



DIVING DEEP INTO SERVICE LEARNING

The Center for
community**engagement**
EDUCATION • ENGAGEMENT • EMPOWERMENT

CAL STATE
EAST BAY



Pre-Survey

<https://www.surveymonkey.com/r/CH3PQ7R>





AGENDA

- » 9:00 – 9:30 Breakfast, Review Resources (annual report, handbooks, 2019-20 programs/events), Prep Time for Activities
 - » 9:30 – 10:00 ILOs, Strategic Commitments, Overview of the CCE & CSU History
 - » 10:00 – 12:00
 - Definitions
 - Course Implementation
 - Working with Community Partners
 - Syllabus Development
 - Faculty Scholarship
 - » 12:00 – 1:00 Community Partner Meet & Greet
- 



INTRODUCTIONS



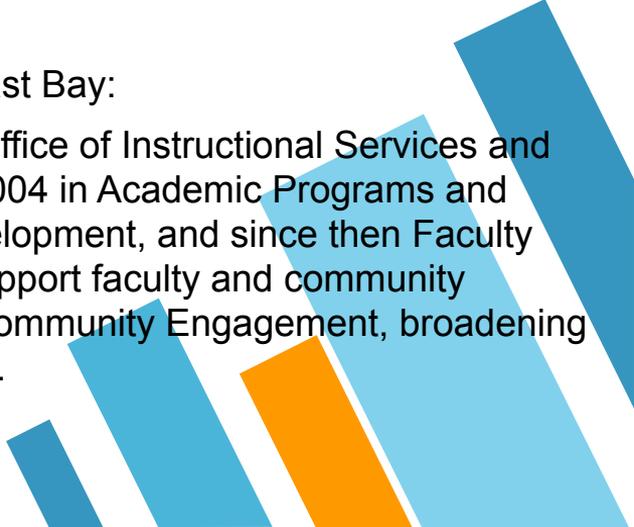
History of Community Engagement in the CSU and On Campus

History of Service Learning and Community Engagement within the California State University System:

Beginning in the 1990s, the California State University (CSU) began to recognize the value of service learning as a vehicle that would meet the state's changing educational needs while also imparting vital civic skills and knowledge. In 1997, infrastructure was established at all 23 campuses and the systemwide office, the Board of Trustees passed a landmark resolution calling for the creation of service opportunities for all students, and outside funding was secured (calstate.edu/cce).

History of Service Learning and Community Engagement at Cal State East Bay:

In 2001, service learning was institutionalized through the (now-defunct) Office of Instructional Services and the hiring of a Director of Service Learning. After being housed briefly in 2004 in Academic Programs and Graduate Studies, the Service Learning Program moved into Faculty Development, and since then Faculty Support Services. The mission of the Service Learning Program was to support faculty and community partners. In 2013, the Service Learning Program became the Center for Community Engagement, broadening the scope of work to include a variety of curricular and co-curricular efforts.





Cal State East Bay Mission Statement

Cal State East Bay welcomes and supports a diverse student body with academically rich, culturally relevant learning experiences which prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society. Through its educational programs and activities, the university strives to meet the educational needs and to contribute to the vitality of the East Bay, the state, the nation, and global communities.



CSUEB Institutional Learning Outcomes

Thinking and Reasoning



Graduates of CSUEB will be able to think critically and creatively and apply analytical and quantitative reasoning to address complex challenges and everyday problems.

Communication



Graduates of CSUEB will be able to communicate ideas, perspectives, and values clearly and persuasively while listening openly to others.

Diversity



Graduates of CSUEB will be able to apply knowledge of diversity and multicultural competencies to promote equity and social justice in our communities.

Collaboration



Graduates of CSUEB will be able to work collaboratively and respectfully as members and leaders of diverse teams and communities.

Sustainability



Graduates of CSUEB will be able to act responsibly and sustainably at local, national, and global events.

Specialized Discipline



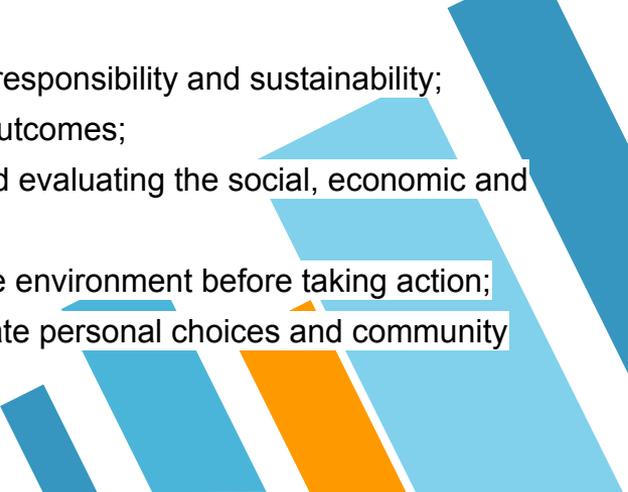
Graduates of CSUEB will demonstrate expertise and integration of ideas, methods, theory and practice in a specialized discipline of study.



Sustainability

Possessing the knowledge, abilities and dispositions that enable our graduates to act responsibly and sustainably in their personal and professional life is imperative. Through ethical behavior based on an understanding of how individual choices and actions affect society, our graduates can help build a sustainable future that ensures environmental integrity, economic vitality, and a just society for present and future generations.

