

**Redefining Public Engagement  
at the University of Connecticut:  
Studying the Impact of an Innovative  
STEM Service Learning Model on the  
University Community**

**2022 Impacts Study Report**

**Joan D. Pasley**

**July 2022**

Submitted to: Chester Arnold  
University of Connecticut  
294 Glenbrook Road, Unit 3033  
Storrs, CT 06269-3033

Submitted by: Horizon Research, Inc.  
326 Cloister Court  
Chapel Hill, NC 27514



## TABLE OF CONTENTS

Introduction.....	1
Study Description.....	2
Findings.....	3
Reasons for Participating in E-Corps.....	3
Impact on Student Knowledge.....	4
Impact on Student Skills.....	9
Impact on Pursuing Graduate Studies.....	11
Impact on Careers.....	13
Impact on Engaging in Environmental Issues as a Citizen.....	15
Final Perspectives on E-Corps.....	16
Summary.....	17
Appendices	



## INTRODUCTION

The *Redefining Public Engagement at the University of Connecticut: Studying the Impact of an Innovative STEM Service Learning Model on the University Community* project, based at the University of Connecticut (UConn), is a collaboration among the Center for Land Use Education and Research (CLEAR), the Neag School of Education, the Center for Environmental Sciences and Engineering (CESE), the Center for Excellence in Teaching and Learning (CETL), and the Connecticut Brownfields Initiative (CBI). Known as the Environmental Corps (E-Corps), the primary goals of the project are to (1) enhance, expand, and institutionalize a new model for service learning and public engagement at UConn and (2) study the transformation process and resulting changes in instructional practices, university culture, and community engagement.

Primarily for UConn juniors and seniors, E-Corps offers three, two-semester courses,<sup>1</sup> each focusing on an environmental topic area: Brownfield Corps (brownfield redevelopment), Climate Corps (climate resilience), and Stormwater Corps (stormwater management).<sup>2</sup> The first semester is a classroom-based, interactive course intended to develop the knowledge and skills students would need to address the environmental issues in their communities. In the second semester, small teams of students work on environmental projects related to the Corps themes in towns across Connecticut. Over the span of the grant, the project intends for student teams to make substantive contributions to solving environmental problems in more than 50 communities in Connecticut through completion of at least 70 E-Corps projects.

Horizon Research, Inc. (HRI) of Chapel Hill, NC is conducting the external evaluation of E-Corps, which includes both formative and summative aspects. The formative evaluation monitors the quality of project activities, providing feedback on the E-Corps research design in relation to the project's goals. The summative component focuses on examining impacts of E-Corps activities, including the extent to which the project's research findings are supported by evidence.

During the third year of the project, HRI conducted a study focused on the impact of E-Corps on students. The study involved administering surveys to past students who had taken one or both semesters of the course and conducting follow-up interviews with a sample of survey respondents. This report describes the study and its findings.

---

<sup>1</sup> Students typically enroll in only one E-Corps course although some have taken multiple courses. The first semester is required to enroll in the second semesters, but not all students choose to participate in the practicum semester for various reasons (e.g., because they are graduating seniors).

<sup>2</sup> Two E-Corps courses were developed prior to NSF funding: Climate and Brownfields Corps. A third course, Stormwater Corps, was added post-funding in the spring of 2020.

## STUDY DESCRIPTION

In order to examine impacts of E-Corps, students who had participated in the program were asked to complete a survey. Specifically, in the spring of 2022, individuals who participated in one or two semesters of E-Corps from fall 2017 through spring 2021 (the majority of whom have graduated from UConn), were contacted by email to complete a survey about the impacts of E-Corps.<sup>3</sup> (A copy of the survey is located in Appendix A.) A subset of survey respondents, who participated in both semesters of E-Corps, completed a follow-up interview in order to collect more in-depth information on the impact of the program.

A total of 70 previous students completed the impact survey.<sup>4</sup> Table 1 presents the number of past students who completed the survey by course type, year of participation, and number of semesters. A total of 12 former E-Corps students participated in the interview, four from each Corps.<sup>5</sup>

**Table 1**  
**Characteristics of Respondents**

	Number of Respondents (N = 70)
<b>Respondents by Corps</b>	
Brownfields	25
Climate	31
Stormwater	14
<b>Respondents by Year of Participation</b>	
2017–18	8
2018–19	16
2019–20	19
2020–21	27
<b>Respondents by Number of Semesters Participated</b>	
One Semester	24
Two Semesters	46

---

<sup>3</sup> Project records indicate that 13 students participated in more than one Corps. These students were asked to respond for only one of the Corps, which was selected for them.

<sup>4</sup> Corps instructors compiled email addresses using course records and, when an email was not available, an address was generated using the UConn email format. A total of 170 invitations to complete the survey were sent, indicating a 40 percent response rate. However, it is not known what proportion of students who graduated continued to use their UConn email addresses and whether they received the invitations.

<sup>5</sup> Fifteen individuals were initially contacted for interviews, five from each Corps. Two additional students were contacted due to lack of response from the initial sample.

## FINDINGS

The data presented in this section of the report come from the impact surveys and interviews. Survey data were examined for all respondents and by Corps. The findings were generally similar across the Corps, so tables present only the overall data. Noteworthy differences between Corps are described in the text. All data disaggregated by Corps can be found in Appendix B.

### Reasons for Participating in E-Corps

In interviews, past E-Corps students were asked about what interested them in participating in the program. Although most indicated that they were, at the time, majoring in an environmental field and thus interested in the topics addressed, for many it was the opportunity to apply the science they were learning in a real-world setting that attracted them to E-Corps. As three explained:

*I think the most direct reason [I was interested in E-Corps] is that I am an environmental sciences major, and I'm interested in soil and water quality. And I know this course is in the engineering department, and before I chose to study environmental sciences, I also considered an engineering path. I think it's good to try a course like that, and I'm really interested in such a service-learning experience.*

*-Brownfields Corps Student*

*What led me to take the course was I didn't really have a lot of hands-on, applied experience in college up until that point. It was a lot of classrooms and learning and textbooks. . . . So, it sounded like it was an experimental, "Let's try to get kids some actual hands-on experience." And I was just really excited to get out of the classroom and learn something that I ended up being able to put on my résumé and talk about in job interviews and things like that.*

*-Climate Corps Student*

*I'm an environmental science major, and it was, just from an environmental standpoint, it kind of stuck out to me. And then I also really liked the idea of being able to take the classroom component and have that translate into an actual practicum-based learning where you're actually out in the field and actually being able to apply what you learned in a real-life setting*

*-Stormwater Corps Student*

A few others described having gotten interested in the E-Corps because of contact with the professors who were offering them. Said two:

*I was heading down the environmental sciences track when [professor name] walked into one of my classrooms and put up a PowerPoint explaining the course that she was about to launch. . . . And she put up a picture of a building that was less than two miles from my house growing up, and it got a full brownfield remediation. It was the first real high-profile remediation in my life that got a lot of state funding, a lot of town funding, and it went perfectly. . . . They've created 50+ jobs in town, and it's really revitalized the area immediately surrounding it from abandoned industrial to social draw for the town, and that was really inspiring.*

*-Brownfields Corps Student*

*I kind of switched my major from environmental studies into natural resources, with a concentration in water resources. And then from there, one of the required courses was watershed hydrology, where a unit in that class was on green stormwater infrastructure. And that [course] was with [professor name], who was also one of the professors for the stormwater course. So, he gave us kind of an intro to it in the watershed hydrology course, and then also promoted the course. . . . And I was interested in that. It was something I thought was pretty cool. So, I decided to take the course.*

*-Stormwater Corps Student*

## **Impact on Student Knowledge**

Items on the survey asked former students to rate the extent to which E-Corps impacted their understanding of various areas addressed by the courses (e.g., related science content, approaches/processes used to address issues and who is involved, policies relevant to environmental issues). As displayed in Table 2, the vast majority of respondents indicated that participating in E-Corps had impacted their knowledge substantially, i.e., indicating a 4 or 5 on a 5-point scale from 1 “Not at all” to 5 “To a great extent.” For example, students reported that participating in E-Corps had substantially increased their understanding of approaches/process used to address environmental issues and of who the relevant stakeholders are for addressing these issues (91 percent and 90 percent, respectively). Further, over 80 percent indicated that E-Corps had, to a large extent, increased their understanding of related science content and relevant government policies and regulations.

