|  |
| --- |
| 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*](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. |

**Community-Based Learning Course Designation Form[[1]](#endnote-1)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Quality Practice Standards Evident within Course Syllabus and Supporting Documentation** | **List Page(s) in Syllabus/Document(s)** | **Additional Information** | **Evaluator Comments/Feedback** |
| **Links to Curriculum**   1. Clear evidence in the syllabus and/or other course documents of a service learning project and/or experience 2. Service outcomes are listed and clearly aligned with both course learning outcomes and campus-wide CBL student learning outcomes |  |  |  |
| **Link to Reflection/Assessments**   1. Student reflection during and after the service experience 2. Assessment of students’ engagement in complex community topics or issues, including their personal role in such issues 3. Reflection affords students the opportunity to gain understanding of multiple perspectives ​ |  |  |  |
| **Articulation of Partnership and Meaningful Service**   1. Commits to working with one or more community partner (school(s), non-profit(s), business(es), or an on-campus unit) in a meaningful, reciprocal partnership 2. The CBL partnership leads to attainable and measureable outcomes that are valued by the community partner 3. Incorporates student choice and voice related to content or process of the CBL experience |  |  |  |
| **Duration and Progress Monitoring**   1. All students are engaged in at least 15 hours of community based learning experience\* (direct contact, training/prep, project work, reflection) 2. On-going communication with the community partner, students, and instructor to keep all parties well informed about activities, progress, and project measures (i.e. assignments, scheduled check-in dates, etc.)   \*Note: For 1- or 2- credit courses, this expectation would be reduced |  |  |  |

1. Modified from versions generously provided by the Office of Community Based Learning at UW-Parkside and the Office of Academic Service Learning at UW-Superior. [↑](#endnote-ref-1)