



Memorandum of Understanding

This MOU has been read and approved by:

Program Director Juan M. Benitez Date: 2/13/2024
Juan M. Benitez

AVP Undergraduate Studies Kerry Johnson Date: 2/13/2024
Kerry Johnson

Vice Provost Academic Programs: Jody Cormack Date: 2/13/2024
Jody Cormack



Memorandum of Understanding
Center for Community Engagement (CCE)
Academic Affairs
June 2023

This Memorandum of Understanding outlines the consensus reached by the Center for Community Engagement (CCE) Program, Undergraduate Studies and Academic Advising, and the Division of Academic Affairs, based on the recently conducted program review (Self-study in April 2022, external review site visit in Fall 2022, and UPRC report in February 2023). It describes the goals to be achieved, and the actions to be undertaken by all parties to this MOU to achieve these goals, during the next program review cycle. Progress toward goals is to be addressed in an annual report.

The CCE aligns with the governor's Call to Service Initiative, established in 2000, to support the advancement of service learning. The CCE oversees, facilitates, and supports community-focused High Impact Practices (HIPs) 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. CCE is tasked with upholding the CSULB Policy on Service Learning (approved 11/5/19) and administering the certification and risk mitigation process by which courses are combined with service learning. This is the first program review for the CCE, therefore there is no prior MOU.

Strengths were identified in the reports.

- The CCE is a leader in improving student engagement on campus, particularly in regard to the high-impact practice of Service Learning. Their work to build and support service learning directly advances our campus BEACH 2030 Strategic Priorities of: *Engage All Students, Promote Intellectual Achievement, and Build Community*.
- The Center has over 100 community partners and manages between 59-77 service learning contracts taught by 30-44 faculty with total enrollments of 1,282-1,850 students annually.
- The CCE leadership have been central to critical "campus-wide initiatives such as Inter Group Dialog and the Truth, Racial Healing, and Transformation Campus team, as well as 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)".
- The CCE is to be commended for its CSULB Carnegie Classification for Community Engagement (in 2008 and 2015) for community engagement in recognition of the institutional mission, commitments, values, learning outcomes, curricular practices, co-curricular activities, assessment and community partnerships.
- The CCE has been a campus and system leader in the implementation of S4@theBeach.

Concerns or Opportunities for Development were noted in the reports.

- In terms of the CCE, it is noted that the current staff of 4 has not grown in proportion to the growth and services offered by the CCE, and it also limits the ability of the CCE to grow further in



support of our campus strategic plan. In addition, the reports also comment on the lack of support for faculty that the CCE staff engage with to build service-learning programs.

- There has been a lack of clarity and communication in terms of CCE resources and funding.
- The CCE has identified administrative barriers in accommodating (cost, access, contracts) campus community partners who come to campus for meetings or events.
- The CCE has an opportunity to update their mission to reflect the goals of the Center in relation to the growing importance of “scholarship of engagement” within higher education and Beach 2030 and the workforce needs of CA.
- The CCE needs to engage in a strategic planning process to further the goals of the Center and to determine how the new Academic Internships Office envisioned to be within the CCE will support staffing, resources, programming, service delivery, space, etc...
- Due to the specialized expertise within the unit, the CCE has an opportunity to be a leader on campus in the areas of service learning, community engagement, and other related HIPs. There is an opportunity to increase the profile and the engagement of the CCE within the campus.
- Although the CCE has learning outcomes, they could be revised to reflect more specific and measurable outcomes at the student level. Although the Center engages in many assessment activities, they do not currently engage in comprehensive assessment of the CCE’s learning outcomes. CCE has an opportunity to develop and implement a comprehensive, data-driven assessment plan that evaluates both the achievement of student learning outcomes and the efficiency and effectiveness of the CCE. Additionally, much of the work that the Center is already doing could support Institutional Assessment efforts.

It is therefore agreed that the Center for Community Engagement will:

1. Garner support from Academic Affairs and build and maintain relationships that ensure the CCE is consistently included as a major stakeholder in strategic planning conversations and implementation of projects involving the CCE’s role in fulfilling the larger purpose and mission of the university.
2. Engage in dialogue with Academic Affairs regarding investing resources in CCE’s infrastructure and staffing, as resources permit.
3. Develop a clear communication and budgeting process regarding the CCE annual budget and allocation of assigned time. It is also recommended that CCE advocate within the Senate, Colleges, and Academic Affairs to recognize and support service learning and scholarship of engagement within the budgeting, RSCA, and RTP policies and processes.
4. Expand/update the mission to reflect in more detail the goals of the Center in relation to the growing importance of ‘scholarship of engagement’ within higher education, Beach 2030 and the workforce needs for CA, and to post the updated mission on its website.
5. Engage in a comprehensive strategic planning process that includes resources related to the new Academic Internships Office (staffing, resources, programming, services, space, etc.), reviewing and reconciling/prioritizing ongoing and/or upcoming extra-contractual projects, developing a marketing plan and a plan to engage CCE alumni as a source of support, as well as establishing an advisory board and updating its website.



6. Develop student-centered learning outcomes and implement a comprehensive, data-driven assessment plan that evaluates both the achievement of student learning outcomes and the efficiency and effectiveness of the CCE. The plan should include collection of direct and indirect assessment data on CCE student and faculty participants and 'closing the loop' actions for program improvement. Provide an annual update (due June 1) on progress made towards MOU actions to the Associate Vice President for Undergraduate Studies, the Vice Provost for Academic Programs, and the Coordinator of Program Review and Assessment. Your review cycle will therefore be from 2023-2030. A comprehensive self-study will be due June 2030 for a 2030-2031 Academic Year review process.

It is therefore agreed that the Academic Affairs will:

1. Dialogue with the CCE regarding investing resources in CCE's infrastructure and staffing, as well as developing a clear communication and budgeting process regarding the CCE annual budget and allocation of assigned time.
2. Support the CCE by exploring the potential of providing faculty with professional development opportunities and potential re-assigned time to develop and administer service-learning courses.
3. Support the CCE as it engages in a comprehensive strategic planning process that includes developing a marketing plan and a plan to engage CCE alumni as a source of support, as well as establishing an advisory board and updating its website.
4. Support the CCE by investigating administrative barriers in accommodating (cost, access, contracts) campus community partners who come to campus for meetings or events and recommending policy change as appropriate.

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