



Carnegie Foundation for the Advancement of Teaching

The Carnegie Foundation for the Advancement of Teaching Elective Community Engagement Classification

Re-classification Documentation Framework

(For campuses that received the Classification in 2006 or 2008)

The Re-classification Documentation Framework is intended to help you gather information about your institution's current community engagement commitments and activities as well changes that have taken place since your campus last received the classification. The framework comprises all of the questions that appear on the 2015 Documentation Reporting Form (i.e., the application), and seeks evidence of how community engagement has become deeper, more pervasive, better integrated, and sustained. The focus is on depth and quality within a sustainable institutional context, not greater quantity per se. **(The framework is for use as a reference and worksheet only. Please do not submit it as your application.)**

The re-classification documentation framework is designed for an evidence-based reflective process focusing on what has changed since receiving the classification. It is structured to include narrative responses allowing for explanation of changes that have occurred since the previous classification. The narratives are designed to address (1) what currently exists, (2) changes since the last classification, and (3) relevant supporting evidence.

Data Provided: The classification will be determined based on activities and processes that have been implemented, not those that are anticipated. The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2013-2014, data should reflect evidence from AY 2012-2013. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

Wherever requested, please provide links to relevant campus web resources in addition to evidence provided in the application. Reviewers for the Carnegie Foundation may want to examine websites to provide additional clarification of the responses in the application. Reviewers also may ask for a telephone conversation to clarify evidence provided.

Use of Data: The information you provide will be used solely to determine your qualifications for the community engagement classification. Re-classified institutions will

be announced publicly in January 2015. Only those institutions approved for re-classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for research purposes.

Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

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- Full Name of Institution's President/Chancellor: Paul Zingg
- President/Chancellor's Mailing Address: Office of the President, California State University, Chico University, 400 West First Street, Chico, CA 95929-0150
- President/Chancellor's Email Address:pzingg@csuchico.edu

Community Engagement Definition

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

I. Foundational Indicators

A. President/Chancellor's Leadership Statement

- 1. Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:**
 - a. Indicates their perception of where community engagement fits into their leadership of the institution**

- a. **Describes community engagement's relationship to the institution's core identity, strategic direction, and practices**
- b. **Discusses how engagement is institutionalized for sustainability in the institution**
- c. **In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.**

Annual addresses/speeches (word limit: 500):

Spring Convocation Address 2014:

The Great Debate is part of a larger effort on our campus to bridge classroom learning with the experience of public, democratic participation. Led by our colleagues Bill Loker, Thia Wolf, Ellie Ertle, and Zach Justus and supported by a host of faculty and staff who serve as mentors and facilitators, the Great Debate is linked to such other programs as the Town Hall Meeting, the Book in Common, and our newest endeavor to integrate academic and civic work, the U-Course initiative.

The U-Course project is a highly interactive, interdisciplinary curriculum that both focuses on public issues affecting the larger Chico community and aims to develop a greater sense of civic-mindedness and personal and social responsibility in the students who take the course.

<http://www.csuchico.edu/prs/documents/Spring-Convocation-2014.pdf>

Fall Convocation Address 2012:

I started to develop the framework to address these questions in last spring's convocation address when I talked about our DNA, that is, those *fundamental building blocks of our identity and character*. These include:

- A powerful sense of place through the physical beauty of our campus and the remarkable continuity of its development over the course of 125 years;
- A strong sense of public trust and public good rooted in such expressions as service to our city and region and the promotion of civic leadership and engagement;
- A clear commitment to the right rules of conduct for the academy, which emphasize civility, diversity, respect and community;
- A keen awareness of the nobility and the promise of our mission and the high expectations that we have for ourselves and which we want others to have in us;

- And, most importantly, an unambiguous emphasis on student learning and success.

http://www.csuchico.edu/prs/documents/Fall_Convocation_Transcript_2013.pdf

<http://www.csuchico.edu/prs/documents/BeyondtheFence.pdf>

Campus publications (word limit: 500):

Inside Chico State:

“Our Town: Public Sphere Pedagogy Effects Change”

The Great Debate is part of a larger effort on our campus that aims to bridge classroom learning with the experience of public, democratic participation. It is linked to other programs, like the Town Hall Meeting and Book in Common, that also integrate academic and civic work and then showcase it in a public arena. All of these expressions of public engagement are elements of our First-Year Experience Program. In higher education circles these activities are collectively known as “public sphere pedagogy.” And no college or university has embraced this effort as deeply or as well as Chico State...

Chico Statements:

“Launching Students into a Successful Future”

“I have watched these (First-Year) students move from the position of fairly typical 18-year-olds, who think that one day things will be clearer and maybe they can address a problem in the world, to seeing themselves as community members who can act now to make positive change,” says Wolf. “It has been inspiring.”

<http://www.csuchico.edu/chicostatements/2013-fall/bigpicture.shtml>

B. Institutional Identity and Culture

1. Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?
 No Yes

Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition (word limit: 500):

Executive Memorandum 11-046, instituted April 18, 2011, provides institution-wide definitions of civic and community engagement, community service, service learning and civic learning.

<http://www.csuchico.edu/prs/EMs/2011/11-046.shtml>

Definitions:

NOTE: For purposes of this policy, “**off-campus**” means “occurring at a geographical location or within a physical facility not owned, leased, or managed by California State University, Chico.

http://www.calstate.edu/cce/about_us_documents_statregic_plan_summary.pdf

- a. **Civic Engagement**, also known as Community Engagement, is “...the collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”
- b. **Community Service** is “any work provided by individuals that contributes to the quality of life in the community. Community service work can be provided in several ways and for different purposes. Students may be involved in community service on their own, with a group or club, or through academic course work. When the community service is part of the academic course work, and when the service relates directly to the course content, it is considered service learning.”

http://www.calstate.edu/cce/documents/Final_draft.pdf

- c. **Service Learning** is “a teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self-awareness, and commitment to the community.”

http://www.calstate.edu/cce/documents/Final_draft.pdf

- d. **Civic Learning** is a form of service learning that emphasizes active participation in efforts by members of a community to work together to make public decisions and establish public policies.

http://www.calstate.edu/cce/about_us/documents/strategic_plan_summary.pdf

2. How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

Mission or Vision statement (word limit: 500):

Mission: 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.

Vision: California State University, Chico sees its distinctive residential context as an opportunity to create an active, diverse, healthy, caring, innovative, and green learning and working environment. We aim to create a vital and collaborative living and learning experience for students, who will appreciate and embrace the local, regional, and global communities of which we are all a part. We have a well-respected and dedicated faculty, a superior staff, and committed leadership together with cutting-edge learning and information resources.

All of these assets are placed within a beautiful and engaging physical environment. 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 serving we have fashioned.

As surely as we are a special place of people and ideas, as boldly as we are the "University of the North State," we aspire to be the "University of Choice" for all those who wish to share our vision and values.

Mission:

<http://www.csuchico.edu/vpaa/wasc/mission/index.html>

Vision:

<http://www.csuchico.edu/vpaa/wasc/vision/index.html>

Strategic plan (word limit: 500):

Our Values:

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 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 performance.

Our Strategic Priorities:

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

Purposefully structuring and nurturing first-year students' academic, intellectual, cultural, social, and civic engagements and personal development

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."

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. Introduce outside experts and mentors on sustainability to the campus, while seeking to deliver our own powerful story of environmental engagement.
- b. 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.
- c. Host an annual or biannual conference on sustainability focusing on sustainability and conservation, business practices, civic engagement, social policy, and the curriculum.

http://www.csuchico.edu/prs/documents/strategicplan5_06.pdf

Accreditation/reaffirmation document/QEP (word limit: 500):

CSU, Chico earned reaccreditation from WASC in 2009. A centerpiece of the reaccreditation effort was “The Nature of Student Engagement at a Residential Campus.” (See link.) This focused on the Chico Experience. The letter of accreditation noted, “Much of what underlies The Chico Experience stems from the fact that students at CSU, Chico find themselves in a somewhat geographically isolated region, yet share space with the faculty and staff of the university; that they are inherently a traditional-age, residential population (albeit not, for the most part, in university housing); that they are in a quintessential college town, with a largely supportive local population; and that they are encouraged to join one or more of a seemingly endless range of student organizations that are focused on delivering a host of different services to the residents and communities of the North State.”

<http://www.csuchico.edu/vpaa/wasc/er/studentengagement.html>

<http://www.csuchico.edu/vpaa/wasc/visitation/index.html>

Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: 500):

Since our submission in 2006, the University established an Office of Civic Engagement with a half-time director. The director held a staff position and was encouraged to seek grant funding to bring the position to full-time. This was accomplished in 2011-12. In AY12-13 the staff member’s appointment ended and the position was filled, intentionally, through a half-time faculty appointment. The decision was made for a faculty director to improve outreach to and collaborative work with faculty. The Office of Civic Engagement reports to the Dean of Undergraduate Education in the Division of Academic Affairs. At the time the Office was founded (2007-08), the university engaged in a strategic planning exercise focused on community engagement, funded in part by the CSU, Chancellor’s Office. We intend to renew that strategic plan in 2014. See <http://www.csuchico.edu/civic/> for the mission statement of the Office of Civic Engagement. As a concrete expression of our 125th year, the President’s North State Initiative Task Force convened in 2012 to provide the campus community and leadership with insights and recommendations to create even greater value in our commitment and obligations to our region with over \$300K earmarked to invest in regional engagement.

Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: 500):

The University’s president remains Dr. Paul Zingg. Dr. Zingg came to campus with an emphasis on civic engagement and regional stewardship. (See references in prior application to the North State Initiative.) He retains that focus as evidenced by statements included above. The current Provost is Dr. Belle Wei. Dr. Wei comes to Chico State from Silicon Valley where she participated in the American Leadership Forum (ALF) a leadership development organization that promotes the building of community and relationships as the fundamental task of leaders. Both Dr. Zingg and Dr. Wei continue to provide visionary

leadership and unwavering support for community engagement.

