

CBL SUPERVISOR MANUAL

Donelan Office of Community-Based
Learning, Teaching, and Engaged
Scholarship

College of the Holy Cross

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I. INTRODUCTION

A. A Brief History of the Donelan Office

The mission of the Donelan Office of Community-Based Learning is to engage faculty, staff, students, and community partners in a process of integrating theory and practice. In the Jesuit tradition and through service and research, we promote experiential learning opportunities that foster the mutually beneficial exchange of knowledge and resources, as we strive to make a substantial contribution to our local community.

The Donelan Office of Community-Based Learning was established with a \$1.2 million endowment from Trustee and alumnus Joseph P. Donelan II to facilitate connections between academic learning and community engagement. Since its opening in September of 2001, thousands have participated in the program, enriching their intellectual experiences in the classroom with first-hand experience in the Worcester community.

Dr. William Meinhofer, the founding director, developed the Donelan Office into a strong program that has improved relations between the College and the City of Worcester. Dr. Margaret Post continued to build upon Dr. Meinhofer's work by serving as the second director of the Donelan Office. Dr. Michelle Sterk Barrett directed the Donelan Office from 2012-2021. Isabelle Jenkins '10, MDiv, Ph.D. served as the Interim Director of the Donelan Office from July 2021-April 2022 and was officially selected as the Director in April 2022 after a national search.

Current staff also include the Associate Director, Kya Roumimper Ascani, Assistant Director, Kathryn Hauver '22, and the Administrative Assistant, Diane Girard. The Donelan Office also works closely with Mary Conley, Director of Scholarship in Action. The CBL Interns, undergraduates who have participated in CBL and are selected for leadership positions with the Donelan office, are available to further support faculty, CBL students, and community partners. Learn more about the current CBL Intern cohort on our [website](#).

Learn more about Community-Based Learning through our "[Introduction to Community-Based Learning](#)" [Power Point](#) and through reading [CBL-related websites](#).

B. What is Community-Based Learning?

Community-based learning programs and offices vary from college to college, but there are some common themes that are generally true of the practice. Many other institutions use the term "service learning," but both represent the same general concept.

In their article “Implementing Service Learning in Higher Education,” researchers Robert Bringle and Julie Hatcher offer one definition of service learning (or community-based learning):

“Service learning is a type of experiential education in which students participate in service in the community and reflect on their involvement in such a way as to gain further understanding of course content and of the discipline and its relationship to social needs and an enhanced sense of civic responsibility.”¹

The Donelan Office staff drafted this longer definition to describe what CBL means in the context of the Holy Cross community. While this definition is specific to Holy Cross, it includes the same themes as Bringle & Hatcher’s broader definition:

Community-based learning (CBL) is a teaching approach that connects classroom learning objectives with civic engagement. Civic engagement occurs through service that meets community-identified needs or through research and experience that hold promise of social or scientific value to the community. In this mutually beneficial process, students are able to gain a deeper understanding of course content by integrating theory with practice, while communities gain access to volunteers, resources, and the wide-ranging research and scholarly expertise housed in the College's many disciplinary departments.

Consistent with the Holy Cross tradition of preparing students for a lifetime of learning and moral citizenship, CBL students at Holy Cross are invited to reflect upon moral and ethical questions of social responsibility while considering how to live purposefully in a manner that enables one’s unique gifts to positively contribute to society.

The Donelan Office of Community-Based Learning helps students make connections between their courses and community sites thanks to a generous endowment established by Joseph P. Donelan II '72.

