

San Diego State University

**Service Learning and Community Engagement Strategic Plan
2016-2020**

Questions and comments may be directed to:

Norah Shultz, Associate Vice President for Academic Affairs – Student Achievement

EXECUTIVE SUMMARY

The SDSU 2016-2020 Service Learning and Community Engagement (SLCE) strategic plan proposes deliberate and focused strategies to make community engagement an integral component of student learning and achievement at the University. Operating with little resources and no centralized support, a committed group of faculty has delivered high quality and high impact courses focused on community engagement and service learning for decades to both undergraduate and graduate students at San Diego State University (SDSU). Given the desire within the California State University system to provide community engagement as a key high impact practice, it is time for SDSU to engage in a strategic planning process with realizable goals, shared by faculty, staff and administrators, grounded in theory and practice, and marked by budgetary requests so that they may be actualized by the end of the plan.

The main catalyst for SDSU's community engagement planning process is the University's academic commitment to lifelong learning and educational perspectives needed to contribute to communities and to provide the basis for informed global citizenship in a democratic society. While, SDSU administers its comprehensive community engagement portfolio through its major divisions of Academic Affairs, Student Affairs, Business and Financial Affairs and University Advancement this means that SDSU's community engagement efforts are managed on a day-to-day basis through a decentralized structure. As a result of the decentralized structure of community engagement efforts at SDSU, varying assessment practices currently exist to acquire community engagement data on campus and these different community engagement assessment practices yield data outcomes which are seldom accessible/sharable across campus units. Hence, one of the immediate community engagement assessment goals is to streamline and harmonize these mechanisms and create a common system for data- and evidence-based decision-making for: assessing community perceptions of institutional engagement; tracking and recording institution-wide engagement data; assessing the impact of community engagement on students, faculty, the community, and the institution; identifying and assessing student learning outcomes in curricular engagement; and providing ongoing feedback mechanisms for community partnerships.

Since SDSU's total community engagement portfolio consists of community-based faculty and student research, service learning and community engagement coursework, internships, and community service, additional work is required to better identify and inform discipline-based applications of service learning and community engagement, improve student learning and enhance partnership engagement within the overall portfolio of community engagement efforts. The community engagement planning process at SDSU is ongoing and directed mainly by: a) Building on Excellence Campus Strategic Plan which identifies Community and Communication as one of the three institutional goals (in addition to Student Success and Research and Creative Endeavors, b) California State University (CSU) system's California's Call to Service initiative and legislative requirements that mandate the tracking of campus activities related to service learning and community engagement, and c) Community Engagement Reclassification recommendations provided by the Carnegie Foundation for the Advancement of Teaching.

Section 1

SDSU COMMITMENT TO SERVICE LEARNING AND COMMUNITY ENGAGEMENT

San Diego State University (SDSU) continues to advance as a public urban research institution through its research, scholarship and creative endeavors, efforts towards internationalization, and its nationally recognized gains in six-year graduation rates. These gains have also coincided with the closing of the achievement gap in six-year graduation rates for African-American and Latino students as the campus has become progressively more diverse (e.g., no majority ethnicity currently exists). In addition, the University has raised \$755 million as of December 2016 through its Campaign for SDSU, surpassing its goal to raise a total of \$750 million in its last phase.

These advancements reflect years of planning, a commitment to evidence-based decision-making, and a continuous improvement philosophy embraced throughout the institution. In Summer 2012, following his first year as the eighth President of SDSU, Dr. Elliot Hirshman charged the campus community to examine its strengths, constraints, and future opportunities to develop the *Building on Excellence Strategic Plan*¹. The campus strategic plan focuses University efforts towards three broad institutional goals:

1. Student Success Goal: SDSU will continue to focus on Student Success by emphasizing high-impact practices that produce transformational educational experiences and by fostering an institutional culture that recognizes and rewards student achievement.
2. Research and Creative Endeavors Goal: SDSU will continue to enhance its research and creative endeavors profile, with particular emphasis on building areas of excellence and addressing national and international challenges.
3. Community and Communication Goal: SDSU will become a center of community life and engagement for students, faculty, staff, alumni, and the public through events, activities, and communication designed to bring diverse participants together.

Each of these goals includes a specific set of initiatives, and many of them promote community engagement efforts by the University. For example, the following initiative is part of the Student Success Goal, and is designed to increase student transformational experiences through community partnerships: Strengthen internship and mentoring programs to foster students' professional development by working collaboratively with our alumni to create an alumni network that supports lifelong success for all alumni. This initiative exemplifies how the Building on Excellence plan integrates successful community engagement outcomes as a campus priority. The initiative has developed campus capacity to track and assess internship experiences. All courses that enroll students for academic internship credit are now identified on the class schedule with an "I" footnote. These courses sponsor internships with employers and other community partners, and have established course learning outcomes, learning site protocols, and executed Service Learning Agreements (SLAs) in compliance with CSU Executive Order 1064 - Student Internships. This approach affords a means for colleges and Career Services to track student participation numbers on a semester-to-semester basis. Using the Employer Survey on Aztec Career Connection and i-footnotes in course schedule there are 3,750 internships placements for Fall 2016. In addition, SLAs and annual updates for on-site logistics and supervision are now managed through an online system. This new system may be improved to track partnership engagement and is prompting new discussions that include the possibility of regular input and feedback from community partners in the development, implementation, and assessment of SLCE activities and internship experiences as well as feedback on student performance.

1 <http://go.sdsu.edu/strategicplan/>

The Alumni Mentor Program (AMP) has advanced from its pilot phase to full implementation as part of the Building on Excellence Plan initiative. This joint effort by Career Services and Alumni Engagement matches SDSU alumni with undergraduate students for professional mentoring and coaching and utilizes an innovative online tool for real-time tracking of outcomes of internship-based community engagement between alumni and students. For Fall 2016, 1,250 students (juniors, seniors and graduate students) were paired via the Aztec Mentor Program with SDSU alumni and other professionals. This is a 141.8% increase from Fall 2015 when 517 students were paired with alumni. Also in Fall 2016, a new component was developed to support students living in the residence halls. The new Residential Education AMP component paired 188 students with SDSU alumni.

On January 7, 2015, the Carnegie Foundation for the Advancement of Teaching awarded SDSU with a *Community Engagement Classification* that recognized our commitment to the development of a community-engaged campus. The Carnegie Foundation defines Community Engagement as follows: “Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity of individuals, groups, and organizations involved to understand and collaboratively address issues of public concern”².

The Associate Deans from each college, including the Imperial Valley Campus, as well as student services units and the campus Marketing and Communications department jointly prepared SDSU’s campus application for the Carnegie Community Engagement Classification. Extensive amounts of data were identified that evidenced SDSU’s community engagement initiatives in the areas of: faculty scholarship and creative activities, sponsored research and service grants, applications in majors and courses, and integration in student life through leadership, campus groups, and community services. This process also served to identify areas for improvement such as data aggregation across divisions and assessment of the impacts of these community engagement efforts on faculty, students, and community partners. During the 2016-2020 time period, we plan to continue our efforts to address the following four Carnegie recommendations for further study: systematic tracking to help record institution-wide data, strengthen community partnerships, provide rewards and incentives to faculty and align with other related and complementary institutional initiatives (Carnegie Award Letter, June 7, 2015).