C. Institutional Commitment

Infrastructure

1. As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to.

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: 500)

Note response to Item I.B.2. above, marking the founding of an Office of Civic Engagement to provide a focal point for university efforts aimed at strengthening community engagement across the curriculum.

Funding

- 2.a. As evidence provided for your earlier classification, you described *internal* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: 500):

The 2006 report focused primarily on decentralized funding – at the College level. Such funding remains important and has, in many cases, expanded significantly. For example, the College of Natural Sciences now supports the Gateway Science Museum. The College of Engineering, Computer Science and Construction Management supports the Blitz Build that supports faculty and students in the building of infrastructure in response to natural disasters (Hurricane Katrina, tornadoes in Joplin, MO) or local community needs (transitional housing for victims of domestic violence). This funding has been joined by funding for the Office of Civic Engagement, which includes the half-time director (~\$34,000 + benefits @ 40%), office space, part-time clerical support, student assistance and an operating budget that varies from year-to-year. In AY 12-13, the operating budget was augmented by an external research grant. The university continues to support the student-run Community Action Volunteers in Education (CAVE) organization with \$50,000 in funds per year.

- 2.b. As evidence provided for your earlier classification, you described *external* budgetary allocations dedicated to supporting institutional engagement with community.

For re-classification, describe what has changed, if anything, with the external

budgetary allocations since the last classification. (Word limit: 500)

There are two principal external funding tracks of relevance to community engagement in the period under consideration: (1) research and contracts carried out by faculty as part of their disciplinary work, and; (2) special projects pursued by the Office of Civic Engagement or related offices.

1. External grants and contracts brought to the university by faculty as part of their disciplinary pursuits. In many cases these externally funded projects have direct and indirect benefits to the community. CSU, Chico continues to support partnerships through externally funded grants and contracts. In the period 7/1/08-6/30/13, out of a total of \$144,483,989 in Grants & Contracts, \$74,291,374 (51.4%) were for activities associated with Community Engagement (Public Service, Firms code 3). Examples of large community engagement activities include:
 - a. **PASSAGES Adult Resource Center** **\$17,651,198**
Assists caregivers and older adults lead healthier, happier and more rewarding lives by providing and supporting the critical services and community resources they need.
 - b. **Center for Economic Development** **\$11,333,705**
Promotes economic development through regional capacity building activities to define, promote coordinate, and expand innovative economic ecosystems; provides technical assistance and training to small businesses in 23 northeastern California counties.
 - c. **Center for Nutrition and Activity Promotion** **\$14,464,693**
Provides nutrition and healthy living education and outreach in 17 California counties to combat childhood obesity and promote a healthy diet and exercise.
 - d. **Broadband Initiatives – Northern CA** **\$2,021,945**
Collects community demographic/economic and high speed internet infrastructure data and provides GIS mapping services to support development of broadband fiber infrastructure plans in Northern California counties.
 - e. **Agricultural Research Initiative** **\$3,000,000**
Competitively allocated state funds to support applied research in agriculture; requires a 1:1 match from the community in order to focus research on issues impacting agriculture in the region.
2. Office of Civic Engagement or related offices directed at supporting curricular or pedagogical innovations with civic/community engagement objectives. In 2011-12 we received a \$250,000 grant from the W.M. Keck Foundation to support curricular innovation and faculty development focused on civic and community engagement. This grant supported 3 two-day Civic Learning Institutes held at the end of AYs 10-11, 11-2 and 12-13. These institutes reached 80 faculty, creating an increased level of awareness among faculty of their pedagogical

options across disciplines. From the CLIs we formed more sustained Faculty Learning Communities (FLCs) aimed at incorporating community-based projects in specific courses. Each FLC lasted one year and reached 6-10 faculty per year for three years. Keck funds also supported further development and assessment of the Town Hall Meeting and Chico Great Debate, termed by the American Association of State Colleges and Universities a “signature civic pedagogy.” These events are discussed in more detail below and represent a unique approach to civic and community engagement that have garnered national attention. In addition, since 2007, we have received over \$100,000 in funding (cumulative of five grants) from the Bringing Theory to Practice (BTtoP) project of the Association of American Colleges and Universities (AAC&U). In all cases, these grants required campus matching funds. The BTtoP funds helped launch and support the Town Hall Meeting, and has provided a forum for exchange of ideas and practices focused on enhancing academic engagement, civic action and student well-being. We remain active partners in the BTtoP project and consortium.

- a. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement.

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: 500)

University Advancement (UA) has made community Engagement a focus of the ongoing university capital campaign. UA highlighted service in *Chico Statements*, a publication aimed at alumni and friends of the university, with the cover story on “125,000 hours of service.” UA is also working with the student-run, student-sponsored organization, Community Action Volunteers in Education (CAVE) which is about to celebrate its 50th anniversary in 2016. CAVE alumni and supporters are being approached to provide support for CAVE specifically and for community Engagement generally.

In what ways does the institution invest its financial resources *externally* in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: 500):

Chico State has numerous and varied investments in community engagement and development. Some examples include: (i) the [Institute for Sustainable Development](#) collaborated with the City of Chico Sustainability Task Force in a weatherization program for low income housing; (ii) the [Book in Common](#) program collaborates with Butte College, Butte County Public Libraries, the City of Chico and other partners to encourage literacy and build community through a campus-community common read; (iii) the [College of Agriculture](#) and University Farm have developed an organic dairy co-op that pools the milk

production from the University Farm's organic dairy with 16 local organic dairies for effective marketing. The project involves students in both technical assistance and marketing plans, as well as systematic outreach to local dairy farmers, (iv) the Osher Lifelong Learning Institute (OLLI), with over 1000 members, offers low- cost for senior citizens in the community ranging from how to use an iPad effectively to gardening with California natives to estate planning. OLLI is supported by a \$1 M endowment obtained through a competitive grant as well as low-cost memberships.

Documentation and Assessment

3. Provide narratives addressing the following:
 - a. **How does the institution maintain systematic campus-wide *tracking or documentation* mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)**

The campus provides tracking and documentation through the Service Learning Advisory Committee, established by EM 11-046. The Committee is charged with encouraging and ensuring that best practices are followed in service learning through a review process of proposed and existing courses. The committee has focused more as an educational body to assist faculty rather than an enforcement body. CSU, Chico's Academic Planning Database includes a course designator for service learning courses. Unfortunately, this designation is unevenly applied. An elusive goal has been to ensure that all SL courses are so designated, and that all courses so designated are, in fact, service learning courses. For both risk management and reporting requirements, the CSU has developed a software product, S4 that the campus has committed to adopting. We anticipate installing this software in Spring-Summer 14 and piloting its use in Fall 14. The adoption of S4 will provide an exigency for developing a reliable and accurate database, as well as permit more effective and efficient tracking of community engagement activities on our campus.

The Associated Students has co-curricular programs that engage with the community to varying degrees: everything from one-on-one tutoring, to group interaction at the local Boys and Girls Club and senior citizen facilities, to K-12 classrooms, etc. Learning objectives and outcomes are developed for these efforts. Previous constructs have included civic engagement and leadership. The current focus is on the learning domains of social responsibility and clarified values. Each program collects data (both qualitative and quantitative) as part of a master assessment plan developed in 2012. The plan outlines three categories of assessment for all AS Programs and Government Affairs:

Level A (required /scheduled assessments)

Forms of assessment that are scheduled on a recurring basis during the academic year. They can include pre/post tests for learning outcomes, staff evaluations, program evaluations, and client satisfaction.

Level B (required/as needed)

Forms of assessment that are required but not regularly scheduled. They are administered “as needed” based on program needs/schedules. These would include event evaluations by both coordinator and participants.

Level C (Intermittent/optional)

Forms of assessment that are used as needed and are customized based on objectives. They can include polling, special interests, and benchmarking.

A variety of assessment/evaluation tools are used in various areas of the corporation: surveys (electronic and hard copy), data collection on program usage and satisfaction, focus groups, pre and post-tests, skill evaluations (demonstrations), rubrics, etc.

Most data collection is hosted by Campus Labs, an on-line assessment service for higher education.

Annual figures regarding program usage, number of participants, hours of service, etc. are reported in the AS Annual Report, the VPSA Annual Program Review, and The President’s Report. Most of that data is included in the university’s data warehouse.

Data is reviewed by program coordinators and directors and used to make programmatic changes, alter learning environments, modify teaching/training strategies, and to offer continuous feedback to students.

In 2012-2013 students participating in AS programs earned 3,241 units of credit in 18 different university departments. 906 experiential learning students from 56 university classes were placed by Community Action Volunteers in Education (CAVE) and provided 18,120 hours of service in our community.

b. Describe the mechanisms used for systematic campus-wide *assessment and measurement* of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500):

Assessment and impact assessment are central to community engagement efforts, though applied unevenly. In some cases, such as the assessment of public sphere pedagogy curricula such as the Town Hall Meeting and Chico Great Debate, assessment efforts are exemplary. Town Hall and the Great Debate impacts on students are documented through measuring persistence and graduation rates of participants, surveying participants on self-assessments of academic engagement, civic efficacy and well-being, and through the collection of narrative reflections on the student responses to participation in these events. CAVE collects student reflections on the effects on participation in all volunteer and service learning activities. These student reflections are read and evaluated by CAVE professional staff, who share them with SL faculty and use them in program development and

improvement. However, the results are not systematically compiled and analyzed. Student levels of community engagement are also measured via the National Survey of Student Engagement, the results of which are shared publically on the [Voluntary System of Accountability](#).

