Quality Enhancement Plan Proposal:
Community-Based Learning for Engaged Citizenship and Sustainable Communities

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By

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On behalf of

Community Engagement QEP Development Working Group

Title: Community-Based Learning for Engaged Citizenship and Sustainable Communities

Position Statement: Kennesaw State University is positioned to advance community engagement initiatives to elevate student learning and preparation for engaged citizenship.

Focus of the Plan: The results of the 2014 Gallup-Purdue Index released this week further substantiated the impact of engaged learning on the long-term success of students. The report indicates that those graduates who had the opportunity to apply classroom learning within their communities had a higher likelihood for attaining "a good life". The focus of this QEP proposal is to create a graduation requirement to ensure that all KSU students participate in either a service learning activity, an undergraduate research project, a study abroad program or a coop/internship. This requirement would provide an expanded number of students the opportunity to engage with the community and the community an expanded opportunity to partner with KSU. The Association for Public and Land-Grant Institutions Council on Community Engagement stated in a recent report "the engaged university is one that produces research of significance that benefits the society and educates students for productive roles in a modern and diverse world" (Fitzgerald, Bruns, Sonka, Furco, and Swanson, 2012). The report, later published by the Journal for Higher Education Outreach and Engagement, addresses the growing concern that institutions of higher education must renew their commitment as anchor institutions whose central purpose is to serve the public good. Graduates who are equipped to provide leadership and engagement in society are the central product of an engaged, comprehensive university. Hence, universities are responsible for elevating community-engaged priorities and allocating resources to the myriad elements of a comprehensive community engagement agenda. Kennesaw State University is positioned to advance community engagement initiatives in order to improve student learning and preparation for engaged citizenship through its 2018-2028 Quality Enhancement Plan.

Situational Context and Supporting Literature: Community engagement is both an outcome and means by which students are prepared for the engaged citizenship. Engaged citizenship is a fundamental need in order to sustain a democratic society, and therefore a fundamental priority for the university. As a Carnegie classified Engaged Institution, we have completed a comprehensive self-evaluation providing us with a more comprehensive understanding of our areas of strength and areas for growth. The Department of Education, the American Association of Colleges and Universities, the Carnegie Foundation for the Advancement of Teaching, and multiple research and professional organizations have endorsed the institutionalization of community engagement among universities in response to evidence of its positive impact on student learning (Pasque, Smerek, Dwyer, Bowman, & Mallory, 2005). Community-based learning is an instructional approach that supports students' retention of course content, ability to integrate learning across curricular and co-curricular experiences, development of critical thinking skills, and the development of both cognitive capacities as well as the social and emotional aspects of learning (Villani and Douglas, 2000). Many manifestations of experiential learning integrate elements of community-based learning.

As a public, comprehensive institution in higher education, Kennesaw State University serves as an anchor institution within the communities it serves. In this capacity, the university is responsible for supporting the development of sustainable communities through student learning, scholarly outreach, and serving as an educational hub and conduit for change for the community. As a Carnegie Classified Community Engaged Institution, KSU's initiatives reflect community engagement as an outcome as well as the means by which sustainable communities are developed. The university plays a fundamental role in equipping engaged citizens through education and skill development.

The Committee on Institutional Cooperation's Committee on Engagement defines engagement as "the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good" (Fitzgerald, Smith, Book, Rodin, & CIC Committee on Engagement).

Implementation Plan: A projected plan for implementation can be found in the appendices of this document. A strength of this proposal is that the responsibility for implementation of the graduation requirement will not rest in one area but be shared with the various academic departments in an attempt to institutionalize this work across disciplines. Faculty will be provided access to training and given support with the development, facilitation and evaluation of these CBL activities. A steering committee made up of representatives from all areas of the University will be developed to provide support for the effective implementation of this plan.

