EXECUTIVE SUMMARY

Partnering Academics with Community Engagement (PACE) focuses on student engagement through community projects that enhance learning, using academic community engagement. This Plan is aligned with our institutional Mission of cultivating an "…environment of engaged, experienced-based learning, enriched by active community service, that prepares students of diverse ages and backgrounds to succeed in their lives and careers" and Strategic Plan emphasis on providing students with an "engaged, experienced-based learning, enriched by active community service."

Development of the plan involved the broad-based input of students, faculty, administrators, community members, and alumni throughout the planning and implementation stages of the project; they provided feedback at several meetings and through survey and other data collection mechanisms, and were invited join the Steering Committee and its subcommittees. These constituent groups will also be involved in the management and oversight of the project as invited members of the implementation and advisory bodies.

PACE will employ academic community engagement and a variation on service learning to impact student learning outcomes including critical thinking, problem solving, and communication. Additional program-level outcomes include increases in community engagement pedagogies, increased student course completion rates, and increased student engagement with the community. As noted in the literature, community engagement and service learning have been shown to be beneficial to student and faculty engagement in the learning process. Service learning is defined as a credit-bearing educational experience that is course-based, in which students participate in an organized service activity that both meets the needs of a community partner and allows students to reflect on the experience in order to gain deeper understanding of course objectives, knowledge, and /or skills.

Multiple assessments such as the ETS Proficiency Profile, the National Survey of Student Engagement, course-embedded assessments, and measures of student perceptions of community service, as well as additional tracking of both student and faculty academic community engagement activities will be utilized during the project to gauge achievement of both student and program outcomes and to guide project development.

Institutional accountability for the delivery of **PACE** will reside within the Office of Academic Affairs, and the QEP Director is responsible for day-to-day management and delivery of the project including participant recruitment and selection, professional development, faculty training, fund management, and oversight of the community engagement activities. The QEP Director is also responsible for compiling and presenting annual project reports.

SECTION VII

ACTIONS TO BE IMPLEMENTED

In order to have a successful plan it is imperative that a series of action steps are designed and followed to allow for continual checking of the institutional context, the extent to which outcomes are being met, and necessary revisions take place before full implementation occurs. Following the suggestions of Bringle and Hatcher (1996) and discussed in our Literature Review, our Action Plan for **PACE** will incorporate the following elements:

- Planning activities
- Awareness activities
- Prototype activities
- Resource activities
- Expansion activities
- Research and Recognition activities
- Monitoring and Evaluation activities

Table 26 illustrates the major actions (grouped by action plan step), a brief description of their purpose and the person or group that will be responsible for carrying out the action.

Table 1: Actions To Be Implemented (Planning through Evaluation Phase)

Action	Description	Responsible Party
Planning		
Existing Activities Inventory	Survey of courses on campus as to the extent of community engagement activities that are already taking place	QEP Chair QEP Assessment Committee Graduate Assistants
Student Time/Involvement	Student surveys and focus groups to determine the best way to engage students in community engagement activities	QEP Chair QEP Executive Committee
Student Team Leaders	Modeled after Laker Orientation Leaders, these will be focused on the community engagement projects on campus to lead teams of student mentors	QEP Implementation Committee
Committees/Advisory Groups	Set up Implementation Committee, Data Committee, Advisory Board	QEP Chair QEP Executive Committee QEP Assessment Committee
Baseline Data	Collect baseline data using NSSE, FSSE, ETS Proficiency Profile, Program	QEP Chair QEP Assessment Committee

	Assessment Plans	QEP Data Committee
Project Inventory	Develop an inventory of potential projects that can be used for community engagement	QEP Director QEP Implementation Committee QEP Advisory Board
Awareness		
Presentations	Make presentations to constituency groups including students, faculty, administration, and community	QEP Chair, Director QEP Executive Committee QEP Implementation Committee
Newsletter	Develop a newsletter that highlights projects and keeps community abreast of QEP related activities	QEP Director QEP Implementation Committee
Marketing	Develop a marketing plan to help make the QEP part of the campus culture	QEP Executive Committee University Relations University Image and Communications
Prototype		
Pilot Study	Designed to field-test some proposed measures and implementation of community engagement in select CSU 1022 sections	CSU 1022 instructors QEP Steering Committee/QEP Pilot Subcommittee Input from First Year Advising and Retention Center
Faculty Training	Develop Community Engagement Academy to train instructors in all aspects of academic community engagement and pilot before larger rollout	QEP Steering Committee QEP Pilot Subcommittee Center for Instructional Development Student Affairs
Resources		
Budget Development	Develop a budget for the entire implementation period	QEP Chair QEP Executive Committee Business and Operations Academic Affairs Student Affairs
Expansion		
Freshman Seminars	Development and implementation of community-engagement focused classes, beginning with freshman seminars	QEP Implementation Committee QEP Director in conjunction with First Year Advising and Retention Center
Core Courses	Extend the community engaged focus into select core courses that have outcomes related to	QEP Implementation Committee QEP Director Academic Departments

