**Integrative Learning & Capstones**

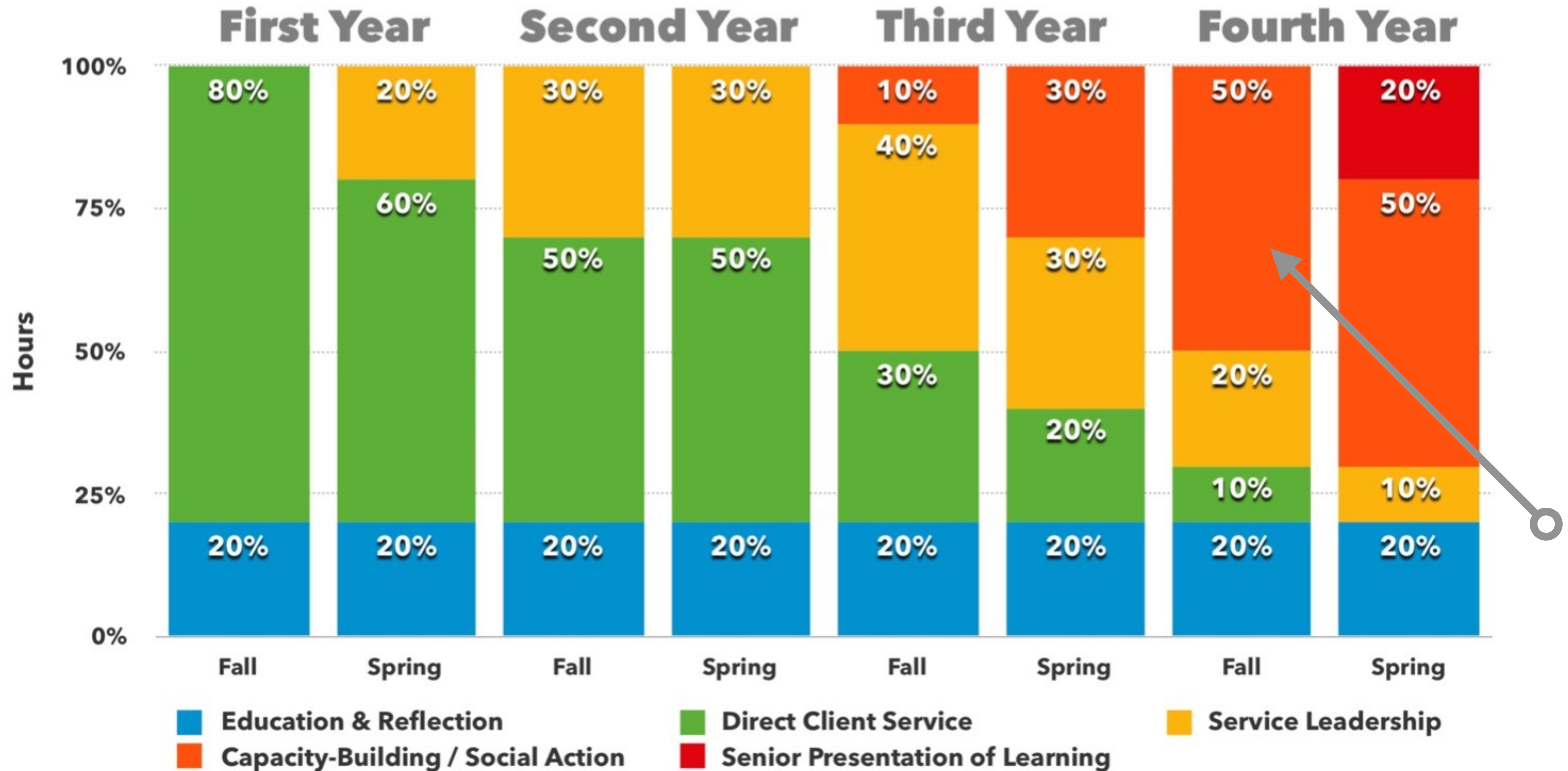Creating Pathways Across Curriculum and Co-Curriculum

# What We'll Cover

- Background and Goals

- Ingredients of Capacity-Building Capstones

- Your Students' Sweet Spots
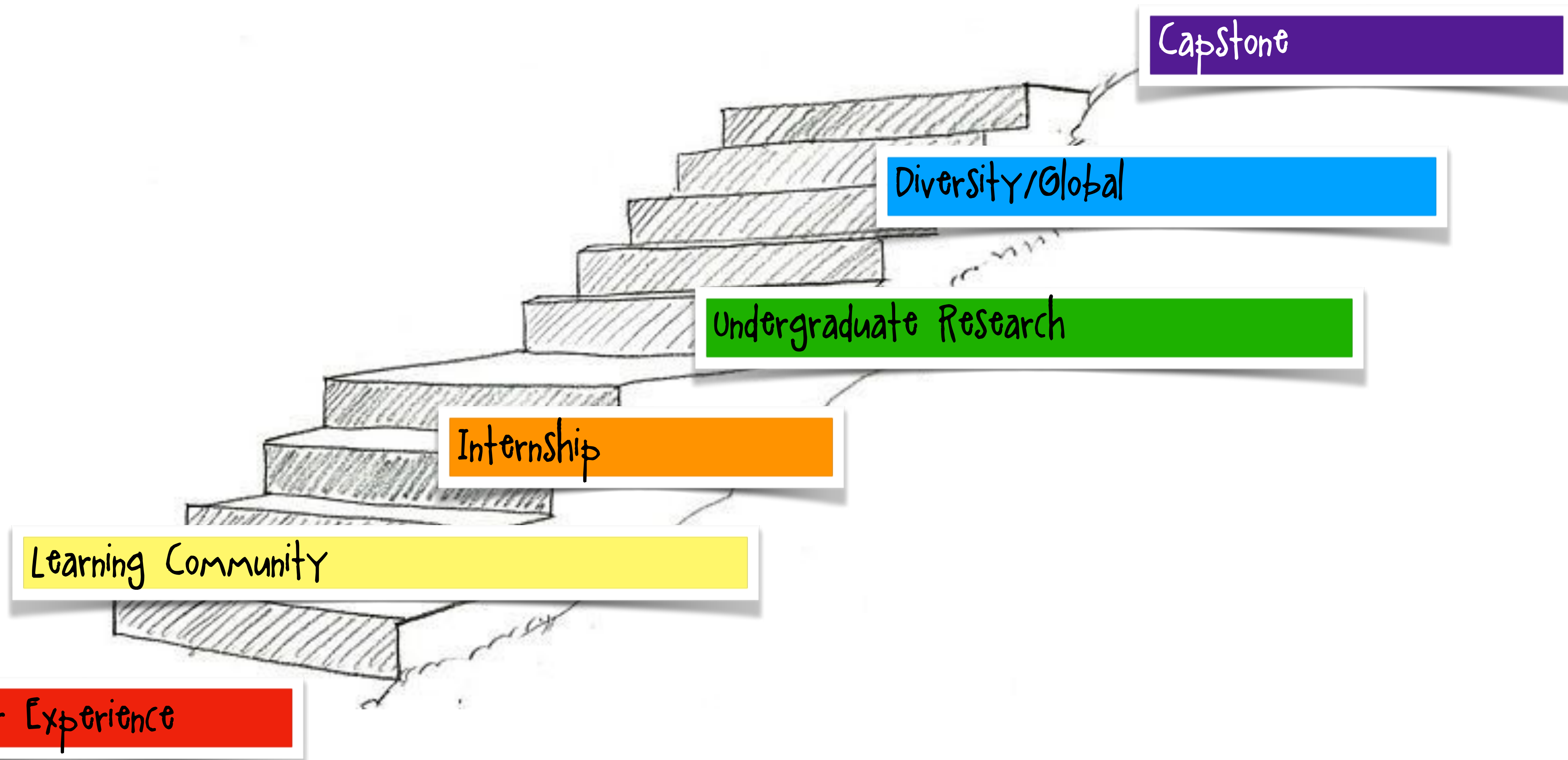
- Broader Academic Pathways

