COMMUNITY-BASED LEARNING FACULTY FELLOWS INSTITUTE 2014

May 12-13, 2014
10 am – 4 pm  MGC 245, MGC 200
Institute Facilitators

- **Marcy Campos**, Director, Center for Community Engagement & Service  
  mfcampos@american.edu

- **Meg Rego**, CBL Program Coordinator, Center for Community Engagement & Service  
  rego@american.edu

- **Gail Robinson**, Education Consultant  
  gail@gailrobinsonconsulting.com
Agenda - Day 1

- Welcome & Introductions
- Community-Based Learning at AU
- The Civic Outcomes of CBL
- Lunch & Student Perspectives
- CBL Course Design
- Preparing for Community Visit (“community entry”)
- Parking Lot & Overview of Day 2
#2. Provide an unsurpassed undergraduate education and experience

“*Our students will enhance their broad education . . . through community-based learning and research . . .*"

#6. Bring the world to AU and AU to the world

“*Academic life will be enriched by . . . bonds with local, national, and international organizations.*” “*These programs, partnerships, and relationships will demonstrate our deep local roots . . .*"

#7. Act on our values through social responsibility and service

“*We will strengthen our culture of service and social responsibility. Life at the university will be marked by rich opportunities for service . . . and a vigorous commitment to the city and people of Washington, DC.*"

By 2015-2016: *Enable every student the opportunity to take a community-based learning course prior to graduation.*
Opening Activity

You have four post-it squares. Answer each of the four questions in one square, with a picture or words.

<table>
<thead>
<tr>
<th>#1</th>
<th>What <strong>course</strong> will incorporate community-based learning and <strong>why</strong> do you do community-based learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2</td>
<td>What <strong>strength</strong> do you bring to this approach?</td>
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<tr>
<td>#3</td>
<td>What do you most <strong>hope to learn</strong> in these two days?</td>
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<tr>
<td>#4</td>
<td>What <strong>concern</strong> do you have about implementing CBL?</td>
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AU’s 8 Criteria for Community-Based Learning “CB” Courses

1. The entire class is involved in community-based learning; it’s integral to course learning goals and course content informs and enhances the service-learning that occurs.

2. Reciprocity is a key characteristic of the service-learning partnership. The community partnership/s meets community or organizational needs and the learning needs of students.

3. A minimum of 20 hours of service per semester is expected of CBL students or a comparable project or product if that better suits the course.

4. Faculty will prepare students for community entry and responsible participation and communication with community partner staff.

5. Activities and assignments in class provide a method or means for students to critically reflect on what they are learning through their community experience. These activities can take include group discussions, online reflective questions, journals, & participatory activities.

6. Academic credit is given for the completion of required academic assignments, not for service alone.

7. Class fosters learning from other students, from the instructor, & the community; all serve as co-educators.

8. Assessment of service-learning courses is essential. Evaluative feedback from: 1. students 2. nonprofit partner(s) 3. faculty.
Community-Based Learning

- Combines classroom instruction with community service, focusing on critical, reflective thinking as well as personal and civic responsibility.
- Involves students in activities that meet locally identified needs while developing academic skills and commitment to community.
- Embedded into curriculum.
- One of five high-impact learning practices recommended in U.S. higher education.
Engaged Learning Strategies

Recipient ↔ BENEFICIARY
Service ↔ FOCUS

→ Provider
→ Learner

Service Learning

Community Service | Field Education
Volunteerism | Internship

Furco (1996)
Core Components of CBL

Start small and be strategic
Create and maintain reciprocal relationships
Follow the “IPARDC” model
  - Investigation
  - Planning
  - Action
  - Reflection
  - Demonstration/Celebration

Billig (2008)
Principles of Good Practice

- Academic credit is for learning, not for service
- Do not compromise academic rigor
- Establish learning objectives
- Establish criteria for selection of service placements
- Provide educationally sound learning strategies to harvest community learning and realize course learning objectives

Howard (2001)
Principles of Good Practice

- Prepare students for learning from the community
- Minimize the distinction between the students’ community learning role and classroom learning role
- Rethink the faculty instructional role
- Be prepared for variation in, and some loss of control with, student learning outcomes
- Maximize the community responsibility orientation of the course

Howard (2001)
CBL Stakeholder Analysis

How do these stakeholders benefit from CBL?

