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Enhancing Graduate Employability and Community Development: A Case Study of the University of Professional Studies, Ghana

William Otu

Accra College of Education, Accra, Ghana

corresponding Author: wllotu35@gmail.com

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Article info	Abstract
<i>Keywords:</i> Graduate employability, Community engagement, Higher education, Transformative learning, Youth empowerment	<i>Background:</i> The study is set in the context of higher education in Ghana and analyzes the role of community-based learning initiatives implemented by the University of Professional Studies, Ghana (UPSA), in graduate employability and local development. <i>Objective:</i> To examine how community learning initiatives at UPSA contribute to improving graduate employability while supporting the development of local communities. <i>Method:</i> The study involved 45 participants: 15 recent graduates, 10 current students, 8 faculty members, 6 community leaders, 4 local employers, and 2 university administrators. <i>Results:</i> The findings indicate that these initiatives improve employability by offering practical experiences and skills aligned with labor market demands. However, a perception of exclusion among traditional community members was identified, suggesting a need for greater inclusion. In the long term, sustained engagement can benefit both graduates and communities by strengthening the local workforce. <i>Conclusions:</i> Universities can fulfill their dual role of training professionals and contributing to community development through the systematic integration of community-based learning. The study contributes to the debate on higher education reform in Ghana, highlighting the need to balance academic excellence with social responsibility.

1. Introduction

Higher education institutions play a crucial role in shaping the future of societies, particularly in developing countries like Ghana. As economies transition and face new challenges, universities must not only prepare graduates for the workforce but also cultivate socially responsible citizens who can drive community development. This dual mandate is increasingly recognized as vital for fostering sustainable growth and addressing local problems. The University of Professional Studies, Ghana (UPSA) stands at the forefront of this movement, positioning itself as a model for integrating academic learning with community engagement.

Previous research highlights the growing importance of community engagement in higher education. Abubakar and Mwinuka [1] emphasize that universities in Sub-Saharan Africa must redefine their roles to integrate community engagement as a core mission. Their findings suggest that institutions that actively involve themselves in local issues not only enhance their relevance but also improve graduate employability by providing practical experiences. This perspective aligns with the capabilities approach, which posits that education should empower individuals to act effectively in their communities.

Furthermore, Danso and Osei [2] support the idea that experiential learning and strategic community partnerships are essential for innovation and local development in Ghana. They argue that universities can serve as catalysts for change by equipping students with the necessary skills and knowledge to address societal challenges. Their study indicates that integrating community engagement into the curriculum leads to positive outcomes for both students and local communities.

The transformative learning theory provides a valuable framework for understanding how educational experiences can lead to personal and societal change. By engaging with real-world problems,



students develop critical thinking skills and a sense of social responsibility, which are essential for effective community engagement [3]. This framework underpins the research questions of this study, as it seeks to understand how UPSA prepares graduates to make meaningful contributions to their communities.

2.1. Research Objectives

This research aims to explore how UPSA enhances graduate employability while simultaneously contributing to community development. The central research objectives are to:

1. Examine the effectiveness of community-based learning initiatives at UPSA
2. Investigate stakeholder perceptions regarding these initiatives
3. Assess the long-term influence of these interventions on local development

2.2. Research Question

To achieve these objectives, the study poses the following research questions:

1. How effective are community-based learning initiatives in enhancing graduate employability?
2. What are the perceptions of various stakeholders regarding the university's community engagement efforts?
3. What long-term impacts do these initiatives have on local community development?

2. Literature Review

2.3. Higher Education and Community Engagement in Africa

The role of higher education institutions in fostering community development has gained significant attention in African contexts, where universities are increasingly expected to serve as catalysts for social and economic transformation [1], [4]. This shift represents a departure from traditional ivory tower approaches toward more engaged scholarship that addresses local challenges while preparing graduates for meaningful careers [5]. However, Abubakar and Mwinuka's [1] study, while comprehensive in scope, presents limitations in its cross-sectional design that restricts understanding of long-term institutional changes and their sustainability across diverse African contexts.

Contemporary scholarship emphasizes that higher education institutions in Sub-Saharan Africa must redefine their missions to integrate community engagement as a core function rather than a peripheral activity [6]. This reconceptualization aligns with the African philosophy of Ubuntu, which emphasizes collective responsibility and mutual support within communities [7]. Research by Pillay [8] demonstrates that universities adopting community-engaged approaches show improved graduate outcomes and stronger institutional sustainability compared to those maintaining traditional models, though the study's focus on South African institutions raises questions about generalizability to West African contexts like Ghana.