Public Sphere Pedagogy (PSP) is an approach used widely in the first year at CSUC, shepherded by the First-Year Experience Program and most well known by its signature programs, the Town Hall Meeting (THM) and Chico Great Debate (CGD). Both the THM and GCD programs encompass the mission of civic education and engagement. PSP work has been consistently assessed for civic and community indicators since its inception on our campus in 2006. Evaluation of the PSP work has involved a mixed methods research design that includes the following: 1) a quantitative survey measuring students on their academic engagement, civic attitudes, and psychological and social well-being, 2) a qualitative student written “reflection” assignment, 3) a quantitative survey of graduating seniors which includes measures of civic disposition, and 4) institutional-level data on the graduation and persistence rates of students in the THM compared to those who were not in the program. The California State University, Chico’s Internal Review Board has approved this research on the PSP program.

Surveys of Graduating Seniors:

In spring 2012 and again in spring 2013, we administered an online survey to graduating seniors through our Office of Institutional Research. This survey includes measures of students’ civic dispositions.

<http://www.csuchico.edu/ir/docs/pdf/Senior%20Civic%20Engagement%20Survey.pdf>

Semester Assessment Surveys

Since fall 2009, we have administered an online survey to students at the end of each semester following PSP work. Surveys are administered to students in comparable non-PSP courses.

<http://www.csuchico.edu/ir/docs/pdf/BTP%20Undergraduate%20Education%20Survey.pdf>

Qualitative Reflection Surveys:

Upon completion of a PSP event, students are given reflection surveys to examine qualitative evidence of these as “change events” in student civic identity.

- c. What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: 500):**

Systematic campus-wide assessment of Public Sphere Pedagogy programs shows that students involved in these events and courses are more likely to form particular civic dispositions, are more like to persist from year one to year two, and have an increased 6-year graduation rate. As PSP work at CSU, Chico reaches all incoming freshman, civic

identity at Chico State is flourishing as a result of these campus-wide initiatives. These assessment data did not exist during the first classification period.

Highlights: Surveys of Graduating Seniors

- Graduating seniors who have participated in the THM program report a higher level of political discussion, as well as enhanced community efficacy and a greater sense of well-being, compared to students not in the program. For example, significantly more students (66.4% compared to 56.4%) who indicated that they had participated in the THM program in the past as part of a course requirement feel that they can make a big or a moderate impact in their communities.
 - SOURCE: Question replicated from the 2000 Social Capital Benchmark Survey. Available: <http://www.ropercenter.uconn.edu>.
 - DATA SOURCE: CSU, Chico Civic Engagement Senior Surveys, Spring 2012 and Spring 2013, combined. Graph produced by author. Response rate for spring 2012 was 11% and for spring 2013 was 19%.
 - *Percent differences between two groups are significant at $p \leq .05$, controlling for ethnicity, campus GPA, gender, and age.

Highlights: Semester Assessment Surveys

- Students in the THM program, surveyed each semester immediately after the THM event, report a greater likelihood of future political activity and find influencing the political structure more important than students who are not in the program.
- Students in the CGD program, surveyed each semester immediately after the CGD event, report increased levels of academic engagement.
 - SOURCE: Question replicated from the UCLA Cooperative Institutional Research Program's (CIRP) Freshman Survey (See Appendix B, Table B.7). The CIRP Freshman survey is administered nationally and annually to college freshman. Available: <http://www.heri.ucla.edu/cirpoverview.php>.
 - DATA SOURCE: CSU, Chico Public Sphere Pedagogy Assessment Surveys, Fall 2009 through Spring 2013. Graph produced by author.
 - *Percent differences are significant at $p \leq .05$, controlling for ethnicity, HS GPA, gender, and class level.
- Students in the CGD program find participating in a community action program (40.8% compared to 31.2%) and becoming a community leader (54% compared to 45.8%) "very important or essential" compared to those surveyed who were not in the program.
- Finally, similar to the students in the THM program, students in the CGD program also find influencing the political structure more important. For example, a greater percentage of students in the CGD program—48.7% compared to 44.1%—find influencing the political structure very important/essential.
 - DATA SOURCE: CSU, Chico Public Sphere Pedagogy Assessment Surveys, Fall 2009 through Spring 2013. Graph produced by author.
 - *Percent differences are significant at $p \leq .05$, controlling for ethnicity, HS GPA, gender, and class level.

([Click here](#) for assessment summaries, including data highlighted above.)

Impact on students

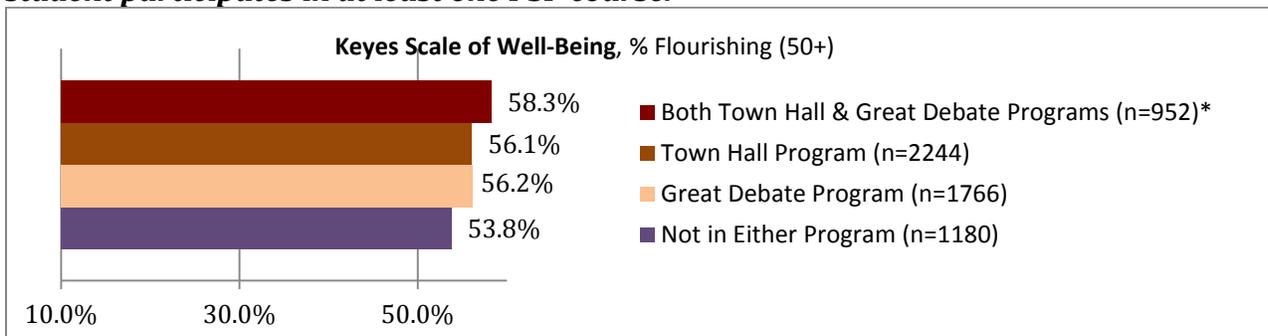
- d. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

PSP

Students participating in Public Sphere Pedagogy programs are more likely to form “civic dispositions”, as listed above. In addition, we have seen a well-being effect from PSP work.

Double Doses: Both the Town Hall and the Chico Great Debate Programs

As the THM and the CGD programs have continued to grow at CSUC, there continues to be an increasing number of students who have participated in both programs. From our most recent assessment data through spring 2013, 15.2% of the students who filled out the semester assessment surveys were in both programs. A key finding for these “double dose” students is that they exhibit enhanced well-being compared to those who were not in either program. PSP has grown at CSU, Chico to the point that ***essentially every first-year student participates in at least one PSP course.***



SOURCE: Questions and scale (sum of responses ranging from 0-70) compose the Corey Keyes “Languishing/Flourishing Scale” of social and psychological well-being. A score of 50 or above is defined as “flourishing.”

DATA SOURCE: CSU, CHICO Public Sphere Pedagogy Assessment Surveys, Fall 2009 through Spring 2013.

*Percent differences between the “double dose” group and those who were not in either program are significant at $p \leq .05$, controlling for ethnicity, HS GPA, gender, and class level. ([link to assessment summaries, including data highlighted above](#))

Impact on faculty

- e. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):

Increased interest and inclusion of civic engagement coursework:

In 2012-13 an external grant from the W.M. Keck Foundation provided funding for a Civic Learning Institute (CLI) and Faculty Learning Community (FLC) focused on providing professional development and support around the inclusion of Civic Engagement and Service Learning in General Education courses. A survey of participating faculty found that faculty experienced both greater interest in the inclusion of civic engagement work, a greater understanding of how to incorporate civic and community practices, and a commitment to future inclusion. Data from the 2012-13 FLC showed:

- Through 11 classes (14 sections) the FLC members exposed 506 students to civic engagement projects.
- Eight of the 11 classes were GE courses. The GE courses covered 6 different GE areas and 6 of the 10 pathways.
- All FLC members intend to include civic engagement in their future teaching endeavors.

When asked, “How much do you think the Institute will make a difference in the way you approach your teaching?” Faculty responded:

- I feel it gave me “permission’ to think outside of the (campus) box.
- Everything gained here in terms of knowledge based around CE is helpful/useful
- Improve experiential component
- Likely to increase student’s sense that the course is relevant to their lives.
- Expanding on projects we are already doing to bring in the community or expose the students to some ‘experts’ on issues they are interested in.
- At this point, I am not teaching GE but I’d like to incorporate more civic learning.
- I already wanted to do this, but I am still making local connections.
- I had given up a little on the civic engagement piece of my teaching. This support makes me think its possible again.
- Pedagogically
- Planning to implement the project I came up with today

The Dean of Undergraduate Education and Office of Civic Engagement will continue to support an annual Civic Learning Institute and Faculty Learning Community to provide professional development and support for community and civic engagement work in courses throughout the university.

Impact on community

- f. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):**

Community Legal Information Center, CLIC (Associated Students) Women’s Law Program:

The Community Legal Information Center has, for 44 years provided free legal information to the California North State. Through its twelve programs CLIC has provided assistance to clients in areas such as housing law, employment rights, student rights, Social Security Disability Insurance benefits and restraining orders. The key finding for all the programs is that the availability of the legal information provides access to the primarily low-income population of the rural area who have little or no access to the justice system with the assistance of CLIC.

As an example of the impact that CLIC has, the Women’s Law Program of CLIC provides constituents in the North State information about three types of restraining orders: Domestic Violence, Civil Harassment and Elder Abuse. Interns and the director of the program meet one-on-one with clients to walk them through the process of obtaining,

renewing and enforcing restraining orders. Interns and the director also assist clients in how to complete the court documents, pleadings, necessary to obtain, renew and enforce orders. The program also assists clients with general questions about restraining orders.

Our key finding from this data is that our services have assisted a number of individuals in our home county of Butte in protecting themselves and those under their umbrellas from further abuse and harassment. We also believe that the process of applying for the restraining orders alone is a powerful tool for empowering our clients to take back control of their lives.

The information below reflects the number of clients who have been granted a Domestic Violence Restraining Order (DVRO), Civil Harassment Restraining Order (CHRO) and Elder Abuse Restraining Order (EARO) in Butte County for the period of January 2013 through February 2014. The information was gathered by referencing the intake files for our clients, then using the name of our plaintiff or petitioner/client we consulted the Butte County Superior Court Website, using the Case Information search tool we conducted a search based on both our client/petitioner’s name and the respondent’s name to determine if a restraining order had been granted.