Community-based learning at most institutions will incorporate these themes:

- **An integration of theory with practice:** as with any form of experiential learning, students have an opportunity to connect and compare the theories they learn in the classroom with “real world” experiences; the theory helps them to understand what they observe in the community, and their experience helps them to test the validity of these theories
- **Learning:** CBL is a pedagogical (or teaching) strategy; it is different from community service or volunteering because there is a focus on learning
- **Reciprocal partnerships:** community partners benefit from students’ time, creativity, or knowledge, and students benefit from the

¹ Bringle & Hatcher, 1996, p. 221.

opportunity to learn in a real-world setting; it is essential to identify CBL placements and projects that are a “good fit” for both the course learning goals and the community needs

- **Critical reflection:** in order to process what they’re observing, students need structured opportunities to consider critical questions
 - Ex. If students are working in a soup kitchen, they learn when they ask questions like: Why does hunger exist in the US? What are the factors that put someone at risk of being hungry? How does it affect someone’s life not to have access to nutritious food? What would need to change in order to eliminate hunger?
- **Research:** in addition to service, CBL can take the form of research (see the project-based model below for more information)

C. How is CBL different from community service?

Community Service	Community-Based Learning
Community service is an extracurricular activity.	CBL is a teaching strategy that faculty use to offer students hands-on experience, which often leads them to a broader and more realistic perspective on what they learn in class.
Community service is not explicitly or formally linked to academics.	CBL is directly linked to academics, usually to a particular class.
The main focus in community service is on the needs of the community.	CBL is mutually beneficial to community agencies and students. As in community service, agencies benefit from students’ time, knowledge, and experience. But in CBL, students also benefit from the opportunity to learn in a real-world context.
Volunteers who participate in service may or may not reflect on their experience.	Students who participate in CBL are required to reflect critically on their experience, drawing connections between the theories they learn in

	class and their observations in the community.
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D. How do students benefit from participating in CBL?

Studies have consistently found that community-based learning positively impacts or has a positive relationship to:

- Academic outcomes such as complexity of understanding, problem analysis, critical thinking, and cognitive development
- Students’ ability to apply what they have learned in the “real world”
- Personal development such as a sense of personal efficacy, personal identity, spiritual growth, and moral development
- Interpersonal development and communication skills
- Reducing stereotypes and facilitating cultural and racial understanding
- A sense of social responsibility and citizenship skills
- Likelihood of graduating
- Career development²

E. What do Holy Cross students say about CBL?

- “My CBL course allowed me to increase my desire to work in social justice and think more about careers that would benefit the wider world. CBL forced me to step outside my comfort zone.”
- “[My CBL helped me] not to look from the top-down but from the ground-up when it comes to engaging with community issues and best tackling those issues from a different perspective.”
- “My CBL made me question my purpose in life, and made me wonder what direction I want my life to head in.”
- “The most meaningful aspect of my CBL experience was meeting many people, from diverse socioeconomic statuses with such an immense passion for serving others. That struck me because it has paved a way for me to help others in the future as well.”
- “[Participating in CBL has shown me that] everyone’s story is important and if we do not become a part of the community, we cannot fully understand the lived experiences of those around us...”

² Eyler, Giles, Stenson, & Gray, 2001.

- “[Through CBL] I gained a deeper understanding of what service should be like. It’s a mutually beneficial experience, and I learned this lesson from all of the kids.”
- “The relationships formed with the students and staff at [my CBL site] were essential in my growth in understanding our basic human connection and need for solidarity with one another.”
- “I became a part of a new community through this CBL and I’m very grateful!”

F. What do community partners say about CBL?

- “I continue to find the connection with Holy Cross a blessing. The students are engaging, caring, often do the little things that make their Residents day brighter. Bringing a stuffed bear (Holy Cross) to a woman who clutches her bears, bringing coffee, playing cards, bringing in a newspaper, truly spending time out of their crazy schedule means the world to our Residents. What caring adults they will be in this unsettled world.”
- “Every mentor from Holy Cross was a gift to our program and I’m very grateful for this new relationship that is growing between [our organization] and the college. Thank you for your volunteers! I’m hoping that the experience was positive for you as well and that we can look forward to working with you again in the Fall. Isabelle has been wonderful to work with: communicating in a timely and thorough manner, following up on any concerns raised, making all the arrangements for transportation, etc. It was a real pleasure as well to be invited to the afternoon with all the community partners and Holy Cross staff -- a chance to meet people who make the CBL program run and representatives from other agencies in Worcester. Thank you for all that you do for us.”
- “Students from your institution seem to bring a warmth, acceptance, and caring manner with them. It is a privilege to have them here as volunteers.”
- “Our relationship with CBL only enhances our ability to serve the community. Students are very willing to jump in with our seniors and connect with them. Those connections are ideal because that is what our participants are looking for.”