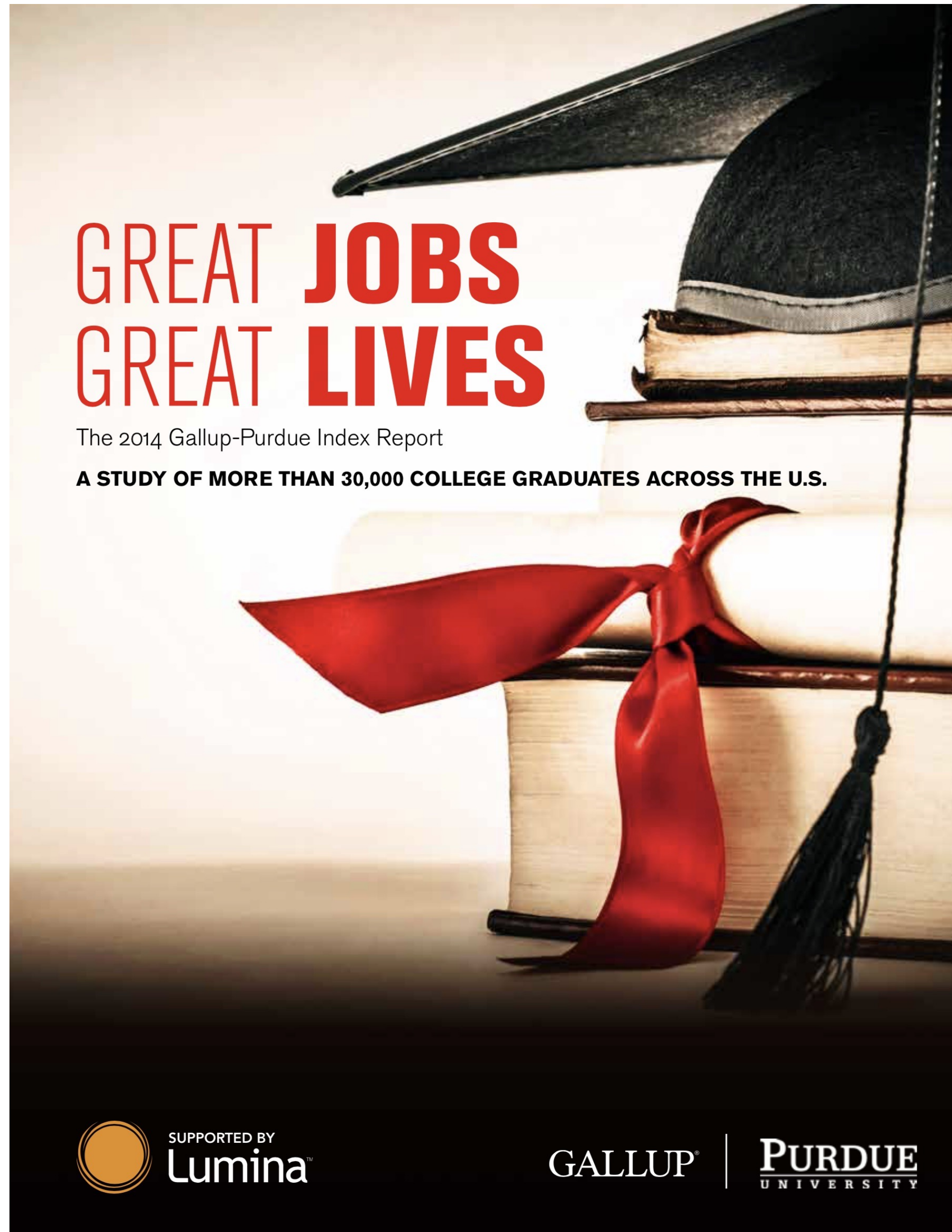# Background & Goals

# Capacity-Building Capstones

# Bonner as a Series of HIPs



Capstone

Diversity/Global

Undergraduate Research

Internship

Learning Community

First Year Experience

# A Proven Model



GREAT **JOBS**
GREAT **LIVES**

The 2014 Gallup-Purdue Index Report

**A STUDY OF MORE THAN 30,000 COLLEGE GRADUATES ACROSS THE U.S.**

SUPPORTED BY
Lumina

GALLUP | PURDUE UNIVERSITY

| THE UNDERGRADUATE EXPERIENCE: SUPPORT AND EXPERIENTIAL AND DEEP LEARNING | % STRONGLY AGREE |
|---|---|
| I had at least one professor at [College] who made me excited about learning. | 63% |
| My professors at [College] cared about me as a person. | 27% |
| I had a mentor who encouraged me to pursue my goals and dreams. | 22% |
| **All three** | **14%** |
| I worked on a project that took a semester or more to complete. | 32% |
| I had an internship or job that allowed me to apply what I was learning in the classroom. | 29% |
| I was extremely active in extracurricular activities and organizations while attending [College]. | 20% |
| **All three** | **6%** |
| **All six** | **3%** |

# A Call to Action

"A socially cohesive and economically vibrant US democracy...require[s] informed, engaged, open-minded, and socially responsible people commi ed to the common good and practiced in 'doing' democracy.... Civic learning needs to be an integral component of every level of education, from grade school through graduate school, across all fields of study."
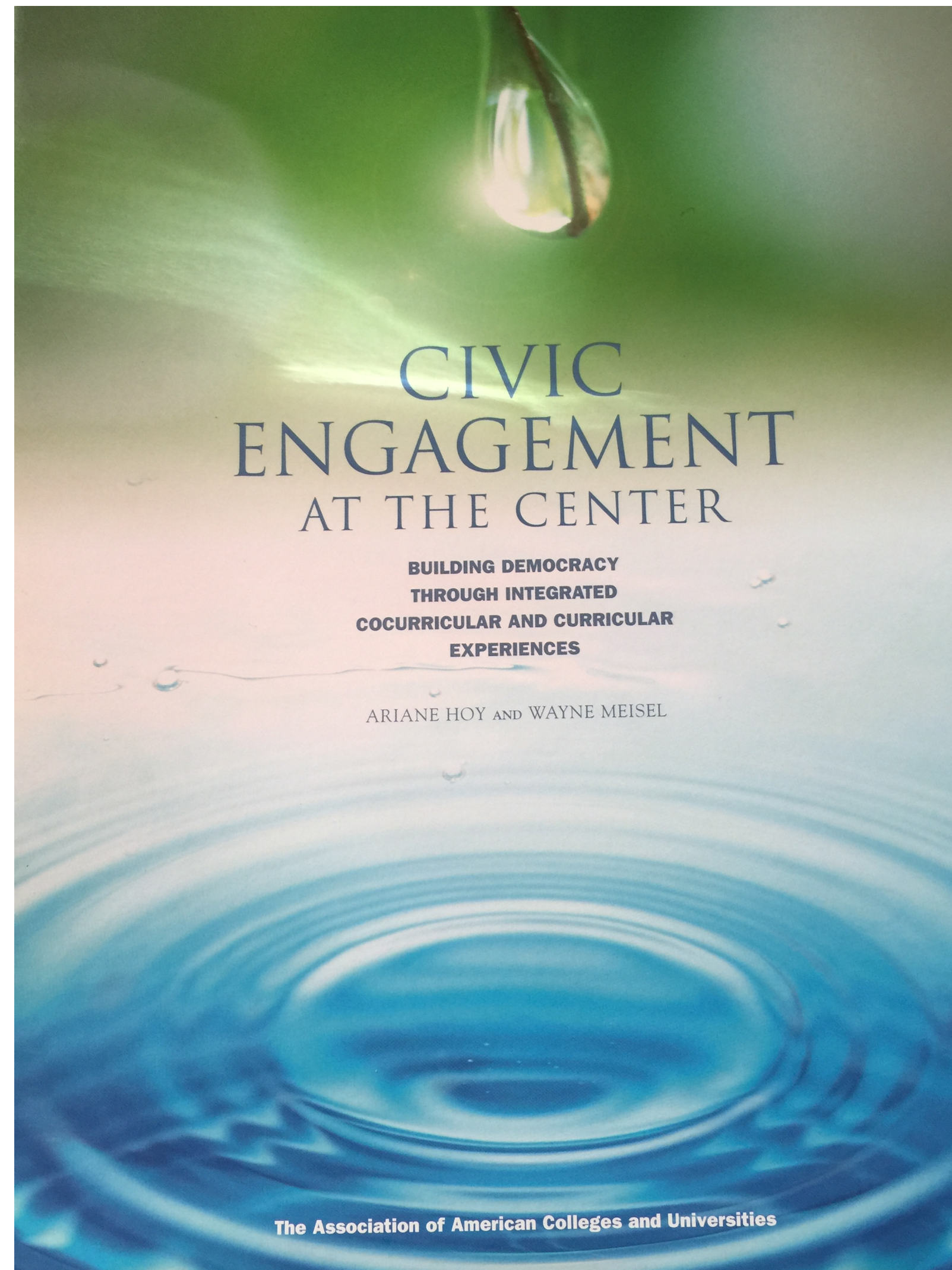
A CRUCIBLE MOMENT