Competencies addressing responsibility and sustainability include:

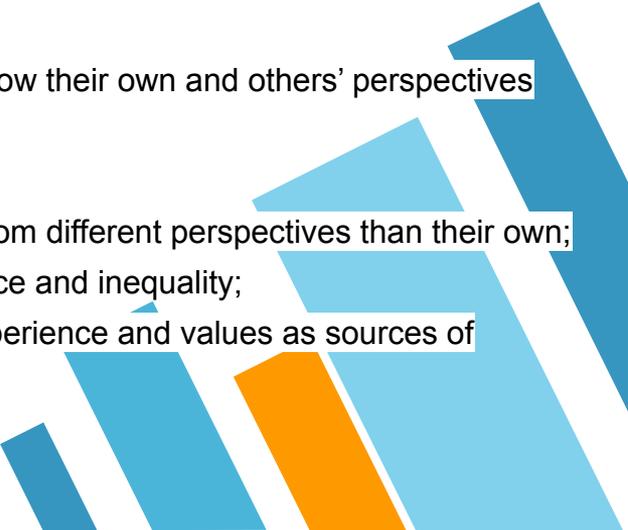
- possessing a historical perspective and contemporary knowledge of the issues and context of social responsibility and sustainability;
 - understanding the scientific, social justice and economic implications of social responsibility and sustainability;
 - knowing the practical steps to achieving socially responsible and sustainable outcomes;
 - considering the perspectives of various stakeholders affected by a decision and evaluating the social, economic and environmental impacts of alternative choices;
 - accounting for the rights and responsibilities of all community members and the environment before taking action;
 - advancing social responsibility and sustainable development through appropriate personal choices and community engagement.
- 



Diversity

Our students come from and return to an increasingly diverse society; therefore, students need the knowledge, skills and dispositions to successfully contribute to the creation and maintenance of inclusive and just communities. Our graduates must be able to recognize and understand the rich and complex ways that group and individual differences and interactions impact self and society. They will develop the capacity to interact openly and respectfully with individuals across the full range of human diversity including race, ethnicity, religion, gender, sexual orientation, age and ability.

Competencies that address diversity and multiculturalism include:

- considering all cultures and groups as worthy of respect while understanding how their own and others' perspectives are shaped by their cultures and experiences;
 - working in diverse groups effectively, respectfully, and with sensitivity;
 - recognizing their own biases and stereotypes and seeing issues and actions from different perspectives than their own;
 - identifying injustice and developing strategies and tactics for addressing injustice and inequality;
 - developing their sense of global citizenship through appreciation of diverse experience and values as sources of enrichment in their own lives, their communities and their culture(s);
 - building coalitions with those who are different from themselves.
- 

Shared Strategic Commitments

Reinforce **academic quality** through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship

Enhance our **inclusive campus**, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development

Serve students first, by expanding access and enhancing each student's **educational experience** and prospects for success as a graduate and life-long learner

Foster a **vibrant community** through enriched student services and student life that support student engagement and learning

Contribute to a **sustainable** planet through our academic programs, university operations, and individual behavior

Continuously improve our **efficiency, transparency, and accountability** while practicing mutual respect, responsiveness, and **collaboration** across the University

Support the civic, cultural, and economic life of all communities in the **regions we serve through partnerships** that promote education and social responsibility

Demonstrate our continuing record of leadership and **innovation in higher education**, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)



ROLE IN UNIVERSITY

The CCE supports a variety of community-engaged learning that happens within courses as well as our own programs: [Pioneers for Change, Make a Difference Week, Saturdays of Service, I Serve East Bay, and the Freshmen Day of Service.](#)

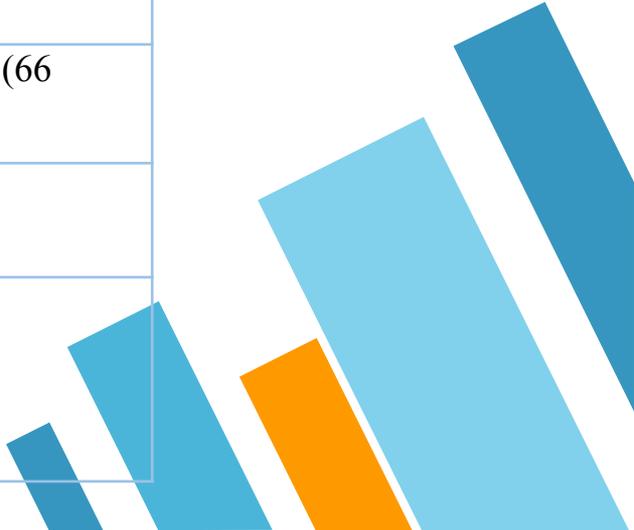
Our mission is to [enhance learning](#), [inspire engagement](#), and [improve community well-being](#). Our community partners represent a broad scope of non-profit, social service, and public entities that contribute to education, arts, equity, community health, food security, and sustainability. To this end we:

- » develop and maintain community partnerships
 - » advise and consult with faculty
 - » develop and share resources
 - » administer systems for student placements and partnerships (CalStateS4)
 - » collect data on community engagement
 - » coordinate co-curricular programs
 - » facilitate Freshmen Day of Service
 - » help connect interested campus and community members
- 



2018-2019 Snapshot

| CCE Initiative | # of Service Hours | # of Students | # of Community Partners |
|--|---------------------------|----------------------|--------------------------------|
| Reported through CalStateS4 | 9,951 | 1,047 | 215 (active) |
| Freshmen Day of Service | 3,838 | 1,087 | 25 partners (66 projects) |
| Pioneers for Change | 3,963 | 20 | 14 |
| Community Service Days (Saturdays of Service, Make a Difference Day) | 600 | 150 | 7 |





DEFINITIONS

DEFINITIONS

Community Engagement - An umbrella term, “the collaboration between institutions of higher education and communities for the mutually beneficial exchange and production of knowledge and resources in a context of partnership and reciprocity.”

