

Student PRE- and POST-sampling Surveys*—Spring 2014

Pre- and post-REP student evaluations, designed to reflect the program’s impact, are distributed to each participating teacher and are written for different grade level groups: 4-6, and 7-12. Schools in the program that have numerous grade levels participating are given the appropriate mix so that each student has the ability to take the proper survey. Pre-REP surveys that do not have a matching post-REP survey (and vice-versa) are enumerated separately, but are not included in overall calculations. This ensures that the assessments are balanced and accurate, though it also can mean some schools’ data reflect more/less students who actually participated in the program than in the surveys because they missed either the sampling day or the survey distribution. Below is the compiled assessment of the survey for each grade level participating in Spring 2014 monitoring.

KEY:

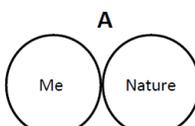
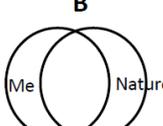
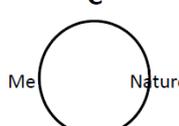
Increase (PRE → POST)	Decrease (PRE → POST)	No Change (PRE → POST)
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*As of Fall 2013, REP PRE- and POST-sampling surveys have been modified and are adapted (with permission) from similar surveys created and distributed by the Friends of the Chicago River.

Spring 2014 Participants:

School	City
Achieve Charter Academy	Canton, MI
Birmingham Covington School	Bloomfield Hills, MI
Chandler Park Academy High School	Harper Woods, MI
Clawson Middle School	Clawson, MI
Clippert Academy	Detroit, MI
Crescent Academy International	Canton, MI
Crestwood High School	Dearborn Heights, MI
Detroit Academy of Arts & Sciences	Detroit, MI
Detroit Country Day Middle School	Beverly Hills, MI
Garden City High School	Garden City, MI
Huron Valley Lutheran High School	Westland, MI
Intercity Baptist High School	Allen Park, MI
Levey Middle School	Southfield, MI
Lincoln Street Alternative High School	Birmingham, MI
Mary Helen Guest Elementary School	Walled Lake, MI
Niles Community High School	Troy, MI
Oakland Schools Technical Campus, SE	Royal Oak, MI
Pierce Middle School	Redford, MI
Plymouth High School	Plymouth, MI
Ronald Brown Academy	Detroit, MI
Roosevelt High School	Wyandotte, MI
Salem Elementary School	Northville, MI
Smith Middle School	Troy, MI
St. Valentine Catholic School	Redford, MI
Steppingstone School	Farmington Hills, MI
Tonda Elementary School	Canton, MI
Troy High School	Troy, MI
West Maple Elementary School	Bloomfield Hills, MI

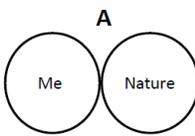
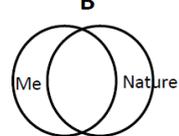
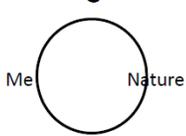
Summary of Results: GRADE 4

Grade: 4		Total number of students: 105					
Participating schools: Achieve Charter Academy; Ronald Brown Academy; Salem Elementary School; Steppingstone School							
Number of times to Rouge River (field trip)							
	0	1	2	3	4	5+	No Response
PRE	95	4	1	1	0	3	1
POST	24	55	6	3	4	12	1
Interest in science							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	55	26	16	4	3	1	
POST	53	33	7	4	5	3	
% change	-4%	27%	-56%	0%	67%	200%	
Interest in nature							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	56	21	14	6	6	2	
POST	53	29	14	4	1	4	
% change	-5%	38%	0%	-33%	-83%	100%	
Interest in school							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	29	32	16	12	14	2	
POST	30	30	17	12	11	5	
% change	3%	-6%	6%	0%	-21%	150%	
Relationship with nature							
							
PRE	17		54		34		
POST	19		46		39		
% change	12%		-15%		15%		
Q: All macroinvertebrates are equally tolerant of pollution							
	TRUE			FALSE (CORRECT)		No Response	
PRE	27			77		1	
POST	15			87		3	
% change	-44%			13%		200%	
Number of students correctly identifying ALL macroinvertebrates from list (<i>i.e.</i> , insects, mammals, crustaceans, molluscs (snails, clams, etc.), birds, fish)							
PRE	21						
POST	34						
% change	62%						

Number of students correctly listing a source of pollution to the Rouge River	
PRE	51
POST	80
% change	57%
Number of students correctly listing a corrective action for Rouge River pollution	
PRE	79
POST	87
% change	10%
Percentage of students who know where to look to learn more about Rouge River pollution	
PRE	78%
POST	87%
% change	9%
Students listing way in which participating in the REP helps the Rouge River	
Number of participants	Percentage of total
92	88%
"Agree" Statements	
<i>I learned something new about the Rouge River</i>	
Number	101
% of total	96%
<i>I plan to talk to friends and/or family about what I learned in the REP</i>	
Number	91
% of total	87%
<i>I learned about things I can do to make the Rouge River healthier</i>	
Number	92
% of total	88%
<i>The REP helped me to understand things I learn in my classroom better</i>	
Number	70
% of total	67%
<i>The REP helped me to think like a scientist</i>	
Number	86
% of total	82%
<i>The REP made me feel that I can make a difference in protecting the environment</i>	
Number	97
% of total	92%

