

Implementation of Community-Engaged Learning Attributes

At CSU Stanislaus

CSU

The California State University
CENTER FOR COMMUNITY ENGAGEMENT

AGENDA

Introductions and Desired Outcomes

CEL Attribute Initiative Overview

CSU Stanislaus Implementation of Fall
2020 Attribute Pilot

Desired Meeting Outcomes

Identify

Identify the attribute implementation process
(what is it, who is involved, when is it implemented)

Learn

Learn about current systemwide and campus-based
community engagement data challenges

Feel

Feel informed, energized and equipped to implement
the CEL attributes – Fall 2020 pilot

Call for Community-Engaged Learning Attributes

The Chancellor's Office called for:

- 1) common attribute and
- 2) common definition of service learning (SL) across all CSUs to provide a systemwide perspective

SL Attribute Working Group was formed.

A CO definitions of Service Learning and Curricular Community-Engaged Learning are designed to encompass campus definitions (not supersede). Definitions of Community Engagement and Community-Engaged Learning were established to provide a context for the SL definition.

Call for Community-Engaged Learning Attributes

Two common attributes and new attribute values will be released systemwide on August 1 to each campus:

- “**CSLI**” for courses meeting the SL criteria.
- “**CCEL**” (Curricular Community-Engaged Learning) attribute to recognize courses that fall within a broader community-based learning category, but do not meet all SL criteria. **Values:** R (required); O (optional); EC (extra credit)

A community-engaged learning tool has been developed to differentiate between

- Curricular Community-Engaged Learning courses and
- Service Learning courses.

Feedback has been received and incorporated from campus Centers of SL/CE staff and from select faculty from seven CSU campuses.

CSU Stanislaus Attribute Implementation Plan

Two-phase implementation of pilot:

Phase I in Fall 2020 to select campuses

Phase II in Spring 2021 to remaining campuses

Summer 2020: CSU Stanislaus Office of Service Learning will develop implementation plan for working with departments and faculty.

Fall 2020: Office of Service Learning information, faculty with SL/CEL courses pilot CEL tool for attribute application.

Spring 2021: the CEL tool is fully implemented as a continuing pilot program.

CEL Attribute Initiative: Campus Benefits

Track the student learning
experience

Improve campus data on
community-engaged learning
efforts

Provide support to faculty engaged
in community engaged-learning

Faculty-identified benefits of the CEL Framework

65%

Better understanding of the essential elements of service learning and of the community-engaged learning spectrum.

65%

Insight into curriculum preparation and design.

47%

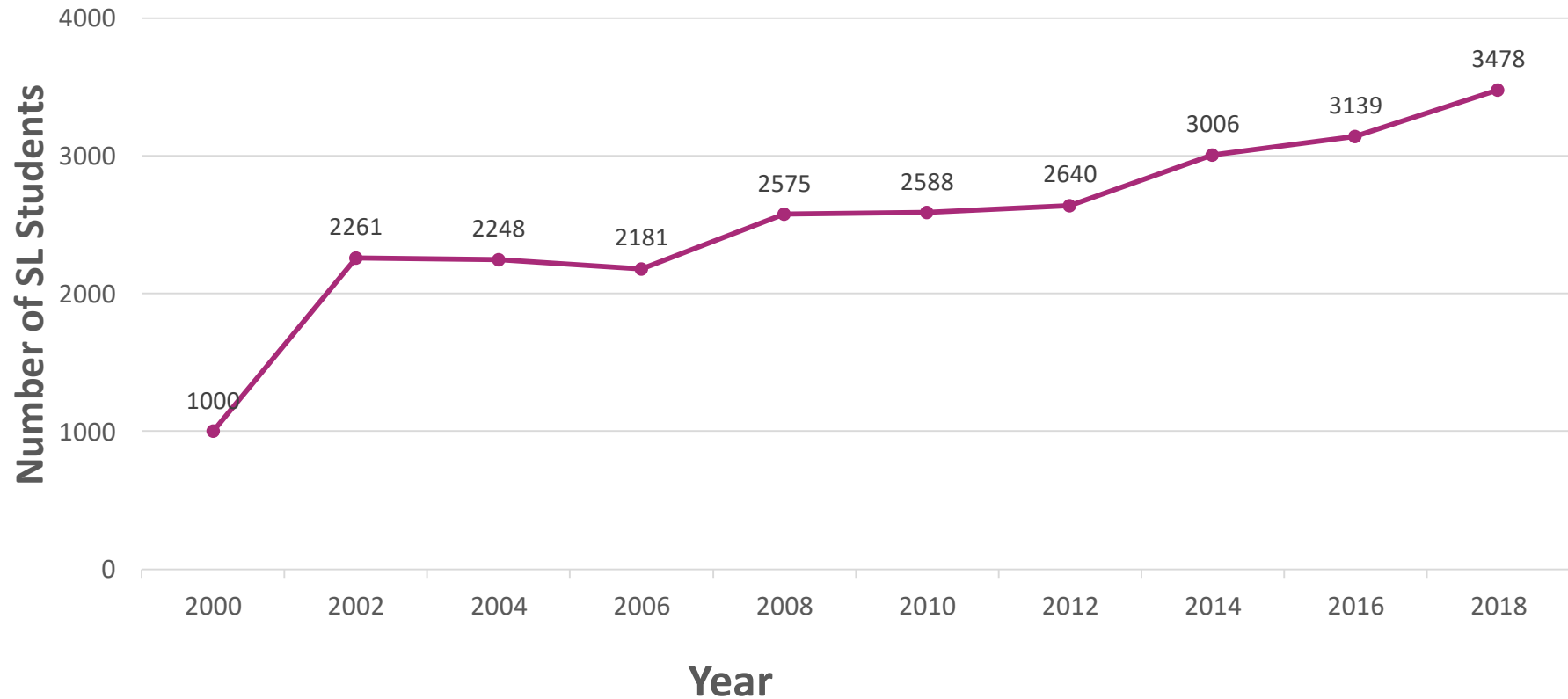
Better understanding of student learning.



