2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Application Deadline

April 15th, 11:59pm EST

Data Provided

When reporting academic year data, campuses should use data from academic year 2017-2018. For example, the number of community based courses per year should correlate with 2017-2018 data.

When reporting institutional data, be sure to identify the semester and year within which the data was collected. That data should not be older than 2017-2018. For example, if your institution participated in the NASCE, NSSE, or other assessment tools in the fall of 2018-2019, you may use that data in your reporting.

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

Use of Data

The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Community Engagement Definition

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

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

Applicant's Contact Information
Please provide the contact information of the individual submitting this application
(for Carnegie foundation use only)

Title

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Institution

California State University Sacramento

Mailing Address 1

Mailing Address 2

City

Sacramento

State

CA

Zip Code

Phone Number (e.g., 1-123-345-5678)

Full Name of Institution's President/Chancellor

President/Chancellor's Mailing Address

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President/Chancellor's Email Address

Campus and Community Context

A. Campus:

Provide a description of your campus that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and mission of the campus. You may want to include descriptors of special type (community college, land grant, medical college, faith-based, etc.), size (undergraduate and graduate FTE), location, unique history and founding, demographics of student population served, and other features that distinguish the institution. You may want to consult your campus's IPEDS data (https://nces.ed.gov/ipeds/Home/FindYourCollege) and Carnegie Basic Classification data (http://carnegieclassifications.iu.edu/lookup/lookup.php).

California State University, Sacramento (or Sacramento State) was established in 1947 and is part of the 23-campus California State University (CSU) system. A public regional university situated in California's capital, Sacramento State enrolls more than 31,000 students. Most students (91%) are undergraduates and most (83%) attend full-time. The numbers of first-year, first-time students and transfer-in students are roughly equal. Although the University provides some residence halls, most undergraduates live off campus. Fully 98% are California residents and most arrive from the handful of counties surrounding greater Sacramento region that the CSU defines as its primary service area. Most undergraduates (77%) are 24 years of age or younger. The Carnegie Foundation categorizes Sacramento State's admissions policy as "inclusive." The University granted 6,754 baccalaureate degrees and 882 graduate degrees in 2018. A regional comprehensive university, it offers 151 majors, 69 master's degree programs, 28 teacher credentialing options, and two doctoral programs.

Sacramento State serves an ethnically and economically diverse student population, reflective of the City of Sacramento and the State of California. While students who identify as white form the largest single group (30%), they are a minority. Latinx (27%), Asian (21%), African-American or Black (7%), and other/multiracial (14%), make up the majority. Most students (72%) are eligible for financial aid. Most (52%) receive Pell Grants. Measured by parents with college degrees, most are first-generation students.

Its location in the capital of California, along with organic ties to the diverse people of Sacramento and surrounding communities, make Sacramento State uniquely suited to match its scholarly competencies to the needs of urban California and the state. It also provides a perfect setting in which its students and faculty can create new knowledge in partnership with the communities from which those students come and in which they and the faculty live. To be clear: this is an institution whose identity blends with the city and surrounding communities it serves.

Upon his inauguration in 2015, University President Robert Nelsen brought a steadfast commitment to enlivening an engaged campus and has challenged all constituencies to rise to his expectations of becoming an Anchor University, linking community engagement with high quality teaching, scholarship, and service. Building on a strong and deep tradition of engagement, documented in Sacramento State's initial Carnegie Community Engagement Classification in 2010, President Nelsen is, as per the University's motto, "redefining the possible." Community engagement, civic engagement, and mutually beneficial partnerships are being realized more fully and coherently due to a commitment to make community engagement a principal goal of the institution for the mutual benefit of Sacramento State and the Sacramento community in a collaborative, reciprocal, and

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transformative way. A University-wide Anchor Task Force is charged with assessing the competencies and needs of the University and the community, and to develop mechanisms and measures that will make the University's multiple engagements with the community more systematic, intentional, and transparent.

B. Community:

Provide a description of the community(ies) within which community engagement takes place that will help to provide a context for understanding how community engagement is enacted in a way that fits the culture and history of the partnership community(ies). You may want to include descriptors of special type (rural, urban, conservative, liberal, etc.), size (population), economic health, unique history, demographics of community population served/employed, and other features that distinguish the institution and community(ies). For local communities, you may want to consult your census data.

California boasts the world's fifth largest economy, and its capital city, Sacramento, hosts a population of 500,000 within its boundaries and 2.5 million people in its growing metropolitan area. Sacramento is situated in the heart of California's Central Valley. Long identified as one of the most ethnically diverse and integrated cities in the country, its historically multicultural and minority-majority population identifies as non-Hispanic white (33%), Hispanic (28%), Asian (19%), Black (13%), and other or two or more races (7%). Many (38%) speak a language other than English at home and many (21%) are foreign born.

Sacramento provides the University with enormous potential for community partnerships. Fully a quarter of all jobs in the region are in the non-profit sector. It is home to multiple state, federal, and local governmental agencies, which collectively comprise the largest employment sector. Health care comes in second. With agricultural, manufacturing, and high-tech sectors all experiencing growth, Sacramento is well situated to see increased economic prosperity and workforce demand. Sacramento is a city with opportunities in fields such as transportation planning, technology innovation, strategic management and supply chain logistics, and Sacramento State is in prime position to leverage those regional assets. The regional economy demands an educated work force. More than 86,000 Sacramento State alumni currently live and work in Sacramento County, demonstrating that graduates tend to stay in the area.

Although Sacramento provides a unique setting for the University, the city suffers from the common problems of urban California and the nation. At 20%, poverty is pervasive. In 2015, the U.S. Office of Housing and Urban Development designated a substantial portion of Sacramento as a Promise Zone, recognizing its economically distressed areas with high poverty, high unemployment, and uneven access to health care. Led by the Sacramento Housing and Redevelopment Agency, Sacramento State is a key partner in efforts to enhance quality of life and accelerate community revitalization to create jobs, stimulate economic activity, improve educational opportunities, enhance health and wellness, and facilitate neighborhood revitalization. Adjacent to campus is a Property Business Improvement District (PBID), the Power Inn Alliance, which serves the city's industrial center. Sacramento State owns twenty-five acres in the PBID, and is partnering to build the Sacramento Center for Innovation (https://www.powerinn.org/economy/sci/). This research park will not only be a leading showcase for our City, but an asset to our community, our workforce, and our State. It will retain and grow the level of talent we need in Sacramento to attract investment and business growth.

President Nelsen has recognized the University's potential to be an integral part of the social, economic, and political landscapes of Sacramento. He has understood the strength of the region's diversity and the ways in which enhancing the ties binding the University and the community benefits both. Through increasing partnerships with schools and businesses, community-engaged internships, service learning, and research, Sacramento State has embraced and deepened its civic responsibility to improve the health and well-being of the Sacramento community and its surrounding region.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Foundational Indicators

Complete all questions in this section.

A. President/Chancellor's Leadership Statement

A.1 Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:

- Indicates their perception of where community engagement fits into their leadership of the institution,
- Describes community engagement's relationship to the institution's core identity, strategic direction, and practices, and
- Discusses how engagement is institutionalized for sustainability in the institution.

Please EITHER copy and paste the text of the letter in the following textbox OR upload a PDF copy of the letter below:

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A.1.1 Upload the letter from the President/Chancellor or Provost (Vice President for Academic Affairs)

A.2 In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists.

A.2.1
Annual addresses/speeches:

2017-2018 Fall Address, August 23, 2018:

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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"Some people asked me if I was going to make you cry today. This is not a cry speech. I hope when we get to the end, we have a commitment to make this university Sacramento's university. And that's what this speech is about.

"An anchor university is driven to improve the community in which it lives. . . . An anchor university wants to see true, lasting change through civic engagement . . . . It seeks solutions to poverty, hunger, inadequate education, unemployment, and health deficiencies. It overcomes the fragmentation of departments, colleges, divisions, and disciplines. Instead, it marshals all of the University's knowledge and expertise and strives to solve real-world problems. . . . And, in solving those problems, it creates new knowledge, advancing research, learning, and teaching, as well as service. An anchor university is committed to community and place.

"I believe that if we pool our resources and if we work together as an anchor university we can apply our economic, intellectual and human capital to improving Sacramento, and then we can truly transform Sacramento."

2016-17 Fall Address, August 25, 2017:

"University Enterprises, Incorporated (UEI) purchased a building at 304 S Street as part of my promise in my first Fall Address that we would have a presence downtown to fully fulfill our mission of being California's capital university. . . . We are not only transforming lives, one student at a time, but as California's capital university, we are transforming the capital itself.

"Our fourth and final imperative for this coming year is Community Collaboration. . . . I am one of the co-chairs of Align Capital Region . . . coordinating the efforts of the school districts, colleges, universities, state and local agencies, and business in . . . 1. College Readiness, 2. Career Readiness, 3. Community Vitality, and 4. Educational Attainment. . . .

"For instance, local community leaders, city and county politicians, and school districts have asked us to help to increase the number of public school teachers and to reduce the teacher shortage. . . .

"Sac State is also working closely with the Greater Sacramento Area Economic Council (GSAEC) to increase the number of companies locating in Sacramento and to decrease the number of companies leaving Sacramento."

A.2.1.1 Web Link (if available)

https://www.csus.edu/news/articles/2018/8/23/President-Nelsen's-Fall-Address-points-to-exciting-future-.shtml, https://www.csus.edu/news/articles/2016/8/25/president-nelsen-presents-four-imperatives-for-2016-17-.shtml

A.2.2
Published editorials:

Sacramento Bee, August 27, 2018:

"Sacramento State has community engagement in its DNA. Yet, we can and must do more to focus and harness our intellectual and research prowess to bring positive social change in the region. That effort gets a boost Tuesday with the historic launch of Sacramento State Downtown, a new facility at 304 S St., which, fittingly, is

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within the city's federally designated "Promise Zone." All eight of Sacramento State's academic colleges have come together downtown to solve problems -- racial healing through the arts, mental health solutions for the homeless, fostering citizenship and boosting voter turnout. Specific academic offerings in the works include a bachelor's program in hospitality and tourism management, plus programs in geographic information systems, urban visualization and big-data analytics. Sacramento State Downtown will be truly multidisciplinary, with faculty and researchers dedicated to improving Sacramento and to our mission of transforming students for leadership, service and success. At Sacramento State, we are committed to being a fully engaged partner with the city and private and nonprofit sectors in advancing economic and community development in downtown Sacramento and the city's diverse neighborhoods. As an anchor university, we are dedicated to meeting our moral obligation as servants of the community and to transform Sacramento by transforming our students." https://www.sacbee.com/opinion/op-ed/soapbox/article217314380.html

BizJournal, 8/3/2018:

"It is fitting that Sacramento State will achieve a major milestone on Aug. 28 when the university opens its new downtown facility at 304 S St. The historic move ensures that Sac State will play an integral part in downtown Sacramento's multifaceted and multicultural revival. Campus officials and community leaders have long desired a downtown location for Sacramento State. The opening comes at an opportune time as Sacramento and the region confront major challenges such as homelessness, affordable housing and achieving Sacramento Mayor Darrell Steinberg's goal of "inclusive" economic development. Through its downtown academic offerings, public affairs programming and research services, Sacramento State will help the public, private and nonprofit sectors address these and other challenges. It will help develop and grow the region's workforce and economy, and cultivate a diverse and culturally rich community."

A.2.2.1 Web Link (if available)

https://www.bizjournals.com/sacramento/news/2018/08/03/opinionsacramento-state-will-play-vital-role-in.html

A.2.3

Campus publications:

Since his investiture as President of Sacramento State, timely and accessible multimedia communication within the University and with the Sacramento community at large has been of the highest priority. Sacramento State publishes a weekly briefing, maintains an active Facebook, Twitter and Instagram presence, and publishes Made at Sac State, a quarterly publication that focuses on the intersection of the academic mission and community engagement.

Sac State Magazine, November 28, 2018:

"Years ago, we declared ourselves "California's Capital University," and Sacramento State Downtown at 304 S St. has cemented that legacy. During my Fall Address and in the Sacramento Bee, I declared that we are not only the capital's University but that we are Sacramento's University. To own that designation, we must become an "anchor university," anchored solidly in the community, not just downtown, but in Meadowview, Del Paso Heights, Oak Park, Curtis Park—wherever we are needed in the Greater Sacramento Region. An anchor university is more than just a place for a great education. It is certainly not an ivory tower. An anchor university deliberately and consciously applies its human and intellectual resources and its place-based economic power to

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better the long-term welfare of the community, thus transforming the lives not only of our students but also the lives of those who live in Sacramento and the region." https://www.csus.edu/made/magazine1016/

President's Message, October 15, 2018:

"The simple act of voting is the cornerstone of our democracy. Sacramento State is deeply committed to the civic engagement of our students, and I am proud that Associated Students, Inc., has made participation in this year's election a priority for the student body. Any registered voter in Sacramento County can vote there in person or drop off their ballot. I hope you will consider voting in November's election." https://www.csus.edu/sacstatemagazine/2018/11/presidentsmessage.html

Torchlight, Summer 2017:

"One of the most exciting events in the coming year will be the groundbreaking for the Science Complex. These state-of-the-art buildings will expand the opportunities for our students and faculty to do cutting-edge original research. The planetarium will not only allow our students to study the universe, but will be a unique gift for the community and the Sacramento region. Because of the U.S. Green Building Council LEED Gold certification design, Sacramento State will be able to further expand its dedication to and national reputation for sustainability." https://www.csus.edu/giving/torchlight/stories/presidents-message.html

The Leader, October 12, 2016:

President Robert S. Nelsen, Sacramento Police Chief Sam Somers Jr., and California Highway Patrol Assistant Chief Jonni Fenner joined forces to launch the Law Enforcement Candidate Scholars (LECS) program – the first of its kind in the nation. Also signing the "scholars to officers" partnership agreement during ceremonies at The WELL was LECS (pronounced lex) founding director Shelby Moffatt, a former Sacramento police officer and now a member of Sacramento State's Criminal Justice Division faculty. He called it "a momentous, historic, groundbreaking occasion," adding, "We believe this to be the gold standard in higher education."

A.2.3.1 Web Link (if available)

https://www.csus.edu/news/articles/2016/10/14/sac-state-partners-with-law-enforcement-on-new-program.shtml https://www.csus.edu/president/fromthedeskofthepresident.html

A.2.4
Other:

"Table of Experts: The Business of Education," Sacramento Business Journal, March 23, 2018:

"We're in the digital age, and it is very important that our students come out prepared for that digital age. If Sacramento is going to be successful, we need a digital gold rush here. We're trying to prepare those students so they're ready. If we are going to survive in this world, it isn't going to be just from dollars. It's going to be from citizenship. We try to give them those experiences so that they can become citizens, feel like they're contributing to society, and feel like they're making a difference with their lives." https://www.bizjournals.com/sacramento/feature/table-of-experts/table-of-experts-the-business-of-education.html

America Airlines Spotlight Magazine, August 2017:

"We want to lift our community and make Sacramento even stronger than it is today." Dr. Robert Nelsen, President, California State University Sacramento
http://spotlight.ink-
live.com/html5/reader/production/default.aspx?pubname=&edid=c35e7a0a-1cb9-4e88-96ac-9414713f8baf

"Learning Curves." Comstock's Magazine, October 19, 2015:

"We're going to be very involved in the local community. I am on the Metro Chamber Board, I'm on the Greater Sacramento Area Economic Council and I will be on the Valley Vision Board. I've also challenged each of the members of my cabinet to sit on a board in the community. . . I want us to be an anchor institution, which is an institution that has a societal mission. In other words, it is in their DNA to be involved in societal issues, to be involved in business, to be involved in the community. It means that our internship programs and our co-ops have to grow. It means our service learning has to be in our DNA. And really it already is."

A.2.4.1 Web Link (if available)

https://www.comstocksmag.com/qa/learning-curves

B. Institutional Identity and Culture:

B.1.1 Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

Yes

B.1.1.1 Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition:

Since the 2010 classification, Sacramento State has adopted the following University-wide definition of community engagement: "Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; to enhance curriculum, teaching and learning, prepare educated, engaged citizens, strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good." This definition appears on the Community Engagement Center's website (https://www.csus.edu/cec/). Beyond the inclusion of the definition, the CEC website also offers a host of other information about community engagement linking the campus and the community.

However, more should be said about the web presence of community engagement elsewhere on Sacramento State's website. Visitors to the main webpage for the campus, https://www.csus.edu, will find a section near the

top dubbed "Spotlight" which includes 3-5 feature stories, and is refreshed with new stories regularly. One of those stories always highlights community engagement. An "ENGAGED CAMPUS" tab in the Spotlight section serves as a placeholder for such stories. As an example, as this answer is being written, a story titled, "Keeping teachers teaching is goal of Sac State-led effort" appears in the Spotlight, highlighting a partnership between the University, Sacramento County, and local school districts.

In addition to the main web portal, visitors can navigate to the "Points of Pride" subpage to see more about community engagement on the campus (https://www.csus.edu/sacstatenews/pointsofpride/). There are four elements featured as Points of Pride: Capital University, Rankings and Distinctions, Engaged Campus, and Real-World Education. Each of those areas then goes to another sub-page. For "Engaged Campus," web visitors are told, "Service is at the core of Sac State's identity, and the University is a regional leader in community engagement." Visitors are then given the opportunity to click, "LEARN HOW WE SERVE THE REGION." Clicking that link navigates here: https://www.csus.edu/sacstatenews/pointsofpride/engaged%20campus.html.

On the "An Engaged Campus" sub-page, visitors learn the following: "As California's capital university, Sacramento State is committed to building a better community for today and tomorrow. Sac State is home to a culture of service where students, faculty, and staff make a difference in the world beyond the classroom." The page then features four explanatory sub-areas: A Regional Partner, A Culture of Service, Community to Campus, and Fostering the Future. Each area boasts numerous examples, with opportunities to "Learn More" about each one.

Finally, the campus response to seeking renewal of our classification has been so robust that a sub-page on the Office of Academic Affairs website is devoted to Carnegie Reclassification (https://www.csus.edu/acaf/carnegie-reclassification.html). This page defines community engagement, explains what the Classification is, why the campus is interested in it, what the process is for seeking it, who is leading the effort to get it, and how the campus community can help.

B.1.2 How is community engagement currently specified as a priority in the institution's mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

B.1.2.1

Mission or vision statement:

Mission: As California's capital university, we transform lives by preparing students for leadership, service, and success.

Vision: Sacramento State will be a recognized leader in education, innovation, and engagement.

Values: Student Success; Scholarship, Research, and Creative Activity; Diversity and Inclusion; Community Engagement; Innovation; Integrity; and Accountability.

B.1.2.1.1 Web Link (if available)

https://www.csus.edu/president/mission.html

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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B.1.2.2
Strategic plan:

The most recent Sacramento State Strategic Plan, developed in 2014 just prior to President Nelsen's arrival and to which he has aligned his actions, laid out five key goals for the next six years. Created through a comprehensive and deliberative process involving representatives from the University, public, business and other sectors of the community and facilitated by a recognized leader in strategic management for higher education. Goal # 3 calls on the University to: "Commit to engaging the community by building enduring partnerships that strengthen and enrich the region." It is an ambitious document containing goals, indicators of achievement and strategies, some short term, others to be achieved over the 5 years of the plan. Below is a synthesis of the plan's main features:

Indicators of achievement: Increasing student participation in academic internships and service learning; the numbers of donors and grant activity revenue related to community engagement; the number of community members who are in leadership roles with University boards, activities and events by, and faculty and staff participation in regional boards and advisory groups.

Strategies: developing corresponding programming to foster the academic, scholarship, and service-oriented results to leveraging existing resources like the alumni association and other development contacts to expand experiential learning opportunities and increase opportunities for students to be in internship and service learning settings. Other strategies included the formalization and expansion of existing relationships and partnerships with regional and local organizations, and the identification and expansion of advisory boards that support the University's mission.

Top priority strategies included the launch a comprehensive fundraising campaign to support campus priorities, such as an events center and a planetarium. Doing this in tandem with the above-mentioned activities was considered essential to building capacity and long-lasting partnerships in areas of emerging and vital importance. To carry this out, the plan called for the campus to designate a unit responsible for coordinating, maintaining, and providing information about University engagement programs. The Anchor University Task Force has been charged with doing so.

As we approach 2020, President Nelsen's focus on becoming an Anchor University, and the University's progress to date on the realization of the strategic plan goals, will inform the development of the next Strategic Plan.

B.1.2.2.1 Web Link (if available)

https://www.csus.edu/president/documents/sac_state_sp.pdf

B.1.2.3
Accreditation/reaffirmation document/QEP:

Sacramento State completed its most recent WASC review, receiving a 10-year reaffirmation of accreditation in Spring 2017. Pages 17-20 and p. 70, excerpted here, reference Sacramento State's evidence of engagement related to the core mission of any institution of higher education, notably teaching and learning, scholarship, and service. Sacramento State's letter of accreditation also notes these as commendations.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

A major objective of these opportunities is to prepare students to assume roles as empathetic, courageous, engaged, and globally informed leaders who are ready to serve in their communities and at the state, national, and international levels. Experiential education activities include Tutoring/Mentoring, Undergraduate Research, Internships and Service Learning, each of which has a hyperlink within the document (pp 17-18).

The commitment to experiential education at the undergraduate and graduate levels is one of the distinctive practices that define the educational experience. Experiential education embodies the idea of "learning while doing." The Community Engagement Center supports and coordinates educational partnerships with various organizations that want to work with Sacramento State. The center serves as a facilitative partner and resource for faculty, students, staff, and the community, and works to build and promote community engagement through thoughtful collaboration and partnerships with campus and community organizations. In addition to the Community Engagement Center, each college features distinct experiential education opportunities. Several centers cross disciplinary boundaries including Center for Collaborative Policy, the Center for California Studies with four fellowship programs known including Capital Fellows Programs, provides engagement opportunities for development and implementation of public policy. University partnerships with donors and friends have made a significant investment to support experiential learning and include Simulation labs in Nursing, the Maryjane Rees Language, Speech, and Hearing Center, and the Sustainable Technology Optimization Research Center.

The University is particularly proud of its community outreach programs such as the Renaissance Society, the Community Engagement Center, the Sacramento Promise Zone, the Oak Park Promise Neighborhood, the 65th Street Corridor Community Collaboration Project, and the newly purchased downtown site for a proposed School of Public Affairs. In 2010, and again in 2015, Sacramento State's community commitment was recognized with the Carnegie Community Engagement Classification by the Carnegie Foundation for the Advancement for Teaching. This honor recognizes the institutional culture and University-wide programs that reach out to and embrace the community. With only 240 universities and colleges receiving this distinction in 2015, it is both an honor and a reminder of the responsibility of the University to the greater Sacramento region.