	communication, critical thinking, and collaborative projects	Faculty Senate
Upper Division Courses	Extend the community engaged focus into select upper division and other courses	QEP Implementation Committee QEP Director Academic Departments Faculty Senate
Student Mentor Teams	Create teams of students who can mentor groups in courses where community engagement is taking place	QEP Director QEP Implementation Committee Student Team Leaders
Recognition		
Co-Curricular Transcript	Documentation of student community engagement activities outside of a specific course or courses	QEP Implementation Committee Student Affairs
Merit Badges	Develop a mechanism to allow students to collect Community Engagement Merit Badges upon successful engagement in projects	QEP Chair Center for Instructional Development QEP Implementation Committee Academic Affairs Student Affairs
Graduation Recognition	Cord, pin, or other tangible acknowledgement of student accrual of 200 or more community service hours/credits, to be given for graduation/commencement	Office of Student Affairs QEP Implementation Committee Registrar
Faculty Annual Evaluation	Expand the Service section of the Faculty Summary of Professional Activities to include a section related to Academic Community Engagement and its development and use in courses	QEP Implementation Committee Academic Affairs Faculty Senate
Faculty Professional Development	Offer additional opportunities for faculty and staff to seek training and other professional development in community engagement pedagogies	Office of Academic Affairs Center for Instructional Development QEP Implementation Committee
Community Engagement Conference	Design a conference focused on community engagement that can be used to highlight projects and promote community	QEP Advisory Board QEP Director Academic Affairs Student Affairs Faculty

	engagement within the community	
Monitoring and Evaluation		
Pilot Results	Evaluate results from the pilot to inform implementation	QEP Chair QEP Assessment Committee
Assessment	Oversee the collection and evaluation of data related to the QEP	QEP Director QEP Data Committee QEP Assessment Committee
Research		
Scholarship of Teaching and Learning	Support faculty in using results from individual course related projects to obtain presentation and publication opportunities; Look for and disseminate information on journals and conferences focused on Community Engagement	Center for Instructional Development Institutional Review Board Academic Affairs
Graduate Student Research Projects	Meet with Graduate Council faculty and inform them of potential graduate student research that could assist with project evaluation and graduate student thesis work.	QEP Director Graduate Council Academic Departments that include Graduate Degrees

Planning Phase

Existing Activities Inventory

As part of its Fall 2012 activities, the QEP Steering Committee drafted a document summarizing many of the experiential learning (including community engagement-related) activities that were ongoing in the members' respective units, as well as suggestions for possible future activities. A summary of these responses is found in Appendix XX. Also in Fall 2012, the Steering Committee examined results of an inventory made the year prior as part of the implementation of our Strategic Plan, focusing on those action steps that were focused on community engagement. Following the decision to focus our topic on academic community engagement specifically and as discussed in Section IV, in Spring 2013 a survey was made of the academic departments housing many of the majors offered on campus. In this survey, department chairs, coordinators, and faculty were asked whether listed courses within their departments contained more than 25%, less than 25%, or no community engagement activities that were linked to course topics.

Student Time/Involvement
In addition to input from student Steering Committee members during Fall 2012, student input was collected in Spring 2013 from a variety of sources on the QEP topic, its

refinement, and important issues pertinent to planning of community engagement activities. These included the survey discussed in Section IV, several one-on-one meetings with the Steering Committee Chair, and additional electronic focus group activities via email. Additional input was collected in Fall 2013 via additional surveys and focus group meetings (a sample of the comments and feedback collected can be found in Appendix XX).

Student Team Leaders

Along with the mentorship provided by faculty members teaching the community-engaged courses, a group of Student Team Leaders will also be created, recruiting from the undergraduate student body. The CE Student Team Leader (CESTL) will be a student leadership and mentoring position where students have the opportunity to work closely with different student groups (e.g., incoming first years, transfer, nontraditional, and dual enrolled students) who are engaged with the community surrounding Clayton State University. CESTLs work closely with Clayton State University faculty and staff, and each other to participate in academic community engagement.

Committees/Advisory Groups

As discussed in Section III of this document, a preliminary survey was conducted of courses on campus incorporating community engagement, and volunteers solicited via various other campus-wide surveys on QEP-related topics. From these and other sources the following committees/groups will be created for the organization, implementation, and collection of data on QEP activities:

QEP Implementation Committee: The Implementation Committee will consist of the Associate Vice President for Academic Affairs, QEP Director, representative(s) from Institutional Research/Effectiveness, faculty representatives, and representatives from Student Affairs and the Student Government Association. The Implementation Committee will oversee the implementation activities of **PACE**, providing recommendations as needed.

