1. Support Services Report Template

Report Info
Name of the person completing this report: Mary D’Alleva
Title of the person completing this report: Director of the Center for Community Engagement (formerly the Service Learning Program)
Supervisor/dean reviewing report: Linda Dobb
Service: faculty & student support
Division/College: academic Affairs

3. Mandated Service

Link to Scoring Rubric

1.1 Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

Executive Order: 1064 internship policies, 829 insurance requirements
Any other: California Call to Service; CSU policy

Provide a brief explanation, if necessary, in < 60 words.

funds marked at state level for service learning; Chancellor’s Office mandates each campus implement a service learning/community engagement program http://www.calstate.edu/cce/initiatives/resolution.shtml

4. Importance of Service

Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words

Mission of the CCE: to support faculty in community-engaged teaching, learning, and scholarship; build community partnerships for curricular and co-curricular community engagement; host a student leadership for CE program; and collaborate with other campus entities to support quality CE experiences for students and community partners. The CCE functions as a clearinghouse, reporting hub, and creative center for CE (community-based research, campus-community educational events and structures: lectures, museums, exhibits, professional services), co-curricular student community engagement (residence life, student life, athletics), and academic service learning courses (internships, fieldwork, capstone, culminating experience, and research courses that contain a community-based learning component that contributes to the public good). The Director leads assessment efforts surrounding CE; develops policies & procedures for courses/activities, contributes to university planning.

Link to Scoring Rubric

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

Students: 30%
Faculty: 30%
Colleges/Departments: 10%
Community outside University: 30%
Total: 100%

Link to Scoring Rubric
2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

<table>
<thead>
<tr>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>[ ]</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>[ ]</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Pre-college (helping students to enter the system)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We facilitate service activities that provide academic support to students in K-12.</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>support placements for students in courses with community-based learning; leadership program includes training in and exposure to concepts of personal, professional, and social development; “At a Glance: What We Know about the Effects of Service-Learning on College Students, Faculty, Institutions and Communities, 1993-2000: Third Edition,” Eyler, Giles, Stenson, and Vanderbuilt</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>courses with community-based learning offer students practical and hands-on experience in their majors/professional field; community engagement activities encourage reflection on the relationship of self to society; leadership program directly connects concepts of leadership and personal development with social responsibility</td>
<td></td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
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Provide a brief narrative (<60 words each) explaining your choice.

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<tr>
<td></td>
<td>Without the university investing in academic preparation/college readiness for k-12 students, future college students will not have the skills they need.</td>
</tr>
</tbody>
</table>

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<tr>
<td></td>
<td>The CCE supports the administration trail required of community-based learning courses: student waivers and partnership contracts are legally required and administered by the CCE</td>
</tr>
</tbody>
</table>
After college (helping students establish meaningful lifework and be socially responsible contributors to society)

The existence of the CCE ensures the existence of dialogues and practices across the university that encourage the connection of higher education and social responsibility, so that all students have the opportunity and exposure not just students in select disciplines.

Link to Scoring Rubric

2.4 Alignment with Shared Strategic Commitments
How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?

<table>
<thead>
<tr>
<th>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</th>
<th>The CCE encourages and supports faculty in utilizing service learning pedagogy also called the scholarship of engagement, as a 'high impact practice' that leads to deep learning. We research best practices and advise and consult faculty one-on-one and through workshops. Students benefit from this teaching methodology which encourages inquiry, reflection, and connection.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</td>
<td>Community engagement activities and classes encourage an awareness of socio-economic diversity based on principles of social justice and democracy.</td>
</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner</td>
<td>By working with faculty and community partners on creating positive and well-constructed service experiences we are considering the needs of our students.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>The community engagement, deemed a 'high impact practice' by the AAC&amp;U, is all about engaging students with their learning and with the community.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>We partner with a number of environmental agencies as service sites.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td>We work to support and collaborate with many campus programs--Athletics, Student Life, academic departments, Residence Life. Our work fundamentally relies on strong partnerships.</td>
</tr>
<tr>
<td>Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility</td>
<td>This is the focal point of our work. See our mission statement in 4. The Importance of the Service</td>
</tr>
<tr>
<td>Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)</td>
<td>In 2010 we received and implemented a mini-grant to support service learning in STEM and developed a handbook of resources for STEM faculty as well as a promotional publication highlighting the work of our STEM faculty and students.</td>
</tr>
</tbody>
</table>

Link to Scoring Rubric

2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to increase

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

The leadership on our campus, including the President and Provost, both have expressed an interest in and commitment to
The leadership on our campus, including the President and Provost, both have expressed an interest in and commitment to community engagement.

### 5. Quality of Service

**3.1 Do you assess the quality of the service you provide?**

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service quality (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

We survey community partners each year to assess student impact and quality of experience with the Center for Community Engagement, asking about ease of administration, satisfaction with communications. We send quarterly emails to faculty seeking input on center services. We survey freshmen regarding their registration and experience with Freshmen Day of Service—accessibility of information; meeting expectations in service experience.

