

2019 Community Engagement Report



The Center for Community-Based Learning, Leadership, and Research (CCBLLR) staff hopes readers will find the information in this report useful. It is largely based on the questions we are asked about community engagement by faculty, staff, administrators, students, and our community partners. If you do not find information you need in this report, please do not hesitate to contact Laurie Marks at lmarks@uwm.edu.

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Introduction

The Center for Community-Based Learning, Leadership, and Research (CCBLLR) partners with the community to inspire students, faculty, and staff to engage in activities that foster enduring personal and social change. The CCBLLR collects quantitative and qualitative data that informs our practice related to community-based learning, community-based research, and community leadership education. This document is updated annually and provides data related to this work, as well as the broader community engagement efforts at UWM. The overall purposes of the data collection include:

- Track growth / declines related to civic engagement and community leadership education at UWM.
- Provide useful information for CCBLLR that helps improve the overall student experience in service, justifies support for funding, and offers key points for marketing materials.
- Provide useful information for other UWM campus departments for reporting related to funding applications, strategic planning, Carnegie Classification / Honor Roll applications, student retention, and accreditation.
- Improve campus / community partnerships, student learning, retention, and new forms of public engagement.
- Provide information to community partners as requested to support their work that includes UWM.
- Highlight the breadth and depth of engagement in the media and to other external sources.

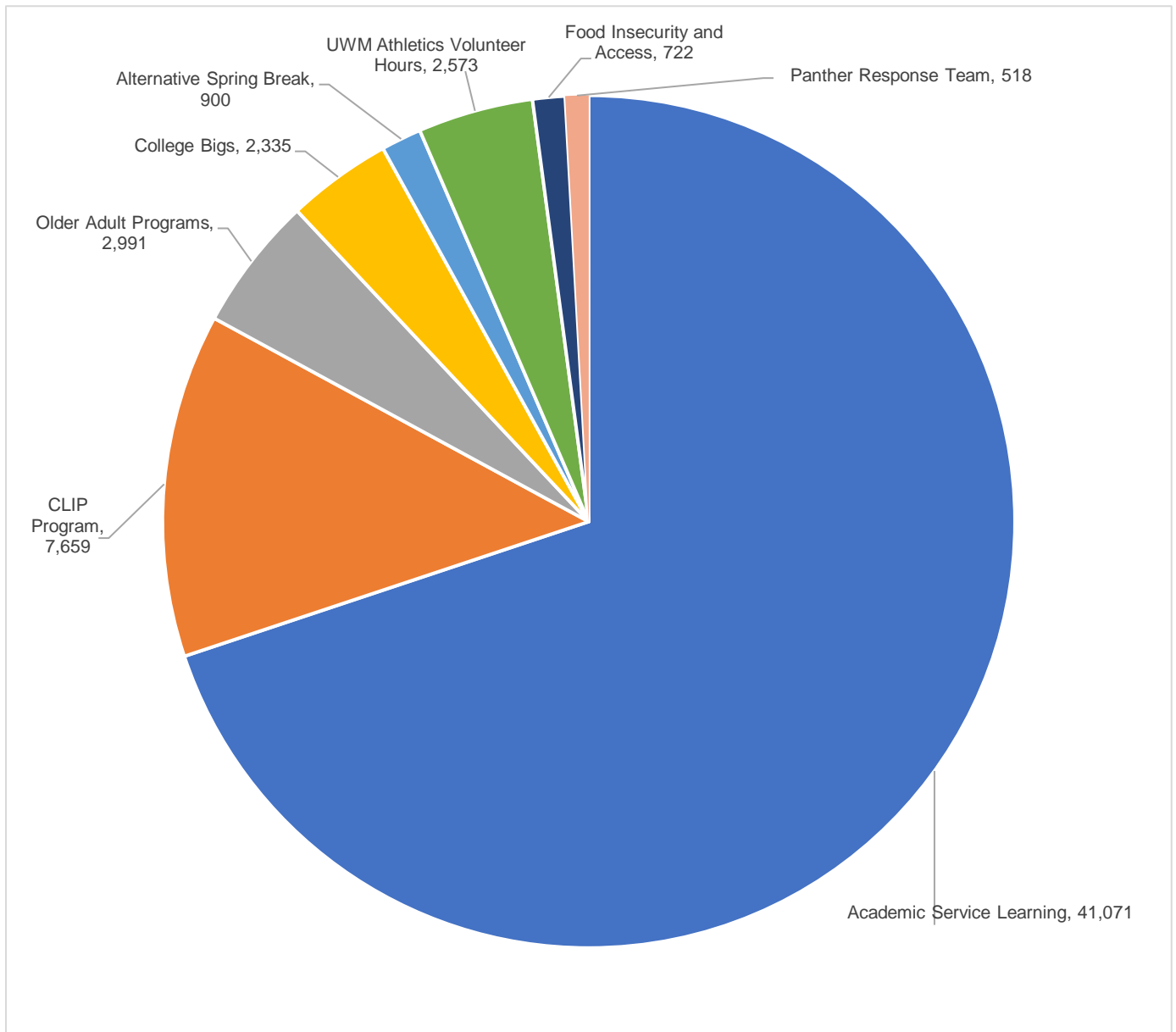
Common Questions Related to Community Engagement

1. **Community Engagement by the Numbers.** What descriptive statistics showcase UWM's civic engagement? For example, how many hours of service are done by UWM students in the community?
2. **Institutionalization of Engagement.** Is community engagement institutionalized at UWM when measured by national benchmarking tools? Where do we meet / exceed standards and where do we fall short?
3. **Impact on Retention.** What impact does Community-Based Learning (CBL) and Community-Based Research (CBR) have on student retention at UWM?
4. **Impact on Community.** What is UWM's impact in the Milwaukee community related to community engagement efforts through CBL and CBR?
5. **Essential Learning Outcomes.** What are the learning outcomes of CCBLLR programs, how do we assess them, and are students learning as a result of community engagement?
6. **School and College Specific Initiatives.** What are some of the key happenings and partnerships in each school and college that demonstrate meaningful work in civic engagement?

We track community engagement data related to number of students, number of hours, number of courses, and number of faculty engaged in CBL and CBR. Additionally, we do a series of surveys related to events, service-learning, community partner satisfaction and impact, and student learning and satisfaction. We will also engage in qualitative data collection with community partners every 5-7 years through focus groups that examine the "health" of the community partner relationships. Finally, we also examine student learning in alignment with the UWM campus-wide shared learning goals, using established instruments designed to be direct measures.

This report covers Fall 2018, Spring 2019, and Summer 2019.

