Executive Summary

In 2005, California State University, Bakersfield, (CSUB), developed five goals connected to the mission of the university. Strengthening Community Engagement is articulated as one of the five goals and is central to the core identity and future of the university. Several objectives are defined as a part of the community engagement goal. These objectives include: • Collaboration with partners in K-12 education, community colleges, and community-based organizations to advance educational attainment within the region, including: a. increasing high school students eligibility rates for college admission; b. increasing college-going rates among recent high school graduates; and c. increasing transfer readiness and success for community college students • Partner with public and private organizations, elected officials, and other entities to support regional economic development • Collaboration with community partners to enhance the quality of life in the region, including health status, and cultural and youth enrichment • Improving accountability to the public for the educational effectiveness of the University

In 2009, a university workgroup was formed to review CSUB’s community engagement progress. The workgroup found that the university is significantly engaged in the community, but lacked a central repository for initiating, supporting and documenting community engagement. The workgroup recommended the creation of a central office to meet this need.

Based on the recommendations, two offices, the Career Development Center, (CDC), and the Community Partners and Service Learning Office, merged during the 2009/2010 academic year. The new office is called the Center for Community Engagement and Career Education (CECE) and was officially launched in September 2010. CECE reflects CSUB’s commitment to community service, career development, and service learning. The Center explores, develops, and actualizes creative means by which CSUB can a) partner with community entities (e.g., local governments, K- community colleges, business and industry, non-profits) to improve the quality of community life through student service learning projects and faculty engagement and b) prepares students to enter the workforce through a comprehensive and integrated approach to career development.

The mission of CECE is to prepare students for lifelong learning and development through community engagement and career education by forming strong partnerships with community organizations, employers, and CSUB students, faculty, and staff.

The Center for Community Engagement and Career Education serves as the central repository for all CSUB community engagement activities. Academic internships, volunteer opportunities,
service learning, and community focused activities will be expanded using new career services management system technologies, increased outreach on campus and within the community, and the development of new community-based partnerships to further strengthen the relationship between the university and the community.

The Center for Community Engagement and Career Education is led by a director focused on service learning and career education, and a coordinator from the faculty ranks focusing on community engagement. The faculty community engagement coordinator is dedicated to outreach within the community and on-campus to connect community needs with faculty and student expertise. The director and coordinator work together on planning and assessment to develop and evaluate community engagement and career education strategies for CSUB.

**Award Description**

**Positive impact on student learning, transitions, retention, and/or success.** CECE’s mission is to prepare students for lifelong learning and development through community engagement and career education by forming strong partnerships with community organizations, employers, and CSUB students, faculty, and staff. Center goals (and objectives) include the following: provide opportunities that promote student development (create opportunities for personal growth, stimulate intellectual development, increase civic engagement, promote social competencies), enhance the quality of campus life (create programs, services, and traditions that connect students and community members to the campus, increase awareness of, access to, and quality of services provided by CECE, collaborate with campus and community stakeholders on programs and services), partner with academic affairs to improve recruitment, retention, and graduation rates (utilize the Institutional Research, Planning, and Assessment Office to determine how CECE supports retention and graduation, and plan programs accordingly, educate the campus about how participation in CECE programs and services enhances academic success, maintain an active presence in outreach, applied learning experiences, and other initiatives that foster and improve recruitment, retention, and graduation rates), and develop and conduct assessment to ensure evidence-based practices (conduct assessments to measure university learning outcomes within CECE on an annual basis, report quarterly on the effectiveness of objectives, review goals and objectives annually and revise practices as needed based on program outcomes assessment).

**Relevance to institutional mission.** CECE pursues several initiatives to meet the mission of the Center and the university.

- Become the central entity for all university curricular and co-curricular activities associated with Community Engagement including the development of learning outcomes, data collection, assessment, and reporting; and serve as a model for other CSUs interested in integrating community engagement with career education and service learning.

- Implement an outreach campaign to engage, educate and encourage students, staff and faculty to participate in community engagement.

- Further develop relationships with current stakeholders and develop new stakeholder relationships including K - community college, corporate entities and community organizations
to explore and enhance community engagement opportunities to impact quality of life in the region.

**Demonstration of success in addressing student needs and/or critical campus issues.** CECE contributes to the academic experience of CSUB students by offering Community Service Learning courses, and the faculty coordinator teaches applied experience courses. Job postings for spring, 2010 term totaled 300, a 15% increase from spring, 2009. CECE supports five Career Peers, a peer advising/internship program. Career Peer projects include the development of new curriculum for the careers class, a promotional video for CECE, an outreach plan, website development, and the development of an on-campus clothes closet. CECE implemented a new service learning academic internship contract, a community engagement reporting form, a new career services management system, and new on-line career education tools to support the professional growth of CSUB students. Importance to one or more program areas included in this category. CSUB’s CECE is unique within the CSU system in that it comprises Career Education, Service Learning, Volunteerism, Internships, and Community Engagement. As a function of these initiatives being housed in the same Center, CECE is able to take a comprehensive and integrative approach to fostering both civic engagement and career skills.