**Table 2**  
**Respondents Reporting a Substantial<sup>†</sup>**  
**Impact on Their Understanding in a Variety of Areas**

	<b>Percent of Respondents (N = 70)</b>
Approaches/processes used to address issues related to [Corps focus area]	91
Who the relevant stakeholders are for addressing issues related to [Corps focus area]	90
How governments address issues related to [Corps focus area]	87
Science content related to [Corps focus area]	86
Stakeholder perspectives about [Corps focus area]	84
Government policies and regulations relevant to [Corps focus area]	83

<sup>†</sup> Includes those indicating a 4 or 5 on a 5-point scale from 1 “Not at all” to 5 “To a great extent.”

Interview data further illustrated how E-Corps impacted students’ knowledge. The former students interviewed provided multiple examples of how E-Corps deepened their knowledge of the science involved in addressing these issues:

*I learned some basic hydrology, because on the vacant land we are investigating on, it has a small urban stream prospect. And the lagoon is next to the streams, so we have to learn something about how those potential chemicals in the soil and in the lagoons may possibly flow to the streams and contaminate a downstream residence or that sort of thing. And during the course, we learned a lot of how to sample a site, and some chemicals, the toxins, that stuff. And it’s really helped me to identify the harmful gases or harmful chemicals.*

*-Brownfields Corps Student*

*A lot of what they teach you in other classes is very general. Having a more applied sense of the science behind climate, specifically to New England also, has been really impactful. And also has really impacted my ability to communicate that as well because of making climate more tangible and approachable and all of that is essentially my whole career. Having that foundation was super helpful.*

*-Climate Corps Student*

*Before this class, when we talked about stormwater runoff, I didn’t really understand that there were so many pollutants that went off into the water. Nitrogen and phosphorus, and how that impacts water quality. I did not understand that. I think knowing what I do now, it just makes me more educated in understanding the issue, the complexity of the issue, and why it is a problem.*

*-Stormwater Corps Student*

Interviewees also described what they learned about approaches to addressing issues focused on in E-Corps. Not surprisingly, because of the differences between the foci of the different courses, students' reflections on what they learned about strategies varied. Interviewees who participated in the Brownfields course sequence focused on the diverse approaches and people involved in brownfields remediation and, in one case, the social justice issues, as highlighted in the following quotes:

*And all sites are a little different, but generally as you're going through and you're doing the sampling and you're reading all these historical documents, you kind of get an idea of what the soil composition might be and that influences what type of remediation strategy you can use. And it's also based off of what the contaminant is as well. So yeah, you have to use a little bit of everything as you're developing these strategies or trying to pinpoint which one might work the best.*

*One thing that stood out to me as an engineer working in that second semester environment was that a lot of the times the approach to brownfields remediation includes a lot of non-scientists. So like having conversations about what people want versus what's realistic and different ways to look at a problem was sort of helpful. . . . I think my understanding of brownfields remediation was expanded, you would have to work with very different people because you have to work with people who are living in the area, and then you have to work with the town planners and then the town regulators.*

*[One thing I learned] is the environmental justice . . . to investigate the equity. Who are those most vulnerable people around the area and where to put those methods and solutions to address the most vulnerable community. . . . We cannot help everyone sometimes because the limited money, so we can address the most vulnerable people.*

Former Climate Corps students described how the experience opened their minds to how climate change issues are approached incrementally when working with the towns and the level of planning involved. In their words:

*I guess what surprised me was just the sheer amount of thought and planning that has to go into even a small town. So, it gave me an appreciation for the fact that, yeah, I do want aggressive moves towards climate change, but you have to keep in mind that there's a lot of things that go into this that we don't even think about.*

*Things like sea level rise . . . it's not like I'm saying sea walls are the solution or not, but it's not just like, build a sea wall. There are kind of cheaper ways where people need to think about mitigation, which involve the human aspect as well. I think that was kind of the big learn, and that's something that I see in the field now, but I didn't really*

*understand before, because without an involved or knowledgeable community, you can't mitigate risk.*

*Yeah, I think what surprised me at first, but that has made more sense as I've continued in the field, is small things are really important. I remember when we had met with [a town official] and he kept telling us, "We want to focus on the low-hanging fruit of getting us enrolled in these FEMA credits. We don't want to start out too big and start fundamentally changing this town and mitigating for flood. We just want to focus on the little things first." And I remember being a student, ready to go, trying to do all these big projects and being like, "Oh, is that even going to really be helpful?" But then seeing these little things really build on each other, with the ultimate goal being those flood insurance discounts that really helps people struggling to pay those premiums, it was really an eye opener. Oh, these little things are collectively more important than maybe one big thing.*

Finally, when asked about what they learned about approaches to addressing stormwater runoff, interviewees who had participated in the Stormwater Corps described the many different strategies that were possible in dealing with budget constraints. As three explained:

*What stood out to me was learning about how many different [approaches] there were. We had the green roofs, the pervious pavement, pervious papers. All that different stuff. There's all these different approaches, and each one has their advantages and disadvantages.*

*[I learned about] just all the different options that there are. So, if one doesn't work and you can always look to another one based on the town's needs. So, some of [towns] didn't have a big budget, so we're not going to recommend a really expensive bio retention unit, but maybe an existing depression and the landscape could be used as a bioswale if there's some minimal digging done. . . . I was able to take away that there are many different options that you can use; there's not just one way to do things.*

*I think what stood out to me the most is just the practicality of implementing these practices. So, from working with the towns, a lot of the time funding is the biggest barrier. . . . But I think what stood out to me the most within the process is just being able to obtain enough funding and understanding that towns actually want to do this.*

Interviewees were also asked how E-Corps impacted their knowledge of how the government and communities address the environmental issues like brownfields restoration, climate change, and stormwater runoff. A portion of the responses referred to what was learned based on the type of work they were doing in the community. For example:

*Writing a grant in a community. . . . Once the government got the grant, they can build some investor infrastructure and parks, and have some brownfield redevelopment and remediation project.*

*-Brownfields Corps Student*

*So [the course] taught me how to bring my scale of thinking inwards and down, and think at community-level solutions for the community, because that's what's needed. Big climate solutions are necessary, but to help people immediately . . . helping them kind of build solutions that they can take their own action on is what I found really helps get the community involved.*

*-Climate Corps Student*

*What stood out to me was understanding, but also more so being a part of a very collaborative effort. So, it's not just there's one office that's looking at stormwater. It's very much a collaborative effort between different organizations within the town and different offices.*

*-Stormwater Corps*

However, the most frequent responses described learning about the different challenges to working on these issues, related to funding and the workings of the government. For example:

*I would say the one thing that is brought to the forefront of someone from outside the industry looking in is that I would say 90 percent of the time, the solution to your problem is to dig up the soil that has the pollution in it and ship it to a landfill. Because a lot of the complex ways to manage pollutants are expensive, and because of how Connecticut regulations work, you're really trying to get the client as cheap as possible a way to deal with their situation, because otherwise they just won't deal with it, which is not fun to hear.*

*-Brownfields Corps Student*

*I think what stands out to me is how aware governments are that this is a problem and how often they make the decision to just not do anything about it because it's too difficult. How often the decision is made to not do anything about it or to not put the resources behind a plan that they do have because other political interests are just more important at the time.*

*-Climate Corps Student*

*I've learned about the MS4 requirements that towns have to keep impervious cover under 12 percent, I think, to meet certain laws. But, also, the way government works very slowly.*

*-Stormwater Corps Student*

## Impact on Student Skills

In addition to developing students' understanding of environmental issues and approaches to addressing them, the courses also intend to develop students' skills in various areas, both specific to the environmental work (e.g., defining the nature and scope of an environmental issue) and other, more general, professional skills (e.g., collaborating with others, communicating professionally). Accordingly, the survey asked students about the extent to which participating in E-Corps impacted their skills in these areas. Over three-quarters of respondents reported that E-Corps greatly impacted their skills, with 93 percent indicating that it had impacted their ability to define the nature/scope of an environmental issue and 76 percent reporting that E-Corps had developed their research skills. (See Table 3.)