- Students
- Faculty
- Administrators
- Community partners/organizations
- Community clients/residents
Why Use CBL?
Benefits for Students

- **Thinking skills:** creative thinking, problem solving, decision making, critical thinking, knowing how to learn

- **Life skills:** communication, leadership, conflict resolution, self esteem, sense of efficacy, appreciation for diversity

- **Citizenship skills:** commitment to service, sense of personal and social responsibility, civic engagement, advocacy

- **Career skills:** teamwork, active exploration of career interests, increased confidence in career choice, realistic understanding of the world of work, hiring advantages

Why Use CBL?

The Prism Effect of Service-Learning

- A single semester of service-learning can produce multiple outcomes for students, even when instructors do not have additional outcomes in mind when integrating service-learning into their courses.

- A student’s experience in the community is transformed into multiple outcomes that emerge from the prism of service-learning.

- Service-learning is an intervention that provides multiple paths for students to succeed in and beyond their college years.

Prentice, Robinson, and Patton (2012)
Service Learning

- Civic Engagement
- Community Impact
- Leadership
- Career Exploration/Job Prep
- Critical Thinking
- Academic Outcomes
- Retention/Completion
- Personal Effectiveness
CBL Benefits for Faculty

- Address core competencies and course outcomes
- Enrich and enliven teaching
- Enjoy new relationship with students and new understanding of learning
- Become more aware of current societal issues as related to their academic areas of interest
- Identify new areas for research and publication, increasing professional recognition and reward opportunities

Garcia and Robinson (2005), AACC Survey (2010)
CBL Benefits for Communities

- CBOs gain substantial human resources and build capacity to meet local needs
- Long-term relationships lead to greater benefits to and deeper impact on communities, and greater reciprocity in campus-community relationships
- Students commit to a lifetime of service – some as nonprofit employees
- Renews a sense of community and encourages participatory democracy

CBL Stakeholder Analysis

What can these stakeholders provide or do for CBL?

- Students
- Faculty
- Administrators
- Community partners/organizations
- Community clients/residents
The Civic Outcomes of Community-Based Learning
Features of CBL Course

- Connects to Learning Outcomes
- Has Civic Learning Outcomes
- Documents Learning
- Integrates Reflection Activities
- Uses Appropriate Service Activity
“The first and most essential charge upon higher education is that at all levels and in all fields of specialization, it shall be the carrier of democratic values, ideals, and processes.”

*Higher Education for American Democracy* (1947)
National Task Force on Civic Learning and Democratic Engagement

- Commissioned by U.S. Department of Education
- Led by the Association of American Colleges and Universities (2010-2012)
- 140 people – 5 national roundtables
- Focus on completion agenda, career preparation, and fostering informed, engaged citizens
Civic Health Indicators

- College seniors surveyed in 2006-07 averaged just over 50% in a civic literacy exam.
- One-third of college faculty surveyed strongly agreed their campus actively promotes awareness of US or global social, political, and economic issues.
- One-third of students surveyed strongly agreed that faculty publicly advocate the need for students to become active and involved citizens.

AAC&U (2012)
Civic Health Indicators

- Only one-third of college students surveyed strongly agreed that their college education resulted in increased civic capacities.
  - Civic *awareness* expanded
  - *Skills* learned to effectively change society for the better
  - *Commitment* grew to improve society
Civic Learning Outcomes that Employers Want from Higher Education

**FIGURE:**
Civic Learning Outcomes and Workforce Expectations

Percentages of employers who want colleges to “Place more emphasis” on essential learning outcomes

- Civic knowledge, participation, and engagement: 52%
- The role of the US in the world: 57%
- Cultural diversity in the US and abroad: 57%
- Global issues: 65%
- Science and technology: 70%
- Intercultural competence: 71%
- Complex problem solving: 75%
- Ethical decision making: 75%
- Applied knowledge in real-world settings: 79%
- Critical thinking and analytic reasoning: 81%

*Source: Data from Hart Research Associates, 2010.*
Students Are Urging Higher Education to Embrace Civic Learning

**FIGURE: Student Views on the Importance of Contributing to the Larger Community**

Percentages of students who strongly agree that contributing to community “should be” a major focus of college and “is” a major focus of college, by year in school.

Source: Data from Dey et al. (2009).
For Democracy’s Future: Five Essential Actions
From The National Task Force on Civic Learning and Democratic Engagement

1. Reclaim and reinvest in the fundamental civic and democratic mission of schools and of all sectors within higher education.

2. Enlarge the current national narrative that erases civic aims and civic literacy as educational priorities contributing to social, intellectual, and economic capital.