2018-19 Student Hours in the Community by Program Type



The dollar value of an hour of service in Wisconsin in 2018, as indicated by Independent Sector was \$25.12, UWM tracked 58,769 hours, making the value of UWM student service to the community valued at \$1,476,277. For more information see: https://independentsector.org/resource/vovt_details/

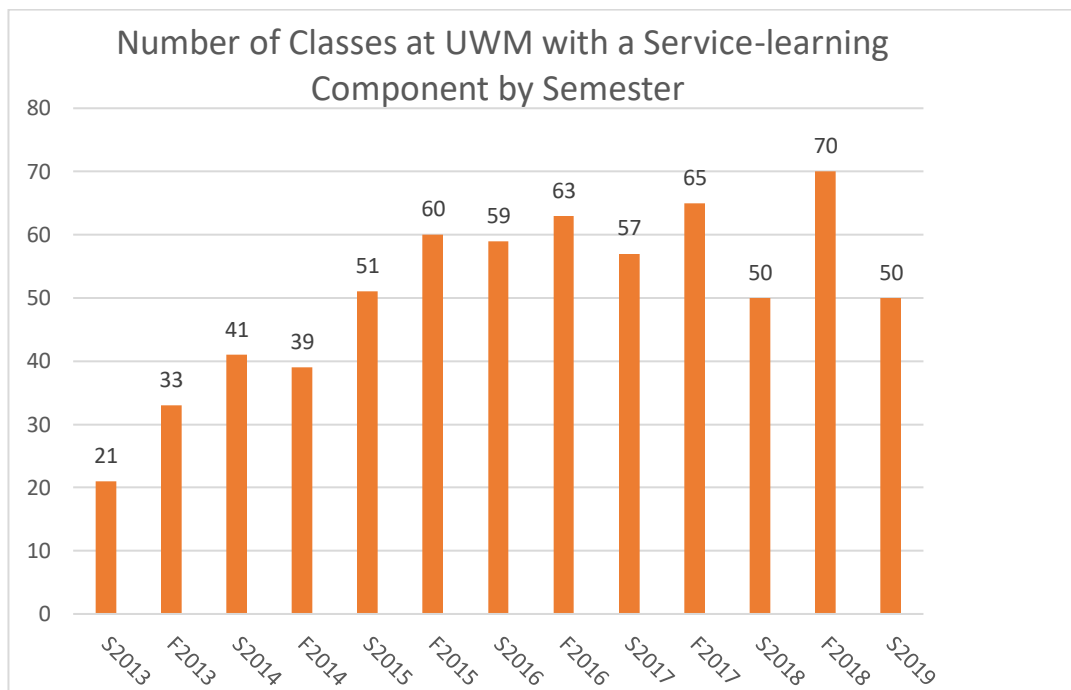
Academic Service-Learning Information

Service-learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs. Students also reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

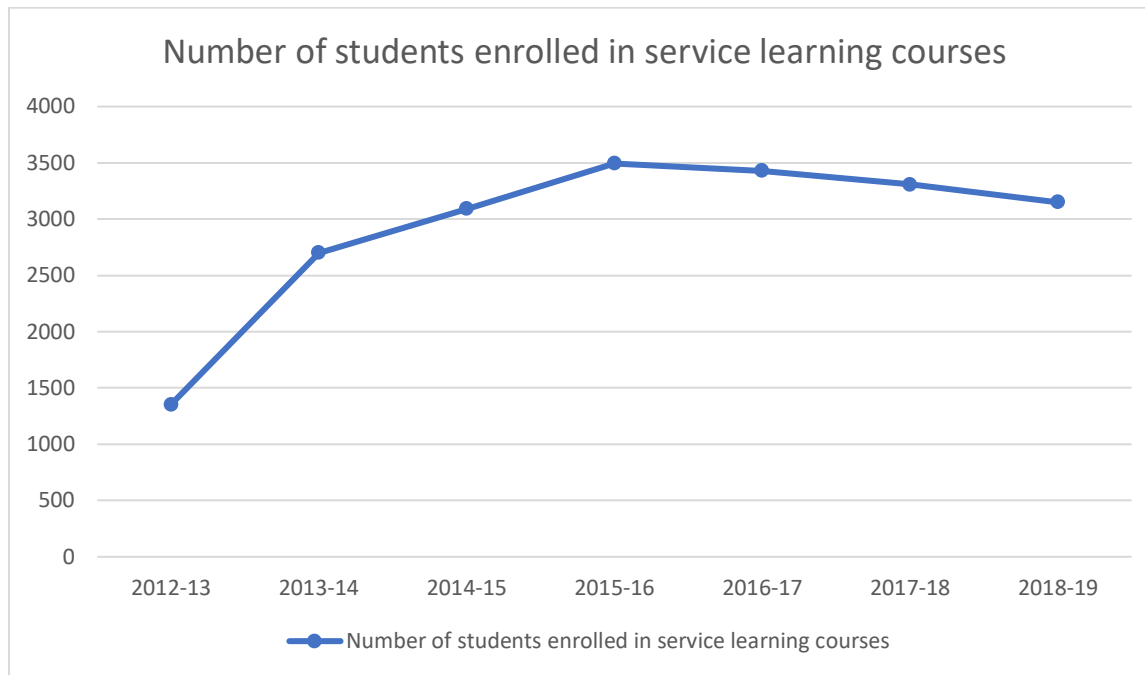
- There were 25 UWM departments which had courses with a service-learning component tracked through PAWS in Fall 2018 or Spring 2019.

Anthropology (L&S)	Geography (L&S)
Art and Design (PSOA)	Healthcare Administration (CHS)
Biomedical Science (CHS)	History (L&S)
Business Administration (School of Business)	Kinesiology (CHS)
Communication Science Disorders (CHS)	Nutritional Sciences (CHS)
Conservation and Environmental Sciences (L&S)	Occupational Therapy (CHS)
Criminal Justice (School of Social Welfare)	Political Science (L&S)
Curriculum and Instruction (SOE)	Public Administration (L&S)
Dance (PSOA)	Social Work (School of Social Welfare)
Educational Policy & Community Studies (SOE)	Theatre (PSOA)
Exceptional Education (SOE)	Urban Studies (L&S)
English (L&S)	Women & Gender Studies (L&S)
Film (PSOA)	

- There were 120 class sections in 78 courses with a service-learning component in the 2018-19 academic year. For specific course listings for any particular semester, contact lmarks@uwm.edu



