

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

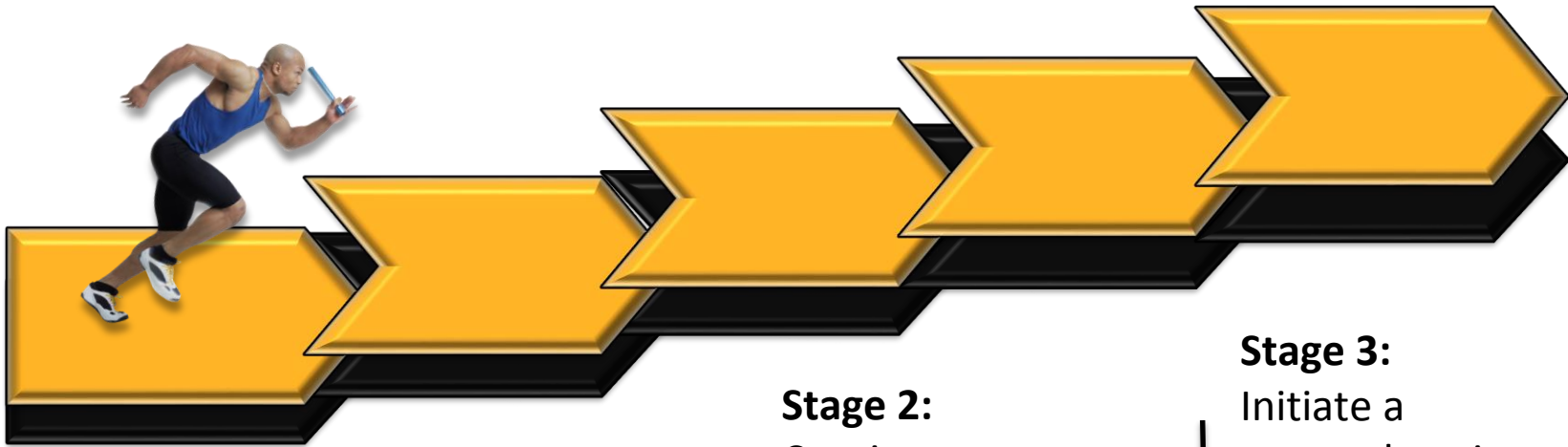
- **2011: Georgia's Engaged University and creation of Engage KSU**
- **2013: Consolidation and the OWG for Community Engagement**
- **2013/14: Comprehensive self study (Faculty focus groups, Community Conversations series, Staff focus groups, Student focus groups)**
- **2014: Comprehensive University**
- **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 tem
- **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

