



THE CORELLA & BERTRAM F.
BONNER FOUNDATION

Professional Development for Community-Engaged Learning and Scholarship
Workshops for a Cohort of Faculty, Student Leaders, and Co-Educators
#3: Community-Engaged Learning As High-Impact Practice

Overview

This session introduces evidence about community engaged learning (CEL) as a pedagogical high-impact practice (HIP). Participants will be introduced to critical literature and research, including in connection with the National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) which has illustrated the positive impacts of service-learning and out-of-class experiential learning, among other forms, on student success, retention, critical thinking and other outcomes. Faculty will also gain an understanding of how engaged teaching can be linked with institutional priorities (such as diversity and inclusion) and success. Faculty are guided consider how they might weave in clear learning outcomes and assessment into their course objectives. Finally, faculty are introduced to the Bonner High-Impact Community Engagement Practices (HICEPs), which represent critical practices from the perspectives of community partners and can guide project design and management.

In this facilitator's guide, you will find:

- I. Session Introduction and Outline
- II. Materials Needed (Articles, Handouts, etc.)
- III. Suggested Facilitator's Guide
- IV. Additional Resources
- V. Credits and Citations

Please note that this session is designed to use participatory practices which support the creation and growth of learning communities. Use of AV and technology are minimal or optional. You may download related slides, but all handouts can also be presented without this equipment.

Session Introduction and Outline

This session is intended to be used in conjunction with guiding a cohort of faculty who are involved in building community engaged teaching and learning into their coursework. This session introduces critical evidence about the factors for engaged teaching and learning that research suggests are tied to student learning and success. This evidence may motivate faculty in their own engaged teaching and learning. Please review and modify sections to fit your institutional context and participant knowledge base.

Suggested Agenda (60-90 minutes):

- I. Grounding Ourselves
- II. Background on High-Impact Practices (HIPs)
- III. Community Engaged Learning: How to Craft a HIP
- IV. High-Impact Community Engagement Practices (HICEPs)

V. Next Steps and Meeting Announcement

Materials Needed

Print and have copies of the following handouts, or alternatively share these documents electronically with participants before the session. These are intended as resources to build understanding by participating faculty (and others), but reading them is not necessary for preparation for this session.

- The Other Curriculum: Out-of-class Experiences Associated with Student Learning and Personal Development, by George Kuh (1995). *Suggest people skim this article, but it was the study that helped to launch the creation of the National Survey of Student Engagement that later resulted in the emergence of High-Impact Practices.*
- High-impact Practices: Applying the Learning Outcomes Literature to the Development of Successful Campus Programs, by Jayne E. Brownell and Lynn E. Swaner (2009). *Peer Review*, 11(2), 26.
- *Assessing Underserved Students' Engagement in High-Impact Practices*, by Ashley Finley and Tia McNair (2013). Washington, DC: Association of American Colleges and Universities.
- Handouts included in this guide (with concepts and ideas for discussion)

Suggested Facilitator's Guide

I. Grounding Ourselves (suggested time 10-15 minutes)

It is best to offer this session to the cohort of faculty (and other educators) who have already met, had some introduction to CEL, and begun to think about coursework. The session's purpose is to acquaint participants with some research and evidence that supports how CEL can be a high-impact practice for teaching and learning. Ideally, this information will motivate faculty, as well as help them to understand the factors and behaviors that they can build into their own coursework and mentoring of students.

Consider meetings you have had with the cohort prior to this one, so that you may start it with a reflective activity that prepares the group for some of the information that you will share later. Since the faculty are likely working on their own courses, you might start with a brief check in, using the following questions:

- *What community partners or constituents will you be working with for your courses? What projects are in the works?*
- *How are you thinking of structuring the engagement experiences for students? When will you and the partner provide input, direction, mentoring and/or feedback to the students?*

Depending on your group size, have individuals pair up and share, work in triads, or share aloud in a circle. If you share aloud, take some notes on poster paper or white board to return to in the next section.

As an alternative, you can just do a simple fun icebreaker, then return to these questions after you present the information about HIPs for discussion.

II. Background on High-Impact Practices (HIPs) (suggested time 15-20 minutes)

This section is designed to provide faculty with highlights from the literature about HIPs, in a way that allows them to circle back to the questions above and create some ideas for their own coursework, teaching, and research.