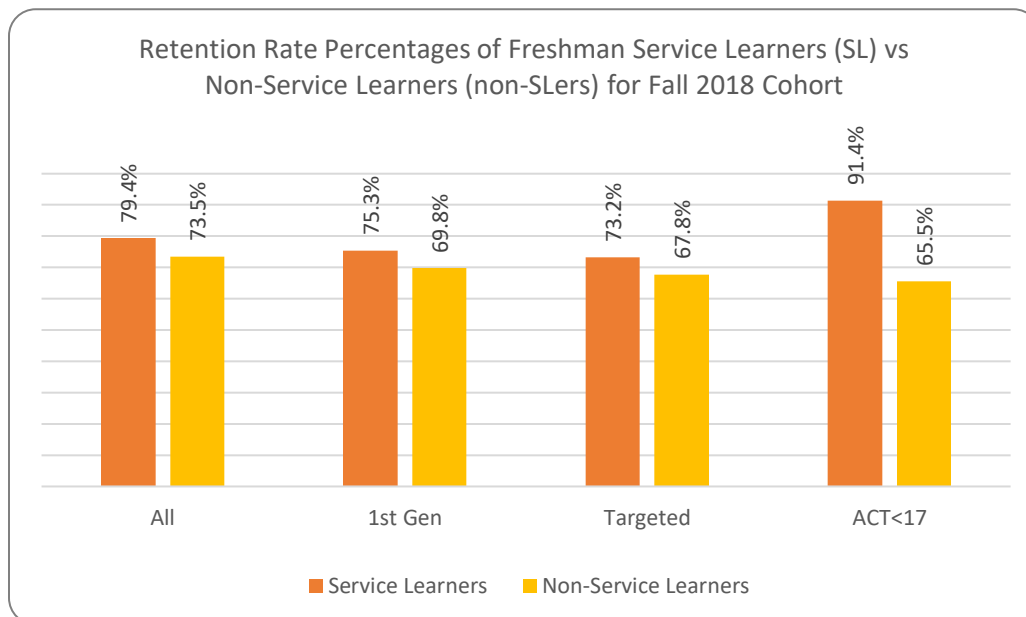
- In 2018-19, students completed 41,071 service-learning hours. (See Appendix B for a per course breakdown)



- In 2018-19, there were 3,152 students enrolled in a service-learning course.

Student Retention and Service-Learning

For students from the Fall 2018 new freshman class here is a chart related to service learning retention.



Retention rate (second fall re-enrollment) for students taking a course with a service-learning component were better in all categories compared those not taking a service-learning course.

Community Leader Internship Program (CLIP)

CLIP places UWM students in local non-profit agencies and Milwaukee Public Schools, to provide internship-like experiences within the non-profit sector that last one year or longer. CLIP students are expected to work 5-10 hours per week and participate in professional and personal reflection and development. Students in their first year of the program enroll in a 1-credit course that provides space for reflection, socio-cultural context for working in the Milwaukee community, and opportunities for connecting their CLIP experience with their professional development and future career goals. CLIP enrollment has increased by about 13% over the previous year while total hours worked and total wages earned have remained relatively flat with increases of less than 2%. CLIP is continuing to transform from a work placement program to a program based on the hybridization of two high-impact practices; service-learning and internships.

Number of CLIP students and hours are completed by UWM students in 2018-19

- Number of Students = 59
- Number of hours = 7,659
- Payroll Dollars = \$76,176.00 through the CCBLLR

What are the CLIP Sites?

YOUTH	HEALTH CARE	ENVIRONMENTAL	OTHER
COA Youth & Family Centers	Islands of Brilliance	Milwaukee Environmental Consortium	Hillel
53rd Street School	Broadscope Disability Services	Victory Garden Initiative	Friedens Food Pantry
Lloyd Barbee Montessori	Ovation Jewish Home	Groundwork MKE	Center for Self-Sufficiency
Hartford University School		Razed and Found	Journey House
Maryland Ave Montessori			Florentine Opera Co
Cass Street School			Quasimondo Theatre
Gaenslen School			UWM Foundation
OW Holmes School			
Jackson Elementary			
La Escuela Fratney			
Auer Avenue			
St. Anthony's School			
Pepp Nation			

Dollars related to community-based FWS and percentage used in community through CCBLLR

	Total FWS Compensation at UWM	America Reads	AR Percentage of Total FWS	Total Off Campus Community Service FWS (non-AR)	% of Total
2018-19	\$1,097,075.00	\$30,659.00	2.79%	\$34,138.00	3.11%
2017-18	\$1,011,808.20	\$37,235.32	3.68%	\$28,330.26*	2.80%
2016-17	\$1,100,677.00	\$45,677.00	4.15%	\$24,443.00*	2.22%
2015-16	\$1,105,525.00	\$59,369.00	5.367%	\$3,750.00	0.34%
2014-15	\$1,137,290.00	\$96,226.00	8.46%	\$6,721.00	0.59%

Student Engagement with Older Adults

Episodic events connecting students to older adults. A partnership with ERAS Senior Network has provided the UWM community the chance to assist older homeowners through Make-A-Difference Day(s). Twice per year there are day-long events where members of the UWM community do seasonal preparation at homes throughout the city. In the fall, we winterized over 100 homes with 400-500 volunteers, in the spring, we prepared over 25 homes with 150-200 volunteers. We also do an annual holiday party at the Clinton Rose Senior Center for as many as 100 older adults throughout Milwaukee. This year students provided 1,729 hours of service at these events.

Student Artist in Residence (SAIR) Program. The SAIR program places student artists at elder service and care facilities throughout the city and offers them a stipend or room and board to lead workshops and art related events that engage older adults in the creation of art. In the 2018-2019 school year four students lived in the facilities alongside the older adult residents. Their areas of study were Jewelry and Metalsmithing, Sculpture, Theatre, and Music Education. Each year the SAIR program is celebrated with the culminating event, Flourish Fest, in which all of our community partner organizations are invited to a participatory exhibition of the work that residents and students collaborated on throughout the year.

Timeslips. Timeslips is a volunteer and service-learning program for students to work closely with older adults with dementia. Students engage in the Timeslips online training, and then are assigned, in pairs, to a particular older adult facility. On a weekly basis, the students engage a group of older adults in a creative storytelling process where they can be creative, laugh, interact with others, and make up a story based on a picture that is presented to a group.

