

**CALIFORNIA STATE UNIVERSITY, LONG BEACH
CENTER FOR COMMUNITY ENGAGEMENT**

**ADVANCING BEACH 2030 THROUGH
COMMUNITY ENGAGEMENT
PROGRAM REVIEW FINAL REPORT**

SUBMITTED BY
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never stop growing

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PURPOSE & GOALS

At the request of the Center for Community Engagement (CCE) at California State University, Long Beach (CSULB), Cathy Avila-Linn, an independent consultant, designed and implemented a comprehensive review process to examine CCE's current campus-wide Service Learning (SL) program, assess the effectiveness and overall successful implementation of Service Learning at CSULB, and provide an external, independent perspective. To learn more about Cathy Avila-Linn's experience and expertise visit <http://www.cathyavilalinn.com/>.

The guiding questions were:

- ▶ To what extent are specific SL program goals and objectives being met and the current SL program being implemented successfully? To what extent are we addressing the "big questions" in relation to social issues along with the fundamentals required for effective practice?
- ▶ How can we leverage and build upon the identified strengths of our current SL program to increase its impact on student learning and student success, and on eliminating equity gaps? What can be done to strengthen program integration?
- ▶ In what ways does CCE's current SL program help the CCE and CSULB move forward on its stated Beach 2030 Mission/Vision and priorities around Community Engagement, The Public Good and Student Success? How can we showcase the work that students, faculty, staff and community partners are doing to advance these efforts?

Ms. Avila-Linn designed and implemented a collaborative process for organizational reflection, discovery, analysis and action planning. The process was designed to: 1) acknowledge and celebrate the work of the CCE; 2) hear and consider input and support from key stakeholders (e.g., community partners, students, faculty); 3) articulate the current context of the organization; and 4) forecast a clear vision and priorities for the next three to five years in support of Beach 2030.

THE REVIEW PROCESS AND ACTIVITIES

The discovery process took place from August 2021 through March 2022 during the COVID 19 pandemic. While impacts of the pandemic on the Center's daily activities were taken into consideration, the criteria and rigor of the evaluation were not adjusted. Activities included:

- ▶ Reviewed key foundational documents, websites, and social media accounts that inform the current state of the Center for Community Engagement and California State University Long Beach with regard to student success, high impact practices, and service learning.
- ▶ Met with the Center staff throughout the process to learn more about the current context, priorities, practices, structure and support, share updates, surface issues and challenges, and discuss options for future actions.
- ▶ Met with students, faculty, administrators and community partners through focus groups and one-on-one interviews to gather insight on the Center's activities, strengths, resources, and areas for growth.
- ▶ Organized input gathered to inform analysis and provide an understanding of the foundation and current context of the Center's work as an organization.
- ▶ Drafted preliminary recommendations.
- ▶ Drafted a final report in collaboration with CCE staff, with a high-level overview of the current context, key findings, and recommendations.

A BRIEF HISTORY

The Center for Community Engagement was established in 1998 as the Community Service Learning Center, and since then has fostered educational experiences for CSULB students that contribute to the health and vitality of the local, statewide, and global communities they serve. The Center's commitment to utilizing High Impact Practices (also referred to as HIPs in this report) to enhance student learning has grown alongside the system-wide movement for institutionalization of service learning and the establishment of California's Call to Service Initiative, a statewide annual investment from the governor that has supported the advancement of service learning since 2000. This initiative provides CSULB with the opportunity to apply for funds each year. The CCE is awarded approximately \$45,000 annually providing that previous goals and outcomes are met. These Call to Service funds enable CSULB to uphold the CSU Board of Trustees' resolution asking the chancellor and each CSU president to "ensure that all students have opportunities to participate in community service, service learning (deemed academically appropriate by faculty), or both."

Key milestones of the Center for Community Engagement's and the California State University's systemwide development are outlined below. **FEATURE TIMELINE IN BOX**

25 YEARS OF COMMUNITY ENGAGEMENT IN THE CSU

California State University, Chancellor's Office 20 Years of Milestones:

- 1997** The Community Service Learning Strategic Plan developed, focused on expanding service learning throughout the system.
- 1998** Board of Trustees unanimously endorsed a planning framework that articulates the values, priorities and expectations for the future of the CSU.
- 2000** Governor Gray Davis authorized \$2.2 million to support the development of new service-learning courses and infrastructure across the CSU.
- 2000-2003** Through AmeriCorps and Learn and Serve America, the Office of Community Service Learning at the CO is awarded \$2.4 million to institutionalize community service.
- 2008** The Office of Community Service Learning ushers in a new name, the Center for Community Engagement (CCE at the CO).
- 2010** CCE collaborated with CSU Monterey Bay to develop CalState S4, a web-based system for online tracking of student academic placements with community partners.
- 2014** CCE partnered with the W.M. Keck Foundation on the first systemwide national research study on the impact STEM service-learning courses have on academic achievement, career development and civic engagement.
- 2017** CCE publishes Keck Study measuring student achievement.

California State University, Long Beach 20 Years of Milestones:

- 1998** Community Service Learning Center established.
- 2008** The Community Service Learning Center ushers in new name, Center for Community Engagement.
- 2008** CSULB receives Carnegie Classification for Community Engagement for both Curricular Engagement and Outreach & Partnerships in recognition of the institutional mission, commitments, values, learning outcomes, curricular practices, co-curricular activities, assessment and community partnerships.
- 2009** CSULB Reappointment, Tenure, and Promotion (RTP) policy adds "scholarship of engagement" as essential Evidence of Research, Scholarly and Creative Activities, under 2.2 RTP Areas of Evaluation.
- 2015** CSULB receives Carnegie Reclassification for Community Engagement in recognition of the institutional mission, commitments, values, learning outcomes, curricular practices, co-curricular activities, assessment and community partnerships.
- 2016** CSULB names "Public Good" as one of six strategic priorities for 2016-2019, seeking to increase innovative global and local partnerships and high-impact, high-priority projects.
- 2017** CSULB fully adopts *S4 @ The Beach* (S4), a CSU Chancellor's office-based online management tool to support various types of high-impact experiential learning, including service learning, academic internships, educator preparation, undergraduate research, and professional field placements.
- 2019** CSULB Academic Senate approve policy number 19-13 on service learning establishing guidance for the entire campus and the course certification process.
- 2021** CSULB Beach identifies, "The Public Good is our responsibility" as a core value within Beach 2030: A Roadmap for the Next Decade. The Strategic Priorities aim to bolster engaged citizenship; regional engagement; collaborative and interdisciplinary research and scholarships; and support for the aspirations of community members.

THE CENTER FOR COMMUNITY ENGAGEMENT TODAY

The Center for Community Engagement is helping to advance CSULB's Beach 2030's Strategic Priorities to engage all students; expand access to higher education; promote intellectual achievement; build community; and cultivate resilience. For more than 20 years the Center for Community Engagement has served as the nexus for developing engaged and empowered students, faculty, and community members making a difference on campus and in surrounding communities. Through its premier service learning program, the CCE has been a driving force in the engagement of thousands of students and dozens of CSULB faculty with the community. CCE advances CSULB's strategic priority to Engage All Students through service learning, a high impact practice, and other forms of community engaged learning which prepare students to become engaged citizens and professional leaders. Hands-on, community-based service experiences and facilitated reflection leverages faculty, student, and community expertise to promote students' ability to think critically and problem solve.

Furthermore, CCE advances CSULB's strategic priority to Promote Intellectual Achievement through their support of collaborative and interdisciplinary research including community-based research. Their participation and leadership in the Data Fellows program and the Long Beach Latino Economic Report exemplify their commitment to the development of knowledge for CSULB, the City of Long Beach and beyond.

CCE staff have demonstrated their ability to utilize effective strategies and practices to engage with community partners that are addressing the greatest issues of the City of Long Beach and the surrounding region. CCE brings together community agencies, students, and faculty to engage in activities that impact healthcare, education, workforce development, food and housing insecurity, environmental sustainability, and more. Community partners rely on the CCE to connect them with opportunities to engage with CSULB students and faculty and the broader campus community. By giving students and community members the opportunities to engage with each other and space to reflect on how those experiences connect to understanding the world and one's life, politics, community, and vocation, these programs build students' and community's collective ability to utilize inclusive and equitable practices as they strive to contribute to the public good and a more just society.

CCE advances CSULB's strategic priority to Build Community through their long history of deep, authentic relationships with campus and community partners. CCE is a model for building and sustaining authentic, respectful, and equitable partnerships. As a result, CCE leadership have been invited to participate in critical campus wide initiatives such as Inter Group Dialog and the Truth, Racial Healing, and Transformation Campus team, as well as in critical community partnerships such as the Villages at Cabrillo Collaborative, Building Healthy Communities (BHC) Long Beach (now Long Beach Forward), and the Long Beach Center for Economic Inclusion (LBCEI). In addition, CCE staff have partnered with over 100 community organizations annually, connecting them with faculty and students, and even one another. CCE values the knowledge and expertise of the community and supports community partners in creating meaningful, purposeful educational experiences for students that ultimately result in benefits to the community.

Today, the CCE serves as a bridge to the community in meaningful, equitable ways, creating strong connections that are valued by community partners and community members. Through conversations with community representatives, it is clear that CCE staff members are viewed by the community as credible, dedicated agents of change. Representatives of community agencies and community groups recognize the CCE staff for their consistent commitment to social justice, equity, student learning, and their ability to share their expertise and resources in service of community issues and the public good. Community partners shared, "we wouldn't be here without CCE. They support my teaching in every way, helping me to tailor the community engagement framework to my unique needs. They truly value connection and collaboration."

COMMUNITY ENGAGEMENT PROGRAMS

The CCE oversees, facilitates and supports community-focused High Impact Practices (HIPs) that enhance student learning, such as Service Learning and Community-Based Participatory and Action Research, as well as other campus-community projects, events and initiatives aligned with the vision and goals of Beach 2030. The initiatives and programs outlined below center around the participation of a wide-range of institutional and community partners from across the region along with students, faculty, and staff from across campus.

CSU LONG BEACH POLICY ON SERVICE LEARNING (19-13)

The CCE was instrumental in supporting the Academic Senate’s action to create and approve the CSULB Policy on Service Learning. The policy was approved November 5, 2019 following many years of discussion and deliberation about what would best serve the campus. The policy outlines the service learning class certification process while upholding Executive Order 1064 (September 9, 2011) which aims to integrate academic study with practical experience while mitigating risks. CCE is tasked to uphold the policy and administer the certification process.

SERVICE LEARNING PROGRAM

The CCE’s premier Service Learning program began in 1998. Community service-learning is a high-impact practice for student success, which integrates and enhances both community service and academic instruction, engages students in responsible and challenging community service, and emphasizes active learning in different environments.

Through community engagement, students:

- ▶ Develop an understanding of local, regional, and/or global social issues, needs, strengths, problems and resources.
- ▶ Develop personal and professional skills (e.g., communication skills, analytical thinking, problem-solving, collaboration, interpersonal skills, adaptability, leadership skills) that are transferable to academic classes and have an effect on career preparation.
- ▶ Explore similarities and differences of values and social identity between students and community members with whom they serve, as well as among members of the community.
- ▶ Develop an understanding of the intersectionality of race, gender, and social class as they relate to community resources.
- ▶ Demonstrate, through purposeful reflection, an understanding of the value of community engagement and of their own abilities and limitations to impact local, regional, and/or global social problems.
- ▶ Synthesize personal knowledge, course content, and community-based experience(s) to deepen learning.

Academic disciplines currently utilizing service learning include: **FEATURE IN BOX**

- | | |
|--|--|
| ▶ Anthropology | ▶ Gerontology |
| ▶ Art | ▶ History |
| ▶ Asian/Asian American Studies | ▶ Hospitality Management |
| ▶ Biology | ▶ Nutrition |
| ▶ Child Development and Family Studies | ▶ Political Science |
| ▶ Chicano/Latino Studies | ▶ Psychology |
| ▶ Communication Studies | ▶ Recreation and Leisure Studies |
| ▶ Criminal Justice | ▶ Sociology |
| ▶ English | ▶ Theatre Arts |
| ▶ Environmental Science and Policy | ▶ University Honors Program |
| ▶ Family and Consumer Sciences | ▶ Women, Gender, and Sexuality Studies |
| ▶ Geography | |

The tables below provide different measures of service learning at CSULB, including the number of courses offered, the number of faculty, the number of enrolled students and the number of service hours provided in the community through service-learning courses. The creation of the CSULB Policy on Service Learning provided the university with a means to better identify courses that utilize best practices for service learning, resulting in a moderate reduction in the number of courses designated as service-learning courses. A more significant reduction of service-learning courses occurred as a result of the COVID-19 pandemic, as faculty had to pivot to remote teaching and partnering organizations needed to either shut down or shift to virtual service provision.