Community-Engaged Learning - Broad term used to classify the variety of curricular community-based learning experiences and activities that students engage in that contribute to the public good, commonly through education, equity, health, sustainability, economic development. A course is considered ‘community-engaged’ based on the curriculum, student learning outcomes, and community impact, not title or course label. Within CEL, practices vary widely in terms of depth, breadth and scope of student activities and partnerships. CEL courses may use such titles/terms as fieldwork, practicum, clinical, internship, service.

Service Learning - A type of Community-Engaged Learning in which substantive community engagement and related community partnerships are both a critical component of curriculum and the student experience, with equal focus on community impact and student learning specifically related to social justice or responsibility. SL courses may use such titles/terms as fieldwork, practicum, clinical, internship, service.

COMMUNITY-ENGAGED LEARNING

■ Courses vary by:

- » Name & type of instruction
 - ◇ Fieldwork
 - ◇ Internships
 - ◇ Practicum
 - ◇ Service Learning
- » Learning objectives
- » Scope and type of community engagement
- » Project based v hours based
- » # of hours
- » Collaboration with partners



Community-Engaged Learning Essential Elements:

- » Partnerships between the university and community are collaborative
 - » Community involvement is connected to course learning outcomes
 - » Community impact benefits the common good
- 



SERVICE LEARNING

Essential Elements:

- » Partnerships are collaborative and reciprocal
 - » Community impact is specific, planned for, communicated, and assessed
 - » Community involvement is integrated as critical to curriculum
 - » Critical reflection integrates classroom and community learning;
 - » Civic learning goals are explicit and develop students' capacities to address critical social issues
 - » Learning assessment addresses discipline and civic learning, and includes learning from community involvement.
- 



COURSE IMPLEMENTATION

Community-Engaged Learning Requirements & Expectations

Current Liability Requirements (Based on CO):

- Any student actively participating in an unpaid learning activity for credit with an organization or external entity must sign a waiver and there must be an MOU in place with the organization.
- If students are paid and receiving credit, an MOU is not required; however paid students should still sign a waiver which functions as a participation/learning agreement.

Department reporting on community engagement activities:

- Community engaged learning (paid or unpaid) should be reported to the CCE, including:
 - ❖ course information
 - ❖ # of hours served and placement sites/student
 - ❖ community issues addressed
 - ❖ confirmation of site agreements (MOUs)

CalStateS4

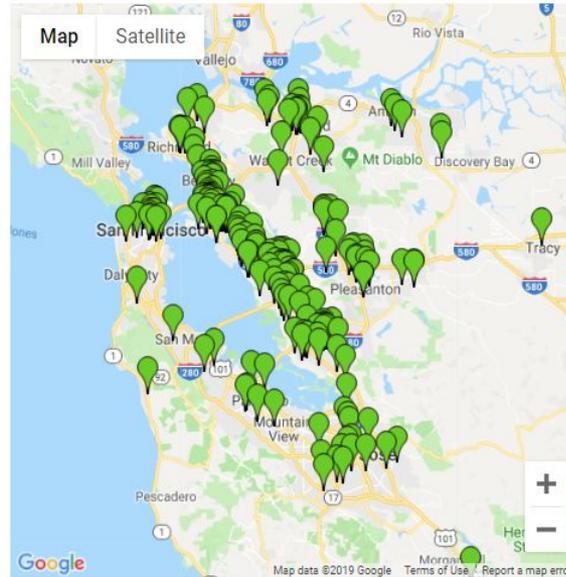
Student/Faculty Log In

Welcome to CalStateS4 for CSU East Bay

The *Cal State S4* data management system (hosted by the CO) tracks student placements and community partnerships, and facilitates risk management processes.

Students and faculty have direct access through net id log in.

Courses are fed directly from Peoplesoft.



CalStateS4 is an online platform hosted by the CSU Chancellor's Office to manage student placements, facilitate on or off-campus learning experiences, acknowledgement of safety and liability, and lists community partnership information.

Faculty may use CalStateS4 for their internship and or service learning courses. Students may use CalStateS4 to find and place with approved sites.

If you are not sure if your site is an approved site please search under our site list [HERE](#).

To become an approved site complete our [Request to Initiate Form](#).

Please email Internships@csueastbay.edu if you have any questions regarding Internships.

Please email calstates4@csueastbay.edu if you have any questions regarding service learning.

By utilizing *CalState S4*, each department would be able to receive a detailed report that includes information on number of students, service hours, courses, and community impact.