List of community partners include:

- Eastcastle Place
- Ovation Chai Point
- St. John's on the Lake
- Luther Manor
- Harbor Chase
- St. Ann Center
- Brookfield Congregational Home
- Milwaukee Catholic Home
- Clinton Rose Senior Center
- ERAS Senior Network



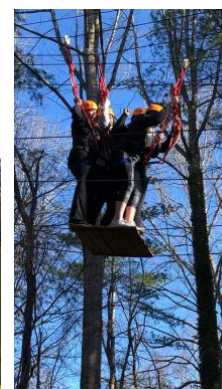
Older adult hours:

SAIR	5 hours a week x 26 weeks x 5 SAIRS	650
Timeslips	1 st Semester: 21 students x 12 weeks x 1.5 hour each week = 378 2 nd Semester: 13 students x 12 weeks x 1.5 hour each week = 234	612
Clinton Rose Holiday Party	21 students x 3.5 hours	73.5
Make a Difference Day	473 students x 3.5 hours	1,655.5
	Total hours serving older adults:	2,991

Link to Student Artist in Residence Video Highlights: <https://youtu.be/qHUJrnHkMRc>

Alternative Spring Break (ASB) and Panther Response Team (PRT)

Alternative Spring Break (ASB) engages students in service at various non-profit agencies while enhancing their leadership skills. Each year UWM travels to Asheville, North Carolina, where UWM students engage in service while learning about the Appalachian region. **In 2019, 30 ASB participants** travelled across the country to spend their week learning how to support communities in new and diverse settings. Dedicating their spring break week and enthusiasm to local food banks, river clean up and revitalization efforts, veteran support organizations, donation centers, shelters for women and children, and more, these students gain key civic awareness while serving as leaders and representatives of the UWM community. ASB participants form lasting bonds with fellow UWM peers while learning to work collaboratively, develop as leaders, and increase their cross-cultural competencies. **In 2019, over the course of the week, these students served approximately 900 hours.**



The Panther Response Team (PRT) facilitates opportunities for UWM students, faculty, and staff to train and serve with non-profit organizations that support individuals and communities in critical times of need—and as they prepare for, respond to, and recover from emergencies and disasters. PRT members currently serve in the Greater Milwaukee Area and throughout the State of Wisconsin. PRT programming integrates episodic events, service trips, disaster recovery, as well as connecting UWM community members to independent service and training opportunities. In the 2018-19 PRT assisted the American Red Cross by installing fire detectors in homes across Milwaukee, Door County Habitat for Humanity in a summer build trip, and Sauk County Habitat for Humanity over a ten-day period as they worked to restore a public housing facility for elderly people who were displaced when a flood damaged the residence. **PRT completed 518 hours of service.**



Co-curricular Service Options and Programs

The CCBLLR engages students in co-curricular programs that are not designed for formal, measured learning, however where powerful informal learning potentially occurs, depending on the students time commitment and experience. These include the College Bigs and Youth Mentors Program as well as work on issues related to food access and security. Further, we serve as a walk-in referral service for any student wanting to establish an independent relationship with a local non-profit to do volunteer service, and we provide students a method for tracking their service through our Student Service Record (SSR) Program.

College Bigs & Youth Mentors (CBYM) Program:

The CBYM Program at UWM engages college students in 1.5 hours of volunteer service each week by matching them with a local youth for whom they will act as a mentor, tutor, and friend. The aim is to engage students in community service with a youth-development organization. **Below is a list of the local community partners and the level of participation of student volunteers for this program, contributing 2,335 hours.**

PARTNER	NUMBER OF STUDENTS AND HOURS (2018-19)
Big Brothers Big Sisters	108 students completed 1,700 hours (Reported by BBBS)
St. Marcus School	9 students completed 263 hours (Reported by St. Marcus)
Running Rebels	1 student completed 120 hours (Reported by RR)
Our Next Generation	10 students completed 207 hours (Reported by ONG)
Dr. MLK Immersion School	2 students completed 45 hours (Reported by volunteers)

These co-curricular service options and hours occur alongside youth mentorship, development, and tutoring through the CLIP Program and many academic service learning courses.

Food insecurity and access:

Through partnerships with the Friedens Food Pantry and with The Gathering, each week students have the option to assist on any given Tuesday, Thursday, or Friday at either a food pantry in the Hope House Community Center (operated by Friedens Ministries) or at a free meal program at St. Ben's Church (operated by The Gathering). These options allow students to serve for two or three hours addressing issues related to food insecurity and access. Tasks include preparing and serving meals to members of the homeless community or engaging in food distribution through the pantry. Students can attend once, on a regular basis, or sporadically. The aim is to offer easy access to volunteer service, to expose students to the Milwaukee community, and to increase the understanding of poverty and the non-profit community in Milwaukee. These co-curricular options occur alongside service learning courses in nutritional sciences that also work with these partners as well as others such as the Riverwest Food Pantry, the Hunger Task Force, and Feeding America.

Volunteer Referrals and the Student Service Record (SSR) Program:

CCBLLR is a walk-in center where students who do not want to participate in our organized programs can simply get a referral to non-profit agencies and begin doing service with them. The CCBLLR conducts a screening process with the agencies to be sure it will be a good fit for student volunteers. Students can also sign up for the Student Service Record Program which allows them to track their hours and receive a certificate verifying them after they have completed at least 75 hours at one or more agencies.

Number of Non-Profit and Governmental Agency Partners

In 2018-19 the number of reported community partners was 158.

A list of community partners for the year, along with which campus department(s) the agencies connected through is available in Appendix B.

Partnerships Specific to Milwaukee Public Schools

The CCBLLR maintains partnerships with Milwaukee Public Schools primarily through three programs: CLIP Tutors (paid community-based work-study program), service-learning, and through the College Bigs and Youth Mentors (CBYM) sites.

CLIP Tutors at the following MPS schools:

- 53rd Street School
- Auer Avenue School
- Cass Street School
- Gaenslen School
- Hartford Ave University School
- Jackson Elementary School
- La Escuela Fratney
- Lloyd Barbee Montessori School
- Maryland Ave Montessori School
- OW Holmes School

Mentors through CBYM at the following MPS schools:

- Cass Street School
- Hartford Ave School
- Keefe Ave School
- Auer Elementary School

Service Learners at the following MPS schools:

- Auer Avenue School
- Brown Street Academy
- Cass Street School
- Lloyd Barbee Montessori School
- Milwaukee School of Languages
- Milwaukee Sign Language School
- North Division High School
- OW Holmes School
- Rufus King High School
- Wisconsin Department of Public Instruction

Mentors in MPS Schools through the Boys and Girls Clubs:

- Cass Street School
- La Escuela Fratney
- Pierce Elementary School
- Gaenslen School

Measuring Student Learning and the Essential Learning Outcomes

The CCBLLR builds programs based on the UWM Shared Learning Goals that lead to measurable student learning and then does direct assessment. Below are these campus-wide Shared Learning Goals.

