professors. A census was attempted to describe faculty beliefs based on the Van Tilburg/Heimlich Teacher Belief scale (n = 22) and a subsequent content analysis of their teaching philosophy statements. A participant mortality rate of 50% occurred between the stages. It was found that the majority (91%) of faculty scored high on both instrument and content analysis for the dimension of Sensitivity. In addition, for the dimension of Inclusion the majority (85%) of faculty scored high on the instrument, while no majority exists for the content analysis. Faculty were selected through a student nomination and peer evaluation process, this implies that students and faculty value teachers that are sensitive to student needs and inclusive of all students. It is recommended that new instructors should strive to model these behaviors in practice. It is recommended that the study be expanded to general faculty, and replicated at other universities and other disciplines to see if similar results are found.

#122

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Our goal was to help students learn and analyze complex and real-world problems on issues related to social, environmental and economical aspects of dairy farming globally and in the context of US-México relations. Since 2004, 100 students have enrolled in a 1-credit spring seminar (Agriculture in Emerging Economies: Dairying in México; and 69 students have participated in a follow-up 2-credit, 2-week field program in Central Mexico. Paired t-test (n=34) of survey tools administered at the beginning and end of the semester in 2008, 2009, and 2010 indicated an increase in self-reported knowledge of agriculture in developing countries (4.3 vs. 7.2), agriculture in México (3.9 vs. 7.4), US-México agricultural relations (4.1 vs. 7.4), structure and diversity of the Mexican dairy industry (3.5 vs. 7.7), structure and diversity of the US dairy industry (6.2 vs. 7.7), people and cultures of México (5.7 vs. 6.9) and issues related to poverty in México (5.1 vs. 7.3, all Ps<0.01) when measured on a scale of 1 (not at all) to 10 (a great deal). Score for “Expanding agricultural (dairy) trade with México is good for the US” increased from 6.0 to 7.6 (P<0.01) but the score for “Expanding agricultural (dairy) trade with the US is good for México” decreased from 6.6 to 4.7 (P<0.01). Self-reported learning gains differed among freshmen, sophomores, juniors and seniors. Although participants in the field program documented personal and academic experiences with portfolio entries published on the aforementioned website, additional reflection opportunities may add pedagogical value to the program.

#123
Building Bridges across Riverside through Water Quality Research: A Successful Model for Student Research, Mentoring, and Transfer

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We have developed a successful model for integrating community college students in high quality research at a four-year institution. Riverside City College (RCC) and the University of California, Riverside (UCR), both Hispanic Serving Institutions, partnered for two critical purposes: 1) to involve RCC students in USDA-relevant research at UCR and 2) to motivate and facilitate RCC student transfer to UCR or other four-year institutions. This was accomplished by providing RCC students an experiential learning opportunity in cutting-edge research, with direct water quality applications and implications. Each year, two top students from underrepresented backgrounds enrolled at RCC were selected to participate in a year-round research experience at UCR. These students were mentored by the Project Directors, graduate students, and received informal research and career mentoring from a full-time USDA researcher. To date all students who have participated in this program have transferred to four-year institutions in the sciences or engineering and three are continuing on to Ph.D. programs. Furthermore,