Community-Based Learning for Engaged Citizenship and Sustainable Communities

Community Engagement QEP Development Working Group

“You make a living by what we get, but we make a life by what we give.”

Winston Churchill
Community-Based Learning Proposal

- How we arrived at this proposal
- Key elements of this proposal
- Implementation & Assessment
- Q&A
Proposed QEP & Defined Goals

Proposal: All students will engage in a mandatory community-based learning experience connected to their work in their discipline. This CBL requirement will be satisfied in one of the following 4 ways:

• Enroll in a community-based learning course
• Enroll in a study abroad program with a community-based learning designation
• Enroll in an Internship or COOP
• Enroll and engage in research designed to be connected with the community

Goal #1: Engage all students in community-based learning related to their major discipline
Goal #2: Develop an infrastructure that builds upon current structures and operations to support and advance community-based learning across multiple & related units
Goal #3: Strengthen university-community relations
Student Learning Outcomes

• Students who complete the community-based learning requirement will:
  – Integrate course curriculum and community-based experiential learning
  – Identify and articulate the complexities associated with social issues in local and global communities
  – Determine personal responsibility for effecting positive social change in local and global communities
Process for proposal Development

- 2011: Georgia’s Engaged University and creation of Engage KSU
- 2013: Consolidation and the OWG for Community Engagement
- 2013/14: Comprehensive self study (Faculty focus groups, Community Conversations series, Staff focus groups, Student focus groups)
- 2014: Comprehensive University
- 2015: Classified as a Carnegie Community-Engaged Campus
- 2015: Community Engagement Strategic Planning process
- KEY FINDINGS AND ACTIONS
Key Components of this QEP/Governance

- **Operations Team**: Working to ensure that the specific opportunities are offered
- **Community-Based Learning Fellows**: Academic Departments will have a key role in the evaluation of student learning through the existing Comprehensive Program Review with the support of the Core team.
- **Community Connections Board**: Members and faculty will be provided the support needed to focus on student learning together.
- **Overall Oversight and Strategic Planning**: Full representatives from the University and larger community to expand, deepen and integrate.
Implementation Strategy

Pre-Emergent Stage
Establish governance groups. Computer monitoring tested. Faculty support

Stage 1:
Hire necessary personnel and revisit all working documents and finalize action steps. Deepen significance of CBL in current programs

Stage 2:
Continue to support academic departments. Begin scholarships, Departmental designations and marketing of the program

Stage 3:
Initiate a comprehensive evaluation of current operations and make corrections
Student Learning Assessment and Program Assessment

Connected to the comprehensive program review

Student Learning Assessment:
• Departments will have the freedom to determine the appropriate assessment method the best way to assess within their discipline
  Examples of ways this could be assessed would be by:
    Human Services poster presentation where students create posters and connect internship work with discipline content
    Communications- Communication audit
    Architecture- community projects
• Graduation Surveys

Program Assessment:
• Will follow the University assessment method
• Will draw quantitative data from numbers of students enrolled in courses etc.
• Implementation of a Department Carnegie Classification process
Questions and Answers

ANY questions?