



California State University

Self-Assessment Rubric for the Institutionalization of Service Learning in University STEM Departments

An Assessment Tool of the (STEM)² Initiative

INTRODUCTION:

In July 2010, the California State University (CSU) was awarded a grant from Learn and Serve America (LSA) to expand service-learning opportunities in the disciplines of Science, Technology, Engineering and Mathematics (STEM) in order to increase student success and graduation in STEM. This initiative is called (STEM)². As a result, the CSU has embarked on an ambitious three-year initiative to increase the number of service-learning opportunities in STEM and ultimately institutionalize service learning in STEM departments across CSU's campuses.

This self-assessment rubric, adapted from the work of Andrew Furco, University of California, Berkeley, 1999 (revised in 2002, 2003, 2006) and based on the Kecskes/Muyllaert *Continuums of Service* Benchmark Worksheet, is designed to assist the 23 CSU campuses in gauging their progress through the LSA grant to institutionalize service learning in their campus STEM departments.

As the Furco model explains: "The rubric is structured by five dimensions, which are considered by most service-learning experts to be key factors for higher education service-learning institutionalization. Each dimension is comprised of several components that characterize the dimension. For each component, a three-stage continuum of development has been established. Progression from *Stage One: Critical Mass Building* to *Stage Three: Sustained Institutionalization* suggests that a campus is moving closer to the full institutionalization of service-learning."

DIRECTIONS:

Each CSU campus participating in any aspect of the (STEM)² LSA grant, must complete this self-assessment rubric at the beginning of the LSA grant program (due by January 31, 2011) and again at the end of the LSA grant program (due June 1, 2013). The rubric is designed to measure the status of a campus's level of institutionalization at a particular point in time. Thus, a "pre-" and "post-" assessment will allow the CSU to measure impact of the LSA grant. Please keep in mind that for the Pre-test assessment, we do not expect you to know everything happening in STEM service learning. A rating of "1" under "critical mass building" is appropriate with an explanation of "we do not know this information," when your office does not know this information.

The campus service-learning director is the primary facilitator of this assessment; the process for completing the assessment is flexible and should reflect the structures, resources and culture of each individual campus. Please assess your work across **ALL** STEM departments. The "explanation" section allows a campus to provide anecdotal information to explain any given assessment (i.e. the engineering department is advanced in this dimension, but other STEM departments are not; thus we have rated ourselves in the "critical mass building" area still).

NOTE: This rubric is only one tool among several that will be used to assess each campus's effort to advance service learning in STEM disciplines through the LSA grant program.

QUESTIONS: For questions, contact Erika Randall, LSA (STEM)² Coordinator, (562) 951-4787, erandall@calstate.edu.



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CAMPUS: _____

Primary Facilitator (Name, Title, Email):

Any Contributing Participants (Name, Title, Email):

Submitted By (Name, Title, Email):



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DIMENSION I: PHILOSOPHY AND MISSION OF SERVICE-LEARNING

A primary component of service-learning institutionalization in your Science, Technology, Engineering, and Mathematics (STEM) departments on your campus is the development of a definition for service-learning that provides meaning, focus, and emphasis for the service-learning effort in your STEM departments. How narrowly or broadly service-learning is defined on your campus will effect which campus constituents participate/do not participate, which campus units will provide financial resources and other support, and the degree to which service-learning will become part of the campus' institutional fabric.

DIRECTIONS: For each of the four categories (rows), highlight or circle the number in the continuum that best represents the CURRENT status of the development of a definition, philosophy, and mission of service-learning in your STEM departments.

	<i>Critical Mass Building</i>	<i>Quality Building</i>	<i>Sustained Institutionalization</i>	<i>Explanation</i>
DEFINITION OF SERVICE-LEARNING IN STEM DEPARTMENTS <i>(circle one)</i>	There is no definition for service-learning across STEM departments. The term "service-learning" is used inconsistently to describe a variety of service and outreach activities. <div>1 2 3</div>	There is an operationalized definition for service-learning in the STEM departments, but there is some variance and inconsistency in the application of the term. <div>4 5 6</div>	The STEM departments have a formal, universally accepted definition for high quality service-learning that is used consistently to operationalize many or most aspects of service-learning. <div>7 8 9</div>	
STRATEGIC PLANNING <i>(circle one)</i>	The campus does not have an official strategic plan for advancing service-learning.. <div>1 2 3</div>	Although certain short-range and long-range goals for service-learning have been defined for the campus, these goals have not been formalized into an official strategic plan for STEM departments that will guide the implementation of these goals. <div>4 5 6</div>	The campus has developed an official strategic plan for advancing service-learning, which includes viable short-range and long-range institutionalization goals for STEM departments. <div>7 8 9</div>	



