NASH TS3: HIPS FINAL CAMPUS REPORT

CAMPUS: University of Wisconsin-Whitewater, Community-Based Learning (CBL)

Directions:
For each HIP that was part of your NASH TS3: HIPs project please fill out a separate report answering the following questions in a <u>Word document</u> by <mark>Monday, December 30, 2019.</mark>

Please make sure your campus name is on all your documentation and in your Word doc. file name(s).
Email Claire Jacobson at <u>claire@nash-dc.org</u> your final report (CC'ing your system lead).

<u>Respond to these questions for the grant period Spring 2018-Fall 2019).</u>

<u>Part One:</u>
1. **What are your top takeaways about implementing and scaling quality high impact practices?**
   - It is essential to include faculty/staff in the entire process. This was especially important for CBL. We relied heavily on faculty and staff experienced with implementing CBL and on current and former CBL Fellows to inform the development of this project. They were instrumental in helping us define campus-wide definitions for CBL, create common student learning outcomes and assessment tools, and in the development of a rubric to evaluate proposals to receive CBL designation. By enlisting the assistance of those currently practicing this HIP, our accomplishments are more ready to implement because we do not need to invest as much time in faculty buy-in, since they have served as developers and promoters of the scaling of CBL across our campus.
   - For the next phase of the scaling up, it is important to reach out to the broader campus community - beyond the immediate circle of experienced implementers - to promote further awareness of the benefits of this practice to students, staff and faculty to ensure continuous and consistent engagement.
   - It was important to develop a campus process for designating course sections as CBL. This required working within established curricular processes but it helped disseminate information about CBL to a broader audience, and it will enable us to track participation in CBL courses much more efficiently and effectively.

2. *Please list ALL NASH TS3: HIPs project objectives (Spring 2018-Fall 2019) and describe the final outcomes for EACH objective. **Detail any ongoing work associated with each objective.***

   Objective - What are we trying to do?
   The University of Wisconsin-Whitewater seeks to define High Impact Practices and communicate their relevance in an effort to promote a culture of engagement, increase participation of HIPs among underrepresented populations, and promote effective implementation for optimal engagement for all students.

Goals

1. **Ensure all High Impact Practices are of high quality.**
   Final Outcomes
   Utilized best practices and solicited input from faculty practitioners of CBL to
   - create common definitions for CBL
   - develop a set of campus-wide Student Learning Outcomes for CBL
   - develop an evaluation rubric to assess student learning outcomes
   - develop a rubric to evaluate courses for CBL designation

2. **Develop and implement a comprehensive assessment strategy.**
   Final Outcomes
   - Worked with the Registrar's Office to identify a way to designate courses as CBL and track student participation in those courses.
   - Created a campus-wide rubric for direct assessment of student learning in all CBL courses.
   - Collaborated with CBL faculty/staff to receive examples of other direct assessment of student learning in courses across campus.
   - Developed a pre- and post- survey for students in CBL courses.
   - Developed a community partner survey.

3. **Increase underrepresented participation in HIPs.**
   Final Outcomes
   - We have established a mechanism to track student involvement in this HIP through CBL course designation, which will be implemented starting in Fall 2020.
   - Once courses are designated as CBL, the Registrar's office will produce reports that will assist the CBL Office to establish a baseline for URM participation in this HIP.
   - Once a baseline of participation is established, we will work with Student Diversity, Engagement, and Success to develop an intentional recruitment plan to increase URM participation in CBL

4. **Promote a culture of engagement in HIPS through innovative communication.**
   Final Outcomes
   - We have updated the CBL Website to incorporate a CBL Impact page that highlights the innovative, engaging CBL projects undertaken by our faculty, staff, and students.
   - We have produced brochures and other communication materials to share with campus stakeholders.
   - We have established an agreement with the University Honors Program that will allow students in CBL courses to receive Honors credit.

Part Two:
3. **What would you do differently next time?**
   - CBL on this campus has historically been a staff-/faculty-driven process due to the source of funding. Given the opportunity, student and community awareness and buy-

in could be developed better and earlier in the process. This will help expand the framework as well as the range of opportunities and models for this HIP.

