         | 4             | 5      |
| 1                 | 2            | 3         | 4             | 5      | 34. I have learned things I can do to take care of the environment. | 1                      | 2            | 3         | 4             | 5      |
| 1                 | 2            | 3         | 4             | 5      | 35. I have a role to play in protecting nature.                     | 1                      | 2            | 3         | 4             | 5      |
| 1                 | 2            | 3         | 4             | 5      | 36. I see connections between the environment and my life.          | 1                      | 2            | 3         | 4             | 5      |
| 1                 | 2            | 3         | 4             | 5      | 37. I play a role in making the world a better place to live.       | 1                      | 2            | 3         | 4             | 5      |
| 1                 | 2            | 3         | 4             | 5      | 38. I have a role in making sure all people are treated fairly.     | 1                      | 2            | 3         | 4             | 5      |

**ABOUT YOU: Fill in the oval that *best* applies**

I describe myself as:

- Black or African American
- Asian
- White / Caucasian
- Hispanic or Latino
- American Indian or Alaskan Native
- Native Hawaiian or Pacific Islander
- Multi-Ethnic
- Other

I identify my gender as:

- Female
- Male
- \_\_\_\_\_ (fill in the blank)

What is your current age?

- 11 or younger
- 12-13
- 14-15
- 16-18
- 19-22
- 23-25
- 26-29
- 30+

***Thank you!***

## Appendix B: Changes to CHiSEL Survey Instrument from 2017 to 2018

| 2018 item wording |  | 2018 SEL domain    | Changes from 2017  |
|-------------------|--|--------------------|--|
| 1                 | I am able to wait my turn, even when I am excited about something.       | Emotion Management |  |
| 2                 | I can control my behavior when I am frustrated or mad.                   | Emotion Management |  |
| 3                 | I know what to do to calm myself down when I am stressed.                | Emotion Management |  |
| 4                 | I can identify my emotions.  | Emotion Management |  |
| 5                 | I think before I act.  | Emotion Management |  |
| 6                 | I am able to adapt when things change.                                   | Emotion Management |  |
| 14                | I am aware of my own strengths.  | Emotion Management | •2017 domain=Empathy   |
| 7                 | I know my actions have consequences.                                     | Responsibility     |  |
| 8                 | I come prepared for activities.  | Responsibility     |  |
| 9                 | People can depend on me.   | Responsibility     |  |
| 10                | I take responsibility for my actions.                                    | Responsibility     |  |
| 15                | I do what is right even if others do not.                                | Responsibility     | •2017 domain=Empathy<br>•2017 wording= "I don't do something that I feel is wrong just because others are doing it." |
| 11                | I am able to think about how another person feels.                       | Empathy            | •Domain reduced by 2 items from 2017 (item 14 and item 15 moved in 2018)   |
| 12                | I know how my behavior affects others.                                   | Empathy            |  |
| 13                | I treat others with respect.   | Empathy            |  |
| 16                | I can set realistic goals for myself.                                    | Initiative         |  |
| 17                | I seek out guidance from others when I need it.                          | Initiative         |  |
| 18                | I willingly share my opinions.   | Initiative         |  |
| 19                | When I see something that needs to be done, I do it without being asked. | Initiative         |  |
| 20                | I try challenging things.  | Initiative         |  |
| 21                | If I decide to learn something, I can do it.                             | Initiative         |  |
| 22                | I am able to overcome barriers to complete a task.                       | Problem Solving    |  |
| 23                | I can take steps to solve a problem.                                     | Problem Solving    |  |
| 24                | I approach problem solving with an open mind.                            | Problem Solving    |  |
| 25                | I can work with different types of people.                               | Teamwork           |  |
| 26                | I can put my own needs aside to help the group meet its goal.            | Teamwork           |  |
| 27                | I can work with others to accomplish a task.                             | Teamwork           |  |
| 28                | I am able to resolve disagreements positively.                           | Teamwork           |  |
| 29                | I can identify other peoples' strengths.                                 | Teamwork           |  |
| 30                | When I am working in a group, I make sure to do my part.                 | Teamwork           |  |
| 31                | Even when something is hard, I follow through to finish it.              | Persistence        |  |
| 32                | I keep trying even when I am not successful.                             | Persistence        | • 2017 wording= "I am proud of my school work."  |
| 33                | I don't give up just because of a setback.                               | Persistence        | • New item for 2018  |
| 34                | I have learned things I can do to take care of the environment.          | Service            |  |
| 35                | I think I have a role to play in protecting nature.                      | Service            |  |
| 36                | I see connections between the environment and my life.                   | Service            |  |
| 37                | I play a role in making the world a better place to live.                | Service            |  |
| 38                | I have a role in making sure all people are treated fairly.              | Service            |  |