Respondents were equally positive about the impact on their professional skills. For example, 80 percent or more reported that E-Corps had greatly impacted their skill in collaborating with others, communicating professionally, and solving complex problems. However, only about half of the former students completing the survey indicated that E-Corps had the same type of impact on their ability to manage time. Also, it should be noted that while only 41 percent of all respondents reported a large impact on their ability to write grants, only the Brownfields Corps had a substantial focus on this area. The survey data disaggregated by Corps show that that 92 percent of Brownfield students reported a large impact on their grant writing skills. (See Appendix B, page 1.)

**Table 3**  
**Respondents Reporting a Substantial<sup>†</sup> Impact on Their Skills**

	Percent of Respondents (N = 70)
<b>Environmental Work Skills</b>	
Defining the nature/scope of an environmental issue	93
Conducting research (including data collection)	76
<b>Professional Skills</b>	
Collaborating with others (for example: peers, government officials)	89
Communicating professionally (both orally and in writing)	83
Solving complex problems	80
Presenting to different audiences	78
Managing time	56
Writing grants	41

<sup>†</sup> Includes those indicating a 4 or 5 on a 5-point scale from 1 "Not at all" to 5 "To a great extent."

Interviewees were asked to describe the professional skills they developed through the Corps that most stood out to them. Although each skill asked about on the survey was mentioned at least once by an interviewee from each Corps, the most frequently referenced skill (noted by 8 of the 12 interviewees) was collaborating with others. As three described:

*I had worked in groups before, but I had never worked in groups before where I personally felt like there was an actual motivation to performing highly, which was in the first semester, the possibility of earning a grant, which was real money that could be used in a real place.*

*-Brownfield Corps Student*

*I had been hearing these fun buzzwords, like community engagement, collaboration, and those were so abstract to me at the time. And actually getting to do those things in a small scale with the people in [the towns] we were working with, “Oh, this is actually what engagement and collaboration is. It’s a thing people actually do.” And I think I didn’t really understand the meaning of those words until that experience, and then I enjoyed it. So that’s what I’ve been doing since, is trying to involve myself in these collaborative environments. . . . [My] measurable, meaningful climate-related work is inspired by my work with Climate Corps.*

*-Climate Corps Student*

*During the practicum part, we had to really work with different people from the town, and then also our group members, making sure that we agreed on what we were going to do. Stuff like that. I think if you couldn’t work together, you weren’t going to finish the project on time.*

*-Stormwater Corps Student*

Conducting research, communicating professionally, and making presentations were each described by six interviewees as “standout skills” developed in E-Corps. For example:

*I would say at the end of the program, I would have said research, just because becoming aware of how much information was publicly available. You can essentially now go to any town, and look up any property, and see who’s owned it, how big it is, what the layout is, and so much information is available through Googling.*

*-Brownfield Corps Student*

*I think it was a really good practice in writing and academic writing, which kind of translates into grant writing, and report writing. . . . At the time, it was the first time I’d ever written something for a broader community, not a scientific community, and kind of put together a report that was comprehensive, and readable, and all of this stuff. That style of writing, I think, really helped quite a bit.*

*-Climate Corps Student*

*We had to make quite a big presentation. We wanted to make sure that the people from the town were interested and wanted to look, so not having too many words on the slides. Making sure, when we made our pictures of our designs, you could actually look at it and understand what we were saying if you haven't previously heard of stormwater infrastructure.*

*-Stormwater Corps Student*

Finally, to examine whether the skills addressed by E-Corps have been helpful in the long-term, the survey also asked whether these skills had been used since participating in E-Corps. As can be seen in Table 4, except for grant writing, the vast majority of students have had opportunities to use these skills outside of E-Corps courses.

**Table 4**  
**Respondents Using Various Skills Following Their E-Corps Participation**

	Percent of Respondents (N = 70)
Collaborating with others (for example: peers, government officials)	99
Managing time	99
Solving complex problems	97
Communicating professionally (both orally and in writing)	97
Presenting to different audiences	87
Conducting research (including data collection)	84
Defining the nature/scope of an environmental issue	83
Writing grants	29

## Impact on Pursuing Graduate Studies

E-Corps leaders had anecdotal information that many of the students who participated in E-Corps continued on to graduate programs related to the environment. In order to collect more systemic information, prior students were asked on the survey if they had enrolled or intended to enroll in a graduate program in an environment-related field. As displayed in Table 5, slightly more than half indicated that they either plan to, are currently enrolled, or have completed an environment-related graduate program. In addition, of the individuals who plan to, are currently enrolled, or have completed a graduate program, about half are doing so in an area related to the E-Corps topic in which they participated (this represents 29 percent of all survey respondents; see Appendix B, pages 7–8).

**Table 5**  
**E-Corps Respondents' Graduate School Status**

	Percent of Respondents (N = 70)
I plan to enroll in a graduate program in an environment-related field.	24
I am currently a student in a graduate program in an environment-related field.	23
I have completed a graduate program in an environment-related field.	6
I have not attended a graduate program in an environment-related field, and do not plan to.	47

To explore the influence that E-Corps may have had on the decision to attend graduate school, all former students were first asked about the extent to which the program impacted their knowledge of how they might further their education in areas related to E-Corps. Seventy-seven percent indicated that E-Corps had a large impact, responding either 4 or 5 on a 5-point scale from 1 “Not at all” to 5 “To a great extent.” (See Appendix B, page 5.)

In addition, those who plan to enroll, are currently enrolled, or have completed a graduate program in an environment-related field were asked about the extent to which participating in the Corps influenced the decision to further their education. Just over half (54 percent) indicated that participating in E-Corps had a large impact on their decision (Appendix B, page 9). In interviews, former students expanded on how the program influenced the type of graduate program they enrolled in or planned to attend. For example:

*I really liked this course, and it helped me to identify my future path. It convinced me to learn more in the soil and water quality side [of brownfields remediation]. And right now, I just graduated from a master's program. . . . I think that [E-Corps] had some impact on me to choose my future path, because I saw the industrial impact on the urban—on the town, and the soil and water quality of the human living environment.*

*-Brownfields Corps Student*

*I was on the fence about what I wanted to do, because I have, through other work that I had done in my undergraduate career, a really strong agricultural background. And that was just the nature of the education path that I ended up on and had chosen. And I had liked it. . . . Then I had Climate Corps, and I knew that it was also something that I was interested in. . . . And I went and I did my master's with someone who is a bio-statistician at [university], with the intention of like, “I want to do this kind of disturbance work within communities, because I really do like this, and I can do this.” It's similar to what I did in Climate Corps, and it showed me that I can do that. . . . Now I'm doing my PhD, kind of pursuing a career in studying these climate change and climate disturbance. So it was Climate Corps definitely kind of changed my path from agricultural research to community disturbance.*

*-Climate Corps Student*

*I think specifically from E-Corps, the practicum portion, and being able to get field-based research experience and just field-based experience as well, impacted my decision [to attend graduate school] because I was like, “Oh, this is kind of fun. This is cool. This is something I could see myself doing.”*

*-Stormwater Corps Student*

## Impact on Careers

The survey also asked a similar series of questions related to former students’ careers and career plans. Specifically, the survey asked whether they were employed in an environment-related career and, if not, whether they would like to be in such a field in the future. Almost all respondents reported that they were currently in an environment-related career or would like to be in the future (see Table 6). In addition, of those who are employed in an environment-related field, 48 percent reported they are in a job related to the Corps in which they participated (see Appendix B, page 10).