SERVICE LEARNING COURSES FORMATTING NEEDED

As reported to Office of the Chancellor's Call to Service Annual Report

Academic Year	Number of Service Learning Courses	Number of Faculty
2017-2018	74	30
2018-2019	77	35
2019-2020	59	44
2020-2021*	20	21
2021-2022*	26	23

** due to COVID-19 restrictions, limitations, and challenges as the focus has been on supporting 100% fully remote/virtual Service Learning courses and activities (with a few exceptions)*

STUDENT ENGAGEMENT THROUGH SERVICE LEARNING FORMATTING NEEDED

As reported to Office of the Chancellor's Call to Service Annual Report

Academic Year	Undergraduate Student Service Learning Enrollment	Total Service Learning Hours in the Community
2017-2018	1,839	25,036
2018-2019	1,850	24,730
2019-2020	1,282	13,183
2020-2021*	971	17,035
2021-2022	1,246	10,398 (Fall 2021 only)

** due to COVID-19 restrictions, limitations, and challenges as the focus has been on supporting 100% fully remote/virtual Service Learning courses and activities (with a few exceptions)*

The CCE provides a wide array of resources and support for professional development for service learning faculty including:

- ▶ One-on-one mentoring of faculty members who are developing service-learning courses, revising existing courses to include service-learning, embarking on community-based participatory research, or planning to perform other community engagement activities.
- ▶ A Service Learning Resource Guide for faculty and community partners outlining expectations and best practices for various types of community engagement activities.
- ▶ Workshops (e.g., Service Learning 101, Curriculum Development Series) to educate faculty across campus about community engagement opportunities and facilitate service learning curriculum development.
- ▶ An online library of video tutorials and case studies about community engagement efforts that can be used in mentoring faculty members new to community engagement and showcase examples of existing courses and projects on campus.
- ▶ Supplemental funding for Instructionally Related Activities (IRA) to reimburse faculty and students for costs associated with service-learning/ community-based course activities that directly relate to the course's service learning goals and objectives.

S4 @ THE BEACH

The Center for Community Engagement is a campus and systemwide leader when it comes to data management relating to community engagement. CCE staff are more than proficient users of *S4 @ The Beach*, an online data management tool designed and administered by the CSU Chancellor's Office to support various types of high-impact experiential learning, including service learning, academic internships, educator preparation, undergraduate research, and professional field placements. They are highly skilled and often provide advice and guidance to campus and CSU colleagues along with new programs seeking to utilize *S4 @ The Beach*. Staff of the Chancellor's Office systemwide S4 team often refer other campuses to *S4 @ The Beach* as an example of how S4 can be optimized.

S4 @ The Beach is known system-wide as "CalState S4" and referred to as "S4." It allows programs involving community-based, high-impact practices to streamline administrative and risk management processes, improve students' access to these types of programs, and facilitate students' experiences relevant to future careers.

S4 is connected to CSULB's single sign-on (SSO). Students and faculty in S4-related courses see S4 on their SSO dashboard, allowing them to easily access key placement information and processes while providing a high level of security offered through the SSO process. S4 provides a centralized location for liability and risk management forms, Student Field Placement Agreements (also known as "affiliation agreements"), individual student placement information, learning plans/agreements, and tracking of time in the community. The S4 time log includes fields for critical reflection/observations and drop-down menus to document who was supported (e.g., formerly incarcerated individuals) and what type of activities students were engaged in (e.g., "leading outreach efforts"). This supports students, faculty, and field mentors in discussing and/or writing about their community-based experiences in classes. An optional drop-down menu asks students to identify the learning objectives that are met through their activities.

S4 is already being fully utilized by CSULB's Service Learning program, involving well over a thousand students annually in service learning courses across numerous disciplines, and the College of Education's extensive clinical practice programs, each semester involving several thousand student teachers and students enrolled in state-credentialed counseling, school psychology and other post-baccalaureate programs. The College of Health and Human Services' Health Science and Health Care Administration departments are in the process of implementing S4 for their internship programs. The Biology Department in the College of Natural Sciences and Mathematics and the College of Liberal Arts (CLA) are both preparing to begin this process for The Biology internship program and CLA's college-wide internship program.

The Center for Community Engagement has established a campus S4 "user group" that began meeting monthly in December 2021 to provide ongoing peer support for staff and internship coordinators working directly with the *S4 @ The Beach* database. In addition to CCE S4 staff, S4 staff from College of Education and the Health Science, Health Care Administration, Biology, and CLA internship programs participate in this user group. Academic Technology Services (ATS) is also part of this group. **Appendix A** provides the complete plan for wider adoption of *S4 @ The Beach* across CSULB and the community partner's experiences with S4 are highlighted later in this section.

LEARNING FROM FACULTY MEMBER'S EXPERIENCES

Faculty provided feedback about their engagement with CCE in response to questions such as, how are you involved with CCE, how are community engagement and service learning present in your teaching?, what does CCE do well, is there a SL champion on campus, and what do you hope the CCE will focus on in the next three to five years?

Faculty described their community engagement work as:

- ▶ Some of my best work;
- ▶ Bringing real life exposure to our students and sharing a piece that you cannot recreate in the classroom;
- ▶ Life changing, students see first-hand what they can do with their major;
- ▶ Brings in stories of underserved communities through an asset-based lens; and
- ▶ Best thing that I ever done in my career, best thing I have ever done as a human, shapes my students forever.

Many faculty believe that CCE's work intentionally actualizes the vision of Beach 2030 and the mission of CSULB. A few of the areas in which CCE was identified as excelling include: collaboration, strong relationships with community, effective use of alternative pedagogy, modeling a commitment to diversity and equity, problem solving, and valuable professional development opportunities. Faculty shared their appreciation for S4 @ The Beach, sharing that it "tells us everything" and allows us to place students in the community with ease. In addition, faculty shared that CCE as is one of the most respected university resources by the community and integral to the vision of Beach 2030.

Faculty were not able to identify a CSULB champion for community engagement, service learning or HIPs. Faculty agreed that there is a great deal of talk about CCE, SL, and HIPs and what CSULB can do in the community; however, campus investment does not seem to match. While many CSULB departments encourage HIPs, they are not consistently valued through the process for Retention, Tenure and Promotion (RTP). Faculty shared that the university does not understand the types of work and the amount of work that is required to implement service learning and internships. High quality, effective community engaged learning requires an additional knowledge base and skillset including best practices, risk management policies and procedures, history and current understanding of community context and issues, etc. Faculty require more time for pre-planning as well as for the relational work with campus and community partners that is necessary to do this work well.

Faculty recommendations are outlined on page 33.

COMMUNITY ENGAGEMENT INITIATIVES

CSULB CARNEGIE CLASSIFICATION FOR COMMUNITY ENGAGEMENT

The Carnegie Foundation's Classification for Community Engagement is an elective classification involving documentation of important aspects of institutional mission, identity and commitments, institutional values, learning outcomes, finances, curricular practices, co-curricular activities, assessment, and partnerships. The classification is not an award. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement, similar to a self-study accreditation process. The documentation is reviewed by a National Review Panel to determine whether the institution qualifies for recognition as a community engaged institution.

In 2015 CSULB was selected, for the second time since 2008, by the Carnegie Foundation for the Advancement of Teaching in partnership with the Commission on Public Purpose in Higher Education, as one of 240 U.S. colleges and universities to receive its Community Engagement Classification. This distinction singles out the university for its contribution to community engagement. The Center for Community Engagement led the application process, submitting detailed materials describing the nature and extent of the university's engagement with the community. The data collection and writing of the application was a yearlong process. This effort required contributions and combined efforts across campus departments and from all our community partners.

THE CSU CHANCELLOR'S OFFICE COMMUNITY ENGAGED LEARNING ATTRIBUTE INITIATIVE

The Center for Community Engagement is implementing the Community Engaged Learning (CEL) Attribute Initiative led by the Chancellor's Office. In alignment with Graduation Initiative 2025, the Chancellor's Office charged the CSU Center for Community Engagement (COCCE) to lead this effort to improve data collection and identify the spectrum of community-engaged learning courses taking place across the CSU. As a result, the Chancellor's Office has instituted two common systemwide "attributes" for community-engaged learning courses. This CEL Initiative is possible due to systemwide collaboration and financial support from California's Call to Service (CCS) initiative. It is important to note that Carina Sass, the Associate Director of the CSULB CCE, has provided leadership throughout the development of this systemwide initiative as part of the Chancellor's Office working group. The CEL Initiative is designed to support, not supplant, campus's service learning policies and procedures.

The accurate information collected through this Initiative will enable the CSU and CSULB to better support all forms of community-engaged learning. This process provides several benefits:

1. It provides an opportunity for faculty to reflect upon their courses, affirm effective practices, and identify potential changes or improvements.
2. It furthers the CSU's efforts to better measure the strength of service learning as a high-impact practice, documenting the characteristics that make courses service learning courses.
3. It increases the CSU's understanding of effective practices that contribute to high-quality student learning.
4. It enables the CSU to accurately identify and support other forms of community-engaged learning courses beyond service learning.

THE ATTRIBUTES

The Chancellor's Office has instituted two system-wide course "attributes" based on the CSU Community-Engaged Learning (CEL) Taxonomy and Definitions. The taxonomy outlines the essential elements of community-engaged learning courses within a spectrum of implementation practices.

1. The Curricular Community-Engaged Learning (CCEL) attribute identifies a broad array of courses that have some type of community-engaged assignment built around reciprocal partnerships that enhance student understanding, the outcomes of which benefit the common good.
2. The Service learning (CSLI) attribute identifies one particular type of community-engaged learning which includes all six essential elements from the CEL taxonomy.

THE PROCESS

The CSULB CCE was part of the Community Engaged Learning Attribute Initiative pilot in 2019-2020. In Spring 2022, CCE begins a three-year effort to fully implement the CEL attribute process at CSULB. The goal will be to identify and place the CSLI attribute on all service learning courses and to begin identifying and recognizing other types of community-engaged learning courses with the CCEL attribute. CCE will ask faculty teaching courses that have been traditionally identified as community-engaged or service learning to complete the Community Engaged Learning Tool (CELT). Courses will include a wide variety of departments and course models.

Both the faculty member and the CCE will receive email notification of the CEL Tool submission and the preliminary attribute identified. The course will be reviewed following the CSULB Policy on Service Learning, after which the CCE communicates with campus CMS staff to update the course attribute in the student information system. If a faculty member receives an unexpected attribute, a member of the CCE staff will connect with them to collect more information and determine if another attribute is warranted. **Appendix B** provides CSULB's community engaged learning attribute implementation plan.

CSULB COMPLETE COUNT COMMITTEE

In 2019 the Center for Community Engagement partnered with Long Beach Forward and the U.S. Census Bureau to lead the establishment of the CSULB Campus Complete Count Committee, the first of its kind in the state of California. The committee served as the campus “hub” for Census related information and activities, a particularly important role given that this was the first census that ended up being conducted primarily online due to the global pandemic. Dr. Juan Benitez, the CCE Executive Director, served as the lead campus convener and more than 25 campus and community stakeholder representatives took part.

Supported by President Jane Close Conoley, university leadership looked to the committee for information and guidance on how to engage CSULB in relation to the Census. In support of Census outreach efforts to local organizations and community groups, the committee assisted in the development of a CSULB U.S. Census 2020 campus strategy to focus on prioritizing “Hard To Count” populations on campus (CSULB students and the campus community at large - staff and faculty) and surrounding Long Beach community groups targeting “Hard To Count” populations. Committee members assisted in the development of U.S. Census 2020 CSULB campus specific materials, messaging, communications and a “marketing” campaign for AY 2019/20.

With leadership from the committee, national best practices for college campuses were adapted to serve the unique population of CSULB and the surrounding communities. Careful consideration was demonstrated when discerning how to count students living in campus housing and developing plans to encourage students to safely and confidentially participate in the Census. Some of the key questions were:

- ▶ Where should students be counted, on campus or in their “home” residence?
- ▶ How do we avoid double counting students?
- ▶ How do we provide a safe, confidential process for ALL students to participate?

Campus departments, units, and offices leveraged university resources and assets to provide Technical Assistance and support to community organizations (vis-a-vis Long Beach Forward which focused on all of Los Angeles County) through service learning, internships, undergraduate and graduate research, community-based learning and other experiential and fieldwork experiences.

Committee members and their departmental colleagues promoted and disseminated U.S. Census job and volunteer opportunities to CSULB students through new and existing communication channels. In addition, the committee supported the coordination of U.S. Census 2020 campus events in Spring 2020 to educate the campus community on the importance of a complete count and provide opportunities for the campus community to complete the Census.

Some of the developed plans never came to fruition due to the global pandemic such as having campus information and Census kiosks during events and in locations across campus at peak times. The plan called for kiosks to be staffed by CSULB student and staff volunteers to provide safe and convenient locations for members of the CSULB community and members of the public to complete the Census questionnaire on campus in real time. Kiosks were meant to provide iPads connected to reliable internet access and Census materials. Volunteers with basic Census information would help ensure that people knew how to fill out the Census.

While some plans were derailed due the COVID-19 pandemic and campus closure in March 2020, the work of developing the strategy, project plans, and processes provided a roadmap for other remote and (in-person, off-campus community settings) and future Census related activities.

