

## 2006 Draft of Documentation Framework for Elective Classification - Community Engagement

### I. Foundational Indicators

#### A. Institutional Identity and Culture

Required Documentation (Complete all 4 of the following)

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

X Yes  No

Community engagement is mentioned throughout the University's revised strategic plan, which includes both the vision and mission statement. For complete text of Strategic Plan see: [http://www.csuchico.edu/prs/documents/pdf/strategicPlan5\\_06.pdf](http://www.csuchico.edu/prs/documents/pdf/strategicPlan5_06.pdf)

Excerpt from the University Vision Statement: "We are a place devoted to the academy's most fundamental tenets: reason, respect, civility, and community. We are a place where the passion of our commitments and clarity of our values find expression every day in the community of learning and service we have fashioned."

The University Mission Statement: "California State University, Chico is a comprehensive university principally serving Northern California, our state and nation through excellence in instruction, research, creative activity, and public service. The University is committed to assist students in their search for knowledge and understanding and to prepare them with the attitudes, skills, and habits of lifelong learning in order to assume responsibility in a democratic community and to be useful members of a global society."

From the Values Statement in the Strategic Plan:

"We seek the purposeful integration of liberal and applied learning and the provision of full access and equal opportunity for all our students to the knowledge, skills, and habits that form the basis for life-long learning, civic engagement, and enlightened service in a diverse society and global community."

"We acknowledge not only the obligation of service, but also the value of service to others in defining institutional character and measuring institutional performance."

And in the University's first Strategic Priority:

***Believing in the primacy of learning, we will continue to develop high-quality learning environments both inside and outside the classroom.***

- Its heart and essence is the learning process: active collaboration among a community of diverse students, staff, and faculty that enables learning opportunities connecting classroom instruction, out-of-class experiences, and service. This collaboration results in discovering and rediscovering the joys of learning and enabling participants to become effective lifelong learners and engaged citizens.

2. Does the institution formally recognize community engagement through awards and celebrations?

X Yes  No

CAVE (Community Action Volunteers in Education, a division of Associated Students) hosts a week-long celebration of service each year during National Volunteer Week. In addition to a variety of on campus activities, a full page advertisement is taken in both the campus and local newspaper that lists over 2300 names of students involved in CAVE volunteer and service-learning opportunities. In 2006-07, a two page spread is planned and will include the names of service-learning faculty and community partners. In addition, several prestigious awards and scholarships are offered on campus, most of which are awarded at the annual University Awards Celebration in May.

Glenn Kendall Public Service Award: Each year, this \$600 award, sponsored by President Emeritus Glenn Kendall, recognizes one outstanding graduating senior who has shown exemplary scholarship and public service to the university and the community. The recipient's academic record must indicate promising public service after completing studies at Chico State. Selection criteria include record of outstanding scholarship, special studies, projects, and field work in areas involving public service; record of outstanding public service within the university and the community; record or proven ability to work effectively with others; and evidence of traits indicating a dedication to the well-being of people.

Longs Outstanding CAVE Volunteer Award: Each year an outstanding CAVE volunteer is the recipient of a \$500 award endowed by Longs Drug Stores Foundation. Any full-time student who is a field volunteer in one of CAVE's programs during the current year is eligible. Students may apply for the award or may be nominated by others. The recipient is an individual who demonstrates a strong commitment to service and volunteerism in the spirit of making a difference in the Chico community.

Maggie Pattison Scholarship: This scholarship is sponsored by Maggie Pattison, who touched the lives of the many student leaders that passed through the Associated Students during her 23 years of professional and personal dedication. This award of \$250 is given to an individual undergraduate student who has demonstrated a high level of commitment and volunteer service within the Associated Students.

Ron Rohde Scholarship: This scholarship is sponsored by Ron Rohde in memory of his father of the same name. Ron completed both Bachelors and Masters degrees at CSU, Chico and later served as part-time faculty in the Department of Communication Design. Additionally, Ron was actively involved with CAVE where he helped manage and promote the Project Pals Program. This award of \$600 is given twice a year to a full-time undergraduate student who volunteers at least five hours per week at CAVE.

At the College of Agriculture Fall Festival up to 400 alumni, donors, students and their parents, along with College faculty and staff, gather together to visit, reminisce, and learn what is going on in the College, recognize those who have served the College, and celebrate the harvest season. At this event the College inducts someone into the "Hall of Honor" that recognizes exemplary service to the College of Agriculture and the community. In addition, individuals and businesses that donate money for scholarships meet the students who received the award. The College also hosts the Red Bluff Bull Sale Alumni event in January (200 attendees) and the Colusa Farm Show Alumni Breakfast in February (240 attendees) where similar activities occur.

3. Does the institution have a system for assessing community perceptions about the effectiveness of the institution's engagement with community?

X Yes  No

Community perceptions are most often assessed through the University Advisory Boards and Presidential Task Forces, but Advisory Boards are found at every level of the university. Some examples are:

The University Advisory Board is comprised of 25 members from all over Northern California who assist the President in understanding and addressing current issues that have implications for both the institution and community. In addition to discussing current issues, meetings involve time to explore a specific topic through presentations and organized discussions among members and guests. Sustainability, North State Stewardship, community service, and increasing the college going rate of high schools students in the North State have been topics in past meetings.

The President's Commission on Campus Life included six (6) Task Force groups charged with the role of assessing the current state of affairs, then making recommendations to the President, on critical aspects of campus life. The Task Force groups were: (1) Greek System Review, (2) Hazing, (3) Alcohol Abuse, (4) Personal Safety in Campus Neighborhoods, (5) Student Engagement, and (6) New Student Orientation. Most Task Forces included community members who were asked to be active participants in assessing the issue and formulating recommendations to the President.

All CSU, Chico Colleges (Agriculture, Behavioral and Social Sciences, Business, Engineering, Computer Sciences and Construction Management, Humanities and Fine Arts and Natural Sciences, and the Graduate School) have Advisory Boards with community representation. Recently (2005) the College of Humanities and Fine Arts involved its community advisory board in focus groups to guide development of the Court Theatre program. The Dean of The College of Communication and Education has assembled an advisory board and asked all department chairs to do the same. As a result, the School of Education regularly involves principals and teachers in discussions on issues related to K-12 education and teacher preparation to better meet the needs of local schools. The College of Agriculture consults their board on curricular, research and outreach issues.

The CAVE Program has taken leadership for organizing community engagement efforts and has the most systematic mechanisms in place. CAVE maintains ongoing contact with approximately 85 community partner agencies who are systematically contacted via phone and mail prior to each semester and at several points throughout the year for feedback. The CAVE Advisory Board was originally created to assist with CAVE functions, but now advises on overall campus civic engagement. Several community partners are members of the advisory board and assist in assessing perceptions among their peers. The CAVE Program Manager is an active participant in the United Way Agency Member Council, which provides a monthly opportunity to get feedback on campus civic engagement efforts. Through a California Campus Compact grant, CAVE was also able to partner with Butte College to conduct assessment of community needs and perception and also organized focus groups to gain insight on Chico State's work with non-profit and K-12 sites.

Does the institution use the assessment data?

X Yes  No

Many examples exist. When campus enrollment decreased, local student housing complexes became vacant and local owners blamed the university. University Advisory Board members made the President aware of the issue, which resulted in a campus-community Task Force. The group was charged to gather input on the issue and create dialogue opportunities that brought both sides together to understand the challenges and find common ground.

As a result of active participation from community members on the Greek System Review Task Force, the campus is now working very closely with the City of Chico on housing standards for Greek organizations. Input from both neighbors and local law enforcement agencies was also instrumental in creating policies for noise violations and alcohol related problems in all campus neighborhoods.

As a result of community input to the Communication Arts and Sciences Advisory Board, it became clear that the non-profit sector needed more individuals who were prepared for the field. In response, the Communications Arts and Sciences department created a new option focused on non-profit administration, with significant opportunities for service-learning.

The College of Agriculture recently consulted community stakeholders on the re-design of its Plant Science curriculum.

CAVE continues to adapt campus-wide efforts with community as a result of assessment effort. Examples of program changes include increased collaboration with the local community college to streamline programs that share community partners, developing a community handbook to share information about campus, and completely reorganizing how Chico State students are screened and placed in the local school district so that real needs could be addressed.

3. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

X Yes  No

Chico Statements, a university generated magazine sent to alumni and friends of the university, regularly features success stories of community engagement. Examples include pieces on the community nutrition program and campus service-learning efforts. *A special theme issue entirely devoted to service in the region is planned for Fall 06.*

Inside Chico State is a monthly newsletter that highlights activities at Chico State and includes a column from the University President and Provost. Through this publication, important statements from campus leaders have consistently been made about community/civic engagement and sustainability efforts. This publication is distributed to all faculty and staff at the university, as well as a broad constituency of community members.

The university homepage has several links that emphasize community engagement. "Life in Chico" highlights information about Life on Campus connected to the community and Life in The Community connected to campus. "Our Sustainable Future" is prominently featured on the university home page and links visitors to a forum for information about Chico State's contributions to sustainable development, community connections for sustainability, and our new vision of education that features community engagement. "Chico Facts" includes descriptions of key programs, facilities and service, most of which are connected to community. The University Admissions homepage promotes community engagement by prominently highlighting information about students work at Chico State. Stories include spring break trips to New Orleans, forensic students work with local police, and a link to the Excellence brochure which highlights campus accomplishments each academic year, many of which are related to community engagement.

