*Current Activities*

1. **With Society** - through signing and fulfilling the social responsibility contract cited in our Strategic Plan
2. The topics of “academic honesty, tolerance of opposing views, and representing University values” could be incorporated into the CSU 1022 course and introduced to students in that forum
	1. School/Department and CSU 1022 faculty would work together Objective(s) could be written targeting these three major topics
	2. Assignments could be assigned that assess these topics. It needs to be recognized that these topics are in the affective domain of learning, and while not impossible to measure, they will require some objective measurement. I would think that the Office of Enrollment Management would be able to offer some advice concerning how to track and measure, and may already have something tangible in place.
3. **With Community** – both students and faculty participating through service learning
	1. Nursing students are required to participate in community service projects and activities in order to produce exemplars for their senior portfolios.
		1. Possible Partnerships: There are many agencies throughout metro-Atlanta that regularly contact the School of Nursing to obtain nursing student volunteers to assist with their activities, including K-12 schools, churches, hospitals, and community centers.
		2. Assessment/tracking: For the nursing program outcome of “professional development” and also “interdisciplinary collaboration”, nursing students must produce tangible documentation of their involvement in community service projects and activities they participated in during their junior and senior years. Each outcome section also requires the student to define the outcome and describe how the cited exemplar activities enabled them to meet the program outcomes.
	2. Service learning is a huge component of Dr. Jennell Charles’ Organizational Transitions course, which is a hybrid of concepts for community health nursing and nursing leadership. The students are assigned to a group representing vulnerable populations (ie pregnant adolescents, women, homeless, elderly, mentally challenged, etc…) and they conduct a needs assessment, followed by extensive planning and implementing a project that meets an identified need of their assigned population.
		1. Possible Partnerships: Jennell has MOU contracts with several agencies throughout Metro-Atlanta who have agreed to allow the students access to their populations, and will work with them in project development over the semester.
	3. Nursing has had several service learning Study Abroad trips, in which they visit populations in need and assist with the provision of medical services. (Guatemala, Pine Ridge Indian Reservation in the United States have been done in the past, and we are planning new trips to Guadelajara, Mexico and Haiti in Maymester 2013)
		1. Partnerships are usually developed t least one calendar year in advance, when faculty members take site visit trips to the areas to tour and evaluate the potential sites that students will work in and visit.
		2. Students plan and implement the project under the guidance of a faculty member. They ask members of the population they serve to complete an evaluation of their project and to describe how it met or did not meet their needs. The faculty member evaluated the project overall for a grade. The students must present their project and the results of it to their peers during a formal classroom presentation at the end of the semester.
		3. Could achievement of course objectives suffice as evaluation here? Objectives usually cover three domains of learning: cognitive skills(knowledge learned), psychomotor skills (hands on skills learned and/or refined), and affective skills (attitudes). Although affective skills are much more difficult to measure, it is certainly not impossible to measure how a trip impacted their thoughts, beliefs and attitudes concerning travel and a new culture. AACU offers tangible ways for how to measure these, and rubrics are available on their website and for purchase
		4. The department of Education already works with specific schools in the local counties. We attempt to meet their needs for specific staff development courses (social studies, science, math, English, diversity, classroom management, assessment).
	4. Create an activity such as a 2 or 3 day on campus camp that provides “hands on” participation about college life, critical thinking, attending a college class in interested major, ropes course, financial aid, session with current Clayton State students talking about their experiences etc.
	5. The College of Information and Mathematical Sciences has the unique advantage of uniting IT, CS, and Mathematics under the same umbrella. Students with CIMS majors have the distinct opportunity to learn how each of these areas works together to solve real-world problems. To further emphasize this relationship, and to further address retention and community, we have formed a LEGO Bowl competition at Clayton State University. Teams of four students, including one first-year student at the university, must work together to design, build, and program a LEGO Mindstorm robot to efficiently complete specific tasks. While this brings students from Clayton State University together, it provides the opportunity for service learning and community involvement, each of which is part of the Strategic Plan. Students competing in LEGO Bowl will be encouraged to participate in the creation of LEGO robot programs in Clayton County schools. While the LEGO league is ubiquitous in northern areas of Atlanta, it has yet to fully develop in southern areas. It would also increase visibility for Clayton State University.
	6. Currently the Academic Research Conference (formally of the college of Arts & Sciences) is held every spring provides an outlet for our undergraduates to present their results (posters/talks) to the university community. However, we could certainly advertise this to the community. Research projects conducted with members of local high schools could also be represented at this conference.
	7. Group project where students choose a client company (from a list of pre-screened “approved” class sponsors), meet to discuss their needs from a business development or operational perspective, conduct a survey research project for them, produce and present a final presentation with recommendations
	8. Extra credit option where students are given the opportunity to choose a client company and complete secret shopper forms
	9. Choose a product within a particular industry (as chosen by the instructor) and conduct an analysis of company’s marketing history and current activities with suggestions for moving forward with strategic marketing direction
	10. Work with a community partner, gather information from them, and produce a strategic marketing plan on their behalf
		1. Possible partnerships (covers g-j): Work with colleges and campus life to gather the partnership lists across the university
		2. Develop an annual “Service-Learning Conference” at the university to
		3. Educate university community on the importance of SL
		4. Provide workshops to help faculty learn more specifically how to develop SL project and options for class
		5. Luncheon or other venue for thanking and building relationships among community partners
		6. Assessment/tracking (covers g-j): Work with colleges and campus life to gather the partnership lists across the university
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		8. Educate university community on the importance of SL
		9. Provide workshops to help faculty learn more specifically how to develop SL project and options for class
		10. Luncheon or other venue for thanking and building relationships among community partners
4. **With Academics** – through a “real world” internship experience in the major
	1. During their final semester of enrollment, each nursing student completes a 50 hour preceptorship (ie internship) at a hospital in which they work 1:1 with an assigned registered nurse.
		1. Possible partnerships: Metro-Atlanta hospitals that we have a formal MOU contract with, within a 90 mile radius of campus
		2. Assessment/tracking: each student is evaluated formally (ie written structured evaluation with objectives to achieve during the experience) by the faculty member, as well as the registered nurse preceptor. The student evaluates the preceptor as well as the facility.
	2. Ex. Students completing any Education concentration currently, over the course of three semesters, participate in classroom observations, an observed practicum experience, and student teaching, put together a portfolio, and summarize the outcomes in a public presentation as part of their Senior or Capstone Experience.