College Learning & Democracy's Future

The National Task Force on Civic Learning and Democratic Engagement
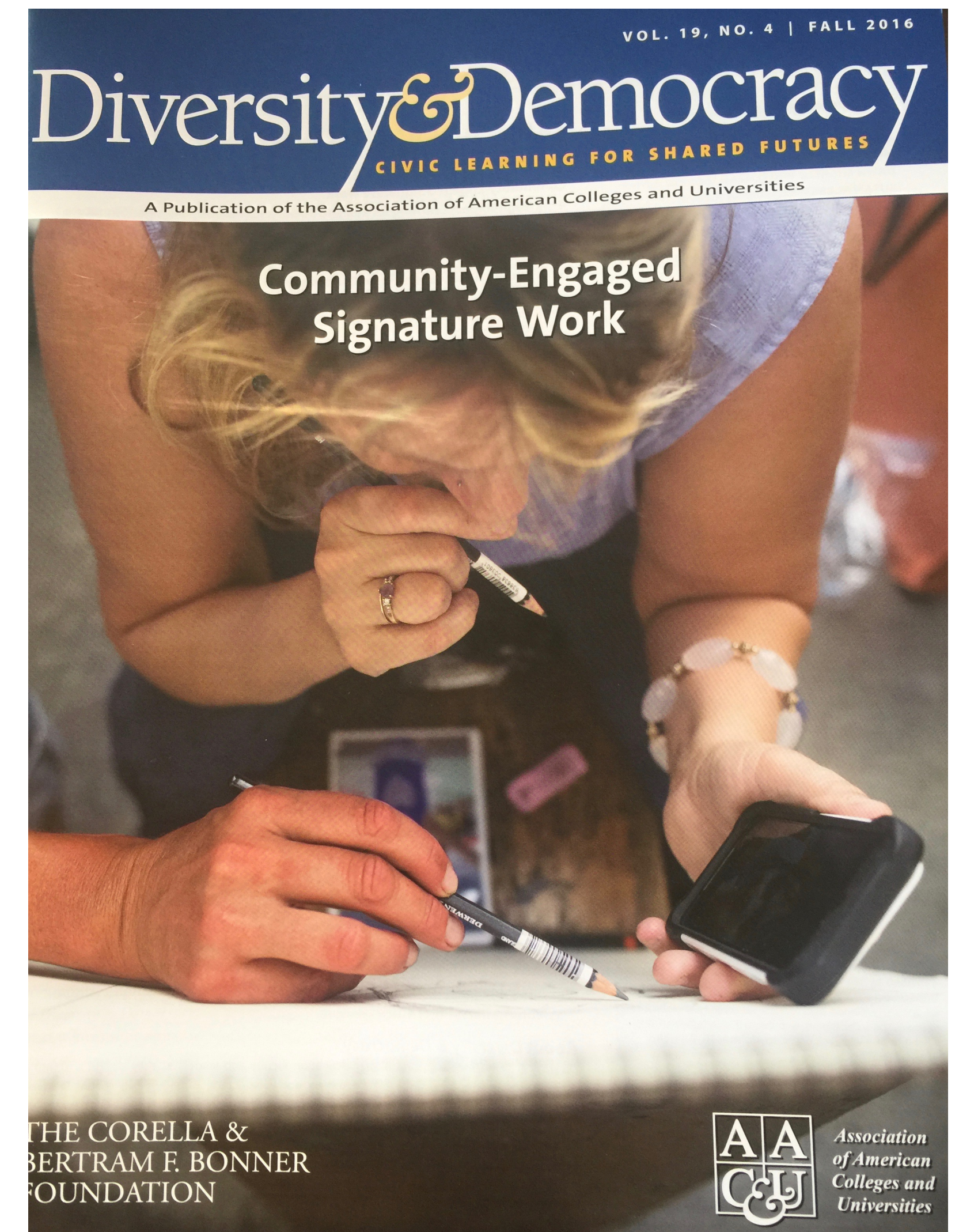
# An Aim to Change Higher Education

CIVIC ENGAGEMENT AT THE CENTER

BUILDING DEMOCRACY THROUGH INTEGRATED COCURRICULAR AND CURRICULAR EXPERIENCES

ARIANE HOY and WAYNE MEISEL

The Association of American Colleges and Universities

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**Bonner Foundation Model for Civic Development**

- Pre-College Level: **Expectation** Ethic of care as core value for engagement and service
- First-Year Level: **Exploration** Involvement in a variety of service projects
- Second-Year Level: **Experience** Focus on a set of issues, neighborhood, and/or agency
- Third-Year Level: **Example** Emerge as leader of peers and begin to manage discrete projects
- Fourth-Year Level: **Excellence** Continue as project leader or in specialist capacity

**Common Commitments for Cocurricular and Curricular Experiences**

- Civic engagement
- Social justice
- Community building
- Diversity
- International perspective
- Spiritual exploration

Hoy and Meisel 2008

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VOL. 19, NO. 4 | FALL 2016

Diversity&Democracy
CIVIC LEARNING FOR SHARED FUTURES

A Publication of the Association of American Colleges and Universities

Community-Engaged Signature Work

THE CORELLA & BERTRAM F. BONNER FOUNDATION
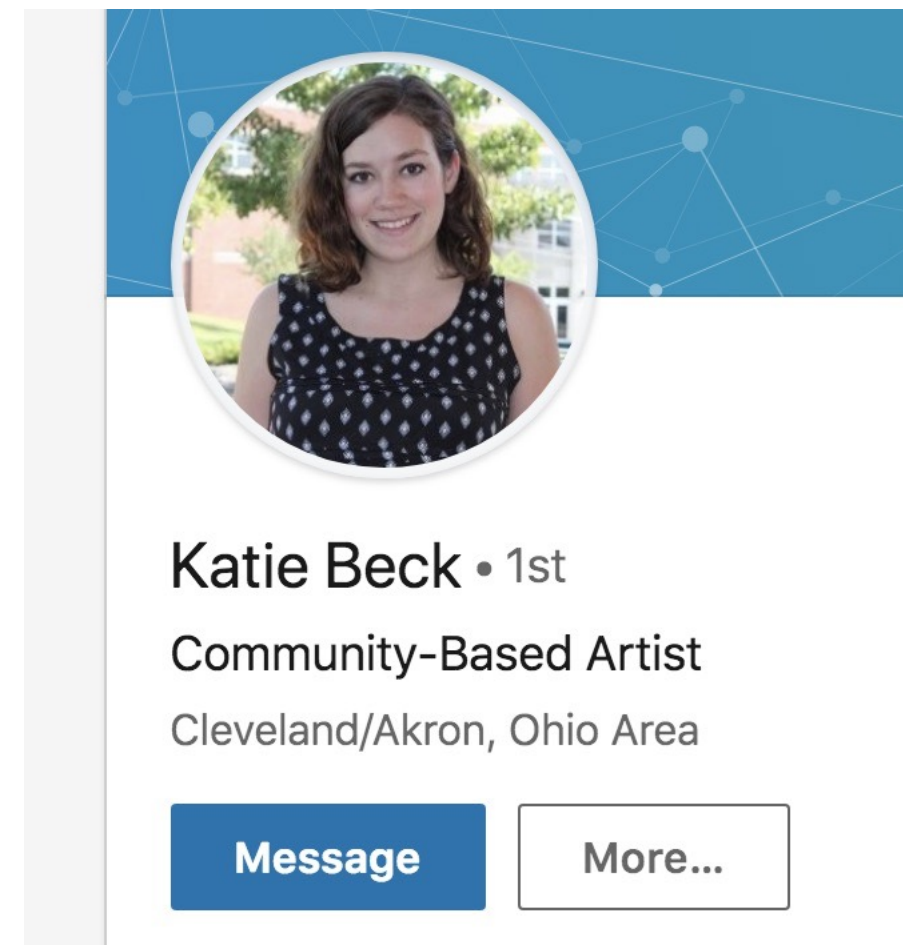
AAC&U Association of American Colleges and Universities

# Student Voice & Leadership

Many students are making these connections, even without support and structures

**— Allegheny College Graduate Katie Beck**

Theater major wrote and produced play about history of church connected with Underground Railroad

Katie Beck • 1st

**Community-Based Artist**

Cleveland/Akron, Ohio Area

Message   More...

## Connecting My Academic Studies with Community Practice

■ KATIE BECK, 2014 graduate of Allegheny College

On the second floor of the historic Market House in Meadville, Pennsylvania, in a central gathering space for artists and citizens, sits Meadville Council on the Arts. After my first year of college, I joined the council as arts program coordinator, a position I filled as a Bonner leader committed to serving the community across my four years as a student. In this role, I taught a low-cost youth theater class and provided other assistance. This

*Creating my signature work taught me the value of changing, confronting, reflecting, questioning, and engaging the world as an artist.*

work intersected beautifully with my interests in both theater and community engagement, but it didn't connect to my academic experience as much as I would have liked. It made me wish for an opportunity to connect my academic studies in theater, writing, and Values, Ethics, and Social Action (VESA) with theatrical practice prioritizing the community.

Following my junior year, I found that opportunity through a summer residency with the Cornerstone Theater Company. In the summer of 2013, I traveled with twenty other students from around the country to Salinas, California, to work as assistant director for *Plumas Negras* (*Black Feathers*), a play following three generations of women as they worked in the local farm fields. Over five weeks, I studied the theory of community-based theater in the morning and participated in rehearsals at night. The play was created

from story circles that Cornerstone facilitated a year before the production, and most cast members were field workers. I was inspired by Cornerstone's balance of meaningful community engagement and artistic professionalism.

My experience in Salinas was the perfect preparation for my senior capstone project. When I returned to Meadville, I began working with Bethel African Methodist Episcopal Church to conduct research for my own community-based theater production. I chose to partner with Bethel AME because of its significant role in the history of Meadville's black community. The church was enthusiastic about sharing that history and also wanted to grow its network of community members.

