

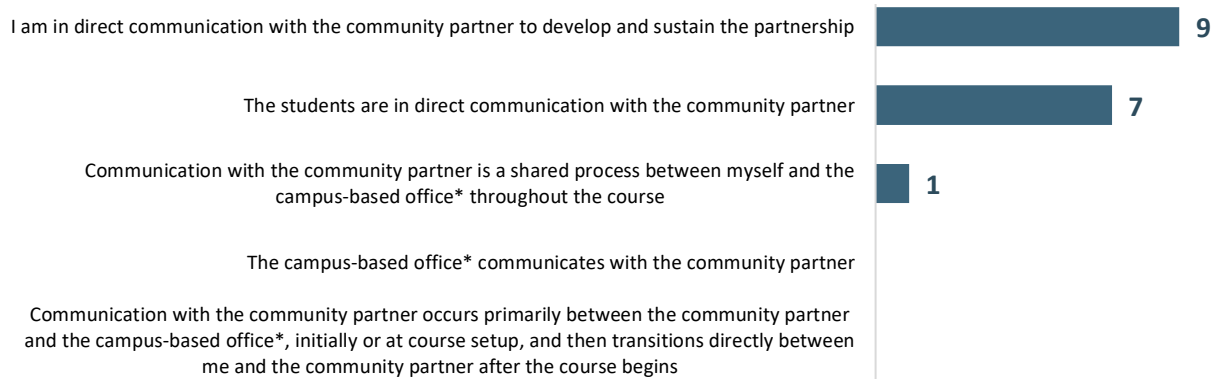
SAN DIEGO STATE SURVEY SUMMARY

A total of 11 San Diego State courses were designated as CSLI ($n = 10$; 90.0%) or CCEL ($n = 1$; 9.1%). For these courses, the implementation of the essential elements of Service-Learning (SL) across six key dimensions was examined. Instructors rated the extent to which they implemented each essential element on a three-level spectrum, ranging from minimal to extensive implementation. Their responses are summaries below (see **Figures ef through en**).

Reciprocal Partnership

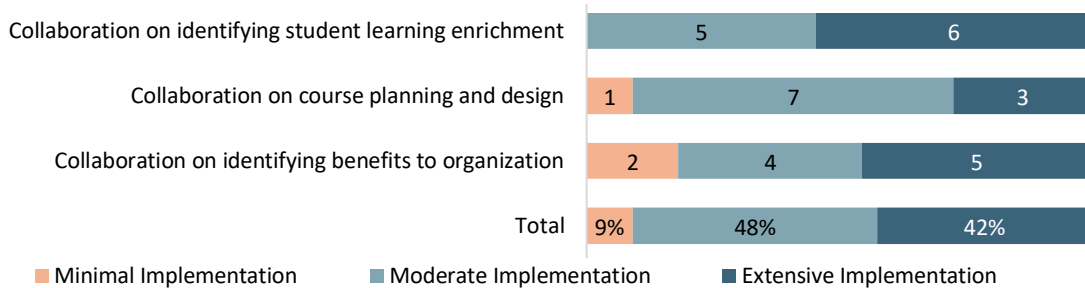
All instructors ($n = 11$; 100%) reported that the value of the community partnership and the community-engaged learning experience was communicated to students. Methods instructors reported of communication with their typical community partner for their course are reported in **Figure ef**.

Figure ef. Methods of Communicating With Community Partner



$n = 11$; Respondents selected all that apply; *E.g., community engagement office, sustainability office, department coordinator