- **Knowledge of Human Cultures and the Natural World** including breadth of knowledge and the ability to think beyond one's discipline, major, or area of concentration. This knowledge can be gained through the study of the arts, humanities, languages, sciences, and social sciences.
- **Critical and Creative Thinking Skills** including inquiry, problem solving and higher order qualitative and quantitative reasoning.
- **Effective Communication Skills** including listening, speaking, reading, writing, and information literacy.
- **Intercultural Knowledge and Competence** including the ability to interact and work with people from diverse backgrounds and cultures; to lead or contribute support to those who lead; and to empathize with and understand those who are different than they are.
- **Individual, Social and Environmental Responsibility** including civic knowledge and engagement (both local and global), ethical reasoning, and action.

Each of these learning goals is adapted from the AAC&U LEAP Initiative. Below is an explanation of how we do direct assessment of student learning on these broad learning goals.

Method Used for Direct Measurement of Student Learning in Community Engagement:

Besides efforts to collect participation data, gauge student and community partner satisfaction, and understand how service-learning impacts student retention, we also measure student learning in many of our programs. We developed a series of learning outcomes, instruments to assess student learning, and a rubric to measure growth or competency in program learning goals.

Here are some key components to understanding how CCBLLR assesses student learning:

- 1) Above are the five UWM Shared Learning Goals that provided broad guidance for formulating CCBLLR program-specific learning goals. These five Shared Learning Goals above are derived from the AAC&U LEAP Initiative, which offers a set of rubrics to help consider the particular skills / understanding of concepts related to these broad goals. Within each rubric is a set of competencies and a scale that describes benchmark to capstone-level understanding / skill.
- 2) Based on these five Shared Learning Goals a single rubric was developed from components of the AAC&U rubric series. This rubric is used as a measuring / grading tool for CCBLLR program-specific learning outcomes and can be used by departments engaged in service learning.
- 3) For certain CCBLLR programs where student learning is critical to the program success, program-specific learning goals are established, as well as the tool used to assess student learning.

Regardless of the program-specific learning outcome, or the tool used to assess student learning, the same rubric is used as a measuring instrument.

Rubric -- a measuring / grading tool for all CCBLR programs and some ASL courses

	Capstone	Milestones		Benchmark
	4	3	2	1
Intercultural Knowledge Civic Engagement VALUE Rubric <i>(Learning Goal – Diversity of Communities and Cultures)</i>	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from one-sided view. Is indifferent or resistant to what can be learned from diversity of communities.
Transfer Integrative Learning VALUE Rubric <i>(Learning Goal – Critical Thinking)</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situations to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Connections to Experience Integrative Learning VALUE Rubric <i>(Learning Goal – Effective communication)</i>	Meaningfully articulates both verbally and in writing how experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) deepens ones understanding of fields of study and broadens ones points of view.	Effectively articulates both verbally and in writing examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Civic Identity and Commitment Civic Engagement VALUE Rubric <i>(Learning Goal -- Individual, Social, and Environmental Responsibility)</i>	Provides evidence in civic- engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic- engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic- engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic- engagement activities and does not connect experiences to civic identity.
Civic Identity and Commitment Civic Engagement VALUE Rubric <i>(Learning Goal – Civic Action and Reflection)</i>	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.

Community Leaders Internship Program (CLIP) LO Plan

Learning Outcomes:

1. Students who participate in CLIP will be able to identify two characteristics of urban public school systems or the non-profit sector (as demonstrated by writings done at the CLIP end of the year reflection session). *Transfer – Critical Thinking.*
2. Students who participate in CLIP will be able to articulate a strategy which allows them to work with people from cultural, racial, ethnic, generational, or class / educational backgrounds different than their own (as demonstrated by writings done at the CLIP end of the year reflection session). *Diversity of Communities and Culture – Intercultural Knowledge and Competence.*
3. Students who participate in CLIP will be able to recognize two skills/strengths they bring to a team trying to work toward making community change (as demonstrated by writings done at the CLIP end of the year reflection session). *Civic Action and Reflection – Individual, Social, and Environmental Responsibility.*
4. Students who participate CLIP will be able to describe three skills they have developed or strengthened related to their major/area of study as a result of the program (as demonstrated by writings done at the CLIP end of the year reflection session). *Connections to Experience – Effective Communication.*

Instrument: Reflection Journal: “What, Now What, So What”

Grading / Measurement: CCBLLR Learning Outcomes Rubric

Findings:

CLIP students completed the final Reflection Essay: “What, So What, Now What...” at the end of the CLIP course (Educational Policy 279). In the 2018-2019 year, 25 CLIP students enrolled in the course completed the essay. The essay asked students to assess and reflect upon their experiences in CLIP through a series of questions designed to probe students' intercultural knowledge, critical thinking, communication skills, and sense of civic responsibility.

The answers were scored on scale of 1 to 4 using the CCBLLR Learning Outcomes Rubric.

- In relation to "intercultural knowledge and learning - diversity of communities", CLIP students averaged a score of 3.04 with 68% of respondents scoring a 3 or higher. The score of 3.04 is essentially flat to the 2017-18 responses of 3.16. The total percentage of students is down 11 percentage points from 79%.
- In relation to "transfer - critical thinking", CLIP students averaged a score of 2.88 with 72% of respondents scoring a 3 or higher. The score of 2.88 is lower than the 2017-2018 average score of 3.22, yet the total percentage of students is down only 7 percentage points from 79%.
- In relation to "connections to experience - effective communication", CLIP students averaged a score of 3.44 with 96% of students scoring a 3 or higher. The score of 3.44 is essentially flat to the average score of 3.38 in 2017, yet the percent of students scoring above a 3 is up 14 percentage points from 82%.
- In relation to "civic identity and commitment - individual, social, and environmental responsibility", CLIP students averaged a score of 3.12 with 80% of students scoring a 3 or higher. The score of 3.12 is essentially flat to the 2017-2018 average of 3.22, and the percentage of students scoring a 3 or above is down two percentage points from 82%.