Data Committee: Will collect and collate data from **PACE**-related activities (see Assessment). Members will be selected from each Academic College, Division of Student Affairs, Office of Institutional Research and Effectiveness, Division of Academic Affairs and other areas.

Advisory Board: Will maintain community-campus partnerships, and consist of the QEP Director, members from each Academic College, the Division of Student Affairs, the Provost's Office, the student body, and community members.
Memberships on these bodies, with select exceptions, will rotate over the course of the five years of implementation in a staggered fashion to maintain institutional memory.

Baseline Data

The activities surrounding baseline data is contained in Section XII, Assessment and Evaluation.

Project Inventory

Clayton State University has already made various connections with its surrounding community of interest, through its Campus Life activities, connections via internships, practicum, and other disparate activities on campus. However, until now, no one centralized and organized inventory has been made of campus-wide activities and opportunities. A vital part of our startup process will involve creating and coordinating a searchable database of these opportunities to be used in conjunction with planning appropriate community engaged learning activities. During Fall 2014, information will be collected and compiled from various sources including:

- Office of Career Services
- Division of Student Affairs
- Academic Colleges and Departments
- Student Organizations

This database will be keyed to a variety of important factors for course design, including type of community engagement experience, level of student (first-year, sophomore, junior, senior), level of course (introductory through graduate), and academic discipline (based upon the list of our available majors, see Institutional Overview). Additionally the database will be regularly updated.

Awareness

Presentations

In addition to presentations already made during Fall 2012, Spring 2013, and Fall 2013 discussed in Section IV, presentations will be made to the Faculty Senate, the Student Government Association, and the relevant staff constituent groups during the Spring 2014, detailing the Plan, its implementation strategy, and related issues. Additionally, open meetings will be held with the academic Colleges and the visits with individual academic departments begun in Fall 2013 will be continued in Spring 2014. Prezis based upon these presentations will be posted to the **PACE** website for on-demand viewing.

Newsletter

As part of the overall marketing and communication plan for **PACE**, a quarterly newsletter will be created and distributed, highlighting the Plan's activities, and spotlighting both student and faculty successes in community engagement. This Newsletter will be posted on the **PACE** Website and distributed electronically to the campus and its partners.

Marketing

In preparation for both our on-site visit and the launch of the Plan in Fall 2014, several modes of marketing will be employed to both raise awareness and communicate the purpose and benefits of the Plan. During the Spring and Fall 2013, members of the QEP Executive Committee met with the Director of Marketing and Communications and her Assistant Director for Publications to begin work crafting the official Marketing and Communication plan for **Partnering Academics and Community Engagement (PACE)**.

As discussed in Section IV, an official title and logo were created in Fall 2013, and the following additional marketing strategies were proposed: an official website which will include a copy of the plan document, copies of files from presentations (discussed in this section as well; a University Facebook page, Prezis, and LinkedIn page for communication and networking purposes; printed materials written specifically for various constituent groups including students, faculty, and community members; other tangible items including t-shirts, signs, and button; a Launch event to be planned for Fall 2014, to both elevate the awareness of the Plan and the University's increased presence in our surrounding community and celebrate accomplishments to date.

Prototype

Pilot Study

As part of its preparations for the launch of the QEP in Fall 2014, the QEP Steering Committee created a Pilot Subcommittee responsible for developing a pilot program to integrate community engagement into course curricula at Clayton State University. The pilot program was implemented during the Fall 2013 term within the University Foundations (CSU 1022) courses. These courses, designed to help new students make a successful transition to college and higher level learning, are focused on the following learning outcomes: strengthening students' abilities to read, write, and speak effectively; improve students' abilities to analyze, interpret, and communicate effectively; develop students' knowledge of their goals, abilities, and interests in conjunction with practices that contribute to success in college and in their chosen field; and build connections between students with similar interests and between students, faculty and the university (http://www.clayton.edu/fyarc/universityfoundationscourse).

Seven different sections (four "experimental" and three "control") of the CSU 1022 University Foundations course participated in the QEP pilot program. In an effort to replicate the diversity of the Clayton State University student population on campus, both the pilot and control sections were selected based on the following demographics: traditional first-time, full-time freshmen, non-traditional part-time students, and students with undeclared majors were chosen for the study. Subscale scores on common exams questions and a pre-post engagement inventory will be compared between the pilot and control sections of the course in order to inform the overall QEP design and to assist in determining which types of community engagement opportunities are most practical for specific degree programs and upper-class degree seekers.

Each of the QEP Pilot sections incorporated three community engagement opportunities into the course schedule. Each experience was directly linked to the theme of the course and had to meet the following requirements: 1) the activity must align with some course

and/or classroom objectives, 2) the activity must directly or indirectly address a community need, and 3) the activity must incorporate a reflective component for student learning, engagement, and critical thinking about connecting social awareness to academic learning and practices. We did not stipulate whether the engagement activity was to be done individually or as a group, but the analysis of the data from the courses will be analyzed with this element as a limiting or contributing factor.