Use the handout entitled “Highlights About High-Impact Practices” to introduce the information and guide the discussion. You can give people a chance to read it over and discuss it in pairs, then share. Or, use these talking points to help:

- Launched in 2005, the Liberal Education and America’s Promise (LEAP) initiative of the Association of American Colleges and Universities (AAC&U) has been a source of evidence about the value of engaged teaching and learning. ***Are you familiar with this initiative? How have you encountered it? (People may name conferences, grants, etc.)***
- Drawing on data from the National Survey of Student Engagement (NSSE), implemented by thousands of institutions, LEAP identified high-impact educational practices (HIPs) as a set of methodologies to improve student learning, linking to gains in students’ learning, teamwork, retention, and persistence. **You may want to note if your institution participates in NSSE. Also add relevant institutional efforts, such as curriculum reform or grant-funded projects, that may be happening to replicate HIPs at your institution.**
- The best-known HIPs are first year experiences, intensive writing courses, service-learning courses, project-based learning, internships, learning communities, intensive learning about diversity and global contexts, undergraduate research, and capstones. ***Do any of you teach a course or direct a program or activity that involves these HIPs? Please share.***
- HIPs can close gaps in learning, especially for underrepresented students (i.e., students of color, low-income students, first-generation students). Building on previous studies, Ashley Finley and Tia McNair (in 2013) conducted large-scale studies involving more than 20,000 students. They found that participation in HIPs boosts students’ success in areas like deep learning and critical thinking.
- **Service-learning shows the highest gains, on average at 8.7 points for just one course.** Students’ engagement with multiple HIPs enhances their gains. ***See the table on your handout.***

Then, turn to the next page of the handout, entitled “Many High-Impact Practices Can Be Community Engaged.” It includes some of the additional qualitative research that points out how other HIPs (besides service-learning) might also involve out-of-class community engagement. In fact, when Finley and McNair conducted follow-up interviews with students in their national study, students’ comments suggested that civic experiences were happening in other contexts, regardless of what they were called. You might invite someone to read the following two quotes (from the handout) and discuss them:

...I have teachers that take us out of the building. I don't know what it's called. It's called--it's called something here. They take you out of the building, and you go learn about like the vegetable gardens that they have growing here, among the Hmong society...So there's a lot of professors here that teach differently.” (Finley, 2012).

And the research project I chose was a little creek around here [that] used to be horribly polluted...I got to go out and find out that there are actually people who care, people trying to make a real difference for the whole ...I got to interview these people [about the creek] and talk with them and it changed my perspective on the world...I was amazed at the willingness of these people to talk to me for a silly little research paper, but they had passion and wanted to talk about this stuff. (Finley, 2012).

If you did send out the articles and people have read them, you can also invite people to share their reflections from this literature. To wrap this section, ask participants:

- What insights come up for you from this research?
- What ideas to pursue come up for you, especially about the course or project you are working on?

- What questions come up for you, perhaps about where you want to learn more or try our new practices?

If people suggest they want to learn more, you can recommend some of the literature or articles at the end of this guide.

III. Community Engaged Learning: How to Craft a HIP (suggested time 15-20 minutes)

In this section, your goal is to get participants thinking more about the components of high-impact practices. They can apply what they are learning to ideas for their own teaching and research.

Turn to the next page of the handout entitled “How to Craft a HIP” Use the text to help introduce key points.

- Continued research about HIPs found that even on one campus there can be more variation in the quality of a particular form than there is across institutions. In other words, not all First Year Seminars are High-Impact Practices.
- What is more important than their names are the characteristics of the learning environments (course-based or out-of-class) in which they occur. What makes a course or learning experience “high-impact” are the following ingredients:
 - It is effortful (i.e., requires intensity)
 - It helps students build substantive or meaningful relationships
 - It helps students engage across differences
 - They provide students with rich feedback
 - They help students apply and test what they are learning in new situations
 - It provides opportunities for students to reflect on the people they are becoming

Ask participants to take some time to apply each of these to their own coursework (or programs, initiatives, projects, etc.). Use the questions on the handout (and below) as a guide. Have people work independently and then in small teams. At the end of their time, ask people to share.