CSULB GE COMMUNITY ENGAGEMENT CONCENTRATION PILOT

In 2019, Academic Affairs accepted a proposal to create a Pilot General Education Community Engagement Concentration. Proposed by an interdisciplinary team of faculty, the well-researched plan was supported by the Associate Dean of the College of Liberal Arts, the Associate Dean of Health and Human Services, and the directors of Undergraduate Research and the Center for Community Engagement.

The proposed concentration encapsulates a large number of courses with a community engagement emphasis that already exist. More than 50 existing courses in various disciplines were initially identified as needing only to enhance and/or expand existing community-based experiential learning components to meet the requirements of the concentration. The sequence of courses promote interdisciplinary learning as part of the students' activ-

ities and/or research project at community sites. This approach allows students to utilize the knowledge from academic classes and apply it to the work, projects, or services provided to their community-based sites, organizations, and/or agencies.

This concentration provides CSULB's diverse student body greater access to courses that promote student-community relationships and give students an opportunity to apply their knowledge earlier in their academic careers. The Community Engagement concentration provides students with opportunities to engage in a wide-breadth of community-based experiential learning and research as well as opportunities for students to participate in and be introduced to other forms of community engaged High Impact Practices (HIP).

Community-based experiential learning opportunities in courses include but are not be limited to: Service Learning (SL); Internships; Linked-learning; Project-Based learning and other forms of community-based learning. The community-based research opportunities in courses include but are not be limited to: Community-Based Participatory Research (CBPR); Community-Based Participatory & Action Research (CBPAR); and other forms of undergraduate community-based research.

The infrastructure to support faculty teaching GE Community Engagement courses is in place. S4 @ The Beach, the campus-wide data-management system (supported by the Center for Community Engagement) tracks, documents and reports on High Impact Practices such as Service Learning and Internships. Existing departmental and/or college internship offices as well as the Undergraduate Research Opportunity Program also provide additional infrastructural support. In addition, the campus-wide Service Learning policy and definition and Chancellor's Office Community Engaged Learning attributes are already being implemented at CSULB, so this concentration further institutionalizes, strengthens and expands the deep commitment to community-based learning for students.

CSULB INTER GROUP DIALOG

In 2020-2021 the CCE team participated in an Inter Group Dialogue series sponsored by the American Association of Colleges and Universities. This year-long series focused on HIPs at CSULB and was led by Dr. Angela Locks from the College of Education. Intergroup Dialogue (IGD) is a social justice educational model that blends theory and experiential learning to facilitate learning about social group identity, social inequality, and intergroup relations. A theory-driven practice informed by theories of Social Justice, Social Identity, Conflict, and Contact, the series provided structured activities in which participants were able to explore commonalities and differences within and between groups, differences in privilege and discrimination, intergroup conflicts, positive uses of conflicts, and possibilities for alliances and coalitions for social justice. The initiative provided the CCE an opportunity and support to conduct a HIPs Racial Equity Self Study and create a HIPs Racial Equity Plan for the CCE.

Appendix C provides CCE's HIPs Racial Equity Plan.

CSULB PRESIDENT'S COMMISSION ON THE STATUS OF WOMEN

The Center for Community Engagement has been represented by Mitra Baghdadi, the Administrative Coordinator for the CCE, on the President's Commission on the Status of Women. This Commission serves the campus community through initiating, advocating and implementing action that addresses the concerns of CSULB women students, faculty, staff and administrators. The Commission responds to the needs of women by removing inequities and providing a supportive educational, working and social environment for all members of the campus community. The Commission represents all University women in order to ensure that their status continues to be strengthened and enhanced.

CSULB PRESIDENT'S COMMISSION ON SUSTAINABILITY, CURRICULUM SUB-COMMITTEE

Carina Sass, the Associate Director of the CCE participates in the President's Commission on Sustainability, Curriculum Sub-Committee. This Commission sub-committee's charge is to integrate sustainability and climate literacy throughout the curriculum. For example, the committee works to identify existing courses that address sustainability in a significant way and organize "Green Thread" training to integrate sustainability into courses.

CSULB TRUTH, RACIAL HEALING, AND TRANSFORMATION CAMPUS TEAM

In 2022 Dr. Juan Benitez, the CCE's Executive Director, will join the CSULB team leading the creation of a campus center focused on Truth, Racial Healing, and Transformation, an initiative sponsored by American Association of Colleges and Universities (AAC&U) and authorized by the CSULB's President. The goals of the Campus Center as stated in the application are to "create positive narrative change about race; promote racial healing activities on campus and in the community; and erase structural barriers to equal treatment and opportunity within the economic, legal, educational, and residential components of the community".

COMMUNITY BASED RESEARCH

COMMUNITY-BASED RESEARCH TOOLKIT

The CCE Community-Based Research Toolkit was spearheaded by Sociology professor, Dr. Esa Syeed in 2019. This toolkit stems from a pilot community-based participatory action research project that Dr. Syeed oversaw while he was a Fellow at the CCE in Fall 2018; in partnership with the Long Beach-based California Conference for Equality and Justice (CCEJ).

The toolkit is a foundational document that builds on the CCE's and university's capacity to develop and support community-based participatory research and community-based action research projects. The toolkit includes information on partner relationship-building, planning and project development, and student impact along with tools and student reflections that were developed as part of Dr. Syeed's project. Faculty, community partners and students utilize the toolkit as a resource when developing their own community-based research projects. In addition, the toolkit is utilized as a resource for community-based research trainings.

COMMUNITY-BASED RESEARCH EXCHANGE

The Center for Community Engagement coordinated a four-part series designed to build the capacity of faculty to engage students in high impact community-based research opportunities. While some of these opportunities were put on pause due to the global pandemic, in the spring of 2020, faculty, students and community partners began the workshops series to learn research from one another about personal reflections and effective practices for community-based teaching and. Panelists included students, faculty, and community partners who shared their vision and approach. Best practices for creating strong partnerships; supporting community goals; aligning learning outcomes; and orienting students were shared.

COMMUNITY-BASED RESEARCH: REFLECTIONS + POSSIBILITIES (CBPAR SERIES)

The CBPAR series focuses on the fundamentals of community-based research and its impact. While building a network of like-minded faculty interested in undertaking similar projects, this learning community uses case-studies to apply tools and consider new and innovative methods to examine community-based issues.

CSULB DATA FELLOWS

The CCE is part of CSULB's Data Fellows program, a multi-year program that aims to foster a culture of ownership of data and solutions that drive change at the university and college levels. While the CCE has been collecting data since 2013, Data Fellows is allowing the CCE to take a more systematic and focused look at Service Learning using both institutional student data and data collected by the team. The team seeks to better understand the ways in which Service Learning can positively impact student success (broadly defined), particularly for students who identify as first-generation, low income, students of color, and to address opportunity and equity gaps in relation to Service Learning as a High Impact Practice (HIP). The CCE Data Fellows Team members include CCE staff, two faculty, and a student research assistant. The work of the Data Fellows is key to connecting data to student success and providing implications for action.

CSULB HSI CAMINOS GRANT COLLABORATIVE - A COMMUNITY BASED INITIATIVE

The Center for Community Engagement (CCE) partnered with the College of Education's Caminos Project in 2018-2019 to conduct outreach with local Latinx youth utilizing a community engagement approach designed to capture community perspectives with regard to teachers and teaching careers. The Caminos Project is funded by a Title V grant from the U.S. Department of Education for Developing Hispanic Serving Institutions (HSI) to increase the number of Latinx teachers and to improve the preparation of all teacher candidates to promote effective teaching and learning for Latinx students.

The CCE designed and administered attitudinal surveys for youth (students in grades 9-12) and parents regarding educational issues and perspectives related to schools, teacher programs and careers in teaching. As a part of this, the CCE also conducted a total of three community meetings and focus groups. One of the three community meetings was with parents and the other two were with Latino/a youth in Long Beach. The collection of the data from these convening's has allowed for the development of two Community Engagement Workbooks; one specifically focusing on teachers and the other one on schools. In the spring of 2019, Dr. Juan Benitez, Executive Director of the CCE and Carmen Arreola, Community Engagement Coordinator, facilitated workshops focused on these issues with Leaders Long Beach, a youth group consisting of current LBSUD students and some LBUSD recent graduates, and were able to successfully follow and use the Teachers Community Engagement Workbook that had been developed.

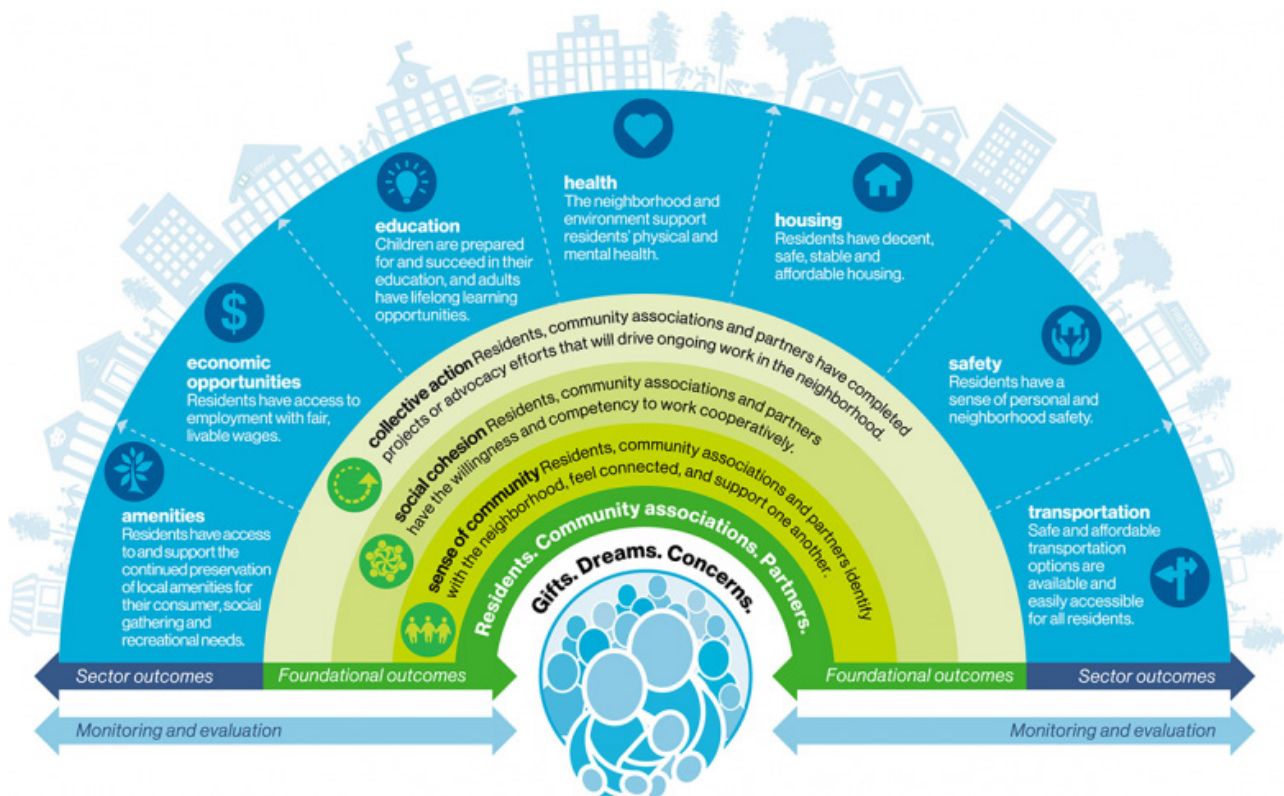
HABITAT FOR HUMANITY'S WASHINGTON NEIGHBORHOOD REVITALIZATION PROJECT- A COMMUNITY BASED INITIATIVE

The Center for Community Engagement (CCE) partnered with Habitat for Humanity of Greater Los Angeles, to design and facilitate a series of participatory meetings and work sessions with community members from the Washington neighborhood of Long Beach, in collaboration with other community stakeholders, the City of Long Beach and community members. This community-based initiative took place from January 2020 through August 2020.

The CCE worked closely with Habitat for Humanity staff to conduct community outreach and community engagement in the Washington neighborhood to increase the involvement of community members. The meetings were designed to develop and increase community members' capacity, skills, and knowledge as defined by Habitat for Humanity's Quality of Life Framework.

In order to create changes that lead to an improved quality of life, community efforts focused on three foundational outcomes: 1) Sense of community: Identifying with the neighborhood, feeling connected and supporting one another; 2) Social cohesion: Being willing and able to work together; and 3) Collective action: Sustaining ongoing projects and advocacy efforts. Focusing on the three foundational outcomes increases motivation and capacity to overcome barriers to sustainable change.

The CCE also developed strategies and recommendations that served as the basis for a community plan by collecting data, information and stakeholder input. The CCE's participation in this nine-month community-based participatory process was supported in part by a \$25K grant from Habitat for Humanity and included dedicated CCE staff to the effort.



LONG BEACH LATINO ECONOMIC REPORT AND SUMMIT

Established in 2018, the Latino Economic Summit is an annual event that brings together academic professionals, government officials, city departments, community-based organizations, and neighborhood leaders to discuss important issues facing Long Beach's Latinx community.