II. THE DONELAN OFFICE

A. Administrative Staff

The administrative staff of the Donelan Office includes four professional staff members, the Director, the Associate Director, the Assistant Director, and the Administrative Assistant.

The Director oversees Donelan Office activities. Their major responsibilities include: consulting with faculty members on the design and implementation of CBL courses and SIA research projects; representing the Donelan Office at major campus and community events; coordinating the assessment of office programming; and overseeing the program processes and placements.

The Associate Director aids in the management of CBL project-based courses, SIA research projects, faculty development, and the Non-Profit Careers Conference. The Associate Director also manages the office's community partnerships, in conjunction with the Assistant Director. Their major responsibilities include: developing and maintaining relationships with community partners; coordinating CBL projects by collaborating with students, faculty, and community agency supervisors; coordination of the Non-Profit Careers Conference; working with the Donelan Office director to provide faculty development; and liaising with faculty and community partners for implementing SIA research projects.

The Assistant Director aids in the management of Donelan Office placement-based courses and helps to oversee the Office's community partnerships and CBL Intern program. Their major responsibilities include: developing and maintaining relationships with community partners; coordinating the placement process by collaborating with students, faculty, and community agency supervisors; coordination of transportation and safety for all CBL students; supervising the CBL Intern program; and facilitating orientation and reflection sessions for CBL students.

The Administrative Assistant provides administrative support for Donelan Office programming. Their major responsibilities include: coordinating logistics for workshops and events and maintaining student placement, budgetary, and assessment records.

B. CBL Interns

The CBL Intern Program is a student leadership opportunity for experienced CBL students. The program invites students to deepen their engagement with non-profits in Worcester and community-based learning, while enabling the Donelan Office to better serve students, community agencies, and CBL faculty. In this manner, it is intended to be both a service and learning program.

The CBL Interns act as liaisons between the Donelan Office, community agency staff, and CBL students and faculty. Some Interns work directly with our community partner agencies, helping to coordinate on-site logistics for CBL programming. If you would like to work with a CBL Intern, contact the Donelan Office staff to discuss whether any of the current Interns would be a good fit for your agency.

C. Types of CBL Courses

At Holy Cross, there are two types of CBL courses:

In a **“placement-based” CBL course**, students volunteer regularly at a community-based organization. Placement sites can vary widely within each class, but share the common element of directly linking to what students are learning in the classroom. See section III below for more information on supervising CBL placements.

In a **“project-based” CBL course**, students work in groups or as a whole class on a project that benefits the community. Projects might include conducting research, creating an exhibit for a museum, collecting and analyzing data, etc. See section IV below for more information on supervising CBL projects.

Both placement- and project-based CBL courses can be found in a variety of disciplines, and the number and content of courses change from one semester to another. You can find an up-to-date list of the current CBL courses on our [website](#).

III. PLACEMENT-BASED COURSES

A. The Placement Process

During the first week of each semester the Donelan Office holds an orientation and placement event where students who are seeking CBL placements learn about the various community partner options and get matched with an agency. At the orientation, students work with CBL Interns and Donelan Office staff to learn more about the community agencies that may be an appropriate fit for their CBL course. Once students have decided on their first-choice agency and confirmed that their availability matches the agency’s needs, they will fill out a scheduler form and any other necessary paperwork (CORI forms, volunteer applications, etc.). This paperwork will be delivered to the community agencies by CBL Interns and/or Donelan Office staff. The interested students will then be connected via email and/or phone to the community agencies to continue to finalize the placement process.