B.1.2.3.1 Web Link (if available)

https://www.csus.edu/acaf/wasc/2016_WASC_Report/wasc%20report%208-31.pdf

B.1.2.4

Other:

Academic Affairs Strategic Plan

Mission: Academic Affairs cultivates and supports inclusive and dynamic learning, meaningful scholarship, and vibrant community engagement.

Goals: To "Engage with Communities and Impact the Region" is one of four goals.

Indicators of Achievement: Three indicators center on collaboration. They include a "vibrant Sacramento State Downtown and regional presence," an "Increase in Mutually Beneficial Collaborative Partnerships in the Region," and improvement in "the Communities and Sacramento Region due to Collaborative Efforts by the University and its Partners." Two indicators center on outreach: They include "Increased and Enhanced Community Participation in Campus Events," and "Increased Participation in Community Activities."

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Strategies: Strategies specific to community engagement include developing campus-community advisory boards, increasing involvement in regional external advisory groups, increasing partnership with community colleges, increasing partnership with K-12 institutions and school districts, developing campus-wide pipelines for service-learning opportunities (also a strategy for achieving our first goal, "increasing student success"), and linking research and entrepreneurship activities of faculty and students to the community/regional needs.

B.1.2.4.1 Web Link (if available)

https://www.csus.edu/acaf/strategicplan/

B.2.1

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

Sacramento State's mission is now more explicitly engagement-focused than its inaugural 2010 accreditation. Early accomplishments centered on developing partnership agreements between the University and multiple school districts. These partnerships made hundreds of thousands of hours of service learning and field experiences for undergraduates possible. By 2013, the state's improved finances allowed hiring new faculty, bringing new tenure track scholars with a community-oriented focus to the University. Much of their research and many of their grant applications focused on collaboration with community partners that both produced new knowledge and benefited the community.

In 2015, when President Nelsen arrived, his first communication announced his intention to ensure the continuity of the University's Strategic Plan, thus enshrining the campus' commitment to community engagement under his leadership. Toward that end, he made organizational changes to highlight the linkages between the University and the region. Four examples follow.

First, the Office of Research, previously an inwardly-focused clearinghouse for grants and contracts, became the Office for Research, Innovation and Economic Development (ORIED). Now a unit of Academic Affairs, ORIED seeks to "expand the research capacity of Sacramento State's faculty, staff, and students, and to link a range of academic and infrastructure initiatives that advance our faculty and campus connection to the regional community."

Second, the Community Engagement Center (CEC) was repositioned, elevated, and given broader responsibilities. A full-time faculty director reporting to the Provost was appointed. The CEC became responsible for overseeing all academic internships (but not clinicals or student teaching) and redefined them to center on community engagement. Among other initiatives, the Center developed a database for tracking and documenting service learning and community engagement activities, processes for streamlining University and community partnership agreements, faculty learning communities focused on service learning and other community engaged pedagogies, and community engagement activities that are increasingly incorporated into First Year Experience pedagogy. In addition to its campus presence, the CEC has opened a satellite office in Sacramento State's Downtown Center.

Third, the Dale and Katy Carlsen Center for Innovation and Entrepreneurship, made possible by a $6 million donation, opened in 2017, further strengthening the links between the University and the community. Embracing the diversity of the region is part of the mission of the Center. K-12, college, community, and

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

economic development programs are offered by the Center, and priority is given to involvement of Sacramento State students.

Finally, Sacramento State Downtown opened in 2018. It serves as a hub not just for innovative teaching, learning, and research, but also for fostering collaborative partnerships to address real-world issues and improve the quality of life in the Sacramento region and throughout the State. With its downtown location, the University is easily accessible to policymakers and practitioners, enhancing Sacramento State's connection to the capital community. Its academic offerings, public affairs programming and research services help the public, private, and non-profit sectors address challenges, develop and grow the region's workforce and economy, and cultivate a diverse and culturally rich community.

B.3.1

Specify changes in executive leadership since classification and the implications of those changes for community engagement:

Since its initial classification, community engagement has broadened and deepened at Sacramento State. When he joined Sacramento State four years ago, President Nelsen established engagement with our community as one of his campus-wide imperatives. He requires that cabinet members and deans connect to the community via service on local and regional boards and advisory committees, and he encourages others to do the same. He also articulated a vision of Sacramento State as an Anchor Institution and launched a Task Force to drive the effort.

Early in his presidency, the President created a unique cabinet-level post of "Executive Director of University Initiatives and Student Success." The "University Initiatives" include various K-14 collaborations with school districts and community colleges in our service region and larger collaborations with community partners such as Align Capital Region—a partnership that includes employers, educators and community leaders to "advance performance in education, career readiness, job creation, and economic and social health." The unit also includes the Office of Institutional Research, Effectiveness and Planning (OIREP) so its recommendations are perhaps the most data-informed on campus. By locating leadership in student success and engagement in broad community initiatives in one office, the University ensured that its most fundamental goals were not competing but synchronized. Using contemporary data analytics, OIREP has been implementing processes and procedures related to improving workflow, and database integration is a high priority to enable units on campus to make relatively accurate assessments of the success of initiatives such as High Impact Practices (HIPs) including academic internships, service learning and other engaged learning strategies.

The President created an additional a cabinet-level position, the Executive Director of the Office of Inclusive Excellence and University Diversity Officer. In part, this office focuses on developing policies and practices that ensure that recruitment and retention of faculty and staff produces and sustains a workforce as diverse as our city and our student body. Thus, Sacramento's University will look more like Sacramento's people.

In the Division of Academic Affairs, Sacramento State has seen several provosts since gaining our initial classification. In addition, the unit has been reorganized, and staff have been added. It is a testament to the campus commitment to community engagement that, even with changes in leadership and organization, the Division's commitment to engaged teaching and scholarship has been unwavering. As noted above, the Academic Affairs Strategic Plan, developed under the two most recent provosts, makes community engagement central to the academic mission. Support for the Community Engagement Center has also increased.

These actions, aligned with the campus mission, Strategic Plan, and the President's stated goal of making the campus "Sacramento's University," have been ongoing and hold much promise for hiring and retaining faculty

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

who will carry out their responsibilities as teachers and researchers within the framework of experiential and engaged pedagogy and scholarship. Changes made, particularly since 2015, in overall campus divisions and centers, reflect President Nelsen's "all hands on deck" philosophy and his drive to make Sacramento State an anchor campus.

C. Institutional Commitment

Infrastructure

C.1.1

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

For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. If the campus has more than one center coordinating community engagement, describe each center, staffing, and purpose and indicate how the multiple centers interact with one another to advance institutional community engagement. Provide relevant links that support the narrative.

In 2010, Sacramento State reported that two key entities, the Community Engagement Center and the Office Governmental & Civic Affairs were largely responsible for supporting and advancing community engagement for the campus. Although these entities worked together on numerous activities and programs, most community engagement was siloed in colleges, departments, and divisions. Since the arrival of President Nelsen, systematic and sustained efforts have been exerted to remake the campus infrastructure in ways that regularize community engagement while increasing its visibility and facilitating its assessment. A clear trajectory has been created that promises continual improvement.

First, considerable effort has gone into planning. A strategic planning process launched in 2014 resulted in a plan that included community engagement as an explicit goal. Upon his arrival, President Nelsen embraced that goal as central to his vision for the University. Accordingly, in 2016 he convened a task force on Strategic Community Engagement composed of representatives from all units across campus. The purpose of the Task Force was to inventory community-engaged activities across campus and make recommendations about more effective and strategic coordination and oversight. Concluding its work in 2018, the Task Force presented the President, Cabinet and campus with findings and recommendations. The President then created the Anchor Task Force, charged with identifying capacity and needs of the University and community and with recommending an appropriate and effective infrastructure that will plan, oversee, and assess the University's work with its community partners. The Task Force will complete its work in August 2019. https://www.csus.edu/senate/Senate-Info/17-18Agendas-Minutes/041918Agenda-Minutes/SCETF-Overvitiew.pdf .

Second, existing infrastructure has been augmented. The Community Engagement Center has experienced continual and growing support. In 2018 it expanded to a larger suite of offices within the University Library, increasing visibility and accessibility. It was assigned the task of monitoring academic internships (all those bearing credit units). It created a process for approving internships and internship sites that paralleled the process for approving service learning and thereby infused academic internships with community engaged learning. It also opened a satellite office at Sacramento State Downtown. In 2016, the faculty director's

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

appointment was converted to a full-time, year-round position. The director is assisted by several faculty fellows, an Americorps VISTA Specialist, two full-time staff and the Center is about to hire a full-time Volunteer/Program Specialist for the campus. (https://www.csus.edu/cec/).

Third, new centers fostering community engagement have been created. The renamed Office of Research, Innovation and Economic Development was tasked with linking research to community and coordinated the efforts of multiple centers on campus that engage with community partners. ORIED has a full-time director, several full-time staff members, as well as several faculty fellows. The Carlson Center for Innovation and Entrepreneurship was created to nourish business start-ups, boost economic development, encourage entrepreneurial thinking, connect students to angel investors and venture capitalists, and produce a wider, regional network of students, mentors, and professionals. The Carlson Center has a full-time director, several supporting staff and an advisory board constituted from various sectors in the greater Sacramento region.
https://www.csus.edu/cec/
https://www.csus.edu/research/
https://www.csus.edu/center/carlsen/
https://www.csus.edu/research/centersinstitutes1.html
https://www.csus.edu/sacstatenews/documents/carlsencenter_advisory_committee_update.pdf
https://www.csus.edu/research/centersinstitutes1.html
https://www.csus.edu/senate/Senate-Info/17-18Agendas-Minutes/041918Agenda-Minutes/SCETF-Overview.pdf.

Funding

C.2.1

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

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification.

In 2010, we reported that the main internal budgetary allocation was $190,000 plus $50,000 from the CSU Chancellor's Office to support the Community Engagement Center. Since that time, the University has committed many millions of dollars to support institutional engagement with our community.

President's Office:
• $600,000 allocated for the creation of the Office of Inclusive Excellence
• $3 million allocated for the Sacramento Downtown, managed by the Office of Public Affairs and Advocacy.
• University Advancement began a phased capital campaign in 2016 to raise $200 million, including $20 million to supplement $71 million from the State for a $91 million science complex with a planetarium for public use, and competitive student scholarships requiring ongoing civic and/or community engagement activities.

Academic Affairs:
• $200,000 allocated to additional staffing for Office of Research, Innovation and Economic Development.
• Financial expansion of the Community Engagement Center began in 2016 and has continued through 2019. The budget for the upcoming academic year will be approximately $500,000, more than doubling the budget from 2010, including, staff reclassifications and new positions.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Student Affairs:

• $213,000 allocated for the Centers for Diversity and Inclusion. The three centers (PRIDE, Women's Center and the Multicultural Center) carry out significant activities providing curricular and cocurricular initiatives related to civic engagement, advocacy, and intercultural understanding.

• $100,000 allocated to the MLK Center for its annual advocates and activists lecture series, and other engaged initiatives designed to bring students, faculty, and the community into dialogue.

• $300,000 allocated to The Serna Center and the Dreamer Center to carry out activities including student and faculty research, assistance for Dreamers and their families, and training for the campus community to assist our students and their families.

Administration and Business Affairs:

• In collaboration with Sacramento Municipal Utility District, $8.5 million was allocated for a project to maximize energy efficiencies on campus for the benefit of the larger Sacramento community; the efficiencies allow for more room on the Sacramento region electrical grid. As partners, Sacramento State and SMUD are exploring initiatives to enhance job opportunities for graduates, research opportunities for students and faculty, and pursue external funding to support research activities and technical demonstration projects.

• In FY 2017-18, Sacramento State allocated approximately $90 million in contracts with small businesses, microbusinesses, and Disabled Veteran Business Enterprises.

Additionally, in 2017-18, the Associated Students Incorporated (ASI) provided approximately $500,000 in grants and in-kind expenditures to support student engagement with the community, including a Food Pantry, and Student Academic Development grants to support activities that extend student's educational experiences to include service learning and community engagement. Additionally, The University Enterprises Inc., a 501(c)(3) non-profit, tax-exempt auxiliary organization serving California State University Sacramento oversees the California Intern Network (https://www.calinterns.org/), and provides $70,000 in grants for projects that advance discovery and understanding while promoting teaching, research, and campus engagement.

C.2.2

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

For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification.

In 2010, we reported $7,598,577 in support of community engagement activities. This amount has grown exponentially, in the form of grants, contracts, public/private partnerships, alumni giving, and donor and corporate support totaling more than $50 million.

University Advancement has secured $10 million of $20 million in funding to support building a $91 million science complex that includes a planetarium for community education. The campus received $6 million for the Carlsen Center for Social Innovation and Entrepreneurship that will allocate a certain percentage of its annual operations to work with community partners. Sacramento State received over $11 million in grant funding to support projects that benefit Promise Zone communities. Another initiative included a $5 million grant aimed at increasing the number of teachers with strong STEM content knowledge, to prepare K-12 teachers for special needs students, and to provide undergraduates and master's level students with experiences in conducting education research while preparing participants for doctoral study. Other initiatives included Tax Preparation Clinics, Paint the Town, and Alternative Break.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

OREID as a unit has secured significant funding including $925,000 annually for regional and federal partnerships that include the USGS, Western Ecological Research Center, and US Fish and Wildlife Service of California Landscape Conservation Cooperative. Additionally, ORIED has also received nearly $25 million in funding from the U.S. Department of Education from 2010-2017, of which 98% is in partnership with our community's schools and school districts, organizations, and agencies.

During the period 2013-2017, grant proposals submitted by the College of Education, which focus on partnerships with schools and organizations within the Sacramento community, averaged approximately $6 million per year. During 2017-2018, faculty from the College of Education also submitted grant proposals for over $20 million, an increase of 300% in grant proposals for projects engaging Sacramento State with the community. Additionally, the College of Arts & Letters received $25,000 from the City of Sacramento to support joint activities related to Festival of the Arts, Sunday Funday, and U-Nite. Moreover, the College of Health and Human Services joined the Sacramento District Attorney's Office in the development of the Family Justice Center, a first-of-its-kind model for the state where students from virtually every academic college will receive real-life learning opportunities and training while providing the Center with much-needed resources and services. Sacramento State instructors and students have opportunities for faculty research, student internships and community service.

The University's auxiliary unit, University Enterprises Inc. (UEI), has allocated approximately $300,000 since 2011 in the form of memberships and sponsorships with community organizations and agencies, It also provides approximately $70,000 each year through a competitive process open to faculty, staff, and students. Since 2015, the criteria for those grants has become more focused on proposals that connect Sacramento State to community partners. Examples of recent grants include: Community based Cardiovascular Wellness Program & Mental Health Outcomes; Sacramento Valley Veterans History Project, Capital Storytelling Project, CSU Campuses Unite: Sac State Reaches Beyond Our Borders for Alternative Spring Break; and Western Pond Turtle Restoration.

C.2.3

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

For re-classification, describe what has changed, if anything, with fundraising activities since the last classification.

Since the last classification, the infrastructure related to fundraising has been reorganized and the focus has become more explicitly to provide students, faculty and the community with resources in keeping with Sacramento State's mission. Development and Advancement staff have worked more closely with donor prospects by connecting them with specific initiatives such as providing scholarships for students who participate in community-engaged research and/or service, or for funding entities to support institutionalized activities. An example of success in this latter area is the $6 million donation that established The Carlsen Center for Innovation and Entrepreneurship.

Sacramento State is committed to investing in the region, as our students become future leaders. Several key fundraising priorities directly impact community engagement, including the Planetarium, which is under construction as part of the new Science Complex. Heavy community use is anticipated -- up to 15,000 school children each year, and general public attendance at monthly shows and special events. In addition to the Carlsen Center, other successful comprehensive campaign projects provided funding for the Sacramento State Downtown Center, and renovations to the stadium to host track and field events as well as campus events. Donor generosity has provided funding to enhance the College of Business Administration's new centers for

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Business Analytics, the Center for Small Business, and a financial markets lab, all of which engage students and faculty. These are shared resources joining students, faculty, staff, and the community. In addition, the Library has received gifts that made possible a Family Study Room. The Sacramento State Downtown Center will feature a speaker's series because of philanthropic support which will bring the community to the site to have discussions on topics of the day.

In addition, the College of Health and Human Services is committed to raising funds in a campaign to enhance learning in the Center for Health, Practice, Policy & Research, which is a hub for interdisciplinary learning, while also serving as an important resource to the community through clinic services (https://www.csus.edu/hhs/centers/chppr/). Folsom Hall houses the Physical Therapy program's four pro bono Clinics, as well as a pediatric treadmill training experience, and simulation labs. All clinics, experiences, and labs are run by students under the direct supervision of licensed faculty (https://www.csus.edu/hhs/pt/pro%20bono/probono%20clinics.html). The Sacramento State Downtown Center (https://www.csus.edu/downtown/) was designed to be a conference, teaching, and meeting space. It opened in Fall 2018 as a "hub for innovative teaching, learning, and research, fostering collaborative partnerships to address real-world issues and improve the quality of life in the Sacramento region." Other initiatives aimed at improving access to the University include a new state of the art parking structure, autonomous shuttles, and bike-friendly wayfinding.

C.2.4

As evidence provided for your earlier classification, you described ways in which the institution invest its financial resources externally in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available.

Since 2010, The Sacramento State Office of the President has increased its memberships and sponsorships of community organizations from $90,000 to almost $400,000 annually, totaling more than $1.5 million since 2010. The President has asked every member of the Cabinet to join a board in the community. Sacramento State cabinet members sit on boards of Stanford Youth Solutions, the Greater Sacramento Urban League, the Asian Pacific Chamber of Commerce, Improve Your Tomorrow, Greater Sacramento Economic Council, Align Capital Region, Sacramento Hispanic Chamber of Commerce, Sacramento Metropolitan Chamber of Commerce, Valley Vision, Sacramento Rainbow Chamber of Commerce, and the Sacramento Regional Family Justice Center. Cabinet members also attend and sponsor events throughout the city including the Council on American-Islamic Relations, March of Dimes, Power Inn Alliance, the Mexican Cultural Center of Northern California, the Black Expo, Native American Indian Veterans, Nehemiah Community Foundation, Sacramento LGBT Community Center, and WEAVE.

Among the results of these direct investments in community organizations, boards, and enterprises are increases in sites for academic internships, mentoring for students, scholarships for students entering the fields of public service, for-profit and not-for-profit organizations and mutually beneficial partnerships. One example is U-Nite!, an annual collaboration between the College of Arts and Letters (https://www.csus.edu/al/) and the Crocker Art Museum (https://www.crockerart.org/), now in its fifth year, offering a unique and exciting night of activities, lectures, performances presented by faculty for students and the larger Sacramento community. Moreover, the President's office annually provides more than $100,000 in parking support for community events, annually waives approximately $160,000 in facility use fees for community events, and in 2017-18 allocated $16,000 for the Shasta Hall Mural Project as part of the Sacramento City Open Spaces Mural Project. This project provides facilities, services and parking for thousands of participants participating in an annual 5K walk/run to benefit community organizations responding to hunger. In 2018, more than 30,000 participants

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

raised almost $100,000 to support local food pantries and similar providers. Service learning and volunteer activities performed by Sacramento State students in 2017-18 translates to an in-kind contribution of $1.67 million in this academic year alone, a more than 50% increase from 2010. The President's office also provides support for several state-wide conferences, including in 2016, the California Public Higher Education Collaborative Business Conference.

Service Learning and volunteer activities performed by Sacramento State students last year translates to an in-kind contribution of $1.67 million, more than a 50% increase from 2010. According to 2018 survey results, more than 30% of all personnel participate in in-kind contributions at some level, and their volunteer hours total more than 6000 hours per year. Future investments include the relocation and funding for a new baseball field for the City of Sacramento to make way for new residential housing for transfer students.

C.2.5

Do the business operations of the campus as an anchor institution, align with local economic and community development agendas through hiring, purchasing, and procurement in a way that contributes to an institutional commitment to community engagement?

Yes

C.2.5.a

Please describe business operation practices tied to the local community:

The State of California and the California State University Trustees establish policies related to hiring, purchasing, and procurement. These policies meet the guidelines of the California Department of Fair Employment and Housing and federal guidelines regarding the use of state funds for business operations.

Since our last classification, Procurement and Contract Services has redoubled its efforts to leverage the University's buying power, knowledge assets, and resources to support local business, small business, and businesses owned by disabled veterans. It proactively seeks to identify Sacramento-based suppliers that can provide the products and services the University requires at a competitive price. Accordingly, its economic impact on Sacramento and surrounding communities is significant. Last year, it spent over $90 million in Sacramento County. Most of that money, $88 million, was spent in the City of Sacramento. This sum represents a nearly three-fold increase over local spending in 2012, when the figure was $34 million.

The University is committed to supporting small business (SB), micro-business, (MB), and businesses owned by disabled veterans. It targets 25% of its spending to SB/MB and 3% to Disabled Veterans Business Enterprise (DVBE). Over $21 million worth of goods and services were purchased from SB/MB (23% of total purchases), while nearly $9 million was purchased from DVBE (9%). Unfortunately, SB purchases, as a percentage of the total, have declined from 27% last year due to CSU-mandated changes in procurement practices that favor large suppliers. The University plans to make up the ground it lost in purchasing goods by increasing SB/MB participation in construction, where SB/MB firms are widely available as sub-contractors.

Procurement policies and practices are directed toward support of SB/MB and DVBE enterprises. They benefit from a 5% pricing preference. Contracts under $250,000 are targeted to SB/MB and DVBE companies for informal quotes and not put out for open bidding.

Sacramento State's procurement practices make a difference in the local business community. For example,

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

roughly 90% of Sacramento State's desktop and laptop computers are Dells. For years, the University has been purchasing them from Granite Data Solutions, a local SB/DVBE supplier. Partly because of our support for this local company, it no longer qualifies as a small business. See a photo of our campus entrance on the company's home page (http://www.granitedatasolutions.com).

The University's ability proactively to support minority- and women-owned businesses is limited by California Proposition 209, passed in 1996, which amended the State Constitution to prohibit state governmental institutions from considering race, sex, or ethnicity in the areas of public employment and/or public contracting.

Tracking, Monitoring, and Assessment

3. Provide narratives addressing the following:

3.1

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

Sacramento State does not have campus-wide tracking mechanisms to record engagement with the community in a systematic way. The President's Task Force on Community Engagement called this lacuna to the University's attention and it was among the imperatives that drive the current Anchor initiative. This is not to say that community engagement is not tracked—it is, in fact, tracked in the multiple locations where it takes place.