Since 2000, the California State University (CSU) has encouraged campuses to strengthen campus mechanisms and support services for the development of service learning coursework and community engagement opportunities. The system goal is to offer “community engagement” opportunities to at least 15% of the CSU student population at the 23 campuses. The CSU, through its Center for Community Engagement (CCE), sponsors the annual *California’s Call to Service (CCS)* initiative campus development and allocation process designed to support system wide and campus-based goals to expand service and community engagement (SLCE) opportunities. In return, the Center for Community Engagement offers an annual allocation to each campus to support these activities. The annual process requires a statement of intent outline or campus plan, a letter of commitment from the campus president and the timely submission of mid-year and annual reports. In addition, each campus designates a Director of Community Engagement that coordinates campus and system requirements. The designated SDSU campus Director for Community Engagement is Jose Preciado. The CSU’s CCS initiative is implemented at SDSU as the Service Learning and Community Engagement Program in the Division of Undergraduate Studies.

2 http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CE%20def

An additional requirement of CSU's CCS initiative is for each campus to maintain five-year strategic plans and the new cycle for campus plans began with Fall 2015. Campus plans serve to:

1. Create sustainable infrastructure to support expansion of service learning and civic and volunteer opportunities; expand community engagement.
2. Develop and maintain system of data collection that aggregates campus community engagement efforts³.
3. Develop systems of communication with partners to strengthen learning environments for students and meet risk-management procedures for off-campus student activities in compliance with CSU Executive Orders.

³ The CSU is directing all campuses to report the same information as described in CSU California's Call to Service 2014-15 Campus Allocation Process, Attachment A – See http://www.calstate.edu/cce/initiatives/documents/CCSAllocationProcess_14_15_AppendixA.pdf

Section 2

SDSU SERVICE LEARNING AND COMMUNITY ENGAGEMENT COURSE ATTRIBUTES

SDSU courses which incorporate service learning are provided the SL footnote/designation within the class schedule, but this notation is not mandatory and the decision to assign the SL footnote to a course is often made at the department level. Therefore, the current list of courses with the SL footnote do not represent all SDSU course offerings that provide service learning opportunities to students. In order to develop long-term strategies for supporting the growth of service learning initiatives at SDSU, it is important to obtain a clear perspective regarding the general characteristics of service learning courses (with or without SL designation) currently being taught at SDSU. Hence, a Service Learning and Community Engagement (SLCE) Faculty Survey was electronically administered campus-wide to all faculty by the Office of the Provost in November 2016.

The SLCE survey utilized the California State University Service Learning Definition and Taxonomy, developed by CSU Service Learning Directors and the CSU Center for Community Engagement, to evaluate the attributes of service learning courses at SDSU and to estimate the number of faculty incorporating service learning and community engagement in their classes. Based on the final sample and self-reported data obtained from faculty respondents, a total of 81 courses were identified by faculty as ‘service learning,’ although only 30 courses are currently designated as SL in the class schedule. The majority of service learning courses were taught at the upper division level (66%), followed by graduate level (22%) and lower division (12%) (refer to Table 8). The College of Education offered the largest number of courses with service learning opportunities (19 courses), in addition to the College of Arts and Letters (17 courses) and the College of Professional Studies and Fine Arts (15 courses), whereas other Colleges offered 10 or fewer courses (see Table 9).

The findings from the survey along with implications and strategies for aligning SDSU’s 2016-2020 service learning efforts with CSU’s CCS initiative are described below with reference to each of the six course attributes identified in the California State University Service Learning Definition and Taxonomy:

I. Reciprocity Between University & Community: Reciprocal partnerships and processes shape the community activities and course design

47% of the courses were categorized as *Medium to High* intensity. 53% of the courses were identified as being *Low* intensity or *Not Applicable* to the course (see Table 1).

II. Academically Relevant Community Involvement: Community involvement is relevant to and integrated with the discipline-based academic content and assignments

68% of the courses were categorized as *Medium to High* intensity. 32% of the courses were identified as being *Low* intensity or *Not Applicable* to the course (see Table 2).

III. Explicit Civic Learning Goals: Civic learning goals are explicitly articulated and develop students’ capacities to address critical social issues

58% of the courses were categorized as *Medium to High* intensity. 42% of the courses were identified as being *Low* intensity or *Not Applicable* to the course (see Table 3).

IV. Reflection Facilitates Learning: Critical reflection activities and assignments integrate classroom and community learning

59% of the courses were categorized as *Medium to High* intensity. 41% of the courses were identified as being *Low* intensity or *Not Applicable* to the course (see Table 4).

V. Integrated Assessment of Student Learning: Student learning assessment addresses both the discipline-based and civic learning goals, and includes learning from community involvement. 59% of the courses were categorized as *Medium* to *High* intensity. 41% of the courses were identified as being *Low* intensity or *Not Applicable* to the course (see Table 5).

VI. Attention to Community Impact: Systems exist to assess community impact. 43% of the courses were categorized as *Medium* to *High* intensity. 57% of the courses were identified as being *Low* intensity or *Not Applicable* to the course (see Table 6).

The findings from the survey reveal two common general characteristics of the majority of SDSU courses offering service learning opportunities to students: Low intensity of Reciprocity Between University & Community and Low intensity of Attention to Community Impact. Another important characteristic is that in almost 68% of the courses, community involvement was relevant to and integrated with the discipline-based academic content and assignments (Medium to High intensity of Academically Relevant Community Involvement). In addition, the six course attributes listed in the California State University Service Learning Definition and Taxonomy were Not Applicable to 23% or more of the 81 courses.

PRIORITIES

Recognizing the general characteristics of service learning courses (with or without formal SL designation) currently being taught at SDSU, the following goals will be considered institutionally to better align campus-wide service learning efforts for the 2016-2020 period with CSU's CCS initiative:

Support and Training

1. Elevate faculty awareness of CSU's Service Learning (SL) Definition and Taxonomy through training, workshops, and outreach initiatives.
2. Design of an online support platform for organizing and conceptualizing SDSU's approach to SLCE for faculty interested in undertaking SL within their courses, to include: suggested language for SL syllabi, reflective essay prompts/templates, pre- and post-experience assessment rubrics, agreements/MOUs, training sessions, support contact persons, liability and release waivers, and funding opportunities.
3. Hold a "best practices" panel led by faculty already engaged in SLCE work for generating awareness and providing specific advice.
4. Engage the community representatives as equal partners with reciprocal responsibilities through customized SL agreements and educational training sessions on: what to expect from SL, respective roles of participants, copyright and authorship issues, etc.

Course Offerings

1. Increase the number of courses with SL footnotes/designation, particularly in those colleges with few SL course offerings so that all students have the opportunity to participate in SL prior to graduation.
2. Focus efforts on increasing foundational SL opportunities for students through lower division courses.
3. Focus efforts on increasing faculty-led study abroad SL courses for students.
4. Establish faculty curriculum committee to review new SL syllabi and curricula.