I attended church services for several weeks before facilitating a story circle where congregation members shared personal stories about the Civil Rights movement in Meadville. I also researched the role the church played in the Underground Railroad. The stories I gathered about these two periods became the play's plot. As a white woman collaborating with a community of color, I spent a lot of time learning from the Bethel AME community to ensure that the play's representations were accurate.

The play's rehearsals provided much of the research for my senior project. In theater, the rehearsal room is our lab,

serving as a place for us to explore; the performance is an experiment where we present our work to an audience. Thus, I gathered data for my senior project by presenting the play in two locations, immediately followed by facilitated community discussions. In this theatrical process, the production is an icebreaker for meaningful conversation. Audience members may experience a production passively, but then become engaged in an active response.

The first performance, on Allegheny's campus, was pleasant and somewhat stale; the audience responded warmly, but did not engage much in the post-show discussion. But the second performance, in Bethel, was electric. With a diverse audience that included Allegheny students and faculty, Meadville citizens, and, most importantly, Bethel congregation members, the performance activated the space that was essential to the story.

Concluding my time at Allegheny with a capstone that challenged me academically and artistically was the best preparation for the "real world." Not only did I make new connections with my community, but I also collaborated on a play that facilitated a difficult conversation. Community-based art is beautiful for this reason. Creating my signature work taught me the value of changing, confronting, reflecting, questioning, and engaging the world as an artist.

This year, I founded Gum-Dip Theatre, a community-based theater that creates plays for, with, and about the people of the Rust Belt. I am using the skills I shaped through my signature work in my entrepreneurial ventures. Since graduating, I have produced two community-based plays in different cities, and received a $10,000 matching arts grant. So far, the opportunity to practice theater through community-based research has had a monumental effect on my life. ◉

# Our Response to the LEAP Challenge

**THE LEAP CHALLENGE**

**Education for a World of Unscripted Problems**
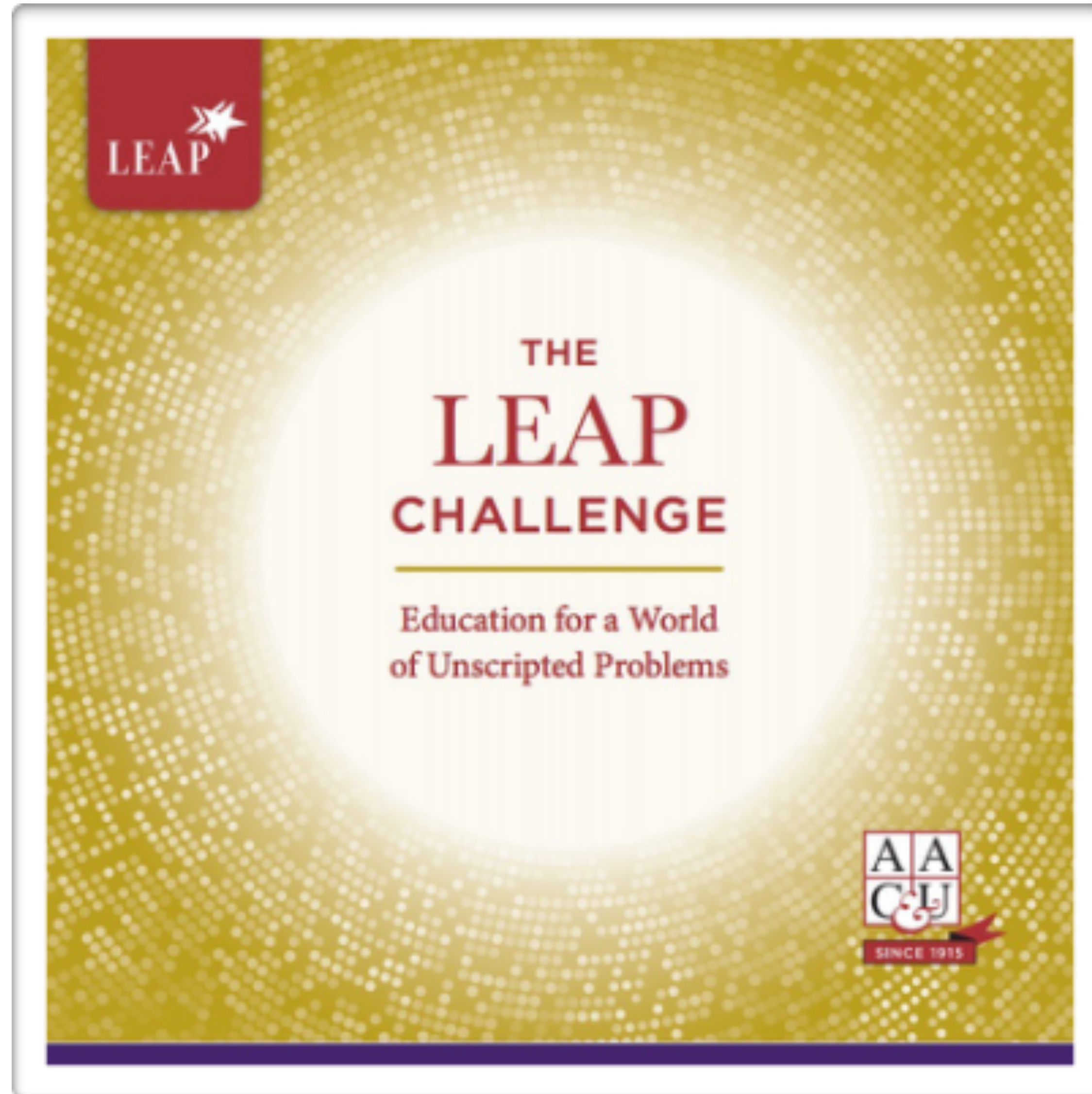
The **LEAP Challenge** calls on colleges and universities to build pathways where all undergraduates to complete a substantial "cross-disciplinary project in a topic significant to the student and society, as part of the expected pathway to a degree" (AAC&U, 2016).

Imagine if 25% of Seniors
did community-engaged capstones

# Community - Engaged Capstones

*(Signature Work)*

# Ingredients

- **It has a clearly defined purpose for a community** partner or constituency (school, nonprofit, government agency, neighborhood, town, city, state, or place).

- **It allows the student to apply his or her academic and experiential learning** (major, minor, coursework, extracurricular activities, and Bonner experiences.)

- **It involves a staff or faculty mentor** (who can provide structure, help, feedback, and other supports. This may or may not involve credit).

# Produce Valuable Work for Partner

- **Curriculum or Program Development**
- **Community-Based Research or Applied research**
- **Capacity building (web development, GIS mapping)**
- **Demonstration projects (program development)**
- **Policy analysis or issue briefs**
- **Scientific analysis (i.e., water quality analysis)**

- **Impact assessment or program evaluation**
- **Business plan development**
- **Analysis and report on community issue (i.e., poverty)**
- **Special projects (i.e., computer scientist developing app for nonprofit)**
- **Oral Histories**
- **Arts, Journalism, and Community Development projects**

# Fall Into Capacity-Building Categories

- Volunteer Management (also called Service Leadership)

- Program  (and Organizational) Development

- Communications and Technology

- Fundraising

- Research

- Creative/Disciplinary Projects (i.e., Public History)

- Social Action (Team-Based)

# Get Partner Requests

- Partner Orientation

- One-on-One Communication (Visits and Emails)

- Partner Focus Groups

- Database or Spreadsheet of Partner Requests

## Integrating Community-Defined Interests With Capstones

### A Resource Guide For Bonner Programs

#### Introduction

**Community-based research (CBR)** is a collaboration between researchers and community members in the design and implementation of research projects aimed at addressing community-identified needs.

**Capstones with Impact:** In a capstone project, students can integrate, apply, demonstrate, reflect on, and communicate their cumulative learning in a project or activity lasting at least one semester. A Capstone with Impact involves community-identified project. It might address an issue (such as by researching or developing solutions). Or it could improve the quality of life for a given population or build the capacity of a partner organization or program.

**Community Engaged Signature Work** is simply a name for a capstone-level engagement and academic project that is built around a community-defined interest. The name draws on the work of the Association of American Colleges and Universities and its efforts to improve undergraduate education.

These collaborations are conducted in the context of partnerships that are mutually beneficial and aim to advance the education and learning of students, conduct research that both meshes with academic scholarship and improves an agency's capacity to meet its mission and goals, and addresses community needs.

Scholars and researchers include students (Bonner Scholars/Leaders), faculty, and community members. In the community-based model, academic and community members work together to identify research issues, develop research designs, collect data, write up results, and work with policy makers and practitioners in designing and executing effective responses. **This research is action-oriented.** These partnerships can result in tangible products that benefit the stakeholders involved in key ways.

- **Students involved can deepen their learning and scholarship** as well as use this work for academic credit.