Manage current courses

You are masquerading as jr7434@csueastbay.edu. [Switch Back](#)

×

Fall Semester 2019

| | Course Name | Program | Enrollment | Faculty actions |
|--------------------|--------------------------------|---------------------------------|------------|---|
| Fall Semester 2019 | CRJ 330 (02): Crime Prevention | Center for Community Engagement | 36 | Select sites Copy sites View course |

Summer Session 2019

| | Course Name | Program | Enrollment | Faculty actions |
|---------------------|--------------------------------|---------------------------------|------------|---|
| Summer Session 2019 | CRJ 330 (01): Crime Prevention | Center for Community Engagement | 38 | Select sites Copy sites View course |

Spring Semester 2019

| | Course Name | Program | Enrollment | Faculty actions |
|----------------------|--------------------------------|---------------------------------|------------|---|
| Spring Semester 2019 | CRJ 330 (03): Crime Prevention | Center for Community Engagement | 32 | Select sites Copy sites View course |
| Spring Semester 2019 | CRJ 415 (01): Internship in CJ | Center for Community Engagement | 28 | Select sites Copy sites View course |

Fall Semester 2018

| | Course Name | Program | Enrollment | Faculty actions |
|--------------------|--------------------------------|---------------------------------|------------|---|
| Fall Semester 2018 | CRJ 330 (01): Crime Prevention | Center for Community Engagement | 40 | Select sites Copy sites View course |

Enrolled Students

User Tags

Apply Filter

Operations

Place student(s)

| <input type="checkbox"/> | First Name | Last name | Last login | Forms Completed | Signatures Completed | Placements | Place |
|--------------------------|------------|----------------|----------------------|-----------------|----------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> | Berenyce | Alonso | 05/13/2019 - 6:47pm | Yes | Yes | • Street Level Health Project | <input type="button" value="Place"/> |
| <input type="checkbox"/> | Ginger | Amedio | 05/15/2019 - 9:59pm | Yes | Yes | • Oakland International High School | <input type="button" value="Place"/> |
| <input type="checkbox"/> | Evelan | Arellano | 05/16/2019 - 1:29pm | Yes | Yes | • Tri-City Volunteers | <input type="button" value="Place"/> |
| <input type="checkbox"/> | Gabriela | Avilez Ramirez | 05/09/2019 - 12:13pm | Yes | Yes | • Street Level Health Project | <input type="button" value="Place"/> |
| <input type="checkbox"/> | Emily | Chavez | 05/15/2019 - 3:10pm | Yes | Yes | • Centro Legal de la Raza | <input type="button" value="Place"/> |
| <input type="checkbox"/> | Kathya | Cordova Robles | 06/06/2019 - 2:33pm | Yes | Yes | • La Familia Counseling Service | <input type="button" value="Place"/> |
| <input type="checkbox"/> | Lorena | Cruz Zuniga | 05/08/2019 - 11:01pm | Yes | Yes | • Oakland International High School | <input type="button" value="Place"/> |
| <input type="checkbox"/> | Irene | Gilmore | 05/15/2019 - 3:03pm | Yes | Yes | • Fresh Lifelines for Youth (FLY) | <input type="button" value="Place"/> |
| <input type="checkbox"/> | Diana | Jimenez-Vargas | 05/17/2019 - 5:21pm | Yes | Yes | • La Familia Counseling Service | <input type="button" value="Place"/> |
| <input type="checkbox"/> | Noor | Kayed | 05/15/2019 - 6:37pm | Yes | Yes | | |
| <input type="checkbox"/> | Kimberly | Leon | 05/09/2019 - 5:14pm | Yes | Yes | • Fresh Lifelines for Youth (FLY) | <input type="button" value="Place"/> |
| <input type="checkbox"/> | Robyn | Mackie | 05/16/2019 - 11:18am | Yes | Yes | • Reading Partners | <input type="button" value="Place"/> |

Limit placements to the sites listed below

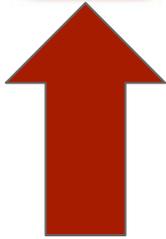
Update

Program Sites

| |
|---|
| Refugee Transitions |
| Oakland International High School |
| Reading Partners |
| Soccer Without Borders |
| Familias Unidas |
| La Familia Counseling Service |
| Centro Legal de la Raza |
| Chinese Christian Herald Crusades |
| Asian Health Services |
| Sequoia High School |
| Siena Youth Center |
| Ravenswood Family Health Center |
| Alameda Point Collaborative |
| La Clinica de la Raza Mental Health Department (aka Casa del Sol) |
| Street Level Health Project |
| Center for Empowering Refugees and Immigrants (CERI) |

Option to pre-select specific partners to work with.

See student placements and forms completed.



Opportunities

[View public list](#) [Add opportunity](#)

[View a list of past opportunities](#)
 Displaying 1 – 24 of 24

Status
Opportunity name
Opportunity type
Program

Tags
City

| Title | Opportunity type | Program Site | Start Date/Term | Tags | Program | City | Edit |
|-----------------------------------|----------------------------|------------------------------------|-----------------|----------------------|---------------------------------|------------|-------------------------------------|
| 2-1-1 Phone Resource Specialist | Service Learning Placement | Eden I&R | Ongoing | Community Engagement | Center for Community Engagement | Hayward | <input type="button" value="Edit"/> |
| Administrative Intern | Internship | Axis Community Health | Ongoing | | Internships | Pleasanton | <input type="button" value="Edit"/> |
| Clerical Support | Service Learning Placement | Masonic Homes of California | Ongoing | Community Engagement | Center for Community Engagement | Union City | <input type="button" value="Edit"/> |
| Dietary | Service Learning Placement | Masonic Homes of California | Ongoing | Community Engagement | Center for Community Engagement | Union City | <input type="button" value="Edit"/> |
| Eden I&R Ambassador | Service Learning Placement | Eden I&R | Ongoing | Community Engagement | Center for Community Engagement | Hayward | <input type="button" value="Edit"/> |
| Farm2Market Volunteer | Service Learning Placement | Alameda Point Collaborative | Ongoing | | Center for Community Engagement | Alameda | <input type="button" value="Edit"/> |
| General Office | Service Learning Placement | Alameda County Community Food Bank | Ongoing | | Center for Community Engagement | Oakland | <input type="button" value="Edit"/> |
| Health Outreach and Education | Service Learning Placement | Asian Health Services | Ongoing | Community Engagement | Center for Community Engagement | Oakland | <input type="button" value="Edit"/> |
| Helpline | Service Learning Placement | Alameda County Community Food Bank | Ongoing | | Center for Community Engagement | Oakland | <input type="button" value="Edit"/> |
| Housing Resource Volunteer/Intern | Service Learning Placement | Eden I&R | Ongoing | Community Engagement | Center for Community Engagement | Hayward | <input type="button" value="Edit"/> |