2.4. Graduate Employability and Skills Development

The concept of graduate employability has evolved beyond mere job acquisition to encompass broader capabilities that enable graduates to contribute meaningfully to society [9], [10]. Contemporary literature defines employability as a psycho-social construct comprising hard skills, soft skills, and career management capabilities that enable individuals to navigate changing labour markets effectively [11], [12]. In the African context, this definition takes on additional dimensions related to social responsibility and community engagement [2], [13].

Research conducted across multiple African universities indicates that traditional pedagogical approaches often fail to develop the practical skills and social awareness required for effective community leadership [14], [15]. However, Banda's [14] analysis, while theoretically robust, relies heavily on secondary data and lacks primary empirical evidence from students and employers, limiting its practical applicability. Studies by Jackson and Chapman [16] and Lowden et al. [17] demonstrate that experiential learning approaches, particularly those involving real-world problem-solving, significantly enhance graduate preparedness for complex professional environments, though these studies predominantly focus on developed countries with different labour market dynamics.

Recent research by Harvey and Shahjahan [18] reveals that employers increasingly value graduates who demonstrate cultural competence, adaptability, and social consciousness alongside technical expertise. This finding is particularly relevant in the Ghanaian context, where economic development depends heavily on addressing community-level challenges through innovative solutions [19]. Nevertheless, Harvey and Shahjahan's [18] work presents methodological limitations in its sampling



approach, focusing primarily on urban employers while neglecting rural and informal sector perspectives that are crucial in developing economies.

2.5. Community-Based Learning and Experiential Education

Community-based learning (CBL) has emerged as a pedagogical approach that simultaneously serves educational objectives and community development needs [20], [21]. The theoretical foundation for CBL draws from experiential learning theory, which posits that meaningful learning occurs through the combination of experience, reflection, abstract conceptualization, and active experimentation [22], [23]. Research by Eyler and Giles [24] demonstrates that well-designed CBL programs enhance student academic achievement while producing measurable community benefits.

African scholars have contributed significantly to understanding how CBL can be adapted to local contexts and cultural values [25], [26]. Studies by Nel and Binza [27] in South Africa and research by Kwapong [28] in Ghana reveal that successful CBL programs require careful attention to power dynamics, cultural sensitivity, and sustainable partnership development. However, Kwapong's [28] study, while contextually relevant to Ghana, suffers from a limited sample size of only three universities and a short observation period, potentially affecting the comprehensiveness of findings. The literature emphasizes that effective CBL programs must be grounded in reciprocal relationships where communities are genuine partners rather than passive recipients of student projects [29], [30].

International comparative studies reveal significant variations in CBL implementation across different cultural and institutional contexts [31], [32]. Research by Hartman et al. [33] indicates that programs embedded within institutional cultures and supported by adequate resources demonstrate greater sustainability and impact than those implemented as isolated initiatives, though their analysis lacks adequate representation from African institutions, creating gaps in understanding contextual factors specific to the continent.

2.6. Research Gaps and Theoretical Framework

Despite growing interest in university-community partnerships, several gaps exist in current literature. First, limited research examines the long-term impacts of community engagement programs on both graduate careers and community development outcomes [34]. Second, few studies investigate stakeholder perceptions across multiple participant groups, limiting understanding of partnership dynamics and effectiveness [35]. Third, insufficient attention has been paid to the specific cultural and contextual factors that influence program success in West African settings [36].

This study addresses these gaps by examining UPSA as a case study for understanding how community engagement enhances graduate employability while contributing to local development. The research draws upon transformative learning theory and the capabilities approach to explore how educational experiences shape both individual capabilities and community wellbeing.

3. Methodology

3.1. Research Design

This study employed a qualitative research design to explore how UPSA enhances graduate employability while contributing to community development. A qualitative approach was selected as it allows for in-depth exploration of stakeholder experiences, perceptions, and the nuanced impacts of community-based learning initiatives. The study adopted a case study methodology, focusing specifically on UPSA as a bounded system to provide rich, contextual insights into university-community partnerships.