To aid instructors in selecting projects for their courses, the Pilot Subcommittee also identified a number of multidisciplinary community engagement opportunities offered on campus through various departments for instructors to integrate into their course design. These activities are organized for the purpose of providing the campus community with opportunities to engage in issues that most affect our local and global communities while developing our students' capacity to be global citizens. Additionally, some of these projects provided a means for incorporating community engagement in those instances where student travel to off-campus locations was not feasible. In Spring 2014, additional piloting is being conducted in courses of various levels that are identified as containing course-embedded community engagement. These courses were selected from various levels of the University curriculum, including lower and upper-division classes, including Psychology, Accounting, and Nursing.

Faculty Training

As discussed in the Process to Develop our QEP, the University launched its inaugural Community Engagement Academy in Summer 2013 in which the faculty teaching pilot sections of CSU 1022 received 12-hours of training (four 3-hour sessions) in both pedagogy and partnership building in implementing community engagement in their classes (the details of each session is listed in the Process to Develop the QEP section). This Academy training will serve as a model for a training series that will be offered regularly on campus.

Following this first run of the Academy, we will offer this training regularly, more frequently during Years 1 and 2 (twice per academic year) in order to build a critical mass of community-engaged faculty and courses. Following Year 2 the Academy will be offered annually. Additional training modules will be developed for off-cycle and on-demand training, to be launched officially in Year 2. Faculty and staff instructors who complete the training and offer community engaged courses will also be invited to act as Faculty Mentors in future semesters.

Resources

Budget Development

Beginning in Spring 2013, a draft budget was begun to plan for the funding of the various aspects of the Plan, in consultation with the Office of Academic Affairs and the SACS Liaison. In the Fall 2013, a budget priority request was submitted for the Year 1 (AY 2014-2015) of the Plan, as delineated in Section X, and following further discussion with the Office of the President, Academic Affairs, and the Director of Institutional Research and Budget Manager for Academic Affairs, a final budget was prepared for the full five-year plan. Amounts requested were derived based on similar initiatives on campus, and projected available funds.

Expansion

Freshmen Seminars

As described in previous sections of this document, the **PACE** pilot took place within the freshmen seminars (CSU 1022 – University Foundations) during Fall 2013. As research suggests, starting with freshmen students serves to help them better understand the importance of engaging with the community and exposes them to the kind of reflection activities on course content that they will encounter as they continue their college careers. As a result, **PACE** will expand to more seminar courses beginning in Fall 2014 in order to expose students to the foundational activities and purpose of community engagements.

Additionally, in Fall 2015 the project looks to pair several CSU 1022 courses with first year Core courses – ENGL 1101 (English Composition), COMM 1110 (Intro to Human Communication), PSYC 1101 (Intro to General Psychology) – in order to reinforce the linking of community engagement and course content. Ideally, all paired courses will share a common project or projects, with common community-engagement objectives and specific course-level objectives. The University will employ a variation on block scheduling in which the CSU 1022 section and its companion Core class will be scheduled on the same days, with a break in between during which students and instructors may engage in planning for the community project.

Core Courses

Since Freshman Seminars are only offered in the fall semester, during Spring 2015 additional Core-level courses will employ course-embedded community engagement activities. These courses include but will not be restricted to:

- CRIT 1101 – Critical Thinking
- ENGL 1102 – English Composition II
- POLS 1101 – American Government
- SOCI 1101 – Introduction to Sociology

Institutional data has revealed these classes all have higher enrollments each term and comparatively higher D/F/W/WF rates (and are not the subject of other retention-related efforts on campus).

Upper Division Courses

PACE will expand to upper division courses in Fall 2015 in order to better anchor community engagement within students' majors. The delay in integrating community engagement activities at this course level is because the implementation committee felt students needed to develop a better understanding and awareness of academic community engagement, critical thinking, and problem-solving before exposure to more in-depth specific content related projects. Faculty who teach this upper division courses will receive training as part of the Community Engagement Academy during AY 2014 – 2015.

Student Mentor Teams

An increase in the amount of group work within courses will be a natural occurrence due to the nature of **PACE**. A research on team development indicates (Oakley et. al., 2004), student teams progress through various stages when they begin to work in teams on course projects and the potential conflict that arises can have an adverse effect on the overall team performance. That is, the struggles that the team faces can actually reduce the amount of learning that takes place. To assist students with this potential conflict, Student Mentor Teams will be created. The students on this team will be trained in how to work with student groups to minimize conflict that might occur during group projects.

Recognition

Co-Curricular Transcript

This will provide students with an avenue to track and document their campus experience and generate an official document for real-time distribution. Students will be able to track their community service hours that are not associated with specific courses, as well as those in their community-engaged courses. The Division of Student Affairs has a mechanism in place for tracking these community service hours, and will work in conjunction with the QEP Implementation Committee and Academic Affairs in this endeavor.