	3. Students completing the MAT must construct a similar portfolio, and participate in independent (action) research project with a faculty advisor. It is not required, yet, much of this research has been original and some has been published. Students must take the EDUC 5400a Action Research Proposal and 5400b Action Research Paper course, where they learn how to research, write and present their work. This culminates with a paper and a public defense of their results.
	4. Students completing the mathematics major with secondary education concentration currently participate in student teaching, put together a portfolio, and summarize their research question and results in a paper and public presentation as part of their Senior Capstone Experience.
	5. Students completing the mathematics major must participate in independent research with a faculty advisor. While it is not necessary, much of this research has been original and published in refereed journals in the past. Students must take the MATH 3006: Communication in Mathematics where they learn how to write and present to the mathematics community. The Capstone Experience culminates with a paper and a public presentation of their results.
	6. Commitment to and tradition of sending students to conferences to present their results.
	7. Natural Sciences has three kinds of internship: BIOL 3222 Off-campus Internship and BIOL 3223 On-campus Internship, and BIOL 3223 Service Learning Internship, which are 3 credit hour classes, each of them repeatable once for credit. They can be used in two places in the biology curriculum: to fulfill the experiential learning requirement in the Biology Core, and also for a Biology Elective.
	8. Natural Sciences has several Directed Research classes in Biology (BIOL 3224 and 4222), Chemistry (CHEM 3224 and 4222), and Physics (PHYS 3224 and 4222).
		1. ***Possible partnerships (covers g and h):*** Many of our natural sciences faculty who regularly participate in BIOL/CHEM/PHYS 3224 and 4222 research maintain working partnerships with entities outside of the university. Among biologists, for example, Dr. Jacqueline Jordan and Dr. Francine Norflus collaborate with Emory University, Dr. Yvette Gardner-Johnson collaborates with Spellman University, Dr. Jere Boudell collaborates with Agnes Scott College, Dr. Joshua Parker collaborates with University of Nevada, and Dr. Chris Kodani collaborates with City of Griffin and Georgia Adopt-A-Stream. Likewise, chemistry faculty collaborate outside the university, such as Dr. Richard Singiser who collaborates with Mercer University and Dr. Jonathan Lyon collaborates with a Fritz Haber Insitut (Germany). All of these faculty collaborate with research partners for access to better research facilities and resources, and in fact, our students are able to benefit from this. Some research advisors actually accompany their students to their collaborator’s labs in order to use equipment, others are able to borrow equipment and materials that Clayton State does not own.
		2. The BIOL 3223 Service Learning Internship, led by Dr. Michelle Furlong, is a collaboration between several CSU faculty, CSU students, and Rex Mill Middle School. Again, several of the faculty have participated. Dr. James Braun and Dr. Tatiana Krivosheev, for instance, helped to build a trebuchet (medieval style catapult).
		3. ***Concrete suggestions for how to TRACK and how to ASSESS this (covers g and h):*** In Natural Sciences, all Directed Research students (3224 and 4222) are required to produce several deliverables by the end of the semester, including a written paper, notebook, PowerPoint presentation, and research poster (please see attached syllabi). In addition, 4222 students are required to present their results at the end of the semester at the department’s research symposium, and they are graded on their presentations by the Natural Sciences faculty according to a standard rubric.
		4. Clearly, Directed Research is an area where assessment is working well, and it benefits students greatly, but the problem is that this is an extremely time-intensive activity for faculty. Sadly, every semester we must turn students away, who would like to do research, but we just do not have sufficient time. In order to make more research opportunities available to students, we need to significantly reduce faculty workload, reward faculty participation with credit towards promotion and tenure, and increase support through research funding and facilities. Without doing this, we will continue to turn away students who could benefit from this program.
		5. Many years ago, Off-campus Internship (BIOL 3222) was quite successful in having the students journal weekly about their internship experiences. Every week, I would check their journals in GeorgiaView, and would develop a reflective dialogue with them on their progress, giving them comments on their journals, and mentoring them through their internships. Each assignment received a grade. Unfortunately, as the biology program grew, and faculty workload increased through the requirement for publication, I was unable to keep up with this highly effective practice, and abandoned it. Because internships do not count as a normal part of my teaching load, the only assessment done on off-campus interns is an online survey done by the site supervisor. It is highly unlikely that we can improve the internship experience until internships are given the same weight as regular classes.
5. **With Campus** – through participating in one large project that will enhance the campus.
	1. Nursing and dental hygiene students have participated regularly as asked in campus health fairs and screenings
	2. Nursing students regularly volunteer to participate with flu shot administration on campus
	3. College of Health students could work with Campus Recreation to work on healthy eating and exercise programs with the student community and recreation center users in the external community
		1. (covers a-c) School of Nursing and University Health Center
		2. (covers a-c) Program evaluation of the services offered to the community, as well as a reflection of what was learned by the students, and evaluation of the program overall by faculty who could comment on how to strengthen the program for future offerings.
6. The mathematics department is currently in the process of rethinking the structure of the service courses (e.g., MATH 0098, MATH 0999, etc.). The students would sit in a lab environment, and watch prerecorded lectures. Instructors would walk the room, answering any questions that may come up. Students may work at their own pace, and possibly earn credit for more than one course in a semester (addressing retention, graduation rates, etc.). Supplemental Instructors would also work very well in this environment, and seem to be an integral part of the plan.
7. Certain software is required in multiple STEM courses (MATLAB, Maple, JMP, etc.). Students could be trained and hold weekly workshops for those students who need extra help in the use of these specific programs.
8. WeBWorK server recently installed on campus. It is an online homework system that is freely distributed by the MAA (Mathematics Association of America, which is the association which focuses more on teaching mathematics), and is widely used throughout the United States.
9. Replace online homework systems (e.g., WebAssign, MyMathLab, etc.) students currently have to pay a non-trivial amount for. Many students only have a temporary account until their financial aid comes in. These students usually fall behind in homework, thus the class.
10. Professors write problems. There is a national bank of problems one can use to create homework sets. We can customize our problems for our own classes, and in turn upload them to the national directory (thus CSU becomes more visible academically). Students in CIMS can work closely with professors to translate problems into WeBWorK (languages: LaTeX, Perl, Python, etc.).
11. CSUMS (Clayton State University Mathematics Society) is a new student organization consisting of majors/minors in mathematics. Students in advanced classes sometimes require outside help that tutors in the CAS are unable to provide. Members of (clubs like) CSUMS could make a pledge to be available for these students for tutoring.
12. On-Campus Internships help to improve the teaching skills of registered upper-division students, while enhancing the learning of lower division students. Normally, these students are deployed in the labs where having additional personnel can make a significant difference in the learning experience. Typically, pre-medical students like to help teach anatomy and physiology labs. Assessment is done through learning objectives established in a learning contract.