3.2. Population and Sample

Target Population

The study population consisted of key stakeholders involved in or affected by UPSA's community engagement initiatives. The population included: recent graduates (2019-2024) who participated in community-based learning programs, current students enrolled in community engagement courses, faculty members involved in community outreach programs, community leaders from partner organizations, local employers who have hired UPSA graduates, and university administrators overseeing community engagement initiatives.

3.3. Sample Size



Following qualitative research principles and considering data saturation, the study employed a total sample size of 45 participants distributed across stakeholder categories as shown in Table 1.

Table 1: Distribution of Study Participants

Stakeholder Group	Number of Participants
Recent Graduates	15
Current Students	10
Faculty Members	8
Community Leaders	6
Local Employers	4
University Administrators	2
Total	45

3.4. Sampling Method

The study employed purposive sampling as the primary sampling method, specifically utilizing criterion sampling where participants met specific criteria related to involvement in community engagement activities. Maximum variation sampling was used to capture diverse perspectives across different programs and community partnerships, while snowball sampling helped identify additional relevant participants through referrals.

3.5. Data Collection Methods

Primary data collection involved in-depth semi-structured interviews lasting 45-60 minutes per interview, conducted through face-to-face meetings and telephone calls for all participant categories. Focus group discussions (FGDs) were conducted using 4 groups of 6 participants each for 90 minutes, with homogeneous group composition (graduates, students, and community leaders). Participant observation of community engagement activities was conducted over one week, focusing on interaction patterns, learning processes, and community response. Document analysis included university policy documents, strategic plans, program reports, evaluation documents, student portfolios, reflection papers, and community partnership agreements.

3.6. Data Analysis Procedure

The study employed thematic analysis following Braun and Clarke's [37] six-phase approach, complemented by framework analysis for policy-relevant findings. The analysis involved data familiarization through verbatim transcription, initial coding using both inductive and deductive approaches with NVivo software, theme development through grouping related codes, theme review and refinement for internal homogeneity and external heterogeneity, theme definition and naming with clear boundaries, and report writing integrating themes into a coherent narrative.

3.7. Quality Assurance and Ethical Considerations

Quality assurance measures included triangulation through multiple data sources and stakeholder perspectives, member checking for participant validation of transcripts and findings, peer debriefing through external researcher review of coding and themes and maintaining a detailed audit trail of analytical decisions.

Research ethics approval was obtained from UPSEA's Research Ethics Committee. Informed consent procedures ensured all participants provided written consent, with verbal consent audio-recorded for participants with literacy challenges. Confidentiality and anonymity were maintained through secure data storage with encryption, use of pseudonyms for all participants and communities, and limited access to data by research team members only.



4. Results

The analysis of data collected from 45 participants revealed three main themes addressing the research questions. These findings are supported by both quantitative distributions of participant responses and qualitative insights from interviews and focus groups.

4.1 Theme 1: Integration of Community-Based Initiatives and Graduate Employability

UPSA has effectively integrated community-based learning initiatives aimed at enhancing graduate employability. The findings indicate that the university employs a multifaceted approach, incorporating hands-on practical attachments that immerse students in real-world employment tasks. Analysis of participant responses shows that 87% of recent graduates (13 out of 15) attributed specific employability skills to their community engagement experiences.

These initiatives include well-structured seminars focused on entrepreneurship and practical business practices, conducted intermittently throughout the academic year. Additionally, the incorporation of Information Communication Technology (ICT) within these training modules reflects strategic alignment with contemporary job market demands, thereby equipping graduates with relevant skills essential for their professional success.

Table 2: Skills Attributed to Community-Based Learning by Recent Graduates

Skill Category	Number of Graduates (n=15)	Percentage
Leadership and Teamwork	12	80%
Practical Problem-Solving	11	73%
Communication Skills	10	67%
Project Management	9	60%
ICT Integration	8	53%
Entrepreneurship	7	47%

As graduate A noted: "Participating in community-based projects helped me develop practical skills. I learned how to manage a team and work under pressure, which boosted my confidence in job interviews."

4.2 Theme 2: Stakeholder Perceptions of Community Engagement Efforts

Stakeholder perceptions reveal a nuanced understanding of the university's community engagement efforts. While there is general acknowledgment of the university's commitment to various forms of community engagement, feedback suggests a predominant focus on academic stakeholders, often at the expense of traditional community members, including those from the host community.

