

# GC JOURNEYS



## Framework for Success Community-Based Engaged Learning

GEORGIA COLLEGE HIGH-IMPACT PRACTICES

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# GC JOURNEYS — COMMUNITY-BASED ENGAGED LEARNING



**Component** — 4 - Highest Impact | 3 - Higher Impact | 2 - High Impact | 1 - Missing or Low Impact

**Definition of HIP** — At Georgia College, Community-based Engaged Learning (CbEL) courses require student participation in service projects or community engagement (either on campus or through institutional partnerships with off-campus organizations) and integrate the service experience into course content.

**Adherence to Characteristics** — Were the high impact practice characteristics implemented as they were intended?



# Characteristic 1

Students integrate theory and practice.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p>The program provides opportunities for students who meet <b>all</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Establish a connection between course concepts/reading material and real-life problems.</li> <li>• Think critically articulating problems and possible solutions: students define a situation as problematic, identify the problem, explore the root causes of that problem, envision solutions.</li> <li>• Engage civically in the context of a class.</li> </ul>	<p>The program provides opportunities for students to meet <b>most</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Establish a connection between course concepts/reading material and real-life problems.</li> <li>• Think critically articulating problems and possible solutions: students define a situation as problematic, identify the problem, explore the root causes of that problem, envision solutions.</li> <li>• Engage civically in the context of a class.</li> </ul>	<p>The program provides opportunities for students to meet <b>some</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Establish a connection between course concepts/reading material and real-life problems.</li> <li>• Think critically articulating problems and possible solutions: students define a situation as problematic, identify the problem, explore the root causes of that problem, envision solutions.</li> <li>• Engage civically in the context of a class.</li> </ul>	<p>The program <b>DOES NOT</b> provide opportunities for students to meet any of the following criteria:</p> <ul style="list-style-type: none"> <li>• Establish a connection between course concepts/reading material and real-life problems.</li> <li>• Think critically articulating problems and possible solutions: students define a situation as problematic, identify the problem, explore the root causes of that problem, envision solutions.</li> <li>• Engage civically in the context of a class.</li> </ul>

# Characteristic 2

Students have direct experiences in community settings.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p>Students have <b>20+ hours</b> of direct contact with community partner and/or beneficiary.</p> <p>This includes <b>at least two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Formal and informal meetings with partner</li> <li>• Training sessions</li> <li>• On-site experiences, interactions with beneficiaries</li> <li>• Pre- or post-experience gatherings</li> <li>• Written communications with partner and/or beneficiary</li> <li>• Other forms of direct contact</li> </ul>	<p>Students have <b>15-19 hours</b> of direct contact with community partner and/or beneficiary.</p> <p>This includes <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>• Formal and informal meetings with partner</li> <li>• Training sessions</li> <li>• On-site experiences, interactions with beneficiaries</li> <li>• Pre- or post-experience gatherings</li> <li>• Written communications with partner and/or beneficiary</li> <li>• Other forms of direct contact</li> </ul>	<p>Students have <b>10-14 hours</b> of direct contact with community partner and/or beneficiary.</p> <p>This includes <b>some</b> of the following:</p> <ul style="list-style-type: none"> <li>• Formal and informal meetings with partner</li> <li>• Training sessions</li> <li>• On-site experiences, interactions with beneficiaries</li> <li>• Pre- or post-experience gatherings</li> <li>• Written communications with partner and/or beneficiary</li> <li>• Other forms of direct contact</li> </ul>	<p>Students have <b>under 10 hours</b> of direct contact with community partner and/or beneficiary.</p> <p>This <b>could</b> include the following:</p> <ul style="list-style-type: none"> <li>• Formal and informal meetings with partner</li> <li>• Training sessions</li> <li>• On-site experiences, interactions with beneficiaries</li> <li>• Pre- or post-experience gatherings</li> <li>• Written communications with partner and/or beneficiary</li> </ul>

