



Carnegie Community Engagement Elective Classification Documentation Framework

President Karen S. Haynes, Ph.D.

Introduction

As California State University San Marcos moves toward the celebration of its 20th birthday in 2010, it does so energized by the realization that it is a campus that has finally come into its own and has reached a new stage of maturity. Inherent in this maturity is the understanding that the University's full potential will grow out of a unique set of assets, one that supports the economic, social, and cultural development of the region and engages the institution in as many ways as possible in the work, play, and life of the community—a community that now spans the globe. With a strong and unwavering commitment to serving the public good, the University's president and senior administration encourage a "culture of partnership" that guides the work and planning of the institution and engages faculty, staff, and students in the community in as many creative and productive ways as possible.



In its recent *Report of the Commission on Public University Renewal*, the American Association of State Colleges and Universities (AASCU) defines a publicly engaged institution as one that has "two-way interaction with communities and other constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit." In practice, this is further defined when the institution accepts that it is "a learner as well as a teacher" and when "partnerships reach across campus." At Cal State San Marcos, we believe we are increasingly the epitome of this definition and further believe that this is demonstrated in myriad ways throughout this framework of documentation. From its mission statement to its curricular offerings to its co- and extra-curricular activities to its strategic alliances and partnerships, Cal State San Marcos demonstrates that community engagement is at the core and fore of all that it does, and is fundamental to all that it is and will increasingly become as it concludes its second decade. (Reference: *Renewing the Promise*, AASCU, 2005.)

Section I. Foundational Indicators

A. Institutional Identity and Culture

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

Yes. The importance of community engagement is noted in both the University's vision and mission statements. It is foundational to the mission of the institution and inextricably linked to all of the strategic planning priorities.

Our Vision

By 2010 Cal State San Marcos will be the region's driving force by leading initiatives and partnering to meet community needs. Our graduates, prepared by relevant curriculum and student centered services, will reflect the region and be empowered to lead it. As an engaged campus, we will become a best place to work and study.

Our Mission

"California State University San Marcos focuses on the student as an active participant in the learning process. Students work closely with a faculty of active scholars and artists whose commitment to sustained excellence in teaching, research, **and community partnership** enhances student learning. The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies. CSUSM provides a range of services that responds to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education. **As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.**" [Link to full Vision and Mission](#)

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

Yes. Increasingly, campus organizations and units are recognizing the interconnectedness of campus and community, and are creating meaningful award programs that honor community members for their support and contributions. As well, new activities that celebrate the role of the University in the community, and vice versa, are being planned each year in recognition of the many productive partnerships between Cal State San Marcos and the region it serves.

Awards:

- **Distinguished Alumni Award.** In October, the University will name its first Distinguished Alum at a special awards celebration.
- **Fran Aleshire Annual Leadership Award.** In October, the University—through its Extended Studies unit—will present this second annual leadership award (named for the program’s late founder) to a member of the community who has demonstrated outstanding leadership through community service and action.
- **Outstanding Business Leader Award.** Through its Center for Leadership, Innovation, and Mentorship Building (CLIMB), the College of Business Administration presents this annual award to a community individual who has made a significant difference in the life of the University, the College, or its students.
- **Outstanding Community Service Learning Award.** The Office of Community Service Learning holds an awards ceremony yearly in recognition of community partners, faculty, and students.

Celebrations:

- **Annual Fall Convocation** is the official launch of the new academic year, and celebrates the accomplishments of the faculty, staff, and students during the prior year, most of which are directly linked to community engagement via service learning, grants and strategic partnerships.
- **President’s Annual Report to the Community.** Held on campus and attended by nearly 300 community leaders, the [President’s Annual Report](#) celebrates the University’s many partnerships with the community and emphasizes the ways that Cal State San Marcos is “building vital communities through education and partnership.” (pictured right)
- **Library Community Volunteers Celebration.** Annually, the Library hosts an event to honor more than 20 community volunteers who serve as docents and provide their time and talents to the Library throughout the year.
- **Annual University Gala.** Held each spring at a community venue, this event is attended by over 300 individuals. The Gala is designed to encourage/promote community engagement and celebrates in particular the many individuals and organizations that support the institution’s fundraising endeavors.
- **Senior Experience Celebration.** Twice a year, in a tradeshow format, the College of Business Administration holds this event to which the business community is invited to see the results of the Senior Experience student team efforts.
- **Grand Opening of Markstein Hall.** In April 2006, the University hosted over 400 community members to the opening of the newest classroom and office building on campus. The dedication celebrated the building’s namesakes, Ken and Carole Markstein, and featured presentations by both campus and community leaders as well as regional and state elected officials.
- **Annual Commencement .** In addition to the Annual Commencement celebration held each May and attended by over 14,000 parents, friends and community members, the University also engages the community in smaller year-end celebrations hosted by such student groups as Movimiento Estudiantil Chicano de Aztlan (MEChA) (see Raza Recognition, below), the Black Student Union, and others.
- **Black History Month** welcomes members of the community to campus each year in celebration of the works and contributions of African-American artists and leaders and includes speakers, poets, films and panel discussions.
- **Raza Recognition Ceremony.** Sponsored by MEChA, this annual community celebration recognizes over 250 friends and families of graduating students who played a significant role in the students’ education.



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

Yes. Through its various University advisory councils, a unique Chamber/University partnership project, and a host of assessment and evaluation tools, Cal State San Marcos continuously strives to measure the perceptions of its effectiveness in the community and across the region. As well, faculty and staff engage actively in the board work of regional organizations and councils as yet another way to keep the University's finger on the pulse of effective community engagement.

- **University Advisory Councils:** A University Advisory Council, Native Advisory Council, Hispanic Advisory Council and African-American Advisory Council assist the President and campus with assessing and enhancing the university's relationship and involvement in the region. Held in the fall, the All Councils Summit brings the four councils together to review the university's priorities and activities and develop a working plan for the councils to undertake activities and development that will build community partnerships and promote mutuality and reciprocity across the partnerships, increase recruitment and outreach to the diverse populations in the region, and create opportunities for community participation in university advocacy efforts, events and programs. As well, at any given time, there are at least a dozen active College- and program- based boards and councils (e.g. Nursing, Biotechnology, Barahona Center, Women's Studies, Extended Studies, College of Business Administration). All such councils have significant community participation and input regarding program-based outreach to the community.
- **Chamber/University Partnership Project:** Known as "Chamber Champions" this program "imbeds" a team of University faculty and administrators into the activities and work of each of nine regional chambers of commerce as a way to continuously assess the education needs of businesses and organizations in the community and identify ways in which the university can be more effective in meeting these needs. Over 40 campus staff members participate in this project. In the fall, the University will host the first "Chamber Day," designed to bring chamber of commerce CEOs and board members to meet with campus officials as a way to help assess the University's engagement with the business community, discuss issues of mutual interest and concern and brainstorm strategies for addressing them.
- **University Indicators/Accountability Process:** Through various indicators and dashboards, the university continuously monitors and assesses its performance across all of its priorities, which includes areas of K-16 partnerships and contributions to community and society.
- **Community Opinions Survey:** Through its Social and Behavioral Research Institute (SBRI), the university is in the process of surveying hundreds of community leaders, organizations, and businesses to assess the impact/influence of Cal State San Marcos on the region's economy and quality of life. In addition, a survey was administered in the fall of 2003 in order to assess the attitudes of residents in the community regarding California State University San Marcos.
- **OCSL Assessment Instruments:** The Office of Community Service Learning (OCSL) has developed and uses the following assessment instruments: (1) Agency Evaluation of Student Field Placement; and (2) Student Evaluation of Community Agency. www.csusm.edu/ocsl
- **Community Board Memberships:** Numerous faculty and administrators hold board seats with community organizations, including chambers of commerce, the regional Economic Development Council, school boards, and service organizations. As well, dozens of community members serve on a number of University boards and councils. In all cases, these appointments are made to further engage the University in the community and help assess its effectiveness in the region.

96.9% of respondents
agreed or strongly
agreed that Cal State San
Marcos is a positive
presence in the community

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

Yes. While difficult to capture all the marketing materials that are produced annually across campus, the University takes every opportunity to promote the importance of community engagement in all its major publications and on its web pages. As well, this fall the institution will begin rolling out a new, simple tagline in all its communications designed to speak to every constituent group in the community: "Cal State San Marcos: Your University."