After you are connected with your volunteers, please communicate directly with students to arrange CBL schedules. The Donelan Office requests that you contact each student who is connected with you within five days of the virtual introduction. It’s up to you to decide how many students you would like to accept. The Donelan Office will assist any students you cannot accommodate with finding an alternative community partner.

If there are particular days and/or times when you would like to host CBL students (for instance, if you have an ongoing program that meets at set times during the

week), please indicate your scheduling requirements and preferences in your agency description. With few exceptions, students' hours should be served in regular shifts throughout the semester. We ask that you share the weekly volunteer schedule with our office once you have arranged an appropriate schedule with each student volunteer.

The Donelan Office cannot guarantee that partner agencies will receive a specific number of Holy Cross students each semester. The number of CBL students placed at each agency will depend on interest level and availability among students.

Students are expected to begin visiting their sites as soon as possible, usually within two to three weeks after the start of the semester. If you have concerns about your ability to respond to students within two to three weeks after the start of the semester, or if you anticipate any other delays that may arise, please contact the Donelan Office.

B. Training and Supervision of CBL Students by Community Agencies

We strongly recommend providing students with an orientation prior to or during their first on-site visit. This might include a site tour and an introduction to the agency's mission, staff, policies and procedures, and goals for the partnership (please see list below for suggestions on information and materials to cover during orientation).

- Overview of organization, mission, and particular communities being served
- Tour of agency (including how to gain access, if applicable, and where volunteers should report each week)
- Expectations of volunteers & goals for participation (how will students be involved and engaged on a regular basis)
- Confidentiality (HIPAA, if applicable)
- Emergency & safety procedures
- Mandatory reporting
- Sexual harassment policy
- Any other topics that pertain to your specific site, such as parking, dress code, allowing photos/videos, sign-in/out procedure, etc.

You and the students will be much more likely to accomplish your respective goals if you each understand what the other is hoping to gain from the experience. Because of this, we have created the CBL Student & Site Supervisor Learning Agreement (outlined below in part C), which you may choose to utilize during orientation to guide the conversation. Orientation can take place in-person at your site, on-campus at Holy Cross, virtually via a Zoom meeting, or via individual phone calls, depending on what works best for your agency. The Donelan Office is here to support you in creating the agenda for orientation and creating materials, scheduling the orientation and arranging the logistics with students, and even reserving a space on-campus if you wish to meet the students at Holy Cross. Contact the Donelan Office if you wish to hold your orientation at Holy Cross. (This can be especially

useful to agencies who welcome volunteers from a variety of Holy Cross programs such as AIP, CBL, GCR, and SPUD.)

With few exceptions, students are expected to attend their placement sites every week throughout the semester (except for holidays and breaks). If you have concerns about a student's attendance, punctuality, or performance, please do not hesitate to contact the Donelan Office staff. We will do whatever we can to resolve the issue in a timely manner.

At the beginning of the semester, the Donelan Office will provide a calendar outlining Holy Cross breaks and holidays. Students are not expected to attend their placement sites on these days, but they may make arrangements with you to do so if they wish. Please communicate directly with the students about any days on which your agency will be closed or your programs will not run. We recommend that you exchange e-mail addresses and/or phone numbers with the students so you can communicate in the event of a last-minute cancellation on either end.

The Donelan Office is able to provide transportation assistance to students on weekdays during each semester. If students ask you about transportation, you can refer them to the Donelan Office. (Transportation to and from campus is the sole responsibility of the student and the Donelan Office. No site is expected to provide transportation for students. Those who do provide transportation are expected to assume full liability.)

During the winter months, our programs can be interrupted by inclement weather. Please inform students of your inclement weather policy (for instance, if your agency automatically closes when the Worcester Public Schools are closed). If your agency decides to close or cancel programming at the last minute due to inclement weather, please contact any students who are scheduled to visit your site directly. If students are unable to travel to your site due to the weather, they will be expected to communicate this to you directly.