Clients are asked to complete a survey among the information solicited are comments, among those comments was one specifically related to the Women’s Law Program’ assistance with restraining orders: “Could not have filled-out restraining order without them. Thank you!”

Butte County Restraining Orders Statistics

Month	Year	Granted DVRO	Granted CHRO	Granted EARO	Total
January	2013	1	1	0	2
February	2013	2	0	0	2
March	2013	1	1	0	2
April	2013	2	3	0	5
May	2013	2	2	0	4
June	2013	0	0	0	0
July	2013	1	4	0	5
August	2013	3	1	1	5
Sept.	2013	6	0	0	6
October	2013	5	3	0	8
Nov.	2013	1	4	0	5
Dec.	2013	2	0	0	2
January	2014	2	2	0	4
February	2014	2	1	0	3
		30	22	1	53

Impact on institution

- g. Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500):**

Persistence and 6-year Graduation Rates: University persistence is a marker of success for everyone involved. For students, staying in higher education and completing a degree has a dramatic impact on lifetime earnings. The typical median difference is \$30,800 vs. \$49,000 (ACT, 2008). For Universities the stakes can be just as high. Persistence and degree completion are universally recognized as markers of success. US News and World Report (2008) has disclosed that retention is 20-25% of their college ranking system. While persistence and ultimately degree completion is a common goal among students, faculty, and administrators, we are not particularly successful at accomplishing this goal. According to ACT Educational Services 33.3% of students, regardless of institution, do not persist from year one to year two (Noel-Levitz, 2012).

There are many strategies for increasing persistence but our strategy of including first-year students in public dialogues about key social issues is unusual in that it is wide reaching, low-cost, dialogue based, and has measurable impacts on persistence, especially among students of color.

Our most impressive persistence data comes from the Town Hall Meeting (THM) Program run out of the First-Year Experience office and the Department of Political Science. The THM places first-year students in dialogue with community leaders and subject matter experts with a variety of backgrounds. The program is quite large at 600-800 students per semester, but not all sections of our Introduction to American Government course participate, meaning we can compare students who participate in the program to those that do not. Measured over the course of several years we are able to identify a trend in persistence with a high degree of confidence. Students who participate in the THM persist at a rate 5-7% higher than those that do not. Additionally, the persistence of students of color is even higher which indicates a closing of the achievement gap.

Professional Development

- 4. As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty, staff, and/or community partners who are involved with campus-community engagement.**
- a. For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results? (Word limit: 500):**

Faculty development has increased, and become more widespread, since our earlier classification. Chico State provides several avenues for faculty professional development in community engagement. In 2012-13, the Center for Excellence in Learning and Teaching (CELT) supported service learning and community engagement faculty development in excess of \$15,000, more than twice as much as was spent annually according to our first

classification. Several internal grants were awarded to faculty for Civic Engagement work through CELT, including two Learning Enhancement Grants and six travel grants.

Learning Enhancement:

Anthropology: Student Film Production: Research, Engagement and Collaboration
Child Development: Redesign of Internship Placements in the Department of Child Development

Travel Grants:

Laurie Browne (RECR) Teaching and Learning about Poverty presentation at the International Association for Research on Service-Learning and Community Engagement Annual Conference

Ellie Ertle POLS Presentation at the Midwest Political Science Association Annual Conference on the Town Hall Meeting and Civic Efficacy

Susan Roll SWRK Teaching and Learning about Poverty presentation at the International Association for Research on Service-Learning and Community Engagement Annual Conference

Stacy Schaefer ANTH Making Anthropology Matter in University Museums

Charles Turner POLS Capstone Civic Engagement Project

Lori Weber POLS Presentation at the Midwest Political Science Association Annual Conference on the Town Hall Meeting and Civic Efficacy

Office of Civic Engagement has hosted three Civic Learning Institutes funded in part by the WM Keck Foundation grant. As mentioned, these CLIs have reached more than 80 faculty. We are committed to continuing the CLI effort with campus-based funding in the future. Out of the CLIs have emerged three Faculty Learning Communities (FLCs) where groups of 6-8 faculty have worked to introduce a community or civic pedagogy into their courses. Bringing Theory to Practice funds have supported conference attendance at BTtoP gatherings to share best practices and participate in national-level assessment discussions that have shaped our own practices. The university has supported participation in the Civic Health Indicators project of the American Democracy Project of AASCU. We have sent teams to the last two national meetings of ADP. In addition, four Chico State faculty/staff have participated in the AASCU Yellowstone Seminars on public policy issues associated with the stewardship of public lands. Community Action Volunteers in Education (CAVE) supports effective service learning practices, working with faculty to help screen and place students in local schools and provide other placements for SL courses. The Service Learning Advisory Committee (SLAC) also works with the campus and faculty to set appropriate policies for off-campus student placement and advise faculty on best practices in SL courses. The university supplies a rich panoply of professional development opportunities from varied sources.

Faculty Roles and Rewards

5. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

No Yes

6. Is there an institution-wide **definition** of faculty scholarly work that uses community-engaged approaches and methods?

No Yes

- a. **Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: 500):**

The Provost and Vice President for Academic Affairs refers extensively to a community-engaged approach to scholarship in both the mission and vision for Academic Affairs for CSU, Chico but also the Academic Plan for the University.

Academic Plan Mission (<http://www.csuchico.edu/vpaa/AAMission.shtml>)

The division of Academic Affairs advances the mission of the University to serve Northern California, the state, the nation and the global community through excellence in learning, scholarship and creativity, and public engagement.

Vision Statement (excerpt)

We acknowledge our public purpose by developing, applying and exchanging knowledge and expertise for the mutual benefit of our community and our region.

Academic Plan 2007-12

Goal #2: Nurture excellence in faculty and staff

- Strengthen and **integrate** teaching, scholarship, student learning and public service

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).

7. Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes

- a. **If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: 500):**

Promotion and tenure guidelines at the institutional level are very general. See Faculty Personnel and Policies Procedures (FPPP)

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.

Excerpts from Faculty Personnel Policies & Procedures (FPPP), section 8.1.c.3:
Contribution to Strategic Plans and Goals of the Department/Unit, College, and University.

While the material in the above described DOSSIER sections will address much of a candidate's performance relative to strategic plans and goals, the candidate should make sure that any additional evidence regarding performance towards these goals is included in the Dossier. The candidate may wish to consider adding a statement that guides reviewers to the evidence in the Dossier, which relates to strategic plans and goals. (Many-?? Colleges and Departments have SL/CE/Service in strategic goals)

Other Contributions to the University and Community (often referred to as *Service*). Other materials that would help evaluators assess the candidate's performance in Other Contributions to the University and Community should be included. When compiling these materials, the candidate should keep in mind that the reviewers will assess the quality as well as the quantity of activities; therefore, this section of the DOSSIER should provide reviewers with the information necessary to make accurate judgments.

8. Is community engagement rewarded as one form of **teaching and learning**?

No Yes

a. Please describe and provide text from faculty handbook (or similar policy document) (word limit: 500):

While community engagement is not specifically noted as a form of teaching and learning in the institution-wide faculty handbook, some individual colleges and departments include community engagement as a form of teaching and learning in RTP documents.

College of Communication and Education

Communication Arts & Sciences – RTP Doc – high quality teaching – “involvement in significant campus teaching initiatives (e.g., service-learning, civic engagement...)

Kinesiology – RTP doc – “other items that provide evidence of effective student-centered instruction may include...instructional innovations, community service, service learning”

Recreation, Hospitality and Parks Management – we acknowledge and encourage coursework that engages the community

School of Education – PPP p. 15 “modification of curriculum to further encourage civic engagement and inclusion of diverse experiences.” “Evidence of enriching student learning by partnering with other educators or community members”

9. Is community engagement rewarded as one form of **scholarship**?

No Yes

a. Please describe and provide text from faculty handbook (or similar policy document) (word limit: 500):

College of Communication and Education

Communication Arts & Sciences – projects involving community engagement are included as applicable toward RTP

Communication Design – “service to the schools shall include significant research, grants...”

Journalism – Professional Achievement – contribution to knowledge base, theoretical and practical, of the field

School of Education – values and recognizes research agendas that benefit from collaborative and interdisciplinary relationships. Listed scholarly activities – “leadership and consulting in the education community , producing research and publications related to service learning – measuring the effectiveness of service-learning and discussing the results in the context of a broader subject”

9.b. Is community engagement rewarded as one form of **service**?

No Yes

a. Please describe and provide text from faculty handbook (or similar policy document) (word limit: 500):

All faculty at California State University, Chico are required to contribute to the university and community (see FPPP 8.5.b.1.c). <http://www.csuchico.edu/faaf/fppp.shtml>

Individual college and department RTP documents address specific examples of, and requirements for, service and engagement. Some examples include, but are not limited to:

Department of Health and Community Service

“Level 3 Service to the Community and to the Profession

- Choose something to be involved with each year. A single activity may be pursued for multiple years or a series of smaller activities can be employed.

- Service on board of directors or a committee/task force of a health related organization
- Officer of board of directors or a committee/task force of a health related organization
- Grant writing for a health-related organization
- At least 5 health related lectures to campus/community groups in a year's time
- Serving as an external committee member on an accreditation team
- Holding an office or chairing a committee of a relevant professional organization
- Grassroots work with underserved populations
- Organizing and coordinating health advocacy coalition activities
- Publishing health-related articles in the popular press
- Coordinating a professional conference"

Department of Computer Science

- One of the most striking features of a faculty position in a comprehensive university is its multidimensionality. **Teaching, scholarship, and service are critical components of every faculty member's job. The mission statement of CSU, Chico affirms the importance of instruction, research, and public service.** New hires to tenure-track positions in the Department of Computer Science shall be aware of the many facets of their position and the expectations of the university, college, and department.