*Suggestions for FUTURE activities*

**With Society** - through signing and fulfilling the social responsibility contract cited in our Strategic Plan

1. Signing and abiding by a plagiarism policy, but as is now, considered a part of being responsible to ideas, to readers, to other writers
2. Work with Clayton County students-some examples of programs include mentoring, tutoring programs
3. Ethics and Cultural Consciousness Program for all students- Requirement for all students to attend: Discusses personal responsibilities in regard to campus policies; ethical issues regarding behavior and academics; and culturally competent interactions. Topics may include: an examination of ethics and establishment of personal ethical code, digital plagiarism, personal responsibility, first aid, responsibility to the physical campus, and small group discussions about cultural difference and competence.
4. Social responsibility piece (community engagement piece) -Possible example activities:
	* 1. Work with local K-12 students-some examples of programs include mentoring, tutoring, science fairs, mathematics events for students, Georgia Student Media Festival http://www.gsmf.us/ -education students and others could serve as volunteer judges.
		2. Ethics program for on campus- Requirement for all students to attend: Discusses personal responsibilities in regard to campus policies and civility issues regarding classroom/campus behavior and academics. Topics may include: plagiarism, personal budgeting/consumer education, campus disruptive behavior, traffic/pedestrians/ campus safety, First aid/CPR sessions, copyright, file sharing/IT issues on networked computers and other data file devices. (Note: CSU 1022 provides some of this in class and workshops for incoming freshmen) What other type of class or forum would address this for transfer students and other upper class?