Student Time Entries

At – ART 341 (1A): ADV Photo & Social Justice

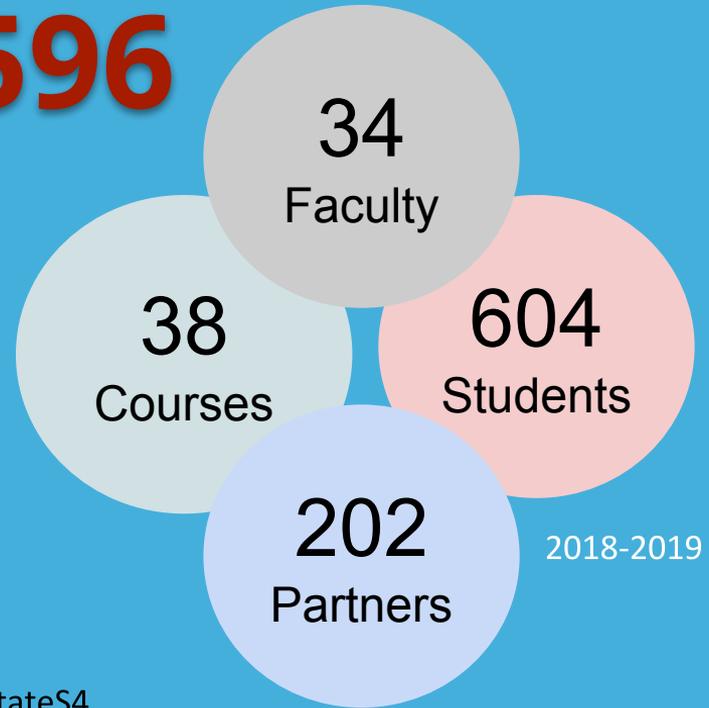
View Edit Student Forms Student Report **Timelogs**

| Placement | First Name | Last name | Date/Time ▲ | Hours | What did you do during these hours? | Status | Status Note |
|-----------|------------|-----------|--------------------------------------|-------|--|-----------|--|
| #83453 | Gabriel | Sucre | 02/07/2019 - 2:48pm to 5:17pm | 2.48 | I arrived a little early to get my bearings around the school and find the field. I then introduced my self to the team and coach Keith, then helped with the warm up and practice game. After I thanked the team and helped pickup and carry items to the car. | Submitted | Review & Approve Entry |
| #90253 | Lina | Reyes | 02/08/2019 - 9:00am to 4:00pm | 7.00 | I bagged apples. | Submitted | Review & Approve Entry |
| #83453 | Gabriel | Sucre | 02/12/2019 - 4:00pm to 5:50pm | 1.83 | Help the coach run drills, and practice. | Submitted | Review & Approve Entry |
| #91293 | Melody | Platt | 02/14/2019 - 3:00pm to 6:00pm | 3.00 | Helped run drills and participate in practice with the Frick Middle School girls and Mackenzie | Submitted | Review & Approve Entry |
| #83453 | Gabriel | Sucre | 02/16/2019 - 9:52am to 1:30pm | 3.63 | This was the weekend game for the Tenneson High School team. I went to shoot photos of the games, and the teams before and after. I also discussed other forms of outreach that Soccer Without Borders does for the kids with Tet to better understand the organization. | Submitted | Review & Approve Entry |
| #86735 | Susan | Hill | 02/20/2019 - 12:45pm to 2:45pm | 2.00 | Tutoring Lorin Eden Elementary | Submitted | Review & Approve Entry |
| #89731 | Adrianna | Murray | 02/21/2019 - 8:00am to 12:00pm | 4.00 | helped watch over the children of parents that were taking ESL classes at the center, set up coffee and tea for the clients that were taking this class, and help set up chairs and tables for the tasks to be had that day. | Approved | |



View and Approve
Time Entries.