**Table 6**  
**E-Corps Respondents’ Career Status**

	<b>Percent of Respondents (N = 70)</b>
I am employed in an environment-related field.	39
I am not currently employed in an environment-related field but would like to be in the future.	56
I do not plan to work in a job in an environment-related field.	6

Further, although many students likely entered E-Corps with an interest in the environment, survey data indicate that E-Corps had a substantial influence on their career decisions. Eighty-four percent of all survey respondents reported that participating in the program increased, to a large extent, their understanding of what careers related to their E-Corps courses might entail, and almost all (94 percent) stated that E-Corps impacted their interest in addressing environmental issues in their career to a large extent (see Appendix B, page 11). In addition, 64 percent indicated that E-Corps greatly influenced their decision to work in an environment-related field.

To explore the influence that E-Corps may have had on career decisions, interviewees were asked how, if at all, it impacted their understanding of what environmental careers might entail. All interviewees discussed how E-Corps deepened their knowledge of careers and what they involve. In some cases, the knowledge they gained was about the different careers in the field and for others, E-Corps gave them a sense for what working in a career would be like. For example:

*I would say that it was very, very beneficial in terms of getting an understanding of what the environmental career field was all about. And then also E-Corps as well, in the sense that the further we went along, the more speakers we had, the bigger, broader understanding you had of how complicated some of these sites can be.*

*-Brownfields Corps Student*

*It definitely opened my eyes to some other positions I didn't know because I had no idea what this field was at the time. I just knew that I liked the environment and I wanted to do something to protect it. So, I didn't know that civil engineering was involved. I didn't know that there were even things like sustainability offices as part of city government.*

*-Climate Corps Student*

*Well, specifically for me, one of the site visits, it was really cool because we had the town wetland specialist walk around with us. So I got to talk to her about working at the town level, and also seeing how, I think she was a fish and wildlife major and now she's working in wetlands, so it's not really where she expected to end up. But also, I think it helped demonstrate to me just how multidisciplinary the environmental field really is.*

*-Stormwater Corps Student*

Interviewees were also asked about how E-Corps influenced the type of position that they are currently in or would like to be in. The majority indicated that E-Corps had increased their interest in the position they held or wanted and/or their confidence that they were qualified for it. In their words:

*I think I had very strong opinions on working in an environmental field, even before the E-Corps course, but I think it specified my interest during this course and after. Before, I was interested in a lot of things, but after that, I think after the learning and other experiences, I focused my interest on rivers, the water quality and soil quality. And also, I think this course inspired me too on my interest to pursue a consulting-related career. Because, I think during this course, we had several environmental consulting companies come to talk to us, and they also taught me, taught us, a lot of things.*

*-Brownfields Corps Student*

*So I would say that the Climate Corps really set me on my current career path. Because at the time, I was doing research in geology, so it was me staring at dirt all day and nobody caring about that dirt but me. And I really wanted to work on something that had an impact and could be communicated to people in a way that was like, "Ooh, that actually affects my life." . . . The work that I've done since then has been really similar to the Climate Corps work, which I thought was really cool.*

*-Climate Corps Student*

*I think that the practicum definitely gave me the skills to be able to be prepared for what I'm doing now, working with different towns and understanding how local government works. . . . I think the fact that just the different tools that we used in that course were kind of mentioned in the job description for the job I'd be doing, I think that the fact that I had that experience with E-Corps, kind of made me feel like I was definitely qualified for this position and helped me kind of go for it and apply for that job.*

*-Stormwater Corps Student*

In addition to influencing the type of position they currently have, some interviews credited E-Corps as the reason they got their job in the first place, as it gave them knowledge and experience that others may not have. As two Brownfields Corps students explained:

*I would say the only reason I have my job now is because that course kind of gave me all the basic knowledge that I needed to—when I go into these interviews, I can talk shop and have a pretty good understanding of what needs to get done. Again, not the same professional experience as someone of years of doing it, but way more than someone who would've not taken the course.*

*I was able to get this job that wasn't a strictly field position because I could say, "Hey, here's a mock Phase One or Phase Two proposal. Here's a mock Phase Three proposal, and here's my grant writing thing with some of the information redacted," and that's not something most people have.*

## **Impact on Engaging in Environmental Issues as a Citizen**

Finally, because E-Corps aims to produce individuals who, in their personal lives, are environmentally conscious, the survey asked former students about the extent to which E-Corps impacted their interest in addressing environmental issues as a citizen. The vast majority of respondents (90 percent) indicate that E-Corps impacted their interest to a large extent (see Appendix B, page 6).

The survey also asked whether they actively engage in addressing environmental issues as a citizen. Sixty-one percent of respondents indicated that they do work to address environment-related issues in their personal life. When asked to describe how, a variety of responses were provided. Some listed the choices they make on a daily basis (e.g., how much they drive, what they eat, the types of products they use, how they deal with their own trash). Others described their efforts to impact their community more broadly, such as volunteering for trash clean-ups, being politically active, and educating others on the issues. Interviewees described how E-Corps influenced their interest and confidence in addressing environmental issues:

*[Interest in addressing environmental issues is] definitely something I already had, but [E-Corps] did help foster it more. So as you kind of get more involved and you know a little bit more about all these different environmental impacts, and it makes you want to do something.*

*-Brownfields Corps Student*

*Yeah, I think [E-Corps] helped me relate, see in the different aspects of climate that I could relate to. When I was in school, they taught climate as like polar bears on ice caps that were melting, which isn't very tangible for somebody that doesn't live in the Arctic to understand. So, it helped me relate and see the importance of movement towards resiliency. And so, it's definitely impacted how I view my connections to climate and different resiliency practices that would be important in my communities.*

*-Climate Corps Student*

*I've already had that [interest], but [E-Corps] definitely opened my eyes to just different things. . . . They have a club on campus, and they introduced us to that. It's an environmental-related club. Stuff like that, where they're like, "Oh, here's some different things that you could do." It opened my eyes in that sense.*

*-Stormwater Corps Student*

## Final Perspectives on E-Corps

Former E-Corps students were asked at the conclusion of the interview if there was anything else they wanted to add about their E-Corps experience and its impact. The comments varied, but an underlying theme across representatives of all three Corps was the value of the experience. In their words:

*[E-Corps] was very important and a definitely—a definitive huge plus on my résumé coming out of college, my résumé going into the future, and the networking opportunities that are set up by being able to say, "Hey, you sponsored, your company sponsored this program. I was a part of that program," is very important.*

*-Brownfields Corps Student*

*I do think [E-Corps] was very impactful. And I definitely got the foundations for a lot of skills that I'm currently using. . . . And I'm very happy that I took that class and got the experience that it provided me.*

*-Climate Corps Student*

*It is a great course. I really enjoyed it. That definitely helped me get to where I am today, career wise.*

*-Stormwater Corps Student*

In addition, three interviewees described the importance of the E-Corps approach and the need to expand the model to other courses. As they explained:

