CBL
Community-Based Learning

UW-Whitewater Community-based Learning Newsletter

CBL Coordinator's Letter

Greetings!

I hope that this semester has gone smoothly and has been filled with rewarding work and collaborations. Our campus-community partnerships continue to grow as more and more faculty and staff incorporate Community-based Learning (CBL) and research into their courses. We continue to work to provide you with faculty development in the area of CBL, as well as networking opportunities to meet potential partners and build CBL into your courses. This academic year started with a very successful **CBL Tour on August 22, 2019**. A group of faculty and staff, many new to UWW, toured and met with staff from four community agencies in Whitewater. A delicious dinner catered by La Preferida, was enjoyed by participants, who engaged in discussions about areas of need and launched several valuable partnerships.

We also have two exciting professional development opportunities coming up, so please be sure to mark your calendars:

- On **Tuesday, October 29th, the LEARN Center will host a luncheon focused on Community-based Learning, entitled "Building Effective, Sustainable CBL Partnerships".** It will be held in UC 275B from 2:00-3:00 pm. We encourage you to register with the LEARN Center.
- On **Tuesday, November 12th we will host a CBL breakfast, entitled "Networking to Build Impact Through Community-based Learning Partnerships**." Please register at cbl@uww.edu

In other news, our campus has been involved in a grant project funded by **NASH** (National Association of System Heads), focused on Taking Student Success to Scale (TS3). One of the foci of that grant is scaling Community-based learning on our campus. We are grateful for the hard work and input from numerous CBL faculty and staff practitioners across campus who contributed to the creation of the following documents:

1. Common definitions to define our work
2. Student Learning Outcomes for all CBL courses
3. A common rubric to assess student learning in our CBL courses.

We are pleased to share these with you (below). We hope you will integrate them into your CBL courses! As always, we are here to help with any CBL questions or concerns!

In service,

Jodie Parys

Community-based Learning Coordinator

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CBL News and Announcements

- The CBL LEARN event will take place on October 29th from 2:00-3:00 pm in the UC 275B. The event is for faculty/staff. This panel discussion will be comprised of two parts. The first will feature two 2019 Community-based Learning Fellows and their community partners. They will discuss strategies and tips for building effective community-based learning partnerships, sharing details of their experience building and modifying their CBL courses. The other half of the session will feature Jodie Parys, the UW-Whitewater Community-based Learning Coordinator, who will share resources and answer questions on best practices on building CBL Partnerships that utilize an asset-based model for sustainability and success.

- The Fall CBL Breakfast themed "Networking to Build Impact Through Community-based Learning Partnerships" will be hosted on Tuesday, November 12 from 8:30-10:00 am in UC 275A. Community members and UW-W faculty/staff will discuss creating CBL partnerships that build impact. If you are interested in attending the breakfast, please email Sami Sturino at cbl@uww.edu by November 1 to register. Note: if you would like us to extend the invitation to specific community partners, please indicate that in your email to Sami.

- The Fall Community Tour was hosted on August 22. Ten faculty and staff members toured Bethel House, Irving L. Young Memorial Library Maker Space, and Fairhaven Senior Services in Whitewater. Opportunities for partnership and collaboration were discussed throughout the tour and at the dinner that followed the event at the Innovation Center in Whitewater. If you would like information about these agencies or other agencies in the Whitewater area, please contact us at cbl@uww.edu.

Spotlight on CBL Partnerships: Jeannine Rowe and Brian Robinson (Fairhaven Senior Services and Project GREY)

Upon coming to UW-W, Jeannine Rowe was looking for a way to get involved in the community and build meaningful connections between her students and those in the community. Jeannine became a CBL Fellow over 4 years ago and has partnered with Brian Robinson at Fairhaven Senior Services since then. Jeannine created a fruitful partnership with Fairhaven Senior Services based on her passion for supporting the needs of older adults and a desire to reduce barriers for students interacting with an older generation as well as to create awareness to engage with them. Fairhaven Senior Services is a community offering independent living and all levels of care that enables residents to be as independent and active as they can be. The CBL partnership Jeannine developed is a perfect example of a reciprocal partnership that provided a valuable learning experience for the UW-W students as well as giving back to the community.