College of Humanities and Fine Arts

Department of Art and Art History

Other contributions to the University and Community

Typical activities include:

- **Participation in committee work and other activities (fundraising, outreach, etc.) necessary for the normal functioning of the Department is required.**
- **College and University level committee work.**
- **National, state, and local organizations' committee work, leadership or other significant participation.**
- **Professional contracts with candidate's colleagues within and without the University**
- **Curriculum and program innovation / development:** These include such activities as significant contributions to the Department curricular reviews and directions, and institution and development of new program options.
- **Student advising support:** BFA, MA, and MFA student committee assignments; Art student organizations, clubs and activities; Other advising of students relating to course and career objectives; Internships and other experiential programs.
- **Service to the Community:** Campus and community exhibition of creative work, workshops, lectures and seminars, open to the general public and community on and off campus

Department of Biology

- c. Perform outreach/recruiting/extension activities
- d. Guest lectures and other public presentations
 - i. Presentations at public forums, meetings, field days/tours, and other events where specific knowledge possessed by the candidate is shared with the campus community and/or general public
 - ii. Off-campus lectures in person or through electronic delivery systems
 - iii. Guest lectures in courses on campus
- e. Contributions to K-14 and other community service related to one's professional competency (in general order of significance)
 - i. In-service training for K-14 teachers
 - ii. Involvement with area teachers in curriculum development
 - iii. Science fair judge
 - iv. Class visits to K-14 classrooms or field activity
 - v. Other professional community service

School of Nursing

Student support – in addition to teaching assignment

- Effectively mentors students (includes advising nursing and pre-nursing students, Honor's students, or master's students; thesis advising; advising student organizations, supervision of student externships, mentoring students in scholarly activities).
- Semester coordinator, retention coordinator

Service to the Community- includes active participation in community projects or in collaborative efforts with other community service organizations. Must include level of participation/activity with supporting documentation.

10. Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes

Which colleges/school and/or departments? List Colleges or Departments:

Departments of:

Journalism

Recreation, Hospitality and Parks Management

School of Education

Communication Arts & Sciences

Health & Community Services

International Languages, Literatures and Cultures

School of Social Work

Social Science

Kinesiology

Civil Engineering
Religious Studies
School of Nursing

What percent of total colleges/school and/or departments at the institution is represented by the list above?:

These departments represent 28% of the total number of Departments on campus.

Please provide three examples of colleges/school and/or department level policies taken directly from policy documents, in the space below (word limit: 500):

Journalism Department – Consultations and contacts (local, regional, and state) are among the types of evidence that are accepted (download [RTP](#) document)

School of Education – listed scholarly activities – “leadership and consulting in the education community including the CSU, Chico service area,” and “Producing research and publications related to service learning, such as measuring the effectiveness of service-learning and discussing the results in the context of a broader subject (p.17).” (download [RTP](#) document)

Department of Health & Community Service-Explicitly includes “publishing health-related articles in the popular press” to count as evidence for faculty community service

- 11. Is there professional development for faculty and administrators who review candidates’ dossiers** (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

No Yes

Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional development (word limit: 500):

- 12. If current policies do not specifically reward community engagement, is there work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

No Yes NA

Describe the process and its current status (word limit: 500):

Student Roles and Recognition

- 13. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students**

have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: 500):

Throughout the division of Student Affairs at CSU Chico, there are a myriad of involvement and leadership opportunities for students to become engaged with the Chico Community, and take on significant decision-making and planning roles. As student government officers, program directors and coordinators, students coordinate service projects and programs to address community needs, connect with community partners in outreach and advocacy, and implement cultural and educational events.

Associated Students

CSU, Chico students are members of the Associated Students (AS), -- 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, and Adventure Outings. In doing so, the AS plays a significant leadership role in the Chico 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.

Student leadership in community engagement in the **area of service:**

- Community Action Volunteers in Education (CAVE), placed 796 student volunteers and 885 experiential learning students who performed 40,360 hours of service
- Community Call to Action: Answering the Call
- Community Affairs Council
 - Moonlight Safety Walk
 - Cats in the Community
- Be Chico Day of Service
 - Community Legal Information Center
 - 5,292 hours of service to 12,730 clients

Student leadership in community engagement in the **area of Advocacy:**

- Take Back the Night;
- Registering new voters

Student leadership in community engagement in the area of **Education and Culture:**

- Compost Display Area
- Kindergarten Faire, Early Learning Summit

- International Festival

Student Life and Leadership

There are 189 recognized student organizations, and an entire category of organizations devoted to service/leadership, examples are:

- Alpha Phi Omega (international service fraternity)
- Alternative Transportation Group (dedicated to addressing sustainable local transportation systems on and off-campus)
- Habitat for Humanity
- Rotoract of Chico State (service group as a precursor to becoming a Rotarian)
- SAVE (students against violence everywhere)
- Greek system (approximately 1200 members volunteering thousands of hours each semester)

Recognition:

Student leaders in community engagement are recognized with scholarships and awards at a host of events including receptions, ceremonies, and staff meetings. Both electronic and print media feature these student leaders. Due to the evolution of social media since our previous classification, those platforms play a very significant role in recognizing our student leadership in the community: Facebook, Twitter, Instagram, the University and Associated Students websites, etc.

Awards and Scholarships

- The Associated Students sponsors a variety of scholarships and awards to recognize students who have excelled in the areas of service, academics, and leadership. The AS Student Achievement Reception is hosted each spring to honor all award recipients.
- Glenn Kendall Public Service Award
Each year this prestigious award recognizes an outstanding graduating senior with exemplary scholarship and public service to the University and community. It is a President's award, available to candidates from all fields of study and service that graduated

Supplemental Documentation

14. Is community engagement noted on student transcripts?

No Yes

If yes, is this a change from your prior classification?

No Yes

15. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

No Yes

Please provide examples (word limit: 500):

Community engagement is embedded in diversity and inclusion work throughout the CSU, Chico campus. The Office of Diversity and Inclusion (<http://www.csuchico.edu/diversity/index.shtml>) includes language about community engagement in its mission, vision and annual reports.

Services provided by the Office of Diversity continue to assist the campus in fulfilling its mission which is "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." (Annual Report 2012-13 <http://www.csuchico.edu/diversity/wasc/index.shtml>)

In addition to this institutional integration of diversity and engagement work, many programs, courses, departments and colleges across campus integrate diversity, inclusion and community engagement into their work. Some examples include:
Interdisciplinary academic integration -

Love Chapmantown Project:

Love Chapmantown is a community-campus project instituted in January 2010 with the vision of "replacing darkness with light and life" in a neighborhood that has long been "disenfranchised by both the county and city." This collaboration between community groups, religious organizations and department across campus, provides research, support and action for various underserved populations in the Chico community. The vice-chair of the project is faculty in the School of Social Work, Vincent Ornelas. Social Work, along with other departments, including agriculture, geography and planning as well as student organizations, are working with Love Chapmantown to make a difference in the neighborhood.

Inclusive, engaged leadership programs

Cross Cultural Leadership Center:

"Our Mission: The Cross-Cultural Leadership Center values and respects the richness and understanding that diversity brings. The Center exists to create an environment in which all students, regardless of their ethnicity, culture, or differences, feel safe and respected. Through leadership development, cultural awareness, community education, and the creation of a constructive social change, the Cross-Cultural Leadership Center will contribute a positive, enriching, and memorable life experience to every student of CSU, Chico and its surroundings."

Gender and Sexuality Equity Center:

Interns – students who are passionate about social equity and interested in promoting awareness and inclusion of all people on our campus and in our community

Community Legal Information Center:

Student-run, non-profit organization that has been providing legal information to students and community members for over 40 years. Paralegal internship opportunities as well with students working directing under CLIC's four supervising attorneys.

Women's Law Project, County Jail Law Project, Disabled and the Law, Penal Law Project, Workers' Rights Project

The Chico Student Success Center (CSSC):

The CSSC is a connective, outreach and student development program with a mission to serve low income and first generation college students. The CSSC retention efforts are focused on four fundamentals of student development. These fundamentals include: 1) Academic Success, 2) Personal Values, 3) Civic Engagement and 4) Career Preparation.

16. Is community engagement connected to efforts aimed at student retention and success?
 No Yes

Please provide examples (word limit: 500):

The most recent edition of Chico Statements: a magazine from California State University, Chico discusses the campus' broad connection between engagement, retention and success. The article, and recent comments from President Paul Zingg focus on PSP work and other First-Year initiatives directed at improving student retention and success, through the lens of community and civic engagement. Results from this work include:

Town Hall Meeting

Assessments of student learning and attitudes in classes that embed the Town Hall indicate that students become more engaged scholars and gain confidence about their capacity to do meaningful work at the university when they have this opportunity to share their research in public dialogues with interested others. In addition, Town Hall participants have a significantly higher first-year retention rate than non-Town Hall students.

- For every year since the inception of the program, there has been a 5-7% increase in retention among those who experience the Town Hall Meeting. This reaches a 91% retention rate in 2010-11.
- Among students of color, retention is 6-9% higher among students in the Town Hall, culminating in a 93% retention rate in 2010-11.
- Student Quotes from Town Hall:
 - "The Town Hall really inspired me to get more involved in my community and stay educated on current politics. I was a little intimidated in the beginning of the discussion, but once I started speaking up I felt empowered."
 - "The actual Town Hall Meeting thrilled me. I was so excited that I actually got to hold and listen to an intelligent conversation with some controversy in it."
 - "This experience made me want to go out and start making a difference...I think it was a great way to light a spark and get people interested in taking action."

II. Categories of Community Engagement

A. Curricular Engagement

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

institution.