Questions

20 Years of Service Learning across the CSU

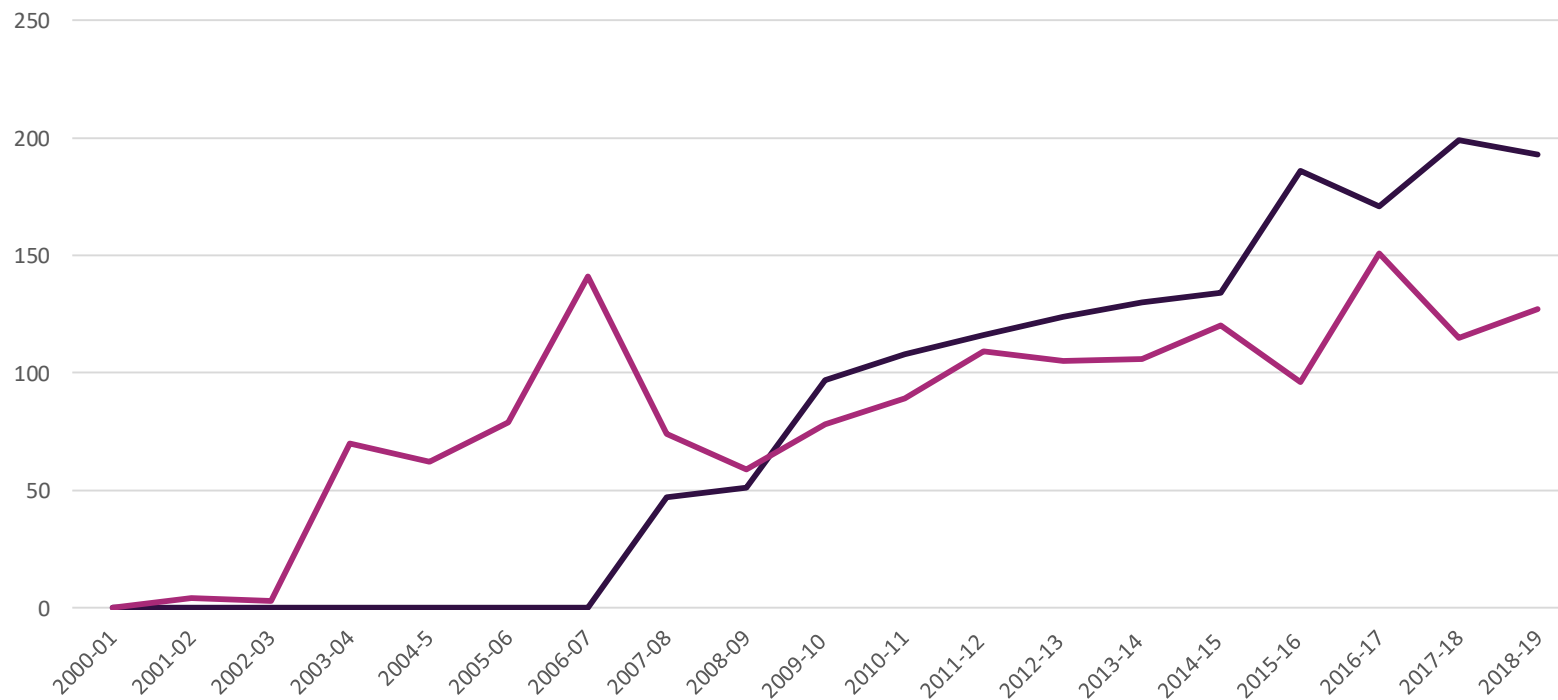
Annual Service Learning Student Count (2000-2018)



CSU Stanislaus SL Data Barriers

STAN STATE SL COURSES 2000-2019

— Call to Service — APDB



Course Identification Challenges

- No accurate process for identifying courses.
- Often SL courses may not be identified until later in semester after APDB courses have been identified.
- Courses with labs can be double counted.

