CSU Community Engaged Learning Tool

The Chancellor's Office, Center for Community Engagement (COCCE) is in the process of aligning an understanding of community engagement across the system. The COCCE uses community-engaged learning (CEL)* as the umbrella term to identify a broad array of courses in which community engagement is embedded. This definition is the foundation for a larger data collection effort around these student learning experiences. It was used to develop a Taxonomy for community-engaged learning courses that presents the essential elements for CEL and outlines the implementation spectrum for CEL Courses. CSU-CEL Taxonomy: Classifying a Student — Centered Approach to Community-Engaged Learning Courses.

The following form (CEL Tool) provides a series of questions based on the Taxonomy. It is designed for CSU faculty to identify where a course falls along the spectrum of CEL; resulting in the assigning of one of two attributes in the Student Information System: service-learning (CSLI) or curricular community-engaged learning (CCEL).

The CEL Tool will allow the CSU to capture meaningful data across the system to better support faculty and work towards appropriate recognition for this work. It also offers insight into curriculum design that may help shape and improve student learning. **Check out the Faculty FAQs.**

Tips for Completing the CEL Tool

1. The form captures information for one course at a time.
2. Complete the form based on how you typically teach the CEL course.
3. Review the CEL Taxonomy and the related CEL definitions before you begin.
4. Be prepared to spend approximately 15-20 minutes to complete the form.
5. Click on any red text for additional information.
6. Have course materials available; they may be helpful to reference.

For more information about the CSU's systemwide CEL definitions see page three here.

GENERAL COMMUNITY-ENGAGED LEARNING (CEL) COURSE INFORMATION

Please answer the following questions for the community-engaged learning course for which you are completing this framework.

1.   Faculty First & Last Name
2.   Campus (drop down)
3.   Email address
4.   Course Subject/Discipline
5.   Course Number
6.   Course Title
7.   Course Section(s) – Please list all of your CEL course section numbers separated by a comma if known. If unknown, please type "unknown" in the box.
8. Please indicate the planned term(s) for which this CEL course will be taught. (drop down/select all that apply)

9.   Optional: Please upload the course syllabus to better inform the SL/CE office about the course. The syllabus will not be shared beyond the SL/CE team.

10. Course level:
    a.   Lower division
    b.   Upper division
    c.   Graduate level

11. Does this course fulfill a General Education requirement category?
    a.   Yes
    b.   No

12. For a typical course section, what is the number of students enrolled in this course:
    a.   Less than 15
    b.   16-30
    c.   More than 30

13. In this course, community-engaged learning is (drop down, select one)
    a.   Optional
    b.   Required
    c.   Extra credit
    d.   Not Offered
i. If d, navigate to end page

14. Is there a minimum # of hours students are expected to complete for this course.
    a.   Yes, answer question #15
    b.   No, please explain

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15. What is the minimum number of hours students are expected to complete for their community-engaged learning experience (numeric text box) _____

16. If there is a lab/activity component to your CEL course, please select one of the following:
    a. Credit for the CEL project/activity is associated with both the seminar/lecture and lab/activity.
    b. Credit for the CEL project/activity is associated with the lab/activity only.
    c. Credit for the CEL project/activity is associated with the seminar/lecture only.
    d. Not applicable.

17. Please select the statement that is most applicable to your course:
(drop down, select one)
    a. Community engaged learning is a permanent part of this course regardless of the faculty members who teach it.
    b. I have elected to implement community-engaged learning in my section(s) of this course.
    c. This course/section(s) is/will not be taught as a form of community-engaged learning.
        If c, user will be navigated to end page

18. Indicate the number of community partners that are typically involved with this course:
    a. 0, please explain. [user will be navigated to the end]
    b. 1
    c. 2-5
    d. 6-10
    e. More than 10
    f. Not known at this time, please explain

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COMMUNITY-ENGAGED LEARNING TOOL (CELT) QUESTIONS

The CEL Tool (CELT) is based on the six (6) essential elements of community-engaged learning in the CSU-CEL Taxonomy: Classifying a Student-Centered Approach to Community-Engaged Learning Courses. For each essential element, please identify the statements that best describe the student learning experience in your course. Questions related to the community partner should reflect one typical community partner associated with the course, and not necessarily true of all participating community partners.

In answering the questions, you may want to consider your syllabus, course documents and additional communication that is shared with your students and community partner(s).

1. **Reciprocal Community Partnership(s)**

Please indicate which statement most accurately relates to the primary method of communication with your *typical* community partner for this course. (can select more than one statement)
   a. I am in direct communication with the community partner to develop and sustain the partnership.
   b. The campus-based office (e.g., community engagement office, sustainability office, department coordinator) communicates with the community partner.
   c. The students are in direct communication with the community partner.
   d. Communication with the community partner is a shared process between myself and the campus-based office (e.g., community engagement office, sustainability office, department coordinator) throughout the course.
   e. Communication with the community partner occurs primarily between the community partner and the campus-based office (e.g., community engagement office, sustainability office, department coordinator), initially or at course setup, and then transitions directly between me and the community partner after the course begins.