C. CBL Student and Site Supervisor Learning Agreement

It may be useful for you and your CBL student(s) to complete a Learning Agreement at the beginning of the semester. This agreement is a formal way for the student to share their hopes for their learning and their ideas for how they can contribute to your agency effectively. The student can also share with you what sort of guidance from you she would like to receive, as well as what sort of specific information she would like to have to feel oriented to your agency. It is also a formal way for you to share with your student(s) what you hope they will learn from volunteering with your agency, what you hope and expect they will contribute to your agency, and what sort of support you can provide as a supervisor.

Taking the time to have a formal meeting as well as completing a written agreement will enable both you and the student to discuss and clarify your expectations for the CBL experience and for each other. It will also be a document that you can return to

throughout the semester if any challenges or questions arise. Finally, it is a way for you both to evaluate your time together. You will be able to see if both of your hopes and expectations were met, which will enable both you and the student to think about ways in which the CBL experience could go even more smoothly in the future. The Donelan Office will provide you with a learning agreement template at the beginning of each semester.

D. Evaluation and Feedback

In some cases, CBL faculty members will request that CBL supervisors formally evaluate students' work. In these cases, we will let you know in advance so you can make the necessary arrangements.

Most often, the Donelan Office does not request formal evaluations of individual students' work for two reasons. First, we understand how much time it takes to supervise CBL students, so we try to keep our requests for paperwork and other administrative tasks to a minimum. Second, some of our CBL students identify placement opportunities outside of our office, so it would be impossible for us to collect evaluations from their supervisors.

Although we do not require individual student assessments, we ask each site supervisor to fill out a general assessment at the end of each semester to provide feedback on the CBL partnership and how it may be improved or changed for the future. That being said, you are encouraged to provide both positive and negative feedback on students' work at any time throughout the semester, especially as it pertains to students' attendance, punctuality, and level of engagement. We encourage you to maintain communication with our office, as we would be happy to help you address any specific issues and inform the student's professor, if appropriate. Additionally, if there are particular students who regularly go above and beyond for your organization, we would love to pass this feedback on to their professors. The Donelan Office will be grateful for feedback of any kind, so please do not hesitate to check in as often as you would like.

We also collect feedback from all students that are engaged in CBL at the end of each semester. We take student feedback into account when evaluating each community partnership and how improvements could be made to our programming. We may choose to share student feedback with you (anonymously) so that you are aware of the student experience and so that we can collaborate to make any necessary changes.

IV. PROJECT-BASED COURSES

The Donelan Office will also communicate with community agencies to learn about possible projects for CBL students and faculty members. When the Donelan Office staff members identify an opportunity for collaboration, we will facilitate

communication between you and Holy Cross faculty or students. Project ideas may come from community agencies, faculty members, or students.

When needed, the Donelan Office will assist with facilitating communication and coordinating logistics for CBL projects. CBL projects generally require ongoing collaboration from partner agencies in determining project parameters, reviewing student work, and periodically visiting CBL classes.

The most successful CBL projects are those that simultaneously meet the needs of community agencies, faculty members, and students. For this reason, ongoing and frequent communication is key. Be sure that you understand what faculty and students hope to gain from collaborating with you, and that they understand what you hope to gain from working with them.

You are welcome to contact the Donelan Office at any time to discuss a new project idea.

Some examples of past CBL projects include:

- Developing labels for an exhibition in the Cantor Art Gallery and at the Worcester Art Museum
- Developing a website to demonstrate research done with a neighborhood about the impacts of climate change
- Developing and delivering a civics-related lesson plan for 7th grade students
- Creating and performing a survey in a neighborhood regarding livability
- Creating a marketing video for an agency to help recruit clients for a particular program
- Helping to implement legal workshops for people who have been recently incarcerated and are reentering
- Developing and implementing a 6-week STEM afterschool program
- Helping to harvest crops on a community farm
- And more!