Important socioeconomic statistics on Latinos in Long Beach are presented to approximately 200-300 attendees through the roll-out of the annual Long Beach Latino Economic Report. The report is the result of a collaborative partnership between CSULB's Department of Economics, CSULB's Center for Community Engagement, the Long Beach Economic Development Department, and Centro Community Hispanic Association (C.H.A.) INC. a LB Hispanic-Latino human and social service nonprofit.

A few of the recommendations that emerged from the November 2018 Summit, with over 200 community stakeholders and systems leaders in attendance, included but were not limited to: 1) Include comparative data with other Long Beach subpopulation groups and with other comparable cities; 2) Present data in different community settings (CSULB, LBCC, LBUSD, LB Chamber of Commerce, community groups, etc.); and 3) Align and connect efforts with other local/regional efforts, state level policies, and legislation efforts.

The following four broad policy areas emerged that guide future report data, iterations of the report, and next steps:

- ▶ Economic Inclusion: Policy framings addressing Latinx poverty and prosperity
- ▶ Eliminating Health Disparities: Policy framings addressing Latinx health inequities
- ▶ Closing Opportunity Gaps in Education: Policy framings addressing Latinx educational opportunities
- ▶ Immigrant Integration: Policy framings around protecting the rights of and increasing support for Latinx immigrant populations

The 2022 roll-out process for the Long Beach Latino Economic Report just launched at Long Beach City College on March 18, 2022, with a plan for a series of four roundtables to occur in April and May, each focusing on one of the policy areas noted above, and a release of the full report and the Long Beach Latino Economic Summit to occur in Fall 2022.

UNDERGRADUATE RESEARCH OPPORTUNITY PROGRAM

The Undergraduate Research Opportunity Program (UROP) is a one-year program that offers first- and second-year students the chance to participate in the research, mentorship and the creative process with faculty.

Prior to the interruption of the COVID-19 pandemic, the Center for Community Engagement (CCE) provided targeted outreach to students that received Federal Work Study, encouraging them to earn their award by serving as paid research assistants on a community-based research project. Through this unique program, students were able to earn their Federal Work Study award while directly contributing to an intractable community-based issue and gaining a deeper understanding of the research process through Community-based Action, Community-based Participatory and a broad range of Community-based Research opportunities. CCE collaborated with UROP to help identify and facilitate potential matches between students and faculty members who served as guides and mentors. In addition, CCE also served as a research site for students interested in conducting research in the area of community engagement, Service Learning, and other forms of community-engaged learning.

As more in-person campus activities return following the COVID-19 pandemic, CCE plans to re-engage with this program when faculty, community partners, and students are ready.

COMMUNITY ENGAGEMENT PROJECTS

CONNECTING AT THE BEACH

Connecting @ the Beach is a semi-annual event designed to develop, strengthen and expand campus-community partnerships. Each semester, the Center for Community Engagement brings together students, faculty, staff, and community partners to engage and explore projects and opportunities. During the COVID-19 pandemic this occurred virtually. The CCE hopes to resume meeting in person on campus soon. Traditionally, 20-40 community partners attend the event every semester.

Connecting @ The Beach is an opportunity for partners, faculty, and students to expand their networks and encourage greater involvement between the campus and the community while also highlighting community-engaged learning opportunities for students. The event is designed to help students find Service Learning, volunteer, research, and internship opportunities, and to allow faculty and staff to connect with current community partners and/or develop future partnerships. It also serves as a means for community organizations to meet and potentially partner with one another.

The Center for Community Engagement provides community partners with an orientation highlighting the benefits of Service Learning, best practices for partnership development, and an overview of *S4 @ The Beach*, CSULB's online database supporting Service Learning and other community-based learning programs.

CALIFORNIANS FOR ALL COLLEGE CORPS PROGRAM

The Center for Community Engagement is co-leading a brand new campus effort, CSULB Californians for All College Corps. CSULB students who volunteer for public service hours through this program will earn money to help pay for college, thanks to the Californians for All College Corps Program, a \$146 million investment through the 2021-22 Governor's California Comeback Plan.

The Office of the Governor's California Volunteers selected 45 colleges and universities statewide—which includes CSULB and 15 other CSU institutions—to serve as College Corps partner campuses. Each participating university will receive a 19-month grant to support first the planning, and then the program implementation for the first year of the College Corps on their campus. Service opportunities will directly address critical issue areas such as climate action, K-12 education, air quality, poverty, displaced populations, and homelessness.

For the 2022-23 academic year, up to 50 CSULB students will benefit from this unique opportunity to gain valuable work experience and make a positive impact in their communities, while simultaneously earning money to help pay for their education. Students who complete a year of service will receive \$10,000 (\$7,000 stipend/living allowance, plus a \$3,000 post-service Education Award). In addition, Californians for All College Corps is the first statewide service program available to AB540 eligible Dreamers.

COMMUNITY PARTNERSHIPS

The staff of the Center for Community Engagement consistently sustains more than 100 active partnerships with community agencies, community leaders and community members. During the pandemic, this number has shifted to about 65 as many organizations were either unable to support student involvement or were unable to provide their usual services to the community.

Community partners address a diverse array of community issues and strategies such as fair trade, sustainable food systems, advocacy for older adults, immigration, educational policy, health care, environmental sustainability, and parent education. Through service-learning courses and internships students have the opportunity to learn about and practice grant writing, building curriculum, tutoring, phone banking, researching policy issues, teaching small groups of students, mentoring youth and more. These experiences provide an additional arena in which students can analyze and question the relevance of the concepts and skills they are examining in the classroom. The hands-on nature of the work adds to its high impact, and students gain a deeper understanding of their own personal ability to have an impact on the community. **Appendix D** provides a list of community partner organizations.

CCE's relationships with community partner organizations often vary and are based on factors that range from a completely new partner to a partner that has an existing relationship with a faculty or department. With the majority of new organizations, an initial affiliate partnership is formed, in this type of partnership the CCE and community partner are getting to know each other based on shared goals, outcomes and resources. As part of the partnership relationship development process, as trust and understanding of each other's organizations are deepened, it allows the CCE and the affiliate partner to expand and engage with other efforts both on the campus and within the community. This often entails the CCE being able to identify particular faculty or departments that would be well suited for a partnership with the organization. For example, DAYS LB began as an affiliate partner through an AmeriCorps program which provided service opportunities for CSULB students. This initial affiliate partnership then expanded to an SL partnership, which connected the organization to a faculty member's service-learning course. Currently, DAYS LB is simultaneously hosting SL students, Federal Work Study students and interns. Similarly, Grey Panthers started off as an SL partner. Now they host interns and participate in community-based research projects with CSULB faculty.

Community partners value service learning for many reasons. Since so many Beach students are from Long Beach or closely neighboring communities, service learning provides an easy entry point to engage volunteers who mirror the population that local agencies are serving. Youth service organizations are grateful to pair college students as tutors, mentors, and coaches with young people who have similar backgrounds.

In addition to connecting community partners to students, campus departments, and faculty, many partners shared their appreciation for the way the staff supports relationships. The CCE was recognized for their open and consistent communication with partners, their willingness to check-in regularly, and their support during the COVID-19 pandemic. Center staff gathered partners early in the pandemic to affirm everyone's experiences, learn about the needs of partners, and brainstorm ways to support one another.

S4 @ The Beach (S4) is highly valued by community partners. Community partners shared that S4 enables them to manage students placements with ease. With S4, supervisors at community sites can see students' records and hours in real time. S4 helps partners to effectively track what students are working on, approve service hours, and communicate with CCE staff.

The community leaders that work with students through the Center for Community Engagement have a strong commitment to the success of their students. Partners shared the strategies they use to learn about students' interests, career goals, and life goals during the placement process. One partner has their students create outlines in advance that articulate the students' goals, expectations, needs and questions. Many community partners strive to help students make connections between their service work and their career goals and job readiness by providing mentoring and coaching to their service learning students in addition to providing feedback on the students' performance. Many partners maintain relationships with former CSULB service learning students long after their service terms. It is not uncommon for students to later be hired by the organizations.

When asked "what might make your work with service learning students even better?" partners had a few ideas, such as asking the CCE to:

- ▶ Share more ideas for remote and hybrid service and what other campuses are doing.
- ▶ Utilize S4 to coordinate internships;
- ▶ Bring partners together via Zoom more often to meet one another, share questions and inspiration.
- ▶ Encourage faculty to share their syllabus with community partners.

It is important to note that there seems to be a very high number of CSULB alums working for local non-profit agencies. There could be value in surveying alumni, identifying them, and finding ways to promote their educational and career trajectories with current students.

CENTER INFRASTRUCTURE

STAFF STRUCTURE

The Center for Community Engagement staff is made up of 4 full time professional staff positions including an Executive Director, Associate Director, Community Engagement Coordinator, Administrative Coordinator, and a team of 10 Work Study Students. The community engagement coordinator position is currently vacant, and the executive director is working to reclassify the position at a higher level to more accurately reflect the responsibilities of that role. Each professional staff member leads programs and builds and nurtures collaborative relationships with all stakeholders. In addition, each staff member contributes to community and campus-based initiatives fulfilling a variety of roles such as convener, trainer, consultant, adviser, partner, guide, and coach. Every member of the CCE staff is and has been working at capacity for some time and even more so when the Community Engagement Coordinator became vacant in January 2022. In order for CCE to continue to be innovative, the staff capacity must be addressed. It is important for the university to invest in CCE's infrastructure and staffing to promote sustainability and enable the CCE to continue to support the campus community in community engagement and to continue to engage in meaningful, reciprocal relationships with community partners.

UNIVERSITY LEADERSHIP

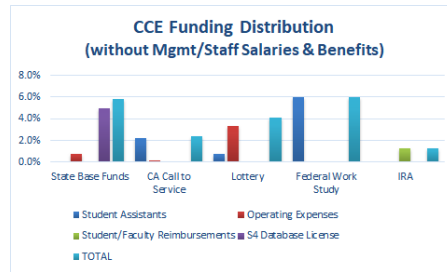
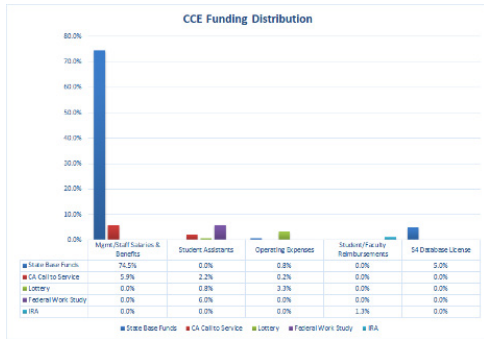
Within the past five years the CCE's reporting line has changed three times. The CCE has reported to the Vice-Provost and Dean of Graduate Studies, then to the Associate Vice President for Undergraduate Studies, then to the Interim Assistant Vice President for High-Impact Practices, and more recently returning to the AVP for Undergraduate Studies. Frequent changes such as these hinder the development of a strong relationship between the CCE and Academic Affairs. As a result, the CCE lacks a strong advocate within Academic Affairs with sufficient understanding of the mission and purpose of the CCE in relation to the larger purpose and mission of the division and of the university as a whole. With a relatively new Provost who began during the campus closure and, as a result, having limited exposure to the work of the CCE, this becomes particularly important.

FINANCIAL RESOURCES

The Center for Community Engagement is supported by several funding streams.

- ▶ **State Funds.** State base funds slightly more than 80% of the CCE's total annual funding, with the majority of that going to management and staff salaries and benefits. A small portion of base funds are set aside for operating expenses and for the licensing fee for the CalState S4 database (known at CSULB as S4 @ The Beach).
- ▶ **California Call to Service.** The Chancellor's Office provides \$45,000 annually, roughly 8% of the CCE's total annual funding, to facilitate the growth of new and innovative programs into sustainable programs funded by the university. These funds have been used largely to supplement staff salaries, however in recent years the CO has required campuses to shift staff salaries to the university. These funds are used to support service learning curriculum development, student assistants, and other operating expenses that support service learning. The CCE is required to submit a detailed "statement of intent" and a year-end report to the CO to receive these funds. Funds are generally allocated by the end of October for the current fiscal year.
- ▶ **California Lottery.** The CCE must submit a funding proposal to the university to receive these funds. While the annual award amount varies from year-to-year, it is about 4% of the CCE's total annual funding. The CCE relies heavily on Lottery funds to cover general operating expenses, student assistant salaries (apart from Federal Work Study), and any type of program costs. Timing of the allocation of funds has varied widely from year-to-year, from as early as September to as late as March of the current fiscal year.
- ▶ **Federal Work Study.** The CCE must submit a request for Federal Work Study positions annually and makes up about 6% of the CCE's annual funding. FWS students serve a critical role in the CCE to support service learning and other community engagement initiatives, assisting in communication with faculty, students, and community partners, maintaining accurate records, and planning and implementing programs. The notification of their allocation usually occurs in August of the current fiscal year.
- ▶ **Instructionally Related Activities (IRA).** The IRA program is designed to assist in covering expenses incurred through coursework. The CCE must apply annually for these funds, which are used to reimburse service learning students and faculty for expenses necessary for the successful completion of their service learning activities. These funds make up slightly more than 1% of the CCE's annual funding. The CCE generally receives notification of their IRA allocation in the spring prior to the fiscal year.