Merit Badges

Student involvement with **PACE** projects will give them valuable experiences and opportunities to obtain knowledge and skills that can be transferred to future careers. However, since the projects themselves occur as part of the required assignments within **PACE** courses students cannot always list these types of activities on a resume or portfolio. In order to help students highlight and document these projects and experiences, CSU plans to set up a system where a merit badge can be received upon successful completion of a course project. A system that can facilitate the awarding of badges will be explored during the 2013 – 2014 academic year, piloted during Fall 2014, and implemented in Spring 2015.

Graduation Recognition

To further recognize students for their community service and engagement, a graduation honor will be created. Students who accrue 200 or more community service hours over their time at Clayton State will be eligible for an additional honor at graduation. These hours can be earned in any verifiable fashion, including hours earned during community-engaged courses and those volunteer or other community service hours that are incorporated into the co-curricular transcript.

Faculty Annual Evaluation

In Fall 2013, the Faculty Senate approved a measure to specifically add community engagement activities to the forms and procedures used to track annual faculty activities. This measure will be implemented prior to the Fall 2014 launch of our Plan, and will be useful in tracking and recognizing faculty work.

Faculty Professional Development

In addition to the stipend offered for completion of the Community Engagement Academy and development/delivery of a community-engaged course section, additional funding has been set aside for a series of mini-grants, travel grants, and other development funding for those faculty and staff instructors who wish to engage in community-engaged instruction. Clayton State currently has multiple avenues for professional development funding including the Martha Wood Faculty Development Grant (http://www.clayton.edu/cid/Grants), the Engaged Learning Innovations program (http://www.clayton.edu/cid/FacultyDevelopment/ELI), and various College-level mini-grants; these will serve as models for similar internal funding opportunities to support the QEP and other community engagement activities.

Other professional development opportunities will also be explored, including hosting additional training in community engagement pedagogies on campus.

Community Engagement Conference

During Years 1 and 2, the groundwork will be laid to host a regional Community Engagement Conference at Clayton State University for launch in Year 3. This conference will highlight the work that has been done in academic community engagement, and will provide a venue for our students, faculty, and community partners to present highlights of projects in our surrounding community, and for continued training and professional development.

Monitoring and Evaluation

Pilot Results

As described in the Prototype section above, **PACE** was piloted with several sections of CSU 1022 during fall semester 2013. A discussion of the specific results is contained in Section XI (Assessment and Evaluation) of this document.

Assessment

As discussed in the Outcomes and Assessments section, data collection and evaluation will be ongoing, from a number of different directions. Campus-wide evaluations, including the NSSE and ETS Proficiency Profile, will be administered at regular intervals, and course-level assessments including the AAC&U VALUE Rubrics and a Community Service Participation inventory will be administered in relevant courses. The Data Committee will assist with the collection and collation of these data sources, along with the Office of Institutional Research and the Office of Assessment.

Research

Scholarship of Teaching and Learning

The impact of **PACE** on the teaching and learning environment and faculty and student experiences with community engagement will provide opportunity for faculty members to

engage in the scholarship of teaching and learning on an individual course level. Throughout the project, the Center for Instructional Development will provide support for these endeavors and assistance with analysis of data collected.

Graduate Student Research Projects

While **PACE** specifically addresses the undergraduate learning at Clayton State University, there will be opportunities for graduate student involvement through thesis work and assistantships. The QEP Director will meet with the Graduate Council to brief them on the project and discuss ways to involve interested graduate students.

TIMELINE

Clayton State has developed a timeline for the development, implementation, and evaluation of the activities associated with the Quality Enhancement Plan. The timeline begins with the pilot year 2013 – 2014 and end with the final year of implementation, 2018 – 2019. The timeline is shown in Tables 27 - 30 below (Note: As the years progress some activities move from planning to resources).

Table 2: Pre-Implementation (AY 2013 – 2014)

Planning	Fall 2013	Spring 2014	Summer 2014
Key: D – Design, I – Implement, E - Evaluate			
Existing Activities in Courses	I	E	E
Title and Logo Surveys	I,E		
Student Time/Involvement	I,E	E	
Baseline Data	I	I,E	E
Committees/Advisory Groups		I	I
Project Inventory			D
Awareness			
Presentations	I	I	
Marketing	D	D,I	E
Prototype			
Pilot Study	I	E	E
Faculty Training	E		
Resources			
Budget	D,I	I	I
Expansion			
Freshmen Seminar		D	D
Recognition			
Co-Curricular Transcript		D	D
Merit Badges		D	D
Faculty Annual Evaluation	I	I,E	I,E
Faculty Professional Development		I	I,E
Monitoring and Evaluation			
Pilot Results	E	E	
Assessment Tools (Rubrics, Scales/Exams)	D	D	D