Summary of Results: GRADE 5

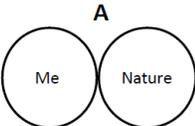
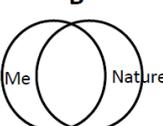
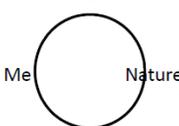
Grade:		Total number of students:					
5		162					
<i>Participating schools: Birmingham Covington School; Mary Helen Guest Elementary School; St. Valentine Catholic School; Steppingstone School; Tonda Elementary School</i>							
Number of times to Rouge River (field trip)							
	0	1	2	3	4	5+	No Response
PRE	134	27	0	0	0	1	0
POST	30	104	22	1	1	1	3
Interest in science							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	

PRE	57	61	37	6	1	0
POST	59	55	34	12	2	0
% change	4%	-10%	-8%	100%	100%	0%
Interest in nature						
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response
PRE	73	43	35	9	2	0
POST	62	56	29	7	8	0
% change	-15%	30%	-17%	-22%	300%	0%
Interest in school						
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response
PRE	41	56	36	14	15	0
POST	37	45	44	20	16	0
% change	-10%	-20%	22%	43%	7%	0%
Relationship with nature						
						
PRE	9		97		56	
POST	7		89		66	
% change	-22%		-8%		18%	
Q: All macroinvertebrates are equally tolerant of pollution						
	TRUE			FALSE (CORRECT)		No Response
PRE	23			139		0
POST	34			128		0
% change	48%			-8%		0%
Number of students correctly identifying ALL macroinvertebrates from list (<i>i.e.</i> , insects , mammals, crustaceans , molluscs (snails, clams, etc.), birds, fish)						
PRE	28					
POST	36					
% change	29%					
Number of students correctly listing a source of pollution to the Rouge River						
PRE	128					
POST	144					
% change	13%					
Number of students correctly listing a corrective action for Rouge River pollution						
PRE	147					
POST	155					
% change	5%					
Percentage of students who know where to look to learn more about Rouge River pollution						
PRE	84%					
POST	87%					
% change	3%					
Students listing way in which participating in the REP helps the Rouge River						
Number of participants				Percentage of total		

150		93%
“Agree” Statements		
<i>I learned something new about the Rouge River</i>		
Number	157	
% of total	97%	
<i>I plan to talk to friends and/or family about what I learned in the REP</i>		
Number	139	
% of total	86%	
<i>I learned about things I can do to make the Rouge River healthier</i>		
Number	161	
% of total	99%	
<i>The REP helped me to understand things I learn in my classroom better</i>		
Number	101	
% of total	62%	
<i>The REP helped me to think like a scientist</i>		
Number	134	
% of total	83%	
<i>The REP made me feel that I can make a difference in protecting the environment</i>		
Number	156	
% of total	96%	

Summary of Results: GRADE 6

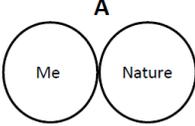
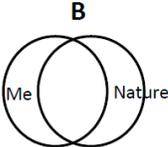
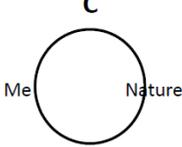
Grade: 6		Total number of students: 187					
<i>Participating schools: Birmingham Covington School; Clippert Academy; Crescent Academy International; Detroit Country Day Middle School; St. Valentine Catholic School; Steppingstone School</i>							
Number of times to Rouge River (field trip)							
	0	1	2	3	4	5+	No Response
PRE	135	26	4	14	2	3	3
POST	31	110	22	5	14	3	2
Interest in science							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	58	65	43	19	2	0	
POST	42	72	50	16	7	0	
% change	-28%	11%	16%	-16%	250%	0%	
Interest in nature							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	58	62	48	13	5	0	
POST	56	56	38	27	10	0	
% change	-3%	-10%	-21%	108%	100%	0%	
Interest in school							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	41	60	34	34	18	0	

POST	29	54	51	30	23	0
% change	-29%	-10%	50%	-12%	28%	0%
Relationship with nature						
						
PRE	20		138		29	
POST	26		123		38	
% change	30%		-11%		31%	
Q: All macroinvertebrates are equally tolerant of pollution						
	TRUE		FALSE (CORRECT)		No Response	
PRE	42		145		0	
POST	39		148		0	
% change	-7%		2%		0%	
Number of students correctly identifying ALL macroinvertebrates from list (<i>i.e.</i> , insects, mammals, crustaceans, molluscs (snails, clams, etc.), birds, fish)						
PRE	40					
POST	59					
% change	48%					
Number of students correctly listing a source of pollution to the Rouge River						
PRE	145					
POST	167					
% change	15%					
Number of students correctly listing a corrective action for Rouge River pollution						
PRE	168					
POST	174					
% change	4%					
Percentage of students who know where to look to learn more about Rouge River pollution						
PRE	83%					
POST	91%					
% change	8%					
Students listing way in which participating in the REP helps the Rouge River						
Number of participants				Percentage of total		
177				95%		
"Agree" Statements						
<i>I learned something new about the Rouge River</i>						
Number	176					
% of total	94%					
<i>I plan to talk to friends and/or family about what I learned in the REP</i>						
Number	148					
% of total	79%					
<i>I learned about things I can do to make the Rouge River healthier</i>						
Number	176					
% of total	94%					
<i>The REP helped me to understand things I learn in my classroom better</i>						
Number	137					