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ALIGNMENT WITH DEPARTMENTAL MISSION <i>(circle one)</i>	<p>While service-learning complements many aspects of the campus's mission, it remains on the periphery. Service-learning is rarely included in larger efforts that focus on the core missions of the campus, particularly within STEM departments.</p> <p>1 2 3</p>	<p>Service-learning is often mentioned as a primary or important part of the campus's mission, but service-learning is not included in the campus; official mission or strategic plans, particularly within STEM departments.</p> <p>4 5 6</p>	<p>Service-learning is part of the primary concern of the campus. Service-learning is included in the campus's official missions and/or strategic plans, particularly in STEM departments.</p> <p>7 8 9</p>	
ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS <i>(circle one)</i>	<p>Service-learning stands alone and is not tied to other important, high profile efforts on campus (e.g., STEM departments/ community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, faculty research).</p> <p>1 2 3</p>	<p>Service-learning is tied loosely or informally to other important, high profile efforts on campus (e.g., STEM departments/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, faculty research).</p> <p>4 5 6</p>	<p>Service-learning is tied formally and purposefully to other important, high profile efforts on campus (e.g., STEM departments/community partnership efforts, establishment of learning communities, improvement of undergraduate teaching, faculty research).</p> <p>7 8 9</p>	

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DIMENSION II: STEM FACULTY SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING

One of the essential factors for institutionalizing service-learning in higher education is the degree to which faculty members are involved in implementation and advancement of service-learning on a campus (Bell, Furco, Ammon, Sorgen, & Muller, 2000).

DIRECTIONS: For each of the four categories (rows), highlight or circle the number in the continuum that best represents the CURRENT status of STEM faculty involvement in and support for service-learning in STEM departments.

	<i>Critical Mass Building</i>	<i>Quality Building</i>	<i>Sustained Institutionalization</i>	<i>Explanation</i>
STEM FACULTY KNOWLEDGE AND AWARENESS <i>(circle one)</i>	Very few STEM faculty fully know what service-learning is or understand how service-learning is different from community service, internships, or other experiential learning activities. <div>1 2 3</div>	An adequate number of STEM faculty members know what service-learning is and understand how service-learning is different from community service, internships, and other experiential learning activities. <div>4 5 6</div>	A substantial number of STEM faculty members know what service-learning is and can articulate how service-learning is different from community service, internships, or other experiential learning activities. <div>7 8 9</div>	
STEM FACULTY INVOLVEMENT AND SUPPORT <i>(circle one)</i>	Very few STEM faculty members are instructors, supporters, or advocates of service-learning. Few support the strong infusion of service-learning into the academic programs or into their own scholarly and professional work. Service-learning activities in STEM are sustained by a few faculty members on campus. <div>1 2 3</div>	While a satisfactory number of STEM faculty members are supportive of service-learning, few of them are advocates for infusing service-learning into the academic programs or into their own scholarly and professional work. An inadequate or unsatisfactory number of KEY STEM faculty members are involved in service-learning. <div>4 5 6</div>	A substantial number of influential STEM faculty members participate as instructors, supporters, and advocates of service-learning and support the infusion of service-learning into the academic programs or into their own scholarly and professional work. <div>7 8 9</div>	



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STEM FACULTY LEADERSHIP <i>(circle one)</i>	<p>None of the most influential STEM faculty members serve as leaders for advancing service-learning in the STEM departments.</p> <p>1 2 3</p>	<p>There are only one or two influential STEM faculty members who provide leadership to the STEM departments' service-learning effort.</p> <p>4 5 6</p>	<p>A highly respected, influential group of STEM faculty members serves as the STEM departments' service-learning leaders and/or advocates.</p> <p>7 8 9</p>	
STEM FACULTY INCENTIVES AND REWARDS <i>(circle one)</i>	<p>In general, STEM faculty members are not encouraged to be involved in service-learning activities; few if any incentives are provided (e.g., minigrants, sabbaticals, funds for conferences) to pursue service-learning activities; STEM faculty members' work in service-learning is not usually recognized during their review, tenure, and promotion process.</p> <p>1 2 3</p>	<p>Although STEM faculty members are encouraged and are provided various incentives (e.g., minigrants, sabbaticals, funds for service-learning conferences) to pursue service-learning activities, their work in service-learning is not always recognized during their review, tenure, and promotion process.</p> <p>4 5 6</p>	<p>STEM faculty who are involved in service-learning receive recognition for it during the department's review, tenure, and promotion process; STEM faculty are encouraged and are provided various incentives (e.g., minigrants, sabbaticals, funds for service-learning conferences) to pursue service-learning activities.</p> <p>7 8 9</p>	