Table 3: Year 1 (AY 2014 - 2015)

Planning	Fall 2014	Spring 2015	Summer 2015
Key: D – Design, I – Implement, E - Evaluate			
Project Inventory	D	I	E
Student Team Leaders	D	I	I,E
Awareness			
Presentations	I	I	I
Newsletter	D	I	I
Marketing	I,E	I,E	I,E
Resources			
Budget	I,E	I,E	I,E
Expansion			
Freshmen Seminars	I	E,D	E,D
Core Courses	D	I	E,D
Upper Division Courses	D	D	D
Student Mentor Teams		D	D
Recognition			
Co-Curricular Transcript	I,E	I,E	I,E
Merit Badges	D,I (pilot)	I,E	I,E
Graduation Recognition	D	D	D
Faculty Annual Evaluation	I,E	I,E	I,E
Faculty Professional Development	I,E	I,E	I,E
Community Engagement Conference		D	D
Monitoring and Evaluation			
Assessment data collection	I,E	I,E	I,E
ETS Proficiency Profile	I(Freshmen), E	I(Seniors), E	E
NSSE		I	E
Community Service Attitudes Scale	I,E	I,E	I,E
LEAP Rubrics	I,E	I,E	I,E
Research			
Scholarship of Teaching and Learning	I,E	I,E	I,E
Graduate Student Research Projects	I,E	I,E	I,E

Table 4: Year 2 (AY 2015 - 2016)

Awareness	Fall 2015	Spring 2016	Summer 2016
Key: D – Design, I – Implement, E - Evaluate			
Presentations	I	I	I
Newsletter	I	I	I
News Releases (internal)	I	I	I
News Releases (external)	I	I	I
Resources			
Budget	I,E	I,E	I,E
Project Inventory	I,E	I,E	I,E
Student Mentor Teams	I,E	I,E	I,E
Expansion			
Freshmen Seminar	I	E,D	E,D
Core Courses	D	I,D,E	E,D
Upper Division Courses	I,D	I,D,E	E,D
Recognition			
Co-Curricular Transcript	I,E	I,E	I,E
Merit Badges	I,E	I,E	I,E
Graduate Recognition	I	I	E
Faculty Annual Evaluation	I,E	I,E	I,E
Faculty Professional Development	I,E	I,E	I,E
Community Engagement Conference	D	I	E
Monitoring and Evaluation			
Assessment Data Collection	I,E	I,E	I,E
ETS Proficiency Profile	I(Freshmen), E	I(Seniors), E	E
NSSE		I	E
Community Service Attitudes Scale	I,E	I,E	I,E
LEAP Rubrics	I,E	I,E	I,E
Research			
Scholarship of Teaching and Learning	I,E	I,E	I,E
Graduate Student Research Projects	I,E	I,E	I,E

Table 5: Years 3 - 5 (AY 2016 - 2017, 2017 - 2018, 2018- 2019)

Awareness	Fall	Spring	Summer
Key: D – Design, I – Implement, E - Evaluate			
Presentations	I	I	I
Newsletter	I	I	I
News Releases (internal)	I	I	I
News Releases (external)	I	I	I
Resources			
Budget	I,E	I,E	I,E
Project Inventory	I,E	I,E	I,E
Student Mentor Teams	I,E	I,E	I,E
Expansion			
Freshmen Seminar	I	E,D	E,D
Core Courses	D	I,D,E	E,D
Upper Division Courses	D	I,D,E	E,D
Recognition			
Co-Curricular Transcript	I,E	I,E	I,E
Merit Badges	I,E	I,E	I,E
Graduate Recognition	I	I	E
Faculty Annual Evaluation	I,E	I,E	I,E
Faculty Professional Development	I,E	I,E	I,E
Community Engagement Conference	D	I	E
Monitoring and Evaluation			
Assessment Data Collection	I,E	I,E	I,E
ETS Proficiency Profile	I(Freshmen), E	I(Seniors), E	E
NSSE		I	E
Community Service Attitudes Scale	I,E	I,E	I,E
LEAP Rubrics	I,E	I,E	I,E
Research			
Scholarship of Teaching and Learning	I,E	I,E	I,E
Graduate Student Research Projects	I,E	I,E	I,E

ASSESSMENT AND EVALUATION

The focus on the Quality Enhancement Plan is on student engagement through community projects to enhance learning. The hypothesis is that student engagement in community projects will lead to enhanced student learning and improved persistence toward degree-completion. Assessment and evaluation of the QEP will take place at two different levels – Program and Student Learning – in order to evaluate the broad outcomes associated with the project and to focus on the specific student learning changes that occur as the result of community engagement activities within courses. Tables 32 & 33 summarize the plan for the assessment and evaluation of the Quality Enhancement Plan. A specific description and any baseline data that has been collected to date are presented below the tables.