See:

[http://www.csuchico.edu/pub/excellence/student\\_team.html](http://www.csuchico.edu/pub/excellence/student_team.html)

<http://em.csuchico.edu/admissions/studentlog/default.asp>

[http://em.csuchico.edu/admissions/news/adm\\_news\\_story.asp?iNewsID=297&strBack=/admissions/Default.asp](http://em.csuchico.edu/admissions/news/adm_news_story.asp?iNewsID=297&strBack=/admissions/Default.asp)

[http://www.csuchico.edu/pub/excellence/college\\_bss.html](http://www.csuchico.edu/pub/excellence/college_bss.html)

[http://www.csuchico.edu/pub/excellence/student\\_affairs.html](http://www.csuchico.edu/pub/excellence/student_affairs.html)

## B. Institutional Commitment

Required Documentation (Complete all 8 of the following)

1. Does the executive leadership (President, Provost, Chancellor, Trustees, etc.) of the institution communicate explicitly to promote community engagement as a priority?

X Yes  No

President Zingg's *Inside Chico State*, September 2004:

"Connecting faculty work to the needs and quality of a democratic society effects a powerful affirmation: we are an American university, and we are the university of the North State. Our future is tied to the traditions of the former and focused on the obligations of the latter. Our future is rooted in the very idea of the American academy and its most distinctive element—the promise of service. Our future is in this mission and in this community."

For full text see: [http://www.csuchico.edu/pub/inside/09\\_09\\_04/president.html](http://www.csuchico.edu/pub/inside/09_09_04/president.html)

President Zingg's Commencement address, 2006:

"Embrace the example of the many among you who helped with the Hurricane Katrina recovery, who raised funds and hopes for the children victims of cancer, who devoted countless hours of service to the Chico Boys & Girls Club, Habitat for Humanity, a cleaner environment and a sustainable future, who tutored the less fortunate, provided company to the lonely, and fed the hungry."

Full text: <http://www.csuchico.edu/prs/about/pubs/commencement2006.shtml>

Provost's Speech, "Creating Common Ground," a major public address with an in-depth discussion of civic engagement, service learning and environmental issues.

"Sustainable development also requires us to train caring citizens who exercise their rights globally as well as locally. This means, and I must underscore this point, is that the training of people to be good stewards of the planet, must be interdisciplinary and holistic, embedded throughout the curriculum, drawing on different disciplines and pedagogies.... So, a campus effort involving global sustainability will include three essential components: curriculum, outreach to the community, and practices."

Full text:

[http://www.csuchico.edu/vpaa/Creating\\_Common\\_Ground\\_3-7-06.pdf](http://www.csuchico.edu/vpaa/Creating_Common_Ground_3-7-06.pdf)

2. Does the institution have a coordinating infrastructure (center, office, etc.) to support and advance community engagement?

X Yes  No

Community Engagement is central to the mission of the University and responsibility is threaded throughout the administrative structure, with significant responsibility and activity in each College under the supervision of Deans.

Service Learning is coordinated by the Office of the Provost, Dean of Undergraduate Studies. This office coordinates with CAVE (Community Action Volunteers in Education), a division of Associated Students, and provides significant funding (>\$35,000 of direct funding) to help with staffing. CAVE helps place more than 2,500 students per year in both community service and service-learning contexts, and provides advice and support to faculty in the development of service-learning courses.

The Provost's office also worked with CAVE and faculty on the Engaged Department Initiative, which used a Civic Mission in Education Grant to work with 12 academic departments. Grant activities focused on developing service-learning throughout the curriculum, assessing the sequence of service-learning courses in the major, addressing Retention, Tenure and Promotion guidelines to support civic engagement, and the Scholarship of Engagement. One of the culminating activities of this grant was a Civic Engagement Summit, held in May 2006 in which Tom Ehrlich (Carnegie Foundation), Season Eckardt and Gerald Eisman (CSU Chancellor's office) held a day-long meeting with academic department chairs to discuss curricular reform and inter-disciplinary collaboration focused on civic engagement.

The Bidwell Environmental Institute provides a coordinating structure for CSU, Chico's sustainability efforts by putting under one roof all campus activities related to the natural environment: reserve management, education, outreach and research. The Institute supports ongoing projects and facilitates communication between the University and with external constituencies.

CSU, Chico is also an active participant in The American Democracy Project, which is organized by a leadership team that includes the Provost, CAVE Director, Rawlins Endowed Professor of Environmental Literacy, and Director of Environment Studies. The team meets regularly with the Butte College team to collaborate on our shared interests in becoming sustainable campuses.

The North State Initiative is directed out of the President's Office with the goal of coordinating efforts across campus designed to serve our regional base (11 counties of Northern California, an area roughly the size of Ohio). The President's vision is one of regional stewardship focused on the economic, environmental and cultural health and well-being of the North State. This is forcefully articulated in Strategic Priority 4 of the university Strategic Plan:

***4. Believing in the value of service to others, we will continue to serve the educational, cultural, and economic needs of Northern California.***

California State University, Chico has articulated service as a fundamental tenet of its identity and strategic plan. We emphasize not only the obligation of service, but also the value of service to others in defining individual and institutional character.

Embedding a regional orientation into our daily campus life and connecting our work to the needs and quality of a democratic society enacts a powerful affirmation: we are an American university and we are "the university of the North State."

Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

X Yes  No

As mentioned in #2, above, the Provost's Office provides direct budgetary support to CAVE, which augments support provided by student fees and grants.

The University also supports University Public Events (direct support over \$800,000 in 05-06). UPE's Mission is:

"Our mission is to present Chico and the Greater North State Region with culturally diverse, nationally and internationally acclaimed performing arts programming including dance, music, theater, and internationally recognized guest lecturers. CSU, Chico believes in the value of service to others and we continue to serve the educational, cultural and economic needs of Northern California. We actively participate in expanding the tourism opportunities in our community with continuous arts programming and strive to educate our adult and youth about the Arts. In addition, University Public Events helps maintain Chico's historic Laxson Auditorium, one of our regions finest performance venues."

UPE produces about 90 events annually, drawing over 65,000 visitors to campus, including nearly 25,000 K-12 students attending as field trips.

In many cases, significant portions of College budgets are devoted to community engagement. The College of Humanities and Fine Arts devotes approximately \$400,000 to arts events (plays, recitals, talks) that serve community needs, as well as educating students.

The College of Behavioral and Social Sciences supports the Anthropology Museum at \$100,000 per year. The Museum's annual exhibit (entirely student-researched, produced and installed) draws several thousand K-12 students to campus annually.

The College of Natural Sciences supports the proposed Natural History Museum at \$250,000 per year. Pays for an Executive Director who oversees planning and fundraising, organizes community events, such as the "Museum Without Walls" public lecture series and other activities.

Significant portions of the budget of the College of Communication and Education are devoted to preparing future teachers for California, with about 500 student teachers placed annually. In addition, the College has hosted over 30 international delegations from Central Asia and Eastern Europe focused on civic education/engagement. CME faculty and students also organize numerous community outreach projects: Family Fun Day, Ability First Sports Camp and others for the local community.

Is there external funding dedicated to supporting institutional engagement with community?

X Yes  No

According to the Office of Research and Sponsored Programs, total Grant and Contract Activities at CSU, Chico in 05-06 were \$25,705,958. Of this, approximately \$12,047,131 (47%) was for activities associated with Community Engagement ("Public Service," Firms code 3.)

Examples of Large Community Engagement Initiatives include:

PASSAGES Adult Resource Center \$4,597,821  
Assists families and communities in coping with the health care needs of aging relatives, providing support for homecare and avoiding institutionalization of the elderly.

Center for Economic Development Center \$1,587,094  
Provides information on economic trends for local governments and the private sector to strengthen economic development.

Center for Nutrition and Activity Promotion \$ 525,821  
Provides nutritional education and outreach to thousands of K-12 children to counter childhood obesity and promote a healthy diet and exercise.

The Agricultural Research Initiative \$ 750,000  
Competitively allocated state funds to support applied research in agriculture, requires a 1:1 match from community in order to focus activities on real needs.

School of Social Work, Title IV-E \$1.2 M  
Title IV-E Child Welfare Training Project prepares social workers for the North State in collaboration with county welfare offices and other community partners.

In addition, the University benefits from California Call to Service funding (\$48,000 year) competitively granted by the CSU, Chancellor's Office. We have also benefited from a Civic Mission in Education grant (\$16,000 year) to support the Engaged Department Initiative and the Partners in Progress grant (\$4000) to support collaboration with Butte College.

Is there fundraising directed to community engagement?

X Yes  No

In addition to Grant and Contract activity above, University Advancement supports the Colleges to promote and fund College community engagement goals. For example:

The University has partnered with the McConnell Foundation to expand academic programs with a satellite campus in Redding, CA, to better serve students in far northern California. (\$800,000)

The creation of a Natural History Museum on campus, to serve as a major center for science, environmental and ecological education is a major fundraising effort. The University has raised \$4.8 million toward this effort. When completed, the Natural History Museum will be a major point of contact for university-community engagement.