Tracking of community engagement is most thorough with regard to student engagement in the community. Since the time of classification, the Community Engagement Center https://www.csus.edu/cec/ has developed and implemented a set of processes and procedures (in concert with campus policies and best practices) to track service learning pedagogy, sites of learning, and professional development. The Community Engagement Center monitors, measures and tracks service learning, academic internships, and co-curricular community service initiatives. The CECconnect platform provides data that the institution uses with respect to following risk-management guidelines, documenting and mapping partnerships, and tracking curricular instances of service learning and community engaged pedagogy. While the CECconnect platform and other improvements in the operation of the Community Engagement Center have ensured compliance with risk management requirements, provided increased numbers of students and faculty with high quality tools and accurate information about partners and processes required particularly in those instances where our students are working with children, and generally stabilized the campus approach to service learning and academic internships, there is still a need for an institutionalized approach to assessing engagement to provide actionable data providing evidence of the high quality we know to be true anecdotally.

The Office of Procurement and Contract Services collects and compiles data on Sacramento State's support for small businesses, micro-businesses, and veteran-owned businesses and reports its impact annually to the California Department of Governmental Services. Similarly, it collects and compiles data on local expenditures and shares it with our partners in the business, government, and education communities.

Other data documenting Community Engagement at Sacramento State is widely available, but not intentionally packaged or presented as such. For example, the Office of Research, Innovation, and Economic Development

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

collects an publishes external grants award to faculty and staff on a quarterly basis, but does not explicitly flag or report the number or dollar value of those designed to engage community partners to address community problems. This is a next step in our progress.

As the President's Task Force on Community Engagement made abundantly clear, Sacramento State must create mechanisms for systematic and University-wide documenting of the breadth and depth of its engagement with the many communities it serves. It is expected the Anchor Task Force will recommend such mechanisms for implementation.

3.2

Describe the mechanisms used for systematic campus-wide assessment and measurement of the outcomes and impacts of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links.

Sacramento State does not have campus-wide mechanisms that measure outcomes of its engagement with the community in a systematic way. The President's Task Force on Community Engagement pointed this out and it was among the reasons that the follow-up Anchor University Task Force was formed. This is not to say that community engagement is not assessed—it is, in fact, assessed in the multiple locations where it takes place.

Assessment of service learning is conducted through well-established mechanisms consistent with the campus-wide assessment policy administered by Academic Affairs. This represents a significant change since 2010, when assessment of student learning operated in isolation and in a generally unsystematic way. A more structured academic assessment system was implemented as the University prepared for the WASC re-accreditation process and was implemented in 2016.

Each academic unit measures student learning in accordance with its assessment plan. Every academic program is required to assess at least one of 20 common learning outcomes that track to the University's baccalaureate learning goals. These goals are adapted from the AACU's LEAP initiative. One of these outcomes, "Civic Knowledge and Engagement," applies directly to engagement, while another, "Integrative and Applied Learning," overlaps with engagement. (All community engaged learning is integrative and applied, but the reverse is not necessarily true). Of the twenty learning outcomes a program may choose to assess, six are related to community engagement, five indirectly and one directly. Outcomes include intercultural knowledge and competency, integrative and applied learning, ethical reasoning, foundations and skills for lifelong learning, global learning and perspectives, civic knowledge and engagement. Data are also provided in the form of open-ended reflective feedback by departments.

The Office of Academic Program Assessment, located in Academic Affairs, is charged with monitoring compliance and collecting and sharing data. The most important audience for that data is the academic program itself (https://www.csus.edu/programassessment/annual-assessment/2016-17assessment.html).

The Community Engagement Center, in 2016, began conducting campus-wide assessment of students' attitudes towards community engaged activities in which they have participated. This effort includes both service learning built into the curriculum (such as Writing Partners and Alternative Spring Break) and co-curricular engagement (such as Paint the Town and Harvest Sacramento). Students are asked to respond to a series of questions designed to measure the impact of the engaged experience. For some programs, such as Writing Partners, student responses about their experiences are scaled on a rubric that facilitates measurement of student achievement of program outcomes.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

https://www.csus.edu/cec/ServiceLearning/serviceLearningFaculty_Folder/ServiceLearningToolkitProof.pdf

Assessment of community engaged scholarship occurs in established reappointment, tenure, and promotion process for tenured and tenure-track faculty. The peer review process assesses the quality of presentations and publications related to community engagement. Funding agencies assess the quality of initial grant proposals and the effectiveness of ongoing programs.

As the President's Task Force on Community Engagement made abundantly clear, Sacramento State must create mechanisms for systematic and University-wide assessment of the quality of its engagement with the many communities it serves. The Anchor Task Force is expected to recommend such mechanisms for implementation.

3.3

What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification?

The new Academic Program Assessment Policy has not been effective in providing reliable measures of community engaged learning across the disciplines. Programs don't often choose to measure engaged learning in their programs, especially by direct measures. Of the six learning outcomes related to community engagement, programs are most likely to assess "intercultural knowledge and competency" (14% of programs) and "integrative and applied learning" (14%). Five percent of programs report assessing "ethical reasoning," 4% report assessing "foundations and skills for lifelong learning," 4% report assessing "global learning and perspectives," while only 1% report directly assessing "civic knowledge and engagement."

Where programs choose to measure engaged learning, results are positive. For example, in 2018 the Social Work BA program measured "integrative and applied learning" in its required capstone, a two-semester field experience in which students work with a partner community organization. This outcome integrated with disciplinary norms that expect graduates to make ethical decisions, employ diversity-sensitive practices, and implement evidence-based interventions. Although the vast majority of students (94%) met every departmental and disciplinary expectations, the program used assessment results to improve advising and curricula.

Assessment of community engaged learning in courses with the service learning designation is robust enough to produce findings. This past year, the outcomes of "develop appreciation for the diversity of communities that make up Sacramento" and "develop an understanding of the local social problems facing our community" were measured with the use of psychometrically designed scales. In a sample of 183 student survey responses, the mean for agreement with having developed "appreciation for the diversity of communities that make up Sacramento" was 4.21, and the mean for having developed "an understanding of the local social problems facing our community" was 4.00 (both on a scale from 1.00 – 5.00, with higher numbers indicating stronger agreement).

The Community Engagement Center's survey of students who had participated in selected community engagement activities shows average self-assessment ranging from 5.0 to 5.39 on a six-point scale. For the Writing Partners program, on average, the students were rated as having achieved an "intermediate" level of mastery regarding their understanding of themselves in relation to the community with whom they were partnered.

3.4

Are there mechanisms for defining and measuring quality of community engagement built into any of the data collection or

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

as a complementary process?

No

3.4.a - Describe the definition and mechanisms for determining quality of the community engagement. How is quality determined?

-- empty or did not respond --

3.5
Outcomes and Impacts on students
Describe one key finding from current data and indicate how you arrived at this finding:

Key Finding: Community engaged experiences, particularly service learning, positively influence undergraduate student success, measured by grade point averages, persistence rates, and graduation rates.

In 2016, Sacramento State took several steps to improve retention and graduation rates. The main initiative, "Finish in Four," focuses on supporting students to complete their degree in the traditional four years instead of six or more years. A second initiative, "Through in Two," supports transfer students to complete degrees in two years upon transferring to the University. At the same time, the Community Engagement Center has been training more faculty in service learning pedagogies and holding workshops to explain the implementation of the new Academic Internship and Service Learning policy so that faculty are better educated about the processes involved in securing such partnerships. Following these combined efforts, a measurable impact was seen on the campus toward institutionalizing the practices involved in service learning and supporting the key campus initiatives around progress to degree.

Specifically, comparisons of first-year students enrolled in at least one service learning course versus those enrolled in similar courses without a service learning component show higher GPAs (3.22 versus 3.08), higher retention rates from one year to the next (90% versus 85%), and better two-year persistence rates (83% versus 74%). Comparisons of transfer students enrolled in at least one service learning course versus those enrolled in similar courses without a service learning component show higher graduation rates (44% versus 35%).

Moreover, service learning courses seem to have an additive effect on student outcomes. Specifically, students enrolled in two or more service learning courses had higher rates of persistence than those enrolled in only one service learning course. This is true for successive groups of students: data from fall semesters in 2015, 2016 and 2017 reveal that students who took two or more courses with a service learning component persisted at higher levels than those with one such course. Therefore, the more courses with a service learning component students take, the more they persist to degree.

The success of our students who participate in engaged learning contributes to institutional and system-wide efforts to improve timely graduation. From the 2017 National Survey of Student Engagement (NSSE), we know that Sacramento State students, especially in their first year, participate in service learning at higher rates than other CSU campuses, than Carnegie peers, and than national peers, and also that they have more positive dispositions toward engagement. Sixty-five percent of Sacramento State first-year students reported participating in service learning, compared to a CSU average of 58%, a peer institution average of 54%, and an overall NSSE average of 52%. Service learning is a high-impact practice that weds two of our four core institutional commitments: student success and community engagement.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Our discovery of this key finding was facilitated by the location of student success initiatives and broad institutional community engagement initiatives in the same office that manages institutional research.

3.6
Outcomes and Impacts on faculty
Describe one key finding from current data and indicate how you arrived at this finding:

Key Finding: Grants for community engaged scholarship as a primary source of funding have improved faculty research, creative endeavors, and professional activities.

Last year, faculty and staff throughout the University were competitively selected to receive over $21 million in externally funded grants that centered on engagement or outreach with community partners. The ninety-eight grants were spread across every college. By far, this sum is the lion's share of external grant monies awarded to faculty.

More than $7 million was awarded to faculty working on aspects of the educational pipeline. Many of these are outreach endeavors that provide professional development opportunities for K-12 teachers; many others are targeted at specific pre-college student populations defined by ethnicity or economic status. Some of the largest education-related grants center on partnerships between Sacramento State and the community colleges and school districts in our service area. They focus on building pathways for students through the educational system to ensure that all students have the opportunity to become college-ready. Because they tend to concentrate their energies on districts and populations where college participation is low, they are equity initiatives. They also underscore the ways that the University blends with the community. The students we work with and for in K-14 will likely become our students, and they likely will remain in the region.

More than $5.2 million was awarded to faculty for projects centering on public health. As with the education grants, many of these pay for outreach efforts where University experts lend their expertise to help other agencies. Sometimes this constitutes training other professionals, but more funds are generated by conducting surveys and analyzing data. In this area, our engagement, as befits our status as California's "Capital University," is on behalf of state agencies. The California Department of Public Health, the California Department of Social Services, and the California Department of Insurance have all made substantial grants to faculty to do such work.

For another example, Sacramento State plays an outsized role in California water policy and management, garnering nearly $6.9 million in funds. Our faculty lead projects studying the state's storm water, ground water, river water, irrigation water, impounded water, and drinking water. Funding comes from diverse public agencies, including the US Geological Survey, the Environmental Protection Agency, a half-dozen or more state agencies (e.g., the Office of Emergency Services, the Fish and Wildlife Service, the Department of Parks and Recreation, the State Water Resources Control Board, the Department of Transportation), and multiple county agencies, irrigation districts, and environmental organizations.

The impact of community engaged scholarship, creative endeavors, and professional activity on the faculty is profound. Faculty have a heavy teaching load, and excellence in teaching accounts for the largest single factor in reappointment, tenure, and promotion decisions. The external funding our faculty garner, largely for their community-engaged work, makes Sacramento State not just a teaching college, but one where the lives of scholarly and creative minds are enlisted in service to the needs of the region and the state.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

3.7

Outcomes and Impacts on community
Describe one key finding from current data and indicate how you arrived at this finding:

Key Finding: As Sacramento's University and the Capital University, Sacramento plays an integral role in the life of the city and state.

Sacramento's University has a huge impact on the community in fulfilling its basic educational mission. We transform lives by preparing students for leadership, service, and success. Most of our students come from Sacramento or the surrounding region. We touch their lives, whether they know it or not, long before they enroll as first-year students. Through our many partnerships with school districts and community colleges, we collaborate in creating a K-14 curriculum that marks a pathway on which all students in our city and region are empowered to be successful and for many to find their way to and through college.

Of course, this is an economic imperative. California's diverse and growing economy demands an educated workforce. But it is more profoundly an ethical imperative. In our diverse city, equitable access and equitable outcomes are key goals. We are proud that measured by ethnicity and race, our student body reflects our city. We are even more proud that Latinx students succeed at Sacramento State, as measured by persistence and time to degree, at the same rate as white students. Making pathways through college for young men and women who are first-generation, Pell-eligible college students, who come from our cities' neighborhoods and who return to those neighborhoods with a Bachelor's or Master's degree, is impactful. By transforming the lives of our students, we transform the life of our city, enriching materially, culturally, and socially.

We transform students by empowering them for leadership and service in this city and region. Eighty-six thousand Sacramento State alumni live in and work in Sacramento County. That number represents forty percent of our total alumni and accounts for nearly a third of all college graduates in the County. Twenty-five percent of the regional workforce is in the non-profit sector. Impact Foundry, a non-profit that supports non-profits in the region, reports that more than 45% of its member organizations employ Sacramento State alumni or count on their volunteer services. As California's capital city, government employs more than one-third of the city's residents. Nearly two-thirds of our graduates experienced community-based learning one or more times in their college career. They enter the regional workforce with the skills and disposition to use their knowledge to solve real world problems and to create new knowledge in the process. In addition to all our partnerships with state agencies, we impact the state by providing it with skilled professionals ready to tackle the challenges of our time. Sacramento State is the Capital University.

Sacramento State is no ivory tower. As our Partnership Grid indicates, we touch the lives of people in our region from pre-kindergarten to elder care, virtually from the cradle to the grave.

3.8

Outcomes Impacts on institution
Describe one key finding from current data and indicate how you arrived at this finding:

Key Finding: The University's mission to engage its community has resulted in an expansive presence in the region which has enhanced its influence, effectiveness, and reputation.

When President Nelsen took the helm in 2015, his predecessor left him the legacy of a strategic direction that had moved the University away from its former "commuter campus" reputation. Dubbed "Destination 2010," President Gonzalez succeeded in instituting infrastructural and other improvements which made Sacramento State a "destination campus" with a vibrant campus life

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

(https://www.csus.edu/hhs/images/Destination2010update.pdf). President Nelsen then built on those efforts through re-branding and expanding the footprint of the campus.

He began by promising, in his first speech to the campus community, that Sacramento State would be California's Capital University. Toward that end, Sacramento State Downtown was established to 'plant a flag' and create "a hub for innovative teaching, learning, and research, fostering collaborative partnerships to address real-world issues and improve the quality of life in the Sacramento region" (https://www.csus.edu/downtown/).

Not only does the campus seek to cement itself as California's Capital University, but similarly and more expansively, Sacramento State is becoming an Anchor University. President Nelsen's Fall 2018 address to the campus explained that an Anchor University "is driven to improve the community in which it lives—it aims at long-term solutions and improvements [and] . . . wants to see true, lasting change through civic engagement." He noted we have a "moral obligation to make a difference in the lives of everyone who lives in Sacramento and the Sacramento region," so he committed the campus to applying "our economic, intellectual, and human capital" to transforming our region (https://www.csus.edu/President/documents/FallAddress2018_AsPrepared.pdf).

Sacramento State Downtown is just one example of anchoring the campus to the region, since it is within the city's federally-designated "Promise Zone." The University is a key partner in the Promise Zone effort, which is the only one in northern California (https://www.sacramentopromisezone.org/about). Also indicative of the ways the campus is anchored in the region are economic initiatives such as the Power Inn Alliance. The Business Improvement District affiliated with the Alliance is "home to 62% of the existing manufacturing jobs in the City of Sacramento," and Sacramento State owns 25 acres in the middle of the District. Plans call for development of a Sacramento Center for Innovation, bringing the City and Sacramento State together in partnership on "a research park that will not only be a leading showcase for our City, but an asset to our community, workforce and the State." (https://www.powerinn.org/economy/sci/).

Finally, Sacramento State's footprint is expanding to Placer County, where the University will soon receive a gift of 300 acres in the fastest growing area in the Sacramento region. Plans have been under way for several years to develop an Off-Campus Center (akin to a "satellite campus") to serve the needs of the region. Partnerships with a community college, county and city entities, and businesses in the area are being forged to make this dream into reality, thus further establishing Sacramento State as an Anchor University and building its reputation.

3.9

In the past 5 years, has your campus undertaken any campus-wide assessment of community engagement aimed at advancing institutional community engagement?

Yes

3.9.a - Describe what was the nature of the assessment, when was it done, and what did you learn from it.

Campus-wide assessment of community engagement aimed at advancing institutional community engagement is ongoing. In 2016, President Nelsen appointed the Strategic Community Engagement Task Force to assess the extent of our engagement and to recommend mechanisms that would make that engagement more intentional, systematic, and visible. That report resulted in relocating the Community Engagement Center from Undergraduate Studies, where its primary focus was service learning, to Academic Affairs, with an enlarged

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

scope that included scholarship, grants, and economic development. It also resulted in the commissioning of the President's Anchor University Task Force, which seeks to fully align the mutual competencies and needs of the University and the community.

The Anchor Taskforce, initiated in Fall 2018 by President Nelsen, includes faculty and staff as well as key community partners and stakeholders. President Nelsen called on the group of more than 60 members to carry out three charges. First, it will inventory existing and ongoing campus community engagement efforts and identify capacity to increase. Second, it will conduct a community needs assessment. Third, the Task Force will recommend the creation of a campus-wide institutional structure designed to match the resources of the campus to the needs of the community and to systematically track campus engagement and assess its success. This committee also will make recommendations on potential programs and centers. With the work of the Anchor Task Force well under way, the University is exploring various models to further engagement through a centralized framework under the Anchor Institution mantle (https://www.csus.edu/senate/Senate-Info/17-18Agendas-Minutes/041918Agenda-Minutes/SCETF-Overview.pdf).

Toward that end, the University conducted its first all-personnel survey related to community engagement. Based upon more than 300 responses (35% staff; 36% faculty including lecturers, and 12% administrators, with approximately 20% of respondents not identifying their roles), the survey findings provided a benchmark against which to measure change(s) in engagement on a number of dimensions going forward. Preliminary findings indicate that these 300 or so members of the workforce at Sacramento State have a high degree of participation with a "non-profit or community organization." Approximately 60% of respondents are involved in some capacity, mainly through volunteering (31%), membership (17%), or donation (13%). Approximately one third of respondents reported taking some leadership role (serving on committees or boards, or as chairs of advisory committees and the like). Respondents carried out these activities in a wide range of organizations, the largest category of which centered around education and other youth-related, non-school organizations (28%). Respondents participate in organizations addressing the environment, food or housing insecurity, immigration and refugee matters, public/mental health, and veteran's affairs (26%) and the remainder participated in a wide range of organizations located in the Sacramento region. Simply based upon respondent data, it appears that there is a high degree of participation and thousands of hours of volunteer effort undertaken by Sacramento State personnel. The survey underscored the urgency of establishing routine, rather than one-time, tracking and assessment mechanisms.

Professional Development

4.1

As evidence provided for your earlier classification, you described the ways the institution offers professional development support for faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty), staff, and/or community partners who are involved with campus-community engagement.
For re-classification, describe what has changed, if anything, with professional development for community engagement. How have the content, program, approaches, or audience for professional development changed since the last Carnegie classification? What have been the results?:

Since 2010, opportunities for professional development in community engagement have substantially increased. They have spread across campus to several centers, their focus has expanded from service learning to include community research and community collaboration, and their audience has grown to include Sacramento State staff, regional employers, and employees of state agencies.

The Community Engagement Center partners with the Center for Teaching and Learning to focus on faculty development related to service learning. The CEC began to sponsor Faculty Learning Communities (FLC) in 2014. Ten to fifteen faculty members (full-time, part-time, tenured, tenure -track and adjunct) participate in a year-long workshop on the pedagogy of service learning. The FLC connects faculty with potential community partners and supports them as they create a syllabus and Service Learning Reflection component for a course. Faculty are expected to teach their service learning course within two years of the completion of the FLC. To date, more than 50 faculty have completed the Service Learning FLC and more than half have been teaching using a service learning component regularly after their participation in the FLC.

The Faculty Scholarship Communities program (FSCs), begun in 2017, supports faculty conducting research and scholarly activity by providing venues where faculty can come together across disciplines to engage in discussion of a shared topic, interest, or pursuit. Each FSC is comprised of 10-20 faculty members who meet regularly. The aim of the FSCs is to offer a year-long collegial atmosphere of mutual professional development and support that will assist members in meeting their individual writing and research goals. Of the FSCs to date, two have focused on developing research agendas in collaboration with the Sacramento community. FSCs include: Actionable Research in Poverty, Housing and Homelessness, and STEM Teacher Development and Research.

The Office of Research, Innovation, and Economic Development charged its Research Integrity and Compliance Officer to increase focus on preparing faculty and students for research involving human subjects, including research conducted within communities. The office holds workshops on responsible conduct toward human subjects and offers twenty hours per semester of face-to-face training to faculty, staff, and students on IRB standards related to human subjects.

The efforts are designed to ensure that faculty, especially new faculty, can find a path to integrate community engagement into their teaching and scholarship. In conjunction with faculty support programs offered by the Office of Faculty Advancement, these programs help community engaged faculty sustain and document their effectiveness as teachers and their productivity as scholars. By supporting community engaged faculty through the reappointment, tenure, and promotion process, the University creates a cohort of leaders for the decades to come.

The Career Center has also redesigned and refocused its professional development efforts and currently provides employer orientations on Making the Most of Campus Engagement: Recruiting Next Generation Talent at Sacramento State. The University also provides professional development in partnership with employers in our Here to Career workshop series, in the Arts & Letters Professional Seminar Series, the Internship Academy, and other programs/events to assist students and alumni.

4.2

In the context of your institution's engagement support services and goals, indicate which of the following services and opportunities are provided specifically for community engagement by checking the appropriate boxes.

Employment Status	Tenured or tenure track	Full-time non-tenure track	Part time	Professional staff
Professional development programs	Yes	Yes	Yes	Yes

Facilitation of partnerships	Yes	Yes	Yes	Yes
Student teaching assistants				
Planning/design stipends	Yes	Yes	Yes	Yes
Support for student transportation				Yes
Eligibility for institutional awards	Yes	Yes	Yes	Yes
Inclusion of community engagement in evaluation criteria	Yes	Yes		
Program grants	Yes	Yes	Yes	Yes
Participation on campus councils or committees related to community engagement	Yes	Yes	Yes	Yes
Research, conference, or travel support	Yes	Yes	Yes	Yes

Other				

G.2.1 If Yes to "Other": Please describe other support or services:

-- empty or did not respond --

Faculty Roles and Rewards

5.1 Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty in any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) and staff with expertise in and commitment to community engagement?

Yes

5.1.a Describe these specific search/recruitment policies or practices and provide quotes from position descriptions:

Sacramento State signals its commitment to community engagement from the outset of the search and recruitment process. On the main online portal where prospective applicants learn more about employment opportunities anywhere on campus, visitors are told "Sacramento State is California's capital university," reinforcing its branding and echoing the "anchor university" initiative currently underway (https://csus.peopleadmin.com/).