- Begin working earlier with our Institutional Research and Planning Office to better understand what they need to be able to effectively track participation in CBL courses. This HIP must be tracked by section and by semester, not by course, because not all sections of a course include CBL, and sections may change from one semester to the next as to whether they include CBL. Thus, effective tracking can be complicated.

4. **What have been your biggest equity challenges and how are you tackling them?**
Community Based Learning/Research is a HIP that could and should be utilized as an equity practice to improve retention and graduation, especially of minoritized and first-generation populations (40% of UWW students are first gen). Our goals in that regard include:
- Use CBL as a tool to increase retention through establishing a sense of belonging, purpose, and contributing to the community of students who are <u>at-risk financially</u>.
  <u>Related challenges:</u> Because CBL has not been systematically tracked on our campus, it is difficult to get complete data on how many students are participating in this HIP. We anticipate that this will improve with our course designation process and that we will be able to see who is participating and how that participation relates to retention and graduation.
- Develop the mindset that *all* opportunities to engage in CBL on campus must be promoted to *all* students so *all* students have equal access to this High Impact Practice.
  <u>Related challenges:</u> Currently, CBL courses are publicized by the instructors of those courses. We have lacked a centralized way to list and market these courses. With the CBL designation, we will initiate an effort to market CBL courses to all students, with the goal of communicating the value of this HIP.
- One additional equity challenge relates to access to this HIP, which can often occur off-campus, causing a barrier for students who work full-time, have families, or lack transportation. In order to increase access, we have raised awareness of this issue during faculty training and development workshops, encouraging faculty and staff to envision ways to provide CBL experiences either on or close to campus, or to incorporate flexibility into the CBL projects to ensure equitable access.

5. **What have you learned about assessing student learning in HIPs?**
Prior to the NASH grant, assessing student learning in CBL has occurred exclusively in the domain of the course and little of the data was shared with the institution. Throughout the course of this grant, we have created campus-wide student learning outcomes (SLOs) and a campus-wide rubric (Appendix A and B, respectively). Both were piloted by a small group of faculty in Spring 2019. Although limited in scope, the results of that small pilot project indicate that CBL can be implemented and assessed in a variety of courses and settings. Courses in this pilot included a US culture class for international students, a listening and speaking class for English Language Learners, an upper level public policy class, and an upper level 'Health Message Advocacy and Analysis' class. Class sizes ranged from 3 to 16. The types of assignments that were evaluated also varied widely. In addition, some instructors applied the

rubric to individual students' projects/activities while other applied it to pairs or small groups. As can be expected, it is challenging to create a rubric that fits such diverse needs and implement it uniformly across diverse courses and students. However, the rubric serves as a foundation for assessing SLOs of CBL and with continuous discussion and training in its use, we are hopeful its implementation will generate useful data in the longer term.

- **What gaps have you identified? What steps will you take to close these gaps?**

Moving forward, all CBL courses will utilize these SLOs and rubric, which will allow the campus to gather data on student learning in CBL. These data will then be shared with faculty and staff through faculty development workshops so that we can be intentional in our efforts to address any gaps that we identify. Therefore, while we cannot answer this question at this point, we expect relevant data to be forthcoming.

6. **What have you learned about the student experience in HIPs?**
In order to enable our Institution to have a widespread and systematic tool to learn about the student experience, we have created a pre- and post-community-based learning survey (see Appendix C and D). These were finalized and converted into a Qualtrics survey in fall 2019 and will be implemented for the first time in spring 2020, allowing us to learn about the student experience in community-based learning courses.

- **What did you learn about the populations targeted in your effort (i.e., African American, Hispanic, or American Indian students, first-generation students, traditional-aged students, returning adults, adults with no recognized postsecondary education)?**

Beginning in fall 2020, all CBL courses are tagged in the course catalog. This was a lengthy process that required approval by multiple curricular groups on campus, and would not be initiated until after our January 2019 workshop. Thus, it took longer than anticipated to complete, but it will be well worth the effort. Cross-referencing course enrollment and institutional student demographic data, we will be able to gather data on student participants. Therefore, while we cannot answer this question at this point, we expect relevant data to be forthcoming.