- **How can you build these factors into your course and projects?**
- **Take some time to generate ideas and share them.**

Effort/intensity

What does this mean in your course?

In the CEL projects?

Substantive or meaningful relationships

With peers?

With faculty?

With partners and/or community residents?

Engaging across differences

Issues of diversity and equity?

What kinds of differences?

Rich feedback

How is this structured?

Who provides it?

Applying and testing learning in relevant situations

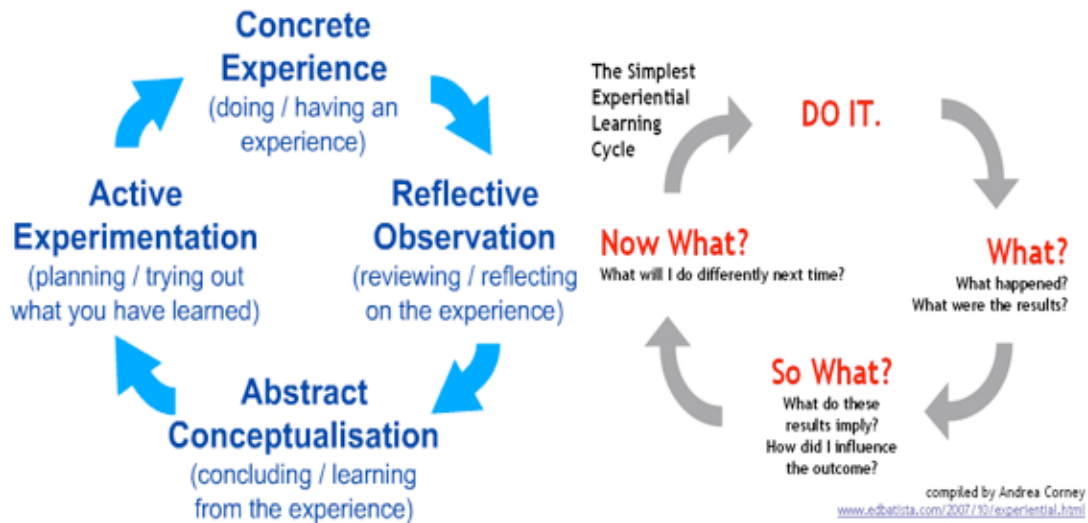
How can this happen?

How to avoid using the community as laboratory?

Reflection

Practicing the experiential learning cycle (on the handout and below)

Dealing with reflection about identity



Some issues may come up (such as around differences, feedback, and not using the community as a laboratory) that participants may suggest that they would like more training or support around. You may want to suggest the following articles as resources or build them into a follow-up session. (The Foundation is working on a related session on critical perspectives and pitfalls to avoid with them). You can email them out after this session.

- Traditional vs. Critical Service-Learning: Engaging the Literature to Differentiate Two Models by Tania Mitchell (2008)
- Service Learning as a Pedagogy of Whiteness by Tania D. Mitchell, David M. Donahue & Courtney Young-Law (2012)
- Generating, Deepening, and Documenting Learning: The Power of Critical Reflection in Applied Learning by Sarah Ash and Patti Clayton (2009)

IV. High-Impact Community Engagement Practices (HICEPs) (suggested time 5-10 minutes)

This section will introduce participants to the concept of High-Impact Community Engagement Practices briefly. The HICEPs are intended to provide a set of principles and practices for community engaged learning courses (and community engagement in general) that ensure that these methods are also modeling and achieving the qualities that community partners want from campus-community projects. You can do a longer follow-up on the HICEPs in a future session (with help from another workshop that the Bonner Foundation is creating). As the HICEPs also represent a form of advanced practice, explain that your purpose here is just to introduce them. ***Or, lengthen this session to add another 30-45 minutes to do the activities from the related workshop.***

Use the handout to help introduce the HICEPs, explaining that they also reinforce the practice of “Democratic Community Engagement” (Saltmarsh, Hartley, and Clayton) that you may have covered in an earlier session. You can also note that these draw on the collective experience of the Bonner Foundation and its network of colleges and universities that implement the four-year model Bonner Program. The High-Impact Community Engagement Practices (HICEPs) parallel pedagogical High-Impact Practices and provide a set of aspirational practices for campus programs and coursework. As they represent advanced practice (i.e., for faculty, this may be as they work with community partners for more than one term and over multiple years on specific goals and projects), encourage participants not to be intimidated by them. Rather, focus on identifying 4-5 HICEPs.