- **Faculty members involved in CBR can develop scholarship** that they can publish and utilize for their own scholarly, disciplinary, tenure, and other needs

- **Community organizations and groups can obtain information** (like data, reports, recommendations, and studies) that increases the effectiveness of their work, that builds capacity, and that assists with resource cultivation (such as grants and funding)

- **Community constituents can benefit from the learning, increased awareness, and increased focus and resources** on issues that often results from the successful sharing of CBR (such as through forums).

- 1 -

# Recommend You Do Focus Groups

**What do we as an agency, school, or organization need to know?**

- What are your dreams for your agency/program in the
- What is your biggest concern/need for the next
  years?
- What changes does your organization or its
  agency need to adapt? What do you need t
  changes effective?
- What is it that you might want to know about
  have the time and resources to find out?

*Translate into research, academic, & capstone projects*

# Elizabeth Farah
## Siena College

- Analyzed **food deserts** in Albany

- In response, she developed the **Corner Store Initiative** for the New York Capital Region, which places fresh produce and healthy foods in small local markets.

- The project reflected a **partnership between** Capital Roots, the New York State WIC program, and store owners.

- Dr. Rachel-Stern Marr served as her **academic advisor**.
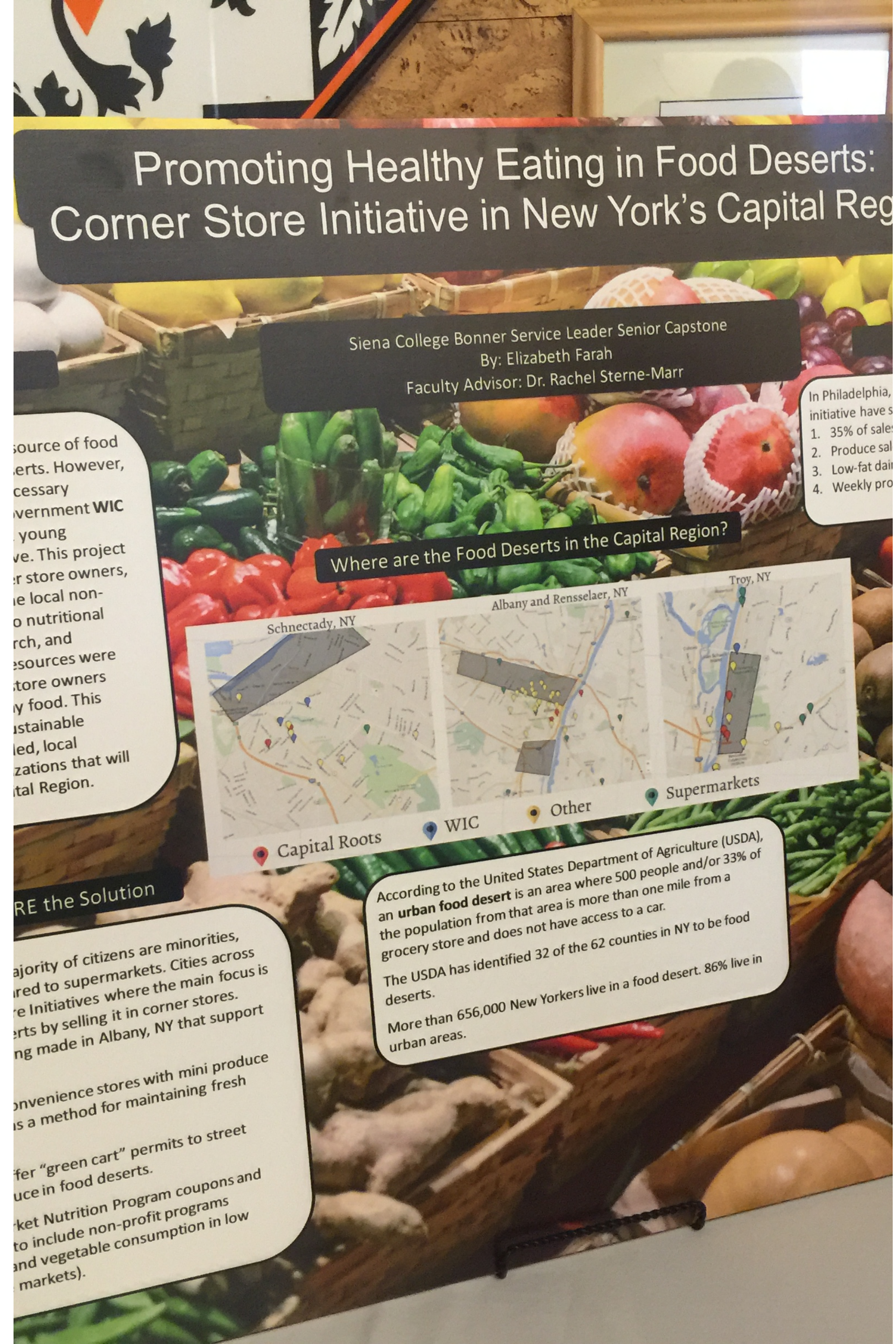
# Miguel Liriano
## Allegheny College

- Miguel designed a more uniform and equitable way to assess **city property and tax assessments**.

- Worked with a long-term **community partner**, Andy Walker, Meadville's City Manager.

*Signature Work*

**Miguel Liriano**
Meadville, PA

### Community Engagement and Mentorship

After working as a Bonner within Meadville in several different capacities and locations, I wanted to dedicate my senior comprehensive project to giving back to the community I learned so much from.

With the guidance of Andy Walker, *Meadville City Manager*, I have created a project that not only is much needed in the community, but also fulfills my academic and career goals within the field of Political Science. I first met Andy through the Bonner High Impact Initiative at Allegheny College, which led to a summer shadowing position.

### Meadville Property Assessment

During 2015, I have been working on creating a uniform method to assess properties throughout the Meadville area. During my experience working within the City of Meadville, I have seen a lack of uniformity concerning property taxes and assessment.

This project will be done in partnership with Andy Walker as a representative of the city, and the Crawford County Courthouse.

### The Goal

I hope that my work on this project will serve the community by allowing Meadville citizens to pay

# Barbara Crespo
## Bates College

- An immersive internship connected to an ethnographic research project focusing on understanding the **educational and career aspirations of teachers and students who have migrated from East African countries**.

- **10-week experience** (along the way to capstone) solidified her interests in being an ESL teacher.
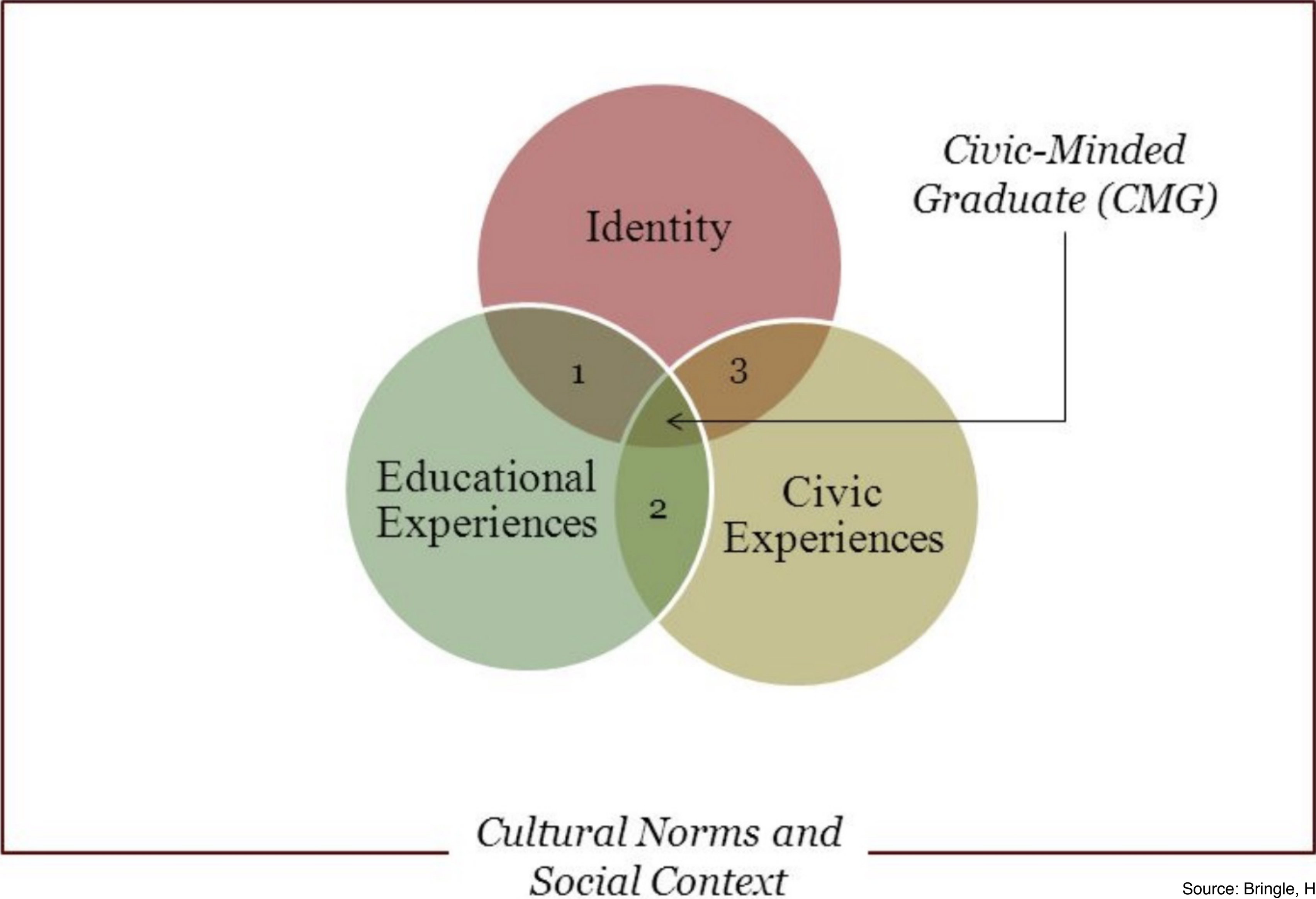
# Your Students' Sweet Spots

