WORKING WITH CALIFORNIA

Center for Community Engagement
Advancing the CSU’s commitment to serving the economic, public policy and social needs of California
2009 - 2010
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(back cover)
Despite the economic crunch reverberating across the philanthropic sector, this year the CSU was able to bring in nearly $3 million to support service learning and community engagement. This represents a $3 return on every dollar invested by the state. Additionally, our service-learning students increasingly assumed leadership roles among their peers and brought enthusiasm and new skills to many projects.

We are known across the country for what we do, and – while not always easy in these demanding times – we will continue to engage, partner, and serve Californians in ways that can only make this state better. Buoyed by pride in our service record, influenced by innovative faculty research, guided by unequaled leadership, and strengthened by our commitment to the people of this state, here we report representative samples of CSU work at its best – working with and for California.

Dr. Charles B. Reed
Chancellor
The California State University is indispensable to California’s economic prosperity and diverse communities. It is the nation’s largest university system, with 23 campuses and seven off-campus centers, almost 433,000 students, and 44,000 faculty and staff. The CSU, stretching from Humboldt in the north to San Diego in the south, is renowned for the quality of its teaching and for its job-ready graduates.

While part of the CSU system, each campus has its own unique identity. CSU campuses range from those in urban settings with student populations of more than 25,000 to those in rural areas with much smaller student populations. All CSU campuses have distinct features and programs but share the same mission—to provide high-quality, affordable higher education to meet the ever-changing needs of California.

Since the CSU began in 1961, it has awarded more than 2 million degrees. The CSU drives California’s economy in information technology, life sciences, agriculture, business, education, international trade, public administration, entertainment and multimedia industries.
As a core component of our state’s economy and social identity, the California State University directly or indirectly affects us all. As a public university system with diverse perspectives and unique strengths, the CSU’s commitment is to approach our work with others as partners, with mutual regard and respect. We partner with public agencies, nonprofits, businesses, and other groups, but they all represent our most important partners, the people of California. It takes character, understanding, and leadership to answer today’s serious questions, but one thing is certain. The best way for the CSU to contribute to positive actions and outcomes is through cooperation based on listening, partnership, service, and leadership.

The following pages capture the types of relationships we have built over time through listening to and sharing stories and experiences, through the development of informed and trusting partnerships, through freely given public service, and through the cooperation between our university and its many communities.
It all begins with listening. The continuing economic downturn has meant tighter budgets in the face of ever-greater community need. Doing more with less is now a fact of life, but CSU’s innovative, collaborative programs can and do help. This year, the CSU made grants of $1,500-$2,500 for campuses to host town hall meetings with local community members and nonprofit agencies to identify existing challenges and assets.

Through 57 town hall meetings involving more than 2,700 people statewide, participants found many ways to make unique contributions. CSU representatives came prepared to listen to what the community, the people and agencies closest to local issues, felt needed to be done. By working together, they brought synergy to problems that no organization could tackle alone. The positive result is that CSU campuses developed multiple original, locally based approaches with their communities. A few of those approaches are described in the following pages.

CHICO: HOMELESSNESS & MENTAL HEALTH

Chico’s gathering encouraged participants to solve problems and learn more about the circumstances and needs of the homeless community and people seeking mental health services. The discussion was tied to *The Soloist*, the year’s Book in Common for the campus and city residents to read and discuss. Thanks to a Learn and Serve America subgrant from California Campus Compact, Chico will continue work on many of the concerns identified. The student-run program Community Action Volunteers in Education, now in its 44th year, is developing a program in which student leaders will provide not only outreach, but also support to homeless people.
EAST BAY: EDUCATION
East Bay hosted a town hall meeting for its students, teacher education faculty and staff in partnership with the Alameda County Office of Education and other community members. The group identified a variety of service-learning projects to be developed and implemented in local primary and secondary schools. Designed to raise awareness of and involvement in existing local issues, the projects include community playground development, community gardening, food composting, invasive species education, animal rescue, and homeless-shelter support.