- **University General Catalog:** 17,100 printed: [Mission, Vision, Message from the President](#) all speak to community engagement

- **Extended Studies Catalog:** 100,000 copies distributed 3 times a year to the general community. [Intro pages](#) link the university to the community via the Mission and Fundamental Objectives statements as well as provide a list of some 35 community partnerships the University enjoys via Extended Studies.
- **Annual Report to the Community:** 1,000 copies of a printed report that supplements the President's annual address to the community is distributed widely across the region. All three publications to date ("Building a Vital Future," "Building Vital Communities," and "Building our Legacy") speak directly to the University's commitment to community engagement.
<http://www.csusm.edu/plan/Documents/building%20a%20vital%20future.pdf>
<http://www.csusm.edu/plan/Documents/vital%20communities2.pdf>
<http://www.csusm.edu/plan/Documents/legacy.pdf>
- **Website:** The University's website speaks to community engagement and partnerships in numerous places, beginning with the [President's Office](#) and [Strategic Planning](#) pages that link directly to Community Engagement as one of the institution's top five planning priorities. As well, the President's Annual Report to the Community is posted to the website, as is information on the University Advancement pages specific to community investment in the University. Community engagement is also evident on the [OCSL](#) and [Extended Studies](#) sites, as well as those of various centers and institutes. www.csusm.edu.

B. Institutional Commitment



"Community partnerships fortify and expand our local, national, and international partnerships to better serve our community in regional development and enhancement."

*President Karen Haynes
Report to the Community
February 2, 2006*

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

Yes. The President and her Executive Council (Provost, Vice President for Finance and Administrative Services, Vice President for Student Affairs, Vice President for University Advancement, and Executive Director of the Foundation), as well as the President's Cabinet (deans, chair of Academic Senate, President of Associated Students, Inc., and other senior campus leaders) embrace community engagement as central to the mission of the institution and last year identified it as one of five strategic priorities that will guide the direction of the University into the future. As the strategic plans of these various divisions are drafted over the course of the coming academic year, they will reflect a keen and deliberate emphasis on objectives that foster and promote engagement with the community. Additionally, the very purpose of the President's Annual Report to the Community is to promote community engagement in a public forum and to focus in a significant way on the interconnectedness of the institution with the region and the state.

CSU System:

- **CSU Impact Report:** The CSU recently conducted a landmark study, the first time a system-wide impact analysis of this magnitude has been undertaken. The results show the CSU is an economic, social and cultural powerhouse in the state of California, directly or indirectly affecting every resident of the state. The [report](#) demonstrates the significant role the CSU plays in solving critical problems and providing innovative solutions for the state, helping to provide a quality of life in California that is unparalleled.
- **CSU Super Sunday:** In an effort to increase the number of African-American students eligible to attend college, the California State University holds "Super Sunday" at area churches where CSU representatives share with students and parents information about preparing for college, applying to the CSU's 23 campuses, obtaining financial aid and much more. Similar events are held in the Latino and Asian communities.
- **CSU Community Service Learning:** With unique campus programs and system-wide coordination, the CSU has become a recognized national leader in service learning and civic engagement.

CSU San Marcos:

- **CSUSM President's Annual Report to the Community:** Held on campus and attended by nearly 300 community leaders, the [President's Annual Report](#) celebrates the University's many partnerships with the community and emphasizes the many ways that Cal State San Marcos is "building vital communities through education and partnership." And, as noted above, a printed companion piece is published each year for broad distribution to the community.
- **CSUSM Strategic Planning Priorities:** In 2005-06, the President, Executive Council, and the President's Cabinet adopted five key priorities to guide the University's strategic planning process. One of these, "Community Partnerships" is intended to strengthen and further expand the University's local, national, and international partnerships in ways that allow us to better serve our community as a leader in regional development and enhancement.

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

Yes. General support for community engagement is provided through the coordinating efforts of a President-appointed University Advocate for Community Engagement and Partnerships (currently the Dean of Extended Studies), whose office serves as clearinghouse, repository, and point of contact for general activities and initiatives related to community engagement. More specific support for student engagement comes from the Office of Community Service Learning and its staff, and support of specific partnership activities is provided through the staff affiliated with the various approved centers and institutes on campus.

- **University Advocate for Community Engagement and Partnerships:** In January 2006 the President appointed an advocate for community engagement with the explicit role being "to help link the campus and community by building relationships between Cal State San Marcos and the regions it serves for the purposes of (1) strengthening relationships with the community; (2) building community networks to achieve strategic civic goals; (3) cultivating partnerships with our business neighbors and community organizations; and (4) establishing dialogue with our neighbors." The current advocate is the Dean of Extended Studies whose office and activities are almost exclusively concerned with community outreach and engagement. In this role, she coordinates the Chamber Champions Project, the University's involvement in macro-organizations such as the San Diego Economic Development Corporation, San Diego Chamber of Commerce, San Diego World Trade Center, etc., ensures campus participation at community events, advises the President on the potential for new partnerships, and assists the President, in general, in identifying productive and meaningful ways to engage the University in the life of the community and invite the community into the life of the institution.
- **Office of Community Service Learning** houses a permanent director and two full-time support staff to oversee the work of the OCSL.
- **Centers and Institutes:** Coordinated through the Office of Graduate Studies and Research, the activities of the University's centers and institutes all have community engagement at their core. These include the [National Latino Research Center \(NLRC\)](#), the [Social and Behavioral Research Institute \(SBRI\)](#), [Center ARTES](#), [Center for Leadership, Innovation, and Mentorship Building \(CLIMB\)](#), the [Barahona Center for the Study of Books in Spanish for Children and Adolescents](#), Center for Border and Regional Affairs (CBRA), [Center for Border Pedagogy \(CBP\)](#), [Office for Biomedical Research and Training](#), the Institute for Social Justice and Equity, and the Tribal Studies Initiative.

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

Yes. The President allocates funds in direct support of the community engagement priority as well as in support of the American Democracy Project that fosters civic engagement for students. The Office of Service Learning continues to receive General Fund allocations, and increasingly, fundraising efforts are being directed toward activities and initiatives that will provide greater access to the institution and open the University's door more widely to its community stakeholders.

- **Community Engagement – General:** The President has budgeted \$70,000 in direct support of institutional engagement with the community. This allocation funds the work of the University Advocate at a 25% time commitment, as well as the Chamber Champions project, organization memberships, and table sponsorships at dozens of community events attended by University staff and community affiliates.

- **Office of Community Service Learning:** As well, \$68,778 was allocated in the 2005-06 General Fund budget in support of OCSL staff and will be reallocated in 2006-07.
- **American Democracy Project (ADP):** Funded through the Office of the President, ADP was allocated \$15,300 in support of faculty time, conferences, Campus Read, speakers, etc. in 2005/06. ADP seeks to create an intellectual and experiential understanding of civic engagement for undergraduate students.

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

Yes, in at least two areas:

- **McMahan House:** The University raised \$2.4 million in external funds to construct the McMahan House on campus for the specific role of linking/bridging the University with the community through meetings, conferences, and community events held at the House.
- **Service Learning** receives a CSU Service Learning Curriculum and Infrastructure Initiative Grant of \$48,000 annually, fiscally funded since 1999.

Is there fundraising directed to community engagement?

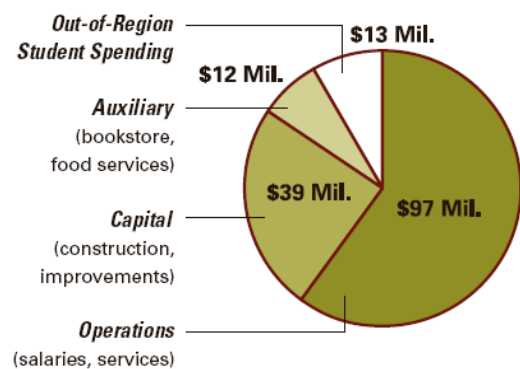
Yes, through both the University Advancement’s Development Office and the Office of Community Service Learning.

- **Fundraising** efforts are underway in support of Parents Involved in Quality Education (PIQE), a program directed toward all underrepresented groups, especially Hispanics; a new “lab” school with the San Marcos Unified School District; a Guardian Scholars Program to provide financial aid to Foster Youth; and Center ARTES, dedicated to restoring arts in the schools and offering professional development, access to the arts, advocacy, and institutes and special programs.
- **Service Learning:** The OCSL continues to raise funds to augment a \$5,000 annual donation by a private donor in support of the Community Service Learning Scholarship.

