Institutionalizing Community Service Learning in the California State University Assessment Plan

Goal Three: Design Student and Community-Based Programs

Step 1: Involve students and community partners from the beginning in planning and developing community service-learning programs and policies.

<table>
<thead>
<tr>
<th>Undeveloped</th>
<th>In process</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students and community partners are not involved with planning and developing community service-learning programs and policies.</td>
<td>Students or community partners are intermittently involved with planning and developing community service-learning programs and policies.</td>
<td>Students and community partners are actively involved with planning and developing community service-learning programs and policies.</td>
</tr>
</tbody>
</table>

Questions to consider:
1. What is the best structure for your campus to involve community partners and students in the planning and developing of the service-learning program and its policies?

_____ Undeveloped  _____ In process  _____ Accomplished

Rationale for Rating:
The California State University’s Service-Learning Assessment Plan Rubric was created by the Office of Community Service Learning at the CSU, Office of the Chancellor. For more information about the community service-learning initiatives in the CSU, visit [www.calstate.edu/csl](http://www.calstate.edu/csl) or call (562) 951-4749.
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Step 2: Establish community advisory panels to gain community insights about community needs.

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<tr>
<td>Community partners are not involved with the advisory committee.</td>
<td>Planning to involve community partners with the advisory committee.</td>
<td>Community partners are actively involved with the advisory committee.</td>
</tr>
</tbody>
</table>

Questions to consider:
1. How often should this committee meet?
2. Are there agreed upon expectations, roles, and responsibilities of all members?
3. How are areas that need improvement discussed?

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*Step 3: Prepare student and community agency/organization handbooks on community service learning and other materials to engage student and community partners in community service learning.*

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<td>Handbooks and other materials for student and community partners have not been developed.</td>
<td>Handbooks and other materials for one constituency have been developed.</td>
<td>Handbooks and other materials for student and community partner have been developed.</td>
</tr>
</tbody>
</table>

**Questions to consider:**

1. What elements of service learning should be addressed in these handbooks?

______ Undeveloped   ______ In process   ______ Accomplished

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Step 4: Develop ties with local K-14 schools for the development of community service-learning activities and programs.

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<tr>
<td>There are no community service-learning activities developed at local K-14 schools.</td>
<td>Community service-learning placements are being developed; and/or potential partnerships are being explored.</td>
<td>Community service-learning placements are established and maintained and potential opportunities are continuously explored.</td>
</tr>
</tbody>
</table>

Questions to consider:

_____ Undeveloped  _____ In process  _____ Accomplished

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Step 5: Conduct workshops with community agencies/organizations and neighborhood groups in an effort to develop co-educational partnerships.

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<td>Workshops are not conducted with community-based organizations.</td>
<td>Workshops are conducted intermittently with community-based organizations; workshops are focused on a few specific courses.</td>
<td>Workshops are conducted continuously with a broad gamut of community-based organizations that provide service-learning opportunities to several courses.</td>
</tr>
</tbody>
</table>

**Questions to consider:**
1. In what ways can community agencies be recognized for their contributions to the partnership?

_____ Undeveloped  _____ In process  _____ Accomplished

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Step 6: Create community service-learning demonstration projects to encourage faculty, student, and community collaboration.

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<td>There are no community service-learning demonstration projects that promote faculty, student, and community collaboration.</td>
<td>A few community service-learning demonstration models have potential; the models are recognized by the campus.</td>
<td>Exemplary model(s) is established that engages and energizes faculty, student, and community collaboration. Recognized by the community and has the potential to be acknowledged at a national level.</td>
</tr>
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</table>

Questions to consider:

Undeveloped In process Accomplished

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Step 7: Develop assessment techniques to evaluate partnership outcomes and disseminate findings among members of the university and general communities.

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<tr>
<td>Assessment instrument has not been developed to evaluate partnership outcomes.</td>
<td>Assessment instrument is developed to evaluate partnership outcomes.</td>
<td>Assessment instrument is developed and implemented to evaluate partnership outcomes. Findings are disseminated among members of the university and general communities.</td>
</tr>
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</table>

Questions to consider:
1. Are partnership learning outcomes established?
2. How often should this data be collected and disseminated?

_____ Undeveloped  
_____ In process  
_____ Accomplished
Please attach assessment instrument.  Please attach assessment instrument.

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Step 8: Work with campus student organizations to develop ways to increase faculty/student collaboration in addressing community challenges.

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<td>Student organizations are not involved with programs that increase faculty/student collaboration that address community challenges.</td>
<td>Working with student organizations to develop programs that increase faculty and student collaboration in addressing community challenges. Student organizations are involved with developing a program that addresses community challenges.</td>
<td>Student organizations are providing community placements for individuals or clubs. Student organizations are providing funding support and participate in discussions about addressing community challenges.</td>
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Questions to consider:

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