% of total	73%
<i>The REP helped me to think like a scientist</i>	
Number	148
% of total	79%
<i>The REP made me feel that I can make a difference in protecting the environment</i>	
Number	172
% of total	92%

Summary of Results: GRADE 7

Grade: 7		Total number of students: 91					
<i>Participating schools: Detroit Country Day Middle School; Smith Middle School; Steppingstone School</i>							
Number of times to Rouge River (field trip)							
	0	1	2	3	4	5+	No Response
PRE	16	63	3	3	2	4	0
POST	9	39	34	2	1	5	1
Interest in science							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	19	23	36	10	3	0	
POST	21	19	35	14	2	0	
% change	11%	-17%	-3%	40%	-33%	0%	
Interest in nature							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	12	18	31	20	10	0	
POST	11	20	31	22	7	0	
% change	-8%	11%	0%	10%	-30%	0%	
Interest in school							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	19	27	28	12	5	0	
POST	12	34	24	18	3	0	
% change	-37%	26%	-14%	50%	-40%	0%	
Number of students correctly listing a source of pollution to the Rouge River							
PRE	80						
POST	78						
% change	-3%						
Percentage of students correctly listing a corrective action for pollution source listed above							
PRE	89%						
POST	96%						
% change	7%						
Of those listing problem above, number of students who can AGREE with following statements:							
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		
<i>I am confident in my ability to research problem</i>							

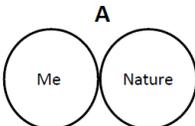
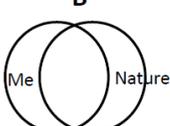
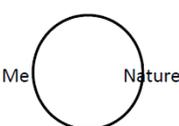
PRE	11	27	20	7	6	
POST	17	24	25	9	3	
Relative % change	55%	-11%	25%	29%	-50%	
<i>I am sure that I could explain to others why this problem is important</i>						
PRE	22	20	18	7	4	
POST	21	30	13	12	2	
Relative % change	-5%	50%	-28%	71%	-50%	
<i>I know where I could find help and resources to take action on this problem</i>						
PRE	12	17	25	10	7	
POST	11	23	29	9	6	
Relative % change	-8%	35%	16%	-10%	-14%	
Relationship with nature						
						
PRE	22		60		9	
POST	24		56		11	
% change	9%		-7%		22%	
Q: When testing for the presence of dissolved oxygen, doing the test more than once will give the most accurate result						
	TRUE (CORRECT)		FALSE		No response	
PRE	89		2		0	
POST	80		1		10	
% change	-10%		-50%		1000%	
Q: All macroinvertebrates are equally tolerant of pollution						
	TRUE		FALSE (CORRECT)			
PRE	16		75			
POST	18		63			
% change	13%		-16%			
Number of students correctly identifying ALL macroinvertebrates from list (i.e., insects , mammals, crustaceans , molluscs (snails, clams, etc.), birds, fish)						
PRE	39					
POST	33					
% change	-15%					
Number of students correctly listing a source of nitrates to the Rouge						
PRE	2					
POST	13					
% change	550%					
Number of students correctly listing an action to limit nitrates in the Rouge						
PRE	6					
POST	13					
% change	117%					
Students listing way in which participating in the REP helps the Rouge River						
Number of participants			Percentage of total			

63				69%		
Follow-up Question: Extent of Experience with the REP						
<i>I learned something new about the Rouge River</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	40	25	14	8	4	0
% of total	44%	27%	15%	9%	4%	0%
<i>I plan to talk to friends and/or family about what I learned in the REP</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	9	12	27	21	22	0
% of total	10%	13%	30%	23%	24%	0%
<i>I experienced a feeling of connectedness with the Rouge River</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	10	11	31	18	21	0
% of total	11%	12%	34%	20%	23%	0%
<i>I reflected on new ideas about how my actions affect the river</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	12	18	32	13	16	0
% of total	13%	20%	35%	14%	18%	0%
<i>I learned what actions to take to make the Rouge healthier</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	29	25	28	4	5	0
% of total	32%	27%	31%	4%	5%	0%
<i>I would choose to participate in more projects to help the Rouge</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	16	18	26	18	13	0
% of total	18%	20%	29%	20%	14%	0%
<i>REP monitoring made a difference in the health of the Rouge</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	28	20	33	9	1	0
% of total	31%	22%	36%	10%	1%	0%
<i>REP monitoring involved people/organizations from the community</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	15	12	38	14	12	0
% of total	16%	13%	42%	15%	13%	0%
<i>The REP helped me feel that I could make a difference in society</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	9	20	40	11	11	0
% of total	10%	22%	44%	12%	12%	0%
<i>In the REP, I met people/encountered things I normally wouldn't have</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response

Number	13	17	26	15	20	0
% of total	14%	19%	29%	16%	22%	0%
<i>The REP challenged me to think like a scientist</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	17	16	26	18	14	0
% of total	19%	18%	29%	20%	15%	0%
<i>The REP was directly related to classroom work</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	24	13	32	15	7	0
% of total	26%	14%	35%	16%	8%	0%
<i>The REP helped me understand classroom material better</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	19	11	34	14	13	0
% of total	21%	12%	37%	15%	14%	0%
<i>I had the opportunity to participate in river-related discussions/activities BEFORE our field trip</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	28	21	25	10	7	0
% of total	31%	23%	27%	11%	8%	0%
<i>I had the opportunity to participate in river-related discussions/activities AFTER our field trip</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	24	14	29	15	9	0
% of total	26%	15%	32%	16%	10%	0%