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

Yes. In addition to the survey administered to assess the attitudes of residents in the community regarding CSUSM, the university also conducts the National Survey for Student Engagement (NSSE), which obtains information about student participation in programs and activities that CSUSM provides for their learning and personal development. The Higher Education Research Institute Freshman Survey provides a detailed profile of the freshman class, including demographic characteristics, social attitudes, and reasons for attending college. As well, it includes information on their objectives to participate in community action programs, and influence social issues and the political structure. Institutionally, as part of the university indicators and dashboards, the university tracks and assesses the economic and social impact of the university in the community and its partnerships with the community, regional employers, and K-16 education institutions.

Cal State San Marcos’ Annual Spending • \$161 Million



Service Learning Recording Mechanisms include (1) the OCSL Student Registration Form; (2) Guidelines and Limitations for Student Field Placements Form; (3) course confirmation with instructors by email; and (4) data portal.

Are course-level data used for improving courses?

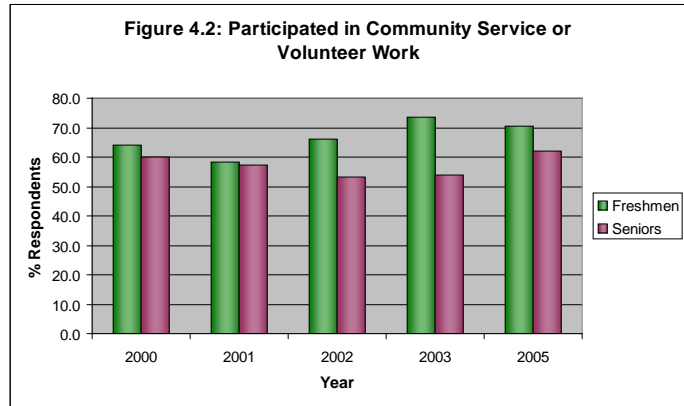
Yes.

- **Student Evaluations:** Faculty have access to end-of-semester course evaluations completed by students, which provide essential feedback for future course improvements.

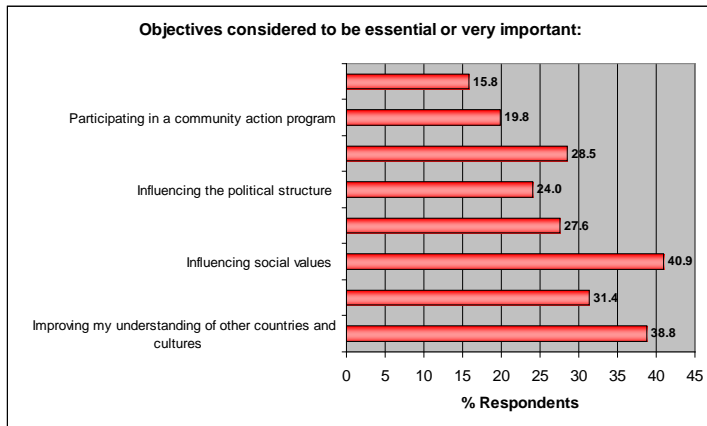
- **General Education Lifelong Learning (GEL):** Assessment of student learning outcomes, retention and success of students completing the general education learning course and a wide array of other data are utilized to develop and adapt the GEL course objectives and student learning outcomes.
- **Audit of Civic Engagement:** Through the American Democracy Project, faculty examine course inclusion of civic engagement activity, service learning components and projects involving issues related to diversity, leadership, or problem-based learning.
- **Assessment:** Faculty are engaged in an ongoing process designed to monitor and improve student learning. In the fall, faculty and staff will participate in the “WASC Development Series” that will consist of nine workshops over nine weeks. The purpose of these workshops will be to engage the campus community in conversation on important issues facing higher education and our institution and how we might improve based on our assessment.

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

Yes. The University continuously monitors its performance against established targets and uses the focused data and information to provide context for a dialogue to make improvements, ensure accountability and to communicate to the campus and others what is expected, where resources should be directed and where there must be improvement. The National Survey for Student Engagement (NSSE) data is used to assess students participating in civic events and community service or volunteer work, among other elements, and identifies where the institution, through coursework or student activities, can further promote and exhibit civic engagement.



The freshman survey conducted by the Cooperative Institutional Research Program (CIRP) provides insight into social attitudes and perceptions of entering freshmen and is used to continuously improve and adapt the general education learning program, first year programs and student activities. The Office of Community Service Learning uses data to prepare financial reports, surveys, and grant proposals.



CIRP Freshman Survey

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

Yes. The University's current strategic planning initiative centers on community engagement as one of its guiding priorities. In the coming year, all divisions and departments will write to this priority in the development of their specific plans.

- **Community Partnerships Priority:** In 2005-06, the President, Executive Council, and the President's Cabinet adopted five key priorities to guide the University's strategic planning process. One of these, "Community Partnerships," is foundational to and inextricably linked to the other four priorities (academic excellence, educational equity, student life, and campus climate) and is intended to strengthen and further expand the University's local, national, and international partnerships in ways that allow us to better serve our community as a leader in regional development and enhancement. A University Advocate for Community Engagement and Partnerships has been appointed by the President to help lead efforts that address this planning priority.

The San Diego Union-Tribune.

UNION-TRIBUNE EDITORIAL

A bigger, better Cal State San Marcos

June 29, 2006

[A giant is quietly emerging in North County.](#)

It's called Cal State San Marcos, home to 7,600 students in the just completed school year, probably 8,000 in the fall, and 25,000 whenever its campus reaches capacity.

Outreach also includes working with every chamber of commerce in North County, pitching biotechs and other companies on internships, encouraging philanthropy and assessing community needs.

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

Yes. For example, the National Latino Research Council (NLRC) at CSUSM offered a five-hour training on August 5, 2006 entitled "First Steps to Civic Education and Engagement Community Workshop." The purpose of this workshop was to raise awareness and increase civic involvement and devise strategies for leaders interested in increasing engagement of Latinos in civic activities.

- **Summits:** In AY 2005/06, CSUSM hosted five program "summits" on the campus of CSUSM. These academic summits brought together members of the campus who are working to design new programs with members of the community to help insure our new programs will meet the needs and interests of the community we serve. For example, as part of the Border and Regional Studies Summit, a UCLA faculty member made a presentation to our faculty and staff on April 28, 2006 on how to best integrate university-community relations into the academic curriculum. [Additional information.](#)
- **The Office of Community Service Learning** offers: (1) professional development workshops for faculty throughout the year; (2) one-on-one consultations for converting and developing service learning courses; (3) OCSL library; and (4) brown bag lunch meetings with community partners.

7. Does community have a "voice" or role in institutional or departmental planning for community engagement?

Yes. Members of the community regularly participate in the design of our new programs. In fact, in 2005/06 of the six new program summits that were held, five had members of the community participate and provide input. The voices of every member of the University's various advisory councils mentioned earlier and their constituent groups are not only listened to, but heard, responded to, and translated into action wherever possible. More specifically:

- **College of Business Administration Advisory Council:** Comprised of business and civic leaders, this group provides counsel and input to the dean on curriculum and community related issues.
- **Extended Studies Advisory Council:** Appointed by the Extended Studies dean, this council is made up of representatives from key industry clusters in the region who advise the dean and Extended Studies staff on program development that will engage the community in continuing education and lifelong learning activities.

- **All Councils Summit:** Held in late August, this summit brings together the University, Native, Hispanic, and African-American Advisory Councils at which all these community groups have a voice in aligning specific action plans to the university's five strategic planning priorities, including community partnerships.

Optional Documentation (Questions 2 & 3)

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

Yes. Our "Faculty Personnel Procedures for Promotion, Tenure, and Retention" policy states that faculty must provide "Evidence of success in service" which includes "Selected items representing service to the campus, system, community, discipline, and/or profession, such as..."consultantship to community organizations." Retention, Tenure, and Promotion (RTP) document. Further evidence of our commitment to community engagement can be found on the [RTP "Checklist"](#) which states "Evidence of success in service representing service to the campus, system, community, discipline, and/or profession."

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

For faculty retention and promotion decisions, community engagement scholarship can be documented under any of the three categories; [Teaching, Research/Creative Activity, and/or Service](#). It is up to each faculty member to identify the best category based on the scope of that work. For example, if the work illustrates the faculty member's creative teaching practices, then it might be best to represent under Teaching whereas if their work is part of a research study, then it would be listed under Research.