Data Collection



CalStateS4

<https://app.calstates4.com/>

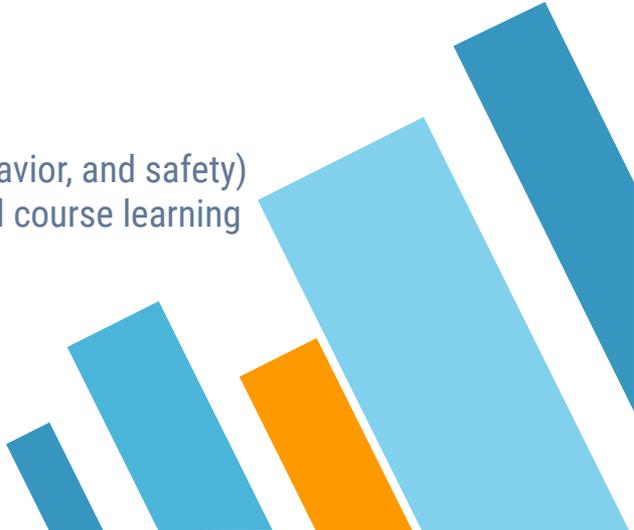


Course Preparation & Follow Through:

» Class Planning

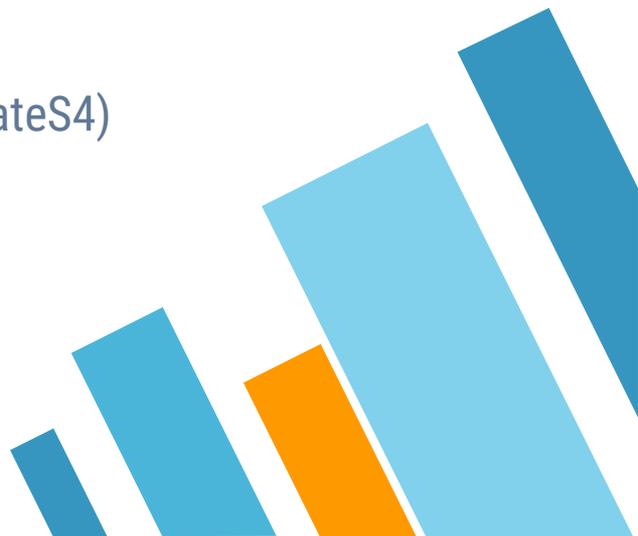
- ◇ Identify community need and appropriate student engagement
- ◇ Identify how engagement enables students achieve course learning objectives
- ◇ Establish assessment and evaluation standards related to engagement ([rubrics available](#))
- ◇ Initiate or identify community partnerships, or expectations for student placements
- ◇ Prepare to explain the process to students

» During Class

- ◇ Review processes for placements
 - ◇ Orient students to community work (address appropriate dress, behavior, and safety)
 - ◇ Assign readings & engage in discussions to connect community and course learning
- 



Community Engagement Options

- » All students participate in the same pre-determined community activity
 - » Students choose from list of possibilities/partner sites determined by the faculty member
 - » Students identify their own placement sites (CalStateS4)
- 

Best Practices for Collaborating with the Community

- establish ground rules and individual responsibilities
- identify potential barriers/roadblocks
- define & acknowledge the priorities of each party—what issues are important to each
- communicate needs, expectations, and goals throughout the project
- find ways to demonstrate results
- be flexible
- foster a mutually beneficial relationship
- manage risk via <https://app.calstates4.com/csueastbay/>
- have agreed upon mission, values, goals, & measurable outcomes
- cultivate mutual respect, trust, & commitment
- share resources
- create avenues for clear, open, and accessible communication
- ask for feedback with the goal of continuously improving
- share credit for accomplishments



ENGAGED SCHOLARSHIP

- >> According to Ernest Boyer, “The scholarship of engagement engages faculty in academically relevant work that simultaneously meets campus mission and goals (including discipline learning objectives) as well as community needs” (Boyer, "Scholarship Reconsidered: Priorities of the Professorate," 1990).
 - >> “An engaged institution is responsive to the needs of today’s students and tomorrow’s. It enriches the student experience by bringing research into the curriculum and offering practical experience in the world they will enter. It forms partnerships of faculty, students and communities to put knowledge and skills to work on today’s most critical problems.” – From *Returning to Our Roots: The Engaged Institution*, Kellogg Commission Report, 1999).
 - >> The goals of community-engaged scholarship are the generation, exchange and application of mutually beneficial and socially useful knowledge and practices developed through active partnerships between the academy and the community. – Engagement Scholarship Consortium
- 



COMMUNITY ENGAGEMENT AND PROFESSIONAL ACHIEVEMENT

Community Engagement is relevant in a variety of ways in a faculty dossier. Suggestions for dossier inclusion and documentation may be found here:

https://drive.google.com/open?id=1USJtksteEllyZxmSv5Te3HmUF6Yf_BYx

- » Instructional Achievement
 - » Professional Achievement
 - » Community Service
- 



INSTRUCTIONAL ACHIEVEMENT

" Instructional achievement shall be demonstrated by documentary evidence of the ability to select appropriate materials, to present course content effectively, and to make significant demands upon the intelligence and industry of students. ...Additional support of instructional achievement may include evidence of...

- creativity in coursework as demonstrated by innovative techniques, by adaptation of course content to reflect change and progress in the subject matter area, or by initiation of and participation in student-oriented seminars, colloquia, workshops, exhibitions, dramatic performances, debates, forums, recitals, community service projects and the like;
 - activities that support the university's distinct mission, as reflected in our commitment to the Institutional Learning Outcomes;
 - successful supervision of service learning or academically-related internships."
- 



PROFESSIONAL ACHIEVEMENT

"Professional achievement is demonstrated by material documenting meritorious contributions and recognition within the field(s) of the candidate's expertise. This may be shown by any of the following, and may be articulated in approved departmental guidelines for professional achievement:

- activities that support the university's distinct mission, as reflected in our commitment to the Institutional Learning Outcomes ;
- service on committees or boards of professional societies, organizations, and corporations."