Examining position descriptions also reveals the importance of community engagement to the campus. Here are some examples from current searches:
o The Hazel Cramer Endowed Chair and Professor in Public Policy and Administration position description requires a cover letter which addresses the candidate's ability to fulfill the responsibility to have an "impact on the community (broadly defined). Must include a proposed plan or set of options focused on fulfilling the community engagement facets of the position" (https://csus.peopleadmin.com/postings/3687).
o The tenure-track faculty appointment in TK-12 Educational Leadership" lists as an essential duty "providing service to the college, university, professional associations, and discipline-related community partners" (https://csus.peopleadmin.com/postings/3819).

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

o The tenure-track faculty appointment in Art Education notes that courses, exhibitions, lectures and public programs offered through the Department of Art introduce "students and members of the local community to the expressive world of the fine arts." It also refers to California's capital university, and lists as an essential duty that applicants must "engage in community service related to area of expertise" (https://csus.peopleadmin.com/postings/3614).

o The tenure-track faculty appointment in Geography requires the following as an essential duty: "Assist in the creation of a new GIS (Geography Information Systems) center that will serve as a hub of geospatial teaching, research and outreach to the campus and the greater Sacramento community" (https://csus.peopleadmin.com/postings/3570).

o The tenured faculty and Department Chair position for Environmental Studies describes the College of Social Sciences and Interdisciplinary Studies as "committed to such areas as policy, sustainability, diversity, and civic and global engagement," and the department chair is expected to emphasize "the engagement of undergraduate students" as well as participate in community service (https://csus.peopleadmin.com/postings/3564).

o The tenure-track appointment in Computer Science position description explains that the department "has strong ties with industry and an active industry advisory committee that provides feedback on the educational objectives of our programs and assists in our program assessment. Faculty members have the opportunity to perform research and consult with a wide variety of industries in the area, [and] the department . . . administers an NSF funded Scholarship for Service program" (https://csus.peopleadmin.com/postings/3563, and http://www.ecs.csus.edu/wcm/sfs/).

In addition to these faculty searches, the Community Engagement Center is searching for a "Senior Partnership Coordinator" who will be responsible for cultivating and strengthening community partnership relationships for community engaged learning experiences (e.g., service learning and academic internships. The successful applicant must have experience working with development of community-university partnerships as well as knowledge of the theories, principles, practices and techniques applicable to partnership development and community engagement.

All of these examples illustrate that faculty and staff with community engagement backgrounds are prized on the campus, and having such a background is definitely a strength for an applicant.

5.2

In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically review, evaluate, and reward faculty scholarly work that uses community-engaged approaches and methods? If there are separate policies for tenured/tenure track, full time non-tenure track, and part time faculty, please describe them as well.

Institutional policies for promotion and tenure have not changed since our classification in 2010. Such policies are heavily constrained by systemwide mandates established in the context of collective bargaining. However, departmental and college policies related to scholarly work have changed to feature community-engaged approaches and methods, as will be articulated in those sections. As per the collective bargaining agreement, full time non-tenure track and part time faculty are evaluated solely on their teaching effectiveness, not their scholarly work.

5.3

If current policies do not specifically review, evaluate and reward community engagement, describe the work in progress to revise policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty promotion to ensure a

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

full and fair review and assessment of faculty scholarly work that uses community-engaged approaches and methods.

The current activities taking place with respect to situating Sacramento State as an anchor institution may serve to motivate changes to the campus policy on Appointment, Retention, Tenure and Promotion (ARTP), but again, any changes are subject to collective bargaining. Within the current ARTP policy, however, community service is recognized. As a matter of fact, Sacramento State has been providing awards to faculty members for outstanding community service since the last classification. At that time though, the awards were given per college, and criteria for the award was set locally within each college. (See Faculty Senate policy in 2010, https://www.csus.edu/acse/09-10_actions.htm#FS%2010-43 and 2011, https://www.csus.edu/acse/10-11_actions.htm#FS%2011-43). On April 18, 2013, the Faculty Senate amended its prior policy to establish a "single integrated document that addresses the issues of selection committees, award criteria, procedural matters, and manner(s) of recognition of award recipients for all four [University] awards" including the award for Outstanding Community Service. (See Faculty Senate policy https://www.csus.edu/senate/Senate-Info/2012-13-Agendas-Minutes/041813-Agendas-Minutes/12-13FSA04-18f.pdf)

The act of establishing systematic, campus-wide criteria and procedures for this award underscores Sacramento State's efforts toward providing institutional, rather than localized, policies for rewarding faculty for community engaged approaches to scholarly activities. These procedures have been followed since 2013, with awards for Outstanding Community Service provided every academic year. The new policy establishes that the Outstanding Community Service award "will be given for service that applies the nominee's professional knowledge and skills to addressing community needs, and thus represents the university as a resource to the region." Further, evidence for the award may include research-related activities that involve "acquisition of grant funds and other resources for the university" and "documented creation of new research and consultation opportunities for faculty." Additional evidence of impact on the community may include "documented positive outcomes of the service activity on quality of life in the Sacramento region or beyond". Those "outcomes may be economic, social, or cultural or for specific public benefit, agencies, organizations, and/or vulnerable populations." The fact that changes to these Outstanding Community Service awards policies have strengthened the link between research-related scholarship and its impact on the community provides evidence that Sacramento State is working within the bounds of the Collective Bargaining Agreement to reward faculty scholarly work that uses community-engaged approaches and methods. Indeed, President Nelsen has publicly expressed support for community-engaged scholarship within the criteria for RTP, even though systemwide negotiated policies are slow to change.

5.4
Since your previous classification, have there been any changes in the institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

No

5.4.a
Describe and identify the policy or other document where this appears and provide the definition.

Again, institution-wide policies or definitions related to faculty scholarly work are heavily constrained by systemwide policies and collective bargaining processes. A definition of faculty scholarship that uses community-engaged approaches and methods would need to be mutually agreed upon as part of the Collective Bargaining Agreement. However, departments are able to adopt such definitions, and some have done so, as will be described in those sections.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

5.5.1 Institutional Level

Please provide link(s) to text of current policies which describes how community-engaged approaches are conceptualized and evaluated in faculty promotion and tenure (at tenure granting institutions) review and reward processes or a narrative describing how these policies and processes are implemented. Provide links to policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty.

5.5 a Community engagement is rewarded as a form of teaching

Yes

5.5 a Teaching

Provide link or descriptive text

Faculty are expected to submit evidence of competent teaching performance. The University's Appointment, Retention, Tenure and Promotion (UARTP) policy stipulates in section 5.05.E.1.b that such evidence can include outcomes related to "non-traditional pedagogy" such as service learning (https://www.csus.edu/umanual/hr/hrs-0131.pdf).

5.5 b Community engagement is rewarded as a form of research

Yes

5.5 b Research

Provide link or descriptive text

Section 5.05.F of the UARTP policy requires evidence of scholarly or creative achievements. The policy stipulates in F.2 that "research directed to issues of public concern shall be weighted as heavily as any other type of research at all levels of evaluation," which clearly rewards community engaged research. Moreover, "work directed to issues of public concern" (F.3) as well as "service learning experiences or policy proposals, programs or materials pertaining to issues of public concern" (F.8) also situate community engaged scholarship as rewarded in faculty personnel actions (https://www.csus.edu/umanual/hr/hrs-0131.pdf).

5.5 c Community engagement is rewarded as a form of service

Yes

5.5 c Service

Provide link or descriptive text

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Sacramento State prides itself, and faculty take seriously, an explicit community engagement service requirement. It appears in section 5.05 G of the University ARTP policy (https://www.csus.edu/umanual/hr/hrs-0131.pdf) and states specifically that faculty are required to contribute to the community by such activities as service learning and other means of producing "ascertainable effects" on a community.

5.5.2 School/Division

5.5.2 a Community engagement is rewarded as a form of teaching

No

5.5.2 a
Provide link or descriptive text

No links to specific school/division policies could be located which addressed rewards for community engagement manifest in evidence of teaching effectiveness. Schools/divisions may rely on departmental-level criteria in such circumstances.

5.5.2 b Community engagement is rewarded as a form of research

Yes

5.5.2 b
Provide link or descriptive text

The College of Education offers a pertinent example here. That College recently revised its governing document and includes the following as one criteria within the "scholarship" category: "Creative activity culminating in innovative programs, service learning projects, or policy proposals, programs or materials pertaining to issues of public concern" (section V.k.9: https://www.csus.edu/coe/informationfor/assets/RTP-Policy-Spring-2019-revisions.pdf).

5.5.2 c Community engagement is rewarded as a form of service

Yes

5.5.2 c
Provide link or descriptive text

The College of Education also boasts specific revisions to its UARTP document which further emphasize its expectations that faculty will contribute meaningfully to the community. Section V.m asks for evidence of

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

engagement at a variety of levels, including the following: volunteer, pro bono or paid presentations, consultant trainings/activities; community service activities specific to the faculty member's area(s) of expertise; awards or other forms of community service recognition; clinical services provided to the community (https://www.csus.edu/coe/informationfor/assets/RTP-Policy-Spring-2019-revisions.pdf).

5.5.3 Department

5.5.3 a Teaching
Community engagement is rewarded as a form of teaching

Yes

5.5.3 a
Provide link or descriptive text

The UARTP policy includes a clause in its teaching performance section (5.05.E.1.d, https://www.csus.edu/umanual/hr/hrs-0131.pdf) allowing departments to consider other evidence of teaching competence it deems relevant. A department may, then, reward community engaged teaching, and some departments have done so. An example is Gerontology, which requires as evidence of teaching effectiveness "the use of varied, relevant and current pedagogy including . . . guest speakers, service learning, field assignments, or other" community engaged pedagogy (https://www.csus.edu/ssis/documents/ARTP/Gerontology%20ARTP%20FINAL.pdf).

5.5.3 b Community engagement is rewarded as a form of research

Yes

5.5.3 b
Provide link or descriptive text

Department UARTP policies have the latitude to define community engagement activities as consistent with the research enterprise of their discipline. For instance, the Sociology department's explanation of what constitutes evidence of excellence in scholarly and creative activities stipulates that "the department is committed to a broad definition of what constitutes such activities" and their "definition of scholarly activity includes any activity in which sociological issues are discussed among professionals in a public forum, and such activities may be considered for purposes of ARTP evaluation. . . . Sociologically-informed public and applied research also falls within our definition of scholarly activity and faculty are encouraged to promote the use of sociology to inform public policy. Examples of acceptable activities under this section would include applied research projects conducted at the CSUS Institute for Social Research" (https://www.csus.edu/ssis/documents/ARTP/Sociology%20ARTP%20document.pdf). Community engaged research is inherent in the mission of the Institute for Social Research, which is committed to providing "objective and actionable research to improve the impacts of programs and policies serving the region and the state" (https://www.csus.edu/isr/). When departmental faculty evaluation documents point to specific

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

community engagement efforts of the University, it's clear to see that community engagement is rewarded as a form of research.

5.5.3 c Community engagement is rewarded as a form of service

Yes

5.5.3 c
Provide link or descriptive text

Each departmental policy must stipulate how it assesses a faculty member's engagement with the community. Such policies must articulate how heavily community service is weighted in the overall evaluation, and the best policies define the kinds of activities which are to be rewarded. For example, the Psychology department says "service to other educational institutions, community groups, or governmental, non-profit and for-profit organizations as a consultant, committee member, officer, director, or volunteer, which is related to the professional expertise in psychology of the faculty member, would constitute satisfactory fulfillment of this expectation" (https://www.csus.edu/ssis/documents/ARTP/Psychology%20ARTP%20Document%20Expedited%20Review%20-%20Clean%20080916.pdf#PSYC_ARTP). As another example, the Department of Family and Consumer Sciences amended its policies in 2014 to say:
Community contributions only directly related to the faculty member's area of expertise shall be considered as community service. Community service activities may include the following contributions:
a. Service to K- 12 institutions, postsecondary and/or other higher educational institutions;
b. Service to governmental or non-profit organizations as a consultant, committee member, officer, director or other positions;
c. Educational efforts on behalf of community groups through lectures, speeches, participation in workshops and panels, and other;
d. Assistance to the news media: interviews, commentaries, articles;
e. Other activities that benefit the community including fundraising or program promotion
(https://www.csus.edu/ssis/documents/ARTP/FACS_ARTP_Approved_9_22_14.pdf#FACS_ARTP)

5.5
Provide narrative describing the implementation of these policies and processes:

As one of 23 campuses in a system that is governed by a Memorandum of Understanding (MOU) negotiated between the faculty union and the Office of the Chancellor, the requirements for retention, tenure and promotion (RTP) establish a framework within which each campus, school, and department determine the criteria for teaching effectiveness, scholarship, and service (both campus and community service). Non-tenure track faculty are evaluated within criteria of teaching effectiveness only, and student evaluations play the primary role in retention and re-hire decisions. For tenured and tenure-track faculty, evaluation includes teaching effectiveness as well as scholarly and/or creative activity, and service both to the institution and the community.

The policies and processes for tenured and tenure track evaluation are uniform, and are carried out first in the faculty member's immediate academic unit through a process of primary peer review by elected representatives resulting in a recommendation for or against retention, tenure, or promotion as appropriate. Subsequently, a secondary peer review by elected representatives at the level of the College takes place with recommendations

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

as noted above directed to the Dean. The Dean conducts an independent review. The Provost then conducts an independent review of faculty who are in specific phases of retention, or applying for tenure and/or promotion. Every level of review results in findings that are provided to the faculty and there are prescribed policies in place to permit addition of materials, to provide rebuttal, and, to request reconsideration.

The broad categories (Teaching Effectiveness, Scholarly and Creative Achievement and Community and University Contributions) create standardized categories while respecting the autonomy of the institution and its academic units to consider the specifics of how to define, characterize, and evaluate faculty work in those categories. The freedom to value categories other than Teaching Effectiveness (50% minimum) also permits variation in weighting, resulting in what some might consider inconsistencies and what others would consider disciplinary freedom. There is also considerable leeway for the faculty to frame community engaged approaches within pedagogical frames (as in service learning pedagogy), within direct service to the community, or as evidence of scholarly achievement.

ARTP documents amended after 2010 have tended to provide more explicit expectations with respect to community engaged approaches typically found in the category of Contributions to the Community. For example, the Gerontology Department calls on faculty to, "be contributing members of the community at large in order to enhance currency and provide relevant educational experiences for students." It goes on to state that each "faculty member should provide materials that support and describe substantial, significant, and sustained community-based involvement and contributions related to his/her professional expertise in at least one of the following areas: volunteer work; consultantships; other contributions of time and talent to community activities at the local, state, national, and/or international levels" (https://www.csus.edu/ssis/documents/ARTP/Gerontology%20ARTP%20FINAL.pdf).

5.6
If there are college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods, describe the policies, and indicate whether they are for tenured/tenure track, full time non-tenure track, and part time faculty in reappointment or promotion considerations.

As defined in the systemwide Memorandum of Understanding (MOU) as well as the campus UARTP policy, only full-time tenured or tenure-track faculty are evaluated using criteria related to community-engaged scholarship. College/school and/or departmental policies articulate specific criteria related to research and scholarly/creative activities. When applied, those criteria serve to reward community-engaged approaches and methods of inquiry. So, department UARTP policies can establish community engagement activities as consistent with the research enterprise. This is precisely how the Sociology department approached its policy, defining scholarly activity as "any activity in which sociological issues are discussed among professionals in a public forum," allowing such activities to be considered for purposes of ARTP evaluation. Their policy also states that "sociologically-informed public and applied research also falls within our definition of scholarly activity and faculty are encouraged to promote the use of sociology to inform public policy." They provide as an example applied research projects conducted at the CSUS Institute for Social Research (https://www.csus.edu/ssis/documents/ARTP/Sociology%20ARTP%20document.pdf). Since community-engaged research is the reason the Institute for Social Research exists, the fact that this department's faculty evaluation document references it provides evidence that community engagement is rewarded as a form of research at the departmental level.

5.7
List the colleges/schools and/or departments.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Biological Sciences (Natural Sciences and Mathematics)
College of Education (four divisions)
Ethnic Studies (Social Sciences and Interdisciplinary Studies)
Family and Consumer Sciences (Social Sciences and Interdisciplinary Studies)
Gerontology (Social Sciences and Interdisciplinary Studies)
Mathematics (Natural Sciences and Mathematics)
Psychology (Social Sciences and Interdisciplinary Studies)
Recreation, Parks and Tourism Administration (Health and Human Services)
Social Work (Health and Human Services)
Sociology (Social Sciences and Interdisciplinary Studies)

5.8

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

29

5.9

Please cite three examples of college/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods; if there are policies specifically for tenured/tenure track, full time non-tenure track, and part time faculty, please cite one example.

Sacramento State has seven colleges with tenured or tenure track faculty. One college, Education, recently revised its RTP document so that all divisions have the same criteria with regard to community-engaged practices. The largest college, Social Sciences and Interdisciplinary Studies has five departments that have policies with criteria reflecting community engaged practices, and two other large colleges (Natural Sciences and Mathematics and Health and Human Services) each have two departments with criteria for RTP for community engaged practices. Altogether, 4 colleges and 13 departments or divisions have these criteria. While this seems a small number overall, this represents almost 200 tenured or tenure track faculty across three of the six colleges, comprising almost one third (33%) of all Sacramento State tenured or tenure-track faculty.

Recent changes to a sizable number of department documents do now reward faculty scholarly work using community engaged approaches and methods through consideration for tenure and promotion. Here are three examples:

1. College of Education, all departments:
V.k. 5. Written reports or equivalent for professional organizations or associations.
V.k.9. Creative activity culminating in innovative programs, service learning projects, or policy proposals, programs or materials pertaining to issues of public concern.
2. College of Natural Sciences and Mathematics, Department of Mathematics and Statistics:
II.2.B Work for the Math Project on the development of K-12 teachers and publication or dissemination of the results at national or regional meetings.
3. College of Social Science and Interdisciplinary Studies, Department of Sociology:
1. b. Sociologically-informed public and applied research also falls within our definition of scholarly activity and faculty are encouraged to promote the use of sociology to inform public policy. Examples of acceptable activities under this section would include applied research projects conducted at the CSUS Institute for Social Research.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

5.10

Please describe any professional development offerings that your institution provides for faculty and administration to facilitate consistency in approaches to the documentation, review, and evaluation of community-engaged scholarly work as an aspect of promotion and tenure (at tenure granting institutions) processes.

Each college provides yearly workshops for both reviewers and faculty involved in the retention, tenure and promotion (RTP) process. Mentoring from senior faculty is also widely available. The Center for Teaching and Learning provides workshops, brown-bag, and one-on-one mentoring with respect to RTP as well. Since 2015, new faculty have been provided with support for developing their research agenda through a reduced teaching schedule, a summer stipend, and mentoring by college Deans (or Associate Deans) for conducting research. One example of this practice is within the College of Health and Human Services. The Associate Dean convenes a monthly meeting for tenure-line faculty; one part specifically focuses on ways to merge research expertise in service to the community through the pursuit of research opportunities aligned with the College's mission.

In addition, since 2015, the Community Engagement Center, through its Faculty Learning Community (FLC) on Service Learning, has provided more than 50 faculty members from across campus with professional development related to designing and implementing service learning pedagogy and community engaged scholarly work. These professional development efforts include support for preparing the RTP dossier for review so that faculty can construct a compelling record of their community engaged scholarship. As the institution makes further progress toward becoming an Anchor University, there is every reason to expect that such professional development efforts will increase, making consistent approaches to documentation, review and evaluation of community-engaged scholarship even more successful than they are now. RTP processes offer a convenient means of assessing whether an institution is succeeding in its aspiration toward Anchor University status, so the campus has a clear motivation to provide more robust professional development offerings that will allow it to gauge the quality of community engaged scholarship.

Categories of Community Engagement

A. Curricular Engagement

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

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

A.1 Teaching and Learning

As evidence provided for your earlier classification, you described an institution-wide definition community engaged courses used on campus.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

A.1.1

For re-classification, describe what has changed, if anything, with the definition of community engaged courses and explain the purpose of the revisions.

In 2015, the Faculty Senate adopted a new "Academic Internships and Service Learning Policy." This policy established campus-wide definitions for both service learning and academic internships and placed responsibility for administering them in the Community Engagement Center.

Specifically, the new policy defines service learning as "a pedagogical strategy that faculty use to help students deepen their understanding of course material by requiring students to participate in on- and off-campus activities and experiences at a business, non-profit, or governmental setting (also known as community partner). Structured reflection is the vehicle for linking service to academic content and assessing student learning. In service learning, students are asked to articulate how the service experience affirms, expands, integrates, or calls into question the academic content of the course. This form of experiential learning is mutually beneficial to the student and the community partner. Academic credit shall be given for learning, not for service: merely putting in the specified number of hours at a service site is not an academic activity and does not earn academic credit. Service learning is a teaching strategy and typically only one component of a university course; it differs from an academic internship, which is typically a stand-alone course that comprises the entirety of a student's learning experience."

Further, the policy defines academic internships in a way that centers them on community engaged learning. It demands a similar level of intentional pedagogical design and purpose and the same level of partner engagement in the placement. Like all community engaged learning, academic internships must be of mutual benefit to the University and its partner organizations. The policy distinguishes academic internships from those that focus on professional preparation such as clinical experience or student teaching. Internship sites are vetted by the same criteria as service learning sites.

In addition, the policy sets forth required procedures for (1) approving sites as relevant learning experiences for academic internships and service learning, (2) establishing legal contracts between the University and those sites, (3) entering into student learning agreements with those sites, and (4) providing appropriate orientation to those sites. The policy also makes clear the need for students to provide liability releases, FERPA waivers, emergency contact information, and time logs cataloging their hours. Finally, the policy articulates the need for academic programs to provide accommodations based on disabilities to students and to annually review and assess the value of their placement sites.

The adoption of this policy was a great advance for student learning in courses where they become directly engaged with the community. By providing clear definitions of academic internships and service learning, and by requiring site assessments, student learning agreements, and annual reviews of placement sites, the policy ensures that the experiences will be valuable both to students and to community partners. Further, the required orientation and forms submitted by students help to ensure that the placement is a safe one for students, with conditions established for a positive experience.

See the following link for the Academic Internships and Service Learning policy: https://www.csus.edu/acaf/academicresources/policies-and-procedures/academic%20internships%20and%20service%20learning%20policy.html

A.1.2

If there is a process for identifying or approving a community engaged course as part of a campus curriculum, explain the

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

process; if there have been changes in that process since the last application, please explain the changes.