3. Do students have a "voice" or leadership role in community engagement?

Yes. In addition to its very active and vocal Associated Students Inc. (ASI) governing body—whose president serves as an active member of the President's Cabinet—the students are loudly active in sponsoring numerous community service activities through its programming board, such as coordinating last year's "Alternative Spring Break" to Oakland where students worked on a Habitat for Humanity house. The ASI also worked to bring a local polling place to the campus. Over 50 student clubs and organizations, as well as fraternities and sororities, are actively engaged in community activities and play a leadership role in connecting the campus to the community through various organization projects. And, thanks to the very persistent voice of the student body during the past two years, this fall the campus will schedule a daily "University Hour" from 11:50 am to 12:50 pm with the expressed goal of engaging the campus and larger community in activities, events, meetings, etc. that promote a sense of community spirit. Other voices include:

- **[Service Learning:](#)** Student members of the Service Learning Advisory Board as representatives of the student body have the opportunity to discuss and address issues at CSUSM.
- **[Leadership North County:](#)** Extended Studies students enrolled in this regional leadership program play an active role in addressing community issues related to housing, economic development, healthcare, public safety, transportation, education, the environment, etc.
- **American Democracy Project** at CSUSM gives students a leadership role in civic engagement by providing opportunities to promote the quality of life of our community through both political and non-political processes. In fact, the Academic Senate supports student civic engagement in a recently passed resolution:
http://www.csusm.edu/academic_senate/UsefulStuff/Resolutions/0405/ADP%20Civic%20Engmt%20Res.pdf#search=%22senate%20resolution%2C%20civic%20engagement%22



The 2006 class of Leadership North County, offered through Extended Studies, engages aspiring leaders in the issues of the community, as shown here on "Public Safety" day in neighboring Oceanside.

Section II. Categories of Community Engagement

A. Curricular Engagement

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

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

Yes. Service Learning at Cal State San Marcos is defined by the ["Definition of a Community Service Learning Course"](#) policy, which provides the procedure for "Recognition of Existing Courses" And the non-binding recommendation for "Creating Companions to Existing Courses." Approved May 7, 2003.

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

Fifty five (55) Service Learning courses were offered this past year, representing 2.2% percent of the total 2,539 courses offered.

c. How many departments are represented by those courses?

Eighteen (18) departments were represented by these courses. This represents 58% of the thirty-one (31) departments on campus.

d. How many faculty taught Service Learning or Community Based Learning courses in the most recent academic year?

Forty three (43) faculty participated in Service Learning courses this past year, representing 11% of the total 389 faculty.

e. How many students participated in Service Learning or Community Based Learning courses in the most recent academic year?

2,063 students enrolled in such courses, representing over 27% of the total student population.

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

Yes. All programs at CSUSM have identified core student learning outcomes (and soon they will be listed on our Assessment Website). Although all course syllabi are required to provide "learning objectives," (<http://www.csusm.edu/fc/syllabusguide.htm>) our campus is currently in the process of developing specific "student learning outcomes" for each course. These student learning outcomes should be completed by spring 2007.

b. Are those outcomes systematically assessed?

Yes. All program outcomes are carefully reviewed at least once every five years through the Program Review Process. As part of our program review process for proposed new programs, our University Curriculum Committee, in addition to college level curriculum committees, carefully considers and approves all student learning outcomes before the programs are approved. Programs are now being asked to report on assessment of program learning outcomes each year as part of our new Annual Program Report. (See policy and procedures for Program Reviews via the following link: http://www.csusm.edu/academic_programs/Program%20Review/PR%20Outline1205.doc)

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

Yes. All of these activities reflect community engagement in varying degrees.

- **Student Research:** A number of curricular offerings stress student research that links to community engagement. In the First-Year Course, GEL 101 (*General Education-Lifelong Learning and Information Literacy*) requires a standard research project, “*Exploring Our North County Cities*,” in which students research an assigned city along the dimensions of community wellness. ANTH 470 (*Community Ethnobotany*) engages students with local indigenous communities to conduct original research and participate in the implementation of community goals relating to cultural awareness, preservation, and survival. In SOC 670 or 675 (*Field Placement Research Project*) or 690 and 695 (*Thesis*), students research current social problems confronting the community with developing sensitivity to multicultural, gender and age differences. Co-curricularly, the dozens of students who affiliate with the Social and Behavioral Research Institute (SBRI) on campus each year are provided a multi-disciplinary and multicultural instructional and research environment designed to give them state-of-the-art knowledge of the social scientific enterprise. All SBRI research projects are community-centered.
- **Student Leadership:** Community engagement is emphasized by the Student and Residential Life program and Associated Students, Inc. through the *Emerging Leader Program (ELP)*, a unique opportunity for first-year students to engage in leadership activities that will enhance their academic, social and personal leadership ability, both on campus and in the community.
- **Student Internships:** Students have numerous opportunities to engage in the community through internships. All business administration seniors participate in the *Senior Experience* program which matches teams of interns with projects submitted by community businesses and organizations. The new nursing major requires students to participate in clinical internships (*NURS 491: Transition to Nursing Practice Internship and NURS 493: Senior Nursing Internship*). Both are community based, in either acute care or public health environments. The biotechnology major stresses the importance of interns in BIOL 497 (*Internship in Biotechnology*) and places students in eleven local biotech companies. Spanish 399 (*Internship/Fieldwork in Community and University Service*) places students in community agencies for their internship experience, as does Human Development 495 (*Field Experience in Human Development*). In Native Studies 498 (*Internship in a Native Community*) students provide service to schools, libraries, clinics, youth programs, etc. in native communities. The Literature and Writing Studies program provides internships annually for students at community locations. As well, the teacher credentialing program requires all students to participate in student teaching—fieldwork and internships in dozens of schools throughout our community. And, Cal State San Marcos consistently has student interns placed in every local legislator’s office to gain first-hand legislative and governmental affairs experience.
- **Studies Abroad:** In an effort to help develop a service learning program across the U.S./Mexico border, the director has taken groups of students to Tijuana to visit universities there and discuss potential service learning sites. Also, for the past two summers, a faculty member in the College of Education has facilitated two study abroad programs for Cal State San Marcos students in Guanajuato, Mexico as part of the “*Verano en Mexico*” program. The courses include a ten-hour per week (for four weeks) community fieldwork component that takes the students into the classrooms of community schools and involves them in teaching students in Mexico.

“My Senior Experience project allowed my team to tackle a real problem in the corporate world. It is more than just learning; it’s applying what I learned.”

Cindy Gutierrez • Class of 2004

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

Yes. Community engagement is evident across the curriculum, from first-year to minors to majors to capstones to graduate work. The following descriptions are excerpted from the University’s General Catalog.

- **First-Year Course:** *General Education-Lifelong Learning & Information Literacy (GEL 101)* links academic courses, students, faculty and community in a way that fosters student success and enhances community development. GEL 101 is a course taken by 70% of our freshmen. This is a comprehensive first-year student college success course that actively supports student involvement in the campus community outside

the classroom (e.g., campus clubs, roundtable lunches with faculty). The standard research project assigned to GEL 101 students is “*Exploring Our North County Cities*,” in which students research an assigned city along the dimensions of community wellness. As well, we offer a comprehensive living-learning community program, “The San Marcos Experience,” for residential first-year students. Student cohorts take core lower-division courses connected to an array of activities related to the theme of civic engagement. Activities include voter registration drives and participation in local community service (e.g., the “Vistans Revitalize Our Community Day”).