Read off the HICEPs, and then allow participants to work individually and then in small teams to discuss their plans. Share how much time people have to think.

If time is short, just read through the HICEPs. Explain this will be a focus for a future session.

- Place-Based
- Integrative
- Deep
- Developmental
- Sequential
- Team-Based
- Effective
- Humble
- Mentored
- Co-educational
- Reflective
- Evidence-Based
- Impactful

Below is the text from the handout, in case you want to explain them in more depth or address questions.

PLACE-BASED

Is the community engagement learning informed by a commitment to place and community voice (i.e., roles in program and institutional decisions)? Are community assets and needs helping to shape the project plans?

INTEGRATIVE

Is the community engaged learning assignment allowing students to draw both on their in-class and out-of-class learning and experience? Is the co-curricular engagement (especially that which may already be occurring with the partner) valued?

DEEP

Could this course and its CEL projects be part of a sustained relationship with ongoing projects (i.e., multiple courses or connections with campus programs)?

DEVELOPMENTAL

Is the community engaged learning assignment in the course developmentally appropriate for the stage (and preparation) of the students? Does the student have adequate training for the roles at the site and/or with the community?

SEQUENTIAL

Could my course (department or institution) work with the organization and/or community to tackle the issue and problem for more than one term or year-round?

TEAM-BASED

How can the community engagement learning projects/assignments be structured to maximize peer and/or team relationships and learning (i.e., groups of students, partner staff, community residents and researchers, etc.)?

EFFECTIVE

Is it making a difference? How can the community engaged learning projects/assignments be useful or effective by building the capacity of the partnering organization and/or community constituency?

HUMBLE

Are community and institutional knowledge both being valued? How are partners involved as co-educators and producers of knowledge in the course?

MENTORED

Does the community engaged learning project/assignments involve dialogue and guidance from faculty and staff as students' instructors, supervisors, and coaches?

CO-EDUCATIONAL

Are there intentional opportunities (in and out of class time) for campus stakeholders (faculty, staff, students) to discuss their own learning (learning approaches and outcomes) with community stakeholders? Are there opportunities to exchange ideas and feedback?

REFLECTIVE

How does the community engagement learning involve structured and unstructured, rigorous reflection, including about course concepts as well as experiences that occur in the context of the engagement itself?

EVIDENCE-BASED

How can the community engaged learning project/assignments either be based on evidence-based practice and proven program models (i.e., from the issue at hand) or gather data to evaluate whether the work is making an impact (both on student learning and the partner)?

IMPACTFUL

How could the community engaged learning help to make measurable community impact (i.e., qualitative and quantitative)? How will you know?

At the end of the designated time, ask a few people to share their thinking. Ask them what kinds of additional training, resources and supports that they might want from center staff and student leaders, or advanced faculty practitioners, to help with their design and implementation of CEL projects.

IV. Next Steps and Meeting (suggested time 3-5 minutes)

Wrap this session with some open reflection (i.e., what did people think, requests for next time, etc.). If you have elected to save some concepts for discussion in a future meeting, reiterate what participants should do next. Remind people when the cohort is meeting next and what will be happening.

Credits and Citations (APA):

This workshop and the series of Professional Development for Community-Engaged Learning and Scholarship has been developed by Ariane Hoy, Vice President, and Rachayita Shah, Community-Engagement Scholarship Director, and the Bonner Foundation staff team for use by colleges and universities. It integrates scholarship including:

Brownell, J. E., & Swaner, L. E. (2009). High-impact practices: Applying the learning outcomes literature to the development of successful campus programs. *Peer Review*, 11(2), 26.

Finley, A., & McNair, T. (2013). Assessing underserved students' engagement in high-impact practices. Washington, DC: Association of American Colleges and Universities.

