Alignment with Institutional Priorities

- UW-Parkside Strategic Framework
- Academic Plan
- Civic Engagement Plan

  - Student Success - High Impact Practices
  - Community Based Learning
  - Internships
  - Equity and Inclusivity
# Community Based Learning

## All Students

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>23.13%</td>
<td>23.87%</td>
<td>20.96%</td>
</tr>
<tr>
<td>2017-18</td>
<td>20.69%</td>
<td>25.42%</td>
<td>21.81%</td>
</tr>
<tr>
<td>2018-19</td>
<td>19.95%</td>
<td>19.64%</td>
<td>21.83%</td>
</tr>
</tbody>
</table>

## Graduates

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>48.84%</td>
<td>52.94%</td>
<td>58.50%</td>
</tr>
<tr>
<td>2017-18</td>
<td>60.61%</td>
<td>68.24%</td>
<td>63.88%</td>
</tr>
<tr>
<td>2018-19</td>
<td>70.59%</td>
<td>63.30%</td>
<td>60.49%</td>
</tr>
</tbody>
</table>
## Internships

### All Students

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>4.54%</td>
<td>6.15%</td>
<td>8.90%</td>
</tr>
<tr>
<td>2017-18</td>
<td>8.62%</td>
<td>5.76%</td>
<td>8.89%</td>
</tr>
<tr>
<td>2018-19</td>
<td>6.73%</td>
<td>6.76%</td>
<td>7.54%</td>
</tr>
</tbody>
</table>

### Graduates

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>32.56%</td>
<td>40.00%</td>
<td>44.06%</td>
</tr>
<tr>
<td>2017-18</td>
<td>33.33%</td>
<td>36.47%</td>
<td>38.45%</td>
</tr>
<tr>
<td>2018-19</td>
<td>41.18%</td>
<td>32.11%</td>
<td>35.39%</td>
</tr>
</tbody>
</table>
COMMUNITY BASED LEARNING COURSE DESIGNATION

Developed learning goals to create course designation process--implementation of designated courses began fall 2019

• 41 distinct CBL courses designated for fall, 2019 and spring, 2020
• 20 departments involved
COMMUNITY BASED LEARNING COURSE ASSESSMENT

Course designation allows faculty to earn $500 per CBL course section. Payment is triggered by completion of assessment.

22 assessments submitted for fall, 2019 CBL courses

Sample Data:

Learning Goal: Work effectively within diverse teams to address a community need.

Benchmark = 16.4%  Milestone = 34.9%  Capstone = 48.7%

N = 232 (10 classes)
COMMUNITY BASED LEARNING FACULTY DEVELOPMENT

Refined CBL faculty development—CBL Fellows Program (year-round)

• 16 Faculty Fellows since beginning of NASH grant
  • Brought in faculty from departments that had not historically participated in CBL
  • Deepened exploration of equity and diversity
  • Prepared them for designation/assessment process
Internships 2018-2019

- Faculty committee developed definition and best practices
- Aligned internships with university teaching goals
- Training for Faculty Internship/Equity and Inclusion
- Research Studies completed
On-Campus Employment

Making Campus Jobs into a High Impact Practice

• Partnered with UW-Whitewater
• Aligned Jobs with NACE Competencies
• Rewrote Job Descriptions /NACE Competencies in Outcomes
• Developed and Delivered training to Pilot Supervisors on Campus
Professional Development

Diversity in the College Classroom

• Faculty/Instructional Academic Staff
• Students
• University and Non-Instructional Academic Staff
Faculty and Instructional Academic Staff

What from the workshop do you think you will find most useful in your role at UWP?

- I’m hoping that is yet to come-how I’ll apply this information to my classes
- Multi Cultural Center as a resource
- Reflect on one syllabus / the experience of teaching it
- The example of how Natalia engages her students, of how Melissa gets her students included in research
- An awareness of how underrepresented students feel
University and Non-Instructional Academic Staff

What from the workshop do you think you will find most useful in your role at UWP?

- Just knowing everyone struggles and you don’t really know the situation, you have to be more understanding
- Not to make assumptions
- Hearing stories and getting feedback from other staff members
- I learned that little actions can make a difference and to look for opportunities
- Constant dialogue is very useful. Seeing other people’s viewpoints and understanding differences; understanding student perspective
- Considering the right –vs- righteous question