Data and Collaboration Systems

1. Gather and improve SLCE data to include measurement of reciprocity in order to ensure that community partnerships are connected to the design and service activities of the course.

2. Implement systems to assess impact (short- and long-term) on students, faculty, the community, community organizations, and the institution.
3. Utilize collaborative software and applications to operationally link and enable collaboration between the institution, faculty, students, and SLCE partners and community.
4. Establish a centralized website presence for showcasing SDSU's SLCE efforts.

Institutional Recognition

1. Provide University recognition (PR, letters, awards, certificates, etc.) for SLCE to students, faculty, and community partners.
2. Recognize and value SL component in courses as a high impact teaching practice and as a priority for SDSU at large in all faculty evaluations (RTP).

Partnerships and Assistance

1. Prioritize, build and nurture long-term relationships between SDSU and SLCE partners.
2. Provide assistance to faculty already undertaking SL within their courses.
3. Seek funding from the local community (e.g., City, philanthropy, etc.) to assist faculty and SLCE partners to sustain long-term/ongoing projects.

Section 3

SDSU COLLEGE AGENDA FOR SERVICE LEARNING AND COMMUNITY ENGAGEMENT

The CSU's Call to Service (CCS) initiative calls upon SDSU to report efforts in terms of tracking the total number of students placed in a service learning course, number of hours completed, number of upper and lower division service learning courses and sections, total evaluations completed, number of learning sites in the database, number of active learning sites, school sites, location by congressional district, service learning courses by discipline, service learning by course, by issues area and by organization type. In order to address the questions posed in the CSU's CCS initiative data point requirements, a Service Learning and Community Engagement (SLCE) Advisory Group was formed in August 2016. The SLCE Advisory Group consisted of the Associate Vice President for Academic Affairs – Student Achievement/Dean of Undergraduate Studies and Associate Deans from all seven colleges (Arts and Letters, Education, Engineering, Health and Human Services, Professional Studies and Fine Arts, Sciences, and Business Administration).

The Advisory Group was tasked with documenting current participation in course-based SLCE activities, identifying goals for increasing future offerings of SLCE coursework, and determining resource needs and support for expanding SLCE opportunities and tracking the impact of these efforts on students, faculty, departments and partnerships through established program assessment efforts, to align with CSU's CCS initiative goals and data requirements.

As a result of the Advisory Group's efforts, an inventory of SLCE efforts was obtained from most colleges (see Table 10). A content analysis of the colleges' responses highlighted five key themes that are congruent with CSU's CCS initiative goals:

I. Increase the number of students involved in service learning and community engagement

Colleges reported plans to expand student involvement in SLCE activities by: 1) increasing the number of either (or both) required or elective courses incorporating service learning, 2) increasing communication to encourage students to participate in service learning, 3) increasing awareness of SLCE among faculty, and 4) providing incentives and support for faculty for adding service learning components to courses. Resources identified to achieve this goal included faculty development support (including fellowships, training, workshops), database support, part-time or full-time SLCE college coordinator, and SLCE campus coordinator.

II. Opportunity for all students to participate in service learning prior to graduation. Efforts to make service learning and community engagement an expectation, condition, or requirement for the undergraduate experience

For increasing the opportunity for all students to engage in SLCE coursework before graduation, colleges indicated that they plan to: 1) increase the number of courses incorporating SLCE, 2) take positive action to identify and target students who might otherwise miss out on the opportunity to participate in SLCE, 3) identify and remove barriers to student participation in service learning (e.g., transportation), 4) arrange flexible scheduling as much as possible so that students can participate in SLCE coursework, 5) generate awareness among students regarding the academic and career benefits of SLCE, and 6) training academic advisors to encourage student enrollment in SLCE courses. Resources needed to accomplish this goal were identified as funding to alleviate/offset anticipated logistical obstacles to student participation and to generate awareness among students, faculty, and advisors regarding SLCE, part-/full-time SLCE college coordinator, and SLCE campus coordinator.

III. Secure resources to sustain and enhance service learning and other community engagement activities

For sustaining and enhancing SLCE activities, the colleges plan to: 1) increase the number of community agency partners willing to formalize Service Learning Agreements (SLAs), 2) target agencies that offer SLCE opportunities for students in largest major programs for creating grant-funding partnerships, 3) obtain grants to support SLCE coursework through Advancement and Development and alumni outreach, and 4) offering earmarked college funding to support faculty interested in SLCE. The need for a part-/full-time SLCE college coordinator and SLCE campus coordinator were the resources specified for achieving this goal.

IV. Gather and improve campus community engagement data to include measurement of impact (short- and long-term) on students, faculty, the community, community organizations, and the institution

For developing and maintaining a system of data collection that aggregates campus community engagement efforts, the colleges' plans include: 1) training department coordinators to use the SL footnote field on the course scheduling tool to identify service learning courses, 2) generating awareness about SLA requirement and implementing and managing SLAs for all SLCE activities, 3) surveying faculty teaching SLCE courses every semester to collect SL elements as defined in the CCS initiative, Appendix A, and Service Learning Report, 4) assembling measures to obtain and monitor data on SLCE coursework and community-based learning projects with regard to their impact on students, faculty and the community, and 5) following up with faculty employing service learning to identify how they are currently measuring impact, creating a repository for service learning data collected at the individual course level and determining what additional assessment is needed. Resources identified to meet this goal were an information system to collect and maintain SLCE data and a part-/full-time SLCE college coordinator.

V. Implement service learning and community engagement strategic plan for broader community engagement agenda

The colleges intend to undertake the following efforts for broadening their respective community engagement agenda: 1) increase the number of community agency partners (non-profits and businesses) willing to formalize Service Learning Agreements (SLAs), 2) adopt a consistent definition of Service Learning and share it broadly with faculty, staff and administration, 3) generate awareness regarding which service learning opportunities require SLAs and ensure all necessary SLAs are in place, and 4) examine/review other possible SL course opportunities for community engagement across all colleges. The colleges indicated that offering earmarked college funding to support faculty interested in SLCE and having a part-/full-time SLCE college coordinator would assist them in the achievement of this goal.

Through the five key themes emerging from the content analysis of the SLCE agendas of the individual colleges, it is apparent that the following issues/barriers need to be addressed in order to support and enhance SLCE efforts at SDSU: varying levels of awareness regarding the meaning, definition and attributes of SLCE among students, faculty, and staff/administrators; inconsistencies and deficiencies in the application of the SL footnote/designation and SLA for courses incorporating SLCE components; inadequacy of faculty incentives, human resources and funding available for expanding SLCE activities, and; lack of a centralized information system/database to collect and maintain SLCE data.

The inventory of SLCE efforts of the colleges provided by the Advisory Group reveals that exemplary initiatives are indeed happening across the SDSU campus and community, however, there is a need for regular inventory and systematic tracking of these undertakings as well as impacts of participation in SLCE activities.