7. **How are you integrating the work of scaling HIPs into the core components of your larger student success and completion goals?**
Our campus and the UW System as a whole is interested in using HIPs to support student success, particularly retention and degree completion. Data suggest that students from historically marginalized groups are drawn to activities that have a strong civic-engagement component. Given that our main CBL activities are course-based, participation is part of the students' normal course load and does not require substantial additional investment in time and other resources. Therefore, our current model of offering CBL as a HIP provide opportunities for more and a broader range of students, especially those from marginalized backgrounds, to benefit from engaging in a HIP.
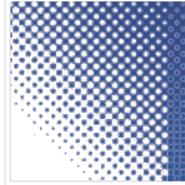
8. **How can we (system office, NASH) continue to support you beyond the life of the grant?**

- It would be beneficial for UW System/NASH to find a way to easily share documents, outcomes, and resources related to these HIPs among System schools. UWW is grateful to UW-Parkside for their willingness to share lessons learned and early drafts of SLOs for CBL. This proved valuable to our efforts to scale CBL at UWW. Having a central repository for this information would be a value.
- One significant issue that arises in CBL specifically is access to transportation. This becomes an equity concern, as well, because it can be a barrier to participation in this HIP. We would welcome System help in finding long-term solutions to this issue, whether it be through funding to support faculty as they incorporate transportation options into these courses, providing transportation (such as ride share or shuttles) to System schools for this purpose, or providing clear guidance on transportation-related issues that arise.
- CBL is a labor-intensive pedagogical process and it is often not recognized as such in faculty Retention/Promotion/Tenure processes. It would be of great value for the UW System to expound upon the value of CBL to our mission and its link to student success. We would also appreciate examples of how UW System schools have recognized CBL into the RPT standards so that faculty receive acknowledgment for their involvement in this HIP.
- CBL requires a great deal of logistics and coordination. In the absence of a centralized CBL Office at our campus, we would welcome additional UW System/NASH support in the form of grants and course release time to support faculty undertaking this work.

9. **Is there anything else you'd like to share?**

- While the course/section designation took a significant amount of time and effort, it establishes a groundwork for building CBL efforts. The designation will support our efforts to advertise CBL sections and ensure that *all* students are made aware of these opportunities. It also will greatly simplify our tracking of participation and our ability to disaggregate data (since participation is linked to a course section, student demographic information can be accessed through their course enrollment). Finally, it helps make faculty and instructional staff more aware of CBL and the expectations for these courses, thus helping insure greater consistency across CBL sections.
- UW-Whitewater is honored to have been able participate in the NASH TS3 initiative. The grant support enabled us to build on existing resources and make significant progress in our work on CBL as a HIP. We greatly appreciate the support from NASH, Lumina and UW System, and we would be delighted to continue working with these partners to continue to support this work.
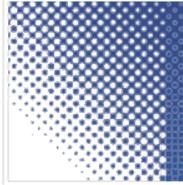
Appendix A:

UW-Whitewater

Community-Based Learning

Student Learning Outcomes

Students will engage in activities that **are mutually beneficial** to the learner and the community.

1. Students will demonstrate an understanding of important topics or issues within the community.

2. Students will demonstrate effective collaboration and communication skills through the development of a community-based learning project.

3. Students will demonstrate inquiry and analytical skills needed to benefit the community.

4. Students will demonstrate personal and professional growth by extending classroom learning to a community environment.