Summary of Results: GRADE 8

Grade: 8		Total number of students: 106					
<i>Participating schools: Detroit Academy of Arts & Science; Detroit Country Day Middle School; Pierce Middle School; Smith Middle School; Steppingstone School</i>							
Number of times to Rouge River (field trip)							
	0	1	2	3	4	5+	No Response
PRE	82	5	13	1	0	3	2
POST	59	27	10	8	0	2	0
Interest in science							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	34	40	23	8	1	0	
POST	44	31	24	5	2	0	
% change	29%	-23%	4%	-38%	100%	0%	
Interest in nature							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	33	27	39	4	3	0	

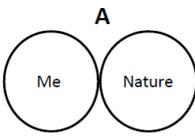
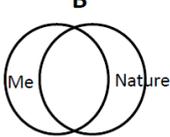
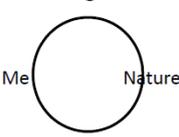
POST	38	22	36	7	3	0
% change	15%	-19%	-8%	75%	0%	0%
Interest in school						
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response
PRE	41	33	19	8	5	0
POST	44	29	23	8	2	0
% change	7%	-12%	21%	0%	-60%	0%
Number of students correctly listing a source of pollution to the Rouge River						
PRE	55					
POST	89					
% change	62%					
Percentage of students correctly listing a corrective action for pollution source listed above						
PRE	91%					
POST	89%					
% change	-2%					
Of those listing problem above, number of students who can AGREE with following statements:						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	
<i>I am confident in my ability to research problem</i>						
PRE	17	19	15	3	1	
POST	38	19	25	4	3	
Relative % change	124%	0%	67%	33%	200%	
<i>I am sure that I could explain to others why this problem is important</i>						
PRE	21	15	12	5	2	
POST	34	24	22	7	2	
Relative % change	62%	60%	83%	40%	0%	
<i>I know where I could find help and resources to take action on this problem</i>						
PRE	16	8	24	5	2	
POST	26	23	27	10	3	
Relative % change	63%	188%	13%	100%	50%	
Relationship with nature						
						
PRE	17		55		34	
POST	17		61		28	
% change	0%		11%		-18%	
Q: When testing for the presence of dissolved oxygen, doing the test more than once will give the most accurate result						
	TRUE (CORRECT)			FALSE		
PRE	91			15		
POST	93			13		
% change	2%			-13%		

Q: All macroinvertebrates are equally tolerant of pollution					
	TRUE			FALSE (CORRECT)	
PRE	28			78	
POST	26			80	
% change	-7%			3%	
Number of students correctly identifying ALL macroinvertebrates from list (i.e., insects, mammals, crustaceans, molluscs (snails, clams, etc.), birds, fish)					
PRE	23				
POST	24				
% change	4%				
Number of students correctly listing a source of nitrates to the Rouge					
PRE	7				
POST	33				
% change	371%				
Number of students correctly listing an action to limit nitrates in the Rouge					
PRE	17				
POST	24				
% change	41%				
Students listing way in which participating in the REP helps the Rouge River					
Number of participants			Percentage of total		
78			74%		
Follow-up Question: Extent of Experience with the REP					
<i>I learned something new about the Rouge River</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	64	20	13	3	6
% of total	60%	19%	12%	3%	6%
<i>I plan to talk to friends and/or family about what I learned in the REP</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	33	22	29	13	9
% of total	31%	21%	27%	12%	8%
<i>I experienced a feeling of connectedness with the Rouge River</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	28	26	30	12	10
% of total	26%	25%	28%	11%	9%
<i>I reflected on new ideas about how my actions affect the river</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	39	22	27	9	9
% of total	37%	21%	25%	8%	8%
<i>I learned what actions to take to make the Rouge healthier</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	46	28	19	7	6
% of total	43%	26%	18%	7%	6%
<i>I would choose to participate in more projects to help the Rouge</i>					
	Strongly Agree	Agree	Neither Agree	Disagree	Strongly

			nor Disagree		Disagree
Number	49	21	24	6	6
% of total	46%	20%	23%	6%	6%
<i>REP monitoring made a difference in the health of the Rouge</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	42	27	30	4	3
% of total	40%	25%	28%	4%	3%
<i>REP monitoring involved people/organizations from the community</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	38	22	34	3	9
% of total	36%	21%	32%	3%	8%
<i>The REP helped me feel that I could make a difference in society</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	34	25	33	9	5
% of total	32%	24%	31%	8%	5%
<i>In the REP, I met people/encountered things I normally wouldn't have</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	41	25	24	8	8
% of total	39%	24%	23%	8%	8%
<i>The REP challenged me to think like a scientist</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	43	21	26	10	6
% of total	41%	20%	25%	9%	6%
<i>The REP was directly related to classroom work</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	42	29	27	5	3
% of total	40%	27%	25%	5%	3%
<i>The REP helped me understand classroom material better</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	37	26	27	9	7
% of total	35%	25%	25%	8%	7%
<i>I had the opportunity to participate in river-related discussions/activities BEFORE our field trip</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	34	28	24	6	14
% of total	32%	26%	23%	6%	13%
<i>I had the opportunity to participate in river-related discussions/activities AFTER our field trip</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	40	21	24	10	11
% of total	38%	20%	23%	9%	10%