Hoy, A. and Johnson, M. (2013). Future possibilities: High-impact learning and community engagement. In *Deepening community engagement in higher education: Forging new pathways*. New York, NY: Palgrave Macmillan, 282-292.

Kuh, G. D. (1995). The other curriculum: Out-of-class experiences associated with student learning and personal development. *The Journal of Higher Education*, 66(2), 123-155.

Additional Resources

As noted, you may want to share additional resources to equip faculty to create their CEL projects and assignments to use the high-impact practices they learned about in this session. Some articles were noted in this workshop that you can share. Below are those articles and a few others where individuals may learn more:

Ash, S. L., & Clayton, P. H. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning.

Kinzie, J., Gonyea, R., Shoup, R., & Kuh, G. D. (2008). Promoting persistence and success of underrepresented students: Lessons for teaching and learning. *New Directions for Teaching and Learning*, (115), 21-38.

Kuh, G.D. (2008). *High-impact educational practices: what they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges & Universities.

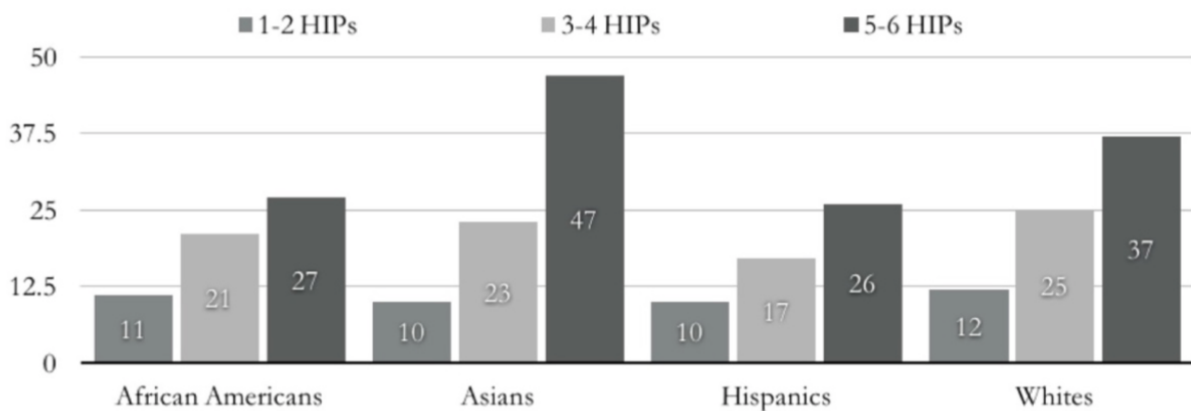
Mitchell, T. D. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two models. *Michigan Journal of Community Service Learning*, 14(2), 50-65.

Mitchell, T. D., Donahue, D. M., & Young-Law, C. (2012). Service learning as a pedagogy of whiteness. *Equity & Excellence in Education*, 45(4), 612-629.

Handout 1: Highlights About High-Impact Practices

Launched in 2005, the Liberal Education and America’s Promise (LEAP) initiative of the Association of American Colleges and Universities (AAC&U) has been a source of evidence about the value of engaged teaching and learning. LEAP’s projects and scholarship has reached administrator and faculty leaders at more than 1,300 two- and four-year institutions, public higher education systems, and non-profit organizations (AAC&U, 2019). Drawing on data like the National Survey of Student Engagement (NSSE), LEAP pointed to high-impact educational practices (HIPs) as a strategy to improve student learning. HIPs have been demonstrated to lead to greater gains in students’ learning, teamwork, retention, and persistence (Brownell & Swaner 2010; Finley, 2012; Finley & McNair, 2013; Kuh 2008; Kinzie & Kuh, 2004; Kinzie et al., 2008; Manning & Kuh, 2005). This work has propelled momentum for community-engaged learning.

The best-known HIPs are first year experiences, intensive writing courses, service-learning courses, project-based learning, internships, learning communities, intensive learning about diversity and global contexts, undergraduate research, and capstones. HIPs can close gaps in learning, especially for underrepresented students. Finley and McNair (2013) found that participation in HIPs boosts students’ success in areas like deep learning and critical thinking, as reported on the NSSE. Service-learning shows the highest gains, on average at 8.7 points for just one course. Students’ engagement with multiple HIPs enhances their gains. The table below shows the impact of such experiences by race/ethnicity on students’ learning, drawing on data from the National Survey of Student Engagement (NSSE) for more than 20,000 students.