Resources: A projected budget by year is included the appendices of this document. Funding will be requested to support the addition of personnel to support the expanded demand that will be created with this requirement. These expansions will be phased in over the 5 to 10 year scope of this project. In addition, funding will support the hiring of support personnel who will provide logistic and operational support for the implementation of these initiatives a request made by faculty who participated in the various focus groups held as a part of the development of the Office of Community Engagement's Strategic Plan. Funds will also be requested to support scholarships for student participation and potential travel. In addition, funding will be requested to support grants and incentive funds to support faculty/staff/community member ideas for the development of new and innovative programs supporting community based learning (CBL).

Funds will also be requested to support the purchase of a community engaged data base system that will serve as the primary system for recording all CBL activities (Information for this program can be accessed in the appendices). Finally, to ensure the success of this work, resources will be allocated to support recognition of outstanding work in this area as well as for a comprehensive beginning of the year kick off and an end of the year reflection/celebration series of activities that will provide the opportunity for expanded reflection and connection of our communities.

Mission Alignment: KSU's mission is to offer "high-quality and productive undergraduate, graduate, continuing education, and co-curricular programs" while engaging in "research, scholarship, creative activities, and public service initiatives [that] expand and apply knowledge, contribute to economic development, and improve the quality of life in local communities, Georgia, the nation, and the world."   While different in many ways, our institution's dedication to student success motivates us toward a continuous improvement practice to identify and adopt innovative practice in supporting teaching and learning.

KSU is dedicated to student success, which motivates and supports a culture of continuous improvement. While KSU has always been a visible partner in the community, the recent consolidation and expanded programs in athletics have contributed greatly to the visibility of the University, In addition, the recent consolidation has allowed the opportunity for KSU to redefine its governance structure with the creation of Vice Presidential positions to focus on University Research as well as Economic Development and Community Engagement. Finally, because the previous QEP focused on global learning, this proposal will allow for the continued development of our global work   KSU is both ready and well positioned to successfully implement this work and support student success.

Core Competencies Student Learning Outcomes: Once this proposal is confirmed as the QEP, the university-level core competencies applicable to all KSU graduates will be developed collaboratively with representation from each degree granting college. Specific learning and programmatic outcomes will be developed at the program-level to ensure discipline specific alignment is achieved and mitigate duplication of existing outcomes. At the program level, the central unit responsible for the QEP will be available as a resource to faculty who are developing major-level learning and programmatic outcomes. It is noteworthy that approximately 70-75% of graduates participate in experiential learning during their tenure at KSU (Moodie, 2016). As indicated previously, many of activities categorized as experiential learning also include community-based learning elements. However, it is unclear how these educational experiences and associated learning outcomes are monitored and assessed systematically at the university level. Institutional competencies for community-based learning will help to ensure each KSU graduate meets the community-based learning expectations established by the university. Furthermore, these data indicate the KSU community's existing commitment to community-based learning that will be deepened and expanded through this proposed QEP

Implementation: A draft plan is located in the appendices for the effective implantation of this plan. With that said, it will be essential to create a centralized office for Community Based Learning will be developed to provide support for the service learning component of this plan.

Impact and Measures for Success: We project both a qualitative and quantitative approach to determining success. All courses will be designated with a CBL prefix to allow for tracking in Banner, student learning outcomes will be measured by faculty/staff working directly with the students, participant interviews will be incorporated as well. (Some projected learning outcomes may be found in the appendices.)

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Student Learning Outcomes

If this proposal is selected Core competencies will be developed in collaboration with representatives from all degree granting Colleges. Specific learning and programmatic outcomes will be developed at the major level to ensure discipline specific alignment is achieved.   At the major level, the central learning unit for the QEP will be available as a resource to faculty where are developing major level learning and programmatic work.

The following competencies and learning objectives are more general in nature and will be evaluated through class reflections, tests, etc. The directly connect have been selected to guide the development of programs and activities related to this QEP:

Competency 1: Integrate classroom and community-based experiential learning
- LO1: Apply knowledge gained in the classroom to propose informed solutions to community identified challenges.
- LO2: Apply knowledge gained through community-based experiential learning to better understand theoretical perspectives and applications in class.
- LO3: Develop creative approaches to research inquiry and problem-solving that build upon both classroom and community-based experiential learning.