FULLERTON: EMPLOYMENT, FOOD, HEALTH, & HOUSING
Fullerton and co-sponsor 2-1-1 Orange County, a nonprofit organization providing health and human services information to the public, gathered 200 service providers, policy makers and community members for the town hall, How Safe Is Orange County’s Safety Net? Participants provided crucial information on the local effects of the economic downturn on provider organizations and agencies: unemployment has doubled, emergency food requests have nearly doubled, health care access is worsening, and housing agencies are adding many first-time clients to their case loads. Campus and community are taking a proactive approach to the crisis and keeping the public informed.

CALIFORNIA MARITIME ACADEMY: EDUCATION, FOOD, HEALTH, HOUSING, & JOBS
Cal Maritime’s Center for Engagement, Teaching and Learning co-sponsored two town hall meetings to develop a community agenda on local issues. A survey circulated in the community revealed strong needs in several areas. Indeed those in attendance concluded that housing, homelessness, food and health in Solano County were interconnected. Opportunities emerged for projects involving Cal Maritime faculty and students with local service providers. For example, the campus is partnering with the United Way to pursue a volunteer database.

SACRAMENTO: EDUCATION, FINANCIAL LITERACY, FOOD, HEALTH, & HOUSING
Sacramento’s Community Engagement Center hosted town hall meetings for campus and community partners to identify and explore community assets and needs. The many organizations represented included school districts, a food bank and social service provider, city agencies, homeless and housing advocates, and the IRS, as well as women’s and seniors’ group. As a result, the center is exploring mutually beneficial community-based research projects and expanding service-learning projects and social work student placements.

SAN BERNARDINO: FINANCIAL LITERACY
San Bernardino’s Workforce and Economic Survival Summit included educational workshops, expert panel presentations, and opportunities for participants to discuss community issues related to financial literacy and the economic downturn. Community-resource booths for families in financial crisis and also for workforce development opportunities through training and education were represented. A questionnaire for teen and parent participants revealed that many, including large majorities of teens, were unfamiliar with financial basics.
SAN JOSÉ: HEALTH

San José’s Center for Community Learning & Leadership enabled the service-learning collaborative CommUniverCity to assess urban neighborhood residents’ perceptions of health needs, assets and priorities. The meeting, held in a low-income immigrant community, was conducted bilingually in English and Spanish. Town hall participants included representatives and clients of neighborhood associations, a parent association, a nutrition program, and a senior service center. Questionnaire results identified obesity, diabetes, domestic violence, and financial stress as critical areas for future community-health partnerships.

STILL LISTENING:

- Fullerton established a blog (ocsafetynet.blogspot.com) enabling town hall participants and community partners to continue their conversations.
- Los Angeles and San Diego have planned additional town hall meetings in the coming months.
- San Bernardino maintained the online Economic Crisis Resource Guide for assistance with foreclosure prevention, investment/retirement, employment, and business survival.
- Cal Poly San Luis Obispo created an online database of potential service-learning projects to keep the community and the university connected.
- San Marcos sent faculty a booklet that came out of the town halls, a message from the community. The campus is providing mini-grants to faculty developing service-learning courses tied to these results.

“He raised the bar for what we expect from volunteers.”

– Staff, Boys & Girls Club of Carlsbad, about CSUSM student
CONVERSATIONS AT TOWN HALLS
TOTAL NUMBER OF CSU TOWN HALLS: 57

Percentage of Town Halls at Which Issue Was Addressed

<table>
<thead>
<tr>
<th>Issues</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINANCIAL LITERACY</td>
<td>37%</td>
</tr>
<tr>
<td>HOUSING/SHELTER</td>
<td>54%</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>54%</td>
</tr>
<tr>
<td>FOOD SECURITY</td>
<td>47%</td>
</tr>
<tr>
<td>HEALTH</td>
<td>74%</td>
</tr>
</tbody>
</table>

TOTAL NUMBER OF PARTICIPANTS: 2,777

“I now know that I have the power to change people’s lives.”
— student, CSU Monterey Bay
The CSU has deepened its niche in advancing its public purposes by supporting research that addresses critical social needs. Since 2006, more than 900 faculty, staff and students have collaborated with their community partners on community-based research (CBR). With information directly applicable to existing conditions, the projects demonstrate how combining academic and community resources can lead to cutting-edge responses to highly complex issues.