Fiscal and program planning is particularly challenging due to the lack of certainty regarding funding amounts and when funds will be available. To illustrate, Lottery funds are utilized to support summer student assistants and are utilized within the first two months of the fiscal year, so the CCE either relies on rollover funds from the previous year or must assume they will eventually receive sufficient funds.



CURRENT CHALLENGES SHAPING COMMUNITY ENGAGEMENT

The CCE’s work is not without complexity and complications. Challenges that surfaced through the external review process are outlined below. Specific recommendations to meet each challenge are described in the following section.

1. PLACEMENT WITHIN THE ACADEMIC AFFAIRS INFRASTRUCTURE

CCE is one of the only centers uniquely positioned within Academic Affairs and does not fall into a traditional accreditation category. As a result of this and as evidenced by the frequent changes in reporting lines, the CCE is not clearly situated within the existing infrastructure or culture of Academic Affairs, and leadership does not consistently support or advocate for the CCE. According to Dr. Beth Manke, former Interim Assistant Vice President for High Impact Practices, the CCE is not listed on any of the Academic Affairs organizational charts. One faculty member described this dynamic saying, “the center feels like a satellite. It is not treated as essential. It does not seem to have a home or a champion.” Furthermore, reflecting the tendencies of academia in general, the culture of Academic Affairs at CSULB is perceived as siloed. Campus departments typically work independently and the infrastructure within Academic Affairs does not encourage or support collaboration between departments and programs, which further isolates the work of the CCE.

While the university talks about the importance of service learning, community engagement, the public good, and High Impact Practices, the leadership of CCE are missing from the existing infrastructure in terms of planning and action. For example, in the past the CCE has been overlooked in discussions and opportunities arising around High Impact Practices. The CCE is mentioned in parts of Beach 2030, including the sections on Public Good and Student Ready University; however, CCE staff were not made part of the action planning committees initially. In January 2022, after the action planning committees were underway, CCE Executive Director Dr. Juan Benitez was asked to join the committee for the “Advance Partnerships for Public Good” action plan; however, the CCE has not been called upon to support other Beach 2030 priority areas, for example, to “Build an Equitable and Empowering Culture” and to “Be a Student-Ready University.”

Recommendations 1 and 2 are intended to address this challenge.

2. INCONSISTENT REPORTING LINE

As reported earlier, the CCE’s reporting line has changed three times within the past five years. The CCE has reported to the Vice-Provost and Dean of Graduate Studies, then to the Associate Vice President for Undergraduate Studies, then to the Interim Assistant Vice President for High-Impact Practices, and more recently returning to the AVP for Undergraduate Studies. Frequent changes such as this hinders the development of a strong relationship between the CCE and Academic Affairs.

The CCE reported to Dr. Beth Manke from 2019 to 2021 while she served as the Interim Assistant Vice President for High-Impact Practices. Dr. Manke values the CCE’s contributions to expanding and deepening the use of HIPs across CSULB. She pointed out that the CCE staff have vast connections to nonprofit organizations and a legitimacy in the community resulting from their long history of leading with authenticity, efficiency, empathy, and an

equity-mindset. Dr. Manke believes that CCE would benefit from reporting to a leader with a strong connection to the Provost Office, with decision making power, and who will be a strong advocate within Academic Affairs for the ways in which the CCE advances partnerships, on behalf of the division and the university as a whole, for the public good.

Recommendations 1 and 2 are intended to address this challenge.

3. INSUFFICIENT STAFFING AND BUDGET

Staff and funding levels have remained the same while the initiative, programs, and services led and supported by the CCE have grown over time to meet the changing needs of faculty, students, community partners, and the university as a whole. The current staffing structure of four full-time professionals along with some part-time Federal Work-Study student staff limits innovation and responsiveness to emerging issues and/or new priorities and opportunities. This has also significantly increased the burden and workload of existing CCE staff and leadership as they attempt to be responsive despite these limitations. Further exacerbating this is a lack of stable funding to support ongoing programs. Review of past years has revealed a number of instances of funding not being allocated until well into the fiscal year, limiting the ability to effectively plan and implement CCE programs and services.

Two examples illustrate this challenge. Funding to support one of the most central resources offered by the CCE, service learning curriculum development training, relies on special requests to Academic Affairs to provide faculty release time for an experienced faculty member to lead these trainings and Lottery funds to support the workshop series. By the time funds are approved or allocated, teaching assignments are already in place, making it difficult to recruit a faculty fellow to lead the workshops. It also limits workshop offerings to the spring semester or summer.

Another example has much broader campus implications. The CCE has taken leadership in supporting and promoting the broader utilization by community-based academic programs on campus of the *S4 @ The Beach* online database. This database was developed through the Chancellor's Office as a means to improve data collection, reporting, risk management, and student support for various types of community-based, high-impact experiential learning. While funds for the licensing of *S4* were added to the CCE's base funds, staffing resources were not included to facilitate the expansion of the use of the database to its full potential. As a result, CCE staff have struggled to support other campus programs as they attempt to transition to *S4 @ The Beach* while maintaining their primary responsibilities within the CCE.

Recommendations 3, 5 and 9 are intended to address this challenge.

4. CCE AS AN UNDER-RECOGNIZED CAMPUS RESOURCE

While there is a general awareness of the existence of the CCE on campus, there appears to be a limited understanding of the meaning of "community engagement" and of what the CCE does, its mission, breadth of initiatives and programs, depth of expertise in high impact practices, and long-standing relationships with community partners. More importantly, there appears to be a lack of understanding of how the work of the CCE connects to the critical work of the university around student success and the public good.

This lack of understanding often results in the CCE being underutilized or left out of critical discussions, planning, and/or development around the university's community engagement and student success goals. This is evident in several of the examples already described such as the development and implementation of Beach 2030 Action Plans.

Recommendations 4, 5, 6, 7, 8, 9, 10, 11 are intended to address this challenge.

5. CAMPUS BARRIERS TO COMMUNITY ENGAGEMENT

There are a number of campus structural challenges that hinder and/or dis-incentivize authentic community engagement and campus/community partnerships. Procedures and protocols do not allow for the unique types of expenditures needed to facilitate engagement between the campus and community or for on-campus events that include community members. Examples include the high costs of utilizing campus catering, restrictions and costs around campus parking and facilities use, complicated contract/employment policies for services such as childcare and translation services, and more. These structural challenges and university fees can cause an event's budget to shift from \$500 to as much as \$4000 and create overly complicated and sometimes insurmountable procedural hurdles.

Furthermore, while the university provides a procedure (e.g., release time, additional time) to acknowledge faculty involvement in partnerships, there is no effective process for doing the same for community partners. Policies regarding external grants are tailored to more traditional projects that rely heavily on campus resources and an internal use of funds. Generally, grants that fund community/campus partnerships usually are more outwardly-focused, with minimal reliance on campus resources and a more external use of funds. Policies regarding indirect costs, hiring (vendors, contracts, employment) complicate and confound efforts to effectively manage partnership projects.

Recommendations 5, 6, 8, and 11 are intended to address this challenge.

RECOMMENDATIONS

The recommendations are designed to inspire conversations and collaboration between the CCE and a variety of key stakeholders including Academic Affairs. Together, they will explore and determine the best next steps to collaboratively bolster CCE's mission and goals in service of Beach 2030.

RECOMMENDATION 1. Academic Affairs leadership engage in dialogue with Center for Community Engagement leadership, staff, and select constituents/stakeholders to develop a deeper understanding of the CCE's mission and impact and to identify and make explicit alignment and roles of the CCE within Academic Affairs and the university.

RECOMMENDATION 2. University leadership and the CCE leadership team engage in a series of exploratory and frank discussions about opportunities to strengthen communication, deepen understanding of and support for one another's work. Appendix E provides CCE's proposal for providing opportunities for high impact practices for all CSULB students throughout their university experience and proposes a community-engagement pathway that begins the moment students step onto campus and continues beyond graduation.

RECOMMENDATION 3. The university to allocate appropriate and reliable funding and expand staffing to allow the CCE to meet the mission and priorities of the CCE and the university and to allow for more effective planning and more consistent programming.

- ▶ Revise and reclassify existing position(s) to incorporate the management of campus-wide expansion and coordination of *S4 @ The Beach* and other initiatives with broader, campus-wide implications and impact. Ensure competitive compensation. Appendix A provides CCE's proposal for a collaborative initiative to expand S4 to a wider variety of high impact experiential learning, including service learning, academic internships, educator preparation, undergraduate research, and professional field placements. Wider implementation of S4 across CSULB with a dedicated S4 director/coordinator would greatly support student success by:
 - > Reducing licensing costs associated with the use of multiple platforms by various programs across campus.
 - > Improving quality of student experiences through improved vetting of community placement opportunities, better management of associated risks, and use of S4's documentation functions.
 - > Maintaining consistency with CSULB procedures and practices (e.g., E.O. 1064) while allowing program flexibility to meet unique needs.
 - > Support program accreditation requirements with systematic, centralized documentation.
 - > Providing consistent and timely data on high-impact practices (e.g., undergraduate research, service learning, internships) to enhance data-informed planning, curriculum design and sequencing to improve equity and access to community-based experiential learning for all students.
- ▶ Establish at least one new position to include a full time position dedicated to outreach, marketing, and communications to actively promote the mission and the impact of the CCE's programs and services. Ensure competitive compensation.
- ▶ Allocate 3-6 units of release time each year for a faculty fellow to lead service learning curriculum development activities and/or other community engagement initiatives.
- ▶ Allocate appropriate funding for professional staff development and recognition.

RECOMMENDATION 4. The university to establish a campus definition and framework of “Community Engagement” and “Community Partnership” that distinguishes the type of democratic, reciprocal relationships that are supported by the CCE from other university (equally-valued) work with the community (e.g., philanthropic/development, governmental, industry/business partnerships).

RECOMMENDATION 5. The university to establish protocols, procedures, and/or support that recognize and accommodate external funding opportunities that promote community engagement and partnerships. This would allow the university to join in the growing trend of universities valuing the experience of community partners and compensating them as co-educators.

RECOMMENDATION 6. The university to provide resources for CCE to provide resources for campus colleagues on effective practices for building authentic, sustainable community partnerships.

RECOMMENDATION 7. The CCE to develop a multi-year marketing and communications plan and supporting materials to 1) educate university leadership and the campus community about how community engagement enhances students’ educational experiences; 2) promote the effectiveness of service learning and other forms of community engagement as High Impact Practices and 3) consistently promote CCE’s purpose, mission, values, programs and services.

RECOMMENDATION 8. The CCE to create an Advisory Board representing key stakeholders (faculty, community partners, students) to serve as a think tank, support future planning, and champion the work.

RECOMMENDATION 9. The CCE to expand strategies for supporting community-based participatory and action research and other forms of community-engaged learning and scholarship. Faculty encouraged CCE to garner support from Academic Affairs to bolster community-focused HIPs by: FEATURE LIST IN BOX

- ▶ Working to understand where CCE is on the university’s priority list.
- ▶ Clearly communicating CCE’s purpose, goals and programs to a larger faculty audience.
- ▶ Providing more “low risk” entry points for faculty to try out community engagement, target new faculty.
- ▶ Providing more incentives to encourage faculty to add community engaged learning to their existing courses (e.g., a full course release, provide a one-stop institute or symposium, work with departments to build discipline-based incentives, compensate professional development).
- ▶ Sharing short video testimonials, from faculty, students and alumni from various disciplines, to entice new faculty to consider learning about CE.
- ▶ Promoting ways to include community engagement in the RTP process.
- ▶ Utilizing S4 to coordinate internships.
- ▶ Creating more opportunities to connect CE scholars at CSULB and across the CSU.
- ▶ Helping faculty identify different types of community engagement post-pandemic.
- ▶ Continuing to celebrating CE at the end of each year.

RECOMMENDATION 10. The CCE to streamline the implementation of the CSU Long Beach Policy on Service Learning (19-13) including the course certification process and the Chancellor’s Office data collection efforts through the Community Engaged Learning Attribute Initiative.

RECOMMENDATION 11. The CCE to develop a plan to engage CCE Alumni and nurture them as a life-long source of support.

APPENDIX A. CSULB S4 @ THE BEACH ONLINE DATABASE FOR EXPERIENTIAL EDUCATION

PART OF THE CSU CALSTATE S4 INITIATIVE

DESCRIPTION

This initiative supports student success through *S4 @ The Beach (S4)*, a CSU Chancellor's office-based online management tool to support various types of high-impact experiential learning, including service learning, academic internships, educator preparation, undergraduate research, and professional field placements. *S4* allows programs involving community-based, high-impact practices to streamline administrative processes, improve students' access to these types of programs, and facilitate students' experiences relevant to future careers. Wider implementation of *S4* with a dedicated *S4* director/coordinator would provide extensive campus-wide benefits relating to student success.