The Agriculture Research Initiative (mentioned above) supports applied agricultural research in agricultural business management, biodiversity, biotechnology, food safety and processing, irrigation management and technology, natural resource management, production management systems, and public policy development. In addition to the \$750,000 that the College of Agriculture at CSU, Chico receives from the State of California, a 1:1 matching requirement dictates that faculty identify external funding, from the agricultural community, to support these projects, with no more than 75% of the match being in-kind. The matching requirement helps to ensure that the research responds directly to community needs. Examples of projects funded by the Ag Research Initiative include developing an organic dairy and partnering with Sierra Nevada (a local brewery) to recycle brewery waste as cattle feed.

The university has also raised thousands of dollars in scholarship money to provide access to the university for under-served populations in the North State. To celebrate CAVE's 40 year anniversary in 2006-2007, several initiatives are planned as outreach opportunities to former program staff (over 2,000 alumni). By year end, direct appeals will be made to these individuals requesting support for civic engagement activities and scholarships that support students engaged in service through CAVE.

2. Are there systematic campus-wide assessment or recording mechanisms to evaluate and/or track institutional engagement in community?

X Yes  No

Assessment activities can be separated between those focused on academic programs/curriculum and other community engagement efforts. As part of ongoing academic program assessment efforts, all undergraduate programs have developed program mission, goals and student learning outcomes. These statements and assessment activities have been coordinated and supported by the All University Responsibility for Assessment committee (AURA). Actual assessment efforts are carried out at the program level under the supervision of College deans.

A review of program mission, goals and SLOs reveals that 20 programs explicitly articulate some form of community engagement (service-learning or other) as central to their program. A variety of programs include community engagement statements in their missions, goals or SLOs including Agriculture, Political Science, Social Work, Nursing, Education, Political Science, Civil Engineering, English and Theatre.

CSU, Chico has several tracking mechanisms to monitor engagement in the community. These include a comprehensive database organized by CAVE, which includes over 100 agencies and projects in the community. The database is used to monitor needs, determine placements, and promote opportunities to faculty, staff, and students. In addition, in 2004 Chico Unified School District began requiring all Chico State students to be "processed" through CAVE prior to arriving on site at a local school. As a result, CAVE became the primary location for monitoring the needs of all 26 school sites and matching student placements with those needs. CAVE coordinates approximately 750 student placements in Chico Unified sites each semester and tracks a variety of engagement opportunities including observations, community service, service-learning, pre-credential placements, and community based research.

CAVE, as one of the major sites of service-learning placement on campus, also undergoes assessment. Sociology professors Liana Gordon and Andy Dick supervised student-led assessments of CAVE in 04-05, 05-06 that included both quantitative and qualitative methodologies. These assessment efforts generated reports reviewed by the CAVE leadership for program change/improvement. CAVE and the Dean of Undergraduate Studies are also engaged in a strategic planning effort focused on civic engagement funded in part by the CSU, Chancellor's Office, the Provost's office and CAVE. This strategic planning effort includes a self-study with a focus on program transformation improvement.

The University also has a Service Learning Placement Committee that reviews all course-based service learning placements with an eye toward their pedagogical soundness and the health and safety of all placements. The committee includes community partners and students in its membership.

Are course-level data used for improving courses?

X Yes  No

Of the ~ 20 programs listing community engagement goals or outcomes, four programs have already assessed the efficacy of their efforts: Latin American Studies, Multicultural and Gender Studies, Sociology and Social Work have all undertaken formal assessment of community engagement/ service learning in their curriculum.

Each program used the assessment data to improve their integration of community engagement/service learning in their programs. For example, Social Work's most recent assessment report to the Dean of Behavioral and Social Sciences and AURA stated: "Data collected indicated that service learning is an effective means for introducing students to values and principles in action ... but little difference in scores noted as the result of one course and one 10-hour SL experience." The report recommends improvements including improved logistics jointly implemented with community partners and more readings on SL to provide students with a sound conceptual framework for understanding their SL experience.

The Latin American Studies Program has a service learning-internship program as part of a cultural immersion program in Merida, Mexico. Assessment data has been gathered annually and used to review student engagement through their internship experience and select or eliminate student internship sites. Interns serve in hospitals, orphanages, schools and government offices in Merida.

As a result of the CAVE Efficacy Study performed by Andy Dick and Liahna Gordon (mentioned above), CAVE learned that faculty support for service-learning was critical to student success. As a result, CAVE's Class Based program was enhanced to provide additional resources to faculty such as logistical support for student placements and orientations and assistance with reflection strategies, including student-led discussion sessions.

Does the institution use the data from any of the tracking mechanisms?

X Yes  No

Data gathered from program assessment are shared across campus via faculty participation in the annual conference sponsored by the Center for Excellence in Learning and Teaching. The Engaged Department Initiative also supports peer-to-peer learning, as departments exchange ideas and strategies in the Engaged Department process. The AURA committee, mentioned above, works systematically with departments to share best practices and coach departments in the constructive use of assessment data for program improvement. Assessment efforts are also central to the process of five-year review that all campus degree programs undergo, supervised by the Provost's office. As a result of tracking requests for volunteers from non profit agencies, CAVE started several new programs to better address needs. These include new projects with the environment, a program to assist ESL learners with the US Citizenship process and a bi-weekly "Opportunities List" designed to promote a variety of community needs beyond CAVE's traditional programming areas.

3. Is community engagement defined and planned for in the strategic plans of the institution?

X Yes  No

See also Part 1, Question 1 above.

Further examples of community engagement in the strategic plan are elaborated below. See especially Strategic Priorities 4 and 6 on the following page. For a full text of CSU, Chico's Strategic Plan, see:

[http://www.csuchico.edu/prs/documents/pdf/strategicPlan5\\_06.pdf](http://www.csuchico.edu/prs/documents/pdf/strategicPlan5_06.pdf)

**From the Values Statement:**

We promote active learning, curiosity, and the recognition that learning occurs in our classrooms, studios, and laboratories, and beyond, through the co-curricular experience, service engagements, social interactions, and other expressions of a full and healthy student environment.

We acknowledge not only the obligation of service, but also the value of service to others in defining institutional character and measuring institutional purpose.

**Selected Strategic Priorities and Goals Statements**

**Strategic Priority 1: Believing in the primacy of learning, we will continue to develop high-quality learning environments both inside and outside the classroom.**

- We will rededicate ourselves to student success by re-examining the total education experiences of our students, including purposefully structuring and nurturing first-year students' academic, intellectual, cultural, social, and civic engagements and personal development

**Strategic Priority 2. Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development.**

- We will encourage community-based learning and research as means to reinvigorate the public purposes and civic mission of higher education.
- We will ensure that our rewards systems are aligned with our vision, mission, and strategic priorities.

**(Cont'd)** Is community engagement defined and planned for in the strategic plans of the institution?

X Yes  No

**Strategic Priority 4: Believing in the value of service to others, we will continue to serve the educational, cultural, and economic needs of Northern California.**

California State University, Chico has articulated service as a fundamental tenet of its identity and strategic plan. We emphasize not only the obligation of service, but also the value of service to others in defining individual and institutional character. Embedding a regional orientation into our daily campus life and connecting our work to the needs and quality of a democratic society enacts a powerful affirmation: we are an American university and we are “the university of the North State.”

- We will support and expand internships, experiential and service-learning programs, and student service activities.
- We will strengthen the region’s social fabric through establishing partnerships with diverse communities of the North State to help them address their needs and stimulate college attendance among their members.
- Establish partnerships and alliances to build upon the assets of the North State to meet critical regional and state workforce needs, especially supporting K-12 teacher education agriculture, business, nursing, and math and science-based employment areas.

**Strategic Priority 6: Believing that each generation owes something to those which follow, we will create environmentally literate citizens, who embrace sustainability as a way of living. We will be wise stewards of scarce resources and, in seeking to develop the whole person, be aware that our individual and collective actions have economic, social, and environmental consequences locally, regionally, and globally.**

A hallmark of Chico State is the beautiful and inviting physical environment of our campus. We will become an environmentally engaged university, seeking to elevate our collective consciousness about the environment, recognizing our responsibilities to steward the inherited and created assets of our region, while articulating these values for the wider audiences we reach. We will make Chico State the distinctive “green” campus in California and become a national leader in environmental education, science, and public policy analysis; the building of environmentally responsible facilities; and practicing sustainable principles.

- We will connect with the local community and civic organizations and agencies to educate and assist in the preservation of natural resources, and help to protect the quality of life that has drawn people to our community.
- Seek partners throughout the North State who share our values and are willing to share their expertise.

4. Does the institution provide professional development support for faculty and/or staff who engage with community?

X Yes  No

Faculty development has been provided in a number of ways. Over the past four years, the Center for Excellence in Learning and Teaching has supported service learning and community engagement faculty development in excess of \$24,000. Further faculty development has been supported by the Civic Mission in Education grant via the Engaged Department Initiative. The Engaged Department Initiative includes workshops on Curricular Sequence of Service-Learning, RTP, and the Scholarship of Engagement. Grant funding was also used to develop a Service-Learning Course Construction Handbook that is organized around the Seven Elements of High Quality Service Learning (Don Hill, Service Learning 2000). The handbook was distributed through a variety of campus workshops and brown bags lunches, as well as to every department chair on campus.