3. Advance a contemporary, comprehensive framework for civic learning—embracing US and global interdependence—that includes historic and modern understandings of democratic values, capacities to engage diverse perspectives and people, and commitment to collective civic problem solving.

4. Capitalize upon the interdependent responsibilities of K–12 and higher education to foster progressively higher levels of civic knowledge, skills, examined values, and action as expectations for every student.

5. Expand the number of robust, generative civic partnerships and alliances, locally, nationally, and globally to address common problems, empower people to act, strengthen communities and nations, and generate new frontiers of knowledge.
Key Recommendations for Higher Education

1. Foster a **civic ethos** across all parts of the campus and educational culture.
2. Make **civic literacy** a core expectation for all students.
3. Practice **civic inquiry** across all fields of study.
4. Advance **civic action** through transformative partnerships, at home and abroad.
Defining Civic Learning and Democratic Engagement

“Educational experiences that intentionally prepare students for informed, engaged participation in civic and democratic life by providing opportunities to develop civic knowledge, skills, and dispositions through learning and practice.”

U.S. Department of Education, Advancing Civic Learning and Engagement in Democracy: A Road Map and Call to Action (2012)
U.S. Department of Education’s Roadmap and Call to Action

- Convene and catalyze schools and colleges to increase and enhance high-quality civic learning and engagement
- Identify promising practices and encourage further research
- Encourage community-based work-study
- Encourage public service careers among college students and graduates
Pathways to Community Engagement

- The Civic Mission of Higher Education Mission Pathway
- Improved Teaching and Learning Pedagogical Pathway
- The New Production of Knowledge Epistemological Pathway
- Connecting to the Community Partnership Pathway

Saltmarsh (2013)
Where Does CBL Fit in Higher Education Culture?

- Academic success
  - Student learning outcomes, critical thinking, retention
- Student development
  - Leadership, moral and ethical behavior, personal growth
- Community engagement
  - Civic responsibility, citizenship skills, advocacy
- Diversity and inclusion
  - Respect, acceptance, democratic process
- Career preparation
  - Job skills, “soft” skills, real-world applications
## Service and the Charity/Social Justice Continuum

<table>
<thead>
<tr>
<th>CHARITY</th>
<th>SOCIAL JUSTICE</th>
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| Charity = social service  
Provides direct services like food, clothing, shelter | Justice = social change  
Promotes social change in institutions or political structures |
| Responds to immediate needs  
Directed at the effects of injustice and its symptoms  
Addresses problems that already exist | Responds to long-term needs  
Directed at root causes or underlying structures of social problems  
Tries to ensure the problems don’t exist in the first place |
| Private, individual acts | Public, collective actions |
| Examples of charity:  
Homeless shelters  
Food pantries  
Clothing drives  
Emergency services | Examples of social justice:  
Legislative advocacy  
Changing policies and practices  
Political action  
Education about an issue |
Student Perspectives on CBL

- Christina Bui
- Jacqueline Cassell
- Lesli Flores
Community-Based Learning Course Design
Writing Learning Outcomes

- Use your syllabus
- Follow the CTRL guidelines
- Identify and share any outcomes that relate to CBL
Sample AU Learning Outcomes

- **College Writing**
  Professor Amanda Choutka
  - Students will develop the skills to responsibly, respectfully, and professionally volunteer in new communities and work with community partner staff.
  - Students will learn how to create a community-based partnership that values and practices reciprocity; the partnership should meet the community partner's needs and the student's educational objectives.

- **Documentary Storytelling for Community Change**
  Professor Nina Shapiro-Perl
  - This course will help students learn how to solve problems that arise between nonprofits and communication professionals concerning scope of project, messaging, length, and style of presentation.
  - Students will learn how to manage relationships and build rapport with nonprofit staff and the people they serve.
Features of CBL Course

- Connects to Learning Outcomes
- Has Civic Learning Outcomes
- Documents Learning
- Integrates Reflection Activities
- Uses Appropriate Service Activity
Reflection in CBL

- How can reflection add value to your course?
- What might it look like?
Reflection as the Critical Component

- Reflection describes the process of deriving meaning and knowledge from experience and occurs before, during, and after a service-learning project.

- Effective reflection engages faculty, staff, and students in a thoughtful and thought-provoking process that consciously connects learning with experience.

- It uses critical thinking skills to prepare for and learn from community-based experiences.

- Reflection should be referenced in a course syllabus.