DATA STREAMLINING: Many programs continue to use a combination of Excel, paper forms, GoogleDocs, phone calls, and e-mail to manage students' community-based activities. Individual faculty are often expected to obtain affiliation agreements with organizations and insure that students complete required forms. Students sometimes must find their own placements with minimal guidance. *S4* maintains up-to-date, real time information on partnering organizations/companies, course/student information, risk/liability forms, student evaluations and reflections, time logs, and key reporting measures. *S4* centralizes data and documentation for audits and accreditation reviews, as well as for assessing overall community and economic impact.

STUDENT ACCESS: *S4* is connected to CSULB's single sign-on so students in *S4*-related courses see *S4* on their SSO dashboard, allowing them to easily access key placement information and processes. The *S4* time log includes fields for critical reflection/observations and drop-down menus to document who was supported (e.g., formerly incarcerated individuals) and what type of activities students were engaged in (e.g., "leading outreach efforts"). This supports students, faculty, and field mentors in discussing and/or writing about their community-based experiences in classes. An optional drop-down menu asks students to identify the learning objectives that are met through their activities.

PERSONAL AND CAREER DEVELOPMENT: *S4* provides a history of students' experiences, which can be used to develop employment resumes and portfolios, meet degree and credentialing requirements, and apply for graduate programs. For example, a student applying for a doctoral program could access detailed documentation through *S4* of their undergraduate experience (e.g., participation in UROP, service learning courses, and an internship).

S4 serves as an ideal tool to support student success. *S4* is already being fully utilized by CSULB's Service Learning program, involving well over a thousand students annually in service learning courses across numerous disciplines, and the College of Education's extensive clinical practice programs, each semester involving several thousand student teachers and students enrolled in state-credentialed counseling, social work, school psychology and other post-baccalaureate programs. The College of Health and Human Services' Health Science and Health Care Administration departments are in the process of implementing *S4* for their internship programs.

CSU CHANCELLOR'S OFFICE DESCRIPTION: "CalState *S4* is California State University's integrated web application that provides a user-friendly interface to manage students' off-campus academic learning experiences, such as service learning, academic internships, undergraduate research and professional field placements. Its flexibility allows for sustainable partnerships and processes that promote high-quality, off-campus learning experiences that contribute to the common good. With an informed focus on supporting student success and safety, CalState *S4*'s consortium approach includes collecting key data and strengthening relationships that ultimately promote a culture of outreach and connection."

For additional information visit <https://calstateS4.com/> and view this video from the Chancellor's Office: https://www.youtube.com/watch?v=z_EQgnSzZtE

OUTCOMES

It is expected that wider implementation of S4 @ The Beach under the direction of a dedicated S4 director/coordinator will greatly support student success by:

- ▶ **Strengthening** community-based high-impact program practices and supporting the development of new programs.
- ▶ **Reducing** licensing costs associated with the use of multiple platforms by various programs across campus. S4 becomes increasingly cost-effective when utilized by more programs.
- ▶ **Improving** quality of student experiences through improved vetting of community placement opportunities, better management of associated risks, and use of S4's documentation functions.
- ▶ **Allowing** faculty to do what they do best, focus on student learning, rather than be mired in administrative tasks.
- ▶ **Maintaining** consistency with CSULB procedures and practices (e.g., E.O. 1064) while allowing program flexibility to meet unique needs.
- ▶ **Providing** invaluable data on high-impact practices (e.g., undergraduate research, service learning, internships).
 - > Programs-specific Data: Programs can use these S4 data to document success and program improvement areas;
 - > Consolidated HIPs Data: S4 provides a means to document the combined impact of decentralized HIPs (such as academic internships) while retaining the decentralized structure;
 - > University-level Data: S4 data can be used to assess community and economic impact at the university level; and
 - > System-level Data: The Chancellor's Office also can examine system-wide impacts of experiential learning and clinical practice.
- ▶ **Enhancing** data-informed planning, curriculum design and sequencing to improve equity and access to community-based experiential learning for all students.

PROJECT TEAM

- ▶ **Center for Community Engagement**
 - > **Project Leader Carina Sass**, Associate Director/S4 Program Key Master1 – facilitated the development of the service learning and College of Education programs in S4 and provides informal advice and guidance to new programs seeking to utilize S4 @ The Beach.
 - > **Project Leader Carmen Arreola**¹, Community Engagement Coordinator/S4 Program Coordinator – facilitated the development of service learning in S4 and oversees all functions of the S4 Service Learning Program.
- ▶ **College of Education**
 - > **Project Leader Jessica Olague**, Assistant Director/Admissions Director, Teacher Preparation Advising Center/S4 Program Coordinator – facilitated the development of College of Education programs in S4 and supports College of Education programs in use of S4.
 - > Kerry McDaid, Coordinator, Office of Clinical Practice/S4 Program Coordinator – Supports student-level support in S4 for student teachers.
- ▶ **Academic Technology Services**
 - > **Project Leader Jeanie Tan**, Software Solutions Architect/S4 Technology Key Master1 – establishes and manages regular data feed of courses and course rosters from CMS to S4.
- ▶ **Department of Health Science, College of Health and Human Services**
 - > Lisa Sparks, Internship Instructor/S4 Program Coordinator – Developing and piloting S4.
- ▶ **Department of Health Care Administration, College of Health and Human Services**
 - > Erlyana Erlyana, Department Chair – Supports departmental implementation.
 - > Brenda Freshman, Professor and Internship Coordinator/S4 Program Coordinator –Developing and piloting S4
 - > James Lott, Department Champion for Alternative Modes of Instruction/S4 Program Technology Support – Supports technological aspects of S4 implementation.

PROJECT ADVOCATES

- ▶ Beth Manke, Interim Assistant Vice President, High Impact Practices
- ▶ Shireen Pavri, Dean, College of Education
- ▶ Rebecca Bustamante, Associate Dean, College of Education
- ▶ Juan M. Benitez, Executive Director, Center for Community Engagement
- ▶ Erlyana Erlyana, Chair, Department of Health Care Administration
- ▶ Kamiar Alaei, Chair, Department of Health Science

¹ The Chancellor’s Office identifies two campus-level roles relating the CalState S4 (S4 @ The Beach): IT and Program Keymaster. The Keymaster role is designed to allow select campus staff to have a greater level of access to manage S4 for the campus. CSULB Keymasters are Jeanne Tan (IT Keymaster) and Carina Sass (Program Keymaster).

¹No longer with the CCE, position vacant since January 1, 2022

APPENDIX B. CSULB COMMUNITY ENGAGED LEARNING ATTRIBUTE IMPLEMENTATION PLAN

CENTER FOR COMMUNITY ENGAGEMENT SUBMITTED NOVEMBER 5, 2021

CSU LONG BEACH CAMPUS CONTACTS & CONTACT INFORMATION

Name	Title	Department	Email	Phone
Juan Benitez	Executive Director	Center for Community Engagement	Juan.Benitez@csulb.edu	562-985-7324
Carina Sass	Associate Director	Center for Community Engagement	Carina.Sass@csulb.edu	562-985-2376
Carmen Arreola ²	Community Engagement Coordinator	Center for Community Engagement	Carmen.Arreola@csulb.edu	562-985-2307
Mitra Baghdadi	Administrative Coordinator	Center for Community Engagement	Mitra.Baghdadi@csulb.edu	562-985-7019

CSU LONG BEACH CAMPUS TARGET GOALS*

	Step 1	Step 2	Step 3	Step 4	% of All Unique SL Courses		
	2018-19 Unique SL Faculty	2018-19 Unique SL Courses	New SL Courses Since 2018-19	# Faculty Teaching >1 Unique SL Courses	YEAR 1 Target Goal (35%)	YEAR 2 Target Goal (40%)	YEAR 3 Target Goal (25%)
CSULB	36	36	6	4	13	14	9

**Cross-listed courses taught by a single instructor are considered one unique course.*

CSU LONG BEACH CAMPUS CONTEXT/REALITY

CSULB Policy on Service Learning requires that all classes taught as service learning must go through a review process that “certifies” them as meeting the CSULB definition and requirements of a service learning course. The campus policy is consistent with the CEL framework.

The CSULB Policy on Service Learning was established to ensure that courses were accurately identified as service learning by establishing the practices and characteristics that define service learning. The CSULB Center for Community Engagement (CCE) is leading a campus initiative to expand the use of CalState S4 (known here as “S4 @ The Beach”) to include other forms of academic-based community-engaged learning experiences. This initiative indirectly addresses some of the priorities of Beach 2030, our university’s strategic plan. We do not anticipate any policies, issues, or unique circumstances that would pose any problems with CELT implementation.

² No longer with the CCE, position vacant since January 1, 2022

TASK LIST AND TIMELINE FOR YEAR 1

Week of the Semester, Spring 2022	Date	Staffing (Who is responsible)	Activity
Pre-Semester	11/30/2021	Carina	Meet with Jeanne Tan to verify CCEL is included in S4 Feed, Reintroduce Attributes to Enrollment Services, Obtain deadlines to submit attributes from Enrollment
Pre-Semester	11/30/2021	Juan or Carina	Reintroduce the process to SL Faculty through e-mail, in-person or remote meetings, etc.
Pre-Semester	1/14/2022	Juan/Carmen/Carina	Draft communications, set up tracking systems in S4
1	1/20/2022		Spring classes begin.
2			Begin outreach to faculty, department chairs, Faculty Senate, campus administrators on the new attribute and its implications for campus.
3			
4			
5			
6			
7			
8	3/11/2022	Juan or Carina	Educate faculty, department chairs, Faculty Senate, campus administrators on the new attribute and its implications for campus through e-mail, newsletter, Zoom etc.
9			Class schedule should be released around 3/18/22.
10			
11	4/8/2022	Carmen/Carina	Identify faculty scheduled to teach SL classes in Fall 2022 and invite them to complete CELT, cc chairs
12	4/15/2022	Carmen & SL Team	Monitor submissions, follow up with faculty regarding submissions as needed. Follow up with faculty to encourage participation.
13	4/22/2022	Carmen & SL Team	Monitor submissions, follow up with faculty regarding submissions as needed. Follow up with faculty to encourage participation.
14	4/29/2021	Carmen & SL Team	Monitor submissions, follow up with faculty regarding submissions as needed. Follow up with faculty to encourage participation.
15	5/4/2022	Carmen & SL Team	Monitor submissions, follow up with faculty regarding submissions as needed. Follow up with faculty to encourage participation.
15	5/6/2022		Deadline: All submissions due
Finals Week	5/13/2022		Review all submissions, final follow up with faculty if needed.
Commencement Week	5/20/2022	Carmen	Send course information to Enrollment Services to have Attributes added.
Summer	7/31/2022	Carina	Submit Year-End Report to Chancellor's Office
Pre-Semester	8/19/2022	Carmen & SL Team	Manage course changes: invite newly assigned service learning faculty teaching in Fall 2022 to complete the CELT; monitor submissions, follow up with faculty as needed; send reminders.
Fall Week 1	8/22/2022	Carmen	New course attributes sent to Enrollment Services
Fall Week 2			
Fall Week 3	9/9/2022	Juan & Carina	Preliminary data analysis
Fall Week 4	9/16/2022	Juan & Carina	Evaluate implementation process; revise plans for next semester based on learning/feedback.

PLAN FOR COLLABORATING & COMMUNICATING WITH CSU LONG BEACH CAMPUS PARTNERS

Much of the work needed to fully implement the CEL Attributes at CSULB occurred during the pilot phase. The necessary systems are in place and those playing a key role will just need to be made aware of the plan for full implementation.

- ▶ **IT AND/OR S4 KEYMASTER:** Jeanne Tan with Academic Technology Services (ATS) has already provided support in implementing the use of CELT attributes. We do not anticipate requiring any significant effort on the part of Jeanne or ATS for full implementation.
- ▶ **ENROLLMENT SERVICES** provides us with deadlines and has already implemented the use of the CELT attributes. We do not anticipate requiring any significant effort on the part of Enrollment Services for full implementation.
- ▶ **FACULTY SENATE** passed the CSULB Policy on Service Learning in Fall 2019, which has virtually the same goal as the CELT Attribute initiative. The use of the CELT Attribute Tool will easily integrate into existing procedures for identifying service learning courses as required by the CSULB Policy on Service Learning. We do not anticipate any significant effort on the part of Faculty Senate for full implementation.
- ▶ **CCE S4 SERVICE LEARNING PROGRAM STAFF:** Community Engagement Coordinator Carmen Arreola³ will play an integral role in communicating with faculty and managing the CELT responses in S4.
- ▶ **CAMPUS ADMINISTRATORS:** Interim AVP for Student Success Dr. Beth Manke, Assoc VP of Undergraduate Studies Dr. Kerry Johnson, and Provost Dr. Karyn Scissum Gunn will be kept informed about the CEL initiative and its implementation at CSULB.
- ▶ **DEPARTMENT CHAIRS AND SL FACULTY** will be kept informed about the CEL initiative and its implementation at CSULB.

For those directly involved in the implementation (S4 Technology Keymaster, Enrollment Services, CCE staff and service learning faculty), communication and collaboration will be through the existing S4 communication and collaboration infrastructure used each semester to identify service learning courses, populate the S4 course feed, and manage the service learning courses in S4. Communication will generally occur primarily through e-mail, Teams, and Zoom. We will also utilize S4 and OneDrive.

PLAN FOR COMMUNICATING WITH CSU LONG BEACH FACULTY ABOUT THE CELT PROCESS

SL Faculty are already aware of the CELT initiative from the initial pilot. All faculty scheduled to teach a Service Learning course (as well as the chair of their respective departments) will be contacted as soon as the schedule is released for that respective semester with information about the CELT Process and its relation to the CSULB SL certification process, along with clear deadlines aligned with our timelines. Follow up communication will be provided, as needed, for those faculty not yet a part of the process.

The CSULB CCE takes an active, hands-on approach to working with service learning faculty, so outreach to our faculty will be integrated into our existing practices. Our outreach to faculty is through a combination of email, phone calls, and group or one-on-one (in person or Zoom) meetings. This generally occurs through an initial email notification and at least one follow-up email to all identified SL faculty and their department chairs. We will also offer mini info/orientation sessions and “drop-in” hours to answer questions on the process and provide technical assistance, as well one-on-one follow up.

The university’s Beach 2030 strategic plan and other campus initiatives are focusing on student success and on High Impact Practices. The implementation of these attributes can help the university identify various types of academic community-engaged learning occurring on our campus as we work toward improving student success and increasing access and equity in relation to community-engaged High Impact Practices. This also aligns with current SL program review at the CCE, current Data Fellows Project proposal, current HIPS @ the Beach research project, and HIPs task force (e.g. internship and SL).

Each semester the CSULB CCE contacts faculty to confirm whether they will be continuing to teach their courses in the following semester and to begin to identify community partners that will be matched with those courses. Communication about the CELT and ongoing reminders will be integrated into that existing process.

³ No longer with the CCE, position vacant since January 1, 2022

Our Community Engagement Coordinator takes the lead on this process, which generally begins when the class schedule for the upcoming semester is published, with regular follow-ups through the rest of the preceding semester. This information is then forwarded to our office of Enrollment Services in order for the CSLI and CCEL attributes to be attached to the courses. Because courses are at times taught by lecturers, we generally have a few courses that are not confirmed until close to the beginning of the semester. These updates are sent to Enrollment Services as soon as they are confirmed.

This will roll into existing appreciation, generally in the form of congratulatory letters from the CCE Executive Director to faculty and department chairs, mentions in CCE communications such as newsletters, social media announcements, Executive Director's "What's going on at the CCE..." e-newsletters, and shared communications with Academic Affairs.

We will use language similar to what we use in our current SL policy certification procedures, asking faculty and/or department chairs to make the CCE aware of any substantive changes to the SL course. We maintain regular communication with our SL faculty, so as we become aware of changes to the course we will follow up with the faculty to have them go through the CSULB certification and CELT processes with their revised course.

SUBMISSION REVIEW

CELT submissions will be tracked and reviewed by CCE staff. CCE staff will receive notifications from S4 when a faculty completes the CELT in S4. Those going through the campus certification process will be reviewed as part of the certification process and courses that have already been certified will be reviewed immediately. Once the CELT attribute is confirmed, this will be updated in S4 and a notification will be sent by the CCE Executive Director to the faculty and their department chair.

Documentation of submission results will occur through S4. CCE staff will monitor form submissions and view each submission in S4. Once the submission is reviewed the submission status will be changed from "New submission" to the appropriate status ("Attribute is accurate," "Submission needs update," or "Submission updated"). Course information and status will be documented in S4 under Staff Notes (e.g., "PSY 444 - Smith. CSLI Attribute and SL Certified 5/2022"). CSULB SL certification submission and review process is tracked using Microsoft Teams and results will be documented in the Staff Notes section in S4 as noted above. Additional follow up and communication with faculty will be documented in more detail in Teams with abbreviated documentation in S4 under Staff Notes.

Follow up with faculty who complete the CELT will occur in several ways. For those who receive the expected attribute, an e-mail acknowledgement and a formal letter from the CCE Executive Director will be sent to the instructor and their department chair. In the event that there are questions regarding the CELT submission or results are unexpected (such as a service learning course receiving a preliminary attribute of CCEL), CCE staff will follow up directly with the instructor to discuss the results and determine if the instructor needs to resubmit the CELT.

We seek to utilize the CELT as a reflective tool for faculty to think about their courses in ways that affirm what they are currently doing as well as to help them discover ways to further enhance or refresh their courses. That being said, we will provide opportunities for one-on-one and small group discussions with CCE staff and other SL faculty for such reflection to occur for all faculty submitting the CELT. At this time we are still considering the best approach to supporting courses with the CCEL attribute. For faculty who receive the CCEL attribute and decide to continue teaching the course as such, we have established a separate program in S4 so that they are more easily distinguished from service learning courses (primarily for reporting and data analysis purposes). For faculty seeking a CSLI attribute for a CCEL course, we will provide opportunities for them to revise their course and then submit the CELT for that revised course.

COMPREHENSIVE DATA ANALYSIS

Once we have received the CELT submissions and identified courses with the CCEL and CSLI attributes, our Data Fellows team will work with the rest of the CCE staff to compare the CELT results to those results obtained previously from our certification process. Our expectation will be that the CELT results will support the certification results. This analysis will occur at least annually during the three-year implementation period. Our ultimate goal is to better understand and address student success and reduce opportunity and equity gaps at CSULB. This analysis will allow us to better understand the strengths and weaknesses of our service learning courses and guide us as we strive to create the strongest positive impact on student learning and success. Some of the questions that will guide this analysis include:

1. Are the CELT results consistent with results from the certification process? If inconsistencies are identified, we would look to identify reasons for those inconsistencies (e.g., faculty responses differ from CCE staff review of syllabus, CELT and Certification process are not measuring the same things).
2. Are there any patterns to responses to the CELT that stand out?
 - a. A pattern of responses for SL courses that end up receiving a CCEL attribute
 - b. A pattern of responses pointing to areas of shared strength or shared weaknesses in relation to the CEL framework.
3. How can the CELT responses guide how we support our current service learning courses and how we support the development of new service learning curriculum?

REPORTING ON IMPLEMENTATION PLAN OUTCOMES

Our year-end report will include a list of all service learning courses taught during the academic year and identify those courses for which the CELT has been completed, along with the resulting attributes. We will have individual conversations with faculty who complete the CELT to gain their feedback on their results and provide support to faculty who wish to make changes to their syllabus based on the CELT results. In addition, we will present any findings and subsequent recommendations from our comprehensive data analysis. This reporting will be led by the Associate and/or Executive Director of the CCE with contributions by CCE program staff and other members of the Data Fellows team. The report will be shared internally with CCE staff, to the Interim AVP for Student Success (to whom we report) and to other administrative leaders as appropriate. We will also provide the report to our service learning faculty and the Chancellor's Office.

EVALUATE PROGRESS ON IMPLEMENTATION PLAN

Progress will be tracked primarily through S4 and to an extent via Microsoft Teams. Regular updates will occur during CCE staff meetings so that we are able to maintain the timeline and make adjustments as necessary. This will include addressing successes and challenges and updating procedural documentation and guidelines. Key components that we need to make sure are sustained include:

- ▶ Notifications and follow up to complete the CELT for new courses, courses due for renewal, and for courses that have undergone significant changes.
- ▶ Documentation of progress of completing the CELT by faculty (keeping Staff Notes and CELT status updated).

APPENDIX C. RACIAL EQUITY PLAN

CENTER FOR COMMUNITY ENGAGEMENT SUBMITTED SPRING 2021

GOAL 1, ACCESS TO SERVICE LEARNING (FOR DEFINITION OF SERVICE LEARNING, SEE PAGE 47)

The CCE will establish benchmarks and targets for more inclusive and equitable access to our Curriculum Design Series, Federal Work Study (FWS) Student Assistant Initiatives, and Service Learning Programs.

- 1) The CCE will develop tracking tools and systems to collect on-going data on:
 - a. Students enrolled in and participating in Service Learning courses and activities;
 - b. Faculty teaching Service Learning courses and participating in Service Learning activities (e.g. curriculum design, course certification, consultation, etc.);
 - c. On-campus partners collaborating on CCE activities and/or initiatives (e.g. campus offices/units/departments and the types of activities and/or initiatives); and
 - d. Community partners participating in Service Learning activities (including but not limited to target population(s) served, issue(s) addressed, campus/course/faculty partnerships, etc.).

- 2) The CCE will develop assessment tools and systems to better understand who currently accesses our programs and identify any inequities in access and participation:
 - a. Conduct an analysis utilizing IGD frameworks to identify any barriers to equitable access and inclusion for:
 - i. Student participation in Service Learning;
 - ii. Faculty participation in Service Learning, curriculum design, and Faculty Fellows program;
 - iii. Campus and Community Partner participation in Service Learning and campus-community partnership activities and events;
 - iv. Staff and Administrator participation in CCE programming, activities and/or initiatives.

Measures and Outcomes (Prioritizing the following areas):

- 1) Engaging All Students
- 2) Expanding Access
- 3) Promoting Intellectual Achievement
- 4) Building Community
- 5) Cultivating Resilience

GOAL 2, EXCELLENCE AND SUCCESS IN SERVICE LEARNING

All CCE initiatives, activities, and programming will reflect racial equity language, with an intersectional approach as a way to redistribute resources and power more equitably.

- 1) The CCE will conduct a communications and language audit and apply IGD racial equity overarching language for all CCE initiatives, activities and programming – including a plan for application for each stakeholder group:
 - a. Students, apply specific plan to FWS Student Assistant initiatives and Service Learning student activities;
 - b. Faculty, apply specific plan to faculty curriculum design activities, Faculty Fellow program, faculty meetings, events, etc.;
 - c. Campus and Community Partners, apply specific plan for partnership activities, meetings, events, communications, and programming, etc.;
 - d. Staff and Administrators, apply specific plan for staff hiring, training, professional development, program participation and communications and interactions with campus staff and administrators.
- 2) The CCE will reflect a stronger commitment to equity by centering racial equity language in all aspect of CCE operations:
 - a. Communications - review mission statement, program descriptions, marketing materials, social media platforms, etc. (including language specific to students, faculty, staff, administrators, partners, etc.)
 - b. Service Learning -
 - i. Curriculum design series, workshops, trainings, consultations;
 - ii. Guidelines and best practices (including Service Learning goals, frameworks, values, etc.)
 - iii. Student-, faculty-, and community-focused guides, manuals, and resources;
 - c. Definitions – review and redefine key terms, phrases and their use (like “excellence,” “student success,” “community,” “social justice,” “civic engagement,” “social justice,” “Public Good,” “community engagement”) in a more intentional and holistic way for ALL constituents and stakeholders;
 - d. Internal systems, protocols, practices and procedures – conduct an audit to ensure that the CCE is “leading by example” with regards to equitable, inclusive and accessible practices related to CCE operations.
- 3) The CCE will develop and implement strategies and interventions to reach access benchmarks and targets as well as achieve excellence and success measures by eliminating barriers and challenges related to:
 - a. Engaging All Students;
 - b. Expanding Access;
 - c. Promoting Intellectual Achievement;
 - d. Building Community; and
 - e. Cultivating Resilience

GOAL 3, INSTITUTIONAL RECEPTIVITY AND SERVICE LEARNING

Based on the analysis conducted in Goal 1 for more inclusive and equitable access and participation in Service Learning AND the application of Goal 2, the CCE will develop specific strategies for each stakeholder group to build capacity and institutional support needed to achieve equitable and inclusive access and excellence in Service Learning and other CCE initiatives and activities.

- 1) Based on Goals 1 and 2, the CCE will:
 - a. Identify structural and programmatic barriers that limit more equitable and inclusive access and excellence in Service Learning and related initiatives and activities;
 - b. Utilize plans, strategies and tools developed for students, faculty, staff and administrators, campus partners, and community partners (in Goals 1 and 2) as a way to leverage and/or align with BEACH 2030 values, priorities, and action plans;
 - c. Develop strategies to increase structural and programmatic capacity for greater equity and inclusive access and excellence.
 - (i) Staffing (professional staff, faculty positions, FWS student staff):
 - (1) Review and update position descriptions, classifications, responsibilities, etc.;
 - (2) Determine need for additional staffing;
 - (3) Provide additional training and professional development as well as opportunities for growth and/or advancement.
 - (ii) Programmatic - Review and update (as needed) CCE Strategic Plan through an equity, access, and inclusion lens and align current, on-going, and future goals and programming, accordingly.
- 2) The CCE will conduct an assessment report on past and current funding (last 10 years) to guide future philanthropic opportunities and develop an equity-driven development strategy:
 - a. Funding source (internal/external, private, public, grant, contract, etc.);
 - b. Kind (services, research, programmatic, etc.); and
 - c. Scope (target area, population, issues, etc.).

Measures and Outcomes (Develop and implement tools and systems to collect, maintain and report data on the following):

- 1) Engaging All Students
- 2) Expanding Access
- 3) Promoting Intellectual Achievement
- 4) Building Community
- 5) Cultivating Resilience

SERVICE LEARNING DEFINITION

Service Learning is a high impact teaching approach utilizing community-based experiential learning to connect theory and practice through critical reflection. Service Learning emphasizes learning through community service activities that are fundamental to course outcomes.

Service Learning provides benefit to students as well as community partners by promoting sustainable campus-community relationships that enhance student learning and address community-identified needs. Students develop their academic and critical thinking skills, gain a deeper understanding of course content, and develop an enhanced sense of civic engagement and social justice. Service Learning benefits both the campus and the community by developing a culture that promotes civic engagement and social justice, deepening student learning, meeting community-identified needs, and by forming mutually beneficial partnerships that expand opportunities for our campus to contribute to the public good.

Executive Order No. 1064, which establishes guidelines for campus internship policy and procedures and delegates responsibility for implementation to the campus president, states, “An internship formally integrates the student’s academic study with practical experience in a cooperating organization. It is an off-campus activity designed to serve educational purposes by offering experience in a **Service Learning**, business, non-profit, or government setting.” (EO 1064, September 9, 2011).

Source: California State University, Long Beach “Policy on Service Learning,” November 5, 2019 (Policy Number 19-13)

APPENDIX D. SERVICE LEARNING COMMUNITY PARTNER ORGANIZATIONS LIST

The Center for Community Engagement has relationships with 198 community and campus partner organizations. Approximately 100 organizations per semester were actively engaged with campus partners prior to the COVID-19 pandemic. That number has shifted to approximately 70 organizations as a result of interruptions due to COVID-19.

- 22Kill
- AbilityFirst - Long Beach
- Able ARTS Work
- Acacia Adult Day Services
- Age Well Senior Services
- Algalita Marine Research and Education
- Alicia Broadous Duncan Multi-Purpose Senior Center
- Alpert Jewish Community Center
- Alzheimer's Orange County
- American Childhood Cancer Organization
- American Family Housing - SHIP Program
- American Red Cross: Blood Donor Ambassador Program
- Aquarium of the Pacific
- Archangel Michael Coptic Orthodox Church
- Artesia Christian Home
- Associated Students, Inc. CSU, Long Beach
- AYSO Region 12
- Be The Match
- Behavior Health Services - Flossie Lewis
- Bolsa Chica Conservancy
- Boys & Girls Club of The Los Angeles Harbor
- Boys & Girls Clubs of Garden Grove
- Boys & Girls Clubs of Long Beach / Legacy Clubhouses
- Boys and Girls Club of Long Beach - NUTR 531 Project
- BPSOS Center for Community Advancement
- Break the Cycle
- Buy Ranch Direct
- Cabrillo Marine Aquarium
- California Families in Focus
- California Retirement Hotel
- California State University, Long Beach
- Californians for Justice
- Cambodian Association of America
- Carolyn Campagna Kleefeld Contemporary Art Museum at CSULB
- Casa Youth Shelter
- Catalina Island Conservancy/CSULB Collaborative
- Center for Restorative Justice Works - Get On The Bus
- Century Villages at Cabrillo
- Christian Outreach in Action
- City Fabrick/Walk Long Beach
- City of Avalon Recreation Department
- City of Buena Park Senior Center
- City of Laguna Hills Community Services Dept.
- City of Long Beach
- City of Long Beach - El Dorado Park West Center Senior Programs
- City of Long Beach - Houghton Park Senior Center
- City of Long Beach: Long Beach Senior Center
- Coaching Corps
- Coalition for Clean Air
- Coalition for Humane Immigrant Rights, CHIRLA
- Colorado Lagoon Beach
- Community Helpline
- Crittenton Services for Children & Families
- CSULB - CalFresh Healthy Living on College Campuses
- CSULB - Civic Engagement
- CSULB - Osher Lifelong Learning Institute
- CSULB Beach Building Services
- CSULB Earl Burns Miller Japanese Garden
- CSULB Hospitality Management
- CSULB Library Family Friendly Study Area
- CSULB Office of Sustainability
- CSULB-Science Learning Center-Department of Science Education
- Culver Palms Meals on Wheels
- DAYS Long Beach
- Downey High School
- Downey Unified - Rio San Gabriel Elementary
- East Yard Communities for Environmental Justice
- Economic & Policy Impact Center
- EndOil / Communities for Clean Ports
- Fair Trade Long Beach Retail Collective
- Farm Lot 59
- Filipino Migrant Center
- Food Finders, Inc.
- Food Forward
- Foundation for Second Chances
- Friends Christian School
- Friends of Ballona Wetlands
- Friends of the Los Angeles River
- Girl Scouts of Orange County
- Girls Inc. of Orange County
- Girls on the Run of Los Angeles County
- GlobalGiving
- GOALS
- Harbor Area Farmers Markets
- Harbor Community Benefit Foundation (HCBF)
- Harbor Interfaith Services
- Higher Ground Youth & Family Services
- Housing Long Beach
- Human Options
- Impulse Group
- Integrated Life, LLC
- Interval House
- Jewish Home for the Aging of Orange County - Heritage Pointe
- Joslyn Adult Center - City of Burbank Parks and Recreation
- Khmer Girls In Action
- Lake View Terrace Recreation Center
- Learning Rights Law Center
- LGBTQ Center Orange County

APPENDIX D. SERVICE LEARNING COMMUNITY PARTNER ORGANIZATIONS LIST CONTINUED...

- Lifeskills Education Advancement Program (LEAP)
- Lincoln Spring Farms
- Long Beach BLAST
- Long Beach Community Foundation
- Long Beach Community Table
- Long Beach Environmental Alliance
- Long Beach Farms, LLC
- Long Beach Forward
- Long Beach Gray Panthers
- Long Beach Immigrant Rights Coalition
- Long Beach Organic Inc
- Long Beach Rescue Mission
- Long Beach Residents Empowered (LiBRE)
- Long Beach Ronald McDonald House
- Long Beach Time Exchange
- Long Beach Unified School District WRAP
- Long Beach Unified School District: Lincoln Elementary School
- Los Angeles Alliance for a New Economy (LAANE)
- Los Angeles Boys & Girls Club
- Los Angeles Community Action Network
- Los Angeles Controller's Office
- March For Our Lives California
- McKees Rocks Community Development
- Meals on Wheels of Long Beach, Inc.
- Medcessity - Volunteer Program
- Michelson Found Animals Adopt & Shop
- MLK Recuperative Care Center
- Moonwater Farm
- Natural History Museum of Los Angeles County
- New Orleans Area Habitat for Humanity
- Norwalk Senior Center
- Operation Gratitude
- Orange County Child Abuse Prevention Center
- Orange County Communities Organized for Responsible Development
- Orange County Probation / Juvenile Hall
- Organic Harvest Gardens
- Pacific Island Ethnic Art Museum
- PalacioMagazine.com
- Palos Verdes Peninsula Land Conservancy
- Pancreatic Cancer Action Network
- Park Pacific Towers
- Pathways Volunteer Hospice
- Patrick Taylor Science and Technology Academy
- Planned Parenthood LA
- Premium Hospice, Inc.
- Prisk Elementary School
- Project Access
- Project Angel Food
- Project Optimism
- RAD Camp
- Radiant Health Centers
- Rebuilding Together Long Beach
- Repair the World
- Roundhouse Aquarium Teaching Center
(Managed by the Oceanographic Teaching Stations, Inc.)
- Ruppel Academy
- Save Our Beach
- Seal Beach Animal Care Center
- SeniorServ
- Shoestring City Ranch
- spcaLA: Long Beach Animal Shelter
- Special Olympics Southern California
- St. Luke's Episcopal Church
- Step Up Tutoring
- Strategic Concepts in Organizing & Policy Education
- Sunrise Senior Living of Huntington Beach
- Surfrider Foundation - Huntington/Seal Beach Chapter
- Surfrider Foundation - Long Beach Chapter
- Surfrider Foundation Newport Beach Chapter
- TALB Community & Civic Engagement
- Tenants United Santa Ana
- The Children's Clinic
- The Delhi Center
- The Foundation for Economic Democracy
- The Heart of Ida
- The Kennedy Commission
- The LGBTQ Center Long Beach
- THINK Together
- Thomas House Temporary Shelter
- Tibor Rubin VA Medical Center (Long Beach)
- Tidal Influence
- Tijuana Tourism and Conventions Committee
- TreePeople
- Turning Point USA
- UCLA Athletics Sports Nutrition
- University of Southern California
- Urban Community Outreach Drop In Center
- Veterans Legal Institute
- Warehouse Worker Resource Center
- Waste Not OC
- Waymakers Sexual Assault Victim Services
- Westminster Family Resource Center
- Wilmington Jaycees Foundation, Inc.
- WLCAC / Estelle Van Meter
- WomenShelter of Long Beach
- YMCA of Greater Long Beach Community Development
- YMCA of Greater Los Angeles

APPENDIX E: FORMALIZING OUR COMMITMENT TO CIVIC ENGAGEMENT AND THE PUBLIC GOOD

ALIGNING COMMUNITY AND CIVIC ENGAGEMENT ACROSS CAMPUS AND THE STUDENT EXPERIENCE.

DESCRIPTION

This initiative recognizes the importance of providing opportunities for high-impact practices for all students throughout their university experience and proposes a community-engagement pathway that begins the moment students step onto campus and continues beyond graduation, and provides an infrastructure to support the involvement of CSULB students in the university's response to Grand Challenges facing society. It has been clear well before the development of BEACH 2030, and even more so as we advance toward its implementation, that our university's values include graduating students who are active, engaged members of society and a commitment to the Public Good through all we do.

The Center for Community Engagement (CCE) is well-situated to provide a coordinating infrastructure for student community/civic engagement experiences. For more than 20 years the CCE has provided support for community engagement at CSULB, including faculty professional development relating to the pedagogy of service learning, curriculum development, partnership development, and administrative support around liability/risk management, the student placement process, and more. This facilitative role insures that faculty retain the freedom to create rich community-based learning experiences for their students while insuring that university policies are met. Service learning, however, has tended to be concentrated within the Colleges of Liberal Arts and Health & Human Services, and to a lesser extent College of the Arts (College of Education administers service learning—SERVE—courses as part of their teacher preparation program). Service learning has historically been integrated primarily into upper division courses. Large class size and the use of non-tenure track, part-time lecturers are common barriers to establishing service learning in lower-division courses.

This initiative proposes:

1. The scaling up of service learning to include courses at the lower division level and to increase the number of service learning courses in the Colleges of Business, Natural Science and Mathematics, and Engineering, increasing all students' access to service learning as a high-impact practice.
2. To include community-based learning experiences within the proposed Summer pathway that exposes incoming students to concepts of citizenship, leadership, and the connection of community engagement to their educational and career goals.
3. To coordinate service learning and other types of community-engagement learning experiences that facilitates a more seamless, developmental experience for students. Such coordination would be designed to maintain the autonomy and independence of existing programs while providing a pathway for students to engage in a variety of experiences.
4. To facilitate a combined/coordinated effort to respond to society's Grand Challenges by involving students as part of the university's responses to regional and global issues.

Community engagement experiences occur throughout the university. Students in University Honor's Program, President's Scholars, Residential Life, EOPS, UROP, and many other programs are involved formally or informally in community engagement efforts. This initiative would support and encourage the continuation of such opportunities while providing a means to create linkages to create a more visible "web" of interconnected engagement. Use of a data management system designed precisely for community-engaged activities, CalState S4, known at CSULB as *S4 @ The Beach*, will provide the technological infrastructure.

OUTCOME

This initiative is expected to:

- ▶ Increase access for all students to service learning as a high-impact practice throughout their time at the university.
- ▶ Increasing access to students in the STEM fields and in business provides important opportunities for these students to explore and define the connection between their future careers as scientists, engineers, and business leaders with their roles and responsibilities as members of their communities and of society at large.
- ▶ Expanding service learning opportunities in lower division courses provide high impact opportunities to students who are in the earlier stages of their higher education. These experiences can help students
 - > clarify their choice of major and/or career,
 - > provide valuable work experience,
 - > help them gain confidence and leadership skills, and
 - > gain a sense of agency as members of society.
- ▶ Reduce redundancy and allow for greater coordination of community engagement efforts across programs and throughout a student's time at CSULB.
- ▶ Provide a means to leverage combined resources and measure the combined impact of community engagement on students and on the community.
- ▶ Enhance communication, coordination, and collaboration among campus programs for the benefit of students.

PROJECT LEADERS

- ▶ Juan M. Benitez, Executive Director, Center for Community Engagement
- ▶ Carina Sass, Associate Director, Center for Community Engagement
- ▶ Carmen Arreola,⁴ Community Engagement Coordinator, Center for Community Engagement
- ▶ Mitra Baghdadi, Administrative Coordinator, Center for Community Engagement

⁴No longer with the CCE, position vacant since January 1, 2022