*I'm just really glad they're still doing it. It was the first time I'd gotten out of the classroom at UConn and really met people that weren't students or professors. And I think that was a really valuable thing to offer students. So I'm just glad they're still doing it, and I'm just happy to sing its praises whenever I can.*

*-Brownfields Corps Student*

*And I also wish the university had more service-learning courses for students to practice, and/or have more speakers from the firms to let the students have more knowledge about what the work may be after they graduate. I think it was a really good experience for me.*

*-Brownfields Corps Student*

*I think all environmental classes should be the same format of learning. And then also, field-based portion. . . . Or even in the same semester having the practicum component, I think it's really helpful to be able to apply the skills that you learn about and being able to actually see them.*

*-Stormwater Corps Student*

## SUMMARY

Findings from the study examining the impact of E-Corps on students participating between the fall of 2017 and the spring of 2021 indicate that program had substantial impacts on students in several areas. The majority of survey respondents indicated that participating in E-Corps had impacted their knowledge, including their understanding of (1) approaches/process used to address environmental issues, (2) related science content, and (3) relevant government policies and regulations. Similarly, the majority of survey respondents reported large impacts on skills specific to doing environmental work and on their professional skills (e.g., collaborating with others and doing presentations), most of which they have used since participating in E-Corps.

Further, 54 percent of survey respondent indicated that they either plan to enroll in, are currently enrolled in, or have completed an environment-related graduate program, and half of those indicated that participating in E-Corps had a large impact on their decision. In addition, when asked about their existing or desired career, almost all respondents reported that they were

currently in an environment-related career or would like to be in the future, with 64 percent indicating that E-Corps greatly influenced their decision to work in an environment-related field. Finally, almost all respondents reported that E-Corps impacted to a large extent their interest addressing environmental issues as a citizen.

## APPENDICES

## **APPENDIX A**

### **E-CORPS IMPACTS SURVEY**

## **E-Corps Impacts Survey Spring 2022**

This survey is for individuals who participated in UConn's Environment Corps (E-Corps) between 2017 and 2021.

### **Purpose**

The purpose of this survey is to learn about the long-term impacts of participating in E-Corps.

### **Procedures**

If you decide to participate, you will be asked to complete a short survey. The survey should take about 10 minutes to complete. Your responses will never be reported with your name or any other identifying information attached.

### **Potential Risks**

We anticipate no more than minimal risk associated with completing this survey.

### **Potential Benefits**

Participants who complete the survey may not directly benefit from participation, but the data may lead to improved experiences for future E-Corps participants

### **Confidentiality**

The following procedures will be followed to keep your personal information confidential in this study. The data (i.e., survey responses) provided by you will be kept under a code number rather than by name. All data collected in this study will be stored in the cloud. Data will be encrypted in transit and at rest, and access will be protected via multi-factor authentication. The data from the surveys will be used for the external evaluation. Only the external evaluators from Horizon Research, Inc. (HRI) will have access to identifiable survey data. Your name and any other facts that might point to you will not appear when results of this study are presented or published.

### **Costs to You**

Beyond the time you spend participating in the study, there will be no additional costs to you.

### **Subject Rights**

Your participation is voluntary. You do not have to complete this survey if you do not want to. You have the right to change your mind and stop the survey at any time without giving any reason.

### **Questions about the Survey or Your Rights as a Research Subject**

If you have any questions about the survey, you may contact Courtney Plumley, the study manager ([cnplumley@horizon-research.com](mailto:cnplumley@horizon-research.com)), or Joan Pasley, the evaluation lead ([jpasley@horizon-research.com](mailto:jpasley@horizon-research.com)). If you have any questions about your rights as a research subject, you may contact Gretchen Newman, the Institutional Review Board Secretary by calling (877) 297-6829 or by emailing [g.newman@horizon-research.com](mailto:g.newman@horizon-research.com).

Would you like to participate? If you click “Yes” and type your name below, it means that you have read the information in this consent form and you would like to complete the survey.\*

<input type="radio"/>	Yes
<input type="radio"/>	No

Please enter your full name below.\*

First Name:

Last Name:

**For this survey, please consider the impacts of your experience in the [Brownfields/Climate/Stormwater] Corps, even if you participated in other E-Corps courses.**

1. To what extent did participating in the [Brownfields/Climate/Stormwater] Corps positively impact your understanding of each of the following:

	Not at all	2	Somewhat	4	To a great extent
a. Science content related to [brownfields restoration/climate change/stormwater runoff]	<input type="radio"/>				
b. Who the relevant stakeholders are for addressing issues related to [brownfields restoration /climate change/stormwater runoff]	<input type="radio"/>				
c. Stakeholder perspectives about [brownfields restoration /climate change/stormwater runoff]	<input type="radio"/>				
d. Government policies and regulations relevant to [brownfields restoration /climate change/stormwater runoff]	<input type="radio"/>				
e. How governments address issues related to [brownfields restoration /climate change/stormwater runoff]	<input type="radio"/>				
f. Approaches/processes used to address issues related to [brownfields restoration /climate change/stormwater runoff]	<input type="radio"/>				
g. What careers related to [brownfields restoration /climate change/stormwater runoff] might entail	<input type="radio"/>				
h. How you might further your education in areas related to [brownfields restoration /climate change/stormwater runoff]	<input type="radio"/>				

Please indicate (1) the extent to which your participation in the Brownfields/Climate/Stormwater Corps impacted your skills in the following areas, and (2) if you have used those skills since your participation?

	2. To what extent did participating in the [Brownfields/Climate/Stormwater] Corps positively impact your skills in each of the following?					3. Since your participation, have you used this skill?	
	Not at all	2	Somewhat	4	To a great extent	Yes	No
a. Solving complex problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Defining the nature/scope of an environmental issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Conducting research (including data collection)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Communicating professionally (both orally and in writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Collaborating with others (for example: peers, government officials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Managing time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Writing grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Presenting to different audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. To what extent did participating in the [Brownfields/Climate/Stormwater] Corps positively impact your:

	Not at all	2	Somewhat	4	To a great extent
a. Confidence to solve complex problems	<input type="radio"/>				
b. Confidence to address environmental issues	<input type="radio"/>				
c. Interest in addressing environmental issues <i>in your career</i>	<input type="radio"/>				
d. Interest in addressing environmental issues <i>as a citizen</i>	<input type="radio"/>				

5. Which of the following **best** describes you currently? (If more than one applies to you, please pick one.) \*

<input type="radio"/>	1	I plan to enroll in a graduate program in an environment-related field.
<input type="radio"/>	2	I am currently a student in a graduate program in an environment-related field.
<input type="radio"/>	3	I have completed a graduate program in an environment-related field.
<input type="radio"/>	4	I have not attended a graduate program in an environment-related field, and do not plan to. <a href="#">[go to Q12]</a>

6. [\[If Q5 = 1\]](#) Do you plan to enroll in a graduate program related to brownfields restoration /climate change/stormwater runoff? \*

<input type="radio"/>	Yes <a href="#">[go to Q10]</a>
<input type="radio"/>	No <a href="#">[go to Q9]</a>

7. [\[If Q5 = 2\]](#) Is your graduate program related to brownfields restoration /climate change/stormwater runoff? \*

<input type="radio"/>	Yes <a href="#">[go to Q10]</a>
<input type="radio"/>	No <a href="#">[go to Q9]</a>

8. [\[If Q5 = 3\]](#) Was your graduate program related to brownfields restoration /climate change/stormwater runoff? \*

<input type="radio"/>	Yes <a href="#">[go to Q10]</a>
<input type="radio"/>	No <a href="#">[go to Q9]</a>

9. [\[If Q6, Q7, or Q8= no\]](#) Please specify the concentration of the graduate program. [\[Go to Q11 after answering\]](#)

10. [\[If Q6, Q7, or Q8 = yes\]](#) Please specify the concentration of the graduate program and describe how it relates to brownfields restoration /climate change/stormwater runoff.