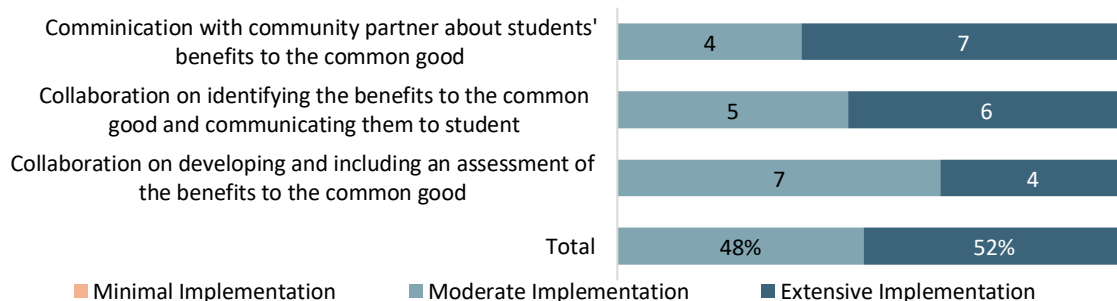
Figure eg. Reciprocal Partnership Implementation Ratings



$n = 11$

Student Community Involvement Benefits the Common Good

Figure eh. Student Community Involvement Benefits the Common Good Implementation Ratings

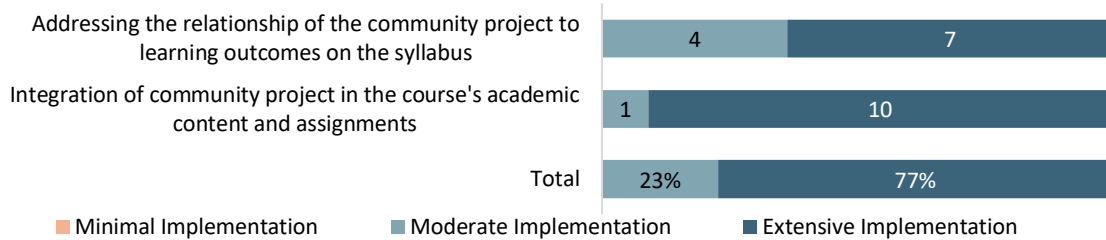


$n = 11$

Academically Relevant Community Involvement

Most responding instructors ($n = 11$; 100%) reported integrating relevant social issues into the course as a critical dimension for student understanding of academic content.

Figure ei. Academically Relevant Community Involvement Implementation Ratings

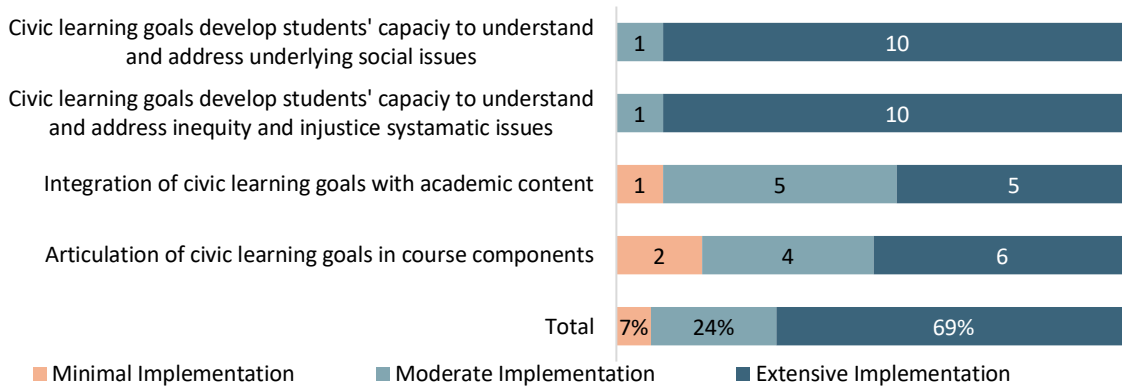


$n = 11$

Civic Learning Goals

Most instructors ($n = 10$; 90.9%) reported addressing civic learning goals in their course.