**3.2 During the last three years, have you adopted any measures to improve the quality of this service? Please describe in <120 words.**

Based on feedback from faculty and community partners needing easier paperwork trails, we created an online form for partnership requests. We also now have the student waiver online. Our new student leadership program was developed based on feedback on the Freshmen Day of Service—need for better communication with and support for students during registration and based on partner requests for group leaders at sites.

**3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in <120 words.**

I’m in the process of creating an an assessment rubric for Freshmen Day of Service student reflections to assess impact on students and if necessary alter the initiative. We can develop and request approval for a student community engagement survey for students in all service learning classes. While the Center supports and educates the campus community about best practices with community engagement, having a document of best practices endorsed by campus upper level administration would be an important step to aligning the experiences of our students. Also, revising the center website is an important step since it is our main information hub.

**3.4 What ideas do you have for improving the quality of the service if additional resources were provided. Please describe your idea(s) in <120 words.**

We would hire a community partner specialist to work closely with our partners to ensure quality experiences for them and our students. We would hire a professional consultant to develop the assessment benchmarks and surveys. Also, a technology expert who can make regular updates and improvements on the website and utilize social networking to connect with students would improve the center’s outreach.

**3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?**
Yes

If yes, describe the process and most recent results in <120 words. If no, please explain.

Our community partner survey assesses satisfaction. 92% responded that benefits of student contributions outweighs any extra effort in planning or administration for partner. 64% responded 'very effective'; 36% responded 'effective' on service of students. 70% of respondents were satisfied with center communications and project administration. For Freshmen Day of Service, 79% of students were happy with their service experience.

Link to Scoring Rubric

3.6 The university recently conducted a customer satisfaction survey for some services (results for this service are attached, if applicable). Do you have any comment or response to the results? Please describe in <120 words.

Our program was not included separately from Faculty Development, so I can't accurately comment given that many faculty, students, and community partners seek us out as a separate entity.

Link to Scoring Rubric

3.7 Do you have any formal or informal guidelines for personnel in your department regarding how to treat/interact with receivers of this service?

Yes

If yes, please describe in <120 words. If no, please explain

In our Pioneers for Change student leadership program, part of our training for student leaders working with Freshmen Day of Service is on professional behavior with community partners and how to lead by example and encourage positive behavior with freshmen. Our Community Engagement Interns and Hayward Promise Neighborhood tutors also receive training on working in the community, being a role model, working with challenged and challenging populations, diversity, and professional behavior.

Link to Scoring Rubric

3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

No

If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

Part of the work of the Center--in our shift from the Service Learning Program to the Center for Community Engagement--will be to work more specificaly in data collection, assessment, and evaluation, so we are not only collecting and analyzing information from year to year, but also analyzing the findings comparatively and determining functional targets or benchmarks.

Link to Scoring Rubric

3.9 Does your service have annual goals (targets) of achievement regarding the quantity of service provided?

No

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

We analyze the number of students enrolled in service learning courses. But because there is no mandatory campus reporting connected to community engagement, the numbers are not the most accurate indicator. Again, another action item for the center as we develop these tools and ask university administration to support our efforts.
6. Efficiency of Service (cost effectiveness)

4.1 Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

87565

Attach your allocated spreadsheet here.
12-13 expenditures.xls

4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

15000

4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.

468

Attach your allocated spreadsheet here.

4.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?

No

If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.

We have only recently begun receiving significant funds from the University. From 2001-2009 we operated on the $45,000 allocation from the Chancellor’s Office and on grants.

4.5 What idea(s) do you have for improving the efficiency (cost effectiveness) of this service within existing resources (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

All campus programs that offer community engagement opportunities for students should utilize the new database for placements that we are piloting and is co-sponsored by the Chancellor’s Office.

4.6 What idea(s) do you have for improving the efficiency (cost effectiveness) of the service if additional resources were provided. Please describe your idea(s) in <120 words.

A community partnerships coordinator could handle community placements for multiple programs.
4.7 Do you have any plan(s) to improve the **efficiency** (cost effectiveness) of this service in the next 1-2 years (e.g. reducing costs, increasing productivity, etc.)?

Yes

If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.

we utilize our space for multiple initiatives--rotating work stations among staff of different initiatives on complementary days.

4.8 Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.

we support approximately: 4900 CSUEB students involved in service learning & community engagement (leadership & tutoring) through our program and service learning courses; 86 service learning courses (258 including multiple sections); 40+ faculty teaching these courses; 150 community partners; 200,00 hours of service provided by students in service learning courses; 1100 hours of direct service provided by tutors and leadership students in our program

7. Other

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?

Yes

If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in <60 words.

Some departments (like Social Work, Sociology, and Educational Psychology) have placement coordinators that only work to support their students in their community placements for specific courses, instead of their individual faculty working on those placements in each field course. I collaborate with these departments/coordinators and offer them support with paperwork, community connections, and placements.

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

We are the only entity on campus that works to support community engagement and community partnerships across campus and for all campus programs. Very often, my phone ends up being a 'gateway' number for community members who are seeking to connect with the university but are not sure how or whom to contact.

5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.

Our budget, while housed under Faculty Development, is a separate allocation. The support materials I received from the task group were inaccurate in their inclusion of and accounting for the program. The budget sheet I attached represents my expenses for the 11-12 academic year as I have reported them to the Chancellor's Office.