Alternative Spring Break (ASB) LO Plan

Learning Outcomes:

1. Students who participate in the Alternative Spring Break Trip will identify two skills they have gained or enhanced as a result of the trip (as demonstrated by a post-survey). *Connections to Experience – Effective Communication.*
2. Students who participate in the Alternative Spring Break Trip will be able to articulate three similarities and/or differences between themselves and the clients of the non-profit agencies they serve (as demonstrated by a post-survey). *Diversity of Communities and Culture – Intercultural Knowledge and Competence.*
3. Students who participate in the Alternative Spring Break trip will indicate at least one action that they plan to take in the next year to make change in the lives of others (as demonstrated by a post survey). *Civic Action and Reflection – Individual, Social, and Environmental Responsibility.*

Instrument / Questions: Pre / Post Worksheet

Grading / Measurement: CBLLR Learning Outcomes Rubric

Findings:

Students were asked to complete a pre and post worksheet before and after the ASB program. The worksheet asks students to write on four topics related to ASB and their own learning. These include (1) skills gained, (2) application to their field of study, (3) similarities and differences of the lives of clients at non-profit agencies, and (4) actions they will take in the next 1-year and 5-years to make change in the lives of others.

The pre and post worksheet were examined and graded using a rubric. Student learning / growth occurred in the following areas:

- In relation to "intercultural knowledge and learning - diversity of communities", five students went from a "1" to a "2", and five students went from a "2" to a "3".
- In relation to "transfer - critical thinking", three students went from a "1" to a "2", and two students went from a "2" to a "3".
- In relation to "connections to experience - effective communication", two students went from a "1" to a "2".
- In relation to "civic identity and commitment - individual, social, and environmental responsibility", five students went from a "1" to a "2", five students went from a "2" to a "3", and one student went from a "3" to a "4".
- In relation to "civic identity and commitment - action and reflection", five students went from a "1" to a "2" and seven from a "2" to a "3", and one student went from a "3" to a "4".

These results demonstrate that student learning is occurring through the ASB Program. We have concerns about this assessment so we will work this year to develop a new one.

Academic Service-Learning (ASL) LO Plan

Learning Outcomes:

1. Students who take an ASL course will be able to articulate how their service-learning experience connects to the content of the course curriculum (as demonstrated through written assignments, course presentations, or class discussion). *Connections to Experience – Effective Communication.*
2. Students who take an ASL course will be able to identify one strength and one need in the community for which they completed their service-learning (as demonstrated through written assignments, course presentations, or class discussion). *Transfer – Critical Thinking.*
3. Students who take an ASL course will be able to show a progressively deeper understanding of the complexity of issues in low-income neighborhoods or amongst marginalized populations (as demonstrated through written assignments, course presentations, or class discussion). *Diversity of Communities and Culture – Intercultural Knowledge and Competence.*
4. Students who take an ASL course will be able to articulate a strategy which allows them to work with people from cultural, racial, ethnic, generational or class / educational backgrounds different than their own (as demonstrated through written assignments, course presentations, or class discussion). *Diversity of Communities and Culture – Intercultural Knowledge and Competence.*
5. Students who take an ASL course will be able to identify specific actions and roles they can take to make change in their community (as demonstrated through written assignments, course presentations, or class discussion). *Civic Action and Reflection – Individual, Social, and Environmental Responsibility.*

Instrument / Questions: Course specific

Grading / Measurement: Community Engagement Learning Outcomes Rubric

Findings: Not tracked by the CCBLR – Rather, optionally by individual faculty and teaching staff who instruct courses with a service-learning component.

Appendix A: Number of hours (service-learning, volunteer, community-based FWS hours)

PROGRAM	COMMUNITY PARTNER	MATH TO THE # OF HOURS	HOURS
Alternative Spring Break	Various partners in Asheville, NC	30 students x 30 hours each	900
College Bigs & Youth Mentors Program	Big Bros Big Sisters St. Marcus School Running Rebels Our Next Generation MPS – MLK School	Big Bros Big Sisters = 108 students, 1700 hours St. Marcus School = 9 students, 263 hours Running Rebels = 1 students, 120 hours Our Next Generation = 10 students, 207 hours Dr. MLK Jr School = 2 students, 45 hours <i>Reported annually by agencies</i>	2,335
Weekly hunger / poverty service programs	Hope House (T&Th) & Gathering (Fri)	Hope House 2 non-service-learning students per day x 2.5 hours per day x 2 days per week x 38 weeks = 380 hours per year. The Gathering 3 students per week X 3 hours per day X 1 day per week X 38 weeks = 342 per year. <i>*This does not include hours for service learners who participate in this program.</i>	722
CLIP	Various sites, see page 7	Calculated exact number of hours by CLIP students in our UW HRS System.	7,659
Service-Learning	Various sites, various classes	For detailed list of classes and enrollments contact lmarks@uwm.edu	41,071
Older Adult Programs	SAIRs + Timeslips + Clinton Rose Holiday Party + MADD	SAIRs = 650 <ul style="list-style-type: none"> • 5 hrs/week x 26 weeks x 5 SAIRS Timeslips = 408 hrs <ul style="list-style-type: none"> • 1st Semester: 21 students x 12 weeks x 1.5 hour each week = 378 • 2nd Semester: 13 students x 12 weeks x 1.5 hour each week = 234 MADD = 1,655.5 <ul style="list-style-type: none"> • 473 students x 3.5 hours Clinton Rose = 73.5 • 21 students x 3.5 hours 	2,991
Panther Response Team	American Red Cross and Habitat for Humanity Chapters throughout WI	For a complete list of deployments, and the number of students and participant hours at each, contact lmarks@uwm.edu	518
UWM Athletics	Various and numerous organizations	For specific outreach efforts done by the student athletes please contact the Athletics Department.	2,573
		TOTAL HOURS THROUGH CCBLLR:	58,769

