

Center for Community Engagement (CCE) 3-Year Strategic Plan (2024 – 2027)

Mission and Guiding Statement

The Center for Community Engagement (CCE) oversees, facilitates, and supports community-centered, equity-anchored High Impact Practices (HIPs) such as Community Service Learning, Academic Internships and Community-Based Participatory and Action Research as well as other campus-community projects, events and initiatives focused on student success and aligned with CSULB's *Beach 2030* vision and goals identifies, builds and strengthens the institutional infrastructure needed to support, scale, and sustain equity-anchored programming that advances student success across CSULB and advances the *Public Good* in the communities we serve.

Strategic Priorities

- 1. Marketing and Communications:** *Develop and implement a comprehensive marketing and communications plan that builds, elevates and strengthens the profile, visibility and the engagement of the CCE on campus and in the community and helps to promote, advance and garner support for community engagement within the broader purpose and mission of the university while engaging stakeholders to support and promote the broader goals and strategies of the CCE.*

Year One -

- Update and revise the CCE *Mission and Guiding Statement* to align with CCE Strategic Priorities and CSULB's *Beach 2030* Strategic Plan.
- Constitute a CCE Advisory Board (leveraging the Academic Internships Office founding Advisory Board) to support future planning, serve as strategic partners, and advance the work and goals of the CCE.

Year Two -

- Develop a plan to engage nonprofits, community organizations, city departments, and the business community to help serve as champions and advocates of the CCE's Inclusion, Diversity, Equity, Access (IDEA) efforts grounded in high-quality, high-impact experiences, programming and projects while providing input and feedback to the CCE and CSULB on HIPs.
- Identify and activate an alumni and campus-community stakeholder network to help advance the work and goals of the CCE.

Year Three -

- Conduct an inventory and audit (in alignment with the CCE's Racial Equity Plan) of CCE marketing and communications through a racial equity lens framework.
- Assess CCE communications and outreach focused on community partner-based programming (including Academic Internships, Service Learning, and Community Based Research) to ensure alignment with CCE Strategic priorities and with *Beach 2030* initiatives (e.g., Student Ready University - High Impact Practices - and the Public Good).

Years One, Two, and Three (Ongoing) -

- In alignment with CSULB's *Beach 2030*, promote the impact and effectiveness of the CCE's equity-anchored HIPs, programming and other forms of community engagement as well as the CCE's mission, values, programs, activities and services as reflected in all marketing, communications, and social media materials, such as but not limited to:
 - Branding (e.g., logos, informational and presentation materials)
 - Website content and design

- Printed materials (e.g., brochures, reports), Newsletter, E-communications, etc.
- Social media postings (content and design)
- Develop new and/or strengthen key, strategic campus partnerships with the Academic Senate, Deans/Associate Deans, and other campus influencers and stakeholders to support and advance the mission and goals of the CCE.
- Collaborate with key, campus partners such as but not limited to the Career Development Center (CDC), Dream Success Center, Office of Belonging and Inclusion, Student Services and others to develop common language, understandings and best-practices. As a part of this, create combined/shared information, documents, resources, and tools that inform community and campus stakeholders (e.g., community partners, employers, students, staff) of all their options in providing Service Learning, Academic Internships and other experiential learning opportunities on and off campus.

2. Assessment and Evaluation: *Develop and implement a comprehensive, data-driven, equity-anchored assessment plan that evaluates both the achievement of student learning outcomes and the efficiency and effectiveness of the CCE's high impact programs, projects and practices that are in alignment with campus-wide student success and Institutional Assessment efforts.*

Year One -

- Develop metrics that include student success indicators such as but not limited to: time to degree, GPA, graduation rates, post-baccalaureate education, job acquisition after college, and other non-traditional student success indicators. The plan should include collection of direct and indirect assessment data on student, faculty, and community partners and 'closing the loop' actions for program improvement.
- Strengthen S4 infrastructure and develop recommendations/considerations and an "action plan" to build CCE and/or campus capacity to use S4 @ The Beach for CCE and/or campus tracking and reporting on HIPs.
- Develop and implement a Partnership Development Plan based on authentic, reciprocal and mutually beneficially campus-community partnerships that leverage community and campus assets, resources, gifts and talents around providing equity-anchored HIPs and addressing community-identified issues and needs while building campus-community capacity around genuine community engagement, student success and the public good.

Year Two -

- Implement a comprehensive, data-driven assessment plan that evaluates student success (e.g., retention, persistence, time to degree, graduation) related to student participation in experiential learning, including service learning, academic internships, and community-based research.
- Implement a comprehensive, data-driven assessment plan that evaluates the efficiency and effectiveness of CCE paid internship programs. The plan should include collection of direct and indirect assessment data on student success indicators and the intrinsic values of participation, such as, career confidence, sense of belonging, engagement, developing self-confidence, and experiences with diverse ideas and people.

Year Three -

- Build on preliminary research and leverage findings of projects such as CSULB's HIPs @ The Beach and Data Fellows focused on the correlation between HIPs (Academic Internships and Service Learning) and student success indicators to guide assessment and continuous improvement.
- Based on the CCE Racial Equity Plan, conduct a racial equity inventory on programs (SL, AI, CBR, etc.), and on CCE community partners (including Academic Internships, Service Learning, and Community Based Research) to align with Beach 2030 initiatives, Student Ready University (High Impact Practices) and the Public Good (Partnership Inventory).

