

Measuring the Perceived Long-Term Impact of Community-Based Learning.

KRISTIN MORETTO, PH.D.

GRAND VALLEY STATE UNIVERSITY

CBL Research Team

Grand Valley State University

Danielle Lake

Director,
Design Thinking
Associate Professor
Elon University

Dlake@elon.edu

Aaron Lowen

Professor,
Economics
Finance Department
Chair,
College of Business

lowena@gvsu.edu

Kristin Moretto

Director,
Office for
Community
Partnerships &
Student Professional
Development

morettok@gvsu.edu

Brandon Youker

Associate Professor,
School of Social
Work

youkerb@gvsu.edu

What we know



Research Questions

What do students perceive to be the **long-term impact** of their community-based learning courses?

In what concrete ways have students found lessons learned or **skills** developed to be of **value** to them in their civic, professional, and/or personal lives?

What are their suggestions for **improving** the **impact** of CBL courses?

Study Design

Fall 2013—Fall 2017
300 Former Students
18 CBL courses
4 programs



Social Work

Liberal
Studies

Accelerated
Leadership

Economics

Online Survey

- ✓ 10 min Likert + open
- ✓ 76 complete (26%)

Phone interviews

- ✓ Semi-structured
- ✓ 20-30 min
- ✓ 13

Survey

ATTITUDES & SKILLS

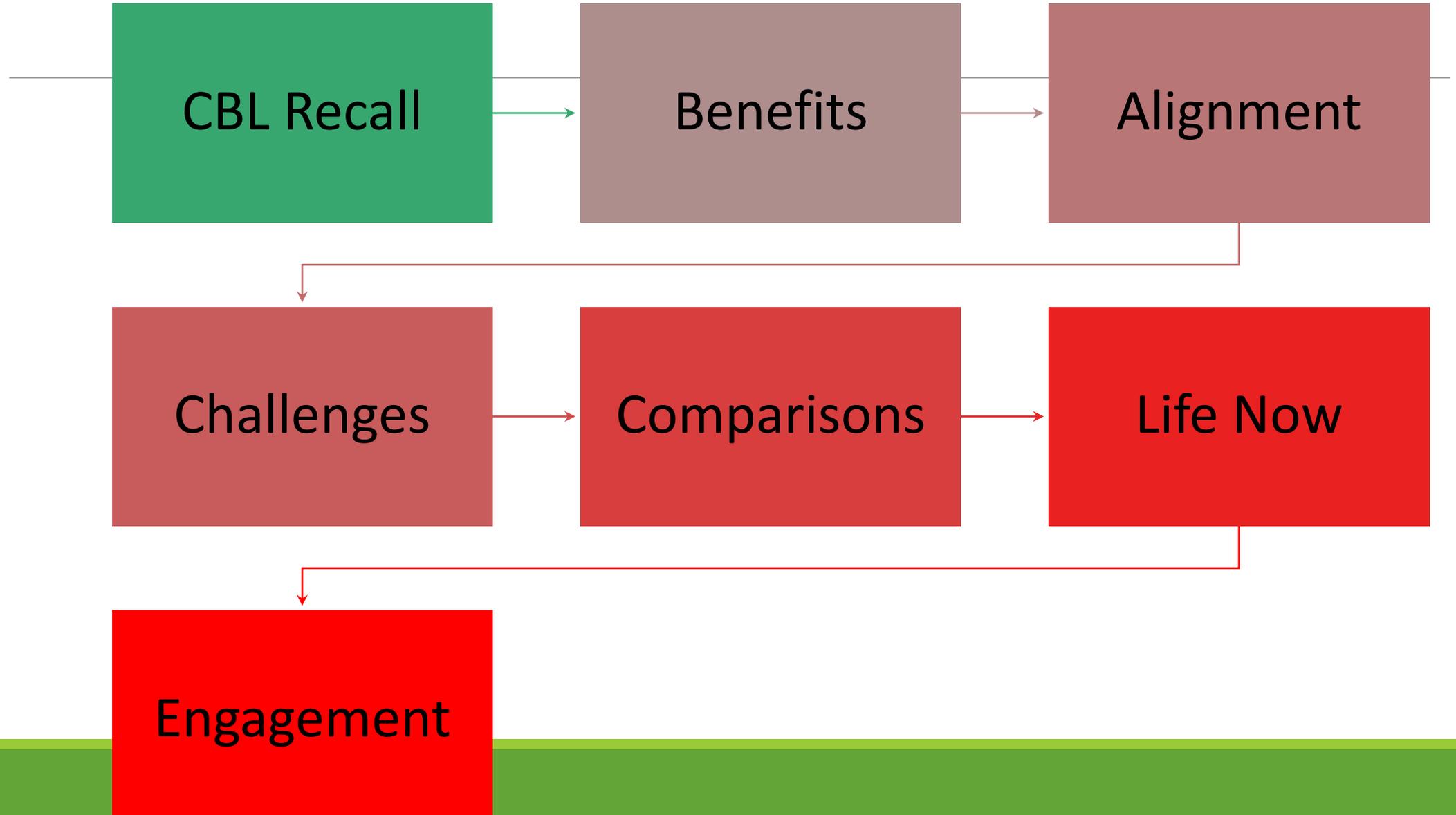
Challenge beliefs
Apply course content
Understand social complexities
Improve skills & confidence