This year, regional CBR conferences gave 250 participants opportunities to identify collaborations and to exchange learning in participatory workshops, dialogues, and research forums. Four research teams received the Blue Ribbon Award for what peer reviewers identified as CBR moving the CSU toward truly equitable, reciprocal projects with community partners as co-researchers. The Blue Ribbon teams each received $250 to support their collaborative research. Several other projects were also recognized as semi-finalists.

**BLUE RIBBON AWARDS**

**The Bracero Oral History Project of CSU Channel Islands**

In 2008, Channel Islands joined the Smithsonian to preserve the bracero experience with 700 interviews and dozens of photographs, documents, and artifacts of the largest guest-worker program in U.S. history brought 4.5 million Mexican male workers into the United States. CSUCI worked with local community centers, high schools, art galleries, museums, and Latino organizations to introduce the project to the local community. CSUCI students, some of them
descendants of braceros, participated in related service-learning courses and designed a local exhibit to complement the Smithsonian National Museum of American History traveling exhibit Bittersweet Harvest: The Bracero Program 1942-1964.

**Disaster Preparedness in San Francisco**
San Francisco State students participated in a multi-year action–research project to prepare local senior citizens receiving home care from In-Home Supportive Services Public Agency for the inevitability of an earthquake. This project employed a combination of community-based research and service-learning approaches. The first year, students completed telephone surveys of this vulnerable population. Subsequently, through a service-learning program, nursing students visited the seniors and introduced them to a program for recording personal data to help first responders act quickly in an emergency. In the second year, a follow-up telephone survey found significant gains in preparedness levels.

**Grassroots Grammar: San Marcos**
San Marcos faculty have collaborated in a language documentation project for the Ixil Maya language. Since 2005, six U.S.- and Guatemala-based linguists and anthropologists have partnered with Ixil speakers in Guatemala to create a trilingual reference grammar of Ixil, Spanish, and English. With training, local volunteers performed linguistic analysis and data collection. As they took ownership of the project, they practiced reading and writing in their language and shared this knowledge with their children. Because most formal education in Guatemala is in Spanish, the trilingual grammar will fill an important educational and cultural gap.

**San Francisco Police Department Community Engagement Project**
The purpose of this project was to develop a culturally competent communication strategy for police and non-English-speaking immigrant residents. The San Francisco Police Department approached SFSU MBA faculty to undertake community-based research in conjunction with larger efforts already underway in the Ingleside district. A four-student team and community leaders worked with residents to explore some of the district’s issues and provided a clear path to resolving them.

**AWARD SEMI-FINALISTS**

**Cambodian Community History: Archive Project**
Anthropology faculty and students from the Dominguez Hills and Long Beach campuses collaborated with the Historical Society of Long Beach to create a research center intended to build and sustain long-term relationships with the Long Beach Cambodian community.
Developing the Capacity for Community-Driven Research to Eliminate Health Disparities

Leaders of a network of health centers and San Diego State faculty partners have nurtured a community-driven research collaboration in Merced to address health and health-care disparities in one of the nation’s largest agricultural regions.

Fifth Dimension Magical Web

Sacramento child development faculty and students linked with local elementary schools to inform the teaching-learning experience by conducting ongoing ethnographic and discourse analytic studies of cognitive development, motivational processes and collaborative learning.

The Oak Park Story Documentary Film

San Francisco State Asian American studies faculty and students collaborated with community groups to produce a documentary film recounting how low-income Latino and Cambodian immigrant and refugee tenants formed an alliance to win a settlement against their landlord for substandard housing.

San Diego Asian Pacific Islander Community Health Network

San Diego State’s Institute for Public Health collaborated with several community groups to create a county clearinghouse for research, information, and health resources. Student interns from this underserved community, trained in community-based participatory research, worked on the project.

Self-Care Practices, Health Beliefs, and Attitudes of Older Diabetic Chinese Americans

Cal State L.A. nursing faculty partnered with two Chinese adult day care centers to identify prevalent health problems among Chinese Americans. After the project, the study group demonstrated greater knowledge about self-care.
In a time of economic limits felt by communities throughout the state and despite budget cuts and furloughs, the CSU was still able to increase service-learning opportunities by 5,000, bringing the total to 70,000.