APPENDIX B – 2018-19 CCBLR Partnership Report for the UW System

5 Points Neighborhood Association, Inc	Anthropology, Art, Criminal Justice, Educational Policy and Community Studies, Film, Social Work, Urban Studies
Adult Learning Center	Anthropology, Biomedical Sciences, Communication Science, Disorders, Criminal Justice, Curriculum and Instruction, English, Occupational Therapy, Social Work
Advocates of Ozaukee County Women's Shelter	Criminal Justice
AIDS Resource Center of Wisconsin	Anthropology, Criminal Justice, English, Film, Social Work
Allay Home and Hospice	Health Sciences, Occupational Therapy
America SCORES Milwaukee	Art, Biomedical Sciences, Criminal Justice, English, Film, Health Care Administration, Kinesiology, Social Work
America's Black Holocaust Virtual Museum	Political Science
American Heart Association	Business
American Lung Association	Business
American Red Cross	English
Art Start	Art
ASL Lab	Exceptional Education
Aurora Healing and Advocacy Services	English
Aurora Health Care	Art, Biomedical Sciences, Communication Science Disorders, Curriculum & Instruction, English, Film, Health Care Administration, Kinesiology, Occupational Therapy, Social Work
Benedict Center Inc.	Anthropology, Communication Science Disorders, Criminal Justice, Curriculum and Instruction, Political Science, Social Work
Big Brothers Big Sisters of Metro Milwaukee	Communication Science Disorders, Social Work, CCBLR
Bounty and Soul	CCBLR
Boys & Girls Clubs - Milwaukee	Anthropology, Art, Biomedical Sciences, Communication Science Disorders, Educational Policy and Community Studies, English, Film, Social Work, Women and Gender Studies
Broadscope Disability Services	Criminal Justice, CCBLR
Brookfield Congregational Home	CCBLR
Bureau of Land Management	Conservation and Environmental Sciences
Burleigh Street Community Development Corporation	Urban Studies
Casa Romero	Art, Educational Policy and Community Studies
Catholic Charities	Anthropology, Criminal Justice, Curriculum and Instruction, Social Work
Center for Deaf-Blind Persons	Exceptional Education
Center for Self-Sufficiency	CCBLR
City on a Hill Inc.	Art, Criminal Justice, Health Care Administration, Occupational Therapy, Social Work
Clinton Rose Senior Center	CCBLR
COA Youth & Family Centers	Art, Criminal Justice, English, Film, Social Work, CCBLR
Congregation of the Great Spirit Food Pantry	Curriculum and Instruction
CORE/EI Centro	Biomedical Sciences, Educational Policy, Occupational Therapy, Nutritional Sciences
Curative Care	English, Communication Science Disorders, Occupational Therapy, Social Work
Deaf Senior Citizens	Exceptional Education
Divine Mercy - South Milwaukee	Art
Eagle Nature Trail	Conservation and Environmental Sciences
Eastcastle Place	CCBLR
ERAS Senior Network	CCBLR
Every Childs Place	Communication Science Disorders
Ex Fabula	Urban Studies
Florentine Opera Co	CCBLR
Fondy Food	Educational Policy
Food Pantry of Waukesha County	Nutritional Sciences
FoodRight	Art Education, Educational Policy, Film, Health Care Administration, Kinesiology, Nutritional Sciences
Friedens Community Ministries, Inc.	Anthropology, Criminal Justice, Curriculum and Instruction, Educational Policy and Community Studies, English, Nutritional Sciences, Social Work, CCBLR
Friends of Brown Deer Park	Conservation and Environmental Sciences
Friends of Lincoln Park	Conservation and Environmental Sciences, Criminal Justice
GiGi's Playhouse - Down Syndrome Achievement Center	Communication Science Disorders, Criminal Justice, Health Sciences
Girl Scouts Wisconsin Southeast	Anthropology, English, Film, Occupational Therapy, Social Work, Women and Gender Studies
Goodwill Industries of Southeast WI	Communication Science Disorders
Groundwork Milwaukee	Conservation and Environmental Sciences, Geography, CCBLR
Harbor Chase	CCBLR
Havenwoods Economic Development Corporation	Urban Studies
Havenwoods State Forest	Conservation and Environmental Sciences, English
Highland Community School	Communication Science Disorders, Women and Gender Studies
Hillel	CCBLR
Hope Center	English
Hunger Task Force	Nutritional Sciences
International Institute of Wisconsin	Occupational Therapy, Social Work
International Learning Center	Anthropology, Art, Political Science
Islands of Brilliance	CCBLR

Journey House	Art, Curriculum and Instruction, Criminal Justice, English, Occupational Therapy, Social Work, Theatre, CCBLLR
Keep Greater Milwaukee Beautiful	Geography, CCBLLR
La Causa Crisis Nursery	Anthropology, Art, English, Film, Social Work, Women and Gender Studies
Lake Valley Camp	English
Legal Action of Wisconsin	Urban Studies
Les Paul Middle School	English
Lifestriders	Art, Health Sciences, Occupational Therapy
Linden Grove Nursing Home	Communication Science Disorders
Literacy Services of Wisconsin	Anthropology, English, Social Work
Luther Manor	Curriculum and Instruction, Social Work, CCBLLR
Lutheran Social Services of WI & Upper Michigan-Refugee Resettlement	Anthropology, Communication Science Disorders, Occupational Therapy, Social Work
Madison Association for the Deaf	Exceptional Education
Magic Morgan, Inc.	Exceptional Education
Meta House	Social Work
Milwaukee Academy of Science	Anthropology, Art, Art Education, Biomedical Sciences, Communication Science Disorders, Criminal Justice, English, Film, Health Care Administration, Occupational Therapy, Social Work, Women and Gender Studies
Milwaukee Catholic Home	CCBLLR
Milwaukee Child Advocacy Center	Communication Science Disorders, Film, Social Work
Milwaukee Christian Center	Film
Milwaukee College Prep School	Art, Criminal Justice, Film
Milwaukee Community Cyber High School	Social Work
Milwaukee County Department of Parks, Recreation & Culture	Conservation and Environmental Sciences
Milwaukee Department of City Development	Urban Studies
Milwaukee Environmental Consortium	CCBLLR
Milwaukee Historical Society	Educational Policy
Milwaukee Job Corps	Curriculum and Instruction
Milwaukee Public Library	Curriculum and Instruction
Milwaukee Public School - Hartford Ave School	CCBLLR
Milwaukee Public School - Keefe Ave School	CCBLLR
Milwaukee Public Schools - 53rd Street School	CCBLLR
Milwaukee Public Schools - Auer Avenue School	Art, Art Education, Criminal Justice, Educational Policy, English, Film, Occupational Therapy, Social Work, CCBLLR
Milwaukee Public Schools - Brown Street Academy	Anthropology, Art, Art Education, Communication Science Disorders, Educational Policy, English, Film, Health Care Administration, Political Science, Social Work
Milwaukee Public Schools - Cass Street School	Theatre, CCBLLR
Milwaukee Public Schools - Dr. Martin Luther King Jr School	Art, Art Education, English, Film
Milwaukee Public Schools - Forest Home School	English
Milwaukee Public Schools - Gaenslen School	CCBLLR
Milwaukee Public Schools - Hartford University School	CCBLLR
Milwaukee Public Schools - La Escuela Fratney	CCBLLR
Milwaukee Public Schools - Lloyd Barbee Montessori School	Art, Art Education, Biomedical Sciences, Criminal Justice, English, Film, Social Work, CCBLLR
Milwaukee Public Schools - Milwaukee Sign Language School	Exceptional Education
Milwaukee Public Schools - North Division High School	Anthropology, Art Education, Criminal Justice, Occupational Therapy
Milwaukee Public Schools - Oliver Wendell Holmes	Anthropology, Art, Art Education, Communication Science Disorders, Criminal Justice, English, Kinesiology, Social Work, CCBLLR
Milwaukee Public Schools - Vieau Elementary School - UMOS CLC (Escuela Vieau)	Art, Curriculum & Instruction
Milwaukee Public Schools -Maryland Ave Montessori	CCBLLR
Milwaukee Public Schools- Milwaukee School of Languages	Communication Science Disorders, English, Social Work, Urban Studies
Milwaukee Riverkeeper	Conservation and Environmental Sciences, Film, Geography
Milwaukee Water Commons	Art
Mt. True Environmental Organization	CCBLLR
Murray Hill Neighborhood Association	Business, CCBLLR
Neighborhood House	Art, Educational Policy and Community Studies, Film
Next Door	Biomedical Sciences, Communication Science Disorders, Curriculum and Instruction, Kinesiology, Occupational Therapy, Social Work
Open Door Cafe	Anthropology
Our Next Generation, Inc	Art, Art Education, Criminal Justice, English, Film, Social Work, CCBLLR
Ovation Chai Point	CCBLLR
Ovation Jewish Home	Communication Science Disorders, Curriculum and Instruction, Social Work, CCBLLR
Pathfinders	Criminal Justice, Social Work
PEAK Initiative	CCBLLR
Pearls for Teen Girls	Social Work
Penfield Children's Center	Biomedical Sciences, Communication Science Disorders, Occupational Therapy