Note: CSU, Chico applied for the elective classification in 2006 under the “Community Outreach and Partnerships” portion of the classification. We did not submit data on Curricular Engagement. Hence it is difficult to address how matters have changed since our last classification as called for in the current application. We have attempted to provide information and perspectives on change over time where possible.

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

There are a total of eight (8) questions in this section.

1. As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.
 - a. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: **500**)
Definition of Service Learning: The campus has a formal definition of Service Learning articulated in EM 11-046. Our definition is consistent with the CSU system-wide definition as articulated by the Center for Community Engagement: **Service Learning** is “a teaching method that promotes student learning through active participation in meaningful and planned service experiences in the community that are directly related to course content. Through reflective activities, students enhance their understanding of course content, general knowledge, sense of civic responsibility, self awareness, and commitment to the community.” (http://www.calstate.edu/cce/documents/Final_draft.pdf)
 - b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes.

As articulated in EM 11-046, the Service Learning Advisory Committee has responsibility for the review of new courses proposed for Service Learning status. This is an opportune moment to mention that Chico State has other curricular and pedagogical approaches to community engagement that do not fit comfortably under the term “service Learning.” As discussed elsewhere in the report, the Town Hall Meeting and Chico Great Debate involve hundreds of students per semester, every semester, and scores of community members. We term this approach public sphere pedagogy and know with some degree of certainty (from assessment data) that this approach engages students and positively affects their propensity for civic engagement and their sense of civic efficacy.

2. Fill in the tables below using:
 - a. data from the most recent academic year (2012-2013)
 - b. data based on undergraduate FTE

<i>Number of service learning courses</i>	<i>Change in number of courses since last application</i>	<i>Percentage of total courses</i>	<i>Percent change in courses since last application</i>
97	NA		NA

<i>Number of departments represented by service learning courses</i>	<i>Change in number of departments since last application</i>	<i>Percentage of total departments</i>	<i>Percent change in departments since last application.</i>
31	NA	72%	NA

<i>Number of faculty who taught service learning courses</i>	<i>Change in number of faculty since the last application</i>	<i>Percentage of total faculty</i>	<i>Percent change in number of faculty since last application</i>
42	NA	5%	NA

<i>Number of students participating in service learning courses</i>	<i>Change in number of students since last application</i>	<i>Percentage of total students</i>	<i>Percent change since last application.</i>
3601	NA	25	NA

3. Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how it is used, etc.). Provide relevant links.

Currently, the data gathered above comes from several sources: CAVE, which is the organization charged with screening and placing students in SL and volunteer activities with vulnerable populations. In our context, this means primarily in local schools, the Boys and Girls Club and other organizations serving minors. CAVE does a professional readiness assessment of students and retains records of all students placed through their office. Some of this data is generated and retained at the College level, e.g. programs and projects of the School of Social Work and School of Education, both of which are very active in community outreach and partnership. Our Academic Planning Database has a service learning “suffix” that identifies SL courses. However this is not consistently used, necessitating a variety of work-arounds. We are working actively with the CSU Center for Community Engagement to implement a software system (referred to above), S4, that will provide a means to manage SL and other off-campus placements of students, both for risk management purposes, as well as to facilitate reporting of this type of data. We anticipate piloting S4 in Fall 14 with full implementation over the following two years. We provide annual reports to the CSU Center for Community Engagement on S and other community engagement activities.

This information is also frequently disseminated by Chico State's Public Affairs office to celebrate the positive impacts of our faculty, staff and students on surrounding communities.

4. As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students' curricular engagement with community.

For re-classification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment? Provide relevant links.

We did not provide this information in 2006. Since 2006, the most significant effort in this direction was the revision of our General Education program (see www.csuchico.edu/ge.) The mission statement of the GE Pathways program states: "The GE program at Chico State prepares students for continual learning and application of knowledge to career as well as personal life. It provides the education necessary for success as a lifelong learner and civically engaged individual in the twenty-first century." The GE Pathways program has articulated ten values and student learning outcomes (SLOs) derived from these. The "Personal and Social Responsibility" value states: "*Personal and Social Responsibility* - The knowledge to take responsibility for one's own life and actions, and to recognize opportunities and responsibilities to become engaged in our various local, regional, national, and international communities." And the SLO reads: "Personal and Social Responsibility: Demonstrates knowledge and skills necessary to take responsibility for one's own life and actions, and to recognize opportunities and responsibilities to become engaged in our various local, regional, national, and international communities." Our GE program is organized into ten Pathways. Each Pathway must address all ten SLOs including Personal and Social Responsibility. Thus, all students are exposed to curricular content and experiences related to this SLO. In most cases, this occurs multiple times. There is a GE Assessment Plan that systematically works through the assessment of all ten SLOs. Personal and Social Responsibility is scheduled to be assessed in AY 14-15. (The schedule of SLO assessment is found here: <http://www.csuchico.edu/ge/faculty/assessment-resources.shtml> in a hyperlink in the first paragraph.) More importantly, the Keck Civic Learning Institutes, mentioned at various points above, have focused on incorporating civic pedagogies in GE courses to strengthen and make more coherent curricular approaches to Personal and Social Responsibility throughout the GE Pathways program.

5. For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification.

Curricular Activity

Student Research

Is Community Engagement integrated with this activity?

CMAS:

CMST 484

RECR:

RECR 220, 240, 300, 441

SOE:

Rural Teacher Residency Program

ANTH 443

CHLD 282

HCSV499H

POLS 155 (Town Hall)

College of Natural Sciences

What has changed since the last classification?

Since the last classification, the SOE has been operating a grant-funded rural teacher residency program. As a requirement for the MA, candidates complete an action research project focused on improvements to their practice and schools. Residents present their findings to the university and school communities. Some have also presented at the American Educational Research Association (AERA)

Town Hall participants increased from ~170 to over 600.

Many of our student research projects include working with the community. Some examples include the environmentally related research projects done by students in chemistry, geology, environmental science, and ecology, as well as the community-based nutrition and health projects carried out by our nutrition and food science students.

Web Links:

An article that showcases RTR student research can be found in the School of Education newsletter, Spring 2013 edition:

<http://www.csuchico.edu/cme/images/SOE%20Newsletter%20S13.pdf>

Rural Teacher Residency Program Takes on AERA (p.7)

See course description for ANTH 443:

<http://catalog.csuchico.edu/viewer/13/ANTH/ANTHNONEBA.html>

See course description for CHLD 282:

<http://catalog.csuchico.edu/viewer/13/CHLD/offerings.html>

See course description for HCSV 499H:

<http://catalog.csuchico.edu/viewer/13/search/courses/HCSV.html>

See Town Hall link:

http://www.csuchico.edu/fye/Public_Sphere_Work/thm/index.shtml

Curricular Activity

Student Leadership Courses

Is Community Engagement integrated with this activity?

CMAS:

CMST 472, 484

RECR:

RECR 323

CHLD 380

CHLD 495

Web Links:

See course description for CHLD 380/495:

<http://catalog.csuchico.edu/viewer/13/CHLD/offerings.html>

Curricular Activity

Internships/Co-ops

Is Community Engagement integrated with this activity?

CMAS:

CMSD 689, 489

JOUR: All students complete internships and many include activities that give back to the community.

RECR: All students complete internships and many include activities that give back to the community.

SOE: All initial credential candidates complete two semesters of student teaching or residency

HCSV 389 & 489

CHLD 492

POLS 489 A-P

Nursing: Clinical placements

Nutrition and Food Sciences: MS Dietetics 1200 hour internship program

Web Links:

See course description for HCSV 389/489:

<http://catalog.csuchico.edu/viewer/13/search/courses/HCSV.html>

See course description for CHLD 492:

<http://catalog.csuchico.edu/viewer/13/CHLD/offerings.html>

See course description for POLS 489A-P:

<http://catalog.csuchico.edu/viewer/13/POLS/POLSNONEUN.html>

Curricular Activity

Study Abroad

Curricular Activity

RECR
SOE

What has changed since the last classification?

Extensive Field Schools associated with the Golden Gate National Recreation Area

New grant-funded community-based curricular activities have developed since the last successful classification:

- 1). Rural Teacher Residency Program (RTR)-see link above and description under student research.
- 2) The Collaborative Professional Development in Rural California Schools (CPD) is designed to improve learning opportunities and educational outcomes for English Learners. And Teachers.
- 3) The Northern California Collaboration for Low Incidence Personnel Preparation (Project CLIPP) is organized to study and address the chronic shortage of qualified teachers that hampers local efforts to offer pupils with moderate to severe disabilities the high-quality education they need and deserve.
- 4) Teachers' Professional Development for Inland California. Teachers' PD INC (CA DOE) supports school improvement through teacher-driven professional development.

Web Links:

Articles that showcase grant-funded curricular activities can be found in the School of Education newsletter,

Spring 2013 edition:

<http://www.csuchico.edu/cme/images/SOE%20Newsletter%20S13.pdf>

- RTR (see student research above)
- *Collaborative Professional Development Institute: Focused on Science and English Learners Hits High Marks with Local Educators*, (p. 12).
- *Serving Students with Significant Disabilities*, (p. 13).

Articles that showcase additional grant-funded curricular activities can be found in the School of Education newsletter,

Fall 2013 edition:

<http://www.csuchico.edu/cme/documents/emfa13-newsletter.pdf>

- *Teachers Share Ideas to Improve Schools at Summer Conference*, p. 5

6. For each curriculum area listed below, indicate whether or not community engagement been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available.

Curriculum

First Year Experience Courses

Is Community Engagement integrated into this area?

UNIV 101

Curriculum

Capstone (Senior Level Project)

Is Community Engagement integrated into this area?