**Collaboration with academic affairs and other departments.** CECE sponsors a Community Engagement Faculty Fellows program to create faculty ambassadors in support of service learning and community engagement. The Center has implemented an on-line community engagement reporting form for faculty, students, and staff to document and celebrate community engagement activities. CECE offers quarterly information sessions focused on community engagement opportunities and collaborates with School Deans, the Department Chairs Leadership Council, the Academic Senate, and the Committee for Academic Requirements and Standards to facilitate participation in community engagement by developing standards and support through the Center and the Faculty Teaching and Learning Center. CECE collaborated with Procurement and Risk Management to developed comprehensive risk management standards using CSU resources and best practices and has developed a community engagement advisory council comprised of internal and external stakeholders to help guide the Center’s initiatives. The Center has an ongoing public awareness campaign to promote CECE to community stakeholders and includes community engagement information at all career education workshops and recruiting events. CECE regularly engages community-based organizations including cooperatives, the Chamber of Commerce, local governments, non-profits, and community development groups to develop relationships and participate in community advancement.

**Originality and creativity.** As noted above, the organizational model for CECE is unique within the 23-campus system of CSU in its integration of career education, service learning, and community engagement. This integration affords students the opportunity to acquire both civic and career skills and, of equal importance, allows Center staff and University faculty to impart to students an understanding of the relationship between civic responsibility and career preparation.

**Effective use of technology and other resources.** CECE utilizes a web-based career services management system, Runnerlink, that provides students, faculty, staff, and employers, and community partners access to a broad array of services, including student/employer registration,
resume referrals and books, interview scheduling, contact management, appointment scheduling, placement tracking, document management, career event management, mass emailing, and surveys. Through RunnerLink, CECE is able to determine number of student views and application conversion rates related to service learning opportunities, promote volunteerism, academic internships, and community service opportunities.

CECE utilizes TaskStream to design, document, and manage Center accountability goals and processes. These goals, in turn, initiate planning activities at the program level where essential skills are defined and student performance outcomes are measured. The resulting data-documented student achievement, programmatic success, and Center effectiveness provide the means to demonstrate and manage success over time.

TaskStream’s Accountability Management System enables CECE to promote campus-wide collaboration and communication regarding the Center’s effectiveness by providing a communication and resource hub for all of CECE’s accountability, outcomes assessment, and continuous improvement initiatives.

**Innovative practical use of research and/or assessment and linking to learning outcomes.**

CECE prepares term- and academic-year reports to document the number, type, and quality of interventions, as well as interactions and events in support of career education, service learning and community engagement. Reports include the number of students who review service, volunteer, internship, and community engagement opportunities. Quarterly reports inform practice, set standards and benchmarks, and create the opportunity to identify and highlight areas of excellence.

CECE builds learning outcomes for service learning courses using rubrics based on criteria established by university learning outcomes (ULOs) for CSUB students. ULOs include critical reasoning and problem solving, discipline- and career-based learning, numerical literacy, engagement and personal/interpersonal development, and ethical competencies. Rubrics are being developed with academic departments and are shared with the University Assessment Fellows, the Committee for Requirements and Standards, and the Academic Senate. The learning outcomes have created an opportunity for CECE to assess the learning experience for students who participate in community engagement and career-related activities. Evidence of sustainability. The merger of the Career Development Center and the Community Partners and Service Learning Office to create CECE allows the Center to benefit from existing resources including support staff, the use of a comprehensive career services management system to promote and process service learning opportunities, the utilization of ample office space, and deployment of a cadre of career peers who are trained to serve as campus ambassadors for academic internships, volunteer opportunities, and service learning. The CSU Chancellor’s Center for Community Engagement has provided funding for CECE, and CSUB’s Vice President for Student Affairs has made the Center a top priority for funding within the Division. Additionally, CECE regularly seeks funding from external sources in the form of grants and contracts.

**Assessment Data**
The Center for Community Engagement & Career Education (CECE) was created in the fall of 2009 by merging the Center for Career Education and the Community Partners and Service Learning Office. The purpose of this merger was to leverage CSUB’s partnerships with community entities in order to create an integrated approach to experiential learning (e.g., internships, volunteerism) and comprehensive career development.

During 2009-2010, CECE’s Director, Faculty Coordinator, and staff devoted considerable effort to developing a strategic plan with mission and vision statements, goals, objectives, and an assessment plan and rubrics. This plan and one example of a rubric (Evidence Based Resume Development) are currently being implemented and are shown below.

ASSESSMENT PLAN to Measure Learning Outcomes

University & Department Learning Outcome Goals Educational Intervention Assessment Methods Timeline Responsibilities Use of Results and Process for Documentation & Decision-Making

University Learning Outcome Goal: Students will demonstrate discipline-based knowledge and career-based learning. Students will successfully engage in career preparation and planning.