The California Call to Service grant has been used to organize service learning course construction workshops in which best-practices in service learning are shared among faculty to encourage high-quality service learning opportunities across the curriculum.

Most recently, the Provost's office supported participation in the Civic Learning Institute organized by the CSU Chancellor's office focused on incorporating meaningful civic engagement and civic education in the First Year Experience. CSU, Chico sent a team of seven to the Institute: the Dean of Undergraduate Education, three faculty including the Director of FYE and a department chair, the director of CAVE, a student services professional from Housing and a student representative. Outcomes included the design of a new residential learning community focused on civic engagement for FY students to be implemented in 07-08.

Chico State faculty and staff have also been active participants in state, regional, and national conferences on service-learning and community based research. Conferences attended include the CSU Conference on Community Based Research and Teaching, the Western Region Continuums of Service Conference, the National Service Learning Conference, and more. Each conference usually has more than one campus representative, with expenses often supported by the Provost or Academic Dean.

5. Does community have a “voice” or role in institutional or departmental planning for community engagement?

X Yes  No

The community plays an active role in institutional planning for community engagement. In addition to the activities described in Section One, Institutional Identity and Culture, two critical opportunities for community voice in planning for engagement should be noted.

Throughout the process of updating CSU, Chico’s Strategic Plan for the Future, several open forums were held that allowed community members an opportunity to share their perspective. Successive drafts of the document were distributed to University Advisory Board members and other key stakeholders in the community for input as the document was refined to ensure that all stakeholders were included in its creation.

As a result of the clear priorities set for community engagement in the Strategic Plan for the Future, the Dean of Undergraduate Education and CAVE Program Director applied for (and received) funding from the CSU Chancellor’s Office to develop a detailed campus-wide plan for civic engagement. The process is currently underway and is being led by an eight person Design Team that intentionally includes one non-profit partner and one member of the community at-large. Throughout the planning stages, both invited and open meetings are being held to ensure that the larger community has a voice in the final product that is created.

Optional Documentation (Select 2 of the following to complete)

1. Does the institution have search/recruitment policies that encourage the hiring of faculty with expertise in and commitment to community engagement?

Yes  No

Describe

2. Do the institutional policies for promotion and tenure reward the scholarship of community engagement?

X Yes  No

Promotion and tenure guidelines at the institutional level are very general. See Faculty Personnel and Policies Procedures (FPPP) at: <http://www.csuchico.edu/hr/Documents/VPHR-FPPP.pdf>

The institution-wide RTP guidelines in the FPPP recognize four areas of evaluation that must be considered at all review levels in making RTP recommendations: Instruction; Professional Growth and Achievement; Other Contributions to the University and *Community*; and Contribution to Strategic Plans and Goals of the Department/Unit, College, and University. Given the prominence of civic engagement, service-learning and service to the North State in the University Strategic Plan, this is an explicit recognition of the value of community engagement in RTP processes.

In addition, each academic department has specific retention, tenure and promotion guidelines which articulate criteria for tenure and promotion. Departments may choose to emphasize the scholarship of community engagement in their guidelines. Many departments utilize the Boyer (1990) model of scholarship in their RTP documents, which inherently supports community engagement activity. Departmental guidelines are used throughout the RTP process in assessing candidates.

Examples of departmental RTP guidelines that make specific mention of community engagement include:

School of Nursing “Components of the Scholarship of Practice”

Includes service, where scholarship is directly related to the clinical specialty of the faculty member and flows directly from professional activity, includes the mentoring of professional staff and students, leadership roles in developing practices and the public health, the development of practice standards, and the initiation of grant proposals for the creation of delivery systems models to improve access to health care (Boyer, 1990)

Professional Studies in Education “Models of Effective Teaching”

The following are listed as information to be considered

- Evidence of service-learning
- Content and objectives of course designed to meet current needs of K-12
- Student participation in diverse K-12 settings as appropriate
- Student community involvement as appropriate

Department of Kinesiology

“Items that provide evidence of effective student-centered instruction may include but are not limited to...Community Service and Service-Learning.

Professional Growth and Achievement: KINE faculty should provide evidence of scholarly contributions to the field. KINE faculty value a holistic vision of scholarly contributions (Boyer, 1990)

If yes, how does the institution categorize community engagement scholarship? (Service, Scholarship of Application, other)

Faculty members may submit community engagement scholarship under the areas of Teaching, Professional Growth, and Contributions to the Strategic Plan, depending on the nature of their activities. Because RTP policies are general, consultation with a tenured service-learning faculty and sample dossiers are made available to those undergoing the RTP process. This supports faculty efforts for community engagement and ensures solid documentation in the review process.

College-level RTP documents (ex. College of Natural Sciences) and Departmental documents (ex. Kinesiology) make reference to the Boyer model of scholarship, which explicitly include the scholarship of application (applying knowledge in service to society) and teaching (including curricular innovations such as community engagement).

The Engaged Department Initiative also includes a session on RTP where participants explore these issues. The CSU Faculty Scholar for Community Service Learning has visited campus each year to lead a workshop aimed at helping faculty understand the complexity of, and opportunities for, documenting community engagement in the RTP process. Participants are given samples of scholarly activities and asked to discuss how they should be classified both in theory and practice. As a result, faculty members collaborate with one another on strategies for documentation and rethink how they develop their own dossier around community engagement.

If no, is there work in progress to revise the promotion and tenure guidelines to reward the scholarship of community engagement.

In addition to the efforts already in place described above, all the departments that have participated or are currently participating in the Engaged Department Initiative are expected to review their RTP guidelines for the incorporation of community engagement criteria. The Department of Communications Arts and Sciences has started this process and expects to have revised RTP guidelines in Fall 06.

Because the FPPP and departmental documents do not *all* contain specific language on community engagement, additional work is underway to encourage revisions at the departmental level. Through the Engaged Department Initiative, teams analyze and assess one another's documents, then discuss ways in which community engagement can be more prominent in the review process. Following Engaged Department meetings, teams are asked to develop an action plan to better support community engagement in RTP. The Department of Communication Arts and Sciences has started this process and plans to now include community engagement more prominently in their revised RTP guidelines (to be completed by the end of Fall 2006). Teams have not only undertaken the process of revising documents, they have also developed better support mechanisms within the department for engaged faculty. Examples include senior faculty assisting with service-learning course assessments that lead to publications for junior faculty, mentoring from the department chair during the review process, adjusting teaching loads to support faculty undergoing review, and more.

2. Do students have a “voice” or leadership role in community engagement?

X Yes  No

CSU, Chico students are members of the Associated Students (AS), which is a \$26 million non-profit corporation -- one of the largest non-profit organizations in Northern California. In addition to owning and operating the campus bookstore and food services, students of the AS operate several large scale community programs such as CAVE, CLIC (Community Legal Information Center), the Women’s Center, Environmental Action Resource Center, campus recycling, The Children’s Center, Campus Shuttle system, and Adventure Outings. In doing so, the AS plays a significant leadership role in the economic, social, service, and cultural life of the Chico community.

The AS’ relationship with its members is unparalleled in the California State University system. AS does not receive state funding. Student Officers and AS Council Members make all funding decisions regarding the allocation of income from two separate fees to a variety of initiatives and programming that serve both campus and community.

Students govern the AS corporation through the AS Board of Directors (BOD), whose members include elected students and university administrators. Together, they set the goals and policies and are responsible for a budget exceeding \$26 million, a full-time professional staff of 100, and 600-900 student employees.

CAVE, which is an Associated Students program, provides the strongest example of student leadership in community engagement. CAVE is the largest student organization on campus and operated as a non-profit organization by 75 student leaders each semester. Five student Directors comprise the CAVE Steering Committee and make all decisions regarding the daily operations of their non-profit organization. CAVE staff also provides infrastructure support for community service and service-learning by recruiting, screening, placing, orienting, supervising and evaluating over 2500 students involved in the program each year. Because of their leadership skills and commitment to service, CAVE staff members are highly regarded on campus and often recruited to campus wide committees and other high profile leadership opportunities such as Summer Orientation staff.

In addition to the active role of the Associated Students, CSU, Chico is proud of its system of shared governance. Committees across campus include faculty, staff, and students as active participants in decision making processes, many of which are relevant to community engagement. Examples of student involvement in community engagement decisions include, but are not limited to: The AS President is a voting member of Academic Senate, four student members serve on the CAVE advisory board, one student is appointed by the AS President to the Academic Senate’s Service-Learning Risk Management Committee, and one student member sits on the Civic Engagement Strategic Plan Design Team. Students were also central to the President’s Commission on Campus Life and served as active participants in researching issues and making recommendations through the Task Force on New Student Orientation, Task Force on Greek System Review, and Task Force on Student Engagement.

3. Is community engagement noted on student transcripts?

Yes  No

Describe

## **II. Categories of Community Engagement**

### **A. Curricular Engagement**

(Curricular Engagement describes the teaching, learning and scholarship which 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).

1. a. Does the institution have a definition and a process for identifying service learning (community-based learning) courses?