Table 6: Program Outcomes Assessment Plan

Outcome	Measures	Timeframe of implementation	Responsible for Data Collection
Students' successful course completion will increase in targeted courses.	Reduction in D/F/W/WF rates in targeted courses	Baseline data compiled pre-Fall 2014 Tracking throughout implementation: Core classes (beginning Fall 2014) Upper-division classes (beginning Fall 2015)	Office of Institutional Research
Instructors will increase their use of community-engagement pedagogy.	Attendance/Completion of Community Engagement Academy	Community Engagement Academy launched Summer 2013, offered in Spring 2014, Summer 2014, Spring 2015, Summer 2015, Spring 2016, Spring 2017, Spring 2018	Center for Instructional Development
	"Tagged" courses in schedule	Targeted courses offered beginning Fall 2014 (Freshmen Seminars), Core classes in Spring 2015, upper division courses in Fall 2015	Office of Institutional Research and Effectiveness

Outcome	Measures	Timeframe of implementation	Responsible for Data Collection
	Community engagement use reported by faculty	Report from Digital Measures containing updated information on community engagement (beginning Fall 2014)	Dean, Assessment and Instructional Development
Student engagement with course material and the community will increase.	Results on Pre/Post-test in select courses	Baseline data compiled pre-Fall 2014 Tracking: Pre/Post-test (beginning Fall 2014)	Instructors of CE courses, QEP Data Committee
	LEAP Value Rubric on Civic Engagement	LEAP Value Rubric (beginning Fall 2014)	Instructors of CE Courses, QEP Data Committee
	NSSE results – questions specific to community engagement	NSSE administered Spring 2014, 2015, 2016, 2017, 2018, 2019	Office of Institutional Research and Effectiveness
	Co-curricular transcript	Co-curricular transcript (beginning Fall 2014)	Division of Student Affairs

Table 7: Student Learning Outcomes Assessment Plan

Outcome	Measures	Timeframe of implementation	Responsible for Data Collection
Students will be able to communicate effectively.	ETS Proficiency Profile	ETS Proficiency Profile: Seniors in Spring, First Year students in Fall	CSU Testing Center
	Major specific outcomes	Comparison of major specific outcomes in targeted and non-targeted courses	Academic Departments, QEP Data Committee

Outcome	Measures	Timeframe of implementation	Responsible for Data Collection
	AAC&U LEAP Rubrics	AAC&U VALUE Rubrics: begin Fall 2014, in appropriate classes (oral communication & written communication)	Instructors of CE courses, QEP Data Committee
Students will be able to think critically	ETS Proficiency Profile	ETS Proficiency Profile: Seniors in Spring, First Year students in Fall	CSU Testing Center
	Specific course related outcome assessments in majors	Major specific outcomes	Academic Departments, QEP Data Committee
	AAC&U LEAP Rubrics	AAC&U VALUE Rubrics: begin Fall 2014, in appropriate classes (Critical thinking & inquiry & analysis)	Instructors of CE Courses QEP Data Committee
Students will be able to work in teams or individually to solve community-related problems or issues.	ETS Proficiency Profile	ETS Proficiency Profile: Seniors in Spring, First Year students in Fall	CSU Testing Center
	Specific course related outcome assessments in majors	Major specific outcomes	Academic Departments QEP Data Committee
	AAC&U VALUE Rubrics	AAC&U VALUE Rubrics: begin Fall 2014, in appropriate classes (Teamwork, & Problem-Solving)	Instructors of CE Courses QEP Data Committee
Students will be able to apply course content to community issues/problems.	Course-level assessments AAC&U LEAP Rubrics	Begin Fall 2014, in appropriate classes (AAC&U VALUE Rubric: Civic Engagement LEAP Rubric)	Academic Departments, QEP Data Committee Instructors of CE Courses

Program Outcomes

As described in the Section VI of this document, Clayton State University's QEP has three overarching program outcomes.

Program Outcome 1: Students successful course completion rates will increase in targeted courses.
Program Outcome 2: Instructors will increase their use of community engagement pedagogy.
Program Outcome 3: Student engagement with course material and the community will increase.

The subsections below describe in detail the components of the assessment and evaluation of each of the program outcomes.

Program Outcome 1: Students successful course completion rates will increase in targeted courses.

There are currently several ongoing efforts to improve student completion and retention rates at Clayton State University. While over the course of the five-year rollout our Action Plan will generate a greater number of courses with included academic community engagement, our initial focus will be on those Core classes with higher enrollments and D/F/W/WF rates that are not already the subject of other intervention strategies. These courses include but are not restricted to: ENGL 1101 (English Composition I), ENGL 1102 (English Composition II), CRIT 1101 (Critical Thinking), POLS 1101 (American Government), COMM 1110 (Spoken Communication), PSYC 1101 (Intro to General Psychology).
Specific sections of these and other courses that include planned academic community engagement will be tracked, and compared to historical data in comparable sections of the same courses from prior semesters. We project a reduction in D/F/W/WF rates of at least 5% in the targeted courses.