PRIORITIES

Considering the aforementioned themes/efforts (and resources needed) identified by the colleges towards developing and supporting a sustainable infrastructure for enhancing SLCE initiatives and meeting CSU's CCS accountability commitments, the following goals will be pursued by SDSU to better align service learning efforts of each college with the CCS initiative, for the 2016-2020 period:

1. Apply a consistent SL definition and determine which courses qualify as service learning, including internships, field experiences, study abroad and other offerings that qualify as service learning courses that are not identified as such.
2. Clarify which service learning opportunities require Service Learning Agreements (SLAs), and ensure all necessary SLAs are in place.
3. Identify all SL courses as such, by utilizing the Service Learning field on SIMS/R, when building class schedules for each semester.
4. Implement a data collection/reporting system for institutional aggregation and sharing of SLCE data points required by CSU's CCS initiative.
5. Determine mechanisms to incentivize faculty involvement in SLCE activities.
6. Pursue significant funding for SLCE through an initial three year financial commitment from the University for the following:
 - i. One full-time Coordinator for SLCE who will serve as the liaison between Academic and Student Affairs, respectively. This coordinator will be housed in the Jeffrey W. Glazer Center for Leadership and Service and will be charged with increasing and enhancing connections between the activities of the Center and SLCE coursework/curricula.
 - ii. One half-time Faculty Director for SLCE, housed in the Division of Undergraduate Studies (an additional newly requested position) and the current Staff Director of the Glazer Center to support the position of full-time Coordinator for SLCE (in the Jeffrey W. Glazer Center for Leadership and Service).
 - iii. Additional funds will be requested for assigned time for faculty for course development and workshops to fulfill the other goals listed above, such as applying consistent definitions, identifying courses that demonstrate service learning attributes but have not been noted on the course schedule, sharing best practices, developing reflection exercises and the like.
 - iv. Funds will also be requested for each of the colleges for a line item for the Associate Deans to manage and support SLCE activities in the areas of need identified in Table 10. These will be modest to start and may include support for marketing, transportation as well as college specific workshops.
 - v. Lastly, funds will be requested to support data collection and maintenance.

Section 4

SDSU RESPONSE TO CSU'S CALIFORNIA'S CALL TO SERVICE INITIATIVE, 2016-2020

SDSU's Building on Excellence Campus Strategic Plan supports the expansion of SLCE efforts to meet its objectives in the areas of student success, research and creative endeavors (RCE) and community-campus relations. Evidence of the Building on Excellence Plan's success in supporting SLCE is found in the increased capacity in the academic colleges and Career Services to support student learning through internships and the new Alumni Mentorship Program. These specific achievements, together with the recent recognition of SDSU with the Community Engagement Classification by the Carnegie Foundation for the Advancement of Teaching, builds momentum towards the development and adoption of the 2016-2020 SLCE Plan that is expected as part of the CSU's CCS initiative. The campus SLCE plan seeks to align and integrate the institutional goals outlined in the SDSU Building on Excellence Campus Strategic Plan, the CSU's CCS initiative and the Carnegie Foundation's recommendations (see Table 11), while considering the general characteristics of service learning courses being taught at SDSU and inventory of SLCE efforts obtained from the colleges.

The SLCE plan will align with SDSU's efforts underway as part of the SDSU Building on Excellence Strategic Plan to support student success in terms of promoting student access across the university, engaging transformational experiences and pursuing pedagogical innovation through faculty support. This plan also furthers the development and growth in RCE, enhancing creative arts on campus and reinforcing the value of research for student success. Finally, this SLCE plan promotes the Building on Excellence Plan's Community and Communication goal by tracking and supporting efforts to engage our alumni and community supporters and enhancing the campus environment to facilitate faculty and staff contributions to the advancement of the San Diego region/community.

The CSU's CCS initiative calls upon SDSU to report efforts in terms of tracking data points pertaining to institutional commitment toward enhancing opportunities for all students to engage in SLCE activities and the impact of such activities on students, faculty, and the community. Building upon these goals of documenting participation in community engagement, the SLCE strategic plan will also support assessing the impacts of such participation on student learning, achievement, and success. This approach is consistent with SDSU's institutional commitment to reflection upon student work as an opportunity to improve our educational effectiveness and capitalize upon established program assessment practices and infrastructure (e.g., SDSU Program Assessment Primer).

Table 12 describes four areas of inquiry that have been integrated into the current SLCE plan following a review of relevant literature on campus community engagement and following the February 2015 survey by the CSU Center for Community Engagement. The inquiry questions have been formulated based on the survey (Appendix A) put forth by the CSU's CCS initiative as well as inquiry questions formulated from the review of literature on measuring community engagement. For example, we examined other prominent university systems and literature to review how scholarship of engagement is defined and how departments could include RTP criteria to capture and reward SLCE efforts. These initial areas of inquiry prompt the discussion of possible outcomes for all four groups: students, faculty, partnerships and community members.

Table 13 outlines the SDSU SLCE strategic plan implementation process, milestones and goals. This table previews our proposal for the establishment of a Campus Work Group on Community Engagement to carry out the objectives of the SDSU Building on Excellence Plan and serve as a coordination administrative committee to implement the community engagement plan. The Campus Work Group on Community Engagement will carry out university-wide outreach, develop, adopt and promote a set of

common language regarding service learning and community engagement across campus. The Work Group will plan and pilot a system of data collection regarding student, faculty, and community partnership participation to report to the CSU Office of the Chancellor. Further steps to measure impacts of community engagement are tentatively described purposefully. It is necessary to collaborate with other faculty practitioners and administrative support to address the four areas of inquiry as well as to clarify which objectives will be measured to better understand the impacts of community engagement. The Work Group will also be tasked with developing the SLCE strategic plan for 2020-2025.

Section 5

TABLES

Table 1. Reciprocity Between University & Community: Reciprocal partnerships and processes shape the community activities and course design

Intensity Type	Frequency	Percent
<i>Low:</i> The instructor contacts a community organization to host students and provides a brief overview of the course (e.g., learning outcomes, syllabus) and the purposes of the community project.	15	20.5
<i>Medium:</i> The instructor meets with the community partner(s) to discuss the course (e.g., preparation/orientation of students, learning outcomes, syllabus), and to identify how the community project can enrich student learning and benefit the organization.	18	24.7
<i>High:</i> The instructor collaborates with and learns from the community partner(s) as co-educator(s) in various aspects of course planning and design (e.g., learning outcomes, readings, preparation/orientation of students, reflection, assessment) and together they identify how the community project can enrich student learning and add to the capacity of the organization.	16	21.9
<i>Not Applicable</i>	24	32.9
Total	73	100

Table 2. Academically Relevant Community Involvement: Community involvement is relevant to and integrated with the discipline-based academic content and assignments

Intensity Type	Frequency	Percent
<i>Low:</i> The instructor includes a community project as an added component of the course but it is not integrated with academic content or assignments. The syllabus does not address the purposes of the community project.	6	8.5
<i>Medium:</i> The instructor utilizes the community project as a “text” to provide additional insight into student understanding of academic content and enhance student’s ability to complete assignments. The syllabus describes the relationship of the community project to learning outcomes.	18	25.4
<i>High:</i> The instructor integrates the community project and relevant social issue(s) as critical dimensions for student understanding of academic content which significantly enhance student’s ability to complete assignments. The syllabus provides a strong rationale for the relationship of the community project to learning outcomes.	30	42.3
<i>Not Applicable</i>	17	23.9
Total	71	100