**With Community** – both students and faculty participating through service learning

1. Through creating a huge academic bowl where CC students come in to compete in various academic challenges put together by students and faculty in our various subject-specific departments (history, English, art, music, et ct).
2. Through providing an adult education program (**GED to CSU**)-Informing GED students about college programs and preparation.
3. Some kind of link between our new Justice Center and the Clayton County Juvenile Court.
4. Create an activity such as a 2 or 3 day on campus camp that provides “hands on” participation about college life, critical thinking, attending a college class in interested major, ropes course, financial aid, session with current Clayton State students talking about their experiences etc.
5. ENGL 1101/1102: writing about CSU; writing about volunteer experiences . . . upper division: writing partners with area schools, help with writing literary magazines and newspapers; various grant-writing projects and other writing projects—develop a community resource page where folks can get help with tutoring, editing, etc.

**With Academics** – through a “real world” internship experience in the major

**With Campus** – through participating in one large project that will enhance the campus.

1. Green Campus Initiative – students could form a force that would be responsible for Green campus initiatives. Such as promoting more recycling, cleaning, composting, parking spaces for electric cars, et ct.
2. Campus Non-Traditional Students Collective – a force that would be responsible for creatively addressing concerns as related to non-traditional students.
3. Campus Women’s Collective – see above.
4. CSU Connections Initiative – an each one reach one initiative where a upper level student is responsible for mentoring a lower level student with specific required activities that relate to recreational activities, academic activities, emotional support, etc.
5. ENGL 1101/1102: writing and designing a proposal to implement a project, serve some ongoing project

Other suggestions (re: partnerships and tracking)

**Possible partnerships-** With specific schools in the local counties. Note similar services and departments are available in other local counties in addition to Clayton.

1. by geographic location for easier transportation to the schools
2. meeting the subject needs of specific K-12 courses (social studies, science, math, language arts, music, art, foreign languages); at risk students (Alternative schools); gifted programs.
3. Adult education programs-Informing GED students about college programs and preparation.
4. <http://www.gacasa.org/>-working with Court Appointed Special Advocacy program in local counties
5. Clayton County Juvenile Court. <http://www.claytoncountyga.gov/courts/juvenile-court/court-services.aspx> (This is a brand new facility and Clayton County’s juvenile court is a model court that has national and international visitors seeking to learn more about the many successes with our Clayton Count youth! Chief Judge Steven Teske and three other judges serve this Court.
6. Clayton County 4-H Georgia <http://www.claytoncountyga.gov/services/extension-service/4-h.aspx>
7. Clayton County Dept. of Family and Children Services <http://www.claytoncountyga.gov/services/dept-of-family-and-children-services.aspx>
8. Clayton County Board of Health <http://www.claytoncountyga.gov/services/dept-of-family-and-children-services.aspx>

**Tracking and assessing partnerships-**

1. **Domain-Alumni**-develop a survey to see majors, interests, professional work, and interest in partnering with students. Share with them a summary of the goal of experiential/service learning of QEP. Assessment: reflection on the CSU student’s perception of a major and/or career vs. their experience working with the partnering alumnus.
2. **Domain-Community/Corporate**-Similar to Alumni, but this connection would be more of an assessment of career, profession, may require some students to have expected skill sets?
3. **Domain-Students**-perhaps seeking other students of like interests and majors to develop a plan to create an awareness of a topic or cause. Create a plan (sort of like a business plan) and then reflect on did the expectations meet what was originally created. What would do the same? Do differently?
4. **Domain**-**Potential dual-enrolled students-**Create an outreach activity such as a 2 or 3 day on campus summer camp or weekend event that covers sessions and “hands on” participation about college life, critical thinking, activities (similar to what was done by Dr. Mannie Hall –former coordinator of Dual enrollment.) Involve current Clayton State students to help with facilitating sessions, talking about their experiences etc.
* **Assessment-Reflection activity for current CSU students**-communicating, leadership, expectations of their time with high school students.
* **Assessment-Reflection activity for current high school participants**-communicating their interest in dual enrollment, their perception of Clayton State as a potential place for them, their confidence in abilities to do the dual enrollment based on the real type of college experiences introduced during their 3 day camp or weekend at Clayton State.

 \*Part of this is what was experienced by a family member in dual enrollment.