National Service-Learning Clearinghouse
Reflection Should . . .

- Thoughtfully address community issues
- Ask students to research key terms
- Encourage grassroots practices, such as interviews, participation, listening, and observation
- Not assume that students are outsiders of the community/population served
Faculty-guided reflection ensures the greatest amount of student learning from the service experience.

Continuous reflection throughout the course of the semester brings about better comprehension of both the service and the learning.

Partner-led reflection engages students and partners in the educational process.

Astin, Vogelgesang, Ikeda, & Yee (2000)
Reflection Activities and Assignments

- Journals
- Class discussions and presentations
- Written essays and papers
- Directed readings and writings
- Case studies
- Think-pair-share
- Stand and declare
- Community murals
- Photo essays and portfolios
- Online discussions, blogs, and social media
The Basics of Reflection

- What?
- So what?
- Now what?
Reflection throughout the Semester

- Build reflection activities into the syllabus.
- Frame the experience or social context *before* service learning begins.
- Process *during* the experience.
- Reflect *after* the experience is complete.
- Allow reflections to progress and deepen as the semester goes on.
Practicing Reflection

- Picture Your Community
- Think-Pair-Share
How do you define purposeful civic learning?
Defining Purposeful Civic Learning

Relevant and meaningful service with the community that not only serves the community and enhances academic learning in the course, but also directly and intentionally prepares students for active civic participation in a diverse democratic society.

Howard (2001)
Purposeful Civic Learning

- Academic learning
- Democratic citizenship learning
- Diversity learning
- Political learning
- Leadership learning
- Inter- and intrapersonal learning
- Social responsibility learning
Community-Based Learning in an Academic Course

- Pair up with another participant
- Review the Course Development Worksheet
- Answer each question for a course that you teach
- Refer to your syllabus
- Share your comments with the large group
Analyzing Course Syllabi (pp. 84-86)
Key Elements of Good Course Syllabi and Course Documents

- Definition of and rationale for CBL strategies
- Information about community-based site selection or assignments
- Course expectations (competencies, objectives, hours, dates/deadlines, reflection, grading/evaluation)
- Consistent and frequent reference to community and civic engagement
Putting Your Work into Action

- How will you use CBL in 2014-2015?
- How will you revise your syllabus?
  - Extensive revisions
  - Moderate revisions
  - Minimal revisions
- Questions? Comments? Concerns?
Resources

- Gail Robinson, Education Consultant
gail@gailrobinsonconsulting.com
240.305.7438

- Campus Compact – www.compact.org

- National Service-Learning Clearinghouse
  – www.servicelearning.org
Preparing for Community Visits
Methods for Preparing Students for Community Entry

BACKGROUND KNOWLEDGE

- Use maps
- Watch short films about the nonprofit partner; AU Faculty Nina Shapiro-Perl’s Community Voice website is a great source or the issues.
- Read an article from the Post or other local sources (like the group’s website) to learn about the organization or issue.
- Use Facts about DC with map
- Do a walking tour or use the brochures, produced by Cultural Tourism DC.
- Eat out at a local restaurant & invite a community partner staff member to join you
- Do a community mapping activity – walk around and note the characteristics of the area, including churches, schools, types of stores, access to food, etc.
- Bring a speaker to class to offer background on the neighborhood or organization or issue area.
- Additional ideas:
MT PLEASANT & COLUMBIA HEIGHTS

Latinos in Washington, DC

54,749

Number of Latinos living in D.C., or 9.1 percent of the population

Source: US 2010 Census, Office of Latino Affairs

Breakdown by Ward
Latinos in DC Metro Area

DC/MD/VA ("DMV") Metropolitan Area

Hispanic Population: 807,000
Percentage of total population: 14.3%
Portion that are foreign born: 54.4%
Growth of Latino community since 1980: 600%

Top 3 Hispanic Origin Groups:
1. Salvadoran 262,000 or 32.4% of all Latinos in area
2. Mexican 131,000 or 16.3% “
3. Guatemalan 61,000 or 7.6% “

Source: Pew Research Hispanic Trends Project 2011
OUR VISIT with STAFF OF TWO ORGANIZATIONS IN COLUMBIA HEIGHTS

CARECEN
Jimmy Hoover, AU journalism student did this story as part of his community-based learning in Latinos of the DC Metro Area course (American Studies) on Victor Martell (scroll down to find it):
http://www.residencynow.org/success-stories.html