Summary of Results: GRADE 9

Grade: 9		Total number of students: 18					
<i>Participating schools: Chandler Park Academy High School; Huron Valley Lutheran High School</i>							
Number of times to Rouge River (field trip)							
	0	1	2	3	4	5+	No Response
PRE	17	1	0	0	0	0	0
POST	12	5	1	0	0	0	0
Interest in science							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	7	3	8	0	0	0	
POST	3	10	5	0	0	0	
% change	-57%	233%	-38%	0%	0%	0%	
Interest in nature							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	3	7	5	2	1	0	
POST	2	7	8	1	0	0	
% change	-33%	0%	60%	-50%	-100%	0%	
Interest in school							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	1	12	4	1	0	0	
POST	3	7	6	2	0	0	
% change	200%	-42%	50%	100%	0%	0%	
Number of students correctly listing a source of pollution to the Rouge River							
PRE	14						
POST	17						
% change	21%						
Percentage of students correctly listing a corrective action for pollution source listed above							
PRE	93%						
POST	94%						
% change	1%						
Of those listing problem above, number of students who can AGREE with following statements:							
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree		
<i>I am confident in my ability to research problem</i>							
PRE	4	4	3	2	1		
POST	5	6	5	1	0		
Relative % change	25%	50%	67%	-50%	-100%		
<i>I am sure that I could explain to others why this problem is important</i>							
PRE	2	8	0	3	1		
POST	6	7	4	0	0		
Relative % change	200%	-13%	400%	-100%	-100%		
<i>I know where I could find help and resources to take action on this problem</i>							

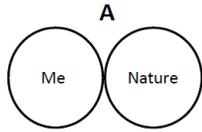
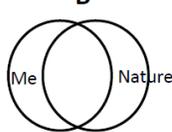
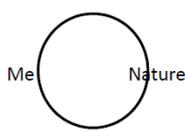
PRE	1	3	5	5	0
POST	2	5	8	2	0
Relative % change	100%	67%	60%	-150%	0%
Relationship with nature					
					
PRE	6	11	1		
POST	3	12	3		
% change	-50%	9%	200%		
Q: When testing for the presence of dissolved oxygen, doing the test more than once will give the most accurate result					
	TRUE (CORRECT)			FALSE	
PRE	18			0	
POST	16			2	
% change	-11%			200%	
Q: All macroinvertebrates are equally tolerant of pollution					
	TRUE			FALSE (CORRECT)	
PRE	3			15	
POST	2			16	
% change	-33%			7%	
Number of students correctly identifying ALL macroinvertebrates from list (<i>i.e.</i> , insects, mammals, crustaceans, molluscs (snails, clams, etc.), birds, fish)					
PRE	9				
POST	4				
% change	-56%				
Number of students correctly listing a source of nitrates to the Rouge					
PRE	0				
POST	5				
% change	500%				
Number of students correctly listing an action to limit nitrates in the Rouge					
PRE	0				
POST	7				
% change	700%				
Students listing way in which participating in the REP helps the Rouge River					
Number of participants			Percentage of total		
18			100%		
Follow-up Question: Extent of Experience with the REP					
<i>I learned something new about the Rouge River</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	12	3	3	0	0
% of total	67%	17%	17%	0%	0%
<i>I plan to talk to friends and/or family about what I learned in the REP</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Number	5	2	8	1	2
% of total	28%	11%	44%	6%	11%
<i>I experienced a feeling of connectedness with the Rouge River</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	1	3	10	3	1
% of total	6%	17%	56%	17%	6%
<i>I reflected on new ideas about how my actions affect the river</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	4	4	6	4	0
% of total	22%	22%	33%	22%	0%
<i>I learned what actions to take to make the Rouge healthier</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	11	5	2	0	0
% of total	61%	28%	11%	0%	0%
<i>I would choose to participate in more projects to help the Rouge</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	4	5	5	4	0
% of total	22%	28%	28%	22%	0%
<i>REP monitoring made a difference in the health of the Rouge</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	6	4	7	1	0
% of total	33%	22%	39%	6%	0%
<i>REP monitoring involved people/organizations from the community</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	4	6	5	2	1
% of total	22%	33%	28%	11%	6%
<i>The REP helped me feel that I could make a difference in society</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	4	4	8	2	0
% of total	22%	22%	44%	11%	0%
<i>In the REP, I met people/encountered things I normally wouldn't have</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	1	4	7	4	5
% of total	6%	22%	39%	22%	28%
<i>The REP challenged me to think like a scientist</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	6	4	7	1	0
% of total	33%	22%	39%	6%	0%
<i>The REP was directly related to classroom work</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Number	5	6	6	1	0
% of total	28%	33%	33%	6%	0%
<i>The REP helped me understand classroom material better</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	4	6	7	1	0
% of total	22%	33%	39%	6%	0%
<i>I had the opportunity to participate in river-related discussions/activities BEFORE our field trip</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	7	4	1	4	2
% of total	39%	22%	6%	22%	11%
<i>I had the opportunity to participate in river-related discussions/activities AFTER our field trip</i>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Number	8	4	1	4	1
% of total	44%	22%	6%	22%	6%