11. [If Q5 = 1, 2, or 3] To what extent did participating in the [Brownfields/Climate/Stormwater] Corps influence your decision to further your education?

<input type="radio"/>	Not at all
<input type="radio"/>	2
<input type="radio"/>	Somewhat
<input type="radio"/>	4
<input type="radio"/>	To a great extent

12. Which of the following best describes you? \*

<input type="radio"/>	1	I am employed in an environment-related field
<input type="radio"/>	2	I am not currently employed in an environment-related field but would like to be in the future
<input type="radio"/>	3	I do not plan to work in a job in an environment-related field [go to Q20]

13. [If Q12 = 1] Please provide your job title.

14. [If Q12 = 1] Is your job related to brownfields restoration /climate change/stormwater runoff? \*

<input type="radio"/>	Yes [go to Q17]
<input type="radio"/>	No [go to Q16]

15. [If Q12 = 2] Is the job you would like to pursue related to brownfields restoration /climate change/stormwater runoff? \*

<input type="radio"/>	Yes [go to Q19]
<input type="radio"/>	No [go to Q18]

16. [If Q14 = no] Please briefly describe your job. [go to Q19 after answering]

17. [If Q14 = yes] Please briefly describe your job and how it relates to brownfields restoration /climate change/stormwater runoff. [go to Q19 after answering]

--

18. [If Q15 = no] Please specify the type of job you would like to pursue. [go to Q19 after answering]

--

19. [If Q15 = yes] Please specify the type of job you would like to pursue and describe how it relates to brownfields restoration /climate change/stormwater runoff.

--

20. [If Q12 = 1 or 2] To what extent did participating in the [Brownfields/Climate/Stormwater] Corps influence your decision to work in an environment-related field?

<input type="radio"/>	Not at all
<input type="radio"/>	2
<input type="radio"/>	Somewhat
<input type="radio"/>	4
<input type="radio"/>	To a great extent

21. Do you actively engage in addressing environmental issues as a citizen? \*

<input type="radio"/>	Yes
<input type="radio"/>	No [go to Q23]

22. [If Q21 = yes] Please describe how you address environmental issues as a citizen.

--

23. Your responses to previous questions will give us information about some of the impacts participating in the [Brownfields/Climate/Stormwater] Corps had on you, but we would really like to know “the rest of the story.”

How would you describe (in your own words) the impact of your [Brownfields/Climate/Stormwater] Corps experience on you, your interests, and your education/career?

24. Would you be willing to participate in an online interview sometime in the next few weeks so we can learn more about your experience with the [Brownfields/Climate/Stormwater] Corps and the impact it had? We anticipate the interview will last about 30 minutes. Those who are selected and complete the interview will receive \$25.

<input type="radio"/>	Yes
<input type="radio"/>	No

## **APPENDIX B**

### **IMPACT SURVEY DATA DISAGGREGATED BY CORPS**

2022 E-Corps Impact Survey  
RQ1

Q2

To what extent did participating in the [Brownfields/Climate/Stormwater] Corps positively impact your skills in each of the following?			Total	Not at all [1 of 5]	[2 of 5]	Somewhat [3 of 5]	[4 of 5]	To a great extent [5 of 5]	
			Valid N	Missing N	Percent	Percent	Percent	Percent	Percent
corps: Corps	Total	q2a: Solving complex problems	70	0	1	0	19	47	33
	Brownfields	q2a: Solving complex problems	25	0	0	0	24	48	28
	Climate	q2a: Solving complex problems	31	0	3	0	13	48	35
	Stormwater	q2a: Solving complex problems	14	0	0	0	21	43	36
corps: Corps	Total	q2b: Defining the nature/scope of an environmental issue	70	0	1	0	6	37	56
	Brownfields	q2b: Defining the nature/scope of an environmental issue	25	0	0	0	8	40	52
	Climate	q2b: Defining the nature/scope of an environmental issue	31	0	3	0	3	35	58
	Stormwater	q2b: Defining the nature/scope of an environmental issue	14	0	0	0	7	36	57
corps: Corps	Total	q2c: Conducting research (including data collection)	70	0	3	3	19	29	47
	Brownfields	q2c: Conducting research (including data collection)	25	0	0	4	12	36	48
	Climate	q2c: Conducting research (including data collection)	31	0	6	3	19	16	55
	Stormwater	q2c: Conducting research (including data collection)	14	0	0	0	29	43	29
corps: Corps	Total	q2d: Communicating professionally (both orally and in writing)	70	0	0	4	13	30	53
	Brownfields	q2d: Communicating professionally (both orally and in writing)	25	0	0	0	16	36	48
	Climate	q2d: Communicating professionally (both orally and in writing)	31	0	0	6	13	23	58
	Stormwater	q2d: Communicating professionally (both orally and in writing)	14	0	0	7	7	36	50
corps: Corps	Total	q2e: Collaborating with others (for example: peers, government officials)	70	0	1	0	10	24	64
	Brownfields	q2e: Collaborating with others (for example: peers, government officials)	25	0	0	0	12	28	60
	Climate	q2e: Collaborating with others (for example: peers, government officials)	31	0	3	0	10	23	65
	Stormwater	q2e: Collaborating with others (for example: peers, government officials)	14	0	0	0	7	21	71
corps: Corps	Total	q2f: Managing time	70	0	1	11	31	29	27
	Brownfields	q2f: Managing time	25	0	0	12	40	24	24
	Climate	q2f: Managing time	31	0	3	13	26	29	29
	Stormwater	q2f: Managing time	14	0	0	7	29	36	29
corps: Corps	Total	q2g: Writing grants	69	1	30	14	14	13	28
	Brownfields	q2g: Writing grants	25	0	8	0	0	32	60
	Climate	q2g: Writing grants	30	1	47	10	30	3	10
	Stormwater	q2g: Writing grants	14	0	36	50	7	0	7

2022 E-Corps Impact Survey  
RQ1

**Q2**

To what extent did participating in the [Brownfields/Climate/Stormwater] Corps positively impact your skills in each of the following?			Total	Not at all [1 of 5]	[2 of 5]	Somewhat [3 of 5]	[4 of 5]	To a great extent [5 of 5]	
			Valid N	Missing N	Percent	Percent	Percent	Percent	
corps: Corps	Total	q2h: Presenting to different audiences	69	1	4	1	16	29	49
	Brownfields	q2h: Presenting to different audiences	25	0	0	4	24	28	44
	Climate	q2h: Presenting to different audiences	31	0	10	0	6	32	52
	Stormwater	q2h: Presenting to different audiences	13	1	0	0	23	23	54

**Composite 1**

			Valid N	Missing N	Minimum	Maximum	Mean	Standard Deviation
corps: Corps	Total	Composite 1: Impact on soft skills	70	0	19	100	75.99	15.88
	Brownfields	Composite 1: Impact on soft skills	25	0	53	100	80.13	11.19
	Climate	Composite 1: Impact on soft skills	31	0	19	100	73.63	18.93
	Stormwater	Composite 1: Impact on soft skills	14	0	41	100	73.82	15.12

**Q3**

Since your participation, have you used this skill?			Total	No	Yes
			Valid N	Missing N	Percent
corps: Corps	Total	q3a: Solving complex problems	70	0	97
	Brownfields	q3a: Solving complex problems	25	0	100
	Climate	q3a: Solving complex problems	31	0	97
	Stormwater	q3a: Solving complex problems	14	0	93
corps: Corps	Total	q3b: Defining the nature/scope of an environmental issue	70	0	83
	Brownfields	q3b: Defining the nature/scope of an environmental issue	25	0	84
	Climate	q3b: Defining the nature/scope of an environmental issue	31	0	81
	Stormwater	q3b: Defining the nature/scope of an environmental issue	14	0	86
corps: Corps	Total	q3c: Conducting research (including data collection)	70	0	84
	Brownfields	q3c: Conducting research (including data collection)	25	0	92