In 2010, Sacramento State did not have a clear process for identifying or approving community engaged courses as part of the curriculum. Since that time, we have created processes for identifying and approving community engaged courses.

In 2015, the Community Engagement Center created a system in which faculty teaching service learning courses check an electronic box associated with their course in the enrollment management system in use at our University. Though this check box is not visible to students, it enables the Community Engagement Center to identify which course sections are using service learning as pedagogy in any one semester. Those sections and the associated students are consequently electronically rolled over into CECconnect, the online portal that allows the Community Engagement Center to track service learning students and courses, as well as orient students to and place them at service learning sites.

In 2018 the Faculty Senate approved a policy that makes the Community Engagement Center responsible for reviewing and recommending courses that seek the Service Learning designation. Faculty seeking designation for a course, or for a particular section of a course, will develop their course in collaboration with the Community Engagement Center. The Center, upon review, will recommend, as appropriate, that a course carry the Service Learning (SL) designator. That recommendation will travel with the course through the approval process. The SL designator will be affixed to approved courses in the course schedule and in academic records.

This new process will improve transparency for students so that they are able to identify ahead of time whether a particular course or section has a service learning component. This allows students intentionally to enroll in such courses with the aim of developing important ties to the community, assisting the community in developing its capacity, and in the process gaining key experiences and skills associated with service learning. It will also allow the student to better document her engagement with the community throughout her academic career. And it will allow the University to better measure the effect of this high impact practice by examining multiple variables, including persistence, graduation rates, and time to degree.

The assignment of academic internships to the Community Engagement Center provided both a single system for partner and site selection and ensured that academic internships would center on community engaged learning. The Center ensures that interns are placed with community partners with whom the University has formal agreements that spell out the mutual benefits for the student and the partner organization.

A.1.3

Fill in the tables below using:

- data from the most recent academic year (2017-18)
- data based on undergraduate FTE
- Percentage = when asked use decimal input, e.g., don't use .9 or .2, use instead 90% or 20%

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Number of community engaged courses	Change in number of courses since last application	Percentage of total courses	Percent change in courses since last application
197	+66	1.8%	+.8%
Number of departments represented by community-engaged courses	Change in number of departments since last application	Percentage of total departments	Percent change in departments since last application.
139	+112	61.2%	+19.2%
Number of faculty who taught community engaged courses	Change in number of faculty since the last application	Percentage of total faculty	Percent change in number of faculty since last application
167	+114	9.6%	+6.6%
Number of tenured and tenure-track faculty who taught community engaged courses	Change in number of tenured and tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of tenured and tenure-track faculty since last application
135	n/a	7.7%	n/a
Number of full-time, non tenure-track faculty who taught community engaged courses	Change in number of full-time, non tenure-track faculty since the last application	Percentage of total faculty	Percent change in number of full-time, non tenure-track faculty since last application
17	n/a	1%	n/a
Number of part-time faculty who taught community engaged courses	Change in number of part-time faculty since the last application	Percentage of total faculty	Percent change in number of part-time faculty since last application
15	n/a	1%	n/a
Number of students participating in community engaged courses	Change in number of students since last application	Percentage of total students	Percent change since last application.
4298	+2522	14%	+7%

1.4

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

Data pertaining to the above question are gathered from three sources. The CECconnect database (referenced and described in Part I, C.3.1 and Part II, A.1.2) and the Office of Institutional Research, Effectiveness, and Planning provided some of the information. Other information was collected from a campus-wide survey of academic department chairs.

The Office of Institutional Research, Effectiveness, and Planning (OIREP) gathers and compiles data in an ongoing fashion from student enrollment records and faculty instructional workload records. The CECconnect data are compiled through a process which begins with faculty identifying, prior to the start of each semester,

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

whether or not a course being taught that semester is a Service-Learning one. Faculty denote this information in a checkbox located in the general University faculty portal. That information is then re-routed to CECconnect, so that the course name, course section, associated faculty, and enrolled students can be logged for long-term data collection and storage by the Community Engagement Center. Data on academic internships were gathered based on a campus-wide survey of academic department chairpersons conducted by the Community Engagement Center.

Information from OIREP is used in a number of ways, including monitoring student records for outcomes key to the University strategic plan, such as retention rates and time to degree, as well as by exploring faculty and student opinions with regard to issues of campus climate, safety, and student engagement. The information on service learning has been gathered in an ongoing way each semester since 2015 when our campus first began using CECconnect. It is used to track teaching and enrollment trends in community-engaged courses and is reported to the CSU Chancellor's Office. The CSU Chancellor's Office has used this information, along with similar information collected from other CSU campuses, to apply for system-wide grants. More locally, this information has also been used by the Community Engagement Center, as well as specific campus departments, to apply for grant funding. The information from department chairpersons on academic internships has been used to assess and re-allocate resources devoted to academic internships so that additional resources could be deployed in this area. For instance, based on comparison data, some academic departments now have faculty with partial assignments as Academic Internship Coordinators, and the Community Engagement Center hired a Senior Partnership Coordinator in January 2018 to help secure potential partnerships for the growing number of community partners requested to co-supervise academic internships.

1.5

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

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

In our earlier classification, we described Sacramento State's adoption of the "Baccalaureate Learning Goals for the 21st Century" as articulated in the Association of American Colleges and Universities LEAP initiative. One of those learning goals was "Personal and Social Responsibility," which included four key competencies: civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning and action, and foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges." Since that time, Sacramento State has expanded the set of institutional learning outcomes with a community-engaged focus. These include "global learning and perspectives" and "integrative and applied learning."

Each year, academic programs are required to assess the extent to which their students have achieved at least one of the twenty distinct learning outcomes we expect of our graduates. Data are analyzed by department, by college, and at the University level as a whole (https://www.csus.edu/programassessment/annual-assessment/2016-17assessment.html).

Results from these assessments indicate that, of the six competencies related to community engagement, programs are most likely to assess indirect measures of engagement rather than direct measures. Assessed most frequently are "intercultural knowledge and competency" (14% of departments) and "integrative and applied learning" (14%). Less frequently assessed are "ethical reasoning" (5%); "foundations and skills for lifelong

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

learning" (4%); and "global learning and perspectives" (4%). Least frequently assessed is "civic knowledge and engagement" (1%).

In addition to these six learning outcomes we expect of our graduates, service learning courses have five additional learning outcomes. They include developing an "appreciation for the diversity of communities that make up Sacramento" and "an understanding of the local social problems facing our community." These outcomes can be found in the Service Learning Toolkit developed and distributed to faculty at the University by the Community Engagement Center (https://www.csus.edu/cec/ServiceLearning/serviceLearningFaculty_Folder/ServiceLearningToolkitProof.pdf).

In the past year, the Community Engagement Center began assessing these outcomes through student survey responses from students enrolled in service-learning courses, with a long-term plan to rotate through the outcomes, assessing one or two such outcomes each year. This past year, the outcomes of "develop appreciation for the diversity of communities that make up Sacramento" and "develop an understanding of the local social problems facing our community" were measured with the use of psychometrically designed scales. In a sample of 183 student survey responses, the mean for agreement with having developed "appreciation for the diversity of communities that make up Sacramento" was 4.21 and the mean for having developed "an understanding of the local social problems facing our community" was 4.00 (both on a scale from 1.00 – 5.00, with higher numbers indicating stronger agreement).

This self-study has helped us identify a disconnect between the value we place on engagement in the curriculum and the frequency with which we measure the extent to which we achieve our desired outcome. We must do better.

2. Curriculum

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

Curricular Activity: 2.1 Student Research

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	The scope of scholarly community engaged work involving student researchers has changed, as has the mechanism for tracking student research activity. In the last academic year, 2,469 students were involved in community-engaged research occurring across college and departments. This represents approximately 8% of all students and marks a significant increase since 2010. The Office of Research, Innovation, and Economic Development (ORIED) was created at Sacramento State in 2017 to expand "the research capacity of Sacramento State's faculty, staff, and students" and to link that capacity to the regional community." ORIED serves as the umbrella organization for the Student Research Center (SRC), which aims to broaden opportunities for students to collaborate with faculty on research. The Center connects students to faculty who mentor them on research occurring outside the classroom. The SRC hosts both a Fall Forum and Spring Symposium to recognize this research. Based on presentations at the most recent (2019)

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

	Student Research and Creative Activities Symposium, we can estimate that roughly 20% of student research across all fields is centered on addressing problems in the Sacramento community or the State of California. Projects explored topics ranging from the restoration of riparian environments along the American River, to the persistence of identity in Sacramento's Armenian community, to describing the characteristics of California's uninsured young adult population. The following four examples illustrate the range of on-going community-engaged student research. The Geology Department collaborates with the US Geological Survey and California State Water Resources Control Board to extract and analyze data from state-wide oil and gas well construction records to measure the relationship between oil and gas production and the quality of groundwater. This on-going project involves 25 student researchers and has been presented in technical briefings, data releases, and a journal article. The Computer Science Department and the College of Education collaborate with the Sacramento STEM Alliance and 6 local schools to create the "NSF ITEST Project: Sacramento State". The purpose of the project is to implement an innovative computer science curriculum with the goal of motivating and preparing high school students to study computer science in college. This project involved 30 student researchers and resulted in 3 conference presentations. The History Department collaborated with The Mexican American Sports Hall of Fame Association to collect materials for a photo-documentary book on Latino baseball in Sacramento. This work involved oral history interviews with members of the community, participating in community meetings, and collecting rare historic images. The project engaged 6 students and resulted in a forthcoming photo-documentary book to be published by Arcadia Press. The Theatre and Dance Department collaborates with the Twin Rivers School District to bring faculty, staff, and students together to research, produce and perform a Shakespeare play for students in that local district. This has resulted in a long-term partnership between Twin Rivers School District and the Department of Theatre and Dance aimed at enhancing cultural awareness in the community. The project involved 50 students and theatre performances were provided to over 1,000 students in local schools.
Web Link (if available)	https://www.csus.edu/research/ https://www.csus.edu/studentresearchcenter/

Curricular Activity: 3.1 Student Leadership Courses

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Since the last classification, the Department of Recreation, Parks and Tourism Administration has converted a lower division course titled, "Leadership and Group Development" into a general education course so that more students have the opportunity to develop leadership skills in an academic course. The Department also recently began offering a Certificate in Community and Agency Recreation Leadership. Around the time of our initial classification, the Office of Student Organizations and Leadership (SO&L) launched the Leadership Initiative (LI). Designed by faculty, the LI is sometimes offered as a course for academic credit. In addition, some faculty require completion of the LI as a component of their course. The program focuses on teaching students to become social change agents by requiring them to participate in a requisite number of engaged hours via volunteering, civic engagement, and leadership. Students earn certificates in a sequential, multi-stratified fashion, first earning the Green level, then Gold, then Hornet Pride, and finally Leadership Initiative certificates. Students are allowed to opt in and out at various levels. Each level provides a combination of engaged experience and instruction. In the first level, for example, students engage with five different experiences and they also go through three different didactic workshops and write reflections. In the final level, they have a culminating project to complete. They earn badges as they progress through the levels. Off- campus experiences can be embedded in the pedagogy of courses which include LI at every badge level. Last fall, for example, some students in the LI participated in events sponsored by the Community Engagement Center, including "Carry a Thankful Heart at River City Food Bank," where students packaged food and assisted in distributing the food packages to clients at the River City Food Bank, and "Day of Service--Paint the Town with NeighborWorks Sacramento," where students worked with residents in designated neighborhoods to complete several improvement projects. Off-campus experiences are not, however, required in the LI program. Students learn about community engagement and practice through the different experiences required in the program. The pedagogy and theoretical underpinning are co-designed with faculty and staff truly to combine experiential and didactic learning. The first two certificates focus on community (often understood as the campus community) engagement and the second two certificates scaffold leadership training on top of engaged learning. Although these experiences are billed as service more than engagement, they most certainly do provide benefit to the community as well as learning for the students.
Web Link (if available)	https://www.csus.edu/hhs/rpta/programs%20courses/certificate_community%20and%20agency%20recreation.html https://www.csus.edu/soal/leadership%20programs/leadership%20initiative%20.html https://www.csus.edu/soal/leadership%20programs/soal%20leadership%20conferences.html

Curricular Activity: 4.1 Internships/Co-ops

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Since the last classification, Sacramento State's Community Engagement Center was assigned responsibility to serve as the central office responsible for overseeing all academic internships. (It was not assigned responsibility for professional placements, such as clinical placements or student teaching, which remain under the direction of departments and colleges.) Before 2016, academic internships were not always clearly tied to a student's degree program or developed with consideration of reciprocal benefits to the community partner and the student involved. The administrative shift of placing responsibility for academic internships in the same office that oversees service learning resulted in a redefinition of academic internships that ensures they center on community engaged learning. As with service learning, the purpose of academic internships is "to engage members of the Sacramento State campus through their educational experiences to become aware of and respond to local and global community concerns." The explicit purpose of the academic internship program is "to create a campus climate that promotes community awareness and involvement and supports students to become civically minded graduates who are actively engaged in making a difference both locally and globally." Academic internships must be intentionally planned and tied to pedagogy and curriculum appropriate to the academic discipline. They require course-specific goals and academic rigor. Placements are with community partners with whom the University has formal internship agreements. They are created by faculty and community partners working together to identify a shared scope of work that is mutually beneficial. The Community Engagement Center maintains a list of community partners with whom the University has an Academic Internship Agreement. If a program identifies a potential partner with whom the campus does not have an agreement it must request that one be created. Agreements are reviewed and approved by both the CEC and Procurement and Contract Services. A Site Assessment must be completed by the proposing department and submitted with the Agreement. The Assessment asks the department to evaluate both the educational value to the students and the value of the service provided for the proposed partner. In this way, the University ensures that academic internships are mutually beneficial and produce goods of social value. The CEC also offers workshops for faculty who supervise academic internships. They emphasize the importance of linking classroom pedagogy to practice in the community. In Spring, 2018 the Community Engagement Center developed an Academic Internship Toolkit to use when training faculty about supervising and managing academic internships.
Web Link (if available)	https://www.csus.edu/cec/academicinternship/AcademicInternshipsToolkit_FINAL.pdf https://www.csus.edu/acaf/academicresources/policies-and-procedures/academic%20internships%20and%20service%20learning%20policy.html

Curricular Activity: 5.1 Study Abroad

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Since our last classification, the Office of Global Studies was renamed the Office of International Programs and Global Engagement (IPGE), representing renewed emphasis on encouraging student community engagement while abroad. Accordingly, IPGE worked with the Office of Procurement and Contract Services to draft an International Agreement on Academic Internships and Service Learning as part of the broader University effort to systematize engaged learning experiences. (see Part II, A.1.1). Campus leadership approved this agreement, which now serves as a template for academic programs wishing to create community engaged study abroad activities for their students. The General Education Honors Program led the way by securing internal grant funds to subsidize the cost of study abroad for students. Grants required students to complete service learning projects as part of their study abroad curriculum. The GE Honors program is currently working with the Irish Heritage School in Birr, Ireland, to develop and plan for a service learning experience for Honors students, scheduled to begin in Spring, 2020. The GE Honors program intends to expand its international engagement offerings to include trips over summer or winter intercession, and to make them available to non-Honors students. In addition, the Child Development department is generating an international service learning course for their students traveling to Toulouse, France; the course is slated for the 2020-21 academic year. In addition, since our last classification a scholarship has been added for students wishing to study abroad. The President's Circle is "a circle of very special friends" who are dedicated to ensuring a bright future for the University while giving the gift of education to the many talented students who choose to study at Sacramento State. One particular scholarship is devoted to a study abroad experience, which devotes $10,000 to offset the travel expenses for students who will study abroad.
Web Link (if available)	https://www.csus.edu/aba/procurement/Documents/Process%20to%20Request%20an%20International%20Agreement.pdf https://www.csus.edu/giving/torchlight/archives/winter17/stories/global-adventures.html https://www.csus.edu/ipge/studyabroad/scholarships/

Curricular Activity: 6.1 Alternative Break tied to a course

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Alternative Break at Sacramento State has been a long-running tradition. In the past several years, many faculty members have required students to participate in Alternative Break as a part of their academic courses or have provided extra credit to students who have participated. Students taking part in Alternative Break write a reflective response following the event. As examples of Alternative Break activities, in 2016, many students from the majors of Government, Ethnic Studies, and Recreation, Parks and Tourism Administration participated in the "Get Out the Vote" Alternative Break. In 2017, Environmental Studies students and First Year Experience students participated in campus sustainability programs that were the focus of our on-campus Alternative Break. Other typical Alternative Breaks have involved community service activities such as clean-up days by the American River or weeding and cleaning local community gardens. In 2018, for the first time Sacramento State was able to institute an overnight, non-local, Alternative Break, tied to a course with students from the University's General Education Honor's Program. Twelve students who were enrolled in the Honor's Program spent their break helping the people of both Santa Rosa and Sonoma, California to recover from the wildfire tragedies that affected those communities. The Alternative Break program was developed and carried out by the Community Engagement Center at Sacramento State, and involved partnership organizations such as the Sonoma Ecology Center, California State Parks, Restorative Resources, Sonoma Avenue Church of Christ, Faith Lutheran Church, and Sonoma Rebound. Participation was built into the curriculum for the Honor's capstone experience. A sampling of courses tied to Alternative Spring Break is as follows: Honors 101 – Science and the Public Good Honors 103 – Service Learning Capstone RPTA 30 – Leadership and Group Development RPTA 122 – Perspectives on Leisure Government 01 – Essentials of Government First Year Experience -- 21 courses across several different departments EDUC 160 – Urban Education
Web Link (if available)	https://www.csus.edu/news/articles/2018/3/27/it-was-a-spring-break-like-no-other-for-these-hornets.shtml

Curricular Activity: 7.1 Other. (Please specify in the "What has changed..." text box to the right.)

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	
Web Link (if available)	

2.1.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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

Curriculum: 2.1 Core Course

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	Sacramento State does not have a core curriculum. Its general education curriculum is defined by Title V of the California Education Code as explicated by Executive Orders issued by the California State University Chancellor's Office. There is no single course or courses that all students take. Rather, they select courses from menus of choices in five broad categories: Basic Subjects (Oral and Written Communication and Critical Thinking), Physical Universe and its Life Forms (Natural Sciences and Math), Arts and Humanities, Social Sciences, and Personal Development. In addition, there are state-mandated graduation requirements (American History and Government) and Sacramento State-specific graduation requirements (e.g. Race and Ethnicity in American Society, World Languages). Nine units of our forty-eight unit general education program must be completed at the upper division level.
Web Link (if available)	https://www.csus.edu/acad/assets/pdf/GEGR%20Worksheet%20incoming%20F18%20freshmen%20Green.pdf

Curriculum: 3.1 General Education

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	It would be difficult to fully integrate Community Engagement into General Education given that the parameters of the program are defined by the CSU and not by Sacramento State. The CSU has recent initiated a conversation about the GE program. As we participate in that conversation on our campus, fully integrating service learning into GE will be explored. After embracing the LEAP learning outcomes (specifically "civic knowledge and engagement") as our own, Sacramento State has worked to integrate community engagement into general education in three ways: (1) by increasing the number of GE courses and sections that require service learning, (2) by creating certificate programs, largely completed through GE courses, that encourage or require community engagement, and (3) by putting community engaged learning at the heart of a redesigned Honors GE program. First, the number of courses and sections of GE courses that require service learning has increased. For many students, the opportunity to engage in service learning is presented in their first semester at Sacramento State in their First Year Seminar, discussed below. Second, two new certificate programs have been developed. The Certificate in Global and Multicultural Perspectives was developed and approved in 2015. Students earn the certificate by taking a minimum of 12 units of coursework focused on urgent contemporary issues. By taking GE courses to fulfill the certificate, students are offered a flexible but coherent and integrated pathway through General Education that prepares them to become engaged citizens of the world at large. The student learning outcomes associated with the certificate were taken from the American Association of Colleges and Universities LEAP rubrics for Global and Intercultural outcomes. The Peace Corps Prep Program was developed and approved in 2018. An official partnership between the Peace Corp and Sacramento State, the program ensures that students receive the specialized training and experience, foreign language skills, intercultural competence, and leadership skills to prepare them for international service. Students select from menus of courses that correspond to the six Peace Corps work sectors: Agriculture, Community Economic Development, Education, Environment, Health, or Youth in Development, and complete 50 hours of community engaged work in that sector. In addition, they complete a curriculum that includes competency in a modern language, intercultural engagement and a co-curriculum that includes the Leadership Initiative, discussed earlier. The curricular component of the program can be completed in any combination of GE courses, major courses, and elective courses.
Web Link (if available)	http://catalog.csus.edu/colleges/academic-affairs/general-education/certificate-in-global-and-multicultural-perspectives/ https://www.csus.edu/ipge/peacecorpsprep.html

Curriculum: 4.1 First Year Experience Courses

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Sacramento State operates a First Year Experience program which has a goal of creating a positive campus climate, one in which new students feel they are part of and engaged in the campus community. Among the features of the program are First Year Seminar courses open to all first-time freshmen that satisfy three of the forty-eight units students must take to complete the general education program. The First Year Seminar is an academic course that addresses the practical, theoretical, and self-reflective requirements of becoming an educated person, and considers the long-term consequences of doing so. First Year Seminar courses are purposefully developed so that they include co-curricular activities as part of the courses; these activities are designed to increase student engagement with the campus, community, faculty, and peers. Since the last classification these co-curricular activities have been extended so that FYE students act as key volunteers for community engagement events. Roughly a third of incoming first year students (~1200) enroll in the First Year Seminar. Many of the First Year Experience courses incorporate a service learning component, Writing Partners, into their curriculum. Writing Partners is a signature service learning program on our campus which matches Sacramento State students with elementary school students for a semester-long letter exchange program. It encourages first year students to reflect on their transition to college and to share those reflections with elementary school children, most of whom live in low-income neighborhoods and are members of underrepresented minority groups in the Sacramento community. In keeping with the Sacramento State motto, "Redefine the Possible," a central goal of the program is to encourage children whose parents did not likely attend college to see themselves as college students one day. After a series of letters are exchanged, at the end of each semester the elementary school students take a field trip to the Sacramento State campus, meet their college-aged writing partner, and together the pairs participate in various planned events on campus as well tour the campus together.
Web Link (if available)	https://www.csus.edu/fye/about-fye.html

Curriculum: 5.1 Capstone (Senior Level Project)