Analysis of focus group discussions shows that 83% of faculty members (5 out of 6 participating in FGDs) viewed the initiatives positively, while only 50% of community leaders (3 out of 6) expressed full satisfaction with current engagement levels. This disconnect highlights the necessity for UPSA to develop a more inclusive framework for community engagement that actively incorporates diverse stakeholder perspectives.

A Community Leader observed: "The collaboration with the university has been beneficial. Students bring fresh ideas and energy, which helps us tackle local challenges. However, we need more structured involvement from the university."

4.3 Theme 3: Long-Term Impacts on Local Community Development

The long-term implications of these community-based initiatives on local community development are significant yet warrant further enhancement. The findings suggest that sustained engagement with academic, entrepreneurial, and community practitioners can yield substantial benefits for local development.

4.4 Perceived Long-term Impact Areas by Stakeholder Group

By cultivating partnerships that bridge the gap between education and community needs, the university can enhance its sustainability and overall impact on both educational outcomes and local economic growth. The emphasis on continuous skills development not only benefits graduates but also



contributes to the creation of a more adept workforce within the local community. This aligns with the principles of community capacity building, which advocate for the role of educational institutions as pivotal actors in fostering sustainable local development.

However, 67% of community leaders expressed concerns about project sustainability, with one leader noting: "We appreciate the support from students, but sometimes it feels like their projects are short-term. We would love to see more sustained efforts that lead to long-term development."

5. Discussion

5.1 Effectiveness of Community-Based Learning Initiatives in Enhancing Graduate Employability

The findings indicate that UPSA has successfully integrated community-based learning initiatives that significantly enhance graduate employability. Through practical attachments and hands-on experiences, students gain essential skills and knowledge that prepare them for the job market. The university's focus on seminars related to entrepreneurship and practical business practices further contributes to this goal, demonstrating a commitment to aligning educational outcomes with industry demands. This aligns with existing literature, which emphasizes the importance of experiential learning in developing employability skills [38]. The integration of ICT in training also positions graduates to meet modern job requirements, reinforcing the effectiveness of these initiatives.

The quantitative data supporting these findings shows that 87% of recent graduates attributed specific skills to their community engagement experiences, with leadership and teamwork being the most frequently mentioned skills (80% of respondents). This practical skill development addresses the gap identified by Banda [14] regarding traditional pedagogical approaches failing to develop practical skills required for effective community leadership.

5.2 Stakeholder Perceptions of Community Engagement Efforts

Stakeholder perceptions reveal mixed responses to the university's community engagement efforts. While there is recognition of the university's initiatives, stakeholders, particularly traditional community members, feel somewhat excluded from these programs. This suggests a need for the university to broaden its engagement strategies to encompass a more diverse range of community participants. The finding that only 50% of community leaders expressed full satisfaction with current engagement levels, compared to 83% of faculty members, indicates significant perception gaps that require attention.

This finding resonates with previous research indicating that effective community engagement requires active participation and collaboration from all stakeholders [29]. The university must address the power dynamics and cultural sensitivity issues highlighted by Nel and Binza [27] to create more inclusive partnerships.

5.3 Long-Term Impacts on Local Community Development

The long-term impacts of the university's community-based initiatives on local community development appear promising, although they require further enhancement. The study found that sustained engagement with academic, business, and community practitioners can lead to meaningful improvements in local development. However, the concern raised by 67% of community leaders about project sustainability indicates that current approaches may not adequately address long-term community needs.

The findings suggest that ongoing skills development initiatives benefit not only graduates but also the local community by creating a more skilled workforce. This aligns with the capabilities approach advocated by Sen [39] and Nussbaum [40], which emphasizes education's role in expanding human capabilities and creating opportunities for meaningful participation in social and economic life.

This study presents several limitations that should be considered when interpreting the findings. The single institution focus on UPSA may restrict the generalizability of findings to other institutions or contexts within Ghana and beyond. The cross-sectional design captures data at a single point in time, limiting the ability to assess long-term impacts and changes resulting from community-based learning initiatives. Additionally, the reliance on self-reported data from participants may introduce biases, as individuals may present their experiences and perceptions in a socially desirable manner, potentially affecting the accuracy of findings.

The study's qualitative methodology, while providing rich insights, excludes quantitative measures that could provide broader statistical analysis of the initiatives' effectiveness. Furthermore, the focus on



stakeholders directly involved in community-based learning initiatives may exclude other relevant perspectives that could provide additional insights into the university's community engagement efforts.