Summary of Results: GRADE 10

Grade: 10		Total number of students: 34					
<i>Participating schools: Chandler Park Academy High School; Garden City High School</i>							
Number of times to Rouge River (field trip)							
	0	1	2	3	4	5	N/A
PRE	33	1	0	0	0	0	0
POST	25	9	0	0	0	0	0
Interest in science							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	9	11	9	3	2	0	
POST	14	7	10	1	2	0	
% change	56%	-36%	11%	-67%	0%	0%	
Interest in nature							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	8	9	10	6	1	0	
POST	8	11	9	4	2	0	
% change	0%	22%	-10%	-33%	100%	0%	
Interest in school							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	7	9	10	7	1	0	
POST	6	9	12	4	3	0	
% change	-14%	0%	20%	-43%	200%	0%	
Number of students correctly listing a source of pollution to the Rouge River							
PRE	23						
POST	32						
% change	39%						

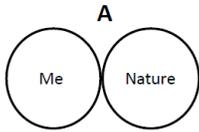
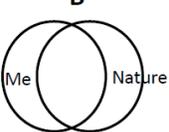
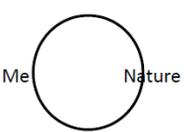
Percentage of students correctly listing a corrective action for pollution source listed above						
PRE	96%					
POST	100%					
% change	4%					
Of those listing problem above, number of students who can AGREE with following statements:						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
<i>I am confident in my ability to research problem</i>						
PRE	7	7	7	0	2	0
POST	12	10	6	2	2	0
Relative % change	71%	42%	-14%	200%	0%	0%
<i>I am sure that I could explain to others why this problem is important</i>						
PRE	4	8	7	3	1	0
POST	14	8	6	3	1	0
Relative % change	250%	0%	-14%	0%	0%	0%
<i>I know where I could find help and resources to take action on this problem</i>						
PRE	6	5	9	2	1	0
POST	9	8	10	4	1	0
Relative % change	50%	60%	11%	100%	0%	0%
Relationship with nature						
						
PRE	7	26	1			
POST	10	23	1			
% change	43%	-12%	0%			
Q: When testing for the presence of dissolved oxygen, doing the test more than once will give the most accurate result						
	TRUE (CORRECT)			FALSE		
PRE	33			1		
POST	30			4		
% change	-9%			300%		
Q: All macroinvertebrates are equally tolerant of pollution						
	TRUE		FALSE (CORRECT)		No Response	
PRE	13		21		0	
POST	8		26		0	
% change	-38%		24%		0%	
Number of students correctly identifying ALL macroinvertebrates from list (i.e., insects, mammals, crustaceans, molluscs (snails, clams, etc.), birds, fish)						
PRE	5					
POST	5					
% change	0%					
Number of students correctly listing a source of nitrates to the Rouge						
PRE	0					

POST	9					
% change	900%					
Number of students correctly listing an action to limit nitrates in the Rouge						
PRE	0					
POST	3					
% change	300%					
Students listing way in which participating in the REP helps the Rouge River						
Number of participants				Percentage of total		
28				82%		
Follow-up Question: Extent of Experience with the REP						
<i>I learned something new about the Rouge River</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	23	5	3	0	3	0
% of total	68%	15%	9%	0%	9%	0%
<i>I plan to talk to friends and/or family about what I learned in the REP</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	9	8	14	1	2	0
% of total	26%	24%	41%	3%	6%	0%
<i>I experienced a feeling of connectedness with the Rouge River</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	8	8	13	3	2	0
% of total	24%	24%	38%	9%	6%	0%
<i>I reflected on new ideas about how my actions affect the river</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	13	8	11	0	2	0
% of total	38%	24%	32%	0%	6%	0%
<i>I learned what actions to take to make the Rouge healthier</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	14	9	9	0	2	0
% of total	41%	26%	26%	0%	6%	0%
<i>I would choose to participate in more projects to help the Rouge</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	16	5	7	4	2	0
% of total	47%	15%	21%	12%	6%	0%
<i>REP monitoring made a difference in the health of the Rouge</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	15	8	7	2	2	0
% of total	44%	24%	21%	6%	6%	0%
<i>REP monitoring involved people/organizations from the community</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	9	3	11	4	7	0
% of total	26%	9%	32%	12%	21%	0%

<i>The REP helped me feel that I could make a difference in society</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	15	5	10	1	3	0
% of total	44%	15%	29%	3%	9%	0%
<i>In the REP, I met people/encountered things I normally wouldn't have</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	9	8	8	4	5	0
% of total	26%	24%	24%	12%	15%	0%
<i>The REP challenged me to think like a scientist</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	10	8	11	2	3	0
% of total	29%	24%	32%	6%	9%	0%
<i>The REP was directly related to classroom work</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	9	10	10	3	2	0
% of total	26%	29%	29%	9%	6%	0%
<i>The REP helped me understand classroom material better</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	9	7	15	1	2	0
% of total	26%	21%	44%	3%	6%	0%
<i>I had the opportunity to participate in river-related discussions/activities BEFORE our field trip</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	13	6	7	3	5	0
% of total	38%	18%	21%	9%	15%	0%
<i>I had the opportunity to participate in river-related discussions/activities AFTER our field trip</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	13	5	7	4	5	0
% of total	38%	15%	21%	12%	15%	0%