# Civic-Minded Graduate Sweet Spot



Source: Bringle, Hatcher, & Sternberg, 2012

**Academics**

**Career Goals**

**Community Need**

**B.S in Aquatic and Marine Biology, Certificate in Community Engagement**

**Pursue a PhD in Higher Education, Campus Compact VISTA at University of Massachusetts - Boston**

**Stetson Tutors, Stetson's Junior Capstones**

**Academics**

**Career Goals**

**Community Need**

BA in Environmental Studies and Spanish Florida State University in the Fall for an M.S. in Planning

Work in City Planning with a focus on community-based development

Lack of access to fresh and healthy foods in the Northside neighborhood

**B.S in Economics, Certificate in Community Engagement**

**Work in Policy Development or NPO Management to foster economic equity**

**Volunteer organization, human capital development**

**B.A. Psychology, Clinical Counseling Specialization, Minor in Women's Gender and Sexuality Studies, Social Justice Concentration**

**Ph.D, or Psy.D, practicing clinician and researcher, specifically focusing on adolescents from urban communities**

**Mental health of community youth, what's inhibiting their success?**

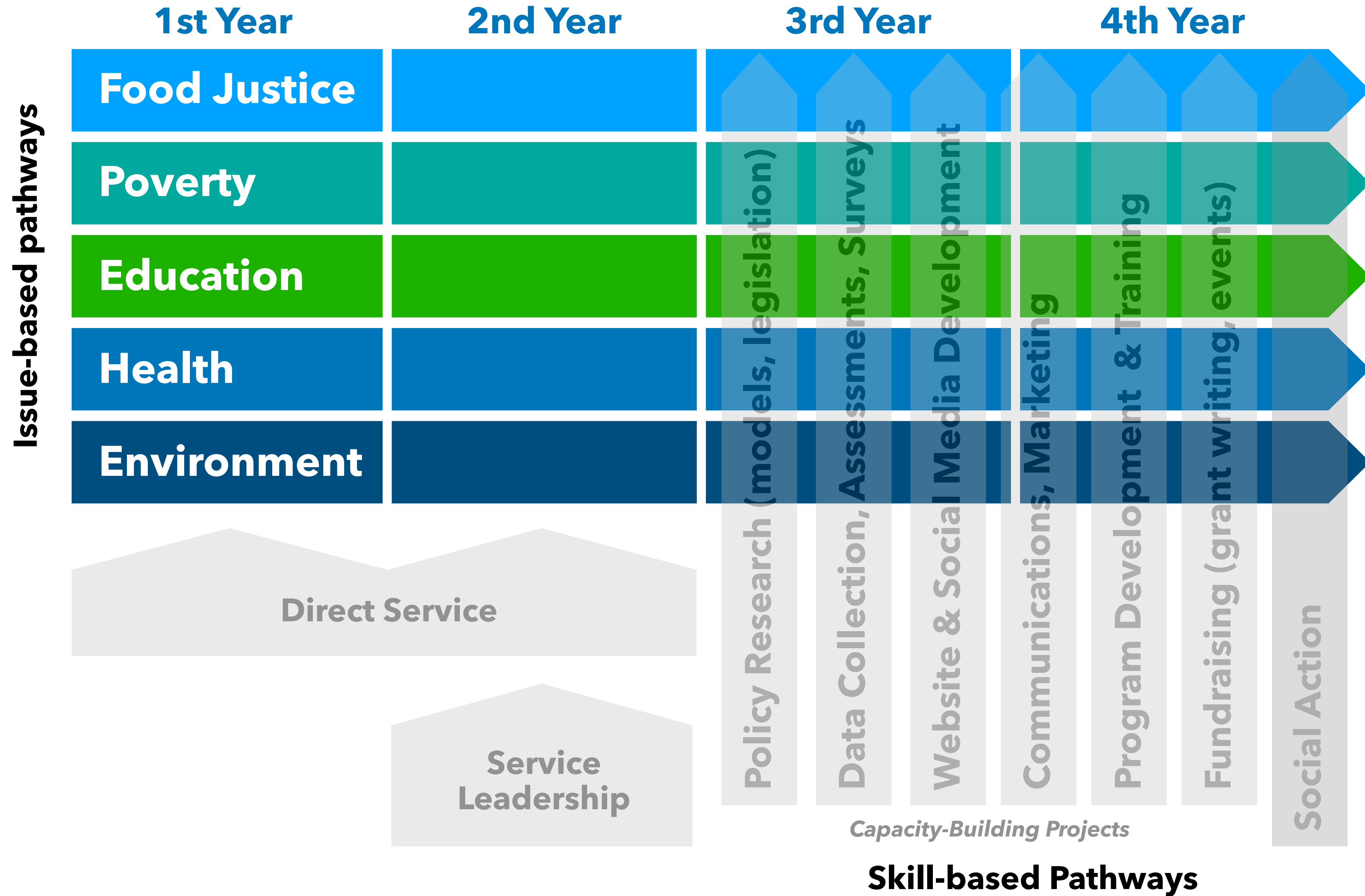| CAPSTONE SERIES | | |
|---|---|---|
| 1st Stage | #1 Creating Your Capstone Palette: An Introduction to the Bonner Capstone Project | #2 Primary Colors: Building the Foundation for the Bonner Capstone Project: |
| 2nd Stage | #3 Introducing the Capacity Building Mindset and Potential Capstone Projects: | #4 Creating Your Personal Development Plan |
| 3rd Stage | #5: Nuts & Bolts of Your Capstone | #6: Finalizing Your Capstone Focus and Plan |
| 4th Stage | #7 Blueprints for Success: What Legacy Will Your Bonner Capstone Leave Behind? | #8: Your Bonner Legacy: Translating and Sharing your Capstone Work |

# This 8-Part Series

- **Can be done across four years** (but placed to match your program's timeline for projects)

- Introduces **concepts & inspiring examples**

- Helps **students start integrating** from first year

- Includes **work plans** and **worksheets**

- Helps students talk with **partners and faculty**
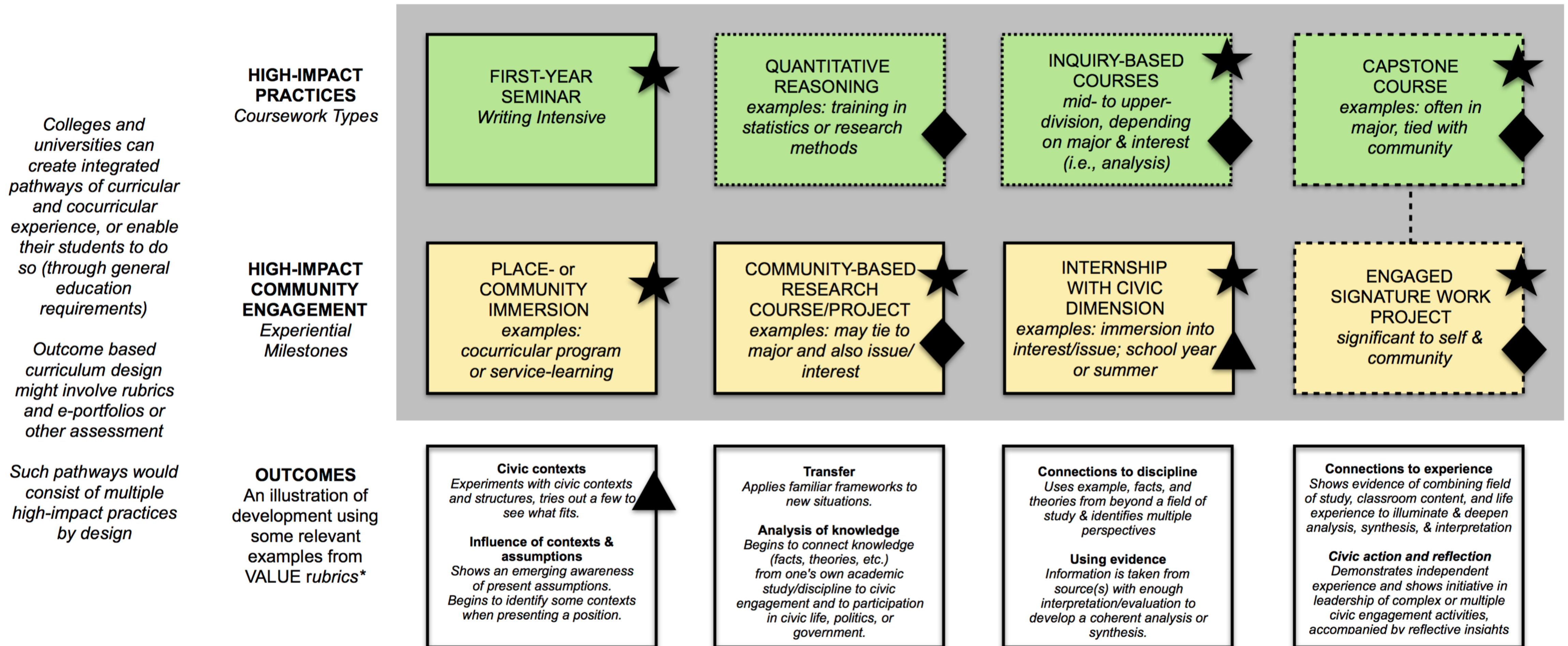
# Broader Academic Pathways