Evidence:

- Presenting papers related to community engagement.
 - Publishing findings in [higher education publications related to community engagement](#).
 - Leading community discussions.
 - Submitting grants to fund community-based projects.
 - Measuring the effectiveness of community-engaged teaching & learning and discussing the results in the context of a broader subject matter.
- 



COMMUNITY SERVICE

“Community service may be demonstrated by documentary material to show achievement and recognition in activities that enhance community well-being and the relationship between the University and the community. The term "community" may be seen to be local, regional, state, national, or international in character. Evidence may also be included of achievement as a University representative in local, regional, state, national or international organizations. Community service may be demonstrated by documentary material in such areas as:

1. service on local or state government councils, boards, committees, task forces, etc.;
 2. service on private or public agencies or civic organizations, councils, boards, task forces, etc.;
 3. service that supports the university's distinct mission, as reflected in our commitment to the Institutional Learning Outcomes
 4. presentations, classroom participation, and professional services in local schools;
 5. supervision of student community service projects;
 6. presentations to public and private civic organizations."
- 



COMMUNITY BASED RESEARCH

Resources on strategies and guiding principles:

- » Discussions from a viewpoint of community partners <https://drive.google.com/open?id=1Ur1ySm5IZGQyVTha5N91LvnoK2z8KhIF>
 - » Discussions from a faculty viewpoint https://drive.google.com/open?id=1Uwp5_Vm8jZA5qiEnO8XclB5GXmJVj4xj
 - » 9 Principles of CBR
<http://drive.google.com/open?id=1UqnYOyZ3eChwtBgXryBVMITyJA6x2e8z>
 - » Thought Questions for CBR projects
https://drive.google.com/open?id=1UyBl_cQjYIfgubu2VfQSo_yrusKmKp8g
 - » Selection of Readings - CBR and Higher Education
<http://drive.google.com/open?id=1UnywECy2KrKhbj2KXP08rxG7G92BGoDD>
- 

Visioning Activity

Visioning Chart

| Social Problem: | Course Learning Outcomes: | Service Learning Activity/Partner: | Related Class Activities & Reflections: | Areas for Faculty Scholarship Related to Pedagogy or Discipline Research: |
|--|---------------------------|------------------------------------|---|---|
| 1 in 5 (20%) Alameda County residents are served by Food Banks | | | | |



DISCIPLINE-FOCUSED SERVICE LEARNING OUTCOMES

- Students will improve their understanding and use of the Spanish language by volunteering for a non-profit that serves the Spanish speaking community.
 - Students will be able to critically analyze cultural representations of oppressed populations and work toward equity and empowerment by volunteering at immigrant serving agencies and connecting their experiences to course content.
 - Students will be able to identify multiple factors impacting community health by collaborating in teams to address real community health challenges identified by partner organizations.
 - Students will analyze the impact of art within a particular community group and utilize that analysis to create a work of art for that community.
- 

Visioning Chart

| Social Problem: | Learning Outcomes: | Service Learning: | Class Activities & Reflections | Areas for Faculty Scholarship Related to Pedagogy or Discipline Research: |
|---|---|-------------------|--------------------------------|---|
| <p>1 in 5 (20%) Alameda County residents are served by Food Banks</p> | <p>Biology Course: Investigate ecology, with a focus on biodiversity and organism/environment interactions.</p> <p>Explore the role of humans in shaping local and global ecology, including biological and environmental impacts, with a specific focus on cultivating wholesome food sources</p> | | | |

Project Examples

- **History:** prepare oral histories with community members, restore historical landmarks, design historical museum exhibits with the Hayward Historical Society
- **Art:** create an art activity for developmentally disabled adults at ARC of Alameda County, volunteer with a local arts council, create a neighborhood mural with area residents
- **Philosophy:** create a brochure showcasing the ethics of seeds with the Hayward Public Library, work with a restorative justice agency, explore the ethics of dying and palliative care
- **Engineering & Physics:** participate in the Hayward solar landfill conversion, design solutions to help relieve the effects of poverty, host community based hackathons, test air, soil or water quality levels for a local government or community organization

Visioning Chart

| Social Problem: | Learning Outcomes: | Service Learning: | Class Activities & Reflections | Areas for Faculty Scholarship Related to Pedagogy or Discipline Research: |
|---|--|---|--------------------------------|---|
| <p>1 in 5 (20%) Alameda County residents are served by Food Banks</p> | <p>Investigate ecology, with a focus on biodiversity and organism/environment interactions.</p> <p>Explore the role of humans in shaping local and global ecology, including biological and environmental impacts, with a specific focus on cultivating wholesome food sources</p> | <p>Volunteer at Project Eat or the Hayward Public Library Seed Lending Library to promote the importance of open-pollinated vegetables and foster a greater understanding of the value of biodiversity through free seed-saving and gardening workshops.</p> <p>These agencies aim to increase the capacity of Hayward community members to feed themselves and their families wholesome food with education and resources that foster community resilience, self-reliance, and a culture of sharing.</p> | | |

Visioning Chart

| Social Problem: | Learning Outcomes: | Service Learning: | Class Activities & Reflections | Areas for Faculty Scholarship Related to Pedagogy or Discipline Research: |
|---|--|---|---|---|
| <p>1 in 5 (20%) Alameda County residents are served by Food Banks</p> | <p>Investigate ecology, with a focus on biodiversity and organism/environment interactions. Explore the role of humans in shaping local and global ecology, including biological and environmental impacts with a specific focus on cultivating wholesome food sources</p> | <p>Volunteer at Project Eat or the Hayward Public Library Seed Lending Library to promote the importance of open-pollinated vegetables and foster a greater understanding of the value of biodiversity through free seed-saving and gardening workshops.</p> <p>These agencies aim to increase the capacity of Hayward community members to feed themselves and their families wholesome food with education and resources that foster community resilience, self-reliance, and a culture of sharing.</p> | <p>Have students collect news articles that affect the area of service. In class, students share what the article is about and how it relates to their service.</p> <p>Have students complete triple journal entries.</p> | |

Faculty Scholarship

RTP - [What documentation or evidence can you collect to demonstrate instructional, professional, or service achievement?](#)

Pedagogy - How does implementing community engagement affect student learning, success, or equity? What have you learned about teaching or student learning from implementing service learning?