Table 3. Explicit Civic Learning Goals: Civic learning goals are explicitly articulated and develop students’ capacities to address critical social issues

Intensity Type	Frequency	Percent
<i>Low:</i> Instructor makes vague reference to civic learning goals in the syllabus. There is only limited reference to the underlying social issues to be examined.	4	5.8

<i>Medium:</i> Instructor identifies specific civic learning outcomes that complement the discipline-based academic content. The civic learning assists students to understand underlying social issues.	13	18.8
<i>High:</i> Instructor highlights civic learning goals in a clear and holistic way that are integrated with the discipline-based academic content. Students gain knowledge, skills, values and dispositions relevant to addressing underlying systemic issues of inequity and injustice.	27	39.1
<i>Not Applicable</i>	25	36.2
Total	69	100

Table 4. Reflection Facilitates Learning: Critical reflection activities and assignments integrate classroom and community learning

<i>Intensity Type</i>	<i>Frequency</i>	<i>Percent</i>
<i>Low:</i> Instructor asks students, on a limited basis, to create reflective products about the community project, usually at the end of the semester.	9	13.2
<i>Medium:</i> Instructor structures reflection activities and products about the community project that connect the experience to academic and civic content, require moderate analysis, lead to new action, and provide ongoing feedback to the student throughout the semester.	27	39.7
<i>High:</i> Instructor and community partner(s) collaborate to build student capacity to critically reflect and develop products that explore the relevance of the experience to academic content, use critical thinking to analyze social issues, recognize systems of power, lead to new action, and provide ongoing feedback to support student learning.	13	19.1
<i>Not Applicable</i>	19	27.9
Total	68	100

Table 5. Integrated Assessment of Student Learning: Student learning assessment addresses both the discipline-based and civic learning goals, and includes learning from community involvement

<i>Intensity Type</i>	<i>Frequency</i>	<i>Percent</i>
<i>Low:</i> Learning assessment is largely based on the discipline-based content; some credit is given for completion of the community involvement component of the course.	12	17.6
<i>Medium:</i> Learning assessment articulates varying levels of expectations for both the discipline-based and civic learning aspects of the course. Community partner provides generic feedback on student performance.	22	32.4
<i>High:</i> Learning assessment holistically addresses both discipline-based and civic learning outcomes, and students are expected to demonstrate competency in both aspects of learning in the course. Community partner provides meaningful feedback on relevant aspects of student learning.	18	26.5
<i>Not Applicable</i>	16	23.5
Total	68	100

Table 6. Attention to Community Impact: Systems exist to assess community impact

Intensity Type	Frequency	Percent
<i>Low:</i> Goals make vague reference to serving the community good. No tools are in place to assess community impact.	23	33.8
<i>Medium:</i> Goals for community impact are identified (i.e. organizational capacity, student/client growth, social and economic benefits, etc.). No tools are in place to assess impact.	20	29.4
<i>High:</i> Goals for community impact are specified and achievable in the context of the course (i.e. organizational capacity, student/client growth, social and community benefits, etc.). Instructor and community partner have developed tools and systems to collect data and communicate insights on impact.	9	13.2
<i>Not Applicable</i>	16	23.5
Total	68	100

Table 7. Service Learning Designation: SL designation for course in class schedule

Designation	Frequency	Percent
<i>Yes:</i> Course is designated as SL in class schedule	6	8.2
<i>No:</i> Course is not designated as SL in class schedule	67	91.8
Total	73	100

Table 8. Course Level: Lower division, upper division or graduate level course

Level	Frequency	Percent
<i>Lower division:</i> Undergraduate, lower division course	9	12.2
<i>Upper division:</i> Undergraduate, upper division course	49	66.2
<i>Graduate level:</i> Graduate level course	16	21.6
Total	74	100

Table 9. College/Division: Service learning courses offered by each college/division

College/Division	Frequency	Percent
College of Arts and Letters	17	21.0
Fowler College of Business Administration	1	1.2
Division of Undergraduate Studies	3	3.7
College of Education	19	23.5
College of Engineering	1	1.2
College of Health and Human Services	10	12.3
College of Professional Studies and Fine Arts	15	18.5
College of Sciences	8	9.9
Total	81	100

Table 10. Inventory of College SLCE Efforts

CCS Initiative	College Plan	Resources Needed
<p><i>I. Increase the number of students involved in service learning and community engagement</i></p>	<p>College of Business Administration – The recently adopted Business Passport program requires all undergraduates to complete a series of professional development activities, including an activity in the area: Ethics, service learning and community engagement. The number of students engaged in service learning will rise as more undergraduates become subject to the requirement.</p> <p>College of Arts and Letters – Increase the number of courses incorporating CE and SL as credit-bearing components. Increase awareness of CE and SL among CAL faculty by sharing success stories through our College-wide listserv (Calfolk) and at Chairs & Directors meetings. Find ways to incentivize faculty - creation of a Service Learning Fellows program in order to build the choir who will help promote SL to their colleagues, host a CTL lunch and panel with faculty who already employ service learning in their classes.</p> <p>College of Education – To increase student participation in service learning, the College of Education will increase communication (emails, posters, etc.) to encourage students to participate in service learning. To increase the number of course sections that include service learning, and thus increase student opportunity for service learning, the College of Education proposes: Provide incentives and support for faculty for adding service learning components to courses, similar to the incentive and support that has been provided for converting courses to an online modality. We suggest that the University: Hold an SDSU Service Learning Fair to increase visibility of service learning and recruit student enrollment in service learning courses, Establish a central SDSU location that provides information about service learning opportunities and encourages student enrollment in service learning courses. Location recommendations include Student Life and Leadership, and Career Services.</p> <p>Imperial Valley Campus – Increase the number of courses that incorporate Service Learning (SL) and Community Engagement (CE). This can be done with the following strategies: Offer workshops to generate faculty awareness and interest in SL and CE, Incentivize faculty already offering SL and CE to lead awareness workshops, Offer incentives to faculty who attend awareness workshops and incorporate SL and CE in courses and Create a Career Services Officer position in</p>	<p>Funds to incentivize Service Learning Fellowship, Faculty development support, Database support, Identifiable infrastructure to back up the work, Part-time CE and SL Coordinator.</p> <p>Funds to support communication and advertising, including posters, online resources, Funds for incentives and support for faculty for adding service learning components to courses, Funds to conduct an SDSU Service Learning Fair (space, refreshments, materials), Funds to establish a central location to provide information about service learning opportunities and encourages student enrollment in service learning courses (space, staff, materials).</p> <p>Funding to incentivize faculty willing to participate in awareness workshops as leaders or learners. Funding to create the Career Services position that would be housed in Student Affairs.</p>