In courses as different as the 23 campuses, CSU students and faculty worked alongside community members to address our state’s challenges. Some courses brought school children onto campuses; others involved CSU student learners in community projects that passed along knowledge of the lives, service and contributions of our veterans and other heroes. Still others maintained the collective memory of California’s diverse history by participating in major museum projects. With every hour of service, they provided a proud model for the next generation of Californians.

**BAKERSFIELD**

As part of Project WET, a Bakersfield geology faculty member brought together local K-12 educators to train them how to sample ground water with the goal of increasing awareness about area water resources and conditions. As a result, the educators will be able to share this acquired knowledge with their K-12 students. Project WET is an award-winning nonprofit organization which endeavors to provide water education worldwide.

**HUMBOLDT**

For Martin Luther King, Jr. National Service Day, the Humboldt Service Learning Center partnered with the Redwood Community Action Agency and the Humboldt Community Garden Collaborative for a tree-planting event. The project involved several neighborhoods in
Eureka, where volunteers asked residents to choose their own tree. More than 40 community volunteers and 15 students contributed their time as a part of this productive and rewarding collaborative day of service.

**MONTEREY BAY**

The Service Learning Institute at Monterey Bay received a U.S. Department of Housing and Urban Development grant for the Chinatown Renewal Project to create the Asian Cultural Center and Museum. To illustrate how immigrants affected the Salinas Valley agricultural development, CSUMB students will help to create a collection from scratch by interviewing residents, seeking items to be donated, and acting as assistant curators of artifacts to tell the fascinating tale of Salinas’ diverse past.

**NORTHRIDGE**

Faculty and students in the Northridge Departments of Theatre, Health Sciences (Nursing/Gerontology), Sociology, and Journalism collaborated to mount a theatrical production of Vesta, a 90-minute play that examines with warmth and humor one family’s struggle with end-of-life issues. The play has been used by universities, hospices, churches, divinity schools, medical schools and other organizations to invite public dialogue about advanced care planning, hospice and caregiving issues.

**POMONA**

In honor of Martin Luther King, Jr. and Cesar Chavez Days, four Americorps Promise Fellows from Cal Poly Pomona coordinated and facilitated poetry workshops with students at Simons
Middle School and Kingsley Elementary School in Pomona. The poetry workshops informed local youth about what Chavez and King stood for, and the students were encouraged to write poetry in response to the themes of human rights, racial tension, suffering, and hope.

SAN LUIS OBISPO

With its beginning in 2009, an undergraduate Humanitarian Service Learning competition rewarded the humanitarian efforts of six teams of Cal Poly SLO students. Funded projects included a solar-powered cooking unit for use in developing countries that would make seeking firewood in unsafe places unnecessary; a device to harvest energy from exercise machines; and an easy-to-transport bag fitted with filters to purify contaminated water, which experts consider the number-one need in disaster relief.

SONOMA

On Discovery Day, charter high school students visited Sonoma State. As part of a MOSAIC (Making Our Space an Inclusive Community) service-learning class that focuses on diversity and social justice, Discovery Day provided these ninth-graders with their first exposure to higher education. It also gave SSU students a chance to demonstrate both leadership and community service. The young visitors were welcomed by SSU’s president, and a student outreach panel answered many of their questions.

STANISLAUS

Criminal justice students from Stanislaus mentored at-risk Turlock-area elementary, junior high, and high school students. In its fifth year, Pathways to Success expanded to include four service-learning courses relating to juvenile justice. Led by Department of Criminal Justice faculty, the program involved more than 150 CSU Stanislaus student mentors who served as positive role models for 100 sixth-graders and organized a campus tour and social for them.
The California State University prides itself on many kinds of leadership in community engagement. The CSU system, as part of a grant, used outstanding student leadership programs on four campuses to serve as models and inspirations for four more. One campus administration, by making it easier for faculty, staff and students to serve their region, broke a record and created a closer community. Additionally, several campuses were chosen as “best colleges” or for other awards.