Yes  No

Describe requirements

b. How many formal for credit courses (Service Learning, Community Based Learning, etc.) were offered in the most recent academic year?

\_\_\_\_\_ What percentage of total courses? \_\_\_\_\_

c. How many departments are represented by those courses? \_\_\_\_\_  
What percentage of total departments? \_\_\_\_\_

d. How many faculty taught Service Learning or Community Based Learning courses in the most recent academic year? \_\_\_\_\_ What percentage of total faculty? \_\_\_\_\_

e. How many students participated in Service Learning or Community Based Learning courses in the most recent academic year? \_\_\_\_\_  
What percent of total number of students? \_\_\_\_\_

2. a. Are there institutional or departmental (disciplinary) learning outcomes for students' curricular engagement?

Yes  No

Examples

b. Are those outcomes systematically assessed?

Yes  No

Describe

3. a. Is community engagement integrated into the following curricular activities?

- Student Research
- Student Leadership
- Internships
- Studies Abroad

<u>Describe with examples</u>
-------------------------------

b. Has community engagement been integrated with curriculum on an institution-wide level?

Yes  No      If yes, indicate where the integration exists.

Core Courses                       Graduate Studies

First Year Sequence       Capstone

In the Majors                      

Describe with examples
------------------------

4. Are there examples of faculty scholarship associated with their curricular engagement achievements (Action Research Studies, Conference Presentations, Pedagogy Workshops, Journal Publications, etc.)

Yes  No                      

Examples
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## B. Outreach and Partnerships

(Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use with benefits to both campus and community. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.).

1. Indicate which programs are developed for community:

<input checked="" type="checkbox"/> learning centers	<u>See information below.</u> _____ _____ _____ _____	(examples)
<input checked="" type="checkbox"/> tutoring		
<input checked="" type="checkbox"/> extension programs		
<input checked="" type="checkbox"/> non-credit courses		
<input type="checkbox"/> evaluation support		
<input checked="" type="checkbox"/> training programs		
<input checked="" type="checkbox"/> professional development centers		
<input checked="" type="checkbox"/> other		

**SOME EXAMPLES (Note: several programs fill multiple objectives and could be categorized under more than one heading):**

### Learning Centers:

Educational Talent Search: Designed to prepare and motivate low-income and first generation students for success in postsecondary education. The program currently serves 900 students in grades 6-12 in 25 schools in Butte, Colusa, Glenn, Sutter, Tehama and Yuba Counties. Advisors present workshops and assist high school seniors in the college application process. <http://www.csuchico.edu/tsed/>

Summer Connection: Annual collaboration between CSUC ETS, Butte College Cal-SOAP and Migrant Education which provides four-week academic enrichment program and the "I'm Going to College" curriculum to 150 6th-8th graders on the Butte College campus.

Upward Bound: The project is located in the Department of Professional Studies in Education (PSED) within the College of Communication and Education. Upward Bound has four components: academic development, career exploration, personal development and alumni programs. The program has two parts: Academic Year and Summer. Academic year services include tutoring, advising, workshops, college visitation field trips, leadership development and college preparation, most of which takes place in the target schools. The summer component includes a six-week residential program on the CSU Chico campus. Programs include college-classes, internships, enrichment, extra-curricular activities, workshops, leadership development and personal development activities. Serves first-generation and under-represented students in grades 9-11. <http://csucub.csuchico.edu/>

## **Tutoring:**

Community Action Volunteers in Education (CAVE) Adult Literacy Program: Free tutoring for adult community members who want to improve their reading and writing skills, many of which are learning English as a Second Language or improving skills in order to pass the US Citizenship Examination.

Precollegiate Academic Development Program (PAD): Funds CSU, Chico student interns to work in public schools to help K-12 students who need assistance in strengthening precollegiate English and mathematics skills.

The AmericaReads/AmericaCounts Program: Partnership between the Department of Professional Studies in Education and CAVE to provide 25+ federal work study students as literacy and numeracy tutors in local schools.

Community-based English Language Tutoring (CBET): Students in the Teaching International Languages program work with local school districts to identify English-language learners and provide English-language tutoring to adult members of their families.

## **Extension/Continuing Education Programs:**

The Center for Regional and Continuing Education extends the mission of the university by delivering educational programming and services to more than 10,000 students and professionals annually. The Continuing Education provides higher education access to a 12 county region through regional programs, Open University, and the delivery of accredited certificates and degrees. See: <http://rce.csuchico.edu/>.

Open University provides an opportunity to access Chico State classes on a space-available basis, without formal admission to the university.

## **Non-credit Courses:**

The Osher Lifelong Learning Institute (OLLI): Peer-led, learning in retirement organization that offers a wide variety of special classes on topics ranging from poetry and literature to politics and history.

Elder College: Allows seniors in the community to participate in University courses as non-credit guests with the permission of the instructor.

## **Training and Professional Development Support:**

Northern California Physical Education and Health Project (NORPEP): Provides professional opportunities and leadership training for PE and Health education in northern California.

Kids Integrated Development of Skill: Parental Leadership and Advocacy for Youth (KIDS PLAY): Program designed to develop movement skills and participation in physical activity for children (5-12 years old) with disabilities.

The Center for Mathematics and Science Education (CMSE): Campus-based nonprofit organization dedicated to increasing the understanding of mathematics and science at all age levels. The Center serves educators and students throughout Northern California.

Northern California Local Government Leadership Institute: Program provides a unique opportunity for civic leaders to develop proactive leadership skills and address critical issues facing the region. <http://rce.csuchico.edu/leader/>

In Service to Families, Children, and the Courts: Professional development series developed in collaboration with local professionals and Butte County Family Court Services that provides professional continuing education opportunities for psychologists, marriage and family therapists, social workers, mediators and custody evaluators, nurses, physicians, educators, law enforcement, and attorneys.

The Departments of Education and Professional Studies in Education: Partners with Continuing Education to provide a variety of summer programs and courses designed especially for educators. Examples include Multi-disciplinary Professional Development Information for County Offices of Education, Northeastern CA Teacher Education Collaborative, and Community College Faculty Preparation Certificate Program.

Northeastern California Teacher Education Collaborative – Improving Teacher Quality (NECTEC-ITQ): Launched in 2003, the Northeastern California Teacher Education Collaborative (NECTEC) ITQ project is designed to improve teacher quality by supporting the educational growth of beginning teachers, in collaboration with their support providers, and veteran teachers through effective professional development created and delivered by the partners. NECTEC-ITQ provides service to educators in over 40,000 square miles encompassing twelve counties. <http://necotecitq.org/>

Northern California Writing Project: The Northern California Writing Project (NCWP), founded by Chico State Professor Emeritus Louise Jensen, held its first Summer Invitational Institute in 1977. Led since 1988 by its current Director, Professor Tom Fox, the NCWP is a nationally recognized professional organization devoted to improving the teaching and learning of writing in the North State. We serve schools and teachers in all of the following counties: Siskiyou, Modoc, Lassen, Trinity, Shasta, Tehama, Plumas, Butte, and Glenn. <http://ncwp.csuchico.edu/ncwp/>

## **Other**

Bell Memorial Union Conference Services: Through the Associated Students, community members can hold meetings, conferences, and special events in the student union. The BMU features a host of meeting and event spaces for anything from five person meetings to large-scale presentations for up to 1,000.

University Housing: Provides housing for conference participants, guests and visitors from around the world participating in university-sponsored trainings, institutes and other events.

2. Which institutional resources are shared with community?

- co-curricular student service
- cultural offerings
- athletic offerings
- library services
- technology
- faculty consultation

<u>See attachment.</u>
_____
_____
_____
_____
_____
_____

(examples)

**SOME EXAMPLES (Note: several programs fill multiple objectives and could be categorized under more than one heading):**

**Co-curricular student service**

Community Action Volunteers in Education (CAVE) is the largest student run organization on campus and has been serving the community since 1966. Offers over 20 volunteer and service-learning programs for students and community members to choose from. Each year approximately 2500 students provide more that 90,000 hours of service through CAVE.

Community Legal Information Center (CLIC): A collection of paralegal internship programs serving the community since 1970 by providing free legal information and referrals, offering free legal representation in administrative hearings, as well as presenting seminars, workshops, and informational media to the population of Butte County. Only office support staff is paid, and no fees are charged for any of the services that CLIC provides.

**Cultural offerings**

The School of the Arts and the College of Humanities and Fine Arts: Provides a rich calendar of visual and performing arts, music, lectures, symposia, forums, and a multitude of cultural opportunities for the campus, the community and the region.

Kaleidoscope: Published in collaboration with Chico Performances. A year-long arts calendar magazine with distribution of 75,000.

North State Symphony: a three-city (Chico, Red Bluff, and Redding) symphony that services a region the size of Ohio. We offer 4 concerts a year in Chico and Redding and 2 concerts each year in Red Bluff.

Jazz X-Press: Presents concerts in Paradise and Chico, as well as a multitude of musicians who perform in clubs and concerts in the community.