# Integrating Project-Based Learning

Colleges and universities can create integrated pathways of curricular and cocurricular experience, or enable their students to do so (through general education requirements)

Outcome based curriculum design might involve rubrics and e-portfolios or other assessment

Such pathways would consist of multiple high-impact practices by design

**HIGH-IMPACT PRACTICES**
*Coursework Types*

| FIRST-YEAR SEMINAR *Writing Intensive* ★ | QUANTITATIVE REASONING *examples: training in statistics or research methods* ◆ | INQUIRY-BASED COURSES *mid- to upper-division, depending on major & interest (i.e., analysis)* ★ ◆ | CAPSTONE COURSE *examples: often in major, tied with community* ★ ◆ |

**HIGH-IMPACT COMMUNITY ENGAGEMENT**
*Experiential Milestones*

| PLACE- or COMMUNITY IMMERSION *examples: cocurricular program or service-learning* ★ | COMMUNITY-BASED RESEARCH COURSE/PROJECT *examples: may tie to major and also issue/ interest* ★ ◆ | INTERNSHIP WITH CIVIC DIMENSION *examples: immersion into interest/issue; school year or summer* ★ ▲ | ENGAGED SIGNATURE WORK PROJECT *significant to self & community* ★ ◆ |

**OUTCOMES**
An illustration of development using some relevant examples from VALUE *rubrics**

| **Civic contexts** *Experiments with civic contexts and structures, tries out a few to see what fits.* ▲ **Influence of contexts & assumptions** *Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position.* | **Transfer** *Applies familiar frameworks to new situations.* **Analysis of knowledge** *Begins to connect knowledge (facts, theories, etc.) from one's own academic study/discipline to civic engagement and to participation in civic life, politics, or government.* | **Connections to discipline** *Uses example, facts, and theories from beyond a field of study & identifies multiple perspectives* **Using evidence** *Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.* | **Connections to experience** *Shows evidence of combining field of study, classroom content, and life experience to illuminate & deepen analysis, synthesis, & interpretation* **Civic action and reflection** *Demonstrates independent experience and shows initiative in leadership of complex or multiple civic engagement activities, accompanied by reflective insights* |

*These outcome examples draw from Integrative Learning, Civic Engagement, and Critical Thinking rubrics. There are several indicators and four levels for each of them, but this provides a relevant example. Other LEAP Essential Learning Outcomes may be integrated for particular programs and disciplines.

**EXAMPLE: Local Government Pathway (Public Policy)**

PATHWAY EXAMPLE 1

FIRST- OR SECOND-YEAR SEMINAR
*Featuring town hall meeting and public pedagogies*

THEMATIC COURSE CLUSTERS

*Political theory course*

*Government internship*

*Research methods course*

SENIOR CAPSTONE
*Team-based project working with local government agency*

**EXAMPLE: Environmental Sustainability Pathway (STEM Field)**

PATHWAY EXAMPLE 2

FIRST- OR SECOND-YEAR SEMINAR
*Environmental science*

THEMATIC COURSE CLUSTERS

*Environmental sustainability course*

*Summer internship with environmentally focused nonprofit*

*Course on fuel*

SENIOR CAPSTONE
*Creation of local fuel station and strategy to recycle reclaimed cooking oil into biodiesel*

▲ *Diversity and global learning courses*

☆ *High-Impact Practices (HIPs)*

◆ *Courses related to major field*

□ *Writing intensive*

⬚ *Intensive in quantitative analysis*

⬚ *Both writing intensive and intensive in quantitative analysis*

*\* For students in two-year degree programs, this work is Signature Work. For students in four-year degree programs, it is preparation for Signature Work. Transfer students may take the second-year inquiry seminar at the original institution or following transfer.*

**with real world impact**

# Competency Based Pathways

- **Civic Innovation** - Emory & Henry College

- **Leadership Studies Program** - Birmingham-Southern College

- **Leadership Development Through Civic Engagement Minor** - Montclair State University

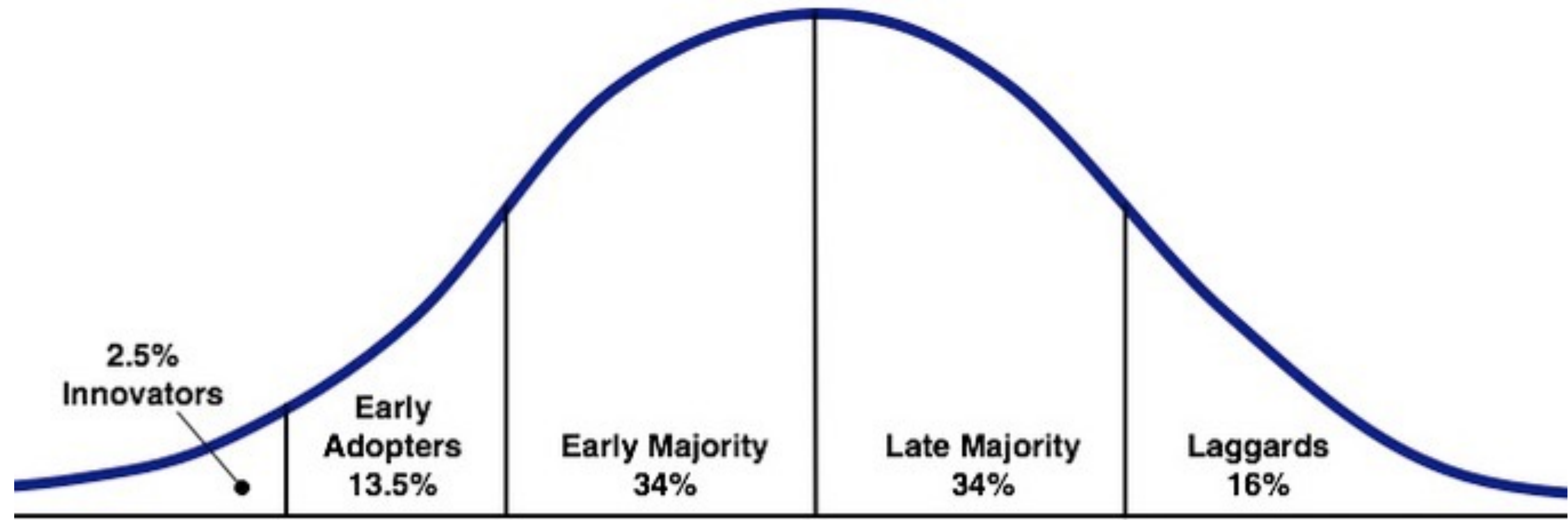- **Certificate in Community Development** -Siena College

# Issue Based Pathways

- **Poverty and Human Capability Studies -** Washington & Lee University

- **Civic Engagement Poverty Studies Minor -** Washburn University

- **Certificate in Civic and Global Leadership -** Sewanee: University of the South
  - *Development and Human Capabilities Track*
  - *Community and Global Health Track*

# Find Faculty and Senior Allies

- Introduce concepts, models, and resources (literature)