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DIMENSION III: STEM STUDENT SUPPORT FOR AND INVOLVEMENT IN SERVICE-LEARNING

An important element of service-learning institutionalization is the degree to which students are aware of service-learning opportunities in the STEM departments and are provided opportunities to play a leadership role in the development of service-learning in the STEM departments.

DIRECTIONS: For each of the four categories (rows), highlight or circle the number in the continuum that best represents the CURRENT status of student support for and involvement in service-learning in your campus STEM departments.

	<i>Critical Mass Building</i>	<i>Quality Building</i>	<i>Sustained Institutionalization</i>	<i>Explanation</i>
STEM STUDENT AWARENESS <i>(circle one)</i>	For STEM students, there is no mechanism for informing students about service-learning courses, resources, and opportunities that are available to them. <div>1 2 3</div>	While there are some mechanisms for informing STEM students about service-learning courses, resources, and opportunities that are available to them, the mechanisms are sporadic and concentrated in only a few programs (e.g., course flyers). <div>4 5 6</div>	There are coordinated mechanisms (e.g., service-learning listings in the schedule of classes, course catalogs) that help STEM students become aware of the various service-learning courses, resources, and opportunities that are available to them. <div>7 8 9</div>	
STEM STUDENT OPPORTUNITIES <i>(circle one)</i>	Few service-learning opportunities exist for STEM students; only a handful of service-learning courses are available. <div>1 2 3</div>	Service-learning options (in which service is integrated in core academic courses) are limited to only a certain groups of students in the STEM departments (e.g., students in certain majors, honors students, seniors). <div>4 5 6</div>	Service-learning options and opportunities (in which service is integrated in core academic courses) are available to STEM students in many areas throughout the STEM departments, . <div>7 8 9</div>	
STEM STUDENT LEADERSHIP	Few, if any, opportunities in the STEM departments exist for students to take on leadership roles in advancing service-learning	There are a limited number of opportunities available for STEM students to take on leadership roles in advancing service-learning	STEM students are welcomed and encouraged to serve as advocates and ambassadors for institutionalizing service-learning	

Adapted with permission from Andrew Furco, University of Minnesota, 2010



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DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS

An important element for service-learning institutionalization is the degree to which the STEM departments nurture community partnerships and encourage community agency representatives to play a role in implementing and advancing service-learning in the STEM departments.

DIRECTIONS: For each of the three categories (rows), highlight or circle the number in the continuum that best represents the CURRENT status of community participation and partnerships in your STEM departments.

	<i>Critical Mass Building</i>	<i>Quality Building</i>	<i>Sustained Institutionalization</i>	<i>Explanation</i>
COMMUNITY PARTNER AWARENESS <i>(circle one)</i>	<p>Few, if any, community agencies that partner with the campus are aware of the campus's goals for service-learning and the full range of service-learning opportunities that are available to STEM students.</p> <p>1 2 3</p>	<p>Some, but not the majority of community agencies that partner with the campus are aware of the campus's goals for service-learning and the full range of service-learning opportunities that are available to STEM students.</p> <p>4 5 6</p>	<p>Most community agencies that partner with the campus are aware of the campus's goals for service-learning and the full range of service-learning opportunities that are available to STEM students.</p> <p>7 8 9</p>	
MUTUAL UNDERSTANDING <i>(circle one)</i>	<p>There is little or no understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities in STEM.</p> <p>1 2 3</p>	<p>There is some understanding between the campus and community representatives regarding each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities, but there are some disparities between community and STEM departments' goals for service-learning.</p> <p>4 5 6</p>	<p>Both the campus and community representatives are aware of and sensitive to each other's needs, timelines, goals, resources, and capacity for developing and implementing service-learning activities. There is generally broad agreement between the STEM departments and community on the goals for service-learning.</p> <p>7 8 9</p>	



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DIRECTIONS: For each of the seven categories (rows), highlight or circle the number in the continuum that best represents the CURRENT status of STEM departmental support for STEM service-learning.