Chico State Bands: Presents concerts in Chico, Paradise, and Oroville

Choral Union: Consists of three different choirs: the University Chorus, A Capella Choir and Chamber Choir. Group hosts an annual honor choir for high schools from the region. The University Chorus, the largest ensemble in the Union, is a 200 voice ensemble that draws from the faculty, the community, as well as students. A 4th choir, the Gospel Choir, is another example of a vibrant town-gown ensemble that performs in many venues.

Special series: Includes Early Music, the Bach Festival, the Chamber Series, the Organ Series, Faculty Recital series, and other events showcase faculty artists and invited guests and raise money for scholarships and guest artists.

Theatre Arts Department: Provides a rich mix of theatrical offerings each year, including 2 musicals, and four other productions (drama, comedy, one-acts), as well as a dance concert each year. In addition, the department often partners with such campus programs as Building Bridges and the Humanities Center to present theatrical productions that provide an artistic component to various themes.

Court Theatre: The longest running summer theatre program in the CSU, produces 4 plays in a 4 week season and is sponsored by the Theatre Arts Department. Nearly 3,000 tickets are sold each year.

The University Gallery: Shows artists from around the state and features local artists in a fundraising venture, the annual October Mask Auction.

Janet Turner Print Museum and Gallery: The museum gallery is located on the mezzanine floor of the historic Laxson Auditorium, 1st and Salem Streets. Additional prints are also on display in the Ayres Hall first floor cases, which is located directly behind the auditorium. The museum was established in 1981 with an initial generous gift of over 2,000 prints from the late CSU, Chico faculty member Dr. Janet Turner. Turner, an internationally known printmaker and educator, felt students should have the opportunity to learn from and be inspired by original art. A Summer Art Academy is one of the newer institutional program collaborations.

The Humanities Center Gallery: Features alums, faculty, students, and select other artists in support of special Humanities Center programming.

Center for Applied and Professional Ethics (CAPE): Sponsors forums, debates, and speakers on a wide variety of ethical issues. Faculty also serve on the ethics boards of the local hospital.

The Humanities Center: Sponsor a series entitled *War and Culture*, which provided an eclectic mix of speakers, music, visual arts, film, and forums for campus and community for the 2004-05 season. For the past several years, the Center has offered a variety of themes.

Peace Institute: Recently developed by the Department of Philosophy. Feature speakers, films, symposia, and provides curricular materials. The Peace Institute recently partnered with Regional and Continuing Education to offer a study abroad session in Ireland where students filmed a feature-length documentary on the peace process.

Ethos: A two week rock guitar camp sponsored by the Music Department that attracts students from the entire country and brings alums back to Chico as teachers of guitar to kids ranging from 10-20.

University Public Events: UPE produces about 90 events annually, drawing over 65,000 visitors to campus, including nearly 25,000 K-12 students attending as field trips. UPE present Chico

and the North State Region with culturally diverse, nationally and internationally acclaimed performing arts programming including dance, music, theater, and internationally recognized guest lecturers. UPE serves the educational, cultural and economic needs of Northern California and actively participates in expanding the tourism opportunities in our community with continuous arts programming.

Museum of Anthropology: Mission is to promote respect and appreciation for human cultural diversity through a variety of interdisciplinary approaches. The museum accomplishes this by its commitment to training students for future careers in museums and cultural heritage management and through community outreach in Northern California. The museum is committed to the collection, protection, and interpretation of ethnographic material culture and to share this with the community through its educational programs and events that engage, enlighten, and entertain the community's diverse audience, and to inspire and encourage self-reflection and dialogue in broadening our understanding of the human experience both on the Chico campus and beyond.

### **Athletic offerings**

Athletic Department offers a wide variety of sports events for community entertainment including men's and women's basketball, baseball, softball, men and women's soccer, volleyball, track and field and men and women's golf. Athletic facilities are also used by local community sports teams with the Nettleton baseball stadium shared with the Chico Outlaws professional team and the soccer stadium used by the Chico Rooks professional soccer team. The Athletic Department also organizes sports camps for children in basketball, baseball, soccer and other sports.

CSU Chico Climbing Wall: Offers a variety of programs for children, students, and the community, including, but not limited to: Youth Climbing Club School programs, Birthday parties, Summer and Winter camp programs, Family Day events, and Guiding Service.

Beyond Exercise: Wellness Enhancement for Life (BE WEL): Program for individuals with disabilities in the community. Provides an opportunity to come to campus and have an exercise program designed to fit specific needs and goals.

Ability First Sports Camp: Residential camp for North State youth with physical disabilities. Students and faculty work with disabled children aged 8-18 to provide fun and therapeutic recreational activities for a population that often has few opportunities for this type of program.

### **Library services**

Library usage: Most library materials, with the exception of reserve and some non-print items are available for use within the library by anyone. Materials held in the government documents collections may be checked out by anyone with a valid California driver's license or DMV identification card

Library Nonaffiliated User (NAU) Card: After an application process, community members may receive a NAU card which entitles them to check out materials from the general, reserve, and non-print collections of the Chico State Library for use either within or outside the library, depending upon restrictions specific to each category of materials. Cardholders may also access the library catalog for books.

## Technology

Distance Education: For more than 30 years, CSU, Chico has provided customized distance education services to corporations, government agencies and individual clients. CSU, Chico initiated the world's first satellite-delivered masters program in computer science and continues its leadership with online degree and certificate programs based on live Internet-based video direct to the desktop. Two-way video conferencing services are also available for campus and community organizations.

## Faculty consultation

AgriBusiness Institute: Provides agricultural business expertise in the areas of: education, marketing, human resource development, management and finance. Within this mission, there is focus on enhancing learning experiences, involving faculty in professional development activities, and serving the needs of agribusinesses in California and other Western States.

University Speakers Bureau: Provides organizations with expert presentations about topics of specific interest to members. Community group can tap into the expertise of university faculty and staff members for presentations, discussions, workshops, and debates at no charge. Speakers come from many disciplines: the arts, humanities, and science and are qualified to discuss many issues from various perspectives.

Faculty: CSU, Chico faculty engage in consultation on a wide variety of topics including rural and town planning (Geography, Geographic Information Center), emergency medical services training and planning (Health and Community Services), environment and natural resources management (Recreation and Parks Management, Biology, Environmental Sciences), cultural resources management (Anthropology, Archeological Research Program), crime scene investigation and forensic identification (Anthropology, Human Identification Lab), agricultural production, agricultural waste management and conservation practices (Agriculture) and access to free legal information (Political Science, Community Legal Information Center). Some of this consulting is provided on a fee for service basis, much is *pro bono*, and often involves students in undergraduate research.

3. Using the grid below, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year. (maximum 20 partnerships)

Partnership Name	Community Partner	Institutional Partner	Purpose	Length	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
CAVE Kids Programs Tutorial Special Pals WKHK HyH Classroom Aide EXCEL NASA	Chico Unified School District  Durham Unified School District  Chico Boys and Girls Club  Students in Free Enterprise  Butte County Office of Education  Chico Gardens Apt	CAVE  Academic units including:  School of Ed Sociology Kinesiology History English Agriculture Spanish Social Work Math Recreation University Life	Place college students in roles of community service and service-learning for 8 programs designed to meet a variety of school and K-12 children's needs.	40 years	30+ each academic year	1500 per year	\$10,000	Provides hands-on learning opportunities for students to engage in course material, explore majors, and develop skills. Engages students in critical reflection on K-12 education and community needs related to children.	Provides ~300 teachers with assistance in the classroom each year.  Provides specialized mentoring and academic support to approximately 3000-5000 K-12 children each year.

<b>Partnership Name</b>	<b>Community Partner</b>	<b>Institutional Partner</b>	<b>Purpose</b>	<b>Length</b>	<b># of faculty</b>	<b># of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
CAVE State Facilities Program Napa Yountville Sonoma National Forests State Parks	Napa State Hospital Sonoma Developmental Center Yountville Veterans Home Tahoe National Forest Golden Gate State Park	CAVE Academic Departments including: Sociology Social Work Recreation University Life Geography Environmental Science	Provide social and recreational support to special needs individuals who are institutionalized in state run facilities.  Provide volunteer assistance for environment of state and national parks.	40 years	10+ each academic year	750 per year	\$1,500	Provides hands-on learning opportunities for students to engage in course material, explore majors, and develop skills. Engages students in critical reflection on state institutions and community needs related to special populations and the environment.	Provides social and recreational opportunities for institutionalized adults.  Provides opportunities for additional environmental management projects such as building trails, restoration, and campground maintenance.

