# Carnegie Assessment for Community Engagement

### Workbook: Curriculum

*This section of the workbook should be completed with input from the AVPA, CIEL, Deans, OUPA and the Registrar. Please complete the workbook to the best of your ability on the sections that you can provide input on. Return workbooks to Nicole Vaugeois by February 7, 2022. Results will be compiled and shared back when completed.*

## Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community-identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

The questions in this section use the term “community-engaged courses” to denote academically based community-engaged courses. Your campus may use another term such as service-learning, community-based learning, public service courses, etc.

## A1. Teaching and Learning

* + 1. Does the institution have a definition, standard components, and a process for identifying community-engaged courses?

o No o Yes

If Yes: Discuss how your institution defines community-engaged courses, the standard components for designation, and the process for identifying community-engaged courses:

If your institution formally designates community-engaged courses, please provide the definition used for community engaged, the standard and required components for designation, and the process of application and review/selection for designation.

If Yes: How many designated for-credit community-engaged courses were offered in the most recent academic year?

* + 1. What percentage of total courses offered at the institution?
		2. Is community engagement noted on student transcripts? o No o Yes

If yes, describe how community engagement is noted on student transcripts:

* + 1. How many departments are represented by those courses?
		2. What percentage of total departments at the institution?
		3. How many faculty taught community-engaged courses in the most recent academic year?
		4. What percentage are these of the total faculty at the institution?
		5. What percent of the faculty teaching community-engaged courses are tenured/tenure track, full time non-tenure track, and part time?
		6. How many students participated in community-engaged courses in the most recent academic year?
		7. What percentage of students at the institution?
		8. Describe how data provided in questions 2-10 above are gathered, by whom, with what frequency, and to what end:
		9. Are there **institutional (campus-wide)** learning outcomes for students’ curricular engagement with community?

o No o Yes

If Yes: Please provide specific examples of institutional (campus-wide) learning outcomes for students’ curricular engagement with community:

Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals regarding community engagement. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understanding, skills, attitudes, and values. Those outcomes are often associated with general education, core curriculum, and capstone experiences that include community engagement.

* + 1. Are institutional (campus-wide) learning outcomes for students’ curricular engagement with community systematically assessed?

o No o Yes

If Yes: Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students’ curricular engagement with community:

If Yes: Describe how the assessment data related to institutional (campus-wide) learning outcomes for students’ curricular engagement with community are used:

* + 1. Are there **departmental or disciplinary** learning outcomes or competencies for students’ curricular engagement with community?

o No o Yes

If Yes: Provide specific examples of departmental or disciplinary learning outcomes for students’ curricular engagement with community:

* + 1. Are departmental or disciplinary learning outcomes for students’ curricular engagement with community systematically assessed?

o No o Yes

If Yes: Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students’ curricular engagement with community:

If Yes: Describe how assessment data related to departmental or disciplinary learning outcomes for students’ curricular engagement with community are used:

## Curriculum

* + 1. Is community engagement integrated into the following curricular (for-credit) activities? Please select all that apply:

❏ Student Research

❏ Student Leadership

❏ Internships, Co-ops, Career exploration

❏ Study Abroad

❏ Alternative Break tied to a course

* + - 1. For each category checked above, can you provide examples?
		1. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

❏ Graduate Studies

❏ Core Courses

❏ Capstone (Senior-level project)

❏ First-Year Sequence

❏ General Education

❏ In the Majors

❏ In the Minors

* + - 1. For each category checked above, can you provide examples?