Pepp Nation	CCBLLR
Quasimondo Physical Theatre	Urban Studies, CCBLLR
Razed and Found	CCBLLR
ReciproCITY	Art
River Revitalization Foundation	Conservation and Environmental Sciences, Educational Policy and Community Studies, Geography
Riverwest Co-Op	Film
Riverwest Food Pantry	Conservation and Environmental Sciences, Criminal Justice, Curriculum and Instruction, Film, Geography, Nutritional Sciences, Political Science, Social Work, Urban Studies
Running Rebels Community Organization	Social Work
SAFE Haven of Racine	Social Work
Salvation Army Emergency Lodge	Film, Social Work
Schlitz Audubon Nature Center	Conservation and Environmental Sciences, Criminal Justice, Geography
Shorewood Senior Resource Center	Curriculum and Instruction
Silver Spring Neighborhood Center	Social Work
Southeast Asian Education Development of WI	Health Sciences
Southern Application Highlands Conservancy	CCBLLR
St. Ann Center	CCBLLR
St. Anthony School Milwaukee	Anthropology, Film
St. Anthony's School	CCBLLR
St. Francis Children's Center	Communication Science Disorders, Educational Policy and Community Studies, Social Work
St. John's on the Lake	CCBLLR
St. Marcus School	Art Education
Summit Educational Association	Art, Communication Science Disorders, Criminal Justice, Health Care Administration, Kinesiology, Political Science, Social Work, Theatre
Team Milwaukee Special Olympics	Social Work
Terry McCormick Contemporary Fine and Folk Art Gallery	Art
The Cathedral Center	Nutritional Sciences, Social Work
The Gables of Germantown	Communication Science Disorders, Occupational Therapy, Social Work
The Gathering	Anthropology, Art, Communication Science Disorder, Criminal Justice, Curriculum and Instruction, English, Nutritional Sciences, Political Science, Social Work, Urban Studies, CCBLLR
Timeslips	Communication Science Disorders, Social Work
United Community Center	Curriculum and Instruction, English, Occupational Therapy, Social Work
Urban Ecology Center	Conservation and Environmental Sciences, Geography
UW-Milwaukee Legal Clinic	Women and Gender Studies
UWM Foundation	CCBLLR
UWM Office of Sustainability	Conservation and Environmental Sciences, Geography
Victory Garden Initiative	Conservation and Environmental Sciences, Film, CCBLLR
Walker's Point Center for the Arts	Art
Water Tower View Cardinal Capital	Exceptional Education
Wehr Nature Center	Conservation and Environmental Sciences, Geography
Wheaton Franciscan Home Health and Hospice	Social Work
Wisconsin Association of Free and Charitable Clinics	Health Sciences
Wisconsin Black Historical Society/Museum	Anthropology, English

Recommended Changes for 2019 as a Result of Assessment

- **Continue to move toward best practices in service-learning.** In order for UWM to realize the full impact of service-learning as a high impact practice, it's important that best practices be implemented in service learning courses. This includes requiring 20 or more hours per student, ensuring formative reflection occurs throughout the semester for each class, and when possible, project-based versus placement-based practice is established. In 2020 we will begin to establish an "approval" system for service-learning courses.
- **Build a stronger connection to student learning and career development through experiential learning practices.** UWM will continue to offer co-curricular service, but as much as possible we will work to tie all service to an academic discipline or to student learning through course-based reflection. Resources will be re-assigned to support experiential learning programs.
- **Increase participation in co-curricular service projects such as the PRT.** As we continue to tie service to academic departments and student learning, it is also important that we offer students traditional volunteer opportunities. As academic service-learning has grown, and other co-curricular programs have been attached to academic departments and practices, the amount of hours tracked through co-curricular service has decreased. With that, we will work in 2019-20 to increase participation in these programs such as: Make A Difference Day(s), the Panther Response Team, and student organization and University Housing co-sponsored service.
- **Support faculty development through the CESN and the Experiential Learning Working Group.** Both of these on-campus groups can lead the way in making UWM a destination campus for students interested in community-based and experiential learning.
- **Continue to modify the Community Leaders Internship Program based on data and results from the student learning assessment.** In the 2018-19 cohort of students in the CLIP Program, some scores decreased slightly from last year's results, yet we are cautious in comparing year over year scores for several reasons. First, last year's cohort was larger and consisted of both new and experienced CLIP students. A much larger portion of the students taking the course and completing the reflection in 2017-2018 had been in CLIP for at least a semester prior to the class as compared to the 2018-2019 cohort. Second, year-to-year comparison of reflective essays of a relatively small population could yield random variation. Third, the evaluation process, even while using a rubric for guidance, is subjective. This could also produce incomparable variation. What we can discern from these results is that the majority of CLIP students continue to score at competent levels of the program learning goals. Yet, "intercultural knowledge and learning" continues to yield the lowest scores from students. This might be an area that we focus on when developing future curricula.
- **Fully implement the idea of a CBL and CBR section at the Undergraduate Research Symposium.** Last year about a dozen students participated in the Undergraduate Research Symposium in a "Community Engagement" section. This was the pilot year for this effort, and it went very well. We will move forward to grow this section and further support these students and their faculty advisors in their research and presentation at the symposium in future years.

If you have any questions about the information in this report please contact Laurie Marks at lmarks@uwm.edu