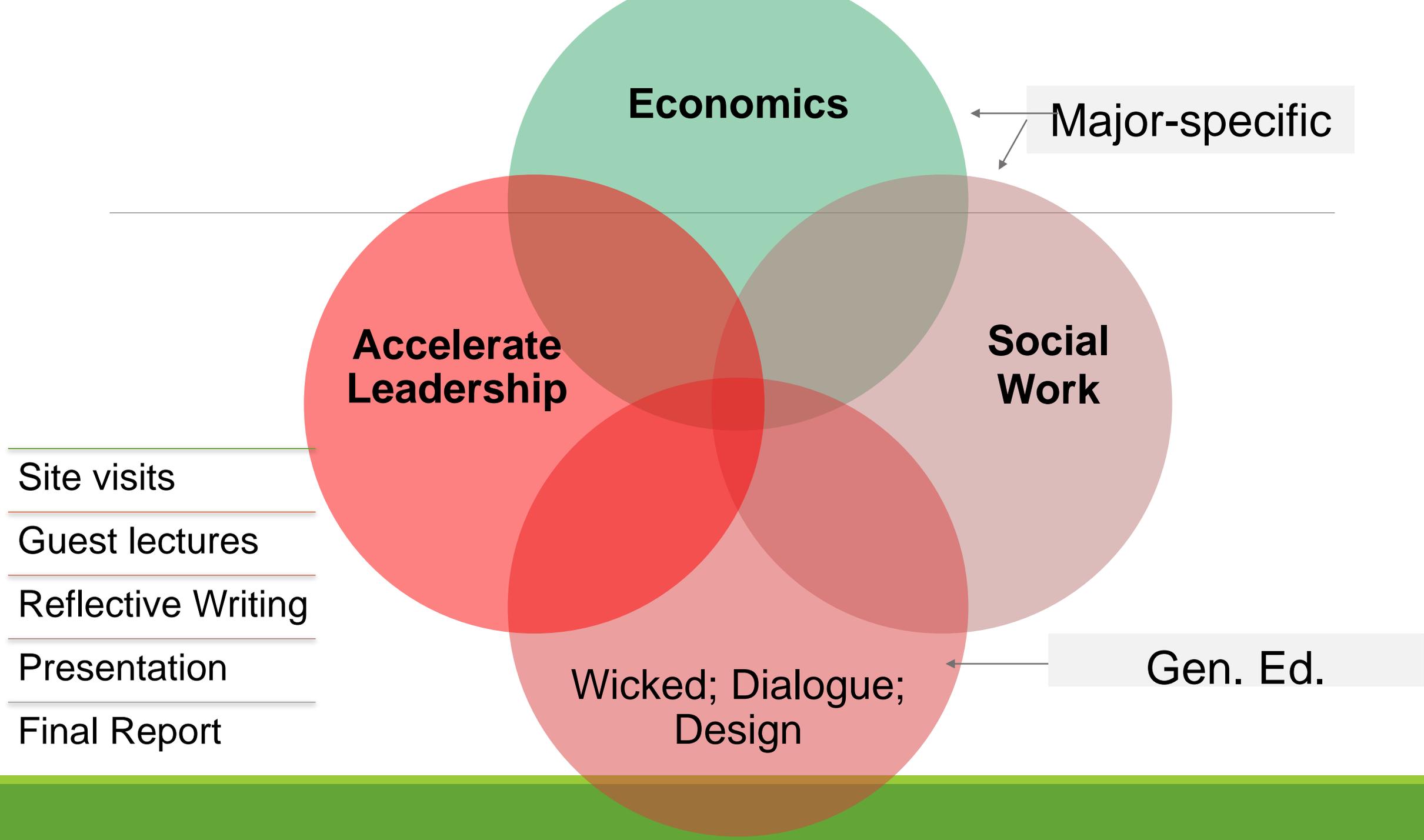
CIVIC ENGAGEMENT

Engage across differences
Contribute to social issue
Identify & develop plan
Clarify values and goals