When first-generation students participated in three or four high-impact practices, their levels of engagement in deep learning approaches and their perceived gains were, on average, 24 percent higher than those of first-generation students who did not participate in a high-impact experience (Finley & McNair, 2013, p. 11).

Handout 2: Many High-Impact Practices Can Be Community Engaged

While service-learning is most clearly connected with community engagement out of class, each of these can be connected with community-engaged learning. In fact, Finley and McNair conducted follow-up interviews with students in their national study. Students' videotaped comments often pointed to the connection between the experiences that had most meaning for them, even if they didn't know what they were called, and out-of-class engagement within communities. For instance, a student in Wisconsin reported:

...I have teachers that take us out of the building. I don't know what it's called. It's called--it's called something here. They take you out of the building, and you go learn about like the vegetable gardens that they have growing here, among the Hmong society...So there's a lot of professors here that teach differently.” (Finley, 2012).

Such statements suggested these students were involved in forms of civic engagement. Through such engagement, students reported that they learned through applying knowledge and through collaboration with community residents, as this student also suggested:

And the research project I chose was a little creek around here [that] used to be horribly polluted...I got to go out and find out that there are actually people who care, people trying to make a real difference for the whole ...I got to interview these people [about the creek] and talk with them and it changed my perspective on the world...I was amazed at the willingness of these people to talk to me for a silly little research paper, but they had passion and wanted to talk about this stuff. (Finley, 2012).

Talk through the forms below and how they might be connected with problem-based learning involving community partners at our institution. How might these show up in our individual courses and projects?

1. First-Year Seminars or First Year Experience Courses
2. Common Intellectual Experiences (i.e., a common book)
3. Learning Communities (including residential, programmatic, and discussion based)
4. Writing-Intensive Courses (including English and in other languages)
5. Collaborative Projects and Assignments
6. Undergraduate Research (including community-engaged research, CBR, action research)
7. Experiences with Diversity and Global Learning
8. Service-Learning and Community-Engaged Learning courses
9. Internships (which may be with nonprofits and government agencies)
10. Capstone Courses and Projects (i.e., Signature Work)

Handout 3: How to Craft a High-Impact Practice Learning Environment

Continued research about HIPs found that even on one campus there can be more variation in the quality of a particular form than there is across institutions. In other words, not all First Year Seminars are High-Impact Practices. What is more important than their names are the characteristics of the learning environments (course-based or out-of-class) in which they occur. Research suggests that what makes a course or learning experience “high-impact” is:

- It is effortful (i.e., requires intensity)
 - It helps students build substantive or meaningful relationships
 - It helps students engage across differences
 - They provide students with rich feedback
 - They help students apply and test what they are learning in new situations
 - It provides opportunities for students to reflect on the people they are becoming
- (Kinzie, Weight, & Hoy, 2015; Kuh, 2008; O’Neill, 2010)

***How can you build these factors into your course and projects?
Take some time to generate ideas and share them.***

Effort/intensity

What does this mean in your course?
In the CEL projects?

Substantive or meaningful relationships

With peers?
With faculty?
With partners and/or community residents?

Engaging across differences

Issues of diversity and equity?
What kinds of differences?

Rich feedback

How is this structured?

Who provides it? Are partners able to provide feedback as co-educators?