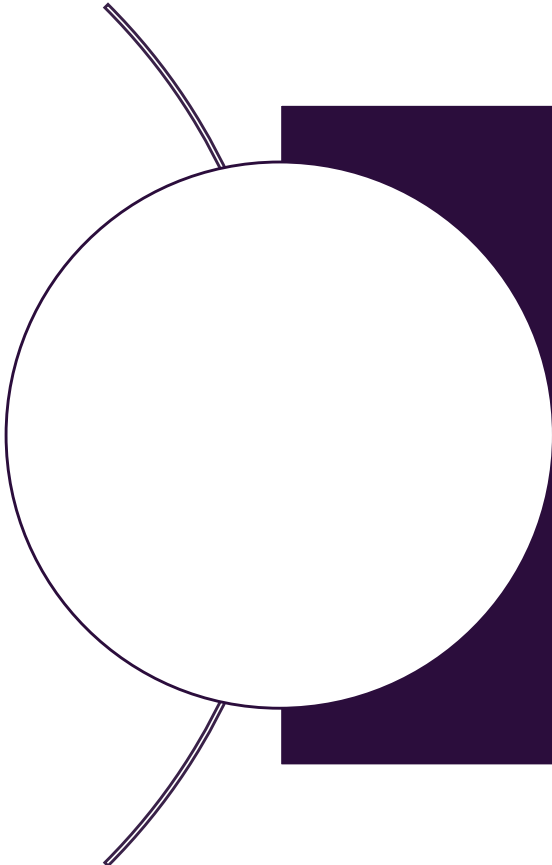
Qualitative Feedback CSU and National Advocates

A clear truth is that community engagement impact is very difficult to measure, but it is worth the struggle and effort to innovate on how to measure it, and through data continue to tie student and community outcomes to community engagement initiatives.

Better data, more effective data, and data that can stand up to scrutiny is essential to achieving many other goals such as gaining media interest, getting legislative attention, and increasing funding.

Data that accounts for student participation in community engagement is powerful, but we need more data that illustrates impact and outcomes.

A Call to Action



Advance a common definition and understanding of service-learning through the establishment of two common systemwide attributes.

- **CSLI** for courses meeting the service-learning (SL) criteria
- **CCEL** (curricular community-engaged learning) to recognize courses that fall within a broader community-based learning category, but do not meet all SL criteria

CSU Community-Engaged Learning Definitions

Curricular Community Engaged Learning

Curricular Community Engaged Learning (CCEL) is the collaboration between institutions of higher education and community partners (entities, organizations, or groups with whom a relationship can be developed) in which students learn and develop through participation in the collaboration; the outcomes of which address societal issues and benefit the common good.*

Service Learning

(referred as “community-based learning” on some CSU campuses)
Service Learning is a teaching method that involves students in meaningful service that addresses critical societal and/or social justice issues. The service is an essential component of course curriculum and assessment of student learning. It is characterized by critical reflection and a collaborative partnership among the instructor, students, and community, with a focus on both student learning and community impact.

*Common Good

Distinguished from private or individual interests, the term “common good” refers to the material, cultural or institutional interests and goals that members of a society have in common that embody sustained mutual respect. (Adapted from Stanford Encyclopedia of Philosophy.) *(This is a functional definition for CE activities.)*

Application of Attribute at Stanislaus

- How courses are identified: Office Of Service Learning works to identify courses using current campus definition of SL.
- CSLI Attribute is applied to these courses.
- On August 1, 2020 CMS will release the CSLI and CCEL attributes systemwide to each CSU campuses with the following attribute values: (R) Required, (O) Optional, and (EC) Extra Credit.
- Based on fall 2020 pilot, courses will be re-attributed as either CSLI or CCEL.

CSU Stanislaus Preliminary Implementation Plan

- To facilitate a discussion on barriers
- To determine process for creating the new attribute(s), including who must be involved
- To identify point person in each academic college
- To engage faculty and provide support
- To liaison with campus systems to ensure assigning of attributes
- To plan for any next steps based on data and CO follow-up

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