## Characteristic 3

Students participate in mutually beneficial partnerships with community organizations.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p><b>The following steps are in place</b> and there is evidence of each to create mutually beneficial partnerships:</p> <ul style="list-style-type: none"> <li>• Build relationships with potential community partners</li> <li>• Establish goals with community partners</li> <li>• Co-create projects with mutual benefit in mind</li> <li>• Communicate consistently and adjust as needed</li> </ul>	<p><b>Most of the steps are in place</b> and there is evidence of each to create mutually beneficial partnerships:</p> <ul style="list-style-type: none"> <li>• Build relationships with potential community partners</li> <li>• Establish goals with community partners</li> <li>• Co-create projects with mutual benefit in mind</li> <li>• Communicate consistently and adjust as needed</li> </ul>	<p><b>Some of the following steps are in place</b> and there is evidence of each to create mutually beneficial partnerships:</p> <ul style="list-style-type: none"> <li>• Build relationships with potential community partners</li> <li>• Establish goals with community partners</li> <li>• Co-create projects with mutual benefit in mind</li> <li>• Communicate consistently and adjust as needed</li> </ul>	<p><b>There is not a structure in place</b> to gauge the development and evidence of mutually beneficial partnerships.</p>

## Characteristic 4

Students critically reflect on their community-based experiences.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p>There is an <b>intentional and clearly defined structure</b> in place for critical reflection of the experience that include the following:</p> <ul style="list-style-type: none"> <li>• A minimum of pre, during and post experience reflection</li> <li>• A variety of methods for the delivery of the reflection (written - journals, essays; oral - small group discussions, presentations; or visual - art)</li> <li>• A mix of intentional prompts for reflection as well as an openness to unexpected outcomes.</li> <li>• Reflection that focuses on both the experience as well as the transferable skills and application of the experience to the students</li> <li>• Includes community members in the reflection that takes place during the experience (at minimum)</li> </ul>	<p>There is a <b>clearly defined structure</b> in place for critical reflection of the experience that include the following:</p> <ul style="list-style-type: none"> <li>• A minimum of during and post experience reflection</li> <li>• A clear method of delivery for the reflection (written - journals, essays; oral - small group discussions, presentations; or visual - art)</li> <li>• A mix of intentional prompts for reflection as well as an openness to unexpected outcomes.</li> <li>• Reflection that focuses on both the experience as well as the transferable skills and application of the experience to the students</li> <li>• Considers impact to community in reflection</li> </ul>	<p>There is a <b>structure</b> in place for critical reflection of the experience that is missing 1 or 2 of the following:</p> <ul style="list-style-type: none"> <li>• A minimum of a post experience reflection</li> <li>• A clear method of delivery for the reflection written - journals, essays; oral - small group discussions, presentations; or visual - art)</li> <li>• A mix of intentional prompts for reflection as well as an openness to unexpected outcomes.</li> <li>• Reflection that focuses on both the experience as well as the transferable skills and application of the experience to the students</li> <li>• Considers impact to community in reflection</li> </ul>	<p>There is <b>not a clearly defined structure</b> in place for critical reflection of the experience.</p>

# Quality of the Program

Was the program of high caliber?

## Suggestions for High Quality:

Modeled from Steinke & Fitch Cognitive Learning Scale (CLS <https://departments.central.edu/psychology/faculty/psap/>)

A pretest-posttest self-report scale to assess application and depth of knowledge in courses with an experiential learning component and/or high-impact practice.