Competency 2: Identify and articulate the various difficulties and complexities associated with social issues that manifest in our local and global communities
- LO1: Demonstrate the ability to conduct an evaluation of certain situations and apply the correct responses to ensure effective relationship management
- LO2: Examine local and global social inequities and their root causes.
- LO3: Describe the impacts of social structures on individuals, communities, and societies.

Competency 3: Evaluate personal strengths, challenges, and responsibility for effecting positive Social change in local and global communities
- LO1: Evaluate personal capabilities through ongoing reflection about community-based experiences.
- LO2: Articulate the connection between personal capabilities and ethical responsibility to effect one's ability to promote positive social change.
- Competency 4: Draw upon classroom and community-based learning to develop professional skills and socially responsible civic behaviors
- LO1: Work collaboratively with partners from diverse backgrounds to accomplish shared goals.
- LO2: Recognize and apply skills developed through community engagement in professional settings.
- LO3: Demonstrate civically responsible behaviors in campus and/or community settings.

General Timeline
A sketched timeline for implementing the QEP is outlined below. This timeline was generated as a means for identifying the various activities that will support the successful implantation of this plan. As with any projection, there maybe changes when and if this project is selected.

Pre-Planning Work and Initial Steps:

- Meetings will be coordinated with those who have direct oversight for service learning, undergraduate research, student abroad and COOPs/Internships. This four (4) person team will serve as the core planning and oversight chairs for the QEP,
- The creation of a council to include representatives of all key stakeholders, including faculty, students, and staff from multiple units at KSU, as well as community partners. This group will provide initial support and ensure the timeliness of this timeline.
- Work with various departmental representatives to finalize student-learning outcomes connected to specific majors.
- Work with KSU Administration to identify a centralized center to serve as hub for materials related to developing community based learning programs
- Identify criteria and outline a process for identifying service learning courses at KSU
- Finalize planning for specific grants, certifications and other support the development of community based learning initiatives across the curriculum.

Year #1: Hire necessary personnel and develop new ideas by advancing this work through incentive funds and organizational support
- Establish the Office of Community Based Learning and hire a Director to lead this unit community partners to publicize the QEP and seek feedback
- Revisit self-study completed for the Carnegie Application to: (1) determine current resources and available organizational/institutional structures for implementing the QEP and providing administrative oversight, and (2) identify existing KSU courses and programs (including Core and Study Abroad) that align with the QEP
- Based on the self-study, finalize a QEP mission statement; revise program and learning objectives; create a comprehensive QEP activities/programs and finalize evaluation plan.
- Purchase and develop an effective strategy for the implementation of the Collaboratory data base system
- Provide recommendations to the KSU administration regarding the need for additional resources to complete QEP implementation
- Select an external consultant with extensive expertise in Community Based Learning pedagogy and potentially with engaged research skills to assist with trainings and designing support materials

Year #2: QEP Planning and Organization
- Contact faculty teaching core courses regarding adoption of community engagement as action step
- Develop criteria for evaluating student and faculty grant applications
- Recruit faculty to apply for Faculty Fellows and Mentor Program
- Develop syllabus for introductory course for Certificate
- Collaborate with various KSU's units to develop professional development activities
- Explore new opportunities for local, national, and global Issue-Based Trips for students
- Create advertising information for the requirement

Year #3: QEP Program Implementation Phase I - Laying the Foundations
- Implement Faculty Fellows and Mentor Programs
- Announce and Award Faculty Grants
- Implement Community Engaged Internships Program
- Develop Issue-Based Seminars
- Introduce new Issue-Based Trips
- Work with DGA to develop consistency with the Global Certificate and a potential Certificate in Community Engagement
- Gather documentation to apply for Carnegie Classification of Engaged Institutions
- Hold first annual Community Engagement Kick off and End of the year events at KSU

Year #3: QEP Program Implementation Phase II – Building Blocks
- Implement undergraduate & graduate student Community-Based Fellowship Programs
- Launch Introduction to Community Engagement training program the KSU and larger communities
- Introduce new service-learning courses
- Monitor and Assess progress
- Identify needs and create an action sheet for steps to deepen and expand the success of this plan