Partnership Name	Community Partner	Institutional Partner	Purpose	Length	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
Chico Family Fun Day	Chico Area Recreation District  Friends of the Arts	College of Communication and Education  Department of Recreation and Parks Mgt.  RECR 323 course – Special Event Planning & Operations	To provide the community an affordable opportunity to experience and appreciate diverse arts, crafts and cultures in a family-friendly, fun, safe, educational and recreational setting, while providing students a dynamic hands-on environment to learn to plan, implement and evaluate special events	5 years	1	Approx. 45 each spring semester, represents nine majors	\$3,500 (Service-learning curriculum development award, Spring 2001)	Provides students a dynamic hands-on learning environment for civic education as well as the course subject; over 150 students directly involved in planning and operating CFFD and additional 300+ volunteered on the event day over the past 5 years; 5 faculty members from other disciplines also associated themselves or their students with the event; the event also contributed to the creation of the new Special Event & Tourism option in the RECR Department	CFFD serves the target audience of the community partners, CFFD is free of admission. The 5th annual CFFD attracted 1,500 people, many of them from low income families with children. The event also provided the business community an invaluable opportunity for strengthening their community relations by sponsoring the event

Partnership Name	Community Partner	Institutional Partner	Purpose	Length	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
Center for Nutrition and Activity Promotion – Includes OPT for Fit Kids, Five a Day Power Play Campaign, Safe Kids/Healthy Students, and the Sierra Cascade Nutrition and Activity Consortium	30 community partners in 6 North State counties: schools and other community organizations.	College of Natural Sciences, Nutrition and Food Science Program	Serve the nutrition, fitness, and health education needs of the CSUC service region residents and to promote substantial contact with service region communities. Also to create innovative partnerships so that Californians in the north state are enabled to adopt healthy eating and physical activity patterns as apart of a healthy lifestyle.	2001	3	Approx. 50 per year	\$525,821 in FY 05-06	Provides training in community nutrition for undergraduate students, student civic engagement and research skills, chance for publication and presentation of research.	Major effort to combat childhood obesity and other diet-related health problems in the community with an explicit focus on ethnically diverse North State populations.

Partnership Name	Community Partner	Institutional Partner	Purpose	Length	# of faculty	# of students	Grant funding	Institution Impact	Community Impact
Up 'Til Dawn	St. Jude Children's Research Hospital	University Housing  Greek social organizations  Variety of other students organizations across campus	Raise funds for St. Jude Hospital, which is committed to treating all children, no matter what their economic situation.	6 years	50	850	None	Raised student awareness of childhood illnesses, provided alternative late-night programming for students, demonstrated collaborative fundraising methods.	Produced over 18,000 letters to friends and family that secured over \$101,000 for the hospital.
Egyptian Education Reform Project	Teachers/administrators in local and California schools  Chico Unified School District  USAID, CA Dept of Education, Academy for Educational Development, Egyptian Ministry of Education	School of Graduate, International and Interdisciplinary Studies, College of Communication and Education, School of Education	To train 80 Egyptian education administrators the theory and practice related to performance standards and increased academic improvements among students, with the ultimate goal of helping them gain knowledge and skills necessary to become standards supports trainers and advocates in their regional school systems.	1 year, although part of ongoing work with USAID in educational training	5	1	\$372,000 (2006)  \$922,000 (2004-2006)	Exposed CSU Chico faculty to a new range of educational issues in an international setting. Provided opportunity to share expertise in educational administration in an international context	Provided training for Egyptian community partners in modern educational administration as part of overall efforts at educational reform in Egypt. Exposed Chico Unified School District teachers and students to culturally diverse people.

<b>Partnership Name</b>	<b>Community Partner</b>	<b>Institutional Partner</b>	<b>Purpose</b>	<b>Length</b>	<b># of faculty</b>	<b># of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
Wise Kid/ Healthy Kid  Youth Entrepre- neurship Camp	Local school children ages 9-13 years old	Students in Free Enterprise and College of Business	Children ages 9-13 years learn about entrepreneur ship through a series of Saturday “camps” led by college students. Children who participate receive start up capital and create a business plan in order to implement their own business and sell their goods at a culminating Trade Fair.	14 years	5	200 each year	~\$5,000- 10,000 each year	Provides students an opportunity to apply academic learning related to business concepts such as accounting, business plans, and marketing.  Raises awareness among students about the needs of low-income children.	Provides positive mentoring to young children during out-of- school time.  Exposes children to campus and college life.  Provides learning opportunities for children that enhance math skills, critical thinking, and creativity.

<b>Partnership Name</b>	<b>Community Partner</b>	<b>Institutional Partner</b>	<b>Purpose</b>	<b>Length</b>	<b># of faculty</b>	<b># of students</b>	<b>Grant funding</b>	<b>Institution Impact</b>	<b>Community Impact</b>
Community Legal Information Center (CLIC)	California Bar Association, City of Chico	College of Behavioral and Social Sciences, Department of Political Science, AS Students	Provides access to free legal information referrals, seminars and workshops on family law, housing, consumer law, workers rights, penal law, legal assistance for inmates in county jail, disability law, environmental law and women's advocacy (assist women in getting restraining orders and work with local and county women's advocacy groups).	Founded 1970	4	160	AS supplies about \$45,000 per year for operating expenses and rent for office space. The City of Chico grants approximately \$3,500 per year. The State Bar Association grants \$5,000. The CLIC students fundraise about \$3000 per year	Excellent pre-law training for students interested in pursuing legal careers. Considered a model program and nationally recognized for undergraduate legal education. Teaches civic engagement and attitude of service among students. Provides service learning opportunities for faculty and students.	Important source of legal information for thousands of residents, including those incarcerated and awaiting trial. Legal referrals for individuals facing a wide range of legal difficulties. Referrals for victims of domestic violence, etc.

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Title IV-E Child Welfare Training Project	California Department of Social Services  County Welfare Directors Association  CA Chapter of the National Assoc. of Social Workers	College of Behavioral and Social Sciences, School of Social Work	Professionalize child welfare services by increasing the number of masters' degreed social workers who provide services to children and their families. Students in program receive grant funding to support education while serving in Child Protective Services settings.	2002	~20	38	\$1.2 M	Increased educational opportunities for students pursuing child and family welfare practice training. Increased access to cutting edge information on child/family welfare services and issues. Increased institutional expertise and research opportunities.	Program provides child welfare services in North State region which is below state minimum for MSW practitioners. Involves community members, County welfare directors and other stakeholders in the educational process. Provides student placements across 12 county area.

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Minds in Motion	K-12 schools in Northern California	College of Engineering, Computer Science, and Construction Management	Engineering students bring local K-12 students to Chico State campus to compete in age appropriate engineering events and visit interactive educational booths relevant to engineering, computer science, and technology.	5 years	40	200	No grant funding. Students fundraise for overhead costs and to secure donations for prizes given throughout the day.	Students and faculty are involved in organizing and supporting event, creating exhibits and hand-on activities and working with K-12 children; prepares them for active participation in science, technology, engineering and math education.	4,000 K-12 students introduced to concepts of engineering. Exposed K-12 children to college campus and possibility of higher education.

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American Democracy Project	Butte Glenn Community College  Mechoopda and other tribal entities  Butte Enviro. Council  Nature Conservancy  River Keepers  Friends of Bidwell Park  Variety of other environmentally focused non-profit and govt. agencies  Numerous community partners are participating indirectly through a web-based guide to sustainability groups and resources in the North State.	Office of the Provost  CAVE  Regional and Continuing Education  Associated Students Government  Academic Departments including:  Geography Management Env, Science Political Sci Sociology Engineering Biology Recreation Grad and International Programs And more  Vice President of Business and Finance, and many areas within this division	Develop coordinated efforts for campus sustainability, both within curriculum and institutional practices.  Also includes a partnership with Butte College to better prepare community college students for civic engagement prior to entry into university.  Includes an annual conference on sustainability which brings together faculty, students and community partners around sustainability issues.	2 years	~150 faculty, staff and administrators participate in monthly "environmental summits" to guide curricular innovations and partnerships and outreach on sustainability issues	75-100 students participate regularly in the environmental summits and annual conference, including a student-organized and led track on sustainability and student life.		Curricular reform, networking, renewed sense of purpose and commitment toward social, environmental and economic sustainability. Networking with Butte Community College forms new peer-to-peer partnerships among students, faculty and administration.	Major community benefit to date has been improved coordination and systematic approach to community engagement between CSU, Chico and Butte College, especially on environmental and sustainability issues.

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Hands On Science Lab	K-12 schools throughout Northern California, with special focus on 4 <sup>th</sup> -6 <sup>th</sup> Grade Science Standards	College of Natural Sciences, Center for Math and Science Education	Provide K-12 students with 90 minute laboratory experiences that are fun and engaging, implement active-learning experiments in Chemistry, Biology, and Physical Science.	5 years	7	80 university students per semester	Program initially developed with a \$300,000 grant	Provides actual classroom teaching experiences in standards-based science for all liberal studies students	Annually allows over 3000 K-12 students to engage in hands-on science activities on campus and 50 K-12 teachers to acquire follow-up activities to continue to use with their students

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PASSAGES Adult Resource Center  (Only Area Agency on Agency affiliated with a university nationwide)	County Dept's of Social Services  County Dept's of Behavioral Health  Home Healthcare Mgmt  Community Action Agencies  AAA's in other regions  Independent Living Services and Adult Day Care Centers  Sheriff's Offices  Coroner's Offices  Veteran's Admin.  Offices of Emergency Services	Passages Adult Resources with 10 employees located throughout the region, College of Behavioral and Social Sciences; Center for Regional and Continuing Education, and Research Foundation serving governing Policy Board.	Provide assistance and support to adults as they transition through life's many passages – caring for an elderly parent or spouse, dealing with the onset of a disability or chronic illness, or even retirement. Includes care coordination, caregiver support, elder abuse prevention, health insurance counseling and advocacy, senior companions and foster grandparents .	Since 1979	10	~65 each year (from nursing, nutrition, social work, and public administration).	\$4,597,821 in FY05-06	Opportunities for faculty and students to address hands-on wide variety of gerontological issues. California Department of Aging has identified use of nutrition student interns in this program as a "best practice" state-wide. One of the agencies of excellence with School for Social Work Program to be funded by a grant through the John A. Hartford Foundation and the NY Academy of Medicine, Social Work leadership Institute to address the shortage of Social Workers trained in gerontology.	Keep older adults in their homes rather than institutionalized; and ensure best possible care when institutionalization occurs; disaster preparedness (and other unique challenges affecting older adults)