Figure ej. Civic Learning Goals Implementation Ratings

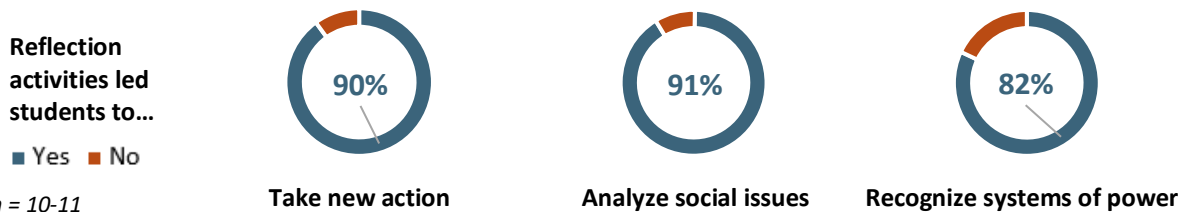


$n = 11$

Critical Reflection

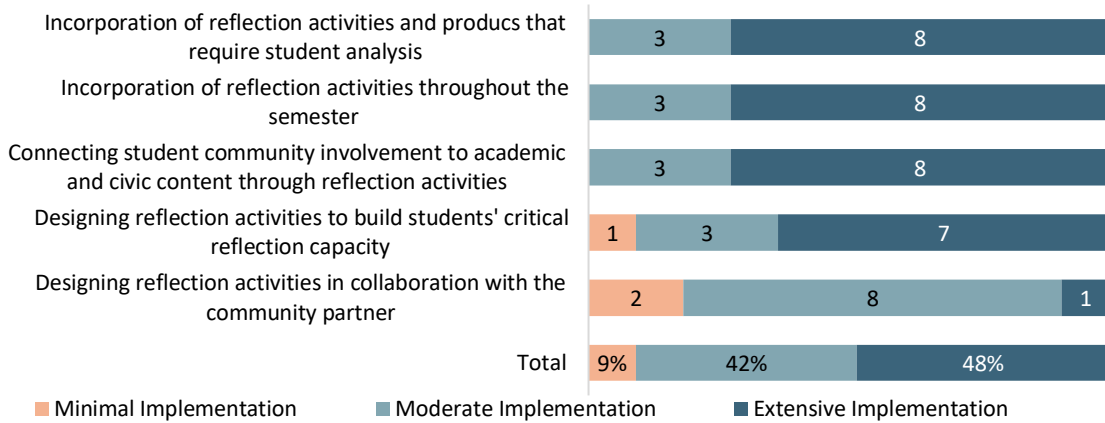
All instructors ($n = 11$; 100%) reported including reflection activities and assignments in their course. Most also indicated these activities helped students analyze social issues, recognize systems of power, and take action (see **Figure ek**).

Figure ek. Ratings of Reflection Activities' Influence



$n = 10-11$

Figure el. Critical Reflection Implementation Ratings

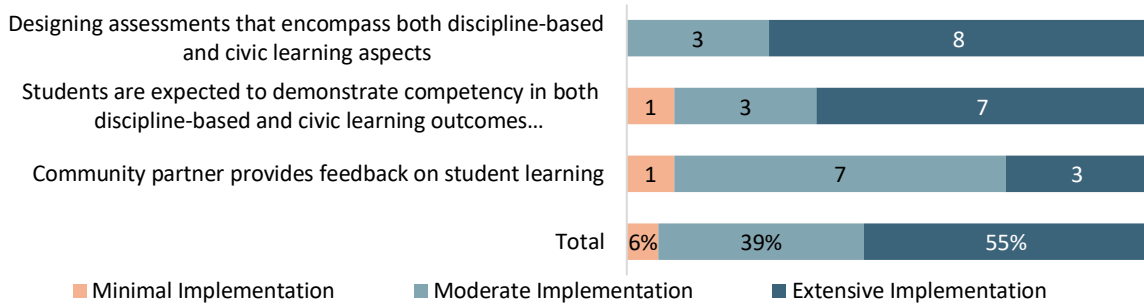


n = 11

Integrated Assessment of Student Learning

All instructors (n = 11; 100%) reported that in their course, a percentage of a student’s final grade was based on learning gains made by the completion of the community involvement component of the course.

Figure em. Assessment of Student Learning Implementation Ratings



n = 11

Summary

Overall, San Diego State instructors reported moderate to extensive implementation of the six essential elements of Service-Learning in their courses (see Figure en).

Figure en. Service-Learning Essential Elements Total Implementation Ratings