The value of the community partnership and the community-engaged learning experience is communicated to students.

☐ Yes
☐ No

For each row of statements, select the option that most closely describe the frequency, depth, and purpose of communication within the community partnership.

Essential Element	Description	Implementation Spectrum		
Reciprocal Partnerships	Reciprocal partnerships and processes shape the community activities and course design to enhance student understanding of the importance of community learning.	☐ The instructor and community partner <u>do not discuss</u> course planning or design (e.g., learning outcomes, preparation/ orientation of students).	☐ The instructor and community partner <u>discuss</u> the course (e.g., preparation /orientation of students, learning outcomes, syllabus).	☐ The instructor and community partner <u>collaborate as co-educators</u> in various aspects of course planning and design (e.g., learning outcomes, readings, preparation/ orientation of students, reflection, assessment).
		☐ The instructor and community partner <u>do not explicitly discuss</u> how the community project can enrich student learning.	☐ The instructor and community partner <u>meet to identify</u> how the community project can enrich student learning.	☐ The instructor and community partner <u>work together</u> to identify how the community project can enrich student learning.
		☐ The instructor or the campus-based office <u>tells</u> the community partner how the community project can benefit the organization.	☐ The instructor and community partner <u>meet</u> to <u>identify</u> how the community project can benefit the organization's mission and work within the community.	☐ The instructor and community partner <u>work together</u> to identify how the community project can add to the capacity of the organization in meeting community needs.

Please provide additional comments about your selections (comment box)

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2. Student Community Involvement Benefits the Common Good*

*Common good is 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)

Choose one statement per row that most closely describe how the benefit to the common good is communicated to students and assessed as part of the course content.

Essential Element	Description	Implementation Spectrum		
Student Community Involvement Benefits the Common Good	Student community involvement has a specific benefit to the material, cultural or institutional interests that members of society have in common. This specific benefit to the common good is intentional, planned for, communicated, and assessed with community partners in mind. This may include the organizational capacity, student/client growth, social and economic benefits, etc.	☐ The benefit to the common good is intentional, planned for, but only <u>implied; not explicitly stated for the students</u>.	☐ The benefit to the common good is intentional, planned for, and <u>explicitly stated for the students.</u>	☐ The benefit to the common good is intentional, <u>co-identified by faculty and community partner(s),</u> planned for, and <u>explicitly stated for students in multiple ways.</u>
		☐ The course <u>does not</u> include assessment of the benefit to the common good.	☐ The course <u>includes assessment</u> of the benefit to the common good <u>developed by the instructor only</u>.	☐ The course includes assessment of the benefit to the common good <u>developed by the instructor and the community partner</u>.
		☐ The instructor and the community partner <u>do not communicate</u> about students' benefit to the common good.	☐ The <u>instructor</u> communicates about students' benefit to the common good.	☐ The <u>instructor and the community partner</u> communicate about students' benefit to the common good.

Please provide additional comments about your selections (comment box)

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3. Academically Relevant Community Involvement

Are relevant social issue(s) integrated into the course as a critical dimension for student understanding of academic content?
- ☐ Yes
- ☐ No

Choose one statement per row that most closely describe how the community-engaged learning experience facilitates course learning.

Essential Element	Description	Implementation Spectrum		
Academically Relevant Community Involvement	Student community involvement is relevant to and integrated with the discipline-based academic content and assignments.	☐ The community project <u>supplements</u> course content as a component of the course but is not integrated with academic content or assignments.	☐ The community project is a <u>component of the course</u> and is utilized as a "text" to <u>enhance understanding of academic content</u> and assignments.	☐ The community project is <u>integrated throughout the course</u> to <u>significantly enhance</u> student's understanding of academic content and assignments.
		☐ The purpose of the community project is <u>not included within the syllabus</u>.	☐ The <u>syllabus describes</u> the relationship of the community project to the learning outcomes.	☐ The <u>syllabus provides a strong rationale</u> for the relationship of the community project to learning outcomes.

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4. Civic Learning Goals*

*Civic learning goals are the knowledge, skills, and values that make explicitly direct and purposeful contribution to the preparation of students for active civic participation (Howard, 2001).

Are civic learning goals addressed in the course?
- ☐ Yes
- ☐ No – move to component 5

Choose one statement per row that most closely describe the civic learning goals* for your course.