Applying and testing learning in relevant situations

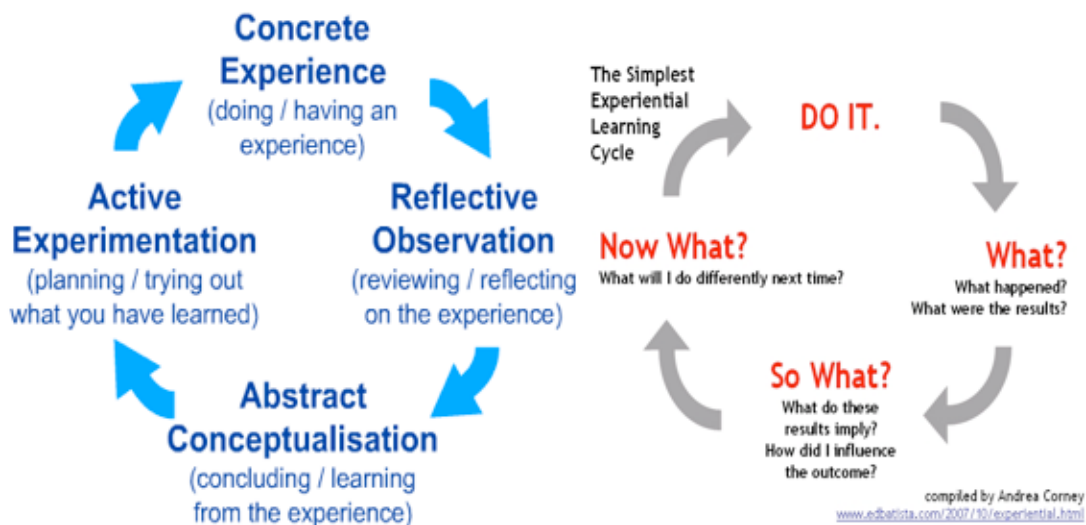
How can this happen? What learning are students applying in the CEL projects?

How will you avoid using the community as laboratory?

Reflection

Practicing the experiential learning cycle (below)

Dealing with reflection about identity



Handout 4: High-Impact Community Engagement Practices

Drawing on the conceptualization of “Democratic Community Engagement” (Saltmarsh, Hartley, and Clayton) and on 30 years of experience in building and sustaining campus-community partnerships through the four-year model of the Bonner Program, the Bonner Foundation has articulated a set of High-Impact Community Engagement Practices (HICEPs) that parallel pedagogical High-Impact Practices. Consider these ideas as you build community-engaged learning projects into your coursework. Note that the concepts tie closely with HIPs as well.

Review the HICEPs and discuss how you may build them into your coursework. Do not worry about trying to do all of them, but focus on 4-5.

As you review these, note those that you can most effectively achieve.

PLACE-BASED

- Is the community engagement learning informed by a commitment to place and community voice (i.e., roles in program and institutional decisions)? Are community assets and needs helping to shape the project plans?

INTEGRATIVE

- Is the community engaged learning assignment allowing students to draw both on their in-class and out-of-class learning and experience? Is the co-curricular engagement (especially that which may already be occurring with the partner) valued?

DEEP

- Could this course and its CEL projects be part of a sustained relationship with ongoing projects (i.e., multiple courses or connections with campus programs)?

DEVELOPMENTAL

- Is the community engaged learning assignment in the course developmentally appropriate for the stage (and preparation) of the students? Does the student have adequate training for the roles at the site and/or with the community?

SEQUENTIAL

- Could my course (department or institution) work with the organization and/or community to tackle the issue and problem for more than one term or year-round?

TEAM-BASED

- How can the community engagement learning projects/assignments be structured to maximize peer and/or team relationships and learning (i.e., groups of students, partner staff, community residents and researchers, etc.)?

EFFECTIVE

- Is it making a difference? How can the community engaged learning projects/assignments be useful or effective by building the capacity of the partnering organization and/or community constituency?

HUMBLE

- Are community and institutional knowledge both being valued? How are partners involved as co-educators and producers of knowledge in the course?

MENTORED

- Does the community engaged learning project/assignments involve dialogue and guidance from faculty and staff as students' instructors, supervisors, and coaches?

CO-LEARNING

- Are there intentional opportunities (in and out of class time) for campus stakeholders (faculty, staff, students) to discuss their own learning (learning approaches and outcomes) with community stakeholders? Are there opportunities to exchange ideas and feedback?

REFLECTIVE

- How does the community engagement learning involve structured and unstructured, rigorous reflection, including about course concepts as well as experiences that occur in the context of the engagement itself?

EVIDENCE-BASED

- How can the community engaged learning project/assignments either be based on evidence-based practice and proven program models (i.e., from the issue at hand) or gather data to evaluate whether the work is making an impact (both on student learning and the partner)?

IMPACTFUL

- How could the community engaged learning help to make measurable community impact (i.e., qualitative and quantitative)? How will you know?