5. Students will demonstrate personal initiative and commitment to their community-based learning experience.

6. Students will demonstrate inclusive engagement with diverse communities and cultures.

Appendix B

Rubric for Assessing Community-Based Learning Student Learning Outcomes

Student Learning Outcome	Accomplished (3)	Competent (2)	Developing (1)
Students will demonstrate an understanding of important topics or issues within the community.	**Synthesizes** multiple perspectives and data sources and forms a complex and critical understanding of an important topic or issue within the community.	**Differentiates between** multiple perspectives and data sources and forms a deep understanding of an important topic or issue within the community.	**Recognizes** multiple perspectives and data sources and forms some understanding of an important topic or issue within the community.
Students will demonstrate effective collaboration and communication skills through the development of a community-based learning project.	**Consistently** engages with others and validates different perspectives by actively listening, contributing meaningful ideas, and offering constructive suggestions.	**Often** engages with others and validates different perspectives by actively listening, contributing meaningful ideas, and offering suggestions.	**Occasionally** engages with others and with different perspectives by listening, contributing ideas, and offering suggestions.
Students will demonstrate inquiry and analytical skills needed to benefit the community.	Develops a product/project that **fully explores** underlying critical issues, and organizes and interprets relevant information to benefit the community.	Develops a product/project that **partially explores** underlying critical issues, and organizes and interprets relevant information to benefit the community.	Identifies a product/project that **potentially explores** underlying critical issues, and organizes and interprets relevant information to benefit the community.
Students will demonstrate personal and professional growth by extending classroom learning to a community environment.	**Consistently** integrates and expands disciplinary knowledge and competencies gained in the classroom and demonstrates professional behavior in a community environment.	**Often** integrates and expands disciplinary knowledge and competencies gained in the classroom and engages professionally in a community environment.	**Occasionally** integrates and expands disciplinary knowledge and competencies gained in the classroom and shows a willingness to engage professionally in a community environment.
Students will demonstrate personal initiative and commitment to their community-based learning experience.	**Consistently** develops a personal stake in learning by independently engaging, questioning, and exploring alternate perspectives.	**Often** develops a personal stake in learning by independently engaging and exploring alternate perspectives.	**Occasionally** develops a personal stake in learning by engaging and exploring alternate perspectives.
Students will demonstrate inclusive engagement with diverse communities and cultures.	**Consistently** interacts with individuals across a range of experiences and perspectives, reflecting on one's own norms and beliefs.	**Often** interacts with individuals across a range of experiences and perspectives, recognizing one's own norms and beliefs.	**Occasionally** interacts with individuals across a range of experiences and perspectives, developing awareness of one's own norms and biases.
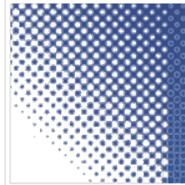
Appendix C: **Pre-Community-Based Learning Survey***

Assessing Student Community-Based Learning at UW-Whitewater

Help us improve student success at UWW! The Office of Community-Based Learning would like to better understand the impact that community-based learning has on students. We would like to know how community-based learning might influence your perspective on learning, your view of service, your choice of career/specialization, and your perspectives on working in a diverse community. The information collected in this survey is anonymous. We estimate that you can complete this survey in ten minutes or less, but we do encourage you to take your time in reading and responding to each statement.

Please indicate your level of agreement with the following statements.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
The community-based learning in this course will help me to see how the subject matter I will learn can be used in everyday life.	☐	☐	☐	☐	☐
The community-based learning I will do through this course will help me to better understand the lectures and readings in this course.	☐	☐	☐	☐	☐
I will learn more from this course if more time is spent in the classroom instead of in the community.	☐	☐	☐	☐	☐
The idea of combining service in the community with university coursework should be practiced in more classes at this university.	☐	☐	☐	☐	☐
I am already volunteering in my community before taking this community-based learning course.	☐	☐	☐	☐	☐
The community-based learning I will do through this course will benefit the community.	☐	☐	☐	☐	☐
I probably won't volunteer or participate in the community after this course.	☐	☐	☐	☐	☐
The community-based learning in this course will help me become more aware of the needs in my community.	☐	☐	☐	☐	☐
My interactions with the community partner will enhance my learning in this course.	☐	☐	☐	☐	☐
I have a responsibility to serve my community.	☐	☐	☐	☐	☐
The community-based learning in this course will help me clarify which major I will pursue.	☐	☐	☐	☐	☐
The community-based learning in this course will help me clarify my career plans.	☐	☐	☐	☐	☐