CECE Department Goal: Engage, educate and empower students through meaningful community engagement and career-related opportunities, advising, and programs. CECE will measure career education advising by assessing outcomes of resume development instruction. Students will use analytical abilities to develop resumes. Students will receive instruction on this unique resume development method during individual counseling sessions and workshops. CECE will teach resume development and an exercise will be administered immediately after the teaching moment. A rubric has been constructed to measure students’ ability to assess their skills and experiences. CECE will collect data throughout the year. Data are collected after resume counseling sessions and workshops. Data will be reviewed at the close of the year. CECE staff will collect data. CECE’s director will review and interpret data using a scoring rubric. Results of the assessment will be used to determine if students understand the resume development method. If the results indicate the method is too complex, adjustments will be made to teach the process differently and/or change the process to ensure students develop the ability to write persuasive resumes using analytical skills and self assessment.

1. What We Want Students to Learn
   Student Learning Outcomes
   List the outcome(s) you expect students to achieve. The university learning outcome being measured is critical thinking. CECE’s assessment goal is, “Engage, educate and empower students by offering meaningful community engagement and career-related opportunities, advising, and programs.” Assessment incorporates educating and advising students with the goal of measuring critical thinking abilities related to resume development. The outcome CECE expects - Students will be able to assess skills and experiences using the WHO Resume Development Method to create an Evidence-Based Resume.
   Learning Criteria
   List the criteria or specific qualities desired in student work. Learning Activity – Students will be coached on Evidence-Based Resume development using the WHO method during workshops, classroom setting, and individual appointments. Competent: Using the WHO Leveraging Experience assignment, students demonstrate ability to assess an
experience by listing What they did, How they did it, and an Experiential Outcome. Acceptable: Using the WHO assignment, students demonstrate ability to assess an experience by listing What they did, and can include How they did the work OR an experiential Outcome. Poor: Using the WHO assignment, students are unable to demonstrate ability to assess an experience. Students list What they did but are unable to list How they did the work OR an experiential Outcome.

Standards for Your Course/Program’s Success State percentage of students you expect will achieve this ULO at what level by the end of the course/program. 75% will meet the level of Competent 20% will meet the level of Acceptable 5% will meet the level of Poor

2. What Evidence Do I/We Use to Assess Their Learning? 1 2 3 Evidence Describe summative evidence and the size of the sample Sample size is 75. Assessment Tool/Method List the assessment tool/method you use to analyze lines of evidence. After introducing the WHO method, students will complete the Leveraging Experience Exercise. Students will assess a task associated with work, volunteer, or other activities. Students will be asked to list What they did, How they did the work and Experiential Outcomes. Assessment Process Describe assessment used to analyze lines of evidence. Student responses on the Leveraging Experience Exercise will be analyzed to determine levels of critical thinking. Participants List who assessed evidence. Director, Center for Community Engagement & Career Education

3. How Well Are They Learning (And So What)? Results of Student Learning List the results of lines of evidence. Competent = 47/75 or 63% Acceptable = 24/75 or 32% Poor = 4/75 or 5% Achieving Standards Based on results from all lines of evidence, did your students achieve the level of success your program expects? (Yes/No) More students are in the Acceptable range than the Competent range, but numbers are encouraging. The Poor category is very low relative to the other two categories, demonstrating a higher level of ability to conduct self-assessments. Discussion of Results for Program Improvements Based on discussions with others about your results, list what you have discovered about student learning and the significance of these findings. Students understand the basic concepts of conducting self-assessments on skills and experiences with 95% of students reaching the level of acceptable or higher. Participants in Discussing/Reviewing Results List who participated in discussing learning results and implications. Entire CECE staff.

4. Now What (Plan to Improve)? 1 2 3 Proposed Changes Describe the proposed change to improve your program. CECE will continue to offer resume development career education workshops and purchase a new on-line resume development program that embodies our Evidence-Based Resume Method. Rational for proposed change Explain how the proposed change explicitly ties to results from this year’s assessment of student learning and how this change will contribute to improvement of the program. Our goal is for 75% of all students to understand how to assess experiences using the WHO Evidence-Based Resume Method. We know students use our electronic services. This year’s results impacted the decision to purchase the on-line system as another means to educate students. Proposed completion effective dates The quarter when the proposed change will be completed or effective. Changes will be effective Fall, 2010 with the implementation of the new on-line resume development system.
5. Reflection on Assessment Process 1 2 3 Strength List strength of assessment practices for this ULO. The assessment practice to measure critical thinking included teaching moments through workshops, lecture and individual appointments, with an assignment immediately following the moment. Modifications List what you would like to improve in existing assessment process.

6. “Closing the Loop” (Status of Proposed Action Item) 1 2 3 Next Step Enter brief description of each proposed change. CECE will use an on-line resume development system to complement the current presentation and counseling sessions. Status of Next Step Write whether each proposed change has been “completed,” is still “in progress,” or has “not started.” Include when each change was or will be completed. In progress. The on-line resume system will be launched Fall, 2010. Impact of Change Describe how each change contributes to the improvement of the quality of your program/assessment practices. If unknown, state why. The on-line resume development system will offer additional educational moments to teach students how to conduct self-assessments. Evidence of Impact Describe how you know each change contributes to the improvement of the quality of your program/assessment practices. If unknown, state why. Students who can critically think about their experiences will produce more persuasive resumes, and will do better during an interview due to the assessment.