One Year, One Campus, One Million Community-Service Hours
A year in advance, Fresno State surpassed its centennial-year target of a million hours of community service. The administration epitomized institutional leadership by providing needed resources and time to employees for their service to the community. More than 12,000 “Bulldogs” gave 1.16 million hours to scores of programs, agencies and events. Their efforts represent a regional economic stimulus estimated at $28 million, equivalent to 580 full-time jobs for a year. Both campus and community were proud to reach the goal early and to also see the annual service hours jump a whopping 25% from the year before. The achievement has spurred Fresno State on to another million-hour goal for its centennial year.

Our partnership gives students and day laborers the opportunity to learn from each other.”

– community partner, Cal Poly Pomona
Surdna Foundation Grant for Service-Learning Student Leadership

In 2007, the CSU was awarded a three-year grant from the Surdna Foundation to expand and formalize professional development training for campus leaders in community engagement, including students. While a few campuses had long-established student-training programs, many more wanted to create them. Four campuses provided models:

- Chico: Community Action Volunteers in Education
- Humboldt: Youth Educational Services and Service Learning Interns
- Los Angeles: Educational Participation in Communities
- Monterey Bay: Student Leaders for Service Learning

Drawing on these successes, training materials and useful examples were gathered, adapted, and published as *Advancing Community Engagement with Student Leaders: A How-to Manual from the California State University* and an accompanying workbook. Following the release, CCE announced competitive sub-grants that would employ the materials to develop new opportunities for student leadership in the CSU.

East Bay: Leadership by Design

The East Bay team developed student leadership positions to support a service-learning course to develop a summer day camp for at-risk high schoolers. Student leaders were responsible for:

- camp activity content
- outreach to other student organizations
- recruitment of youth participants and training of East Bay camp volunteers
- logistics for housing, food and meeting locations
- fundraising

During the next academic year, the team turns its focus to sustaining the camp, building a leadership institute for students, and replicating this model in other service-learning courses.

Fresno: The Jan and Bud Richter Center Ambassadors

Dedicated to engaging the entire campus in creating a better community, seven of the center’s most recent student Ambassadors developed:

- a vision for the program
- formal Ambassador job descriptions
- a recruitment and selection process
- incentives for student leaders
- a transition plan document between academic terms

Fullerton: Center for Internships and Community Engagement

Fullerton students and staff spent the spring semester developing an appropriate organizational structure that would support its 26 student-leader positions. Eight student leadership job descriptions and the design and implementation of a three-day comprehensive training program were developed. Job responsibilities include recruiting, training, and managing...
program were developed. Job responsibilities include recruiting, training, and managing service-learners placed with local nonprofits and within service-learning courses.

San José: Legacy Building Initiative
San José staff and students from the Cesar E. Chavez Community Action Center and the Center for Community Learning and Leadership launched the Legacy Building Initiative to design and host a retreat during which students and faculty developed leadership activities to advance coalition-building. To institutionalize these productive activities, the partners are seeking secure funding.

Fourteen Campuses on U.S. President’s Honor Roll for Service Learning and Civic Engagement
Fourteen campuses received the highest federal honor that universities can garner for their commitment to exemplary service to America’s communities, the President’s Higher Education Community Service Honor Roll from the Corporation for National and Community Service.

- Honor Roll with Distinction: Dominguez Hills, Fresno, Fullerton, Monterey Bay, Sacramento and San Bernardino.
- Honor Roll Members: Channel Islands, Humboldt, Long Beach, Los Angeles, Pomona, San Luis Obispo, San Marcos and Stanislaus.

Seven CSU campuses – Fresno, Humboldt, Monterey Bay, San Bernardino, San Luis Obispo, San Marcos, and Stanislaus – have appeared on the honor roll every year since its inception in 2006. Additionally, a majority of CSU campuses have been recognized each year.