- **Minor-Anthropology:** A fundamental goal of the Anthropology minor is to provide students with opportunities to engage in active, community-based ethnographic research that stimulates self-reflection and critical analysis of their own world view assumptions and cultural beliefs. ANTH 470 (*Community Ethnobotany*) engages students with local indigenous communities so that they may conduct original research and participate in the implementation of community goals relating to cultural awareness, preservation, and survival. Students conduct community-based field research with members of indigenous communities, such as the San Luis Rey Band of Mission Indians and other local and transnational indigenous communities in the San Diego region. (An Anthropology major with a similar focus is currently under review by Academic Senate.)
- **Minor-Film Studies:** The secondary purposes of the Minor in Film Studies are numerous. They loosely fit under three categories: educating an existing public, supporting the University Mission Statement, and building long-term community linkages.
- **Minor-Native Studies:** Eighteen reservations are located all or in part in San Diego County, and the California and urban American Indian population is upwards of 30,000 (not including members of indigenous communities based in Mexico). Much of that population is in the area served by Cal State San Marcos and the diverse Indian communities within its area of responsibility. A central goal of the program is to strengthen relationships between the university and these communities. Minor requirements include an internship (NATV 498 or a relevant internship in any other discipline), approved by the native studies coordinator, which brings the student into direct contact with a native community. NATV 498 (*Internship in a Native Community*) is designed to equip students for service to native communities, such as to schools, libraries, clinics, urban service centers, youth programs, and study projects supervised by native entities.
- **Major-Biotechnology:** This major stresses that “the academic environment is enriched by...the availability of internship positions with biotechnology companies and federal agencies. Internship employment with a biotechnology company provides a valuable, real-world, career-sampling experience.”
- **Major-Business Administration:** All business seniors participate in the *Senior Experience* program which matches teams of students with projects submitted by community businesses and organizations. Through BUS 492 (*Problem Assessment and Critical Thinking*) and BUS 494 (*Problem Analysis and Implementation*) students gain by working on rigorous, real-world projects that require teamwork and application of classroom knowledge.
- **Major-Education:** In EDUC 364 (*The Role of Cultural Diversity in Schooling*) students focus on issues related to notions of culture, interaction, and communication in school and community contexts, with emphasis on such topics as tutoring foster children.
- **Major-Human Development:** Major requirements include HD 495 (*Field Experience in Human Development*) which provides supervised experience in a developmental setting. Students spend approximately six (6) hours a week in a child and/or adult day or residential care placement in observation, participation, and service, attend weekly class meetings, read related material and prepare written reports.
- **Major-Nursing:** In Nursing 445 (*Nursing Case Management of Vulnerable Populations Laboratory: Community-Based*), nursing majors apply “skills to manage the chronically ill or patients identified as members of a high-risk or vulnerable population in the community setting.” Both NURS 491 (*Transition to Nursing Practice Internship*) and NURS 493 (*Senior Nursing Internship*) place nurses in community settings—primarily acute care or public health—for their clinical experiences.
- **Major-Sociology:** The learning objectives include the ability to “apply sociological theory and research in service of positive social change.” (See Capstones below.)
- **Major-Spanish:** Students who graduate with a Bachelor of Arts in Spanish will have confronted and considered issues of social justice relevant to local and global Hispanic communities. SPAN 201 is a formally designated course involving students in community service at elementary schools through the two-way bilingual program. All majors are required to complete at least three units in Community Service Learning (SPAN 399: *Internship/Fieldwork in Community and University Service*). In this course, students work on supervised projects in academically related tasks in community agencies, developing group or individual projects, translating and interpreting, tutoring on campus, etc.
- **Major-Visual Arts:** In VSAR 306 (*Video in the Community*) students engage in video documentation at a community site (Girl’s Inc.) as a way to build community awareness about violence against girls.

- **Major-Visual and Performing Arts:** Since its inception, the Visual and Performing Arts Department has been committed to building community through the arts through outreach to schools, art research and exhibits, theatre, dance, music performances and video productions. In VPA 403 (*Art in the Community*) students have the opportunity to demonstrate their ability to integrate the principles, practices, and other experiences acquired in the program beyond individual coursework. Emphasis is placed on the immediate communities of North County and the role of the arts in the lives of the people.
 - **Capstone-Human Development:** HD 490 (*Human Development in Perspective*) is a capstone course that focuses on a socially relevant “real world” problem or situation in human development from the perspective of several disciplines.
 - **Capstone-Sociology:** SOC 480 (*Capstone Seminar in Sociological Scholarship*) is a capstone course for majors in which students review sociological scholarship on a topic that varies across semesters, but has community impact. As well SOC 495 (*Capstone Seminar in Community Service*) selectively places students in work-study situations in organizations which provide service to the local community. Roughly half of all Sociology majors complete the capstone requirement by taking SOC 495.
 - **Graduate Studies-Education Credential Program:** Perhaps one of the best examples of student community engagement is student teaching, required of every teaching credential candidate. Every credential program requires research and experience in the community in which their students reside as part of meeting a state standard. Student teaching *is* community engagement!
 - **Graduate Studies-Literature and Writing Studies MA:** Internships in this graduate program may be arranged at community locations such as community colleges or the California Center for the Arts in neighboring Escondido.
 - **Graduate Studies-Sociological Practice MA:** The focus of this program is on sociological practice, applying sociologically informed policies to current social problems confronting the community with developing sensitivity to multicultural, gender and age differences. The culminating graduate experience is either SOC 670 and 675 (Field Placement Research Project) or SOC 690 and 695 (Thesis).
 - **Graduate Studies-Spanish MA:** Opportunities for community involvement are central to the graduate student experience in this program and these are stressed across the curriculum.
4. **Are there examples of faculty scholarship associated with their curricular engagement achievements (Action Research Studies, Conference Presentations, Pedagogy Workshops, Journal Publications, etc.)**

Yes. The Office of Graduate Studies and Research offers two grants each year to support faculty research. Funded research often includes several studies that are directly related to curricular engagement and community service learning. For example, for the 2006/07 academic year one such funded study was “The Effects of Service-Learning on Guatemala Bilingual Mayan Rural Teachers and Their Counterparts in California” and “Effective Programs for English Learners: A Meta Analysis.” Also, through Learn and Serve America mini-grants offered by the Office of Community Service Learning faculty were funded this past year to: (1) facilitate research on pedagogy of civic engagement and/or service learning; (2) present at conferences/and or publish in a peer-reviewed venue; (3) attend professional development workshops.

B. Outreach and Partnership

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

1. Indicate which programs are developed for community:

- **Extension Programs:** Through the University's Extended Studies (ES) office, extension programs are built to respond to the educational needs of the multitude of individuals and organizations in San Diego's North County region, the Southwest Riverside County area, and beyond. These include community individuals interested in expanding their knowledge in a certain field, or exploring options in other careers. As well, ES audiences include employers in business, industry, nonprofit and government agencies, education, health organizations, and military establishments interested in custom-designed programs for their workforce. In some instances, programs may be designed and delivered on a contract basis for special audiences in other countries. Degree level courses are offered as extension programs through the Open University Program or on "special session" basis to specific audiences. Courses are offered both on campus and, increasingly, at off-campus locations throughout the community.
- **Non-credit Courses:** Nearly all of the University's non-credit courses are offered through Extended Studies. These include a variety of pre-designed continuing education programs in the areas of Supervision; Leadership; Project Management; Administration; Financial Management; Human Resources Management; Education; Nursing and Health Care Administration; Biotechnology; Grantsmanship; Social and Behavioral Sciences; Computers and Technology; and various personal enrichment programs, such as the Osher Lifelong Learning Institute, a "college" for mature learners over age 50, and camps and programs for youth. Non-credit accent reduction courses are also offered to the community through the American Language and Culture Institute. Occasionally, the College of Business Administration offers non-credit community seminars on selected business-related topics.
- **Evaluation Support:** Extended Studies provides evaluation support to community entities in the form of educational needs assessments developed, conducted and analyzed for community business and organizations. The College of Business Administration also makes evaluation support available for small businesses that need assessment assistance. Through the National Latino Research Center (NLRC), theory-driven program evaluation is provided to community programs serving Latino populations and tailored to fit diverse client needs. As well, the NLRC conducts needs assessments which consider the social and cultural context of targeted populations, especially diverse Latino populations throughout the United States. And, the Social and Behavioral Research Institute (SBRI) offers a variety of evaluation services to the community through survey development, and data collection and analysis.
- **Training Programs:** Extended Studies is the premier provider of training programs to the region on both a pre-designed and customized basis, offering dozens of specialized training programs annually to businesses and organizations throughout the region. Training is available in any number of specialized areas, including computers/technology, laws and acts implementation, technical skills development and soft skills development for employees at all levels. The National Latino Research Center (NLRC) also serves as a training center drawing from its reservoir of empirically based publications, databases and reports pertaining to substantive issues for Latino populations. And, the College of Business Administration's Center for Leadership, Innovation and Mentorship Building (CLIMB) provides training exclusively on leadership to community organizations and businesses.
- **Professional Development Centers:** Although Extended Studies serves as the primary professional development center through its development and delivery of hundreds of professional courses each year, Center ARTES—an organization dedicated exclusively to arts education in K-12 schools—provides professional development to teachers to help them develop and enhance their strengths in both 1) teaching about the arts and 2) teaching *through* the arts. Center ARTES offers many professional development courses and programs each year, many of which are awarded credit through the Extended Studies program. The North County Professional Development Federation (NCPDF), which operates in partnership with the College of Education, provides inservice professional development to hundreds of teachers each year in area districts; many of these also receive credit through Extended Studies.
- **Other: (1) The Barahona Center for the Study of Books in Spanish for Children and Adolescents** promotes literacy in English and Spanish throughout the community. The Center works to inform current and

future educational decision-makers about books centered around Latino people and culture and about books in Spanish and their value in the education of English-speaking and Spanish-speaking children and adolescents. The Center is open to the general community and to community institutions and organizations

(2) eAdvocacy Program: Cal State San Marcos is one of three pilot campuses to launch this program which will allow alumni and members of the community to reach state and local legislators to advocate on behalf of the University and higher education via a web site for e-advocacy; and **(3) Legislative Archives:** Cal State San Marcos is the repository for the legislative papers of University founder and state Senator William Craven, whose family agreed that his papers could form the basis of a legislative archive to serve historians of the region. The University then acquired the congressional papers of Congressman Ron Packard upon his retirement. And, during the past year Cal State San Marcos was selected as the repository for former Congressman Randy “Duke” Cunningham’s papers. Although they will eventually be available to the community, they are currently under a seven-year “time lock.”