V. TIPS FOR BEING A DYNAMIC CBL SUPERVISOR

A. Ongoing Communication

We recommend that you exchange contact information with the students who are placed at your organization and touch base with them frequently to ensure that everyone is on the same page regarding expectations (this does not have to be your personal contact information - a school phone number, for example, can work well or whatever method of contact is most appropriate). If students know the best way to reach you, they will be more likely to reach out when they have a question or concern. Sites are also responsible for providing a point of contact for CBL students

at the agency. If the point of contact is not you, please inform the student and the Donelan Office.

If a student does not respond to your calls and/or e-mails in a timely manner, do not hesitate to contact the Donelan Office for assistance.

B. Clear Expectations

We recommend that at the beginning of the semester, you are clear with your volunteers not only about the tasks that you hope the volunteers complete, but also what you hope your volunteers will learn through working with you and your organization. It may be helpful for the student to state their expectations as well. This way, you and your volunteers can be aware of each other's hopes and learning needs throughout your time together. Using a formal learning agreement can help facilitate this process. The Donelan Office will provide you with a template that you can elect to use prior to each semester. See page 10 for more information on the CBL Student and Site Supervisor Learning Agreement.

C. Safety & Boundaries

We believe that it is a best practice for students and community partners to maintain professional relationships in terms of communication and boundaries (when it comes to individuals served by your agency or other staff/volunteers on-site that interact with students). We advise overseeing those relationships for any inappropriate behavior.

Additionally, we advise all involved with CBL (e.g., Holy Cross students, staff at your agency, and individuals served by your agency) to use agency or campus-issued communication accounts, to limit sharing personal information and personal contact information (including social media accounts), to limit sharing personal communication devices, and to consider the time of day when communicating (e.g., communicating during "business hours" only, when possible). Please avoid placing volunteers in one-on-one settings with any individuals they interact with at your agency. If students are in one-on-one scenarios, please check in regularly and place them in common, visible areas.

If you are not actively on site when the student is there to volunteer, be in touch with other staff to create channels of communication and ensure that the student has some type of supervision and guidance while at the site. This includes informing the student (and our office) of who the on-site emergency contact is and how to contact them.

Please provide students with resources on confidentiality, reporting inappropriate conduct, safety procedures, emergency contact at site, and general tips and advice on what students may expect at their site and how they might navigate any uncomfortable or difficult situations. We ask that you support students in setting boundaries with any individuals at your agency, if necessary, and to keep us

informed if any challenges of this nature arise so that we can also intervene and/or provide resources to the student and your agency.

Community partners are responsible for reporting to the Donelan Office any incident, accident or issue involving a CBL student. Community partners are also responsible for cooperating with the College in the event the College receives a report of misconduct by the organization or the organization's clients.

D. Challenge & Support

Psychologist Nevitt Sanford proposed that students grow when they encounter the right balance between challenge and support³. According to his theory, students grow and learn by grappling with a significant challenge that requires them to think outside the realm of their previous experiences. They must also have a sufficient support system that guides them through the challenge they're facing. Striking a balance between challenge and support is the key to successful community-based learning.

Challenge through Cognitive Dissonance

CBL can stimulate cognitive dissonance⁴, which can lead to growth. CBL experiences that might lead to cognitive dissonance include:

- Exposure to diverse perspectives/experiences that do not fit with prior perspectives/experiences
- Learning that social problems are more complex than they might have previously appeared and that there are no easy solutions to these problems (aka the "Great Accommodation")
- Relationships built with those experiencing unfair human suffering at their placement sites
- Being asked to reflect critically in a way that pushes "students to explore the assumptions that underlie their own perceptions and the ways that society is organized"⁵

Support through Relationships

Numerous studies have found that supportive relationships play a key role in high quality CBL experiences.⁶

³ Sanford, N., 1962.