QEP PROPOSAL PROJECTED BUDGET YEAR #1		
BUDGET LINE	**DESCRIPTION/AMOUNTS**	**AMOUNTS**
Staff	**Director of the Office of Community Based Learning** ($75,000 x 1.3 =$97,500) **Administrative Assistant** (32,500 x 1.3 = $42,250) **Support personnel for Undergraduate Research, Student Abroad, Coops/Internship** ($40,000 x 1.3 x 3 = $156,000) **Faculty, Staff & Student Fellows** ($4000 x 8 Fellows x 2 semesters = $64,000) **Student Assistants** ($2500 x 4 students x 2 semesters = $20,000)	**$379,750**
Supplies and Materials:	**Supplies for the Office including supplies for trainings etc.** ($20,000)	**$20,000**
Consultant Services/Grants:	**Consultant to provide trainings to faculty and staff regarding effective implementation of Community Based Learning Philosophy** ($3,000) **Grants to incentivize the development of Community Based Learning options for students** ($30,0000)	**$33,000**
Other Operating Expenses – Dues, Organizations Membership dues	**Computer program to track CBL courses, internships, undergraduate research activities and study abroad programs**: ($10,000)	**$10,000**
Publications and Printing -	**Brochures and Marketing**	**$5,000**
Scholarships	**Student Scholarships for Study Abroad and Undergraduate Research** ($2,500 x 10 students = $25,0000	**$25,000**
TOTAL		**$472,750**

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QEP PROPOSAL PROJECTED BUDGET YEAR #2 (ALL FUNDS FROM YEAR 1 AND THE FOLLOWING)		
BUDGET LINE	**DESCRIPTION/AMOUNTS**	**AMOUNTS**
Staff	**Support personnel for Undergraduate Research, Student Abroad, Coops/Internship** ($40,000 x 1.3 x 3 = $156,000)	**$156,000**
Supplies and Materials:	**Additional Supplies for the Office including supplies for trainings etc.** ($20,000)	**$20,000**
Consultant Services/Grants:	**Consultant to continue to work with faculty for integrating the community based learning philosophy into the various target areas** ($5,000) **Grants to incentivize departmental certification in Community Based Learning** ($50,0000)	**$55,000**
Other Operating Expenses – Dues, Organizations Membership dues	**Additional computer programs as deemed necessary to track learning outcomes connected to the various options ($10,000)**	**$10,000**
Publications and Printing -	**Brochures and Marketing**	**$5,000**
Scholarships	**Additional Student Scholarships for Study Abroad and Undergraduate Research** ($2,500 x 10 students = $25,0000)	**$25,000**
Partnership Cultivation	**Funds to connect with employers, potential student abroad partners, etc. ($20,000)**	**$20,000**
Total		**$291,000**

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QEP PROPOSAL PROJECTED BUDGET YEAR #3 (WILL INCLUDE FUNDS FOR YEARS 1 AND 2 AND THE FOLLOWING)		
BUDGET LINE	**DESCRIPTION/AMOUNTS**	**AMOUNTS**
Staff	**Additional Faculty, Staff & Student Fellows** to assist with expanded needs of the program ($4000 x 8 Fellows x 2 semesters = $64,000) **Student Assistants** ($2500 x 4 students x 2 semesters = $20,000)	**$84,000**
Travel:	**Conference/Presentation travel for the 4 areas supplying the CBL activities** ($5,000 x 4 x 2 = $40,000)	**$40,000**
Programs and Activities:	**Implementation of a Kick off week and a reflection week each semester ($20,000 x 3 semesters = $60,000)**	**$60,000**
Other Operating Expenses – Dues, Organizations Membership dues	**Additional website and expanded computer programs**: ($10,000)	**$10,000**
Scholarships	**Additional Student Scholarships for Study Abroad and Undergraduate Research** ($2,500 x 10 students = $25,0000	**$25,000**
TOTAL		**$219,000**

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