	<i>Critical Mass Building</i>	<i>Quality Building</i>	<i>Sustained Institutionalization</i>	<i>Explanation</i>
COORDINATING ENTITY <i>(circle one)</i>	There are no STEM faculty and/or STEM department leaders that are devoted to assisting the various campus constituencies in the implementation, advancement, and institutionalization of service-learning. <div> <div>1</div> <div>2</div> <div>3</div> </div>	There are STEM faculty and/or STEM department leaders who utilize service-learning activities, but the entity either does not coordinate them exclusively or provides services only to a certain constituency (e.g., students, faculty) or limited number of STEM departments or programs. <div> <div>4</div> <div>5</div> <div>6</div> </div>	There are STEM faculty and/or STEM department leaders who maintain a coordinating entity (e.g., committee, center or clearinghouse) that are devoted primarily to assisting the various constituencies in the implementation, advancement, and institutionalization of service-learning. <div> <div>7</div> <div>8</div> <div>9</div> </div>	
POLICY-MAKING ENTITY <i>(circle one)</i>	The campus's official and influential policy-making board(s)/committee(s) do not recognize service-learning as an essential educational goal for the STEM departments. <div> <div>1</div> <div>2</div> <div>3</div> </div>	The campus's official and influential policy-making board(s)/committee(s) recognize service-learning as an essential educational goal for the STEM departments, but no formal policies have been developed. <div> <div>4</div> <div>5</div> <div>6</div> </div>	The campus's policy-making board(s)/committee(s) recognize service-learning as an essential educational goal for the STEM departments and formal policies have been developed or implemented. <div> <div>7</div> <div>8</div> <div>9</div> </div>	
STAFFING	There are no staff and/or faculty members on campus whose primary paid responsibility is to	There is an appropriate number of staff and/or faculty members on campus who understand service-	The campus houses and funds an appropriate number of permanent staff and/or faculty members who	



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<p>(circle one)</p>	<p>advance and institutionalize service-learning in STEM.</p> <p>1 2 3</p>	<p>learning fully and/or who hold appropriate titles that can support the advancement and institutionalization of service-learning throughout the STEM departments; however their appointments are temporary or paid from soft money or external grant funds.</p> <p>4 5 6</p>	<p>understand service-learning and who hold appropriate titles that can support the advancement and institutionalization of service-learning in the STEM departments.</p> <p>7 8 9</p>	
<p>FUNDING</p> <p>(circle one)</p>	<p>The campus's service-learning activities in STEM are supported primarily by soft money (e.g., short-term grants) from sources outside the institution.</p> <p>1 2 3</p>	<p>The campus's service-learning activities in STEM are supported by both soft money (e.g., short-term grants) from sources outside the campus as well as hard money from within the campus..</p> <p>4 5 6</p>	<p>The campus's service-learning activities in STEM are supported primarily by hard funding from the campus or directly from STEM departments.</p> <p>7 8 9</p>	
<p>ADMINISTRATIVE SUPPORT</p> <p>(circle one)</p>	<p>The campus's administrative leaders have little or no understanding of service-learning in STEM, often confusing it with other campus outreach efforts, such as community service or internship programs.</p> <p>1 2 3</p>	<p>The campus's administrative leaders have a clear understanding of service-learning in STEM, but they do little to make service-learning a visible and important part of the campus's work.</p> <p>4 5 6</p>	<p>The campus's administrative leaders understand and support service-learning in STEM, and actively cooperate to make service-learning a visible and important part of the campus's work.</p> <p>7 8 9</p>	
<p>ENGAGED STEM DEPARTMENT STATUS</p>	<p>The STEM departments are not considered by the broader university community to be</p>	<p>The STEM departments are considered to be emerging engaged departments by the</p>	<p>The STEM departments are considered to be advanced engaged departments by the</p>	

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(circle one)	engaged departments. 1 2 3	broader university community. 4 5 6	broader university community. 7 8 9	
EVALUATION & ASSESSMENT (circle one)	There is no organized effort underway for STEM department to account for the number, quality, and impact of service-learning activities taking place. 1 2 3	An initiative to account for the number, quality, and impact of service-learning activities taking place throughout in the STEM departments has been proposed. 4 5 6	An ongoing, systematic effort is in place to account for the number, quality, and impact of service-learning activities that are taking place throughout the STEM departments. 7 8 9	

Please provide any overall comments about your ratings from above.