Please indicate your level of agreement with the following statements.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
The community-based learning in this course will enhance my relationship with my professor.	☐	☐	☐	☐	☐
The community-based learning in this course will make me more marketable in my chosen profession when I graduate.	☐	☐	☐	☐	☐
The community-based learning in this course will make me more aware of my own biases and prejudices.	☐	☐	☐	☐	☐
The community-based learning in this course will help me demonstrate an understanding of important topics or issues within the community.	☐	☐	☐	☐	☐
The community-based learning in this course will help me to demonstrate effective collaboration and communication skills through the development of a community-based learning project.	☐	☐	☐	☐	☐
The community-based learning in this course will help me demonstrate inquiry and analytical skills needed to benefit the community.	☐	☐	☐	☐	☐
The community-based learning in this course will help me demonstrate personal and professional growth by extending classroom learning to a community environment.	☐	☐	☐	☐	☐
The community-based learning in this course will help me demonstrate personal initiative and commitment to my community-based learning experience.	☐	☐	☐	☐	☐
This community-based learning in this course will help me demonstrate inclusive engagement with diverse communities and cultures.	☐	☐	☐	☐	☐
Participating in community-based learning will help me enhance my leadership skills.	☐	☐	☐	☐	☐
I would like to enroll in additional community-based learning courses at UWW.	☐	☐	☐	☐	☐

* Adapted from Gelmon et al., *Assessing Service learning and Civic Engagement*. Boston: Campus Compact, 2001.

Course name:
Course prefix, number, and section:
Semester and year:
Community Partner:
Number of community-based learning hours to be completed during the semester:

Appendix D: **Post-Community-Based learning Survey***

Assessing Student Community-Based Learning at UW-Whitewater

Help us improve student success at UWW! The Office of Community-Based Learning would like to better understand the impact that community-based learning has on students. We would like to know how community-based learning might influence your perspective on learning, your view of service, your choice of career/specialization, and your perspectives on working in a diverse community. The information collected in this survey is anonymous. We estimate that you can complete this survey in ten minutes or less, but we do encourage you to take your time in reading and responding to each statement. Thank you!

Please indicate your level of agreement with the following statements.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
The community-based learning in this course helped me to see how the subject matter I learned can be used in everyday life.	☐	☐	☐	☐	☐
The community-based learning I did through this course helped me to better understand the lectures and readings in this course.	☐	☐	☐	☐	☐
I would have learned more from this course if more time were spent in the classroom instead of in the community.	☐	☐	☐	☐	☐
The idea of combining service in the community with university coursework should be practiced in more classes at this university.	☐	☐	☐	☐	☐
I was already volunteering in my community before taking this community-based learning course.	☐	☐	☐	☐	☐
The community-based learning I did through this course benefited the community.	☐	☐	☐	☐	☐
I probably won't volunteer or participate in the community after this course.	☐	☐	☐	☐	☐
The community-based learning in this course helped me become more aware of the needs in my community.	☐	☐	☐	☐	☐
My interactions with the community partner enhanced my learning in this course.	☐	☐	☐	☐	☐
I have a responsibility to serve my community.	☐	☐	☐	☐	☐
The community-based learning in this course helped me clarify which major I will pursue.	☐	☐	☐	☐	☐
The community-based learning in this course helped me clarify my career plans.	☐	☐	☐	☐	☐

Please indicate your level of agreement with the following statements.	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
The community-based learning in this course enhanced my relationship with my professor.	☐	☐	☐	☐	☐
The community-based learning in this course has made me more marketable in my chosen profession when I graduate.	☐	☐	☐	☐	☐
The community-based learning in this course made me more aware of my own biases and prejudices.	☐	☐	☐	☐	☐
The community-based learning in this course helped me demonstrate an understanding of important topics or issues within the community.	☐	☐	☐	☐	☐
The community-based learning in this course helped me to demonstrate effective collaboration and communication skills through the development of a community-based learning project.	☐	☐	☐	☐	☐
The community-based learning in this course helped me demonstrate inquiry and analytical skills needed to benefit the community.	☐	☐	☐	☐	☐
The community-based learning in this course helped me demonstrate personal and professional growth by extending classroom learning to a community environment.	☐	☐	☐	☐	☐
The community-based learning in this course helped me demonstrate personal initiative and commitment to my community-based learning experience.	☐	☐	☐	☐	☐
The community-based learning in this course helped me demonstrate inclusive engagement with diverse communities and cultures.	☐	☐	☐	☐	☐
Participating in community-based learning helped me enhance my leadership skills.	☐	☐	☐	☐	☐
I would like to enroll in additional community-based learning courses at UWW.	☐	☐	☐	☐	☐

Course name:
Course prefix, number, and section:
Semester and year:
Community Partner:
Number of community-based learning hours completed during the semester: