CSU-CEL Taxonomy

New Implementation Spectrum
November 6, 2020
Share 3 Words
to
Describe Service Learning
## Workshop Outcomes

<table>
<thead>
<tr>
<th>Share</th>
<th>Share why new taxonomy is being implemented and its role in supporting systemwide and campus-based CE.</th>
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</thead>
<tbody>
<tr>
<td>Learn</td>
<td>Learn about essential elements required for SL classification and how SL fits into CEL.</td>
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<tr>
<td>Identify</td>
<td>Identify opportunities for SL/CEL and desired support from CPP Center for Engagement.</td>
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20 Years of Service Learning in the CSU

Service Learning Courses (2000-2018)

Number of SL Courses

Year


1000 2261 2248 2181 2575 2588 2640 3006 3139 3478
CSU Pomona SL Data Barriers

Course Identification Challenges

• No accurate process for identifying courses
• Courses with labs can be double counted
• Incomplete data reporting and collection
<table>
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<tr>
<th><strong>Curricular Community Engaged Learning</strong></th>
<th>Curricular Community Engaged Learning (CCEL) is the collaboration between institutions of higher education and community partners (entities, organizations, or groups with whom a relationship can be developed) in which students learn and develop through participation in the collaboration; the outcomes of which address societal issues and benefit the common good.*</th>
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| **Service Learning** | *(referred as “community-based learning” on some CSU campuses)*
Service Learning is a teaching method that involves students in meaningful service that addresses critical societal and/or social justice issues. The service is an essential component of course curriculum and assessment of student learning. It is characterized by critical reflection and a collaborative partnership among the instructor, students, and community, with a focus on both student learning community impact. |
| **Common Good** | Distinguished from private or individual interests, the term “common good” refers to the material, cultural or institutional interests and goals that members of a society have in common that embody sustained mutual respect. (Adapted from Stanford Encyclopedia of Philosophy.) *(This is a functional definition for CE activities.)* |
CSU-CEL Taxonomy: Classifying a Student-Centered Approach to Community-Engaged Learning Courses

This taxonomy* identifies an implementation spectrum for a student-centered approach to CEL courses. The Chancellor's Office defines service learning as one type of CEL which must include all six essential elements from the CEL taxonomy.

A CEL survey tool based on this taxonomy help with the application of attributes by asking faculty about their teaching and community partnership practices.

*PDF of chart will be provided.
### Six Essential Elements for Service Learning

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<th>Required Element for SL</th>
<th>Description</th>
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<tr>
<td>Reciprocal Partnerships</td>
<td>Reciprocal partnerships and processes shape community activities and course design to enhance student understanding of the importance of community learning.</td>
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<tr>
<td>Student Community Involvement Benefits the Common Good</td>
<td>Involvement has a specific benefit to the material, cultural or institutional interests that members of society have in common. It is intentional, planned for, communicated and assessed with community partners in mind.</td>
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<tr>
<td>Academically Relevant Community Involvement</td>
<td>Student community involvement is relevant to and integrated with the discipline-based academic content and assignments.</td>
</tr>
<tr>
<td>Explicit Civic Learning Goals</td>
<td>Civic learning goals are articulated and develop students’ capacities to understand and address critical social issues.</td>
</tr>
<tr>
<td>Reflection Facilitates Learning</td>
<td>Critical reflection activities and assignments integrate classroom and community learning.</td>
</tr>
<tr>
<td>Integrated Assessment of Student Learning</td>
<td>Student learning assessment addresses both the discipline-based and civic learning goals. It also includes learning from community involvement.</td>
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### Example of CEL Implementation Spectrum

#### Implementation Spectrum

<table>
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<tr>
<th>Location</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>INSTRUCTOR AND COMMUNITY PARTNER COMMUNICATE DIRECTLY OR THROUGH CAMPUS SL/CE OFFICE</strong>&lt;br&gt;The communication between instructor and community partner includes course overview (e.g., learning outcomes, syllabus) and the value of the partnership to both community and student learning is shared with students.</td>
<td></td>
</tr>
<tr>
<td><strong>INSTRUCTOR AND COMMUNITY PARTNER MEET VIRTUALLY OR IN PERSON TO DISCUSS THE COURSE (E.G., PREPARATION/orIENTATION OF STUDENTS, LEARNING OUTCOMES, SYLLABUS), AND TO IDENTIFY HOW THE COMMUNITY PROJECT CAN ENRICH STUDENT LEARNING AND BENEFIT THE ORGANIZATION'S MISSION AND WORK WITHIN THE COMMUNITY. THE VALUE OF THE PARTNERSHIP TO BOTH COMMUNITY AND STUDENT LEARNING IS SHARED WITH STUDENTS.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>INSTRUCTOR AND COMMUNITY PARTNER COLLABORATE AS CO-EDUCATORS</strong>&lt;br&gt;The instructor and community partner collaborate as co-educators in various aspects of course planning and design (e.g., learning outcomes, readings, preparation/orientation of students, reflection, assessment) and together they identify how the community project can enrich student learning and add to the capacity of the organization in meeting community needs. The value of the partnership to both community and student learning is shared with students.</td>
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Cal Poly Pomona | Center for Community Engagement
Impacts for Faculty Eval/RTP and Colleges

Faculty
• Teaching
• Research and Publications
• Service
• Tenure Line RTP
• Lecturer Evaluation

Colleges
• Mission
• Accreditations
• Partnerships
• Collaborations
• Development

THE URGENCY AND RELEVANCE OF COMMUNITY ENGAGEMENT

“The Urgency and Relevance of Community Engagement: How Institutional Values are Manifested through Commitment to the Public Good,” California Campus Compact, June 2020

STANDARD 9: ENGAGEMENT AND SOCIETAL IMPACT
9.1 The school demonstrates positive societal impact through internal and external initiatives and/or activities, consistent with the school’s mission, strategies, and expected outcomes.

“2020 GUIDING PRINCIPLES AND STANDARDS FOR BUSINESS ACCREDITATION,” The Association to Advance Collegiate Schools of Business (AACSB), July 2020

Cal Poly Pomona | Center for Community Engagement
Call for Community-Engaged Learning Attributes

- Strengthen existing SL
- Opportunities for CEL
- Additional resources

Two common attributes and new attribute values will be released systemwide to each campus:

- “CSLI” for courses meeting the SL criteria.
- “CCEL” (Curricular Community-Engaged Learning) attribute to recognize courses that fall within a broader community-based learning category, but do not meet all SL criteria. Values: R (required); O (optional); EC (extra credit)

A community-engaged learning tool has been developed to differentiate between

- Curricular Community-Engaged Learning courses and
- Service Learning courses.

Feedback has been received and incorporated from campus Centers of SL/CE staff and from select faculty from seven CSU campuses.