2022 E-Corps Impact Survey  
RQ1

**Q3**

Since your participation, have you used this skill?			Total		No Percent	Yes Percent
			Valid N	Missing N		
	Climate	q3c: Conducting research (including data collection)	31	0	16	84
	Stormwater	q3c: Conducting research (including data collection)	14	0	29	71
corps: Corps	Total	q3d: Communicating professionally (both orally and in writing)	70	0	3	97
	Brownfields	q3d: Communicating professionally (both orally and in writing)	25	0	4	96
	Climate	q3d: Communicating professionally (both orally and in writing)	31	0	3	97
	Stormwater	q3d: Communicating professionally (both orally and in writing)	14	0	0	100
corps: Corps	Total	q3e: Collaborating with others (for example: peers, government officials)	70	0	1	99
	Brownfields	q3e: Collaborating with others (for example: peers, government officials)	25	0	0	100
	Climate	q3e: Collaborating with others (for example: peers, government officials)	31	0	3	97
	Stormwater	q3e: Collaborating with others (for example: peers, government officials)	14	0	0	100
corps: Corps	Total	q3f: Managing time	70	0	1	99
	Brownfields	q3f: Managing time	25	0	0	100
	Climate	q3f: Managing time	31	0	3	97
	Stormwater	q3f: Managing time	14	0	0	100
corps: Corps	Total	q3g: Writing grants	69	1	71	29
	Brownfields	q3g: Writing grants	25	0	64	36
	Climate	q3g: Writing grants	31	0	74	26
	Stormwater	q3g: Writing grants	13	1	77	23
corps: Corps	Total	q3h: Presenting to different audiences	69	1	13	87
	Brownfields	q3h: Presenting to different audiences	24	1	21	79
	Climate	q3h: Presenting to different audiences	31	0	10	90
	Stormwater	q3h: Presenting to different audiences	14	0	7	93

2022 E-Corps Impact Survey  
RQ2

Q1

To what extent did participating in the [Brownfields/Climate/Stormwater] Corps positively impact your understanding of each of the following:			Total	Not at all [1 of 5]	[2 of 5]	Somewhat [3 of 5]	[4 of 5]	To a great extent [5 of 5]	
			Valid N	Missing N	Percent	Percent	Percent	Percent	
corps: Corps	Total	q1a: Science content related to [corps focus area]	70	0	1	1	11	17	69
	Brownfields	q1a: Science content related to [corps focus area]	25	0	4	0	12	20	64
	Climate	q1a: Science content related to [corps focus area]	31	0	0	3	16	16	65
	Stormwater	q1a: Science content related to [corps focus area]	14	0	0	0	0	14	86
corps: Corps	Total	q1b: Who the relevant stakeholders are for addressing issues related to [corps focus area]	70	0	0	1	9	23	67
	Brownfields	q1b: Who the relevant stakeholders are for addressing issues related to [corps focus area]	25	0	0	0	4	24	72
	Climate	q1b: Who the relevant stakeholders are for addressing issues related to [corps focus area]	31	0	0	3	13	16	68
	Stormwater	q1b: Who the relevant stakeholders are for addressing issues related to [corps focus area]	14	0	0	0	7	36	57
corps: Corps	Total	q1c: Stakeholder perspectives about [corps focus area]	70	0	0	1	14	30	54
	Brownfields	q1c: Stakeholder perspectives about [corps focus area]	25	0	0	0	12	36	52
	Climate	q1c: Stakeholder perspectives about [corps focus area]	31	0	0	3	19	19	58
	Stormwater	q1c: Stakeholder perspectives about [corps focus area]	14	0	0	0	7	43	50
corps: Corps	Total	q1d: Government policies and regulations relevant to [corps focus area]	69	1	1	0	16	33	49
	Brownfields	q1d: Government policies and regulations relevant to [corps focus area]	25	0	0	0	28	32	40
	Climate	q1d: Government policies and regulations relevant to [corps focus area]	30	1	3	0	10	27	60
	Stormwater	q1d: Government policies and regulations relevant to [corps focus area]	14	0	0	0	7	50	43
corps: Corps	Total	q1e: How governments address issues related to [corps focus area]	70	0	0	1	11	41	46
	Brownfields	q1e: How governments address issues related to [corps focus area]	25	0	0	4	16	44	36
	Climate	q1e: How governments address issues related to [corps focus area]	31	0	0	0	10	32	58
	Stormwater	q1e: How governments address issues related to [corps focus area]	14	0	0	0	7	57	36

2022 E-Corps Impact Survey  
RQ2

**Q1**

To what extent did participating in the [Brownfields/Climate/Stormwater] Corps positively impact your understanding of each of the following:			Total	Not at all [1 of 5]	[2 of 5]	Somewhat [3 of 5]	[4 of 5]	To a great extent [5 of 5]	
			Valid N	Missing N	Percent	Percent	Percent	Percent	
corps: Corps	Total	q1f: Approaches/processes used to address issues related to [corps focus area]	70	0	0	3	6	11	80
	Brownfields	q1f: Approaches/processes used to address issues related to [corps focus area]	25	0	0	4	4	16	76
	Climate	q1f: Approaches/processes used to address issues related to [corps focus area]	31	0	0	3	6	13	77
	Stormwater	q1f: Approaches/processes used to address issues related to [corps focus area]	14	0	0	0	7	0	93
corps: Corps	Total	q1g: What careers related to [corps focus area] might entail	70	0	1	1	13	39	46
	Brownfields	q1g: What careers related to [corps focus area] might entail	25	0	0	0	12	36	52
	Climate	q1g: What careers related to [corps focus area] might entail	31	0	3	3	10	35	48
	Stormwater	q1g: What careers related to [corps focus area] might entail	14	0	0	0	21	50	29
corps: Corps	Total	q1h: How you might further your education in areas related to [corps focus area]	70	0	0	1	21	29	49
	Brownfields	q1h: How you might further your education in areas related to [corps focus area]	25	0	0	4	28	20	48
	Climate	q1h: How you might further your education in areas related to [corps focus area]	31	0	0	0	16	29	55
	Stormwater	q1h: How you might further your education in areas related to [corps focus area]	14	0	0	0	21	43	36

**Composite 2**

			Valid N	Missing N	Minimum	Maximum	Mean	Standard Deviation
corps: Corps	Total	Composite 2: Impact on field knowledge	70	0	31	100	85.06	13.13
	Brownfields	Composite 2: Impact on field knowledge	25	0	50	100	84.00	12.31
	Climate	Composite 2: Impact on field knowledge	31	0	31	100	85.51	15.48
	Stormwater	Composite 2: Impact on field knowledge	14	0	69	100	85.94	8.82