Nina Shapiro-Perl's students did this video (Raising Unheard Voices) as part of the Community Voices Project and her Community Documentary class (Anthropology and Communications):
http://www.american.edu/soc/communityvoice/dc-unseen-caracen.cfm

MOMIES TLC
This video was also produced through Prof. Shapiro-Perl's class:
https://www.youtube.com/watch?v=jpP99SbzMlI

Website was designed by a Kogod class, called Washington Initiative:
http://www.momiestlc.org/#!media/c15xw

The Community Voice Project at AU has lots of student-made videos that can help educate your students by issue and organization.
http://www.american.edu/soc/communityvoice/education.cfm
Methods for Preparing Students for Community Entry

PERSONAL PREPARATION

- Encourage students to share their personal experiences and concerns about the upcoming work; this can be done individually, in small groups, or in an on-line journal.

- Facilitate activities to assist students in understanding their own identity, privilege, and culture, to prepare them for working with others of diverse backgrounds.

- Do activities to probe student approaches to service (helping vs. working with, charity vs. social justice, etc); over time, use critical reflection methods to challenge their beliefs.

- Students come with varied backgrounds so all of them can serve as resources.

- See Reflection Activities handout.

- Additional ideas: ____________________________________________________________
Knowing Oneself is Key to Working with Others

Identity Wheel Activity
* Profession/Work, Geographic region, and others.
Methods for Preparing Students for Community Entry

LOGISTICS

- Determine the best route to the organization and assist students in navigating the DC metro and bus systems.
- Discuss safety tips; encourage students to go in pairs, at least initially.
- What clothing is most appropriate at the community partner site.
- Be sure students know who their point of contact is.
- Additional ideas: ____________________________
Agenda - Day 2

- Community Partner Visits: CARECEN & MOMIES TLC
  - Meet at CARECEN-1460 Columbia Rd.
- Reflection
- Lunch
- Faculty Reflections: Easten Law & Eve Bratman
- Approach to Partnership Reflection
- CBL Course Design part II
- Next Steps and Evaluation
Service Learning @CARECEN

What?
Why?
How?

Ana Negoescu
Director of Citizenship and Civic Engagement
anegoescu@carecendc.org | (202) 328-9799 Ext 16.
Service Learning @CARECEN

What?
Service Learning @CARECEN

What?
Teaching and Tutoring U.S. History, Government and Civics-focused ESL
Service Learning @CARECEN

What?
Other Support

✓ Social Media
✓ Outreach
✓ Intake & brief service
✓ Translation & interpretation
✓ Client follow-up
✓ Database management and evaluation

✓ Surveys and data collection
✓ Beautify classrooms
✓ Event planning
✓ Update media lists, referral lists
✓ Graphic Design
✓ E-newsletter
Service Learning @CARECEN

What?
Documenting Our Work & Powerful Client Stories

✓ Blog post celebrating a new U.S. Citizen, CARECEN graduate

✓ Success Story - interview with potential beneficiary of our campaign for permanent residence for immigrants with Temporary Protected Status

✓ Video documenting last year’s rally in support of comprehensive immigration reform

✓ Citizenship Infographics - 2013 in review

✓ Intern/volunteer reflections published in our e-newsletter
Service Learning @CARECEN

What?
Documenting Our Work & Powerful Client Stories
Raising Unheard Voices
Service Learning @CARECEN

Why?

Benefits to student
★ Meaningful service/relationships with community members, fellow volunteers and staff.
★ Link to curriculum
★ Opportunity for reflection
★ Diversified experience
★ Career exploration
★ Enhanced language skills

Benefits to organization & community
★ Youth Voice & Helping hands
★ Partnerships Sustainability
★ Vital program support
★ Return on investment culturally competent workers
Service Learning @CARECEN

How?
Partner with us!
Ask us for our wish list & needs!
Propose a project!

How It All Happens

- thought & action
- reflection & practice
- theory & application
M.O.M.I.E’s TLC
Mentors of Minorities in Education’s Total Learning Cis-tem

M.O.M.I.E’s TLC is a DC-based non-profit organization with the mission to “nurture the genius” of children and create a transformative learning experience. Since 2000, M.O.M.I.E’s has directly impacted over 500 children and youth through our After School, Summer, and Older Youth Programs, and over 10,000 children through our community-wide Children’s Gallery of Black History.