Program Outcome 2: Instructors will increase their use of community engagement pedagogy.

According to the 2013 administration of the Faculty Survey of Student Engagement (FSSE), while a majority of lower division (52%) and upper division (78%) faculty respondents rated student participation in a service-learning project as part of a course as important or very important, significantly fewer reported that their courses have included a service-learning project (10% of lower division faculty and 20% of upper division faculty stated most or all of their classes did).

Table 8: FSSE Community Engagement Results

		Lower Division		Upper Division		Total	
		Count	%	Count	%	Count	%
How important is it to you that undergraduates at your institution do the following before they graduate?							
Participate in a community-based (service-learning) as part of a course?	Not Important	9	16	7	9	16	12
	Somewhat Important	18	31	23	30	41	30
	Important	16	28	23	30	39	29
	Very Important	15	26	24	31	39	29
	Total	58	100	77	100	135	100
About how many of your undergraduate courses at this institution have included a community-based project (service learning)?							
	None	32	55	24	31	56	41
	Some	20	34	38	49	58	43
	Most	3	5	6	8	9	7
	All	3	5	9	12	12	9
	Total	58	100	77	100	135	100

As shown in Table 34, several measures will be used to track faculty incorporation of community engagement/service learning pedagogies into their courses, including completion of the Community Engagement Academy and subsequent delivery of courses designed during that training, numbers of sections also tracked in the previous objective, responses on future administrations of the FSSE, and by specific fields within our Annual Faculty Evaluation.

Program Outcome 3: Student engagement with course material and the community will increase.

In addition to tracking the course sections as noted in the previous objectives, additional measures will be implemented for this specific objective. These are:
Community Service Participation Questionnaire developed by Ann Harris Shiarella, Anne, McCarthy, and Mary L. Tucker to assess attitudes toward community service prior to service learning activities. We also have added brief reflection questions asking students to link the community engagement activities to their specific course experience and material. This questionnaire will be administered as a *pre-test* and a *post-test* in all courses that incorporate an academic community engagement component. The additional reflection questions will be analyzed using qualitative coding techniques (Miles & Huberman, 1994; Stake, 2010).

The National Survey of Student Engagement (http://nsse.iub.edu/) is a nationally-normed survey which measures student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college. This is administered annually in the spring semester to first year and senior

students. Beginning in Spring 2013, the University added the Civic Engagement topical module, which according to NSSE "asks students to assess their conflict resolution skills and examines how often students engage with local, state, national, and global issues." In addition to the Civic Engagement topical module, we will be using the following questions from the standard NSSE: XX, XX. Results from the Spring 2013 administration will be used as a baseline to compare responses in future administration.

A co-curricular transcript (discussed in our Action Plan) will be used to track student participation in community service and volunteer work that may not be specifically tied to a course. While these types of community engagement are not the focus of **PACE**, tracking the amount of community engagement of individual students could serve to explain differences in attitudinal change recorded on assessment measures and also assist with the building of the database of potential community-based projects that could be integrated within courses.

Student Learning Outcomes

In order to assess the impact of the QEP on student learning, several student learning outcomes were developed (discussed in Section VI of this document).

Student Learning Outcome 1: Students will be able to communicate effectively.
Student Learning Outcome 2: Students will be able to think critically.
Student Learning Outcome 3: Students will be able to work in teams or individually to solve community-related problems or issues.
Student Learning Outcome 4: Students will be able to apply course content to community issues/problems.

It should be noted that due to the nature of the educational enterprise, students are exposed to and interact with many opportunities for learning on a daily basis. As a result, the assessment activities associated with each of the student learning outcomes below attempts to isolate the extraneous variables that could serve to influence the results. For each learning outcome, much of the assessment will take place at the *course* and *academic program* levels, utilizing the outcome assessment plans for those courses and academic majors, in addition to overarching assessments that will be implemented across our campus. We will compare results either across targeted and non-targeted courses or to the baseline data that has been collected as part of our ongoing student learning outcomes assessment.

One such measure is the ETS Proficiency Profile (http://www.ets.org/). The abbreviated version of the ETS Proficiency Profile is administered to all freshman students during their first semester of attendance and in senior-level (preferably capstone) courses. Analysis of the Proficiency Profile test results will consist of a comparison of critical thinking scores among senior students who were enrolled in community engagement courses with those who were not, as well as the amount of change in scores from freshman to senior year using the same groups of students.

Additionally, the Association of American Colleges and Universities (AAC&U) has published a number of Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics that we will adapt and adopt for evaluation of several student learning outcomes, including those centered on *communication* and *critical thinking*. These rubrics will be converted for use in our Institution's learning management system, and

disseminated to faculty whose courses incorporate community engagement/service-learning pedagogies, and results from those rubrics will be collected and reported.