	<p>Student Affairs. This individual would identify potential community-based agencies willing to partner with SDSU to provide SL and CE opportunities to students, as well as help link faculty with these agencies.</p> <p>College of Health and Human Services – Many students are already engaged in SL. CHHS will identify those undergraduate programs that don't require SL to offer as elective.</p> <p>College of Sciences – Students in Bio/Pre Med; Psych; Ecology already involved; Involvement of both faculty and student more through research than class based in many instances and needs to be captured (see #IV).</p>	<p>Point person in CHHS to review/monitor any curricular changes related to SL</p>
<i>II. Opportunity for all students to participate in service learning prior to graduation</i>	<p>College of Business Administration – Volunteer Income Tax Assistance (VITA) is an IRS program designed to assist low-income taxpayers (generally people who make \$55,000 or less), persons with disabilities, the elderly, and limited English speaking taxpayers (including non-US residents) who need assistance in preparing their own tax returns. IRS-certified volunteers work directly with taxpayers to prepare federal and state income tax returns (with electronic filing) free-of-charge. VITA is a powerful service-learning opportunity through which SDSU students enhance essential skills for accounting practice and are introduced to a way of leveraging their professional knowledge to give back to the community. Students enroll in a one-unit course (ACCTG 409) during the spring semester and complete the necessary tax law curriculum to become IRS certified for VITA before working with actual taxpayers. Training also includes appropriate client interaction and communication, quality review processes, IRS e-filing process, as well as the appropriate documents and work-flows for tax return preparation. In 2016, 407 returns were filed, 310 in 2015. MBA students enroll in BA 795 (Business Consulting) in their final semester. These students complete consulting project for a local organization. Approximately 60 undergraduate students enroll in BA 404 (Small Business Consulting) every year. Undergraduate students may also enroll in classes with community-based projects, including some with social impact goals. These include MKTG 496 – Marketing and Sales for Social Impact; MKTG 472 – Advanced Integrated Marketing Communications (students create an IMC plan for a business, social enterprise, or non-profit), MKTG 372 – Retailing (class participated in the Sage project in the past) MKTG 476 – Internet Marketing (students do an marketing brief regarding online marketing for a small business, social enterprise, or non-</p>	<p>Three accounting professors currently serve as advisers for the VITA program. A college staff member recruits projects for the graduate consulting class. Faculty time is used to recruit projects for other courses and to manage/advise the student teams. Clients for the graduate consulting project class are charged a fee that can be used to offset some of the project costs (e.g., survey costs).</p>

	<p>profit, MKTG 768 – Seminar in Internet Marketing (students do a marketing brief regarding online marketing for a small business, social enterprise, or non-profit.)</p> <p>College of Arts and Letters – Increase the number of courses incorporating service learning and community engagement, Positive action to identify and target students who might otherwise miss out on the opportunity to participate in CE and SL, Identify and remove barriers to student participation in service learning (e.g., transportation), Arrange flexible scheduling as much as possible.</p> <p>College of Education – See Goal 1.</p> <p>Imperial Valley Campus – Increase the number of courses that offer SL and CE opportunities. Create a Career Services Officer position in Student Affairs. (See goal 1, item 4). Develop an aggressive marketing plan to generate awareness among students regarding the benefits of SL and CE, as well as the potential for future employment with participating agencies. Offer awareness workshops to academic advisors so that can encourage students to enroll in courses that offer SL and CE.</p> <p>College of Health and Human Services – All students are required to study abroad for graduation...will examine whether study abroad can include SL.</p> <p>College of Professional Studies and Fine Arts – Music Ed 346, 446; Practicum courses – direct link to K-12 SD School District.</p>	<p>Funds to alleviate anticipated obstacles to student participation (e.g., transportation costs, etc.), Part-time CE and SL Coordinator.</p> <p>See Goal 1.</p> <p>Funding for the Career Services Officer. Funds for the marketing plan.</p> <p>Point person with International Programs to review/monitor possible SL opportunities.</p>
<i>III. Secure resources to sustain and enhance service learning and other community engagement activities</i>	<p>College of Business Administration – Clients are charged a fee for projects completed by students in the graduate consulting course. MKTG 496 – Marketing and Sales for Social Impact, is supported by a grant from 3M.</p> <p>College of Arts and Letters – Meet with Senior Director of Development in the College, Alumni outreach.</p> <p>College of Education – The College of Education faculty will be encouraged to develop funding requests to support service learning.</p> <p>Imperial Valley Campus – Increase the number of community agencies willing to enter into a Service Learning Agreement with SDSU-IVC. Target agencies that offer SL and CE opportunities for students in our largest major programs, including those in Education, Law Enforcement, State/County Government. Create</p>	Funding for Career Services Officer. (See Goals 1 and 2). Funding for a grant writer.

	<p>grant-funding partnerships with these agencies.</p> <p>College of Health and Human Services – Examine possible existing resources to provide interdisciplinary partnerships and SL opportunities.</p> <p>College of Professional Studies and Fine Arts – Internship scholarships. Internship coordinator full time in PS and JMS. All other units are provided \$ for coordinator.</p>	<p>Point person to examine/create foster such relationships.</p>
<i>IV. Gather and improve campus community engagement data to include measurement of impact (short- and long-term) on students, faculty, the community, community organizations and the institution</i>	<p>College of Business Administration – AACSB accreditation standards require institutions to demonstrate their teaching/instructional impact. One suggested metric is “research-based learning projects with companies, institutions, and/or non-profit organizations.” The College is in the process of assembling measures of these activities across all courses.</p> <p>College of Arts and Letters – Catalog what CAL is already doing - Survey CAL faculty to determine which courses already incorporate some kind of SL and CE component, Determine how many and which students are currently being served by these existing courses (CAL majors or other students, via GE coursework), Follow up with faculty employing service learning to find out how they are currently measuring impact, Create a repository for service learning data collected at the individual course level and determine what additional assessment is needed.</p> <p>College of Education – To support enrollment reporting and assessment for service learning, the College of Education proposes: 1. Each semester, use an online tool such as Qualtrics to survey faculty who are teaching service learning courses. The survey will collect information regarding the nature of the service, number of hours, organization type and location, service characteristics and 2. Work with department coordinators to emphasize the importance of using the field on the course scheduling tool to identify service learning courses.</p> <p>Imperial Valley Campus – Create a faculty survey that will be administered every semester, and will collect SL</p>	<p>The College could benefit from an information system to collect and maintain data on community-based learning projects with regard to their impact on students and the community.</p> <p>Part-time CE and SL Coordinator.</p> <p>Funds for additional staff or student assistant time to Create and administer service learning course information surveys, Process data and create reports and Process and manage Service Learning Agreements (SLAs). Funds for faculty release time to Create Service Learning Agreements (SLAs), Develop service learning curriculum and Develop student learning outcomes and assessments for service learning.</p> <p>Staff support to help collect and report data.</p>