Summary of Results: GRADE 11

Grade:		Total number of students:					
11		23					
<i>Participating schools: Garden City High School; Lincoln Street Alternative High School; Niles Community High School; Oakland Schools Technical Campus SE; Plymouth High School</i>							
Number of times to Rouge River (field trip)							
	0	1	2	3	4	5+	No Response
PRE	14	7	2	0	0	0	0
POST	10	8	5	0	0	0	0
Interest in science							
	Very	Interested	Moderately	Somewhat	Not	No Response	

	interested		interested	interested	interested	
PRE	10	3	8	1	1	0
POST	8	6	4	3	2	0
% change	-20%	100%	-50%	200%	100%	0%
Interest in nature						
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response
PRE	11	5	3	3	1	0
POST	11	2	5	3	2	0
% change	0%	-60%	67%	0%	100%	0%
Interest in school						
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response
PRE	5	5	6	4	3	0
POST	4	5	4	3	7	0
% change	-20%	0%	-33%	-25%	133%	0%
Number of students correctly listing a source of pollution to the Rouge River						
PRE	17					
POST	21					
% change	24%					
Percentage of students correctly listing a corrective action for pollution source listed above						
PRE	94%					
POST	95%					
% change	1%					
Of those listing problem above, number of students who can AGREE with following statements:						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
<i>I am confident in my ability to research problem</i>						
PRE	2	10	5	0	0	0
POST	5	7	6	1	2	0
Relative % change	150%	-30%	20%	100%	200%	0%
<i>I am sure that I could explain to others why this problem is important</i>						
PRE	7	4	5	1	0	0
POST	7	6	5	1	2	0
Relative % change	0%	50%	0%	0%	200%	0%
<i>I know where I could find help and resources to take action on this problem</i>						
PRE	2	4	11	0	0	0
POST	4	6	6	3	2	0
Relative % change	100%	50%	-45%	300%	200%	0%
Relationship with nature						
						
PRE	6		10		7	

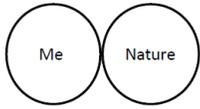
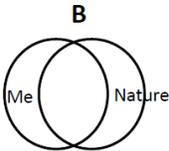
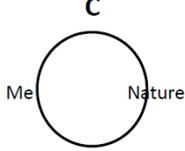
POST	4	11	8			
% change	-33%	10%	14%			
Q: When testing for the presence of dissolved oxygen, doing the test more than once will give the most accurate result						
	TRUE (CORRECT)		FALSE			
PRE	22		1			
POST	21		2			
% change	-5%		100%			
Q: All macroinvertebrates are equally tolerant of pollution						
	TRUE		FALSE (CORRECT)			
PRE	4		19			
POST	2		21			
% change	-50%		11%			
Number of students correctly identifying ALL macroinvertebrates from list (<i>i.e.</i> , insects, mammals, crustaceans, molluscs (snails, clams, etc.), birds, fish)						
PRE	5					
POST	6					
% change	20%					
Number of students correctly listing a source of nitrates to the Rouge						
PRE	3					
POST	6					
% change	100%					
Number of students correctly listing an action to limit nitrates in the Rouge						
PRE	6					
POST	3					
% change	-50%					
Students listing way in which participating in the REP helps the Rouge River						
Number of participants		Percentage of total				
15		65%				
Follow-up Question: Extent of Experience with the REP						
<i>I learned something new about the Rouge River</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	8	4	5	5	1	0
% of total	35%	17%	22%	22%	4%	0%
<i>I plan to talk to friends and/or family about what I learned in the REP</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	6	5	8	2	2	0
% of total	26%	22%	35%	9%	9%	0%
<i>I experienced a feeling of connectedness with the Rouge River</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	6	4	7	3	3	0
% of total	26%	17%	30%	13%	13%	0%
<i>I reflected on new ideas about how my actions affect the river</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	2	10	7	3	1	0

% of total	9%	43%	30%	13%	4%	0%
<i>I learned what actions to take to make the Rouge healthier</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	5	6	8	3	1	0
% of total	22%	26%	35%	13%	4%	0%
<i>I would choose to participate in more projects to help the Rouge</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	7	8	5	2	1	0
% of total	30%	35%	22%	9%	4%	0%
<i>REP monitoring made a difference in the health of the Rouge</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	6	6	8	2	1	0
% of total	26%	26%	35%	9%	4%	0%
<i>REP monitoring involved people/organizations from the community</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	2	5	10	2	4	0
% of total	9%	22%	43%	9%	17%	0%
<i>The REP helped me feel that I could make a difference in society</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	1	8	10	3	1	0
% of total	4%	35%	43%	13%	4%	0%
<i>In the REP, I met people/encountered things I normally wouldn't have</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	4	8	6	4	1	0
% of total	17%	35%	26%	17%	4%	0%
<i>The REP challenged me to think like a scientist</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	3	8	8	3	1	0
% of total	13%	35%	35%	13%	4%	0%
<i>The REP was directly related to classroom work</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	7	5	9	1	1	0
% of total	30%	22%	39%	4%	4%	0%
<i>The REP helped me understand classroom material better</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	6	7	7	1	2	0
% of total	26%	30%	30%	4%	9%	0%
<i>I had the opportunity to participate in river-related discussions/activities BEFORE our field trip</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	5	6	9	1	2	0