2. Which institutional resources are shared with community?

- Cultural Offerings:** The University is the forum for dozens of cultural offerings each year, ranging from exhibits, speakers, music etc. to honor Black History Month to the annual Native American Pow Wow to the International Fair/Festival to any number of student organized cultural activities and events advertised to and strengthened by the inclusion of the larger community. Through Center ARTES the community is invited to a number of cultural events, including youth symphonies, plays, and numerous art exhibits and musical presentations. Through Movimiento Estudiantil Chicano De Aztlan (MEChA), a number of cultural activities are held each year, with the biggest being *Guelaguetza*, a celebration of the Indigenous Communities of Oaxaca, Mexico. The Visual and Performing Arts program presents plays and musicals annually to the public, including K-12 students, and the University’s Arts and Lectures program features a variety of concerts, lectures, and theatrical performances designed to enhance instruction and celebrate the University’s mission of service and outreach to the community. The *Library Context* exhibits are mounted two or three times a year and link directly to class assignments. They also are marketed to the general public through individual press releases which focus on exhibit openings and time span. During the past year, the Library offered a reading group on *Don Quixote* to community members. And, the annual *Celebration of Culture* event held at the beginning of each academic year celebrates and acknowledges the diverse community that we belong to and provides new and returning students the opportunity to network with faculty, staff and other students and community groups about the many cultural resources and organizations that are available on and to the campus.
- Athletic Offerings:** Inherent in the mission of the University’s Athletics programs is “to establish new linkages and strengthen existing linkages with all members of the surrounding communities.” The San Diego Track Club uses the University’s track for weekly interval workouts, and the community was invited to participate in informal workouts for long-distance runners over the past summer. The Athletic program is in the beginning stages of planning youth softball, baseball and soccer camps for next summer. And, campus golf coaches recently held community golf lessons in neighboring Escondido for a nominal fee.
- Library Services:** Members of the public are invited to become guest borrowers, for \$30 per year, which allows borrowers to check out books, videos and compact discs from the Library’s collection. The Barahona Center, located in the Library, and the NLRC also make their resources available to the community.
- Technology:** Through Information and Instructional Technology Services (IITS), community organizations such as the Friends of Lake San Marcos are provided with direct dial-up services for internet access and pay a nominal fee for the service.
- Faculty Consultation:** All faculty hired by their respective colleges are expected to have a willingness to interact with the larger community through such activities as service on boards or councils, speaking to professional and civic organizations and consulting activities. Extended Studies routinely works to match faculty consultants with community training requests. Also, inherent in the Review/Tenure/Promotion process is attention to faculty “service” which emphasizes “consultantship to community organizations.” As well, all of the University’s approved centers and institutes have faculty consulting services as part of their missions.



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

1.	<p>Partnership Name: <i>Annual Spring Job Fair</i></p> <p>Community Partner: North County Times and San Diego Workforce Partnership</p> <p>Institutional Partner: Career Center</p> <p>Purpose: To provide opportunity for students, alumni, faculty, staff and community members to meet, network and job search with over 100 prospective employers.</p> <p>Length of Partnership: Six years</p> <p>Number of Faculty: 20-40</p> <p>Number of Students: 600-1,000</p> <p>Grant Funding: None. In-kind support provided by community partners</p> <p>Institution Impact: Provides the University with extensive external community visibility and an opportunity to showcase its students, alumni and academic programs; proves to be a useful outreach and recruiting tool for individual university programs; and, helps in building relationships with prospective employers for the creation of future sponsorships and partnerships.</p> <p>Community Impact: Gives regional employers the opportunity to advertise positions and programs while connecting with prospective employees and members of the campus.</p>
2.	<p>Partnership Name: <i>Bridge Building Partnership</i></p> <p>Community Partner: TRIO/SSS and EOP&S programs of Palomar, Mira Costa, San Diego Miramar, San Diego Mesa, and Cuyamaca community colleges</p> <p>Institutional Partner: Educational Opportunity Program and Services EOP&S</p> <p>Purpose: To offer an annual collaborative conference that reaches out to first-generation students in historically economically and educationally disadvantaged communities to attract them to the university, and to enhance collaborative efforts with area community colleges</p> <p>Length of Partnership: Six years</p> <p>Number of Faculty: 10-15</p> <p>Number of Students: 125</p> <p>Grant Funding: None</p> <p>Institution Impact: University realizes increased number of transfer students into university programs</p> <p>Community Impact: Partnership provides access to a university education to those in disadvantaged communities</p>
3.	<p>Partnership Name: <i>Chamber/University Partnership Project (“Chamber Champions”)</i></p> <p>Community Partner: Nine regional Chambers of Commerce (Carlsbad, Escondido, Fallbrook, Oceanside, Poway, San Diego North, San Marcos, Temecula, Vista)</p> <p>Institutional Partner: University-wide (coordinated by Extended Studies and College of Business Administration Deans)</p> <p>Purpose: To strengthen existing community partnerships and increase new partnerships; help increase level of awareness and interest in University’s programs and activities within the business community and University’s awareness of community programs and activities; provide opportunities for University to partner with business on issues of mutual interest; foster economic development and work together to enhance quality of life in the region.</p> <p>Length of Partnership: One year</p> <p>Number of Faculty: Over 40 faculty and senior management staff members from across campus</p> <p>Number of Students: None</p> <p>Grant Funding: None</p> <p>Institution Impact: University has enjoyed increased participation by members of the regional chambers at campus events, and has realized—in general—a greater sense of partnership between the University and community; University has a greater presence in chamber publications and realizing much increased visibility in the business community.</p> <p>Community Impact: Chambers have enjoyed increased participation by the campus at mixers, installation dinners, and other chamber events and chamber publications have benefited from increased University advertising.</p>

4.	<p>Partnership Name: <i>City of Carlsbad Survey Partnership</i></p> <p>Community Partner: City of Carlsbad (City Manager, Recreation Department, Human Resources Department and Carlsbad City Library)</p> <p>Institutional Partner: Social and Behavioral Research Institute</p> <p>Purpose: SBRI works in partnership with the City of Carlsbad to conduct a variety of studies each year, including: (1) survey of 600 residents annually on their opinions about city services, public policy and quality of life; (2) survey of 600 people about new plans for public improvements; (3) web-based survey of employee satisfaction where approximately 200 employees participated; (4) telephone survey of 600 residents and an intercept survey of 500 library users about their use and satisfaction with the library</p> <p>Length of Partnership: Six years</p> <p>Number of Faculty: None</p> <p>Number of Students: 18, 3 as research assistants and 15 as interviewers</p> <p>Grant Funding: None</p> <p>Institution Impact: Provides students with state-of-the-art knowledge of the social scientific enterprise by giving them hands-on/real-world experiences in how research is conducted.</p> <p>Community Impact: Surveys have become integral to the planning process for the City of Carlsbad across several major departments.</p>
5.	<p>Partnership Name: <i>Community Action to Fight Asthma</i></p> <p>Community Partner: Asthma Coalitions in Imperial, San Diego, and Los Angeles Counties and The California Endowment</p> <p>Institutional Partner: National Latino Research Center (NLRC)</p> <p>Purpose: To reduce indoor and outdoor environmental risk factors for school aged children with asthma in California. Through the voice and action of community-based local asthma coalitions (LCs), CAFA increased public awareness about clinical and environmental management aspects of asthma and assisted policymakers to identify, implement and monitor critical interventions and policy solutions.</p> <p>Length of Partnership: Four years</p> <p>Number of Faculty: Two</p> <p>Grant Funding: \$352,297 (2002-2005); \$420,000 (2005-2008)</p> <p>Institution Impact: NLRC's partnership has involved CSUSM faculty, students, and staff in learning about environmental health advocacy and justice issues; strengthened research and data analysis; bridged the delivery of technical assistance to facilitate meetings, presentations, and community forums; and made possible the creation of research protocols, reports, fact sheets, and educational materials.</p> <p>Community Impact: NLRC's partnership with Southern California asthma coalitions and The California Endowment has synergized the advocacy, outreach, education, and Intervention work of LCs across the state, linking them through Regional Centers (RCs) and a State Coordinating Office. Technical assistance partners in policy advocacy, evaluation and media, and CAFA's structure, transformed the capacity of LCs from a previous focus on improving clinical asthma care (access, quality) to the pursuit of environmental public health sciences based activities at state and local levels.</p>
6.	<p>Partnership Name: <i>Distinguished Teacher in Residence Program</i></p> <p>Community Partner: 18 school districts from North San Diego and Southwest Riverside Counties</p> <p>Institutional Partner: College of Education</p> <p>Purpose: To enhance the instruction received by teacher credential candidates and provide expertise to districts in areas of need.</p> <p>Length of Partnership: 15 years</p> <p>Number of Faculty: 32 faculty members receive awards to serve districts through the partnership</p> <p>Number of Students: 450 credential candidates per year receive instruction from the DTR faculty</p> <p>Grant Funding: None</p> <p>Institution Impact: Increased relevancy of instruction to teacher candidates and current research being implemented in regional school districts served by the partnership</p> <p>Community Impact: Local districts hire from a pool of improved teacher candidates</p>