CMAS:

CMST 488: Students collaboration with 20-30 local/national non-profits and offer local professional development workshops

HCSV 489

MCGS 495

Web Links:

HCSV 489 link:

<http://catalog.csuchico.edu/viewer/13/HCSV/HLSCNONEUN.html>

MCGS 495 link:

<http://catalog.csuchico.edu/viewer/13/MCGS/MCGSNONEUN.html>

Curriculum

In the Majors

Is Community Engagement integrated into this area?

JOUR:

The Orion

Tehama Group Communications

RECR:

RECR 220, 240, 300, 323, 441

CMGT: Blitz Build

CIMT: Alcatraz Summer Field School

HCSV, MCGS, POLS, SOCI, and SWRK

PSYCH: MFT

(Psych 673A & Psych 687)

NSCI

What has changed since the last classification?

Each semester, approximately 210 students participate in 11 courses in which community service is involved. None of them have the official service-learning designation (“S”).

1. In BIOL 489A and SCED 489A, 84 students participate in the hands-on science lab, where they serve as instructors to elementary school children in hands-on science experiments.
2. In CHEM 399, the six officers of the student chapter of the American Chemical Society meet once a week to plan events for the chapter, including their volunteer interactions with the community.
3. In MATH 241, the 6-10 students participate in early field experiences (basic student teaching) for grades 7 – 12.
4. In MATH 195/295, 20 students participate in the “project math” seminar, where they design math lessons using modern pedagogy and then deliver them to math classes in grades 7 – 12.
5. In NFSC 465L, 14 students participate in 3-hour/week clinical placements in community nutrition settings.

In NURS 314, 432, 474, and 474R, approx.. 80 nursing students are in a variety of clinical placements all over the north state (community clinics, schools, govt. clinics), performing a variety of clinical screening procedures and provided advice (blood pressure, hearing, diabetes counseling, eye and ear screening, and more).

Web Links:

<http://catalog.csuchico.edu/viewer/13/PSYC/PSYCNONEMS.html>

Curriculum

Graduate Studies

Is Community Engagement integrated into this area?

CMAS

CMSD 640- Aural Rehabilitation project involves two local senior independent living centers annually, where the graduate students provide hearing screenings and education

CMSD requires graduate students to design and implement our annual, free community-based Speech and Hearing Fair in May. Undergraduate students are encouraged to volunteer with games and activities for the community participants.

RECR: Graduate students assist in facilitating field school activities

NSCI

What has changed since the last classification?

In both NFSC and NURS, graduate students participate in clinical placements all over the north state.

7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc.. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification.

Ertle, E., Johnson, S. and Weber, L. (2013, April). *Exploring Civic Agency: College Students Experiences with Town Hall Meetings*. Paper presented at the Annual Meeting of the Midwest Political Science Association, Chicago IL.

-Paper explored the use of Town Hall Meetings as method of engagement in the classroom and their effect on student civic agency.

Loker, W., Wolf, C., Ertle, E., & Justus, Z. S. (2012, June). Public Sphere Pedagogy. Invited plenary presentation at the annual meeting of the American Association of State Colleges and Universities, San Antonio, TX.

-Presentation provided information and workshop on incorporation of PSP and engagement work within courses and across campuses.

Mahalley Allen D., Parker, Sally A., Teodora DeLorenzo 2013 Revised "Civic Engagement in the Community; Undergraduate Clinical Legal Education." Book chapter in *Teaching Civic Engagement: From Student to Active Participant*. Eds. McCartney, Bennion, Simpson, APSA. February 2013.

(American Political Science Association (APSA) invited authors to publish a revised version of this article in a book about Civic Engagement. Revised and went through an additional peer review process.)

Office of Community Engagement, CSU Chancellor, (Producer). (2013). Public Sphere Pedagogy [Webinar]. Retrieved from <https://csuchico.webex.com/csuchico/lsr.php?AT=pb&SP=EC&rID=7878092&rKey=415eb2456220e5d5>.

Charles C. Turner, California State University, Chico
Turner, C. (in press). Civic Engagement in the Capstone: The "State of the Community" Event. *PS: Political Science and Politics*.

As referenced above under "Professional Development", funding from the Center for Excellence in Learning and Teaching as well as the Office of Undergraduate Education and individual colleges and departments primarily supports research, travel and dissemination. The webinar on Public Sphere Pedagogy was funded by the Office of Community Engagement in the Office of the Chancellor, California State University.

8. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Since 2006, civically oriented curricular engagement has blossomed and grown stronger. This florescence has been led by both the Office of Civic Engagement and the First Year Experience (FYE) Program. The revision of the General Education program in 2010-12 provided an important opportunity for the university community to re-state its commitment to civic engagement. The FYE program established the Town Hall Meeting and Chico Great Debate in collaboration with faculty in English, Political Science and Communication Studies. The explicit purpose of these events is to help students develop the knowledge, skills and dispositions to be civically and politically engaged and to develop a propensity toward active participation in our democracy as part of the adult identity they form while at Chico State. These efforts have been rigorously assessed. See: <http://www.csuchico.edu/fye/toolkit/assessment/index.shtml>. We have learned from these assessments, both in terms of the impacts on our students, and the continuous improvement of our efforts. The campus has invested heavily in strengthening the civic dimension of our curriculum through the annual Civic Learning Institutes –featuring speakers such as Thomas Ehrlich and George Mehaffy – as well as through Faculty Learning Communities aimed at supporting faculty implementation of civic pedagogies in their courses. Our efforts, both in terms of public sphere pedagogy and the redesign of the General Education program, have received national recognition. Chico State is an active participant in national dialogues and efforts promoting and disseminating effective civic curricular practices as evidenced by our participation in the American Democracy Project national meetings (closing plenary on public sphere pedagogy), the annual meeting of the AAC&U, the Bringing Theory to Practice Project and the production of a webinar supported by the CSU Center for Community Engagement shared with colleagues across the state. The university leadership supports these efforts in both word and deed, including internal budgetary allocations for the Office of Civic Engagement and FYE. Systematic assessment of our curricular efforts has made great progress since 2006. We face challenges in terms of course-level assessment. It is difficult to track all SL activities on campus due to their diversity and the lack of an effective centralized system for data gathering and analysis. We will address this challenge through the implementation of the S4 data management system developed by the CSU for this purpose. Risk management concerns are one of the driving forces behind this effort. This is a strong motivation for effective implementation from an administrative perspective. But some faculty remain wary of what they view as bureaucratic intrusion in the classroom and in SL activities. Encouraged by the CSU Center for Community Engagement, the Office of Civic Engagement will engage in a strategic planning process beginning in Summer 2014. This effort will include explicit attention to creating and sustaining community partnerships, as well as systematically linking public sphere curricular activities with SL and other off-campus learning opportunities. The campus is well-positioned to sustain the positive momentum and innovative approaches to civic and community engagement that developed since our last application in 2006.

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.).

There are a total of eight (8) questions in this section.

Outreach

- 10.** What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs

President Paul Zingg has consistently promoted the North State Initiative recognizing Chico State's special role as stewards of the economic, cultural and civic health of our region: a twelve county area. The President ordered a systematic inventory of outreach and partnership activities in the North State now available via a website with a searchable database by county and category (See above). This produced renewed focus and commitment to Chico State's regional mission, as well as a commitment of funds (\$300,000) to strengthen educational outreach and partnerships. Outreach activities include:

- a.** College of Agriculture partners with the Organic Valley Family of Farms Cooperative to market organic milk as a part of the California Milk Pool. The 8 year partnership has the goal of marketing organic milk regionally in a way that is economically viable. The partnership has allowed us to bring sustainable production practices into the curriculum with a new course ANSC 374 Organic Dairy Production & Management. Students manage the University dairy as a team, gaining marketable skills through "hands-on" experiences. The California Milk Pool was the springboard to create the Western Organic Dairy Producers Alliance, a grass-roots farmers' organization that has grown to represent 200 organic dairy farmers in 13 western states. We organize annual conferences where producers meet to discuss issues that impact their farms and livelihoods. Each year, 4 to 5 students from the Dairy Management Team help execute the meetings and provide support. The College has also served as co-leader in the eOrganic on-line educational team for the organic dairy industry. Faculty from Chico State and the University of Vermont collaborate to develop courses for the organic dairy industry and to support the training of extension and certification personnel on organic dairy production practices that meet or exceed the National Organic Program Standards.

- b. Chico State University Public Events (UPE) enriches and improves the civic vitality of the communities we serve by providing access to arts, entertainment, news and ideas. UPE supports Chico Performances, a performing arts and lecture series that brings engagement activities to the Chico State campus and beyond. During the 2012-13 season approximately 54,000 people attended arts events presented by Chico Performances, including 17,500 school age children who attended one of the educational Field Trip programs. Chico Performances also hosts a free world music festival that attracts approximately 3,000 attendees. Northstate Public Radio, broadcasts NPR news and public information programming as well as local and regional news to a fourteen county Northern California area and consistently rank in the top 20 nationally in the Nielson/ Arbitron ratings for the Small Market Public Radio.
- c. Regional and Continuing Education partners with the Butte County Office of Education for an After School Professional Development Institute serving hundreds of K-12 teachers, site coordinators, and administrators. In addition, the Institute engages students who are employed in After School programs throughout the region. The partnership, led to a Chico-State-hosted California Youth Connections Conference to engage foster youth from across the state with campus and community resources.

11. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources.

The many and varied activities of the university are difficult to track; such is the problem of an embarrassment of riches. Since the last application, a donor- endowed, university-supported Museum of Anthropology (<http://www.csuchico.edu/anthmuseum/>) served 6,883 visitors in 2012-13. Exhibits are designed and installed by students primarily in the Department of Anthropology. The university spearheaded a multi-million dollar fundraising effort and provided access to the land needed to construct the Gateway Science museum The College of Engineering, Computer Science and Construction Management initiated the Blitz Build in 2006 and has carried out construction and disaster relief/community development projects each year since... Additional links here: <http://www.csuchico.edu/cm/>.