Essential Element	Description	Implementation Spectrum		
Civic Learning Goals	Civic learning goals are articulated and develop students' capacities to understand and address critical social issues.	☐ Civic Learning goals are <u>implied</u> in course components.	☐ Civic Learning goals are <u>explicitly stated</u> in <u>some</u> of the course components (e.g., syllabus, course content, and community project/activity).	☐ Civic Learning goals are <u>explicitly stated</u> in <u>all</u> of the course components (e.g., syllabus, course content, and community project/activity).
		☐ Course content focuses on <u>discipline-based</u> academic content.	☐ <u>Some</u> of the course components highlight the integration of <u>civic learning goals with discipline-based</u> academic content.	☐ <u>All</u> of the course components highlight the <u>integration of civic learning goals with discipline-based</u> academic content.
		☐ Civic learning goals are addressed <u>informally and/or indirectly</u> for students to understand social issues.	☐ The civic learning goals assist students to <u>understand</u> underlying social issues.	☐ The civic learning goals assist students to <u>understand and address</u> underlying social issues.
		☐ Civic learning goals are addressed <u>informally and/or indirectly</u> for students to understand systemic issues of inequity and injustice.	☐ The civic learning goals assist students to <u>understand</u> underlying systemic issues of inequity and injustice.	☐ The civic learning goals assist students to <u>understand and address</u> underlying systemic issues of inequity and injustice.

Please provide additional comments about your selections (comment box)

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5. Critical Reflection*

*Critical Reflection is the powerful process of making meaning out of a purposeful combination of experiences and academic content. It adds depth and breadth to meaning by challenging simplistic conclusions, comparing varying perspectives, examining causality, and raising more challenging questions. – Barbara Jacoby, December 2010

Are reflection activities and assignments present in the course?
- ☐ Yes
- ☐ No - move to component 6

Reflection activities lead students to analyze social issues.
- ☐ Yes
- ☐ No

Reflection activities lead students to recognize systems of power.
- ☐ Yes
- ☐ No

Reflection activities and products lead to new action by students.
- ☐ Yes
- ☐ No
- ☐ Unknown

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Choose one statement per row that most closely describes how critical reflection is integrated into course content and the community-engaged learning project/activity.

Essential Element	Description	Implementation Spectrum		
Critical Reflection	Critical reflection activities and assignments integrate classroom and community learning.	☐ Students engage in <u>informal and unstructured</u> reflection about the community project.	☐ Student reflection activities and products <u>critically connect</u> student community involvement to academic and civic content.	☐ Reflection activities and products are designed to <u>build student capacity</u> to <u>critically reflect</u> by exploring the relevance of the experience to academic content.
		☐ Student reflection occurs <u>only at the end</u> of the semester.	☐ Reflection occurs <u>throughout the semester</u> in limited ways.	☐ Reflection is a source of <u>ongoing</u> feedback specifically <u>designed to address student learning</u> throughout the semester. [3 points]
		☐ Student reflection activities and products <u>do not</u> critically connect student community involvement to civic content.	☐ Student reflection activities and products <u>critically connect</u> student community involvement to civic content.	☐ Student reflection activities are <u>fully integrated in course content by critically connecting</u> academic content, community involvement and civic content.
		☐ Reflection activities and products require <u>minimal</u> analysis by students.	☐ Reflection activities and products require <u>moderate</u> analysis by students.	☐ Reflection activities and products require <u>extensive and deep</u> analysis by students.
		☐ Student reflection is <u>designed by</u> the instructor or other course support (e.g., graduate student, fellow, etc.).	☐ Student reflection is <u>designed by</u> the instructor but may involve consultation with the community partner.	☐ Instructor and community partner(s) <u>collaborate to design</u> reflection activities and/or products.

Please provide additional comments about your selections (comment box)

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6. Assessment of Student Learning

A percentage of a student's final grade is based on learning gains made by the completion of the community involvement component of the course.

- ☐ Yes
- ☐ No

Choose one statement per row that most closely describes how student learning is assessed for discipline-based and civic learning outcomes as part of the community project/activity. Choose statements that reflect the experience with your *typical* community partner for the course.

Essential Element	Description	Implementation Spectrum		
Integrated Assessment of Student Learning	Student learning assessment addresses both the discipline-based and civic learning outcomes and includes learning from community involvement.	☐ Student learning assessment is largely based on discipline-based content.	☐ Student learning assessment articulates varying levels of expectations for discipline-based and civic learning aspects of the course.	☐ Student learning assessment holistically addresses <u>both</u> discipline-based and civic learning outcomes.
		☐ Community partner provides <u>no feedback</u> on individual student performance.	☐ Community partner provides <u>some feedback</u> on individual student performance.	☐ Community partner provides <u>significant feedback</u> on relevant aspects of student learning.
		☐ Students are expected to demonstrate competency in discipline-based learning outcomes only, <u>not</u> civic learning outcomes.	☐ Students are expected to demonstrate competency in discipline-based learning outcomes and <u>some</u> civic learning outcomes.	☐ Students are expected to demonstrate competency in both discipline-based and <u>all</u> civic learning outcomes.

Please provide additional comments about your selections (comment box)

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