The primary goal of the CBL project is to help students understand the impact and importance of community-based learning and walk away as ambassadors for older adults whether that be in their future professions or life in general. By getting off campus and into a unique setting, it provides an opportunity for students to participate in a way that differs from how they would in a traditional classroom setting. Developing intergenerational experiences have left a positive impact for the students and as well as the residents at Fairhaven Senior Services.

The impact goes beyond UW-W, Fairhaven Senior Services, Jeannine Rowe's students, and the community at large. Jeannine also talks about the impact the partnership has had on her career: "Involving students with the community is a part of the college and university core values. I want to be able to imply positive and social change. Students learn when they have a high impact, and that is what occurs when they go into the community and work with the residents at Fairhaven Senior Services".

For establishing CBL partnerships, Jeannine Rowe recommends that faculty/staff find something that is meaningful to them and yields impact for students and the agency involved. Jeannine also advises faculty/staff to stick with the process of fostering strong community partnerships. Sometimes the relationships can take time to cultivate, but it is a rewarding experience for everyone involved. Below is a photo of Jeannine's class with the residences at Fairhaven Senior Services at their Bingo night.

Upcoming Regional and National Events: Campus Compact hosts a wealth of events related to community-based learning. For more information, please see https://wicampuscompact.org/events/.

Webinars: Campus Compact hosts a robust program of webinars on a variety of topics related to community-based learning. Please see their list of upcoming webinars:

This month

  1. **Thursday, October 17, 2019, 3:00 PM - 4:00 PM** Using Student Engagement Data to Create Institutional Change

The Experiential Record at Nazareth College is a systematic, campus-wide data collection initiative created in-house to track all undergraduate and graduate students' participation in experiential education. Implemented last academic year, this new process enables Nazareth to gather various, independent streams of data into one place, creating a centralized knowledge hub of student engagement. Benefits to students, faculty, staff and community include: an increase in interprofessional collaboration, stronger advising and coaching of students, innovative support strategies developed for targeted student populations, stronger relationships with community partners and sustained partnerships, and increased knowledge of and access to student success stories for marketing and donor relations. Examples of dashboards and reports by way of Tableau, the data visualization tool Nazareth uses, will also be shared with participants.

Featuring: NUALA BOYLE Director of Civic Engagement & Experiential Learning Outcomes and NICHOLAS LAMENDOLA Director of Institutional Research

Next month

  1. **Thursday, November 14, 2019, 3:00 PM - 4:00 PM** - Decolonizing Approaches to Inclusive Discussions and Trainings: Lessons from Indigenous Perspectives

  2. **Thursday, November 21, 2019, 3:00 PM - 4:00 PM** - Let's play Votes & Ballots: Creating quality action plans for democratic engagement through gamification

CBL Definitions, Student Learning Outcomes and Rubric
These materials were created by a group of dedicated UWW CBL practitioners are are free for all faculty and staff to use in their courses. Please contact cbl@uww.edu to obtain an electronic copy of these documents.

Community-Based Learning Definition

There are two key components of Community-Based Learning at UWW and they are defined as follows:

1. Service learning is a course or competency-based, credit-bearing educational experience in which students:
* Participate in mutually identified service activities that benefit the community.
* Reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
      (Bringle and Clayton, 2012, adapted from Bringle and Hatcher, 1995)

2. Community-Based Research: "Community-Based Research is collaborative inquiry that is dedicated primarily to serving the research or information needs of community organizations. The Community-Based Research community-campus partnership includes representatives of the community organization, students, and faculty. These partners work together to address a community organization's need to study itself (e.g., to evaluate a program) or to gather information necessary for organizational or program development (e.g., a community needs/assets assessment)." *(Paul, E. L. (2006). Community-based research as scientific and civic pedagogy. Peer Review, 8(1): Retrieved from* https://www.aacu.org/publications-research/periodicals/community-based-research-scientific-and-civic-pedagogy*.)*

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.

Community-Based Learning Student Learning Outcomes

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

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.