Research - How does community engagement relate to your discipline? How does your discipline impact the common good?

-- [Engagement Scholarship Consortium](#)

Visioning Chart

| Social Problem: | Learning Outcomes: | Service Learning: | Class Activities & Reflections | Areas for Faculty Scholarship Related to RTP, Pedagogy or Discipline Research: |
|---|--|---|---|--|
| <p>1 in 5 (20%) Alameda County residents are served by Food Banks</p> | <p>Investigate ecology, with a focus on biodiversity and organism/environment interactions. Explore the role of humans in shaping local and global ecology, including biological and environmental impacts with a specific focus on cultivating wholesome food sources</p> | <p>Volunteer at Project Eat or the Hayward Public Library Seed Lending Library to promote the importance of open-pollinated vegetables and foster a greater understanding of the value of biodiversity through free seed-saving and gardening workshops.</p> <p>These agencies aim to increase the capacity of Hayward community members to feed themselves and their families wholesome food with education and resources that foster community resilience, self-reliance, and a culture of sharing.</p> | <p>Have students collect news articles that affect the area of service. In class, students share what the article is about and how it relates to their service.</p> <p>Have students complete triple journal entries.</p> | <p>Collect a sample of student reflections</p> |

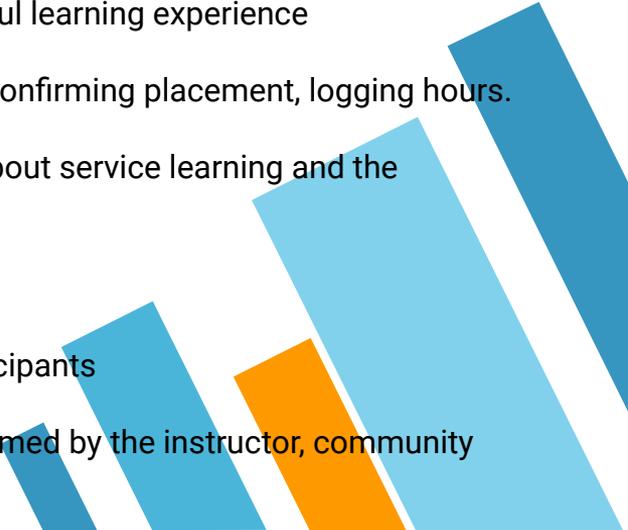


SYLLABUS DEVELOPMENT



Syllabus Best Practices

[Key elements](#) document with sample language; [sample syllabus sections](#)

- **A definition of “service learning”** that is relevant to the course content and the needs of the community partner(s) and that distinguishes this activity from volunteerism or internship activity
 - **A description of community-based learning activities** that is derived from the needs identified by the community partner(s)
 - **A description of the range of time commitment involved** in creating a meaningful learning experience
 - **Instructions for the placement process**, including finding/contacting partners, confirming placement, logging hours.
 - **The inclusion of course materials** that introduce students to key information about service learning and the community partners that they will serve
 - **An articulation of Student Learning Outcomes** that relate to the service activity
 - **Multiple assignments that encourage active reflection** by service-learning participants
 - **Assessment of service activities** tied to student feedback and/or grades, performed by the instructor, community partner(s), and/or fellow students.
- 

Learning Outcomes related to Service Learning

- Gain an understanding of the relationship between democracy, politics, and civic participation by serving at a non-profit, social service, or government agency
- Develop critical thinking and reflection skills by making connections between course content and service activity
- Expand awareness and knowledge of social justice to promote equity in our communities
- Learn to collaborate effectively within diverse teams and communities



Syllabus Brainstorm

My course:

- Definition of “service learning”
 - A description of service learning activity/requirement
 - A description of the range of time commitment involved
 - Instructions for the placement process
 - Relevant course materials
 - Student Learning Outcomes related to service activity
 - Assignments related to service activity
 - Explanation of how service will be assessed/graded
- 

CCE's Strategic Planning Process

Revise [current SP](#) by gathering input from stakeholders - faculty, partners, students, administrators, key campus collaborators through:

- Community Partner Institute
- Faculty Workshop
- Pioneers for Change
- CCE's Advisory Board
- Other outreach (Chairs Academy...)

Strategic Plan Feedback

- Think about how community engagement happens within your discipline/department or what you know about community engagement and our university's efforts.
- Do you see your department/discipline reflected in this language (thinking broadly)? Is this a complete picture of Cal State East Bay's efforts around community engagement? If not, what's missing?
- Are the needs of your department/discipline reflected in our strategic directions? If not, what's missing?
- Please leave feedback on the sheet.



QUESTIONS?



THANK YOU



Post-Survey

<https://www.surveymonkey.com/r/CP9N9QZ>