% of total	22%	26%	39%	4%	9%	0%
<i>I had the opportunity to participate in river-related discussions/activities AFTER our field trip</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	7	6	7	1	2	0
% of total	30%	26%	30%	4%	9%	0%

Summary of Results: GRADE 12

Grade: 12		Total number of students: 76					
<i>Participating schools: Garden City High School; Lincoln Street Alternative High School; Niles Community High School; Oakland Schools Technical Campus SE; Plymouth High School</i>							
Number of times to Rouge River (field trip)							
	0	1	2	3	4	5+	No Response
PRE	56	12	4	2	1	0	1
POST	29	34	9	3	1	0	0
Interest in science							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	18	16	26	11	5	0	
POST	17	20	24	13	2	0	
% change	-6%	25%	-8%	18%	-60%	0%	
Interest in nature							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	20	15	24	13	4	0	
POST	18	17	22	13	6	0	
% change	-10%	13%	-8%	0%	50%	0%	
Interest in school							
	Very interested	Interested	Moderately interested	Somewhat interested	Not interested	No Response	
PRE	10	30	23	7	6	0	
POST	5	21	29	15	6	0	
% change	-50%	-30%	26%	114%	0%	0%	
Number of students correctly listing a source of pollution to the Rouge River							
PRE	64						
POST	74						
% change	16%						
Percentage of students correctly listing a corrective action for pollution source listed above							
PRE	94%						
POST	95%						
% change	1%						
Of those listing problem above, number of students who can AGREE with following statements:							
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response	

<i>I am confident in my ability to research problem</i>						
PRE	13	24	15	7	5	0
POST	21	23	17	12	1	0
Relative % change	62%	-4%	13%	71%	-80%	0%
<i>I am sure that I could explain to others why this problem is important</i>						
PRE	12	29	16	1	6	0
POST	26	24	12	11	1	0
Relative % change	116%	-17%	-25%	1000%	-83%	0%
<i>I know where I could find help and resources to take action on this problem</i>						
PRE	10	18	18	9	9	0
POST	20	17	26	10	1	0
Relative % change	100%	-6%	44%	11%	-88%	0%
Relationship with nature						
						
PRE	9		53		14	
POST	8		52		16	
% change	-11%		-2%		14%	
Q: When testing for the presence of dissolved oxygen, doing the test more than once will give the most accurate result						
	TRUE (CORRECT)			FALSE		
PRE	74			2		
POST	69			8		
% change	-7%			300%		
Q: All macroinvertebrates are equally tolerant of pollution						
	TRUE			FALSE (CORRECT)		
PRE	21			55		
POST	14			62		
% change	-33%			13%		
Number of students correctly identifying ALL macroinvertebrates from list (i.e., insects, mammals, crustaceans, molluscs (snails, clams, etc.), birds, fish)						
PRE	17					
POST	23					
% change	35%					
Number of students correctly listing a source of nitrates to the Rouge						
PRE	18					
POST	29					
% change	61%					
Number of students correctly listing an action to limit nitrates in the Rouge						
PRE	17					
POST	32					
% change	88%					
Students listing way in which participating in the REP helps the Rouge River						

Number of participants			Percentage of total			
70			92%			
Follow-up Question: Extent of Experience with the REP						
<i>I learned something new about the Rouge River</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	31	21	11	10	3	0
% of total	41%	28%	14%	13%	4%	0%
<i>I plan to talk to friends and/or family about what I learned in the REP</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	11	18	25	10	12	0
% of total	14%	24%	33%	13%	16%	0%
<i>I experienced a feeling of connectedness with the Rouge River</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	18	15	21	16	6	0
% of total	24%	20%	28%	21%	8%	0%
<i>I reflected on new ideas about how my actions affect the river</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	15	19	26	12	4	0
% of total	20%	25%	34%	16%	5%	0%
<i>I learned what actions to take to make the Rouge healthier</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	29	20	16	8	3	0
% of total	38%	26%	21%	11%	4%	0%
<i>I would choose to participate in more projects to help the Rouge</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	17	17	28	8	6	0
% of total	22%	22%	37%	11%	8%	0%
<i>REP monitoring made a difference in the health of the Rouge</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	16	32	15	10	3	0
% of total	21%	42%	20%	13%	4%	0%
<i>REP monitoring involved people/organizations from the community</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	20	20	18	11	7	0
% of total	26%	26%	24%	14%	9%	0%
<i>The REP helped me feel that I could make a difference in society</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	14	26	21	10	5	0
% of total	18%	34%	28%	13%	7%	0%
<i>In the REP, I met people/encountered things I normally wouldn't have</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response

	Agree		Disagree		Disagree	Response
Number	20	25	21	6	4	0
% of total	26%	33%	28%	8%	5%	0%
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	13	27	20	15	1	0
% of total	17%	36%	26%	20%	1%	0%
<i>The REP was directly related to classroom work</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	26	24	16	7	3	0
% of total	34%	32%	21%	9%	4%	0%
<i>The REP helped me understand classroom material better</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	19	24	19	10	4	0
% of total	25%	32%	25%	13%	5%	0%
<i>I had the opportunity to participate in river-related discussions/activities BEFORE our field trip</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	22	14	24	8	8	0
% of total	29%	18%	32%	11%	11%	0%
<i>I had the opportunity to participate in river-related discussions/activities AFTER our field trip</i>						
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
Number	20	16	20	8	12	0
% of total	26%	21%	26%	11%	16%	0%