Mission Statement

Participation in civic engagement enables Fisher students to gain the knowledge, skills, and perspectives needed to become contributing citizens in a diverse and complex society. Sustained collaborations with community partners result in asset building and positive community change.

Vision Statement

Our students graduate prepared and motivated to make meaningful contributions in Rochester and beyond.

Goals

The goals and outcomes of the CSLCE are guided by the Carnegie Classification for Community Engagement’s definition of Community Engagement, the College’s Strategic Plan, Principles of Good Practice for Service-Learning Pedagogy by Jeffrey Howard, and past practices that have proven to be the most impactful.

Program Goal #1: Students will develop academic knowledge and skills, civic and cultural awareness, and communication and professional skills, to meet course and College-wide learning goals.

Program Goal #2: Students and faculty will share resources and expertise, in collaboration with community partners, to develop solutions to identified issues facing local and global communities.

Program Goal #3: Faculty will access new avenues of community-based teaching and research that will enrich the learning experience, enhance professional development and recognition, and provide opportunities for scholarship across the disciplines.

Learning Outcomes
The following six Civic Engagement Learning Outcomes align with the College-wide Learning Goals. They are used to develop standards for civic engagement activities across the campus and assess participating students’ learning. The CE Learning Outcomes are also guided by the Association of American Colleges and Universities Civic Engagement VALUE Rubric.

1. **Application of Knowledge:** Students will test experiences in the community against knowledge gained through academic work and apply course content to community issues in order to achieve solutions to civic dilemmas.

2. **Communication:** Students will tailor communication strategies to effectively express, listen, and adapt to others in order to incorporate an understanding of their audience’s diverse needs, establish relationships, and collaborate with others.

3. **Intellectual Engagement:** Students will understand a problem, generate solutions, evaluate final outcomes, and reflect on academic, professional, and civic learning.

4. **Diversity and Cultural Understanding:** Students will use a growing understanding of diversity and cultural differences and skills needed to work within diverse communities and cultures to solve community issues.

5. **Ethical Integrity:** Students will practice ethical decision-making and civic responsibility to achieve reciprocally beneficial partnerships and projects.

6. **Civic and Community Engagement:** Students will increase their awareness and concern about the needs in the community and will have the motivation to make a positive difference.

**Data Collection Tools and Approaches**

The Center for Service-Learning and Civic Engagement (CE) is committed to a comprehensive assessment process using best practices. CE Learning Outcomes are assessed through three survey instruments: 1) the CE Student Impact Assessment, 2) the CE Faculty Impact Assessment, and 3) the CE Community Impact Assessment. Questions are drawn from the CE Learning Outcomes and many are repeated on all three instruments to triangulate response. Responses are self-reported and used as indirect assessment of impact. Students’ reflection essays and final products are collected from SL faculty at the end of the semester. Student reflections within their writing, and at the end of the CE Student Impact Assessment are used as qualitative data on the impact of service-learning and grouped by themes. Student-created products can be used as direct evidence of the accomplishment of CE Learning Outcomes.

**Use of the Evidence**

Impact Assessment data are analyzed by the CSLCE Director and the Service-Learning Advisory Board and results are used to enhance CSLCE programs and faculty and student training. Individual reports are shared with Service-Learning faculty and community partners to
enhance pedagogy, community partnerships, and Service-Learning projects. Results are communicated at faculty training and campus presentations and within marketing efforts including Admissions Open House and College News. Data are integrated in annual reports and used to substantiate requests for resources and grants.

For further information or questions regarding the Center for Service-Learning and Civic Engagement, contact Dr. Lynn Donahue, ldonahue@sjfc.edu.