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p>The Program provides opportunities for students to meet <b>at least four</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Apply concepts learned in class to real problems</li> <li>• Enhance learning beyond the reading of course material</li> <li>• Analyze the complexity of real-life problems and critically propose solutions</li> <li>• Gain greater understanding of social/ethical issues in the field</li> <li>• Gain a sense of civic responsibility</li> </ul>	<p>The Program provides opportunities for students to meet <b>three</b> of the criteria below:</p> <ul style="list-style-type: none"> <li>• Apply concepts learned in class to real problems</li> <li>• Enhance learning beyond the reading of course material</li> <li>• Analyze the complexity of real-life problems and critically propose solutions</li> <li>• Gain greater understanding of social/ethical issues in the field</li> <li>• Gain a sense of civic responsibility</li> </ul>	<p>The Program provides opportunities for students to meet <b>two</b> of the criteria below:</p> <ul style="list-style-type: none"> <li>• Apply concepts learned in class to real problems</li> <li>• Enhance learning beyond the reading of course material</li> <li>• Analyze the complexity of real-life problems and critically propose solutions</li> <li>• Gain greater understanding of social/ethical issues in the field</li> <li>• Gain a sense of civic responsibility</li> </ul>	<p>The Program allows students to meet only <b>one</b> of the criteria below:</p> <ul style="list-style-type: none"> <li>• Apply concepts learned in class to real problems</li> <li>• Enhance learning beyond the reading of course material</li> <li>• Analyze the complexity of real-life problems and critically propose solutions</li> <li>• Gain greater understanding of social/ethical issues in the field</li> <li>• Gain a sense of civic responsibility</li> </ul>



## Exposure

How likely was **every** participant exposed to each component of the program?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p>Every student in the course has access to all of the components of the service project regardless of background and the course <b>meets all</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Each student participates in a service project for a minimum of twenty hours</li> <li>• Participation in the project is a significant, required component of the course and graded</li> <li>• Service Project is fully integrated into the readings and assignments on the syllabus and considered heavily in student grading</li> <li>• At least five formal and informal reflections on the service project are required components of the course</li> </ul>	<p>Every student in the course has access to all of the components of the service project regardless of background and the course meets <b>at least three</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Each student participates in a service project for a minimum of fifteen hours</li> <li>• Participation in the project is a required component of the course and graded</li> <li>• Service Project is integrated into the syllabus and considered significantly in student grading</li> <li>• Multiple formal and informal reflections on the service project are required components of the course</li> </ul>	<p>Every student in the course has access to most of the components of the service project regardless of background and the course meets <b>at least two</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Each student participates in a service project for a minimum of ten hours</li> <li>• Participation in the project is a required component of the course</li> <li>• Service Project is integrated into the syllabus and considered in student grading</li> <li>• Reflection on the service project is a required component of the course</li> </ul>	<p>Most students in the course have access to some of the components of the service project regardless of background and the course meets <b>at least one</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• Students participate in a service project for under ten hours</li> <li>• Participation in the project is a required component of the course</li> <li>• Service Project is integrated into the syllabus and considered in student grading</li> <li>• Reflection on the service project is a required component of the course</li> </ul>

## Complexity

To what level of complexity were students exposed?

4 - Highest Impact	3 - Higher Impact	2 - High Impact	1 - Missing or Low Impact
<p>Evidence demonstrates that <b>all</b> of the following criteria have been met:</p> <ul style="list-style-type: none"> <li>• Students were exposed to new ideas/cultures (challenged pre-existing assumptions, grapple with values/beliefs/situations different from their own, get outside their comfort zone)</li> <li>• High level of engagement with the community partner</li> <li>• Collaborative work</li> <li>• Creation of a unique solution to a current issue</li> </ul>	<p>Evidence demonstrates that <b>two</b> of the following criteria have been met:</p> <ul style="list-style-type: none"> <li>• Students were exposed to new ideas/cultures</li> <li>• High level of engagement with the community partner</li> <li>• Collaborative work</li> <li>• Creation of a unique solution to a current issue</li> </ul>	<p>Evidence demonstrates that <b>one</b> of the following criteria have been met:</p> <ul style="list-style-type: none"> <li>• Students were exposed to new ideas/cultures</li> <li>• High level of engagement with the community partner</li> <li>• Collaborative work</li> <li>• Creation of a unique solution to a current issue</li> </ul>	<p>Evidence demonstrates that <b>none</b> of the following criteria have been met:</p> <ul style="list-style-type: none"> <li>• Students were exposed to new ideas/cultures</li> <li>• High level of engagement with the community partner</li> <li>• Collaborative work</li> <li>• Creation of a unique solution to a current issue</li> </ul>

# Responsiveness

How engaged were the participants of the program?