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Sacramento State does not have an institution-wide capstone requirement. However, many majors and programs do have a capstone experience as a required or recommended culmination of the program. Some of those courses are service learning or internships, and some of the internships center on community engagement as described in the section on internships discussed earlier.
	As an example, since 2010, the Honors Program has redesigned its curriculum to prepare students for community engaged learning and to make service learning the capstone experience. Honors offers academically able students a general education pathway that culminates in an upper division capstone service learning course. After completing their thirty-nine units of lower division GE requirements mostly in specially designed Honors courses, they enroll in two upper division GE courses, Science and the Public Good as well as Art and the Public Good, which focus on contemporary public issues. This prepares them for their capstone course, "Civic Engagement, Service Learning: Pursuing the Public Good. The course requires students to be actively engaged in their own learning processes through participating in a service learning experience and a corresponding seminar. Students are offered a reciprocal opportunity to acquire knowledge and develop skills while providing service and assistance to the community. Students simultaneously assess the circumstances of an organization and provide feedback on their situation.
Web Link (if available)	https://www.csus.edu/honorsprogram/about-honors.html

Curriculum: 6.1 In the Majors

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Community engaged courses are part of the core course requirements or core electives for many majors housed in various colleges across the University. Three examples are cited below. In the Psychology curriculum, which is in the College of Social Sciences and Interdisciplinary Studies, undergraduate psychology majors may now opt to take "Community Psychology" to fulfill the capstone requirement. For those who choose that path. "Practicum in Community Psychology" is a co-requisite course in which students work at a community organization for a minimum of six hours per week with supervision to explore the application of concepts in community psychology to their experience. These classes were created in 2017. In the Recreation, Parks, and Tourism Administration (RPTA) curriculum, housed in the College of Health and Human Services, all students in the Management Concentration are required to complete a 10-12 unit academic internship at an appropriate community partner site. The internship is typically completed by students during Sacramento State's summer session, as it requires in-depth engagement on the part of students, who work all across the state of California in such internships. Though this requirement has been in place since the last classification, the list of community partner sites at which RPTA students are placed has grown dramatically in recent years, and now includes several statewide or national organizations such as the State of California Department of Parks and Recreation, G6 Hospitality (which owns Motel 6), the National Multiple Sclerosis Society, and Pebble Beach Resorts. In the Child Development curriculum, housed in the College of Education, as a core requirement for undergraduate majors concentrating in the Elementary Pre-Credential, is a course in "Educating Students with Disabilities in Inclusive Settings." The course has as a co-requisite, "Educating Students with Disabilities in Inclusive Settings Lab.". The paired curriculum requires students to complete a 30-hour field experience in inclusive educational settings, agencies, and community environments. Completion of the experiential component of the course is a requirement for application to the College of Education's MA program in School Psychology.
Web Link (if available)	https://catalog.csus.edu/colleges/social-sciences-interdisciplinary-studies/psychology/ba-in-psychology/ https://catalog.csus.edu/colleges/health-human-services/recreation-parks-tourism-administration/bs-in-recreation-administration-recreation-and-park-management-/ https://catalog.csus.edu/colleges/education/undergraduate-studies-education/ba-in-child-development-elementary-pre-credential/

Curriculum: 7.1 In Minors

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Several programs at the University require a community-engaged course in their minor; typically the course is a fieldwork or internship experience, allowing students to become more familiar with the community they will serve upon graduation and to provide meaningful service to fit the needs expressed by a particular community. For instance, the undergraduate minor in Teacher Education requires students to take one of three different practicum courses, either "Tutoring Children in Mathematics: Practicum," "Tutoring Children in Reading Practicum" or "Field Experience in After School STEM Programs: Practicum." The latter class option involving STEM programs is new since our last Carnegie Classification. Similarly, students in the Recreation Administration minor must choose from among three different internship courses to fulfill requirements. Those courses are either a 4-unit or 6-unit version of "Partial Internship: Recreation and Park Management" or a 15-unit "Recreation Therapy Internship". These internship requirements were not in place for the minor as of our last Carnegie Classification.
Web Link (if available)	https://catalog.csus.edu/colleges/education/undergraduate-studies-education/minor-in-teacher-education-teaching-equity-and-engagement/ https://catalog.csus.edu/colleges/health-human-services/recreation-parks-tourism-administration/minor-in-recreation-administration/

Curriculum: 8.1 Graduate Studies

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Is Community Engagement integrated into this area?	Yes
What has changed since the last classification?	Community engaged work is deeply embedded in graduate study. Departments across all colleges offer both coursework and research activities for graduate students that exemplify the principles of community engagement. Examples are cited below. The College of Education offers graduate programs in Teacher Credentialing, Counselor Education, and School Psychology. Each requires direct practice or "field experience" courses in which students are placed in the communities where they will ultimately serve as professionals. The College of Health and Human Services offers a MS in Nursing. Graduate students in that program are required to complete two Practicum courses; one is in Organizational and Systems Leadership, which takes place in a clinical practice setting. The other is in Educational Program Development, which takes place in communities in which the student can practice work as a nurse educator. The College of Business Administration offers multiple master's-level programs which are focused on various aspects of business, including general Business Administration, Finance, Entrepreneurship and Global Business, and Business Analytics and Healthcare. Students in these programs provide pro-bono consultative services to small and developing businesses in our community via coordinated projects with Sacramento State's Center for Small Business and the Center for Business Analytics. These projects aim to help grow our local economy and better position small businesses to become sustainable into the future. The College of Social Sciences and Interdisciplinary Studies offers a Special Master's Program in Gerontology in which students create an individualized program combining a concentration in Gerontology with a secondary academic discipline of their choice. Students typically choose secondary disciplines such as psychology, sociology, education, therapeutic recreation, ethnic studies, marketing, and public policy. The MA program requires students to complete a supervised fieldwork internship or project as a culminating experience. This experience offers an opportunity for student engagement in that the students are expected to apply learned gerontological theories and concepts in a community setting where planning, developing, or delivering services to older adults or their families occurs.
Web Link (if available)	https://www.csus.edu/coe/ https://www.csus.edu/hhs/ https://www.csus.edu/cba/ https://www.csus.edu/ssis/

Curriculum: 9.1 Other. (Please specify in the "What has changed..." text box to the right.)

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Is Community Engagement integrated into this area?	No
What has changed since the last classification?	
Web Link (if available)	

2.2.

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

Consistent with President Nelsen's goal to establish Sacramento State as an anchor institution, the trajectory of curricular change has been toward making community engagement more pervasive, more rigorous, more visible, and more intentional. We've substantially increased the number of courses, sections, and students participating in service learning. We've sharpened our definition of service learning and we've taken measures to make academic internships a vehicle for community engaged learning. We've identified criteria for designating courses as service learning. As described in earlier questions, we have made significant strides in tracking some of the high impact community engaged courses such as service learning and academic internships in recent years. However, we recognize that community engaged curricula occurs across a number of other curriculum-related areas such as community-engaged research embedded in a course, engagement via Study Abroad, and community service opportunities within a course. Though we have a wide array of such practices occurring across the many programs on our campus, we need to develop more centralized tracking mechanisms for them. By doing so, we will be better able to determine the ways in which we are improving in our encouragement of these particular practices, and the extent to which they also have bearing on broader institutional goals such as improved time to degree and overall graduation rates.

B. Co-Curricular Engagement

Co-curricular Engagement describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires **structured reflection** and **connection to academic knowledge** in the context of **reciprocal, asset-based community partnerships**.

Co-Curricular Engagement	Selected	Description
Social Innovation/entrepreneurship	Yes	Sacramento State's Carlsen Center for Innovation and Entrepreneurship runs a number of co-curricular engagement opportunities that benefit students as well as the surrounding community. A speaker series invites local entrepreneurs to provide small group presentations to students. Space is limited and students must register in advance. The speaking events are billed as "couch conversations" and are not recorded, to allow for complete and open discussion between the entrepreneur and the students about the

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

		realities of starting and running a business. They provide an opportunity for small, local entrepreneurial agencies to raise awareness about their services and products to our students, as well as to customize marketing strategies for their growing business. The students, in turn, get an inside look at developing and operating a new business and have the opportunity to reflect in a small group setting about their own future plans, their dreams, and the challenges they may face. Future Four & More is an annual competition for Northern California Community College and State University students. In April, 2019, Sacramento State's Carlsen Center for Innovation and Entrepreneurship hosted the event, which was also attended by students from Chico State, Humboldt State, Butte College, Sierra College, and American River College. The competition has been held annually across Northern California for six years as a way to encourage and develop great business ideas and to help bring those ideas to fruition. The event aims to develop ideas into business start-ups, boost economic development, encourage entrepreneurial thinking, and connect students to angel investors and venture capitalists. Moreover, it provides students with a wider, regional network of other students, mentors, and professionals. Students compete for cash and in-kind prizes to help launch their businesses. Each school that participates prepares up to two student teams to present their business concepts. Presentations include discussing the problem being solved, the product or service addressing the problem, the value proposition of the endeavor, the target market, their business model, the financial viability of the venture, and the options for scaling it up.
Community service projects - outside of the campus	Yes	In Fall 2016 and 2017, Student Organizations and Leadership partnered with the United Way to recruit Sacramento State faculty, staff, and student volunteers for the Day of Caring event. Day of Caring brings together volunteers from across the region to work on service projects in the local community. In Spring 2018, Student Organizations and Leadership partnered with the Community Engagement Center on campus to recruit volunteers for Harvest Sac State. Harvest Sac State is a collaborative effort of Soil Born Farms. Area residents, and our campus volunteers, harvest underutilized fruit and vegetables from backyards and small orchards and donate it to local food assistance agencies such as the Sacramento Food Bank and our own campus Associated Students Inc. Food Pantry. In 2017 and again in 2019, our Institute for Social Research and our Division of Social Work partnered with Sacramento Steps Forward to conduct a "point-in-time" count of homelessness in Sacramento County. This project combined the efforts of cities (Sacramento, Citrus Heights, Isleton, Folsom), police departments (Sacramento City and County, Galt, Citrus Heights, Elk Grove, Folsom, Rancho Cordova), business alliances (Mack Road Partnership, Del Paso Blvd. Partnership, Power Inn Alliance), the University, and community volunteers. The first event included 350 volunteers, and the most recent one included more than a thousand. Sacramento State students accounted for more than a quarter of those volunteering.
Community service projects - within the campus	No	
Alternative break - domestic	Yes	Sacramento State has held a co-curricular Alternative Break every year since 2007. Alternative Breaks in years past have included clean-up days at the American River Parkway, food and clothing distribution at the Sacramento Food Bank and Family Services, a Cesar Chavez Day of Service at the Washington Neighborhood Center in Sacramento, a Get Out the Vote Drive, and on-campus sustainability projects with Sac

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

		State Sustainability. These events are typically attended by 50 – 150 students each year during the campus's traditional spring break period. To evaluate and improve upon the experience, in 2017, the campus began a short assessment of participants' level of civic engagement using a 4-item questionnaire developed by the American Association of Community Colleges. Following their participation in Alternative Break, students were asked to respond to four questions that began with the phrase, "As a result of participating in this event, I…." The questions referred to whether students (1) think that people should find time to contribute to their community (2) are concerned about local community issues (3) plan to improve their neighborhood in the near future (4) believe they can have a positive impact on local social problems. Students responded to the items on a scale ranging from 1 ("not at all") to 6 ("definitely"). Responses were collected through the use of paper-and-pencil surveys. For Alternative Break 2017, the mean response was 5.27 for students who participated in the American River Parkway cleanup activity, and 5.39 for students who participated in a campus cleanup activity with Sac State Sustainability, suggesting students experienced a very high level of civic engagement.
Alternative break - international	No	
Student leadership	Yes	The Student Organizations and Leadership Office operates the Leadership Initiative program, which provides students with leadership development opportunities through attendance at workshops and campus events. Students are exposed to curriculum-based workshops that allow them to strengthen their leadership self-efficacy. Students can now also earn a formal Leadership Certificate via the Leadership Initiative. Through the specific activities associated with the certificate, students develop leadership and professional skills, become involved in campus life, and help promote some key campus priorities such as retention, academic success, and graduation. The program focuses on teaching students to become social change agents, and they must engage in at least two experiences or activities. In addition, Student Organizations and Leadership has a Sports Clubs program which is committed to integrating a competitive club sports model with leadership development, leadership trainings/workshops, and leadership opportunities for students. Additionally, sports clubs are required to have at least five of their members engage in community service at a pre-approved community-based charitable organization. Student leaders of sports clubs also participate in officer trainings and workshops based on their leadership role and responsibilities within their club. There are additional structured learning opportunities associated with sports club leadership roles as well, specifically in regard to safety management, risk mitigation, and travel management. Relatedly, student athletes also take leadership roles via the Student Athlete Advisory Council (SAAC). The Council consists of representatives from each Hornet Sports program. Council members serve as leaders of their respective teams for all department matters. SAAC provides a channel to communicate with both conference and NCAA offices on matters related to the student athlete experience. In addition, SAAC conducts numerous philanthropic campaigns during the year including food and toy drives during the holiday season, mentoring at local elementary schools, and volunteering in the Sacramento community.
Student	Yes	An integral component of the student co-curricular experience at Sacramento State is

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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internships		providing students with opportunities to engage with many organizations in the community through internships and part time jobs. There are two entities on campus who oversee career-oriented internships: the Career Center, and the University Enterprises, Inc. (UEI), through its California Intern Network. Both entities coordinate with employers, students, faculty and staff to connect students with internship opportunities. These experiences are typically called career internships and are distinct from academic internships, which are run through specific courses within academic departments at the University, and which are overseen by the Community Engagement Center. Career internships are important forms of engagement for our students and the communities they serve. In the current academic year, the Career Center increased the number of career internship postings in its jobs database (the "Hornet Career Connection") by 17%, raising the actual number of interns from 1488 to 1772. In addition, the Career Center has a grant through Associated Students, Inc. to fund the Career Tracks Career Counseling Internship program. That program provides graduate students in School Counseling, Career Counseling, Rehabilitation Counseling and Marriage and Family Therapy specializations, as well as graduate students in the Higher Education Leadership program at Sacramento State, the opportunity to gain internship experience via the University Career Center. Students also are able to seek internships from a variety of units across campus, and the Career Center works to network with these other offices to make sure students have wide access to the array of career internships available. Those units include Associated Students Inc., which provides a Job Board for internships, University Enterprises Inc., which operates the California Internship Network, and the Office of Human Resources, which has a Student Employment Office.
Work-study placements	Yes	The Federal Work Study (FWS) program coordinates with multiple on- and off-campus organizations to provide job opportunities for students to assist them in financing a college education. Most of the jobs are on campus but there were 19 FWS positions off-campus for the 2017-18 academic year. Federal Work Study employment off-campus must involve work in the public interest for a federal, state, or local public agency or for a private non-profit organization. For example, the America Reads/Counts program is designed for FWS students to tutor K-12 students in either English Literacy/Language Arts or Math. As a part of the FWS program, America Reads/Counts allows FWS students to give back to the local community. In addition, the Community Engagement Center has employed 3-4 Federal Work Study students per year and these students' job focuses on supporting campus community engagement and service learning. The FWS students at the Community Engagement Center play key roles in helping organize and operate community service events which occur regularly throughout the year, and they provide extensive administrative support for service learning courses.
Opportunities to meet with employers who demonstrate Corporate Social Responsibility	Yes	The Career Center, along with the academic colleges of the University, provide students with numerous opportunities to meet and network with employers from various industries. The annual Pathways to Public Service Career Fair and the Educator Recruitment Expo are two examples of employer networking/career development events that include access to employers offering career opportunities with social impact and employers who demonstrate social responsibility. As noted earlier, more than 9,000 employers are registered in the Career Center's Hornet Career Connection system and are encouraged to include their strategic values, including social responsibility, in position announcements to appeal to students applying for part-time and full-time positions.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

		In addition, the Carlsen Center for Innovation and Entrepreneurship includes many opportunities for students to connect with employers committed to social entrepreneurship. For instance, they host "meet-ups" which bring in members of the business community and non-profits to establish mentorship relationships and to discuss social change. They also host "boot camps" with similar foci. Such events are consistent with their mission of connecting students with opportunities to demonstrate corporate social responsibility.
Living-learning communities/residence hall/floor	Yes	Sacramento State offers several Living-Learning Communities within the residence hall system. They are themed communities which aim to bring together residents who share common interests and goals around a particular topic or motif. Many such communities interact with faculty and staff as well as other campus entities to enrich the student experience. There are currently seven themed communities at Sacramento State, five of which create meaningful opportunities for co-curricular engagement. • The Global Village at American River Courtyard is intended to build community and friendships among international students and domestic students. Residents of this themed community engage in cultural events, specialized programs and intentional interactions with students from various cultural backgrounds at Sacramento State and in the community at large. • The Community Engagement themed residence hall at Desmond Hall houses students who share a common interest in performing volunteer work, doing community service and partnering with members of the surrounding Sacramento State community. • The Leadership themed community at Sierra Hall requires residents participate in Sacramento State's 'Leadership Initiative' certificate program (described in this section above, under "Student Leadership"). • In the Social Justice and Inclusion-themed community at Sutter Hall, residents aim to develop a greater understanding of social justice and inclusivity and how their voices can help make a difference in their community. • The Full Circle Project at Draper Hall houses residents who aim to improve retention and graduation rates of Asian American and Pacific Islander (AAPI) and other underrepresented students through rigorous coursework, academic support, intentional student organization and leadership opportunities, career planning and meaningful community engagement.
Student teaching assistants	No	
Athletics	Yes	The Sacramento State Athletics program provides sports camps and clinics at the campus to local youth of all ages, which allows these visitors the opportunity to learn and develop their skills in a variety of sport activities. These camps and clinics are important in the overall mission of the University, both by connecting the community to what our campus has to offer and by acting as a means to expose potential students to campus life through visits to our campus. Ultimately, these students may become fans and possibly future student-athletes. Athletic youth camps are offered in the sports of football, men's and women's basketball, softball, baseball, volleyball, beach volleyball, and men's and women's soccer. In addition, camps in track & field and rowing are offered, though not sponsored, directly through Intercollegiate Athletics. The camps are staffed by members of the Intercollegiate Athletics coaching staff, as well as current Sacramento State student-athletes themselves. They are tremendous role models to many of our area youth.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

		The Athletics program also offers a "Ticket to College Program" which connects over 3,000 local area youth to Sacramento State and the student-athlete mentors. The objective of the program is to introduce capital region youth to the University campus, emphasize the importance of higher education through mentoring by Sacramento State student-athletes, and to have fun at a collegiate athletic event. All athletic teams at Sacramento State require their students to engage in a requisite number of hours of service in our local community. Among the teams which log their hours publicly, in 2017-2018 our student-athletes contributed a total 1,059 hours of service to a wide range of community organizations including those focused on housing and food insecurity, hurricane or fire relief, mental illness, literacy, and the environment. http://hornetsports.com/information/corporate/ticket/index http://hornetsports.com/sports/saac/2017-18/hornetscare
Greek Life	Yes	Sacramento State's 43 Greek organizations are required to provide service hours to various community organizations in the region. The Greek organizations share a commitment to the ideals of scholarship, leadership, and service. They represent international, national, regional and local organizations, and some also promote specific cultures or multiculturalism. A survey of these organizations in Fall, 2017 indicated that 1,333 students participate in the organizations. On average, each Greek organization contributes a total of 172.5 hours of service per semester. Thus, in the Fall of 2017, these students contributed a total of 74,000 of community service. The vast majority of organizations have a specific philanthropy effort they are tied to, which provides students with the opportunity to engage directly with the social issue the philanthropy supports. Examples of those philanthropies are Domestic Violence Awareness, Breast Cancer Awareness, St. Jude's Research Hospital, Alzheimer's Disease Foundation, the California Head Start Program, Boys and Girls Club of America, National Marrow Donor Program, and the Trevor Project.
Other (please specify)	No	

B.2. Indicate whether students have access to a co-curricular engagement tracking system that can serve as a co-curricular transcript or record of community engagement, and if such a system exists, describe the system used and how it is used.

All University students have access to "OrgSync" which is an online platform students are able to log into with their University computer credentials (i.e., "Saclink" credentials). The platform lets students track their participation in various events and involvement opportunities held around the University. The events available for participation are added to OrgSync by Sacramento State's Student Organizations and Leadership unit. Students are able to create a co-curricular transcript by adding specific event participation to their accounts, as well as details outlining the event, hours spent, their role, proof of participation, learning outcomes, a written reflection, and a reference if necessary. Students who are part of the Leadership Initiative (described earlier in the Student Leadership section) also use this system as a way of tracking the level of leadership they have achieved. At each stage, there is verification by Student Organizations and Leadership staff that the student has successfully completed the requirements of each level.

Additionally, the Career Center's College to Career (C2C) Readiness program is also housed in "OrgSync." On that platform, students can track their participation in various co-curricular experiential learning activities connected with the Career Center. They then use this information as a record of engagement as well. For

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

example, in the C2C "Informational Interview" activity, students write a reflection and include the name of the person they met with, describe their experience in general, and identify what they learned from the meeting. This ultimately aids students in reflecting on their personal and career goals.

B.3. Indicate whether co-curricular programming provides students with clear developmental pathways through which they can progress to increasingly complex forms of community engagement over time. Please describe the pathways and how students know about them.

Students participating in the Leadership Initiative can progress through four stages of the certificate program. In sequence, the stages are "Green", "Gold", "Hornet Pride", and finally the full "Leadership Initiative". The program is built upon the Social Change Model of Leadership. Each stage builds on the previous stage in terms of values and skills students develop, to advance their leadership abilities and become social change agents. Students become aware of the Leadership Initiative through outreach and promotion from Student Organizations and Leadership, a unit of Student Affairs.

The Community Engagement Center is also in conversation with Harvest Sacramento to plan for a leadership pathway specific to agriculture for students who have participated in one of the campus's annual community service events with Harvest Sacramento. With this pathway, students who have engaged in service with Harvest Sacramento will be offered the opportunity to become a team leader with Soil Born Farms, the cooperating community partner for Harvest Sacramento. Ultimately students who opt for this pathway will receive team leader training and lead harvesting teams at future events with Soil Born Farms.

B.4. Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links.

Although students participate broadly in leadership positions in the curricular and co-curricular initiatives described above, the student government organization, the Associated Students, Incorporated, provides the best example of student leadership in community engagement. The Office of Governmental Affairs (OGA) is the political voice for Sacramento State students. OGA informs students on the various higher education issues in California and advocates on their behalf in the State's Capitol. OGA offers students leadership development, local and statewide internship referrals, on-campus internship opportunities, and volunteer hours for clubs, organizations, class requirements or individual interest.

Student-developed in 2003, the mission of the Office of Governmental Affairs is to inform the students of Sacramento State about different political issues that affect both them and their State related to higher education, as well as lobby the State Legislature on behalf of the students and the ASI Board of Directors.
• The Office of Governmental Affairs informs Sacramento State students about higher education by organizing Voter Registration and Education, Lobbying, and Advocacy.
• OGA offers voter registration and education to Sacramento State campus by tabling during public and special events; last year OGA registered over 1,000 Sacramento State students. It maintains its stance as a non-partisan group by promoting all candidates and by encouraging all students on campus to vote.
• It informs students on initiative processes and provides information on propositions and candidates on the

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

ballot. AY 2018-19's biggest project was to have a polling place on campus for our students and surrounding community members, the only such polling place on any campus in the California State University system.