We work to engage children, parents, and caregivers by providing holistic supports and opportunities, a cutting-edge cultural learning curriculum, and building life skills, strengthening core academic areas, and developing leadership and confidence.
PROGRAMS

After School Program: Provides 150 children, ages 3-17, at three Program sites in DC and Maryland with learning plans to strengthen academic performance and develop leadership, character and 21st century learning skills through our award winning humanities curriculum.

Safe Haven Summer Camp: Creates a “haven” during the summer where our children engage in humanities learning, academic development, peaceful conflict resolution, and exciting field trips.

Youth Ambassadors Initiative: Employ our middle and high school youth to work on creative, community-service learning projects to develop their potential, build leadership, and strengthen their sense of purpose and role within M.O.M.I.E’s.

Children’s Gallery of Black History: Engages children across the District in a dynamic, interactive children’s museum program dedicated to teaching history and building on the Great Persons Series.

Parent and Community Engagement: Engages parent in leadership roles within the organization, community campaigns, parent meetings, volunteerism and program development and involvement.
PROGRAM HIGHLIGHTS

• Expanded Programs to three sites in Washington, DC and Maryland now serving 150 children and youth annually

• Youth who have grown up in our Programs are now attending the best high schools in city

• Our culturally-inclusive curriculum and methods strengthens family bonds and family engagement

• Build critical thinking, leadership, and self-esteem by engaging our children in a rigorous and unique history curriculum

• Recently moved into our new green facility at the heart of Georgia Avenue!
PROGRAM HIGHLIGHTS
GREAT PERSON SERIES

At the core of M.O.M.I.E’s programming is the integration of our award winning The Great Persons Series, a humanities and arts based curriculum designed to connect our children to the world and their communities by “bringing history to life.” Children and youth study local, national, and international “Great Persons” from the past and present.

Local Great Persons

- Irasema Salcido
- Rahama Wright
- Trayon White
- Sylvia Robinson
- BB Otero

- Haile Gerima
- Nizam Ali
- Susan Shown Harjo
TO LEARN MORE ABOUT M.O.M.I.E’S PLEASE VISIT WWW.MOMIESTLC.ORG
Reflection on community visit

- What?
- So What?
- Now What?
Faculty Reflections

- Easten Law, Cross Cultural Communications
- Eve Bratman, Third World Cities
Purposeful Civic Learning
Objectives

- Michigan Journal, page 42
- Fill in one or two categories on pages 43-46
  - Academic learning
  - Democratic citizenship learning
  - Diversity learning
  - Political learning
  - Leadership learning
  - Inter- and intra-personal learning
  - Social responsibility learning
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Assessment Resources

- Students via the SET
  1. My professor helped prepare me for work in the nonprofit sector and community.
  2. The community work I carried out deepened my understanding of assignments, lectures, and readings in the course.
  3. My community-based learning work contributed to the community or organization.
  4. I had the opportunity to reflect critically on my community work and its relationship to the course content with my class and professor.

- Partners via Survey Monkey
  - https://www.surveymonkey.com/s/CBspring2014
Role of the Center for Community Engagement & Service

- **Oversee the CB Course Designation Process in collaboration with the Registrar and each School**

- **Support Faculty**
  Provide access to nonprofits, strengthen syllabi, presentations to classes, share publications, access to national CBL&R resources, professional development, network across schools & departments, etc.

- **Support Students**
  Match with nonprofit organizations & schools, orientation prior to work in community, reflection sessions for CSLP, document student work and impact.

- **Liaison to DC-area Nonprofits & Schools**
  Respond to requests from community groups, schools, and other organizations for support in projects, research, and other needs. Evaluate and assess collaboration. Sponsor partnership breakfast every fall.

- **Represent AU to DC Nonprofits & Schools, as well as Regional & National Organizations**
  MD/DC Campus Compact, National Campus Compact (1100 members), and others;

- **Advocate for Stronger Social Responsibility for AU & Institutionalization of CBLR**
  Examples include obtaining CB, tenure & promotion policies, grants for cbr, publications, measure impact, etc.
Resources Available: Nonprofit Organizational Directories

All are on website of CCES  www.american.edu/volunteer
Upcoming Events & Opportunities

- August CTRL Days of Training: Reunion of Group
  - Bring syllabi to two-hour meeting
  - We will communicate with you as to date, location, and format for discussion and feedback

- Faculty/Community Partner Breakfast

- Community Partner Fair

- CBL Symposium

Center for Community Engagement & Service

Mary Graydon Center 273
(202) 885-7378
www.american.edu/volunteer