## 4 - Highest Impact

**Evidence demonstrates that students have the opportunity to engage in the experience in the following categories and levels:**

**Behaviorally** - students are able to take a highly active role in their learning. They have the opportunity to provide input in the implementation of the current and future experiences.

**Cognitively** - students are provided with frequent and intentional opportunities to make and discuss connections between new knowledge and their shared experience related to future endeavors.

**Emotionally** - intentional opportunities are provided to develop interpersonal relationships and skills between students and community partners.

## 3 - Higher Impact

**Evidence demonstrates that students have the opportunity to engage in the experience in the following categories and levels:**

**Behaviorally** - students are able to take an active role in their learning. They have the opportunity to provide input in the implementation of the experience.

**Cognitively** - students are provided with intentional opportunities to make and discuss connections between new knowledge and their shared experience.

**Emotionally** - opportunities are provided to develop interpersonal relationships between students and community partners.

## 2 - High Impact

**Evidence demonstrates that students have the opportunity to engage in the experience in the following categories and levels:**

**Behaviorally** - students are able to take an active role in their learning during the scheduled experience.

**Cognitively** - students are provided with at least one opportunity to make and discuss connections between new knowledge and their shared experience.

**Emotionally** - at least one opportunity is provided to develop interpersonal relationships between students and community partners.

## 1 - Missing or Low Impact

**Evidence demonstrates that students have the opportunity to engage in the experience in the following categories and levels:**

**Behaviorally** - students are able to take a passive role in their learning.

**Cognitively** - students have little or no opportunity to connect new knowledge with their experience.

**Emotionally** - students have little or no opportunity to develop relationships or personal connection with community partners.

## Example of student products for evaluation

Student reflections and work produced

## Other examples of items for evaluation

Utilize student surveys, community partner interviews/surveys to gauge:

- Reciprocity developed
- Nonprofit capacity increased
- Student agency and voice increased

## DEFINITIONS

### Quality

Refers to the structure and logistics of the program. Does the program lay out in easy-to-understand terms the timelines, location of documents, steps to get involved, who to contact, etc. A well-structured and clearly defined experience is one that allows people to know exactly what they need to do and how.

### Inclusivity

Focuses on the equity piece of the programming and whether each participant is able to participate. Reviewers would look for whether certain groups of participants are assigned less meaningful task (think women being assigned to take notes while men are being asked to make executive decisions) or are groups being given special access not normally available to other participants? Structures that prevent discrimination on whatever basis are ones that will ensure that all participants gain the most from the experience.

### Responsiveness

Looks at the level of engagement of a program. Programs can ask participants to engage with the experiences by observing or through passive activities or by actively performing the steps necessary to understand and appreciate what they are learning. An example of low responsiveness in a study abroad program, for example, would be placing participants in a tour, where they are passive participants. High responsiveness would, instead, ask students to engage with their host family, participate in cultural activities, converse with locals, collaborate with international participants, etc. The level of responsiveness has to do with how engaged the participants are in learning about the experiences of the HIP.

### Complexity

Examines the degree participants are asked to demonstrate their skills. Simple tasks, requiring low-level skills, would rate low on the complexity scale. More complex tasks that require the creation of materials or approaches, synthesis of information, or deep analysis would rate high on the complexity scale. Consider the tasks that may be required of participants in an internship. Filing papers or getting coffee or reading company literature would rate lower on the complexity scale whereas analyzing quarterly results, creating reports, developing strategic plans would rate higher on the scale.