• OGA also provides citizenship information and sponsors a Citizenship Fair for our students and community members.

• Throughout the year, OGA's main purpose is to track the status of legislative bills that affect students at Sacramento State and to represent the Associated Students Inc. Board of Directors' position on critical issues in higher education. It also lobbies on behalf of Sacramento State students and invites students to advocate on higher educational issues by having the opportunity to join the Lobby Corps.

• The Office of Governmental Affairs refers students to internship and scholarship opportunities available for students as well as community service opportunities on campus. It also provides students with information on higher education issues for research or it can provide contacts in the Sacramento community.

Student leadership is recognized in a wide variety of ways. Students who excel academically and act as leaders both on and off campus in community-engaged ways are recognized by the Faculty Senate through the Faculty Endowment for Student Scholarships. Academic departments and colleges also hold ceremonies to recognize student leadership in community engaged research. The Community Engagement Center holds an Annual Community Partner Luncheon, at which community partners are thanked for their willingness to partner with Sacramento State. At this luncheon, a student leader who has been deeply involved in service learning is also recognized and awarded with a plaque.

https://www.csus.edu/acse/lecture-and-awards/fess-ug-page.html
https://www.csus.edu/soal/leadership%20programs/awards%20and%20recognition.html

B.5. Describe how institutions have designed new programs and initiatives, or re-designed existing ones, to both increase students' access to and participation in community-engaged activities (particularly students who are not currently engaged) so that a relatively larger portion of students have the opportunity for developing the cultural competencies, asset-based approaches, and values of reciprocity for engaging with communities.

Since the last classification, we have codified our definition of service learning and linked it to our academic internships, which clarifies these community engaged learning experiences. This has shifted the culture of the campus to create more opportunities and to reach more students.

The Sacramento State curriculum provides our students with multiple opportunities for community engaged learning. Of these, participation in service learning provides the best measure. The 2017 National Survey of Student Engagement (NSSE) results for Sacramento State revealed that fully 65% of our seniors reported they had participated in service learning projects in one or more of their courses. Women (71%) were much more likely to have participated than men (59%). African-Americans (65%), had the same rate of participation as the student body overall. Asian-Americans (71%) and Hispanic and Latinx (70%) both had higher participation rates that white students (62%). Participation among first-generation students (68%) was higher than for students for whom one or both parents held a bachelor's degree (63%).

Enrollment data in courses designated as containing a service learning component is roughly consistent with self-reporting in NSSE. In Fall 2018, 78% of students in service learning courses were female. Matching their student population, 7% were African-American and 29% were white. At 36%, Latinx students were highly engaged. At 16%, Asian students were slightly less engaged.

Most significantly, 73% of the students who enrolled in a service learning-designated course were Pell Grant

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

recipients, underscoring the fact that the University reflects the Sacramento community. On our largely commuter campus, our students are engaged in the communities in which they have lived and will continue to live. This is not a town-gown romance. It is organic. The University is not introducing its students to problems of contemporary urban life about which they were unaware. Rather it is empowering them, as students and as graduates, to be agents of change in their city, their region and their state.

As might be expected, NSSE data indicates that participation in service learning is highest among students preparing for professions in education (84%), social service (81%), health (78%), communications (71%), and the social sciences (68%). Participation is lowest among students majoring in the physical sciences and math (43%), arts and humanities (50%), business (54%), and engineering (55%). This conclusion may be an artifact of student self-reporting. It is not clear that a geology student, for example, who participates in the state-wide ground water tracking project, knows that she is engaged in service learning. She may just think that she is part of an important research project.

C. Professional Activity and Scholarship

C.1.

How have faculty of any employment status (tenured/tenure track, full time non-tenure track, and part time faculty) not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), (e.g., publishing articles, making presentations, conducting studies of their courses, conducting workshops, etc)? Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning.Indicate whether the faculty are tenure-track or part-time/non-tenure track Also, describe how this scholarship has been supported since your last classification.

All faculty noted in the scholarly work below are tenured or tenure-track. Support for their work on the scholarship of teaching and learning comes through various vehicles, including grants from the University, local agency-based grants, and national grants.

One of Sacramento State's signature community engagement projects, the Writing Partners Program, is considered a model program both for promoting civic education and creating pathways for elementary school students to become college-ready. The program has been the subject of two recent peer-reviewed conference presentations on the scholarship of teaching and learning:

Kivel, B.D., Smith, M.M., Redada, F., & Moylan, A. (2017). Writing Partners @ Sac State: A Pathway to Civic Education. Continuums of Service, Denver, CO.

Kivel, B.D. & Redada, F. (2016). Writing partners @ Sac State: A service learning partnership with elementary school students and Sacramento State college students. Experiential Learning & Leadership Institute, Bryce Canyon National Park, UT.

Additionally, a systematic evaluation was conducted of student reflections on the Writing Partners @ Sac State. The outcomes of that evaluation were published in a report from the Association of American Colleges and Universities which focused on efforts at universities nationwide to effect positive change in campus diversity, equity, and inclusion:

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Meyer, S. L. (2018). Project LAUNCH: From "can't do" to "can do". In Association of American Colleges and Universities (Eds.), A vision for equity: Results from AAC&U's project "Committing to equity and inclusive excellence: Campus-based strategies for student success (pp. 8-15). Association of American Colleges and Universities, Washington, DC. https://www.aacu.org/publications/vision-equity

Another line of research conducted by faculty in Criminal Justice examines whether a co-curricular experience affects graduation rates for 1456 students enrolled in criminal justice courses over a 10-year span. Students received training in mentoring strategies and upon successful completion, were matched with youth from local high schools who became "protegés". Progress toward course learning objectives were assessed as well as the effects of service learning on graduation rates:

Gutierrez, R. S., Reeves-Gutierrez, D. and Helms, R. (2012). Service learning and criminal justice students: An assessment of the effects of co-curricular pedagogy on graduation rates. Journal of Criminal Justice Education, Vol. 23(3), pp. 356-380.

Sacramento State sustains very strong partnerships with local schools. The University also offers an excellent teacher placement program for graduates of our College of Education. The Urban Teacher Education Center (UTEC), an off-campus teacher preparation program serving only children from public housing, has been a long-term community partner. The partnership allows University students to learn to teach in one of lowest income communities in Sacramento, as well as collaborate on developing and providing services for the community. Additionally, the partnership has been the basis for publications on the scholarship of teaching and learning:

Noel, J. (2016). Community-based urban teacher education: Theoretical frameworks and practical considerations for developing promising practices. The Teacher Educator, 51(4), 335-350. https://www.tandfonline.com/doi/abs/10.1080/08878730.2016.1210429

Noel, J. (Ed.) (2013). Moving teacher education into urban schools and communities: Prioritizing community strengths. New York: Routledge. [recipient of a 2013 Critics Choice Award from American Educational Studies Association] https://www.routledge.com/Moving-Teacher-Education-into-Urban-Schools-and-Communities-Prioritizing/Noel/p/book/9780415528085.

C.2.

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

Faculty across programs and colleges are involved in this kind of community-engaged work, which again is supported in part via grants from a variety of local and national agencies.

In the History Department (College of Arts and Letters), a faculty member worked with students and people throughout Sacramento to create a short film on the history of Sacramento's Japantown. The faculty member submitted the script to Access Sacramento's 17th Annual "A Place Called Sacramento Film Festival". The film was one of 10 scripts selected for the festival; it premiered at the Crest Theatre in Sacramento and later aired on Access Sacramento.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Dym, Jeffrey and Jason Bowman. "A Neighborhood Lost: Sacramento's Japantown." (video, 2016) https://www.youtube.com/watch?v=TBQi0hdIz5o&t=2s

Faculty and students in the Communication Sciences and Disorders Department (College of Health and Human Services) have developed "The Sacramento State Literacy Connection," consisting of three ongoing service learning projects focused on improving literacy among low-income children and their families. In addition, a website dedicated to literacy materials and resources for families is maintained and updated regularly for these projects.

Pieretti, R.A., Derebenskaya, C., Ibarra, C. & Roseberry-McKibbin, C. (2018, March). Providing literacy materials to at-risk families in poverty: Practical strategies. Presentation at the California Speech-Language-Hearing Association Convention, Sacramento, California.

Pieretti, R. A. (2018, February). Language, literacy, and the Common Core Standards: An interdisciplinary approach to assessment. Presentation at the American Twin Rivers Unified School District, Sacramento, California.

In the Geology Department (College of Natural Science and Mathematics), a faculty member and students in a research group extracted and analyzed data from oil and gas well construction records to support the US Geological Survey and California State Water Resources Control Board in understanding connections between oil and gas production and usable groundwater.

Stephens, M., Shimabukuro, D.H., Chang, W., & Gillespie, J. (2018). Groundwater salinity mapping using geophysical log analysis within the Fruitvale and Rosedale Ranch oil fields; Kern County, California, USA: Hydrogeology Journal, doi: 10.1007/s10040-018-1872-5.

In the Psychology Department (College of Social Sciences and Interdisciplinary Studies) a faculty member sustains a collaboration with the Renaissance Society, an agency which promotes lifelong learning for older adults. Students carry out a service learning project that assesses whether the programming offered by the Renaissance Society is meeting program participants' needs. An annual technical report is provided to the agency, providing feedback to allow for better programming.

August, R. A., Watmore, N., Jacobs, K., & Guerrero, S. (2018). Experiences with Volunteerism and Participation in the Renaissance Society. Sacramento, CA: California State University, Sacramento. 23 pp.

In the Criminal Justice Department (College of Health and Human Services), a faculty member has conducted evaluations of the Adult Day Reporting Centers for Sacramento Probation as well as the wrap-around program for juveniles. The work is summarized in technical reports provided to the associated agencies.

Ramm, E., Simmons, K., Tedrow, M., & Singer, J. (2018) A Process and Improvement Evaluation of Sacramento County Probation's Adult Day Reporting Center. Sacramento, CA: Center for Justice and Policy Research, California State University, Sacramento.

C.3.

How have professional staff contributed to the scholarship of community engagement (through conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (e.g., student program development, training curricula, leadership programing, etc.)? Provide five examples of professional staff scholarship related to community engagement and describe how this scholarship has been supported since your last classification.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Sacramento State Career Center staff facilitated the Pathways to Public Service Career Week in 2017-2018 in partnership with government employers. Staff at the Career Center co-created workshops with community partners on "Transitioning College Experiences," "Successful Interviewing," "How to Get a State Job," and "Cracking the State Application: Hands-on Lab." Staff later presented on career exploration strategies at the CSU Counselor Conference. The events served 420 students.

Danielle Muñoz, the Student Affairs case manager at Sacramento State, gave a presentation at the CSU's Basic Need Initiative Conference in 2017-2018 on the intersection between basic needs insecurity and financial education and the various resources in the community to assist students. In addition, she presented on this topic along with Dr. Beth Lesen, Dean of Students, at the NASPA Student Affairs Administrators in Higher Education National Conference in 2017-2018.

The Dreamer Resource Center staff provides professional development workshops to Sacramento State faculty and staff on serving undocumented students. These workshops, entitled "Dreamer Ally Training," trained over 570 faculty and staff in 2017-2018 alone.

Additionally, The Dreamer Resource Center hosted the "Keeping the Dream Alive Conference," a convening aimed at offering support for undocumented students and those with undocumented family members. The conference covered topics such as financial assistance, campus policies, scholarships, immigration, careers and healthcare, and impacted hundreds of educators and institutions from throughout the state. https://statehornet.com/2018/12/sac-state-to-host-third-annual-keeping-the-dream-alive-conference/

Francine Redada, Senior Partnership Coordinator of the Community Engagement Center, has given presentations annually for the last three years, all aimed at communicating creative best practices in service learning and community service. In 2017 she spoke at the Experiential Learning Leadership Institute (ELLI) in Salt Lake City, Utah, on the topic of "Write for the Future: A Service Learning Partnership Between Elementary School Students and Sacramento State College Students." In 2018 she spoke again at the Experiential Learning Leadership Institute (ELLI), held in Flagstaff, Arizona on the topic of "#SacStateSonoma: Sac State Reaches Beyond Our Borders for Alternative Spring Break." In 2019 she spoke at the Undergraduate Leadership Conference held at the UC Davis Center for Leadership Learning in Davis, California on the topic of "King/Chavez/You – From Ordinary to Extraordinary Leadership."

D. Community Engagement and other Institutional Initiatives

6.1.

Indicate how community engagement directly contributes to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty, and describe what has changed since the last classification. Provide relevant links if available.

Community engagement at Sacramento State is directly aligned with the university's diversity, inclusion, and equity goals for students and faculty. Many of our community partnerships are designed to ease the pathway for young men and women from underrepresented and underserved populations to enter college, to succeed when they arrive, and to thrive after they graduate.

Our commitment to producing graduates that reflect the diversity of our communities begins with the K-12 and K-14 pipelines and continues to provide support for students when they are here. The Align Capital Region

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

partnership with the Los Rios Community College District and Sacramento City Unified School District shares data across educational sectors that supports improved placement, traceability, and transferability in the K-20 pipeline. We look to expand this partnership to include regional K-12 and community college districts and UC Davis. Fundamentally, it is an equity program designed to ensure that the diverse residents of our region are prepared for and have access to higher education. La Féria de Educación is a partnership with local media (Univision) designed to provide Spanish speaking parents and students with information, tools, and resources that smooth the transition of their children from high school to public higher education in California. Finally, the Center for College and Career Readiness partnered with Sierra College and Rocklin Unified School District to create a math course for high school seniors that prepares them for success in college level math courses. This course will be available to school districts throughout the state and will help close the equity gap in college readiness.

Efforts to recruit diverse faculty are directed at equity in student success. Our diverse students will be inspired by, and learn from, a faculty that is as diverse as our city and our student body. To this end, we administer a CSU-wide program, the Louis Stokes Alliance for Minority Participation, funded by the NSF, that has two primary goals: (1) increase the number of underrepresented minority students graduating with undergraduate and graduate degrees in STEM, and (2) contribute to the production of scholarly research in broadening participation in STEM. A supplemental NSF Grant administered from Sacramento State seeks to build a "Bridge to the Doctorate" for CSU minority graduates.

Sacramento State has made the support of diversity and inclusion an institutional priority in the establishment of the Office of Inclusive Excellence in 2016. The Executive Director of the Office of Inclusive Excellence partners with various stakeholders across the campus as well as in the local community to embed equity, diversity, and inclusion into every aspect of University practices and operations. Local community partners include Greater Sacramento Urban League Young Professionals, the Latino Leadership Council, NorCal Services for Deaf and Hard of Hearing, Sacramento LGBT Community Center, and Sacramento Veterans Resource Center. The Office of Inclusive Excellence Director serves as a member of the President's cabinet and advises leadership on issues related to equity, diversity, and inclusion. The Office also develops strategies to strengthen the norm of inclusive excellence throughout the University.
https://www.csus.edu/diversity/

6.2.

Indicate how community engagement is connected to efforts aimed at student retention and success, and describe what has changed since the last classification. Provide relevant links if available.

The links between community engagement, student retention and degree completion are recognized explicitly in Academic Affairs' Strategic Plan, and implicitly in the Office of the Executive Director of University Initiatives and Student Success, both described above. The former identifies service learning as a high impact program that improves retention while the latter places cabinet-level oversight of student success and community partnerships in the same office.

Sacramento State is an enthusiastic participant in the CSU Graduation Initiative (GI) 2025, which seeks to increase graduation rates for first-year and transfer cohorts and to eliminate equity gaps for underrepresented minorities and Pell-eligible students. Community engagement is fully aligned with these efforts. One GI 2025 goal centers on academic preparation before college. It eliminates remediation and provides all students with the opportunity to complete 30 units of college level coursework in their first year. Our community engaged work with the K-12 pipeline is critical to the success of preparing students to be ready for college-level work upon graduation from high school, no matter from which high school they graduate. Our collaboration with the Rocklin Unified School District and Placer County Department of Education to create a college-prep math

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

course for high school seniors, and to make that curriculum, and associated professional development, available to high schools through the state, exemplifies this alignment. But, as we note above in describing the impact of engagement on faculty, it is only one of many such partnerships.

A second GI 2025 goal centers on student engagement. Providing undergraduates with high-impact experiences enhances their engagement. On our campus, service learning is the most common High Impact Practice (HIP) in which our undergraduates participate. Nearly two-thirds of seniors report participating in service learning in their coursework. No other high impact practice has a participation rate greater than 41%. In measuring the impact of community engagement on students, as noted above, those who participate in service learning earn higher GPAs and are more likely to persist from semester to semester. Although we are careful not to confuse correlation with causation, we nevertheless are persuaded that increasing service learning and other kinds of community engaged learning will continue to improve graduation rates and reduce time to degree.

Student Affairs is a full partner in the University's efforts to improve retention and reduce time to degree through community engagement. In addition to the co-curricular engagement described above, Student Academic Success and Educational Equity Programs (SASEEP) supports student success and retention, with a special focus on equity, as a main goal. It leverages relations with external entities, builds effective partnerships with individuals and constituencies in the community and across the University, and hosts institutes, conferences and other opportunities for collaborating with key external organizations. SASEEP is anchored by twenty-eight educational equity student support programs in all and aims to ensure the success of all students on campus.

https://www.csus.edu/saseep/

6.3

Indicate whether the campus institutional review board (IRB) or some part of the community engagement infrastructure provides specific guidance for researchers regarding human subjects protections for community-engaged research, and describe what has changed since the last classification. Provide relevant links if available.

The Office of Research, Innovation, and Economic Development (ORIED) has restructured the duties of its Research Integrity and Compliance Officer to include a greater focus on preparing faculty and students for research involving human subjects, including research conducted within communities rather than in laboratory settings. The Research Integrity and Compliance Officer now helps faculty understand the need to better clarify their relationships with community partners for the purpose of research. Additional changes at ORIED, as carried out by the Compliance Officer, include: (1) offering a Responsible Conduct of Research workshop, especially related to research with human subjects; (2) offering 20 hours per semester of face-to-face training to faculty, staff, and students on IRB requirements related to human subjects, as well as the opportunity for faculty, staff, and students to take workshops related to human subjects research online; and (3) instituting a requirement that IRB online training be completed by anyone submitting a grant proposal. The IRB online training includes both Social-Behavioral-Educational and Biomedical training, depending on the area in which faculty, staff, and students conduct research. Case studies and video clips focused on the protection of human subjects are included in the online course which present ethical dilemmas and instruct researchers on how to respond to them.

6.4

Indicate whether community engagement is connected to campus efforts that support federally funded grants for Broader Impacts of Research activities of faculty and students, and describe what has changed since the last classification. Provide relevant links if available.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

The Office of Research, Innovation, and Economic Development (ORIED) links faculty on campus to the regional community through advancing various initiatives that have mutual benefit. A key task for the ORIED Director is to develop and leverage community partnerships for increased grant funding for Sacramento State and the community. The Director conducted data analytics on grants received from federal agencies to determine the amount and percent of grants related to community. One finding is the University received nearly $25 million ($24,835,471, to be exact) in funding from the U.S. Department of Education from 2010-2017, of which 98% is in partnership with our community's schools and school districts, organizations, and agencies.

As a further example of such broad, federally-funded grants connected to community engagement, ORIED implemented a policy in 2017 that identifies which grant proposals are related to the "Promise Zone," described earlier. ORIED now marks Promise Zone-related grants with a code that can later be used in data analysis of grant funding utilized for community engagement.

Of course, many grants engage the public beyond the Sacramento community, attesting to Sacramento State's role as the "Capital University." The list below samples federally funded grants from AY 2017-18 that engage the community and/or otherwise contribute to the public good.

Lisa C. Hammersley, LS-AMP
National Science Foundation, $787,000.00
2017 Bridge to the Doctorate at CSU Los Angeles: CSU-LSAMP-BD Cohort XIV Yr 1
The purpose of this project is to bring 12 graduates of LSAMP undergraduate programs to academe and research at the frontiers of science and engineering.

Jana Noel, Graduate Professional Studies
US Department of Education $523,986.00
Sacramento Compromedtid@s Yr 1 Promise Zone: PZ2
This project commits to increasing the number of culturally and linguistically competent teachers by creating a clear and coordinated path to recruit, support, and advance Hispanic and bilingual teachers from high school, through Sacramento State's undergraduate program, to completion of the post-baccalaureate teaching credential program.

Mary McCarthy-Hintz, Chemistry
National Institutes of Health, $201,063.00
NIH- Sacramento State RISE Program Yr 1
The goal of the proposed RISE (Research Initiative for Scientific Enhancement) Program at California State University, Sacramento is to provide educational and research-related activities to increase the number of students from typically underrepresented groups who complete graduate degrees (MS and PhD) in biomedical-related research fields.

Katherine McReynolds, Chemistry
National Institutes of Health, $95,850.00
Development of Glycodendrimers as Potential Microbicide Agents (Working Title)- Year 3
The long-term goal of this work is to produce reproducible and efficient synthetic methods to synthesize novel sulfated, non-cytotoxic, glycodendrimers possessing anti-HIV activities.

Nathan Stevens, Arch Research Center
National Park Service, $39,781.72
Archaeological Analysis for the Emergency Services Complex Project at Yosemite Valley

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

This project involves a collaboration between CSUS and the National Park Service to complete laboratory analysis, reporting, and project archiving for the archeological collections that were excavated in 2016 from site CA-MRP-56/H at Yosemite Valley.

6.5. Does the institution encourage and measure student voter registration and voting?

Yes

6.5.1

Indicate whether the institution encourages and measure student voter registration and voting , and describe the methods for encouraging and measuring student voter registration and voting and what has changed since the last classification. Provide relevant links if available.

Voter registration is enthusiastically supported at the highest level of administration at Sacramento State. The University works to increase registration and turnout among its students and in the broader community.

President Nelsen emailed all members of the campus community a few weeks prior to the Fall 2018 election reaffirming Sacramento State's deep commitment "to the civic engagement of our students" and attesting that "the simple act of voting is the cornerstone of our democracy." He reminded the community that participation in the election was critical as "Californians will vote for governor, U.S. senator, congressional representatives, and legislators, as well as on a number of state propositions." His message provided students with instructions on how to register to vote and where they could vote on-campus.