	<p>elements as defined in the Call to Service Initiative, Appendix A, Service Learning Report. Survey data will be reported an on a semester basis.</p> <p>College of Health and Human Services – Create surveys for college to obtain necessary data from all involved.</p> <p>College of Professional Studies and Fine Arts – partner with common (?) offices re: Project for the Common Good.</p> <p>College of Sciences – Qualtrics survey focused on research and how that work connects directly with students [once definition from p. 9 #1 is clarified].</p>	<p>Need resources to develop, deliver, and manage data received.</p>
<i>V. Implement service learning and community engagement strategic plan for broader community engagement agenda</i>	<p>College of Business Administration – Plan: The College has discussed taking on more projects for non-profit organizations. This would allow the scope of projects to expand beyond those typically completed for for-profit organizations.</p> <p>College of Arts and Letters – See Goals 1, 2, and 3.</p> <p>College of Education – See Goal 4.</p> <p>Imperial Valley Campus – Survey Findings will be shared with faculty to help create Consistent SL Definition, Awareness of Service Learning Agreements. See also strategies proposed in goals 1,2,3.</p> <p>College of Health and Human Services –Examine/review other possible SL across college for community engagement.</p>	<p>Clients for the graduate consulting class are charged a fee that helps to offset the expenses of the projects. Having additional sources of support would enable taking on more projects for non-profits.</p> <p>Part-time CE and SL Coordinator.</p> <p>See Goal 4.</p> <p>Funding support for faculty engaged in the development and implementation of SL and CE courses.</p> <p>Point person to review and examine SL's to leverage community engagement opportunities.</p>
<i>VI. Efforts to make service learning and community engagement an expectation, condition, or requirement for the undergraduate experience</i>	<p>College of Business Administration – The recently adopted Business Passport program requires all undergraduates to complete a series of professional development activities, including an activity in the area: Ethics, service learning and community engagement. The number of students engaged in service learning will rise as more undergraduates become subject to the requirement.</p> <p>College of Arts and Letters – Increase the number of courses incorporating SL and CE (see Goal 1 above).</p>	<p>Part-time CE and SL Coordinator</p>

	<p>Consider the possibility and desirability of integrating a CE and SL component in a new 1-unit freshman course CAL 100 Explore CAL (Fall 2018). We are not sure a “condition or requirement” is warranted.</p> <p>College of Education – See Goal 4.</p> <p>Imperial Valley Campus – See strategies proposed in Goals 1, 2, 3, and 5.</p> <p>College of Health and Human Services – Examine all SL in CHHS - where SL is ‘elective’ we will plan to make SL ‘mandatory’ where possible.</p> <p>College of Professional Studies and Fine Arts –HTM, RTM, PA internships; Music Ed –three semester practicum in public schools.</p>	<p>See Goal 4.</p> <p>See Goal 5.</p> <p>Point person to review curricular offerings and to submit curricular & program modifications where apropos.</p>
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Table 11. Alignment Between SDSU Building on Excellence Plan, California's Call to Service Initiative and Carnegie Foundation Recommendations

Building on Excellence Plan	CSU's Call to Service Initiative	Carnegie Foundation's Recommendations	SLCE Strategic Plan: Areas of Inquiry*
<u>Student Success:</u> Initiative 1: Promote Student Success Across the University Initiative 2: Enhance Transformational Educational Experiences Initiative 3: Pursue Pedagogical Innovation through Faculty Support	Ensure the sustainability of community engagement efforts at all CSU campuses; 15% of all CSU students should have access to service and civic Learning opportunities.	Measure impact of community engagement efforts on students.	Students
<u>Research and Creative Endeavors (RCE):</u> Initiative 1: Foster the Development and Growth of Excellence in RCE Initiative 2: Enhance Creative arts on Campus Initiative 3: Reinforce the Value of Research for Student Success	Support development of faculty recruitment, tenure and promotion efforts to reward and support faculty; Recognize and incentivize publicly engaged-departments.	Expand rewards and incentives for faculty contributions.	Faculty, Departments and University Units
<u>Community and Communication:</u> Initiative 1: Engage our Alumni and Community Supporters Initiative 2: Enhance the Campus Environment to Support Faculty and Staff Initiative 3: Contribute to the Advancement of the San Diego Region Initiative 4: Enhance communication to Raise Awareness of our Excellence	Maintain and support community partnerships	Strengthen community partnerships; assess impact of SDSU activities on partners and assess impact of partners on SDSU; value reciprocity.	Community Partners
Assess progress for meeting SLCE plan goals*	Create systems to collect data and measure impact on students, faculty and community partners	Collect institution-wide data to measure impact on students, faculty and community partners	Systems of Data Collection & Assessment for Students, Faculty, Departments and Partners

*See Tables 12 and 13 for details regarding Areas of Inquiry and Assessment within SLCE Strategic Plan goals

Table 12. Four Areas of Inquiry**Area of Inquiry: Students**

1. How many students participate in community engagement:
 - a. service learning
 - b. community-based research/participatory action research
 - c. alternative break programs
 - d. community service
 - e. volunteerism
 - f. civic action, advocacy or organizing
 - g. social innovation
2. Inclusive excellence: How many underserved and/or traditionally marginalized students participate in community engagement activities?
3. Are these community engagement activities course-based?
 - a. How does coursework strengthen students' skills, attitudes, and motivation to make a difference in the community?
 - b. How does the university support, sustain or focus student learning in community engagement projects?
4. Are these community engagement activities part of Associated Students, group or club, honor society, or other?
 - a. How do these student activities strengthen students' skills, attitudes, and motivation to make a difference in the community?
 - b. How does the university support, sustain or focus student learning student activities-based community engagement projects?
5. What co-curricular service opportunities are made available to students?
6. Description of work with student clubs and organization on a regular basis to involve them in community engagement. Which types of student groups?
7. Description of programs to cultivate student leadership and empowerment through community engagement.
8. Identify the stage at which campus is using transcript notation, student leadership minor, service learning designation, university award, community engagement designation, and e- portfolio to support student involvement in the community. Initial? Developed? Advanced? Institutionalized?

Area of Inquiry: Faculty (Professional Growth)

Recruitment

1. What percentage of departments mention community engagement in the job description as a preferred or required qualification? (community engagement is mentioned in <25%, 25-50%, 51-80% or > 80% of department job descriptions?)
2. How many early career faculty identify as community-engaged scholars from a discipline point of view or from a methodology point regardless of discipline?
3. How does SLCE training of new faculty take place? Are there resources/support for faculty, including Faculty Advancement and CTL orientation and training for SLCE work?
4. How can faculty be supported with release time, graduate assistants, graders for their engagement in SLCE work?
5. Is there a network for new faculty to be mentored by faculty already undertaking SL work? Is this mentoring recognized as valuable professional development for both faculty?
6. Does the upper administration truly value SLCE and does SDSU incorporate resources towards its success?

Teaching

1. How does curriculum development and implementation impact student learning outcomes for community engagement activities?
2. What support structures are needed to integrate with new faculty orientation, to encourage curricular innovation, and to host workshops which encourage scholarship of community engagement?

Research, Scholarship or Creative Activity

1. What types of community engagement efforts are faculty involved with?
2. Does engagement in SLCE serve as an incentive for faculty to increase value in the RTP process? Does the institution support this or is it considering changes in the RTP process to include SLCE as a significant RSCA?
3. Is there a need to negotiate with upper-level administration (beginning with the new President and Deans) regarding the value of SLCE in RTP review?
4. Do faculty conduct research and/or scholarly activities from their community engagement activities on a reasonable basis?
5. Is there a support structure to assist faculty in writing about community engagement (e.g., a writing circle or support from the faculty development center)?
6. What support structures are in place to mentor new faculty as to how to translate SL course design into professional growth opportunities that can support the tenure/RTP process?