Two CSU Campuses Named Best Service-Learning Colleges
CSU Monterey Bay and Cal Poly San Luis Obispo were named to the 2010 U.S. News & World Report rankings for exemplary service-learning programs in its “America’s Best Colleges” edition. The magazine explained that colleges were selected where “volunteering in the community is an instructional strategy—and a requirement of a student’s coursework. The service relates to what happens in class and vice versa.”
BAKERSFIELD
CSU Bakersfield students in a community service class partnered with the American Cancer Society to participate in their Relay for Life, an annual fundraising event to increase cancer prevention and treatment awareness. The event helps people who are battling cancer see that they are not alone. The students had a unique opportunity to help collect data for the Cancer Prevention Study-3, a landmark long-term study spanning 20 years, that will help researchers to study lifestyle, environmental, and genetic information with a bearing on cancer.

CHANNEL ISLANDS
Art has been shown to impact a child's academic achievement, attitudes, behavior, and self-concept positively, yet schools are lacking resources for this creative expression. To offset the meager classroom exposure to art, CSUCI students, for the third semester in a row, created an art program based on their skills and expertise. Working with an organization that provides housing to low- and very-low-income families, the students provided 1.5 hours of art practice weekly to the children of Villa Victoria housing community. The young artists celebrated their work with an end-of-term “art opening” for their families and friends.

CHICO
Sociology students worked individually with senior citizen partners at local assisted-living facilities to get to know one another. The students then wrote biographies of their partners, and at an end-of-the-year celebration, the cross-generational group gathered for each student to share a story about the partner. Students developed compassion and caring as they realized first hand the challenges faced by older people. The seniors had an opportunity to share their life stories and were shown that their wisdom was valued.

DOMINGUEZ HILLS
Three CSU Dominguez Hills School of Nursing faculty helped provide care, and their nursing
students applied skills learned in their classes to a unique field experience. Remote Area Medical (RAM), an organization that brings medical volunteers and people who cannot afford health care together, held a week-long free clinic at the Los Angeles Sports Arena. Although RAM originally worked only in developing countries, it has sponsored clinics in the United States to answer a need. In its biggest event ever, RAM provided medical, dental and vision treatment to more than 6,600 people who could not otherwise afford it.

EAST BAY

Health Sciences student interns worked with the Alameda County Community Food Bank. Through a network of 300 community-based organizations, including food pantries and soup kitchens, the food bank provides food assistance to 41,000 people each week: low-income and working poor adults, children, the elderly, people with disabilities, abuse survivors, people with AIDS, and the homeless. In nutrition workshops for all ages, the interns covered current U.S. government MyPyramid food guidelines, reducing dietary sugar and sodium, and incorporating physical activity into daily routines. In addition, they conducted food demonstrations and staffed tables at events.

FRESNO

Political Science students worked on the rehabilitation of the San Joaquin River, one of the largest in the western United States. During a multi-year partnership with the California Department of Fish and Game, Fresno State service learners have most notably worked with the agency on research about the reintroduction of wild salmon to the river. In addition, they have helped to remove tons of non-native plants from a fish hatchery channel and debris from the river. The service learners also have organized volunteers, helped to develop accessible trails, and hosted K-12 students on educational canoe trips.

FULLERTON

CSU Fullerton students thinking of a future in teaching can apply to be an instructional aide with the After School Education and Safety program (ASES), a collaboration between CSUF and the Buena Park School District. ASES offers after-school programming for over five hundred children in grades three through eight that focuses on reading, homework, physical activity, and special-interest clubs. The instructional aides are surprised by how much they learn in this real-world opportunity. After helping school children in ASES, which is funded through a $566,853 contract from the school district, many of them go on to other forms of service such as Teach for America.

HUMBOLDT

The Service-Learning Center of Humboldt State University (HSU) partnered with Eureka City Schools on a hunger education project called Hunger 101. In addition to more than 70 HSU students, participants included Eureka High School students, Eureka City Schools’ Project Serve; and Food for People, the Food Bank for Humboldt County, which supports 16 pantries in the area. The HSU students visited fifth-grade classrooms in Eureka to guide the children through the food bank’s Hunger 101 curriculum, using real-life scenarios to help them experience the challenges of being hungry. Several other campus efforts have increased awareness of food insecurity in the area.