- 7. Partnership Name:** *Healthy Communities Access Program*
Community Partner: Council of Community Clinics, a non-profit association of community clinics in San Diego County. Other partners in the collaborative were several area hospitals and the County of San Diego's Epidemiology staff.
Institutional Partner: Social and Behavioral Research Institute
Purpose: To improve the efficiency, effectiveness, and accessibility of diabetes services in 12 community clinics from the Mexican border to Oceanside and as far east as the Sycuan Reservation. SBRI served as the evaluation partner assisting in the development of outcome measures and creating a process evaluation to be used for sustainability.
Length of Partnership: Three years
Number of Faculty: None—was a staff-based project
Number of Students: One student research assistant
Grant Funding: Partnership was funded by a Federal Department of Health and Human Services grant to the Council.
Institution Impact: Connected the University to new regional programs not before affiliated with the institution, and provided experience in process evaluation
Community Impact: Twelve community clinics increased their level of commitment of staff and resources to people with diabetes, many for the first time. Each clinic also met with SBRI staff and learned about how Cal State San Marcos cares about health care delivery in the County.
- 8. Partnership Name:** *I'm Going to College*
Community Partner: Title I elementary schools in North San Diego County; there are 6
Institutional Partner: University Outreach/Early Outreach
Purpose: Collaboratively, to increase college awareness for low-income students and socially disadvantaged communities. Program offers a comprehensive college experience for fourth grade students in North County, introducing them to the language and culture of college and culminating in a day long event simulating the first day of college. Engaging students at the elementary level lays a foundation that prepares students for the rigor and challenges on the path to success.
Length of Partnership: 14 years
Number of Faculty: Varies, usually 1-10
Number of Students: 10-15 student volunteers
Grant Funding: None
Institution Impact: Introduces Cal State San Marcos to potential students and their parents early in the students' educational journey; heightened visibility for the University in the community
Community Impact: Partnership assists children and their parents in understanding that college is attainable for children from low-income, socially disadvantaged backgrounds. Early outreach helps ensure for these students that higher education can become a reality.



For the last six years, the California State University has produced a "How to Get to College" poster and distributed it to the state's middle and high schools, libraries and youth organizations.

9.	<p>Partnership Name: <i>Latinos y Latinas en Accion of Mid-City CAN San Diego</i></p> <p>Community Partner: Mid City CAN, San Diego</p> <p>Institutional Partner: National Latino Research Center (NLRC)</p> <p>Purpose: To help Latinos/as use their voices effectively in advocating for issues most important to them. Participants will go through a leadership training process, will identify and prioritize issues and create action plans to address those issues. Overarching outcome of this initiative will be the creation of a Latino leadership that will be able to participate in the decisions that have a direct impact on their children, families and community.</p> <p>Length of Partnership: Four years</p> <p>Number of Faculty: Five</p> <p>Number of Students: 15-20</p> <p>Grant Funding: \$21,000 from Mid-City CAN</p> <p>Institution Impact: NLRC's partnership has involved CSUSM faculty, students, and staff in learning about community grassroots organizing; strengthened research and data analysis; bridged the delivery of technical assistance to facilitate meetings, presentations, and community forums; and evaluation of community initiatives.</p> <p>Community Impact: NLRC's partnership with Mid-City CAN has helped to obtain a better understanding of community needs and priorities; to train community leaders; to design evaluation tools to work with community organizers; and to access data related to education, health, advocacy, and empowerment.</p>
10.	<p>Partnership Name: <i>Mission Park Community Survey Project</i></p> <p>Community Partner: City of Escondido</p> <p>Institutional Partner: National Latino Research Center (NLRC)</p> <p>Purpose: Project is the result of a partnership between the City of Escondido, California, the Escondido Public Library, the National Latino Research Center at Cal State San Marcos, and residents of the Mission Park neighborhood. The project aims to assess the needs, concerns, priorities and perceptions of residents in Mission Park.</p> <p>Length of Partnership: Four years</p> <p>Number of Faculty: Five</p> <p>Number of Students: 15-20</p> <p>Grant Funding: \$10,000 from City of Escondido</p> <p>Institution Impact: NLRC's partnership has involved CSUSM faculty, students, and staff in learning about a community in the university's service area; strengthened research and data analysis; bridged the delivery of technical assistance to facilitate meetings, presentations, and community forums.</p> <p>Community Impact: NLRC's partnership with the City of Escondido to conduct a community needs assessment survey in the Mission Park neighborhood of Escondido has helped to obtain a better understanding of community needs and priorities. The survey results are being used by the City of Escondido to help allocate resources to respond to community needs and concerns.</p>
11.	<p>Partnership Name: <i>North County Professional Development Federation (NCPDF)</i></p> <p>Community Partner: San Diego County Office of Education (29 regional school districts)</p> <p>Institutional Partner: College of Education</p> <p>Purpose: Collaborative effort to provide professional development to teachers in regional schools</p> <p>Length of Partnership: 10 years</p> <p>Number of Faculty: Variable; depends on the identified needs of the NCPDF</p> <p>Number of Students: Variable; "students" are inservice teachers in the school districts. Hundreds receive professional development training each year.</p> <p>Grant Funding: Grants have been submitted and received and housed with San Diego County Office of Education for various professional development activities.</p> <p>Institution Impact: Partnership positions University as regional leader in teacher preparation and continuing professional education</p> <p>Community Impact: Local schools enjoy improved instruction by teachers who have received current, state-of-the-art inservice training</p>

12.	<p>Partnership Name: <i>Parent Institute for Quality Education (PIQE)</i></p> <p>Community Partner: Parent Institute for Quality Education</p> <p>Institutional Partner: Office of Admissions & Recruitment/Enrollment Management Services</p> <p>Purpose: Parent involvement program to provide fiscal and service support to the PIQE to ensure that parents understand the importance of and preparation for higher education; to improve the college admission rate for underserved students.</p> <p>Length of Partnership: One year</p> <p>Number of Faculty: 1-5</p> <p>Number of Students: TBD</p> <p>Grant Funding: \$5,000 from CSU Chancellor's Office to partner with local PIQE organizations to support PIQE in five schools for one year. Matching funds from PIQE.</p> <p>Institution Impact: Will provide greater awareness of value and preparation for higher education in the neighboring communities</p> <p>Community Impact: Will help parents and students better prepare for higher education.</p>
13.	<p>Partnership Name: <i>Partnership for Nursing Education</i></p> <p>Community Partner: Palomar-Pomerado Health (PPH) and Tri-City Medical Center (TCMC)</p> <p>Institutional Partner: School of Nursing/Extended Studies</p> <p>Purpose: To help fund the new nursing program at CSUSM and the Registered Nurse Refresher Program (Extended Studies) and increase the number of nurses in the region</p> <p>Length of Partnership: Three years</p> <p>Number of Faculty: Four regular and up to 10 Adjunct Faculty for Refresher Program</p> <p>Number of Students: 44 in regular BSN program and 120 to date in Refresher Program</p> <p>Grant Funding: Approx. \$300,000,000 from both partners</p> <p>Institution Impact: Partnership has allowed the University to address the nursing shortage more quickly by having added funding to launch the BSN program; also has allowed Extended Studies to sustain the Nurse Refresher Program and other continuing nursing education programs.</p> <p>Community Impact: Critical nursing shortage will be addressed more quickly in the community; 120 nurses have been retrained to return to the workforce, most hired by regional hospitals.</p>
14.	<p>Partnership Name: <i>Partners for Success</i></p> <p>Community Partner: San Marcos Unified School District</p> <p>Institutional Partner: Office of Admissions & Recruitment/Enrollment Management Services</p> <p>Purpose: To establish guaranteed admission for graduates of the San Marcos Unified School district who are CSU eligible and meet benchmarks throughout the four years of high school.</p> <p>Length of Partnership: One year (planning)</p> <p>Number of Faculty: 1-5</p> <p>Number of Students: 4,000+ in grades 9-12</p> <p>Grant Funding: External funding (scholarships) has been established through a private donor to provide financial assistance to cover the gap between state and federal financial aid and University enrollment fees</p> <p>Institution Impact: University will realize stronger relationship with local school district, greater involvement in the academic preparation of high school students, and enhanced "pipeline" of prospective students for Cal State San Marcos</p> <p>Community Impact: San Marcos area students will have well-articulated requirements for college admission, supplemental financial assistance for college enrollment, and P-16 collaboration.</p>