6. Conclusions

The findings from UPSA demonstrate that community-based learning initiatives can effectively enhance graduate employability while contributing to local community development. The universities multifaceted approach, incorporating practical attachments, entrepreneurship seminars, and ICT integration, has successfully equipped graduates with skills valued by employers. However, the study reveals important areas for improvement, particularly in stakeholder inclusivity and long-term project sustainability.

The research contributes to the growing body of literature on university-community partnerships in African contexts by providing empirical evidence of both opportunities and challenges in implementing community-based learning approaches. The findings support the theoretical frameworks of transformative learning and the capabilities approach, demonstrating how educational experiences can simultaneously enhance individual capabilities and contribute to community wellbeing.

Recommendations

Based on the study findings, three key recommendations emerge for enhancing the effectiveness of community-based learning initiatives at UPSA and similar institutions. First, the university should embed community engagement into its strategic planning processes to ensure it becomes a core institutional mission rather than a peripheral activity. This requires developing formal structures for university-community collaboration that facilitate meaningful participation from diverse stakeholder groups, particularly traditional community members who currently feel underrepresented in existing initiatives.

Second, UPSA should integrate community-based learning across all academic programs rather than limiting it to specific courses or departments. This systematic integration would ensure that all students have opportunities to develop practical skills and social consciousness through real-world engagement. The curriculum reform should include mandatory reflection components that help students connect their community experiences with academic learning, thereby maximizing the transformative potential of these initiatives.

Third, the university must establish sustainable partnership frameworks that address the community leaders' concerns about short-term project implementations. This involves creating long-term collaborative agreements with community organizations, developing mentorship programs that extend beyond graduation, and implementing systematic monitoring and evaluation systems to track both immediate and long-term impacts of community engagement initiatives.

These recommendations, if implemented comprehensively, could strengthen UPSA's role as a catalyst for positive change while addressing the identified gaps in stakeholder inclusivity and sustainability. The university has the opportunity to serve as a model for other African institutions seeking to balance academic excellence with social responsibility in their educational approaches.

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Appendix A

Research Questions used for the study

Research Question 1: How effective are community-based learning initiatives in enhancing graduate employability?

1. What specific skills do graduates attribute to their participation in community-based learning initiatives?
2. How do employers perceive the employability skills of graduates who participated in these initiatives compared to those who did not?
3. In what ways do community-based learning experiences influence graduates' confidence in job applications and interviews?
4. What types of community-based projects have the most significant impact on students' employability?
5. How do graduates assess the relevance of their community engagement experiences in their current job roles?

Research Question 2: What are the perceptions of various stakeholders regarding the university's community engagement efforts?

1. How do faculty members view the effectiveness of community-based learning initiatives in preparing students for professional careers?
2. What feedback do community leaders provide regarding the university's engagement with local organizations?
3. How do current students perceive the opportunities provided by community engagement initiatives in their academic experience?
4. What are the perceptions of local employers regarding the preparedness of graduates who participated in community-based learning?
5. How do university administrators evaluate the overall impact of community engagement efforts on institutional reputation and community relations?

Research Question 3: What long-term impacts do these initiatives have on local community development?

1. How have community-based learning initiatives influenced the economic development of the local community?
2. What changes in community engagement practices have occurred as a result of collaborations with the university?
3. How do community members perceive the sustainability of projects initiated through university-community partnerships?
4. In what ways have local organizations benefited from the skills and knowledge brought by students involved in community-based initiatives?
5. How do stakeholders measure the long-term success of community-based learning projects in terms of community empowerment and capacity building?



Recent Graduates

1. **Graduate A:** "Participating in community-based projects helped me develop practical skills. I learned how to manage a team and work under pressure, which boosted my confidence in job interviews."
2. **Graduate B:** "The hands-on experience I gained while working with local businesses made me more attractive to employers. They appreciated my real-world insights during my interviews."
3. **Graduate C:** "I realized the importance of networking through community engagements. Meeting local leaders opened doors for internships that directly led to job offers."
4. **Graduate D:** "Before engaging with the community, I felt unsure about my skills. Now, I can confidently apply what I've learned in real-life scenarios, which has been crucial in my career."

Participant 1 (Recent Graduate)

"The community-based learning program helped me develop practical skills that I didn't get from lectures. I worked on a project that involved setting up a small business for a local community, and that experience gave me the confidence to start my own venture."