CSU, Chico continues to support partnerships through externally funded grants and contracts. In the period 7/1/08-6/30/13, out of a total of \$144,483,989 in Grants & Contracts, \$74,291,374 (51.4%) were for activities associated with Community Engagement (Public Service, Firms code 3). Examples of large community engagement activities include:

- a. **PASSAGES Adult Resource Center** **\$17,651,198**

Assists caregivers and older adults lead healthier, happier and more rewarding lives by providing and supporting the critical services and community resources they need.

- b. Center for Economic Development** **\$11,333,705**
Promotes economic development through regional capacity building activities to define, promote coordinate, and expand innovative economic ecosystems; provides technical assistance and training to small businesses in 23 northeastern California counties.
- c. Center for Nutrition and Activity Promotion** **\$14,464,693**
Provides nutrition and healthy living education and outreach in 17 California counties to combat childhood obesity and promote a healthy diet and exercise.
- d. Broadband Initiatives – Northern CA** **\$2,021,945**
Collects community demographic/economic and high speed internet infrastructure data and provides GIS mapping services to support development of broadband fiber infrastructure plans in Northern California counties.
- e. Agricultural Research Initiative** **\$3,000,000**
Competitively allocated state funds to support applied research in agriculture; requires a 1:1 match from the community in order to focus research on issues impacting agriculture in the region.

Partnerships

- 12.** Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:
 - **Download the Partnership Grid template** (Excel file) and save it to your computer;
 - Provide descriptions of each partnership in the template; and then,
 - Upload the completed template here.
- 13.** In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: **500**)

Since our last classification, we have seen much growth in partnership development, both in breadth and depth. Truth be told, choosing 15 community partners was an exercise in deep restraint, as campus community connections number in the hundreds and range in location from the surrounding city of Chico to our rural service counties in Northern California and beyond. In addition to an ever-increasing number of partnerships, the depth and quality of existing partnerships continues to grow. Increased assessment and communication have built a deeper relationship of reciprocity between campus and community. Ongoing professional development has provided opportunity for improved

student learning plans, incorporation of reflection and a better understanding of connections between academic and civic life.

- 14.** What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners?

Actions taken since the last classification include:

- a.** Establishment of an Office of Civic Engagement to carry out outreach to the community, work as a bridge or broker between faculty and the community, collaborate with CAVE and other related tasks.

The North State Initiative Task Force:

This Task Force was charged by the President to: “assess the campus connections that currently exist in the North State area. ... to gather this information in one place. ... to increase community awareness about the campus activities that connect the University with our North State neighbors.” Over the period of 15 months university leaders visited stakeholders across the campus and then across our 12-county service region to assess existing outreach and partnership efforts and perform an informal “needs analysis,” of opportunities for further outreach and partnerships. The resulting report presented six recommendations that are already being acted on, including the establishment of an interactive website inventorying outreach and partnership activities. See <http://www.csuchico.edu/northstate/search.php>.

- b.** As part of ongoing examinations of “town-gown” relationships, the President convened a “Civic Summit,” organized by the Office of Civic Engagement on April 20, 2011. A group of 5 faculty members, 1 administrator, 3 staff persons, 7 students, and 7 local residents met to reflect on our shared commitment to partnerships between the university and the community that support the civic and academic development of students by enabling and encouraging their engagement with the needs, concerns, and aspirations of the communities outside their classrooms. Participants responded to President Zingg's invitation with a rich and wide-ranging discussion. Among the requests from community members was a single site where the community could interface with the university to seek faculty expertise or link up with ongoing projects for mutual benefit. This is realized in part by the North State Initiative website cited above.
- c.** Adoption of S4: It is our hope that community-university partnerships and outreach will be further facilitated by the adoption of S4 software mentioned at several points in this application. This software will retain, store and

make available an inventory of Student Placement Agreements, Site Assessments and other documents that will facilitate the smooth placement of students with community partners. Students, faculty and staff will have the ability to search the database to find partners for service learning, volunteer opportunities or internships. For more on S4 see: <http://calstates4.com/>.

In summary, the university is taking proactive steps to maintain its leadership in civic and community engagement. We are striving to: (1) extend and sharpen the focus of outreach activities in more remote regions of our service area, (2) maintain an open dialogue with actual and potential community partners to ensure the mutual benefits of these relationships and (3) systematize our engagement efforts to facilitate better inventorying, information sharing, risk management and reporting of the impacts of our engagement efforts. Many of these efforts are “in progress” but the trajectory is clearly in a positive direction.

15. How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared?

Community partnerships have most often assessed through the University Advisory Boards and Presidential Task Forces, but the university has increased systematic assessment of community partnerships since the last classification. As noted previously, Associated Students uses the Campus Lab system to undergo regular assessments of both student engagement and partnerships and shares that data in several reports provided to campus administration. California State University, Chico is moving into the next phase with the implementation of the s4 database system (see above) in order to best capture student engagement, community partnerships, and move toward increased reciprocity and success.

16. How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification.

The Institute for Sustainable Development (ISD) in consultation with the City Sustainability Taskforce conducted the principal work on the development of a municipal and community-wide Climate Action Plan (CAP) for the City of Chico targeting a 25% reduction of Greenhouse Gas emissions from energy, transportation and waste by 2020. ISD collaborated with city staff on the development of scenario-based community-wide emissions reductions estimation and projection of future emissions levels, resulting in over

75 potential emissions-mitigation measure strategies. Students and faculty from an upper division economic course conducted a cost-benefit analysis and multi-phased prioritization of the proposed actions; the results of this analysis were delivered to the City Council for consideration. ISD collaborated with public utilities, government agencies, economic development interests, environmental interests and moderated public meeting on CAP development.

Professors Caudill, Patten, Thomas, and Anderson, formed the Consortium for Public Safety Research (CPSR) and partnered with Butte County to understand the impacts of additional offenders under county supervision due to AB 109. Two reports have been released by the CPSR: one in September 2012 and another in April 2013.

Charley Turner, Ph.D and City of Chico:

Professor and students in senior capstone course partnered with public agencies within the city. Each agency worked with a student group to create a written strengths, weaknesses, opportunities, and threats (SWOT) analysis. These analyses were presented to the city council at a public meeting.

Stephanie Hamel, Ph.D and Alliance for Education Solutions

Davitto, B., Hamel, S. A., Dean, K., Carter, C., Foster, L. Mclemore, M., & Tonga, K. (2012). Youth Weigh-in On the California Blueprint for Public Schools. This 32-page coauthored report delivers the results of a research study designed and conducted, by Dr. Hamel and students in CMST 484: Advanced Interviewing, for AES. AES is a nonprofit whose mission is to help the California Education System turn high poverty schools into high performing schools by making better systemic use of valuable data and underutilized resources. Students conducted focus groups with 120 high school students at low-income schools giving them a voice to respond to the California Superintendent of School's Blueprint report, which had not included students' input. The report was shared with the California Superintendent of Schools and presented to the State Board of Education.

City of Chico Housing & Neighborhood Services (HNS) and Geographic Information Services (GIS) Departments, and the Chico State University Geography Department.

City and University staff and students worked together to develop the survey scope and processes for a Housing Conditions Inventor (HCI). Undergraduate students conducted the surveys, and graduate Geography students tabulated and organized the survey data. City of Chico staff reviewed and verified data, mapped the data in GIS, analyzed the data, and prepared this report. The survey addressed 20 questions about the visible condition of each of the surveyed properties, and categorized into two types: questions about infrastructure serving the property; and questions about the structures on the property. A total of 1,438 residential properties were surveyed out of 3,037 residential properties in the study area

17. Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links.

Since our last application, partnerships and outreach have been sustained, deepened and been extended in new and meaningful directions. Some of our long-term partnerships remain strong: the North State Symphony, which brings professional, avocational and student musicians together to provide live classical music in both Chico and Redding has endured for more than 100 years! CAVE (Community Action Volunteers in Education), a unique student-founded and student-run organization, will celebrate its 50th anniversary of serving local schools in two years. University Public Events, Chico Performances and KCHO/KFPR North State Public radio all have deep and enduring roots in the community. These have been joined by recent initiatives highlighted elsewhere in this document: the Blitz Build headed up by Construction Management faculty and students, but involving faculty, staff and students from across the College of Engineering, Computer Science and Construction Management. The Blitz Build started in response to Hurricane Katrina and sent students and faculty to rebuild houses in the Ninth Ward. Its local accomplishments include building transitional housing for Catalyst, the domestic violence shelter in Chico, and transitional housing for homeless families in Chico in collaboration with the Salvation Army. The College of Agriculture has a long tradition of working closely with the local agriculture community, including the new initiative supporting organic dairy farmers in the region. (CSU, Chico has the only organic dairy program at a state-supported university west of the Appalachians!) The Institute for Sustainable Development has taken a modest student-run conference: This Way to Sustainability, and turned it into the largest student-run conference focused on sustainability in the nation, involving local environmental organizations, green businesses and serving as a massive educational resource for the local community, region, State of California and beyond. The work of the North State Initiative Task Force in 2012 made great strides in both collecting systematic data on partnerships and outreach, carrying out needs assessment in our vast service area and serving as a valuable resource for campus and community to further our partnerships and outreach. There is no doubt that the current leadership of the university, starting with the president and including the academic leadership, faculty, staff and students, all embrace the mission of regional stewardship and endeavor to make our local and regional connections an essential part of our institutional DNA (see President's Spring 2012 address, pages 6ff and attached leadership letter).

III. Wrap-Up

1. (Optional) Please use this space to describe any additional changes since your last classification not captured in previous questions.
2. (Optional) Please provide any suggestions or comments you may have on the documentation process and online data collection.

Request for Permission to use Application for Research

In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for

the Community Engagement Classification, the New England Resource Center for Higher Education, and for other higher education researchers as well.

Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.

No Yes

B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.

No Yes