⁴ Cognitive dissonance is "Mental conflict that occurs when beliefs or assumptions are contradicted by new information." (Merriam-Webster dictionary)

⁵ Eyler & Giles, 1999, p. 198.

⁶ Astin et al., 2000; Eyler & Giles, 1999; Hatcher et al., 2004; Kiely, 2005; Radecke, 2007.

Caring relationships with faculty, peers, and/or those at community sites can be a significant source of support as students face challenges associated with CBL.

Support through Reflection

Reflection allows students to apply community experience to their course material, process the challenges they are facing, and build relationships with supervisors, faculty, and other students.

The “4 C’s” of Reflection describe the ideal CBL reflection experience:

- **Continuous:** reflection activities are undertaken throughout the CBL experience, rather than intermittently
- **Connected:** reflection efforts are structured and directly related to the learning objectives
- **Challenging:** reflection efforts set high expectations, demand high quality student effort, and facilitate feedback that stimulates further student learning
- **Contextualized:** reflection activities are appropriate to the particular course or placement site, and complementary to the level and type of course learning activities.⁷

VI. Frequently Asked Questions for Prospective Community Partners

A. What is Community-Based learning (CBL)?

CBL is a teaching approach that connects classroom learning objectives with civic engagement. Civic engagement occurs through service that meets community-identified needs or through research and experience that holds promise of social or scientific value to the community. In this mutually beneficial process, students are able to gain a deeper understanding of course content by integrating theory with practice, while communities gain access to volunteers, resources, and the wide-ranging research and scholarly expertise housed in the College’s many disciplinary departments. For a more in-depth overview of CBL at Holy Cross, please refer to the presentation, “An Introduction to Community-Based Learning.” It can be found on our website here:

[https://www.holycross.edu/sites/default/files/files/cbl/introduction to community-based learning 17.pdf](https://www.holycross.edu/sites/default/files/files/cbl/introduction%20to%20community-based%20learning%2017.pdf)

⁷ Eyler, Giles, and Schmiede, 1996.

B. Is CBL different from service learning?

You may be more familiar with the term service learning rather than community-based learning. Generally, service learning and CBL are considered interchangeable terms in professional and academic writing. Service learning tends to be the term used more frequently.

C. Why CBL?

Research has shown that CBL is an extremely effective learning and relationship-building pedagogy for students, faculty, community partners, and the clients community partners serve. The data* we have collected from our CBL Assessments has proven the same:

- **92.2%** of students said that CBL helped them to learn more deeply than they otherwise would have
- **95.2%** of students said that CBL helped them to connect their course material to the real world
- **92.9%** of students said that CBL was valuable for their personal growth
- **97.4%** of students gained a deeper understanding of problems facing society through CBL
- **100%** of faculty said that CBL increased students' student engagement in the class
- **95.6%** of community partners said that CBL helped their agency to better be able to meet community needs

**Data from 2022-2023 CBL Assessments*

D. I have also heard of the program SPUD (Student Programs for Urban Development) at Holy Cross. How are SPUD and CBL different?

At Holy Cross, there are a variety of ways for students to engage with the Worcester community and build relationships with its people. The SPUD program is run out of the Chaplains' Office and connects hundreds of Holy Cross students with agencies in Worcester. Both the SPUD and CBL programs aim to facilitate meaningful relationships between members of the Holy Cross community and Worcester

residents. The main difference between the two programs is that CBL involves curricular civic engagement, meaning that students are participating in service in conjunction with their academic work (generally for a specific course). While this can and does happen with SPUD students at SPUD sites, the learning goals for CBL civic engagement are overtly defined by CBL faculty in their syllabi. A second difference between the two programs is that generally, students participating in service through CBL make a commitment of one semester (as their service is linked to a semester-long course); students participating through SPUD make a commitment of one academic year. However, several of the CBL classes at Holy Cross are yearlong courses where students make a yearlong commitment. Additionally, numerous CBL students create such deep and meaningful relationships at their CBL sites that they voluntarily continue at their CBL site for two, if not more, semesters. A third difference between the two programs is that SPUD, generally, involves weekly service opportunities. CBL includes both weekly service opportunities (for students in placement-based courses) and more targeted service opportunities, such as a single workshop or a single project (for students in project-based courses). While SPUD and CBL are two separate programs, sites are welcome to host students from both. To learn more about SPUD, visit the SPUD [website](#).