- Enlist faculty as fellows

- Bring change leaders to Bonner Meeting



Everett Rogers, *Diffusion of Innovations*

# Drive Change Through Experimentation



COMMUNICATION CHANNELS

PRIOR CONDITIONS

1. Previous practice
2. Felt needs/problems
3. Innovativeness
4. Norms of the social systems

I. KNOWLEDGE  II. PERSUASION  III. DECISION  IV. IMPLEMENTATION  V. CONFIRMATION

1. Adoption — Continued Adoption
   — Later Adoption
2. Rejection — Discontinuance
   — Continued Rejection

Characteristics of the Decision-Making Unit

1. Socioeconomic characteristics
2. Personality variables
3. Communication behavior

Perceived Characteristics of the Innovation

1. Relative advantage
2. Compatibility
3. Complexity
4. Trialability
5. Observability

# Become & Enlist Opinion Leaders



Figure 4. Centralized and Decentralized Diffusion Systems

Rogers, 2003, p. 397

# Understand the Phases

Change Policies & Culture

Integrative Structures

Increased Senior Support

Rise of Opinion Leaders

Link to Core

Growing Evidence

Student Volunteerism

Faculty Experimentation

Mission

Individual Acts

Hoy, 2017
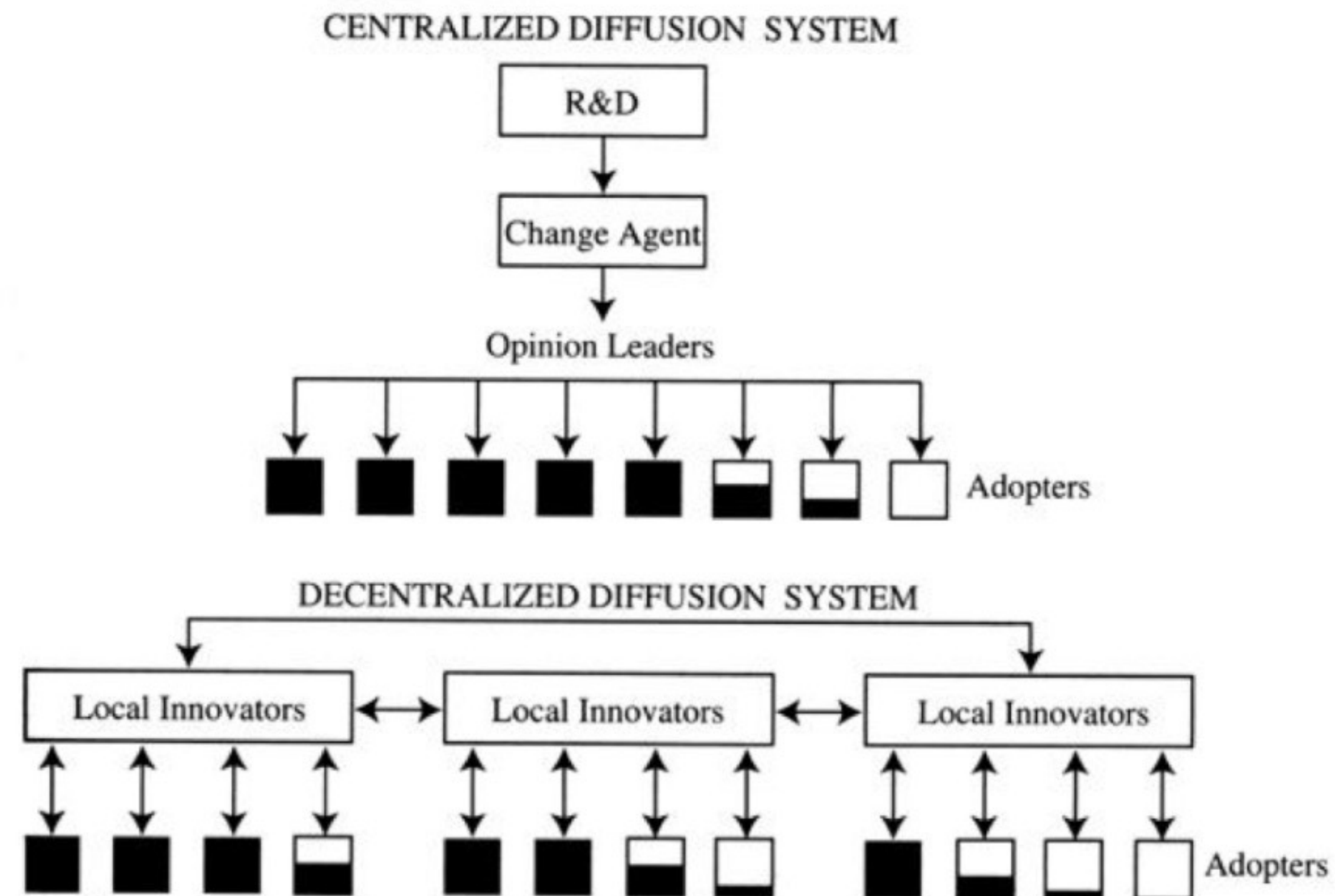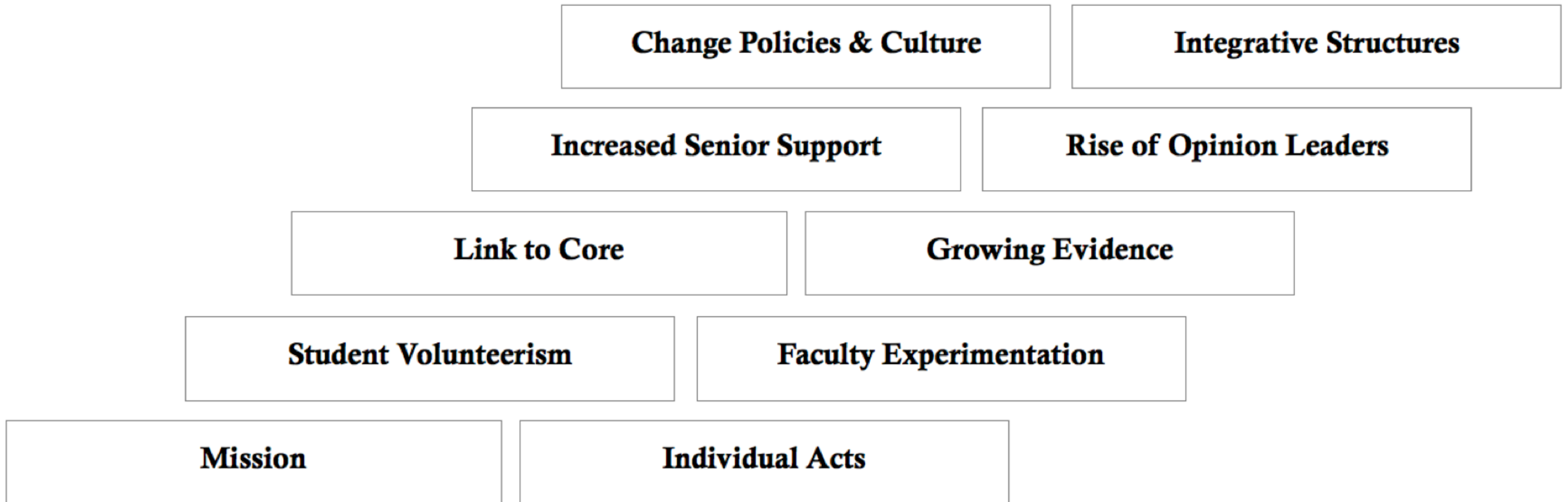
# Use Scholarship to Build Engagement

**Campus Learning Circle**

- Discuss **Taking Stock of Capstones and Integrative Learning** by Jillian Kinzie, Associate Director, Indiana University Center for Postsecondary Research /NSSE
- Discuss **Going Beyond the Requirement: The Capstone Experience** by Peggy Redman, Director of the La Verne Experience at the University of La Verne Boyer
- *Discuss viable reasons (i.e., learning outcomes) and avenues for creating capstone courses at your institution.*

- Discuss **Civic Engagement in the Capstone: The "State of the Community" Event** *by Charles C. Turner, California State University, Chico*
- Discuss **Civic Engagement through Civic Agriculture: Using Food to Link Classroom and Community** *by D. Wynn Wright, Michigan State University*
- *Discuss the take-aways from these articles about effective community-engaged capstones.*

- Discuss **Putting Students at the Center of Civic Engagement** by Richard M. Battistoni and Nicholas V. Longo
- Discuss **College Graduates' Perspectives on the Effect of Capstone Service-Learning Courses** *by Seanna Kerrigan, Portland State University*
- *Discuss opportunities for student voice and leadership in the capstone design and courses.*

# We Will Add You to Basecamp

# To Do Checklist (p. 35 in Handbook)

1. Existing programs, review juniors and seniors' positions and projects to **gauge degree of capstone integration** at present.

2. Review BWBRS, site information, and partners' requests to **inventory and identify capacity-building projects.**

3. Read and become **familiar with the concepts** and examples.

4. **Communicate capstone expectation** to incoming freshmen starting this fall.

5. Existing programs, determine **which individuals or classes** you will engage in capstones during 2018-2019.

6. Use the **workshop series** this year (at least with freshmen and possibly other students).

7. Concurrently determine what **opportunities for pathways** exist (majors, interdisciplinary, competencies, issues)

8. Build relationships with **key allies** and become an **Opinion Leader**