15.	Partnership Name: Community Partner: Institutional Partner: Purpose: Length of Partnership: Number of Faculty: Number of Students: Grant Funding: Institution Impact: Community Impact:	<i>Second Chance Prisoner Re-Entry Program Evaluation (PREP)</i> Second Chance San Diego, a non-profit workforce development agency Social and Behavioral Research Institute To determine the success of the PREP program in preventing recidivism of the participants Three years Two 18, 3 as research assistants and 15 as interviewers The program and the evaluation were funded by a grant from the California Endowment to the Second Chance organization Provided students with state-of-the-art knowledge of the social scientific enterprise by giving them hands-o/real-world experiences in how research is conducted. In addition to helping Second Chance evaluate and retool their program, it helped create a model anti-recidivism program that may get national attention in the months to come.
16.	Partnership Name: Community Partner: Institutional Partner: Purpose: Length of Partnership: Number of Faculty: Number of Students: Grant Funding: Institution Impact: Community Impact:	<i>Senior Experience Program</i> Various for-profit and not-for profit organizations in San Diego & Riverside Counties. College of Business Administration (CoBA) To connect senior business student teams with businesses/organizations to (1) give students “real world” problem solving experience and (2) give businesses bright, energetic student teams to assist in the completion of a needed project. 12 years with a growing number of community partners Approximately 20 faculty members participate each semester to oversee an average of 45 projects Approximately 195 students in each of two semesters None. Students receive real-world experience in problem identification and resolution. The students create solid value for the participating organizations, and thus enhance the reputation of the University as a whole. Businesses reap the benefits of quality projects for a nominal price. As one business’ general manager offered, “[we] will utilize the data and follow through with the recommendations.”
17.	Partnership Name: Community Partner: Institutional Partner: Purpose: Length of Partnership: Number of Faculty: Number of Students: Grant Funding: Institution Impact: Community Impact:	<i>Southern California Tribal Chairmen’s Partnership</i> 18 tribal communities in the greater San Diego and Southwest Riverside Counties and the Southern California Tribal Chairmen’s Association University Tribal Communities Initiative To link in productive ways the University’s “brain trust” and other resources to the tribes in the region Two years 12 Two campus students and countless tribal community students No Forges meaningful relationships with the tribal communities to help diversify the University’s outreach and provide better service to the region Same as above

18.	Partnership Name: <i>Student Health Academy – Mission Hills High School</i> Community Partner: Mission Hills High School, Palomar-Pomerado Health, Palomar College Institutional Partner: Departments of Kinesiology, Nursing, Chemistry Purpose: To promote careers and professions in nursing, health care, and related fields, and help students prepare for college and study in these fields. Length of Partnership: 1.5 years Number of Faculty: 3-5 per semester Number of Students: 90 in the first program cycle Grant Funding: Development funds provided by Palomar-Pomerado Health; in-kind support provided in several ways by partners Institution Impact: Potential recruitment program for Cal State San Marcos with an emphasis on preparing students for college success, and better retention Community Impact: More students moving into nursing and health career professions that will help address local and regional shortages in these fields.
19.	Partnership Name: <i>Transit District/Cal State Sprinter “Loop” Partnership</i> Community Partner: North County Transit District Institutional Partner: Cal State San Marcos/CSU Board of Trustees Purpose: To provide public transportation for faculty, staff, and particularly students of Cal State San Marcos by adding a University “loop” to a planned Oceanside-Escondido light rail public transit project that was funded by the voters of California in 1988; construction began in 2004 and will be completed in 2007. Length of Partnership: 14 years (including proposal, environmental impact report, BOT review and approval). Number of Faculty: None involved directly in project; but significant number will use the system when it’s completed. Number of Students: None involved directly in project; but NCTD projects that as many as half of their 10,000 person per day ridership could come from Cal State San Marcos students. Grant Funding: None Institution Impact: Improved transportation for students and potentially reduced need for building of additional parking facilities on campus. Community Impact: New public transit system and Cal State San Marcos loop will help ease traffic congestion, fuel emissions, and parking issues for North County, thereby improving the quality of life in the region http://www.sddt.com/reports/2003/08/soaringnorth/ta.cfm

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

Yes. To a large extent, the University’s various advisory councils provide the best checks and balances that mutuality and reciprocity are ensured across all partnerships, at least at the macro-level. For example, the College of Business Administration’s advisory council is particularly interested in the Senior Experience program and the extent to which business partners fully engage in the program and the extent to which CoBA delivers. As well, the Extended Studies advisory council monitors the Registered Nurse Refresher program to ensure that the partnership remains productive and viable for both the University and the healthcare partners. In fact, one representative from each partner hospital actually serves on this council as a way to encourage and promote reciprocity. The Chamber/University Partnership Project (“Chamber Champions”) was founded based on the perceived mutual benefits gained by all partners which are spelled out in the original proposal. The institution works to ensure and promote the reciprocity and mutuality of this partnership by supporting institutional members on various chamber boards and committees and routinely soliciting feedback. As well, the University plans to host a “Chamber Day” this fall at which chamber CEOs and board chairs will have the opportunity to discuss the success of the partnership in view of reciprocity and mutual benefit. And, most funded partnerships noted above actually received their grant funding based on the University’s ability to demonstrate mutual benefit in the application process.

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

Yes. Through the University's many advisory councils, staff and faculty participation in the chambers of commerce and on regional organizations boards and councils, the President's Annual Report to the Community, and Community Agency Evaluation of Student Field Placement, the University is able to provide the results of mutual assessment and feedback to our partners and the community in general. In addition, as part of its strategic planning process and annual goal setting, the University evaluates each partnership, institute or center and initiative and shares the outcomes and reports with the campus and the related partner.

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

Yes. A number of faculty are engaged in discovery activities centered around socioeconomic, environmental and education research and policy.

- **Keith Trujillo (Psychology)** was lead author of an article entitled, "Biological Research on Drug Abuse and Addiction in Hispanics: Current Status and Future Directions."

- **Victoria Fabry (Biology):** Following a workshop funded by the National Science Foundation and the National Oceanic and Atmospheric Administration, and hosted by the U.S. Geological Survey Integrated Science Center, Dr. Fabry coauthored a landmark report, "Impacts of Ocean Acidification on Coral Reefs and Other Marine Calcifiers." The report, released in July, warned of Worldwide emissions of carbon dioxide from fossil fuel burning, dramatically altering ocean chemistry and threatening marine organisms, including corals, that secrete skeletal structures and support oceanic biodiversity. The report recommended future research for determining the extent of the impacts.



Dr. Fabry testifying before the U.S. Senate Committee on Commerce, Science, and Transportation

ADDENDUM: Recommended question for future versions of the classification

1. Do alumni have a "voice" or leadership role in community engagement?

Yes. Alumni also have a continuing voice in leading community engagement. Last spring the Alumni Association sponsored two 50th District congressional candidate debates on campus, drawing standing-room-only crowds from across the region. As well, beginning this fall, the Alumni Association will name its first Distinguished Alum, based on criteria that include community engagement.