LONG BEACH

More than 240 established and emerging leaders participated in the CSU Long Beach Community Scholars Program in the communities of Santa Ana and El Monte. Participants completed a university-certified 30-hour training program on Systems and Policy Change in the fall and a 40-hour program on Leadership Development and Asset Mapping in the spring. Thirty-seven service-learning students from the Chicano and Latino Studies Department co-facilitated the training programs, which took place as a result of CSULB collaboration with the Orange Schools’ Project Serve; and Food for People, the Food Bank for Humboldt County, which supports 16 pantries in the area. The HSU students visited fifth-grade classrooms in Eureka to guide the children through the food bank’s Hunger 101 curriculum, using real-life scenarios to help them experience the challenges of being hungry. Several other campus efforts have increased awareness of food insecurity in the area.
County Dream Team, the Advancement Project, California Community Foundation, and other community-based organizations.

LOS ANGELES
A CSU Los Angeles faculty member in Chicano Studies collaborated with a community-based humanities expert and a Roosevelt High School teacher to develop an oral-history project documenting the leadership of women as community builders in East Los Angeles and Boyle Heights. Partly funded by the California Council for Humanities California Stories Fund, the project created a documentary film. CSU Los Angeles service-learning students interviewed and photographed two women activists, served as mentors to the high school students, documented the project, videotaped and transcribed the interviews, and edited the final product. The documentary, *Las Grandes de East Los Angeles and Boyle Heights*, debuted at a local film festival and was screened at a community theater space in Boyle Heights.

MARITIME ACADEMY
A business ethics class project explored the issue of oyster farming’s impact upon the ecosystem of Drake’s Bay. The project took students to Drake’s Bay for community engagement research on the Cosco Busan oil spill in 2007 and other environmental concerns in this fragile coastal area. The 26 class members spent three days interviewing residents on all sides of the issue about the local oyster farms. The students put together a report that required them not to interject any of their own opinions, but only to convey the positions of the people interviewed. The report was submitted to the National Park Service, which was involved in negotiations to renew the license to conduct oyster farming in the bay.

MONTEREY BAY
CSUMB faculty and student service learners worked with El Sausal Middle School to bring a rich arts and literature curriculum to students there. With backgrounds similar to El Sausal’s students, some service learners worked with students to develop their interests in the arts and literature, and helped to implement the curriculum in a way that was meaningful and relevant to their students.

“This kind of success motivates children to develop a lifetime of healthy habits and to build confidence.”
— faculty member, CSU Bakersfield
learners were actually alumni of the school and became inspirational role models for the younger students, helping to increase their confidence. As part of the Increase the Peace Project, created to reduce gang violence in East Salinas, the curriculum was designed for students once marked as unmotivated. After the experience, when they began to ask about higher education, it was clear that they not only were motivated but were seeing a future with a wider range of possibilities.

NORTH RIDGE
Me & My BMI: The Body Media Image Project, an interdisciplinary project of CSUN Journalism and Public Health departments and the Joint Advocates on Disordered Eating in University Counseling, raises awareness and educates young people about our national obsession with thinness—and its portrayal in media culture and advertising—that can lead to distorted body image and eating disorders. This three-year collaboration has produced a media toolkit, the website Real, and Media Static, a supplemental video that features students talking about body image. A health fair planned and hosted by involved students brought the message to a wider campus community.

POMONA
Service-learning students in an interactive web development class collaborated with teachers at Chaparral Elementary School to plan, design, and implement web portals for classrooms. The students also trained the teachers to use software to maintain and update their portals. As a result of this academic-community partnership, all thirty of the teachers’ classrooms received customized portals with grade-level digital resources for students and their families. Besides gaining practical experience in the process of web development and client training in a real-world context, the service learners also developed valuable critical-thinking and interpersonal skills.

SACRAMENTO
CSU Sacramento’s Writing Partners, a service-learning program that brings together university and elementary students in a semester-long letter writing exchange, began with three sections in English and Nursing in 2005-2006. Writing Partners now includes more than 800 college students in 30 sections, half of them in the Educational Opportunity Program. Sacramento State Departments of Foreign Languages (Spanish, Latin, French), Teacher Education, Philosophy, and the College Assistance Migrant Program also participate. This year, more than 400 elementary students, in partnership with the EOP Writing Partners first-year students, toured the campus, met their writing partners, got acquainted, shared lunch, and talked about the future.