2022 E-Corps Impact Survey  
RQ3

**Q4**

To what extent did participating in the [Brownfields/Climate/Stormwater] Corps positively impact you:			Total	Not at all [1 of 5]	[2 of 5]	Somewhat [3 of 5]	[4 of 5]	To a great extent [5 of 5]	
			Valid N	Missing N	Percent	Percent	Percent	Percent	
corps: Corps	Total	q4a: Confidence to solve complex problems	70	0	3	4	17	37	39
	Brownfields	q4a: Confidence to solve complex problems	25	0	0	4	20	24	52
	Climate	q4a: Confidence to solve complex problems	31	0	6	3	16	42	32
	Stormwater	q4a: Confidence to solve complex problems	14	0	0	7	14	50	29
corps: Corps	Total	q4b: Confidence to address environmental issues	70	0	0	0	10	41	49
	Brownfields	q4b: Confidence to address environmental issues	25	0	0	0	12	40	48
	Climate	q4b: Confidence to address environmental issues	31	0	0	0	6	48	45
	Stormwater	q4b: Confidence to address environmental issues	14	0	0	0	14	29	57
corps: Corps	Total	q4c: Interest in addressing environmental issues in your career	70	0	0	0	6	21	73
	Brownfields	q4c: Interest in addressing environmental issues in your career	25	0	0	0	0	28	72
	Climate	q4c: Interest in addressing environmental issues in your career	31	0	0	0	13	19	68
	Stormwater	q4c: Interest in addressing environmental issues in your career	14	0	0	0	0	14	86
corps: Corps	Total	q4d: Interest in addressing environmental issues as a citizen	70	0	0	0	10	34	56
	Brownfields	q4d: Interest in addressing environmental issues as a citizen	25	0	0	0	8	40	52
	Climate	q4d: Interest in addressing environmental issues as a citizen	31	0	0	0	13	26	61
	Stormwater	q4d: Interest in addressing environmental issues as a citizen	14	0	0	0	7	43	50

**Composite 3**

			Valid N	Missing N	Minimum	Maximum	Mean	Standard Deviation
corps: Corps	Total	Composite 3: Impact on field engagement	70	0	44	100	84.73	13.74
	Brownfields	Composite 3: Impact on field engagement	25	0	56	100	86.00	12.27
	Climate	Composite 3: Impact on field engagement	31	0	44	100	83.27	15.76
	Stormwater	Composite 3: Impact on field engagement	14	0	63	100	85.71	11.87

**Q5**

			Total		I plan to enroll in a graduate program in an environment-related field. Percent	I am currently a student in a graduate program in an environment-related field. Percent	I have completed a graduate program in an environment-related field. Percent	I have not attended a graduate program in an environment-related field, and do not plan to. Percent
			Valid N	Missing N				
corps: Corps	Total	q5: Which of the following best describes you currently?	70	0	24	23	6	47
	Brownfields	q5: Which of the following best describes you currently?	25	0	28	20	0	52
	Climate	q5: Which of the following best describes you currently?	31	0	19	29	13	39
	Stormwater	q5: Which of the following best describes you currently?	14	0	29	14	0	57

**Q6**

			Total		No Percent	Yes Percent
			Valid N	Missing N		
corps: Corps	Total	q6: Do you plan to enroll in a graduate program related to [corps focus area]?	17	0	65	35
	Brownfields	q6: Do you plan to enroll in a graduate program related to [corps focus area]?	7	0	71	29
	Climate	q6: Do you plan to enroll in a graduate program related to [corps focus area]?	6	0	50	50
	Stormwater	q6: Do you plan to enroll in a graduate program related to [corps focus area]?	4	0	75	25

Shown to those who plan to enroll in a graduate program in an environment-related field

2022 E-Corps Impact Survey  
RQ3

**Q7**

			Total		No	Yes
			Valid N	Missing N	Percent	Percent
corps: Corps	Total	q7: Is your graduate program related to [corps focus area]?	16	0	25	75
	Brownfields	q7: Is your graduate program related to [corps focus area]?	5	0	80	20
	Climate	q7: Is your graduate program related to [corps focus area]?	9	0	0	100
	Stormwater	q7: Is your graduate program related to [corps focus area]?	2	0	0	100

Shown to those who are currently a student in a graduate program in an environment-related field

**Q8**

			Total		No	Yes
			Valid N	Missing N	Percent	Percent
corps: Corps	Total	q8: Was your graduate program related to [corps focus area]?	4	0	50	50
	Brownfields	q8: Was your graduate program related to [corps focus area]?	0	0	0	0
	Climate	q8: Was your graduate program related to [corps focus area]?	4	0	50	50
	Stormwater	q8: Was your graduate program related to [corps focus area]?	0	0	0	0

Shown to those who have completed a graduate program in an environment-related field.

**Q11**

			Total		Not at all [1 of 5]	[2 of 5]	Somewhat [3 of 5]	[4 of 5]	To a great extent [5 of 5]
			Valid N	Missing N	Percent	Percent	Percent	Percent	Percent
corps: Corps	Total	q11: To what extent did participating in the Corps influence your decision to further your education?	37	0	14	3	30	27	27
	Brownfields	q11: To what extent did participating in the Corps influence your decision to further your education?	12	0	8	8	33	25	25
	Climate	q11: To what extent did participating in the Corps influence your decision to further your education?	19	0	21	0	21	21	37
	Stormwater	q11: To what extent did participating in the Corps influence your decision to further your education?	6	0	0	0	50	50	0

Shown to those who plan to enroll in a graduate program, are in a graduate program, or have completed a graduate program

**Q12**

			Total		I am employed in an environment-related field	I am not currently employed in an environment-related field but would like to be in the future	I do not plan to work in a job in an environment-related field
			Valid N	Missing N	Percent	Percent	Percent
corps: Corps	Total	q12: Which of the following best describes you?	70	0	39	56	6
	Brownfields	q12: Which of the following best describes you?	25	0	48	44	8
	Climate	q12: Which of the following best describes you?	31	0	35	61	3
	Stormwater	q12: Which of the following best describes you?	14	0	29	64	7

2022 E-Corps Impact Survey  
RQ3

**Q14**

			Total		No	Yes
			Valid N	Missing N	Percent	Percent
corps: Corps	Total	q14: Is your job related to [corps focus area]?	27	0	52	48
	Brownfields	q14: Is your job related to [corps focus area]?	12	0	42	58
	Climate	q14: Is your job related to [corps focus area]?	11	0	55	45
	Stormwater	q14: Is your job related to [corps focus area]?	4	0	75	25

Shown to those who are employed in an environment-related field

**Q15**

			Total		No	Yes
			Valid N	Missing N	Percent	Percent
corps: Corps	Total	q15: Is the job you would like to pursue related to [corps focus area]?	39	0	33	67
	Brownfields	q15: Is the job you would like to pursue related to [corps focus area]?	11	0	45	55
	Climate	q15: Is the job you would like to pursue related to [corps focus area]?	19	0	16	84
	Stormwater	q15: Is the job you would like to pursue related to [corps focus area]?	9	0	56	44

Shown to those who are not currently employed in an environment-related field but would like to be in the future

2022 E-Corps Impact Survey  
RQ3

**Q20**

			Total		Not at all [1 of 5]	[2 of 5]	Somewhat [3 of 5]	[4 of 5]	To a great extent [5 of 5]
			Valid N	Missing N	Percent	Percent	Percent	Percent	Percent
corps: Corps	Total	q20: To what extent did participating in the Corps influence your decision to work in an environment-related field?	66	0	8	5	24	30	33
	Brownfields	q20: To what extent did participating in the Corps influence your decision to work in an environment-related field?	23	0	0	4	22	30	43
	Climate	q20: To what extent did participating in the Corps influence your decision to work in an environment-related field?	30	0	13	0	27	30	30
	Stormwater	q20: To what extent did participating in the Corps influence your decision to work in an environment-related field?	13	0	8	15	23	31	23

Shown to those who are or would like to be employed in an environment-related field

**Q21**

			Total		No	Yes
			Valid N	Missing N	Percent	Percent
corps: Corps	Total	q21: Do you actively engage in addressing environmental issues as a citizen?	70	0	39	61
	Brownfields	q21: Do you actively engage in addressing environmental issues as a citizen?	25	0	44	56
	Climate	q21: Do you actively engage in addressing environmental issues as a citizen?	31	0	35	65
	Stormwater	q21: Do you actively engage in addressing environmental issues as a citizen?	14	0	36	64