Service

1. What types of community-engaged service activities are undertaken by faculty as part of their professional growth or faculty responsibilities?
2. Is there a code of criteria distributed to Chairs and Deans that equates SL work with other expected committee responsibilities for purposes of RTP?

Area of Inquiry: Departments and University Units

Academic Departments and Schools

1. Determine the criteria to meet the following measures regarding efforts to integrate community engagement into academic programs: undeveloped, equivalent to a beginning stage; emerging, equivalent to an intermediate stage; transforming, equivalent to an advanced stage; accomplished.
2. Do academic programs list community engagement among their program learning objectives, course learning

- objectives and do they assess impact on students?
3. What campus efforts are involved with creating a community engagement minor or certificate program?
 4. What percentage of departments mention community engagement in the job description as a preferred or required qualification? (Community engagement is mentioned in <25%, 25-50%, 51-80% or > 80% of department job descriptions).
 5. Which Departments currently have incentives at the department level, planned commitments to offer service learning courses, coordinate community engagement projects, recognize faculty, or workload credit of time to design service learning and community engagement experiences?
 6. Description of Retention, Tenure, and Promotion (RTP) policies that support, encourage, reward community engagement regarding research, teaching and service.

Student Services and Activities

7. Determine the criteria to meet the following measures regarding efforts to integrate community engagement into student services: undeveloped, equivalent to a beginning stage; emerging, equivalent to an intermediate stage; transforming, equivalent to an advanced stage; accomplished.
8. Do student services units list community engagement among their program learning objectives? Do they assess impact on students?
9. Are student services programs partnering with academic departments to create a community engagement minor or certificate program?

Area of Inquiry: Community Partnerships

Community Partners

1. Community Partnerships: Who are our community partners?
2. Community Partner Roles: What role do partners play? How do they see their role?
3. Do we have community advisory boards and if so, what role do they play in partnerships?
4. What expectations or responsibilities exist for faculty, staff and students, as they are engaged with community partners?
5. Do we have a system to track and assess impact on partners?
6. Can we match community partners, students and faculty to determine who is in partnership? (ie: in any given semester, who is working with who?)
7. How are community partners recognized for their contributions to SDSU's Community Engagement efforts?

Alumni Engagement

8. Are alumni in partnership with the university to further community engagement efforts?
9. Are alumni recognized for service to SDSU or service on behalf of SDSU to the community?
10. Are alumni active in community engagement in a manner related to SDSU?
11. What programs encourage students to remain active in community engagement after they graduate?

Table 13: Major SLCE Strategic Plan Milestones and Goals for 2016-2020

Year 2016-17	Year 2017-18	Year 2018-19	Year 2019-20
<p>Campus- Establish Campus Work Group on Community Engagement as an extension of Building on Excellence Plan; carry out campus wide outreach to adopt common language on community engagement. Campus Work Group serves as coordinating administrative committee to implement SLCE Strategic Plan.</p> <p>Campus- Plan and Pilot System of Data Collection of Student, Faculty, and Partnership Participation in community engagement to Report to CSU. Report Baseline Data to CSU Office of the Chancellor in accordance with CSU Appendix A by July 31, 2017.</p> <p>Areas of Inquiry</p> <p>Faculty- Establish Faculty Learning Community for Community Engagement (and Assessment).</p> <p>Faculty- Consult with University Senate about Community Engagement (and Assessment).</p> <p>Faculty- Plan and pilot system to measure impact of community engagement efforts on faculty in collaboration with Faculty Affairs and University Senate.</p> <p>Students- Establish partnership with Associated Students (AS) Campus Community Commission to support activities, track participation and assess impact of community engagement on students.</p> <p>Students- In partnership with AS and the Jeffrey W. Glazer Center for Leadership and Service, support and recognize student participation in community Engagement.</p> <p>Departments- Survey campus to identify units that carry out community engagement activities and form a sub-group for the Campus Work Group on Community Engagement.</p> <p>Departments- Survey departments, schools, student services areas, Advancement and Development about community engagement efforts.</p> <p>Partnerships- Update SLA contracts Master List to include faculty contacts and other community engagement identifiers.</p> <p>Partnerships- Plan and pilot system to measure community engagement impacts on and of Partnerships for Spring 2018.</p>	<p>Campus- Campus Work Group serves as coordinating administrative committee to implement SLCE Strategic Plan.</p> <p>Campus- Report Data to CSU Office of Chancellor by July 31, 2018 using SDSU Data Collection System for Community Engagement.</p> <p>Areas of Inquiry</p> <p>Faculty- Faculty Learning Community to host first annual community engagement based student learning and assessment conference.</p> <p>Faculty- Present Senate Report on Impact of Community Engagement Efforts on Faculty and adopt new Policy File Language, if any, that supports, measures, and incentivizes faculty community engagement efforts.</p> <p>Students- In partnership with AS and the Jeffrey W. Glazer Center for Leadership and Service, support and recognize student participation in community engagement.</p> <p>Departments- Community-engaged Departments Committee Subgroup to host first annual University Community Engagement Partnerships Celebration.</p> <p>Partnerships- Use SDSU partnership survey to measure community engagement impact on and of University Partnerships. Disseminate information and outcomes with partners.</p>	<p>Campus- Campus Work Group serves as coordinating administrative committee to implement SLCE Strategic Plan.</p> <p>Campus- Report Data to CSU Office of Chancellor by July 31, 2019 using SDSU Data Collection System for Community Engagement.</p> <p>Areas of Inquiry</p> <p>Faculty- Faculty Learning Community to host second annual community engagement based student learning and assessment conference.</p> <p>Faculty- Present First Annual Report on Impact of Community Engagement Efforts on Faculty.</p> <p>Students- In partnership with AS and the Jeffrey W. Glazer Center for Leadership and Service, support and recognize student participation in community engagement.</p> <p>Departments- Community-engaged Departments Committee Subgroup to host second annual University Community Engagement Partnerships Celebration</p> <p>Partnerships- Use SDSU partnership survey to measure community engagement impact on and of University Partnerships. Disseminate information and outcomes with partners.</p>	<p>Campus- Campus Work Group serves as coordinating administrative committee to implement SLCE Strategic plan. Develop SLCE Strategic Plan for 2020-25.</p> <p>Campus- Report Data to CSU Office of Chancellor by July 31, 2020 using SDSU Data Collection System for Community Engagement.</p> <p>Areas of Inquiry</p> <p>Faculty- Faculty Learning Community to host third annual community engagement based student learning and assessment conference.</p> <p>Faculty- Present Second Annual Report on Impact of Community Engagement Efforts on Faculty.</p> <p>Students- In partnership with AS and the Jeffrey W. Glazer Center for Leadership and Service, support and recognize student participation in community engagement.</p> <p>Departments- Community-engaged Departments Committee Subgroup to host third annual University Community Engagement Partnerships Celebration.</p> <p>Partnerships- Use SDSU partnership survey to measure community engagement impact on and of University Partnerships. Disseminate information and outcomes with partners.</p>