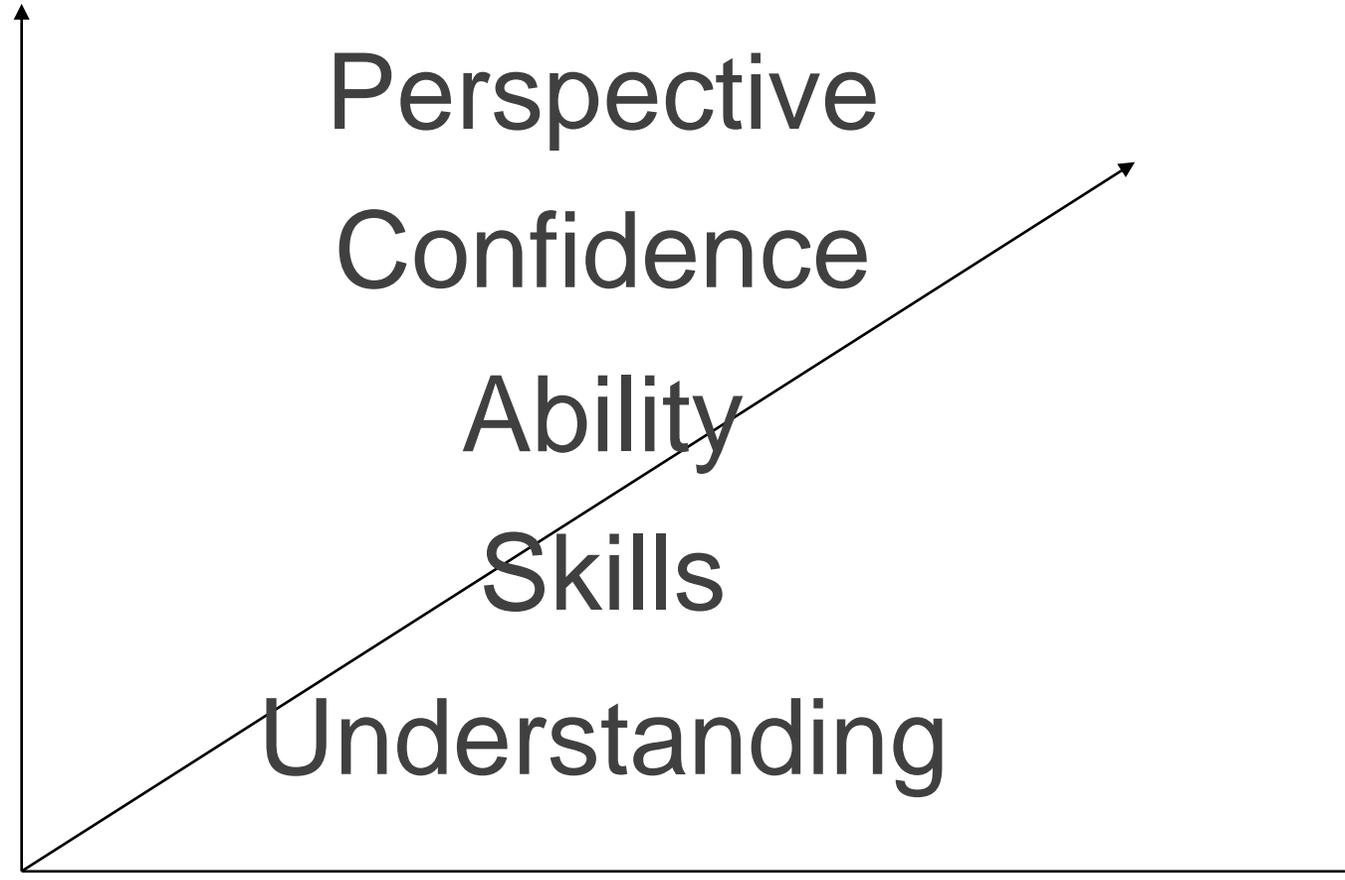
Most important elements
Most needed revisions