SAN BERNARDINO
First Five San Bernardino, Community-University Partnerships, and a local rehabilitation center partnered with 3 psychology faculty and 21 students to provide ongoing parent education, assessment, and support groups for incarcerated mothers. The goal is to improve outcomes for inmates’ at-risk children, who research indicates are likely to become incarcerated themselves. Curriculum development, inmate assessment, and program evaluation are conducted in a 60-hour parent-education course. Results are shared with the rehabilitation center staff members to use in developing reentry support services.

SAN DIEGO
San Diego State students in the course Food Justice and Sustainability helped to implement the Cultivating Food Justice Conference, co-sponsored by the campus’s Center for Regional Sustainability and a number of community partners. Conference attendees participated in interactive workshops, expert panels, and a film series. Significantly, for many, free food was served to students, faculty and community members in
The keynote speaker, Raj Patel, who advocates for worldwide food justice, is a best-selling author, University of California visiting scholar, and international economist. The SDSU students cooperated with their course partners and others to participate in the conference as presenters and vendors, learning as they contributed.

SAN FRANCISCO
San Francisco State design faculty and students participated in Discarded to Divine, a fund-raising project created by St. Vincent de Paul Society. Collaborating with local industry, student designers transformed unusable donated clothing into newly refashioned wearable-art garments, which were auctioned to raise funds for the poor and homeless in San Francisco. Students also collaborated with the deYoung Museum in an evening event showcasing the upcycled clothing, the designers, and members of the community served by the project. Through their participation, students saw for themselves the value of charity and sustainability, not only to the community as a whole but to individual renewal as well.

SAN JOSE
The Veggielution Urban Farming Project at San José State continued to educate the community on growing healthy food, to build relationships among community members, and to increase public awareness of related environmental and social issues. What began as community gardening has become urban farming since the city awarded acreage for the project at a local farm park. This year, students in an environment-themed English composition course partnered with La Mesa Verde, a project of Sacred Heart Community Service, creating garden beds, installing drip irrigation, and planting and harvesting vegetables for low-income families. Students integrated their learning into their composition papers.

SAN LUIS OBISPO
Beginning in March 2009, an undergraduate Humanitarian Service Learning competition, HuSel: Change for the Better, has rewarded the humanitarian efforts of six teams of Cal Poly SLO students representing disciplines across campus. A call for proposals was distributed to students and faculty members teaching service-learning courses during spring break, and six humanitarian projects were selected for funding in spring quarter. Successful proposals included some environmentally aware concepts that included a solar concentrator for developing countries, energy harvesting from exercise machines, and water treatment for disaster relief.

SAN MARCOS
Teams of CSU San Marcos communication students took part in a service-learning project as “GI Janes and Joes” working with a military agency to raise supplies for care packages to be sent to troops overseas and shared with the local military.
community. The students were responsible for raising more than 100 donated items. Some of them also dressed up as Easter Bunnies to bring holiday entertainment and special cheer to children whose parents were stationed overseas. The campus also provides extensive services and information both to local veterans and to military spouses.

SONOMA
Sonoma State English students researched, analyzed, recommended, and began implementation of improvements toward meeting the Computer Recycling Center’s need for greater visibility. The website banner-exchange program the students developed, creating more online presence for the center, has already generated a 10% increase in online hits. The students were able to produce greater awareness of a worthwhile activity, and in the process they also learned valuable research and writing skills.

STANISLAUS
CSU Stanislaus used a service-learning mini-grant to initiate a yearly program, “The Life Cycle Project,” for zoology service-learning students. In this science-based project, elementary school students learned about the invertebrate life cycle by observing tadpoles as they developed into frogs. Stanislaus students installed aquariums in 17 classrooms and worked with over 340 second-grade students and their teachers. At the project’s end, the children visited the university campus and helped to release the maturing tadpoles into Willow Lake. They also visited labs and science exhibits, and learned about careers in science.
The California State University
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For more information about the Center for Community Engagement:

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Special thanks to our graphic designer,
J Alexander Diaz, senior at CSU Long Beach 2010-11.