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North State Symphony	North State Symphony Advisory Board	CSU, Chico College of Humanities and Fine Arts, School of the Arts	Support the performance of classical music for audiences of all ages in the North State. Three city symphony: Chico, Redding and Red Bluff	101 years	Variable 5-10	Up to 20	Advisory Board raises \$100,000 per year to support artists and performances \$5000-10,000 in grants	Supports musicians and performance in Chico, Redding and Red Bluff. Training and education for student performers and audiences.	Access to high quality classical music in a variety of venues.
University Public Events: Performance series, Field trip series and World Music Festival	Reaches approx. 65,000 audience members including 25,000 K-12 students attending on field trips. An additional 6,000 attend the World Music Festival. Includes workshops with many artists.	CSU, Chico Division of Academic Affairs	Provides access to high quality performance and lectures by nationally and internationally known artists, speakers, creative thinkers	25 yrs	Variable		City of Chico \$20,000 WESTAF \$5,000 Various corporate sponsors, misc. grant support of \$70,000	Solidifies Chico's reputation as the center for the performing arts in Northern California. Supports instruction and appreciation of the arts on and off campus	Access to high quality performances, ideas and creative thought for broad cross-sections of the community, including appreciation of cultural diversity and the creative spirit.

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Agricultural Research Initiative (ARI)	Agricultural community across the North State: individual producers and producer associations.	CSU, Chico College of Agriculture	To support directed and relevant research activities to the solution of pressing agricultural problems	4 years	Variable: 5-10 per year	Variable	\$1.5 million: \$750,000 in state support matched 1:1 by industry	Provides cutting edge research opportunities for faculty and students	Enhances food and fiber production, contributes to agricultural bottom-line, many projects also have an environmental component, enhancing quality of life in rural California.
Northeast California Teaching Education Collaborative (NECTEC)	Thirteen Northern California Counties Offices of Education and Beginning Teacher Support and Assessment (BTSA)	Regional and Continuing Education and School of Education, College of Natural Sciences	Teacher training, especially of new teachers in high poverty schools	3 years	~12		\$1 M over three years, Federal funding via CPEC	Provides feedback on teacher credential program, connects faculty with new teachers.	97% of schools in service area are high poverty. Served over 2,000 teachers and indirectly impacts more than 20,000 K-12 students

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Local Government Leadership Institute	County and city governments in the North State	Regional and Continuing Education and College of Behavioral and Social Science	Training for local governments including tribal entities. Provides training and supports networking among local government leaders. Over 500 local government officials have participated	Ongoing over 30 years, but expanded in 2001	6		CSU - Commission on the Extended University plus participant fees. Self-supporting activity.	Strengthens connections between university and local government	Enhances level of government services and quality of life in the North State
CBET Community-Based English Tutoring Program	Chico Unified School District	School of Graduate, International and Interdisciplinary Studies. Teaching International Languages (TIL) Program	Tutoring adult English learners, mainly parents of English language learners in the schools	1998	1	8-10 students per year in the TIL Program	\$14,780-\$33,184 per year from CUSD	Provides opportunities for students in the Teaching International Languages Program to teach ESL and strengthen links with community	38-50 clients per year. Provides English instruction to parents, enabling them to interact with education system, and native English-speaking population in general.

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Pact with Mechoopda Indian Tribe of Chico Rancheria	Mechoopda Indian Tribe of Chico Rancheria	President Paul Zingg acting on behalf of CSU, Chico campus, Depts of Anthropology and History, Archeological Research Program (ARP)	Create guiding principles for working directly and effectively with each other, while practicing open, candid, respectful, timely, and effective communication before decisions are made or actions taken affecting the university, tribe or their interests.	1 year	5	Varies, 3-5	CSU, Chico ARP worked with Mechoopda on Federal grant (~\$20,000) to support training of tribal members in inventory, repatriation and conservation of cultural materials held by the university.	Provided opportunities for faculty, administrators and students to work directly with Mechoopda. Provided model for interaction with other tribes in Northern California.	Provides access to cultural materials, training and opportunities for cultural renewal and preservation for Mechoopda.

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Subject matter projects, including:  Northern California Writing Project (NCWP)  History/Social Science Project	Local Public schools  State Government	College of Humanities and Fine Arts  English Department  History Dept.	Improve instruction in public schools; enhance knowledge of effective classroom practice; improve writing skills  To create and improve interaction between public school teachers and Univ; to improve content and pedagogy in public schools	NCWP - 19 years  History/Social Science Project – 12 years	16 CSU, Chico Faculty  1700 public school teachers	28 CSU, Chico students  40 public school students plus impact on client teachers' students	NCWP: \$205,000  History/Social Science Project: \$1,887,000	Improving student writing in the public schools improves ability of entering CSU students  Improves connection between Univ and region; some client teachers enroll in MA program; some courses are run through our extension program	Evaluation shows significant improvement of student writing; teacher evaluations rate program as best professional development  Better relationship with schools; better prepared HS graduates; better prepared students for the CSU

4. Does the institution or do the departments work to promote the mutuality and reciprocity of the partnerships?

X Yes  No

The CAVE Program Manager promotes best practices in the mutuality and reciprocity of partnerships across campus through individual consultation, campus workshops, and the development of campus-community communication systems. For example, the Service-Learning Course Construction workshop includes time for participants to explore the Benchmarks for Campus/ Community Partnerships and the Engaged Department Initiative includes consultation with individual departments on discipline specific partnerships that meet real community needs and involve stakeholder "voice". Perhaps the best example is a Fall 2004 Administrative Order from the Provost stating that all student placements in the Chico Unified School District would be organized through CAVE. This came in response to the District's concern over background screening of students and a request for a more coordinated effort from campus. As a result, CAVE is charged with assessing the needs of all 26 school sites, communicating with the superintendent's office on current priorities, assisting service-learning faculty in developing appropriate placements, then screening and placing any Chico State student sent to local schools. This ensures that real needs are being met, school personnel have consistent and reliable communication with campus, and that the community sites are not burdened with the work of organizing the 1500+ Chico State students placed at their schools each year.

Mechanisms at the department level include work with advisory boards (as described in previous questions) and other consultative mechanisms. For example, when the Northern California Writing Project engages in partnerships with a school or district, the process begins with a meeting involving Project personnel and a group of teacher leaders and administrators. The purpose of the meeting is to organize the content of professional development and design learning contexts for teachers based on those discussions. These partnerships are also defined by ongoing, multi-year work, where both teacher practices and student outcomes are carefully reviewed to reassess work.

b. Are there mechanisms to systematically provide feedback and assessment to community partners?

X Yes  No

Through reciprocal relationships, campus and community stakeholders engage in regular conversations about the success of efforts, solutions for current challenges, and needs for either side. Specific strategies at the institutional level are also in place. At two points each semester, CAVE staff members engage in community partner “feedbacks,” where over 200 site supervisors are contacted for conversation on successes and challenges to date. Guiding questions support opportunities for both community and campus to solve problems and assess current practice. Based on these conversations, program changes are made that involve both the partner site and campus practices. Students who engage in CAVE programs are required to write a final 3 page paper using the “What? So What? Now What?” model of reflection and most service-learning courses involve a written form of student reflection. Copies of these papers are regularly shared with community partners to demonstrate impacts, highlight student experiences, and provide feedback to the sites where they serve.

The Northeastern California Teacher Education Collaborative Increasing Teacher Quality project developed a seamless credentialing process in consultation with School Districts and County Departments of Education. NCTEC continues to consult with partners to refine and adjust practices to changing legislative mandates and to better fit participant needs.

Regional and Continuing Education develops curriculum for professional development in consultation with advisory boards (for example Local Government Leadership Institutes). These courses must be responsive to changing professional needs and contexts. For example, auditing processes became a focus of training in the aftermath of the San Diego debacle in which the municipal government was bankrupted after unwise investments in derivatives. RCE systematically uses advisory board input on course content and delivery in shaping their professional training offerings.

Similar practices can be found in academic departments. Service-learning faculty in the Department of Recreation and Parks Management systematically share feedback and assessment with community partners. In three different Therapeutic Recreation courses, students are asked to evaluate both their site supervisor and agency experience at the end of the semester. This information is compiled by faculty members and provided to individual community partners at the conclusion of the semester. Before the next semester begins, faculty members meet with the community partners to review the previous semester, discuss student evaluations, and plan for a new academic term. As a result of these efforts, agencies have created better orientations for new service-learners, developed on-site reflection strategies and even reassigned work load among agency staff.

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (Technical Reports, Curriculum, Research Reports, Policy Developments, Journal Publications, etc.)

X Yes  No (Below we list a *small sample* of faculty scholarship in this area.)

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