E. How many hours per week are students expected to be at their CBL agencies?

Typically, students serve approximately 2 hours per week with their community partner, or, 20 hours per semester. However, this can vary widely depending on the expectations that CBL faculty set, as well as the timing of certain programs.

F. What resources do you provide to community partners who will be working with the CBL students?

- Donelan Office staff are always available to answer any questions you may have, troubleshoot any challenges you may be facing, and to provide additional resources you may need. Donelan Office staff also visit our community partners on site when the partnership is first created and at any other times that seem necessary.
- The J.D. Power Center sends out a quarterly newsletter with updates from our office, announcements, and other highlights; community partner news and announcements are always welcome! This is a great resource to stay connected with the happenings of our office, as well as for you to share any events or other information with the Holy Cross CBL community.

- The Donelan Office has student leaders through the CBL Intern program. If appropriate, certain CBL Interns are paired with community partners to assist with the organization of CBL volunteers and other logistical matters. Otherwise, the Assistant Director of the Donelan Office works closely with community partners to handle any challenges or concerns that may arise, to assist with the placement process, and to answer any questions you may have. Learn more about the CBL Intern program on our [website](#).
- The Marshall Memorial Fund: Through a bequest of James J. Marshall and Ellen O'Connor Marshall, the College has established a fund to encourage the creative and intellectual involvement of students and faculty with the Worcester Community in order to enhance the quality of life in Worcester and build closer ties between the College and the community. Financial support is available to faculty and students, on a competitive basis for service, research, and community-based learning projects that are of academic benefit to both Holy Cross students and/or faculty and of benefit to the people of Worcester. Awards are typically in the range of \$200-\$500. As a community partner, you would work closely with Holy Cross students and faculty, which would allow you to encourage them to apply for funds for projects that you are working on together. To read a list of past recipients, visit our [website](#).

G. I would benefit greatly from having a student who could commit to more hours per week commitment? Are there ways in which HC students can serve for a larger time commitment?

- Because the CBL students are completing their service in addition to their academic work for their CBL course, they typically do not have more than two or three hours per week to serve at their sites. Holy Cross does have an Academic Internship Program (AIP) where students are expected to be at their sites for eight hours per week and in a seminar course. To learn more about the AIP at Holy Cross, visit their [website](#).
- The Community Service Work-Study Program at Holy Cross may also be a program that fits your needs. To learn more about this program at Holy Cross, visit the Office of Government and Community Relations' [webpage](#).

H. I am interested in other ways to partner with the Donelan Office. Are there additional opportunities to do so?

Absolutely! The Donelan Office works with faculty and community partners through Scholarship in Action, a community engaged research grant program. The Donelan Office also co-sponsors and co-facilitates the Non-Profit Careers Conference (NPCC). Every January, approximately 30 HC students return to campus early to learn about the non-profit world from faculty, staff, alumni, and community partners. One of the ways students learn about the non-profit world is through participating in a case study at a local non-profit. The case study is a real-life challenge that a non-profit is currently facing and needs outside advice in order to work on solving it. Examples of case studies that have previously been done are: creating a strategy to recruit alumni for a community event; creating a survey to assess the effectiveness of a program; and, envisioning different ways in which a newly acquired property could be used to generate income. Contact the Donelan Office to learn more about the case study aspect of the NPCC or visit the NPCC portion of the Donelan Office [website](#).

VII. CONCLUSION

Thank you for participating in the education of Holy Cross students. Please be in touch if there is any way that we can improve the experience you are having with our students or the Donelan Office.

VIII. REFERENCES (FURTHER READING)

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