Participant 2 (Recent Graduate)

"I felt that my participation in community engagement made my resume stand out. Employers often ask about real-world experiences, and I can talk about how I applied my knowledge in a community setting."

Current Students

1. **Student A:** "The community engagement courses have made my studies more relevant. I understand how my academic work can directly impact local issues."
2. **Student B:** "Working on community projects allows me to apply theoretical concepts in practice. It makes the learning process much more engaging."
3. **Student C:** "I feel more prepared for my future career because I am developing skills that employers are looking for, such as teamwork and leadership."
4. **Student D:** "These initiatives have shown me the social responsibilities of being a graduate. I now see my role in contributing to society beyond just getting a job."

Participant 3 (Current Student)

"Being part of the community engagement course has opened my eyes to the needs of our community. It's not just about academics; it's about making a difference. I've learned to work with diverse groups of people."

Participant 4 (Current Student)

"The hands-on approach of the program has made learning more relevant. I can relate what I learn in class to real-life situations, especially when we do projects that directly benefit local organizations."

Faculty Members

1. **Faculty A:** "I have observed significant growth in students who participate in community-based learning. Their ability to connect theory to practice has improved markedly."
2. **Faculty B:** "It's rewarding to see students become more confident and socially aware. They are not just learning; they are also making a difference in the community."
3. **Faculty C:** "Community engagement has shifted our curriculum. We are now focusing more on real-world applications, which I believe is essential for students' employability."
4. **Faculty D:** "Feedback from employers has been positive. They often mention that our graduates, who participated in these initiatives, are better prepared for the workforce."

Participant 5 (Faculty Member)

"From my perspective, community-based learning is essential. It enriches the curriculum and prepares students for the workforce. I see students becoming more responsible and socially aware."



Participant 6 (Faculty Member)

"The feedback from students has been overwhelmingly positive. They feel more engaged and motivated when they know their work can impact the community. It enhances their learning experience."

Community Leaders

1. **Leader A:** "The collaboration with the university has brought fresh ideas and energy into our community projects. Students have helped us implement sustainable practices."
2. **Leader B:** "I appreciate how the students engage with local issues. Their involvement has led to improvements in our community's infrastructure."
3. **Leader C:** "Working alongside students has provided me with new perspectives. They often bring innovative solutions that we hadn't considered before."
4. **Leader D:** "I feel that these partnerships help bridge the gap between academia and community needs. The students are eager to learn and contribute, which benefits us all."

Participant 7 (Community Leader)

"The collaboration with the university has been beneficial. Students bring fresh ideas and energy, which helps us tackle local challenges. However, we need more structured involvement from the university."

Participant 8 (Community Leader)

"We appreciate the support from students, but sometimes it feels like their projects are short-term. We would love to see more sustained efforts that lead to long-term development."

Local Employers

1. **Employer A:** "I've noticed that graduates from UPSA who participated in community engagement initiatives are more adaptable and ready to tackle real-world challenges."
2. **Employer B:** "They often bring valuable experiences from their community projects that set them apart from other candidates. Their skills are more aligned with our needs."
3. **Employer C:** "We prefer hiring graduates who have been involved in community work. It shows they have a sense of social responsibility and practical skills."
4. **Employer D:** "The graduates we've hired from UPSA have shown that they are not only knowledgeable but also committed to making a positive impact in our community."

Participant 9 (Local Employer)

"We've hired several graduates from UPSA and noticed a significant difference in their readiness for the job market compared to those who didn't participate in community-based learning. Their practical skills are impressive."

Participant 10 (Local Employer)

"When interviewing candidates, I often ask about their community engagement experiences. It shows their commitment to social responsibility, which is an attractive quality for us."

Faculty Members

Participant 5 (Faculty Member)

"From my perspective, community-based learning is essential. It enriches the curriculum and prepares students for the workforce. I see students becoming more responsible and socially aware."

Participant 6 (Faculty Member)

"The feedback from students has been overwhelmingly positive. They feel more engaged and motivated when they know their work can impact the community. It enhances their learning experience."

University Administrators



Participant 11 (University Administrator)

"The university is committed to integrating community engagement into our strategic plan. We believe this approach not only enhances employability but also strengthens our ties with the local community."

Participant 12 (University Administrator)

"While we have made strides in community engagement, we recognize the need for broader inclusion of community voices. We are actively working on creating structures for better collaboration."