Interview





Survey Results



S:59% I:85%

S:59% I:77%

Getting-out & being-with

Real World & hands-on

Greatest Benefit

Skill-building

Collaboration

S:62% I:85%

S:49% I:54%

Student Capacity

Civic Engagement

Academic Understanding

Professional Development

- Leadership Skills
- Teamwork
- Communication

Challenge & Reward

Team-based project work

- Group Conflict
- Skill development

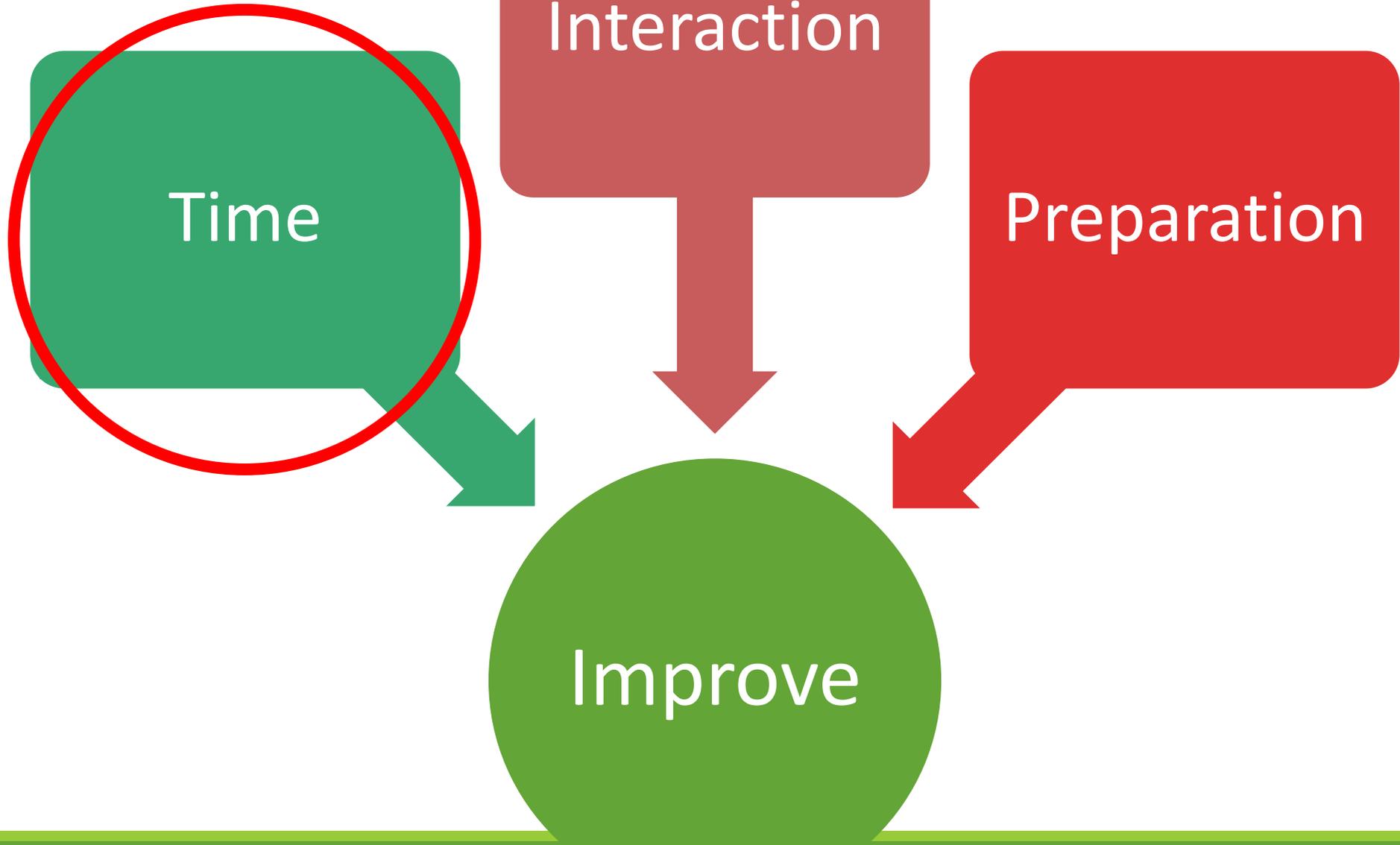
Getting out into the community

Addressing real-world challenges

Faculty Capacity

Faculty Experience Over Time

- Students reported:
 - Contribution to the community beyond the campus (45.8 → 72.5%)
 - Understanding of course content (76.0 → 90.7%)
 - Improved skills and competencies (66.8 → 99.9 %)
 - Identify source or root of problem (66.8 → 93.5%)



Implications for CBL Design

Connections across courses and curriculum

Partnership Development

Student Preparation

Communicate Impact

Implications for Future Research

Expand current study

Impact of team and project-based CBL

- Compared to Individual outcomes

Community Partner Perspectives

Student Feedback vs. Instructor Feedback

Limitations

Size and Scope

Reaching Alumni

Lack of control group

Stakeholder perspectives

Questions?

Kristin N. Moretto, Ph.D.

Director, Office for Community Partnerships and Student Professional Development

Brooks College of Interdisciplinary Studies

Grand Valley State University

morettok@gvsu.edu

<http://www.gvsu.edu/partnerships>