Years One, Two, and Three (Ongoing) –

- Provide infrastructure and programming support to university-wide paid internship programs to: increase student engagement, successful participation in these paid internship opportunities (including but not limited to College Corps @ The Beach, Long Beach Community Internship Program, Project Resilience, Catalyst for Change, Project Rebound, Dream Success Center).
- Innovate, expand, develop, and provide infrastructural support to paid internship opportunities by:
 - Enhancing, strengthening and scaling current programming.
 - Identifying additional funding sources to support paid academic internships.
 - Expanding micro-internship pilot programs to engage more students.
 - Expanding LBCIP criteria to increase student participation.
 - Providing S4 technical programmatic support, including but not limited to: California Consortium Public Health Informatics and Technology (CCPHIT) Workforce Development Program; Applied Data Science Program; and, expanding funding opportunities to support STEAM-related internships.

3. **Infrastructure and Capacity for Equitable HIPs:** *Through CCE programs, projects, and activities epitomized by mutually beneficial and reciprocal relationships and partnerships centered around inclusion, diversity, equity, access, and social justice; build and strengthen CCE infrastructure and capacity to achieve CSULB's vision of excellence by expanding, strengthening and creating, "... more opportunities to implement impactful curricula and experiential learning, and open doors for even more ambitious projects for the public good" (Beach 2030).*

Year One -

- Develop a comprehensive CCE Experiential Programs Handbook for Service Learning and Academic Internships that includes but is not limited to: an overview of program best-practices and protocols, key policies and systems, CCE Programs Troubleshooting Guide, Frequently Asked Questions, and a CCE Partnership Cycle.
- Conduct a CCE inventory and analysis of current, formal community partnerships utilizing a racial equity framework and in alignment with the CCE's Racial Equity Plan.
- Reconfigure the existing CCE office space and advocate for the renovation of the space to house the new Academic Internships Office, update the entire center and/or identify new office space possibilities.

Year Two -

- Develop new and/or expand current Community-Based Research (CBR) opportunities around action and participatory research with a policy and/or project-based focus in collaboration with other departments/programs/units on campus.
- Support the College and University level Retention, Tenure and Promotion (RTP) process to ensure that "Scholarship of Engagement" and other forms of "Community Engagement" are included as essential criteria in RTP and provide ongoing support for faculty in their RTP journey.
- Support the campus-wide Beach 2030 "community partnership inventory" process as a part of the Advancing Partnerships for the Public Good (APPG) action zone.

Year Three -

- Conduct an inventory of HIPs across CSULB identifying gaps, opportunities and areas to strengthen campus infrastructure and capacity for more equity-anchored HIPs.
- Review the CCE's Campus - Community Partnership Development Plan and Partnership Cycle as well as other key CCE operational and programming practices and protocols to ensure alignment and compliance with CSU CO and CSULB policies and procedures.

Years One, Two, and Three (Ongoing) –

- Secure adequate funding, resources and support for CalState S4 (S4 @ The Beach) management/oversight (including staffing and any related resources needed to provide campus-wide support) to align with Beach 2030 initiatives related to tracking student participation in HIPs.

- Identify, build and strengthen CCE infrastructure and capacity needed to support, scale, and sustaining to strengthen and expand equity-anchored Service Learning, Academic Internships and other Community-engaged Learning opportunities and programming that will advance student success across CSULB for students across campus by:
 - Expanding the use of CalState S4 (S4 @ The Beach) across campus.
 - Transition from Version 2.0 of CalState S4 to Version 3.0 as an “Early Adopter.”
 - Update and “scrub” current data on S4 to ensure accurate, up to date, and consistent data monitoring, tracking and maintenance.
 - Identify and implement a centralized database and/or systems for tracking Student Field Placement Agreements (SFPAs) where stakeholders across the university can review existing contracts.
 - Help to establish a campus-wide Academic Internship Policy through the Academic Senate in alignment with CSU EO 1064 that ensures CSULB is in compliance for academic internship opportunities and programming.
 - Identify and implement campus-wide systems to track and report issues at Service Learning and/or Academic Internship sites, which can be reviewed by key campus stakeholders.
 - Liaise with Risk Management and Contract Services to develop resources on risk management and contracts protocols and procedures to communicate expectations to colleges, departments, and programs.
 - Interface with colleges, departments, and programs to provide resources, best practices, and guidelines to complete experiential learning site risk assessments and SFPAs.
 - Develop new and/or expand current Service Learning and/or Academic Internship opportunities with a policy and/or project-based focus in collaboration with other departments/programs/units on campus (e.g., micro-internships).
 - Secure additional funding, resources, and support to continue implementing and expanding Academic Internship programming such as but not limited to College Corps @ The Beach and the Long Beach Community Internship Program (LBCIP).
- Develop an effective staffing plan and organizational chart that will meet the essential needs to support Service Learning, Academic Internships and Community-Based Research in the CCE.
 - Secure commitment for funding to hire faculty fellows to liaise with campus departments and advise on program development.
 - Fulfill current staffing positions, resources and needs (e.g. fill current open and soon-to-be open staff positions) while maintaining programing and operations (including the newly created Academic Internships Office).
 - Secure commitment for funding for additional appropriate staffing needed to be added to cultivate community partnerships, data and risk management, student advisement and faculty support.
 - Build CCE staff capacity through professional development training in project management, data management and analysis, Truth and Racial Healing and Transformation, and Intergroup Dialogue.

CCE Strategic Plan Review: Not going to fundamentally change and/or add to the broad goal areas and/or mission and guiding statement (some wordsmithing may still be needed), no more than 3 major bullet points within each area, all bullet points need to be actionable/measurable – e.g., outcomes focused, need to be in alignment with self-study (including external review, PARC Report, and Academic Affairs MOU):

- 1) *What have we already accomplished?*
- 2) *What is in the “wrong” place or not sure if it “fits”? What doesn’t belong or needs to be taken out?*
- 3) *What is missing? What else do we want to add?*
- 4) *What needs to be revised/edited/updated?*
- 5) *What questions do I have?*