In support of student registration and voting, Sacramento State partnered with Associated Students Incorporated (ASI) and the Sacramento County Voter Registration Office to establish a Vote Center on campus, to staff the site, and to advertise its existence and purpose. The Center opened a week before the election, allowing voters to drop off ballots or vote in person. Vote Centers were made possible by the 2016 California Voter's Choice Act, which allowed Sacramento and thirteen other counties to replaces traditional polling places with a voter friendly alternative. These locations allow for "same day" conditional voter registration. Ours was the first Vote Center ever to be placed on a college campus in California.

The University took multiple measures to encourage its students to vote. Voter registration forms were given to all students in the residence halls and distributed to non-residential students throughout campus. ASI hosted voter registration tables across campus and conducted an active campaign on social media through the 2018 election cycle. The Information Resources and Technology unit posted a voter registration reminder and "get out the vote" message visible to students when they logged into the student portal, "My Sac State." The Black and Brown Voter Summit hosted a voting education rally in the library quad. These efforts paid off. The University participated in the "Ballot Bowl" voter registration contest, in which campuses competed to register students to vote. Of all of California's universities, colleges, and community colleges, Sacramento State came in tenth.

The University also worked to support voter registration and turn-out in the community. The Community Engagement Center supported a voter registration campaign in local low voter turnout neighborhoods. The Project for an Informed Electorate, housed at the Institute for Social Research at Sacramento State, hosted an Initiative Explainer event on October 2, 2018. The Institute hosts ongoing events aimed at empowering citizens by fostering greater understanding of politics, policy, and government.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on on 4/5/2019. Last modified on 7/19/2020.

In general, voter consciousness is an issue promoted at Sacramento State in an ongoing way, not just during the election season. Since our last classification, Sacramento State's Community Engagement Center has expanded their Constitution Day effort, to a full week of activities ("Constitution Week"). Activities routinely include voter registration drives, quiz bowls, days of community service and lectures/ guest speakers.

https://www.youtube.com/watch?v=slfYsl6j9ts&list=PLBQP8peXHcaJHjjVXOr5fX7OKYAd_vZyM&index=1

6.6

Indicate whether the institution is committed to providing opportunities for students to discuss controversial social, political, or ethical issues across the curriculum and in co-curricular programming as a component of or complement to community engagement, and describe what has changed since the last classification. Provide relevant links if available.

Since the appointment of President Nelsen, the campus has taken a proactive and intentional approach to any matters that might be deemed controversial. President Nelsen is deeply committed to ensuring that our campus is a place of safety, respect, and inclusion for all members of our campus community. He regularly sends timely campus-wide Presidential Update e-mails to remind faculty, staff, and students of the positive culture Sacramento State aims to create, particularly in challenging socio-political times. For example, following a summer marked by the #MeToo movement, local and national police violence, and the run-up to the hearings for Justice Kavanaugh's nomination to the Supreme Court, President Nelsen sent an e-mail on Sept. 20, 2018 to the entire campus indicating that with the new semester underway "our campus will see numerous speakers, lecturers, and guests who may elicit a wide array of feelings and reactions from members of our campus community. Some may be exciting while others will be controversial or even unwelcome. At Sacramento State, we will continue to make inclusion a priority and to celebrate our diverse community."

In that vein, Sacramento State hosted its 5th International Conference on Genocide in November 2018. The conference is aimed at examining issues such as genocide denial, international arrest warrants issued following genocide, transitional justice, and genocide prevention. The conference allows for productive discussion about the challenges and responsibilities of the United Nations in the prevention of and punishment for genocide. These issues, and unfortunate current-day parallels following the mass shooting at the Tree of Life Synagogue in Pittsburgh, Pennsylvania, were publicly addressed by President Nelsen. He issued a campus-wide email stating: "We must reject the intolerance, bigotry, and anti-Semitism that led to this loss of life. I am devastated that yet again people peaceably gathering at their place of worship to pray, celebrate, and reflect have become the victims of a hate crime. No one should have to live in fear in their place of worship. As a Hornet Family, we must work together to stop violence toward people based on their religion, beliefs, ethnicity, sexuality, gender, race, and identity."

In another example, students and faculty chose Becoming Nicole: The Transformation of the American Family, for the 2018 campus One Book program. The book chronicles the story of Nicole Maines and her family as they come to terms with Maines being transgender.
For co-curricular programming, Ms. Maines and her father came to our campus to discuss her experiences and the broader topic of gender identity. President Nelsen sent a message two days prior encouraging all campus members "to attend these events with an open heart so that we can all learn how to better support all members of the Hornet Family." He further encouraged the campus to "support our transgender, gender non-conforming, and transgender/gender non-conforming communities by affirming their gender identities and using chosen names and pronouns."

https://www.csus.edu/news/articles/2018/10/18/Transgender-activist-and-Supergirl-headlines-One-Book-Day-.shtml

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

6.7

Indicate whether your campus has curricular and/or co-curricular programming in social innovation or social entrepreneurship that reflects the principles and practices of community engagement outlined by the definition of community engagement provided above, and describe what has changed since the last classification. Provide relevant links if available.

The Dale and Katy Carlsen Center for Innovation and Entrepreneurship provides an excellent example of how Sacramento State has embraced social innovation and social entrepreneurship as situated in a set of principles and practices embodying community engagement. The Center was launched in 2017. At a public news conference announcing their gift of $6 million in support of the center, Dale Carlsen explained, "One of the concepts that we really want to grow and teach in entrepreneurship is the power of giving back. The more you give, the more you get, it is so true. We have seen it in action, and we hope to build that here as well." Katy Carlsen further elaborated, "I would like to encourage all the students at Sac State to consider social entrepreneurship as part of this as well" (https://www.csus.edu/news/articles/2017/11/13/carlsens-give-sac-state-innovation-a-$6-million-boost.shtml).

The Carlsen Center has developed a four-pillar approach to encouraging entrepreneurship and innovation that has roots in our local community, and further helps tie students, staff, and faculty to entrepreneurial opportunities and resources.

The first pillar is the students, faculty, and staff of Sacramento State, who can be at the heart of future efforts toward entrepreneurship. The Carlsen Center also focuses on building partnerships with other colleges including UC Davis, Los Rios Community College District, and Sierra College.

The second pillar is K-12 entrepreneurship, where the Carlsen Center works to strengthen ties between the University and K-12 schools through innovative partnerships. For instance, the Carlsen Center organizes and operates a week-long food-based youth camp for fourth and fifth graders in multiple areas throughout greater Sacramento. Each youth camp is tied directly to local community partners, local businesses, and government organizations who assist with various aspects of the camp, including acting as mentors, providing retail or service locations for students to create "food booths" and assisting with developing knowledge around food handling and licensing requirements.

The third pillar is community entrepreneurship. The Carlsen Center works with numerous local partners and local events all aimed at expanding capacity in the Sacramento region for innovation and entrepreneurship.

The fourth pillar is intellectual property and technology transfer. The Carlsen Center handles the intellectual property disclosure for students, protection of students' intellectual property, and the transfer of student intellectual property in the form of license agreements, just as Sacramento State's ORIED handles the protection of faculty and staff intellectual property.

In addition to the excellent example of the Carlsen Center, the College of Business Administration hosts a Center for Small Business (CSB). For more than forty-five years, the CSB has served over 2,000 small businesses in the Greater Sacramento area, offering free management assistance to small for-profit and not-for-profit organizations. The CSB assigns students to work with clients as part of their coursework in various classes offered by the College of Business Administration.

E. Outreach and Partnerships

Outreach and Partnerships has been used to describe two different but related approaches to community engagement.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus 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.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

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1. Outreach

1.1

What changes to outreach programs and functions (extension programs, training programs, non-credit courses, evaluation support, etc.) that reflect a community engagement partnership approach have taken place since your last classification? Describe three examples of representative outreach programs:

Under the auspices of the Community Engagement classification, Sacramento State's extension programming and non-credit training services have transitioned from a provider role (simply offering courses, programs, and services) into a more active and engaged partner in regional needs and solutions. This evolution can be seen with the following three examples.

Impact Foundry
Since one in every four jobs in the Sacramento region is in the non-profit sector, Impact Foundry (hub organization for the non-profit sector in the surrounding 18 counties) plays a critical role in the sector. Previously, Impact Foundry was loosely affiliated with Sacramento State by connecting students with nonprofit entities in need of volunteers, but now the entities have built a partnership serving the greater region's needs and leveraging the resources, expertise, and connectivity of both organizations. Partnership highlights include:
• A Sacramento State senior administrator serving on the board of directors
• Faculty experts serving on panels and speaking with nonprofit groups
• Conducting student and faculty research
• Assisting non-profits in connecting with students
• Facilitating convenings around critical community issues
• Serving as a prominent sponsor and offering scholarships for the annual What IF Conference
• Providing training for faculty, staff, and students
• Matching services to non-profit boards or volunteer opportunities
• Access to member organizations for research and scholarly activities
• Work experience through internships, volunteer, and student assistant opportunities.

Childhood Obesity Conference
Sacramento State has steadily increased its logistical support for the Childhood Obesity Conference over the last ten years through idea and curriculum development, faculty expertise, and learning assessments. Now the University serves as a full partner. The biennial conference is next scheduled for July 2019, and other partners include: California Department of Public Health, California Department of Education, California Endowment, Nutrition Policy Institute, and Kaiser Permanente. The most recent convening brought over 1,400 attendees from across the country and featured 14 pre-conferences, 28 workshops, 12 mini-plenaries, 43 roundtables, and 3 keynote plenary sessions. The conference is the nation's largest, most influential collaboration of professionals dedicated to combating pediatric obesity.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Hornet Heartsaver

Heart disease is the No. 1 cause of death for men and women in the United States, claiming approximately 1 million lives each year. Eighty-eight percent of cardiac arrests occur at home, but 70% of Americans either don't know how to perform CPR or their training has lapsed. Part of having health and safety as a campus priority is being heart healthy, heart aware, and heart safe, and Sacramento State became the first CSU to become an American Heart Association Authorized Training Center in 2012. Sacramento State provides CPR training to the University and larger community through the Hornet Heartsaver program. In addition to Basic Life Support skills training for healthcare professionals, individuals and groups can take CPR and First Aid. Groups like the Girl Scouts Heart of Central California added Hornet Heartsaver to their member offerings--7 courses served 56 girls in 2017-18.

https://impactfoundry.org/
http://www.cvent.com/events/10th-biennial-childhood-obesity-conference/event-summary-a1b233ca586c4cc7af9fc9922243758c.aspx
https://www.cce.csus.edu/hornet-heartsaver

1.2

What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Provide examples of how these institutional resources are consistent with a community engagement partnership approach.

The Sacramento State Downtown Center is a prime example of a new institutional resource that is consistent with a community engagement partnership approach. It is located in the heart of downtown Sacramento, serving as an extension of the campus in a location accessible to hundreds of community agencies as well as city and state officials. It is a hub for innovative teaching, learning, and research, and fosters collaborative partnerships that address real-world issues and improve the quality of life in the Sacramento region. It allows Sacramento State to host easily accessible events of particular interest to the community and University alike; it offers opportunities for professional development and ongoing training opportunities; it provides an incubator for real-world learning experiences for students and recent graduates in policy making and government; and it provides a facility for graduate and undergraduate classes of particular interest in our State Capital, such business, finance, public health, statistics, public policy and administration, and innovation and entrepreneurship.

Institutional resources have also been utilized for capacity building that supports outreach for a wide array of internship models and the growing opportunities for service learning. The Sacramento State Career Center's new Senior Workforce Analyst focuses on outreach to the regional employer community in order to cultivate partnerships that lead to internships, job opportunities, mentorship sessions, and alumni connectivity. Additionally, the Community Engagement Center increased its staffing to include a Senior Partnership Coordinator position whose main focus is to cultivate, develop, and maintain long-term community partnerships for students and faculty involved in service learning and/or academic internships.

The Sacramento State Office of Public Affairs and Advocacy, and in particular the Director of Federal and State Relations, manages and fosters relationships with governmental agencies and elected officials while facilitating many of Sacramento State's community engagement efforts. Locating the Vote Center (described above) at Sacramento State is a recent example of those efforts. Sacramento State not only made history as the only California university with a Vote Center on its campus for the November 2018 general election, but also provided University shuttles to bus students and staff to the Center from all points around campus. Investing in staff, shuttles, parking, extra lighting, and security for the voting center allowed for civic engagement in an 'on-

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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demand' and 'just in time' model. Registered voters, primarily students, literally went to the center, said "this where I live," and received a ballet on the spot (https://www.csus.edu/downtown/).

2. Partnerships
This section replaces the previous "partnership grid" with a series of repeating questions for each of the partnerships you identify.

Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum = 15 partnerships). As part of this section, we are asking for an email contact for each partnership provided. The text for the email that will be sent to your community partner can be found below.

As part of this section, we are asking for an email contact for each partnership provided. The following email will be sent to your community partner:

Dear community organization partnering with a college or university,

{Name of Campus} is in the process of applying for the 2020 Elective Community Engagement Classification from the Carnegie Foundation. The classification is offered to campuses that can demonstrate evidence of collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity. Partnerships that meet the standards of community engagement are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

We were provided your email address by the campus applying for the Community Engagement Classification. The Community Engagement classification is offered by the Carnegie Foundation and is available to all colleges and universities in the United States. For more information about the classification, please go to https://www.brown.edu/swearer/carnegie.

We would like to ask you to assist with this classification process by providing confidential responses to a very brief online survey (LINK provided). While your participation in the survey is entirely voluntary, your input and perspective on the activity are valuable in evaluating campus community engagement. Beyond the evaluation of campus community engagement, the responses provided by community partners contributes to a national understanding of how communities and campuses are collaborating for the purpose of deepening the quality and impact of such partnerships.

In order to be able to assess and improve partnership activities, it is important to provide candid responses to the questions. The responses you provide are confidential and will not be shared by Swearer Center as the Administrative home of the Carnegie Community Engagement Classification with the campus.

Many thanks for your response.

Sincerely,

Survey Questions

The survey will include the first page of this framework with the definition of community engagement.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

As a community partner, to what extent do you agree or disagree with the following statements with regards to your collaboration with this institution? (1= Strongly disagree, 4=Strongly agree)

1. Community partners are recognized by the campus.
2. Community partners are asked about their perceptions of the institution's engagement with and impact on community.
3. My community voice is heard and I have a seat on the table in important conversations that impact my community.
4. The faculty and/or staff that our community partnership works with take specific actions to ensure mutuality and reciprocity in partnerships.
5. The campus collects and shares feedback and assessment findings regarding partnerships, reciprocity, and mutual benefit, both from community partners to the institution and from the institution to the community.
6. The partnership with this institution had a positive impact on my community
7. Describe the actions and strategies used by the campus to ensure mutuality and reciprocity in partnerships.
8. Please provide any additional information that you think will be important for understanding how the campus partnering with you has enacted reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes.

Please indicate whether you consent to having your responses used for research purposes by the Swearer Center as the Administrative home of the Carnegie Community Engagement Classification. For research purposes, all responses will be aggregated and no individual partner or campus information will be identified. If you have any questions, please contact us via email: carnegie@brown.edu

The button below "Add Partner" will prompt 14 questions related to the partnership. Please note that adding any partner's email will trigger the survey to send instantly. If you do not wish to send the survey to the partners at this time, you can choose to add their email information before you submit the full application.

Partner #1

Project/Collaboration Title	Align Capital Region (Student Data Exchange)
Organization Name	Los Rios Community College and Sac City Unified School District
Point of Contact	Melanie Dixon (Associate Vice Chancellor, Los Rios Community College District).
Email	DixonM@losrios.edu
Phone	(916) 568-3130
Institutional Partner	: Office of the President, University Initiatives and Student Success, Institutional Research Effective Planning, Center for College & Career Readiness

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Purpose of this collaboration	In order to improve the economic growth and innovation of Sacramento and the surrounding areas in the region by bringing together diverse groups of educators, community and business professionals to build plans to effectively advance mutual outcomes, the Align Capital Region (ACR) partnership focuses on talent development, community well-being, economic vitality, and educational attainment. The Student Data Exchange partnership works to find a solution for sharing student data across educational segments that takes into account the needs of multiple stakeholders (K-12/Community College/University students, administrators, institutional research units, admissions, etc.). The solution will include considerations for storage and extraction of student data and approaches for reporting in accordance with stakeholder needs. The Integrated Public Use Microdata Series shows that rates of unemployment in the region are highest for African Americans (17.8 percent), those of mixed/other races (12.8 percent), and Latinos (11.0 percent). Whites and Asian or Pacific Islanders have the lowest unemployment rates (9.4 and 8.4 percent, respectively). Education levels play a critical role in determining access to jobs, and educational attainment is addressed by the partnership members collaborating with community organizations and businesses to engage members to start or complete their education for advancement. With the Student Data Exchange we can maximize every student's learning and support community-wide success by allowing schools, educational organizations and community leaders implement cohesive and targeted supports focused on economic growth and innovation in the Sacramento region, which can lead to improved outcomes related to talent development, community well-being, economic vitality, and educational attainment.
Length of Partnership	Two years
Number of faculty involved	3
Number of staff involved	15
Number of students involved	3,150 per year
Grant funding, if relevant	Multiple funding mechanisms across the segments, approximately $150,000: 2016 Award for Innovation in Higher Education, Sierra Promise, Basic Skills Partnership Initiative.
Impact on the institution	: Developing a uniform statewide data sharing system that allows data extraction and reporting across P-12 and higher education institutions of all types enables the university to build a presence as leader and advocate for public education in the state. The university gains the information needed to explore deeper partnerships as the data sharing provides an opportunity to work with organizations in the Sacramento Promise Zone and other regional opportunity zones. The mission of the University is to transform lives, and the partnership provides the opportunity to increase the prospective student population and to prepare more individuals to enter the workforce. The short-term impact is the alignment of the project with the mission of the university to transform the lives of students in the region. The long-term impact, with the deepening and expansion of the partnership, will be the ability to develop a statewide data sharing system. As we work with our partners to develop common data fields that will be useful for long-term assessment and to set protocols to meet data security and privacy regulations, the potential impact on the campus can reach beyond incoming students and teacher and school personnel preparation. California is one of the top ten largest economies in the world and represents 14% of the U.S. economy. The data sharing project has the potential to build on previous data systems and help forge networks across California for partnership opportunities.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Impact on the community	With the data and alignment of curriculum between the Los Rios Community College District, Sierra College, University of California Davis, regional K-12 districts, and Sacramento State, both prospective and current students across the various educational segments benefit from the partnership. Future generations will benefit from smooth transfer of student data across educational segments/institutions, and this partnership has the potential to develop a statewide educational data system, which has developed in other states. This will also impact the efficiency of placement for future generations and how effectively secondary institutions can trace the performance of students at higher levels of education. Additionally, it has the potential to transform the economic pipeline for the state workforce by increasing the number of prepared graduates for employment in the state. All in all, future generations will see improved placement, traceability and transferability in the K-20 pipeline, and future employers have the benefit of having a greater number of talented individuals from which to select for positions.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #2

Project/Collaboration Title	Renaissance Society: Building Connections Across Generations
Organization Name	Renaissance Society
Point of Contact	Ken Cross, Renaissance Society Board Member at Large and the Membership, Diversity, and Community Engagement Chairperson
Email	kencross@kencrossconsulting.com
Phone	(916) 995-8288
Institutional Partner	College of Social Science and Interdisciplinary Studies: Departments of Gerontology and Psychology at Sacramento State; and Student Affairs at Sacramento State
Purpose of this collaboration	This is a multi-pronged partnership, containing four different sub-programs. The Elder Mentor Program and the Writing Partners Across Generations Program provide structured opportunities for older members of the Sacramento community and students at Sacramento State to develop intergenerational relationships and understanding through mentoring and use of various assessment tools and/or letter exchange. The Renaissance Needs Assessment Project provides the opportunity for Renaissance Society members to give feedback about whether programming meets their needs and also provides students with structured professional development opportunities. Finally, the Emergency Housing by Elders Program is a newly developing effort wherein Renaissance Society members will offer short-term emergency housing to students in need.
Length of Partnership	Elder Mentor Program - 10.5 years; Renaissance Needs Assessment - Two years; Writing Partners Across Generations - One semester; Emergency Housing by Elders - currently in development
Number of faculty involved	3
Number of staff involved	1
Number of students involved	125 - 165 per year
Grant funding, if relevant	n/a
Impact on the institution	Provides students with community-based experiences and opportunity to practice skill sets that help them prepare to work in fields of gerontology, psychology, or social service. Provides mentoring relationship for students. Creates intergenerational understanding. In the case of Emergency Housing, will temporarily help meet basic needs for students.
Impact on the community	Creates opportunity for meaningful connections between the university and over 2,200 Renaissance Society members, an organization of older, mostly retired members of the Sacramento community. Allows Renaissance members to identify and best access and utilize campus resources for Renaissance Society programming. Allows for sharing knowledge and wisdom with students.
Project/Collaboration Title	
Organisation Name	

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #3

Project/Collaboration Title	Parents Institute for Quality Education (PIQE)
Organization Name	PIQE
Point of Contact	Gabriela Rios, Executive Director, Parents Institute for Quality Education
Email	Grios@piqe.org
Phone	(209) 484-8404
Institutional Partner	Serna Center staff

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Purpose of this collaboration	California seeks to have the best educated, motivated and innovative young people to compete and maintain its place in the global economy, and that starts with reinforcing the need for educated families. As one example of a problem that needs to be addressed, helping parents to understand the requirements to complete high school in a multi-lingual household is complex. The goal of this partnership is to provide parents with the knowledge and skills needed for a stronger relationship with schools and communities in order to help their children achieve a higher education. The partnership works to provide parents the information needed to create a positive learning environment in the home so that students can develop academic success tools. The partnership provides training so that parents know how to develop dedicated home study locations and schedules for homework; create ongoing dialog with their kids surrounding their academic successes and challenges; and discuss their children's career expectations. The partnership works to provide a framework for families to support not only better internal relationships but also opportunities for the families to experiences external successes to validate the importance of education on future health and vitality for themselves and the community. The Parent Series culminates in a graduation celebration, which while not a formal education, serves as an opportunity for students to see their parents' dedication to themselves, their children, and the community.
Length of Partnership	13 years
Number of faculty involved	
Number of staff involved	2
Number of students involved	
Grant funding, if relevant	n/a
Impact on the institution	Thanks to this partnership, in the school year of 2016-2017 alone, PIQE has impacted a total of 153 families and their children. A total of 60 schools were served.
Impact on the community	Serna Center Staff work with parents throughout California to educate them about the importance of a higher education and its impact and also work to encourage parents to be more engaged in their children's education individually and in support of K-12 education in the community. Longitudinal studies have shown that PIQE graduating parents are more likely to engage in community programs and interventions that support their children's education. The Partnership has mainly been with Latino families in the community and conducted meetings and outreach in Spanish. However, the courses can be taught in dozens of other languages and can be expanded to the Hmong and Russian families on the Sacramento region.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #4

Project/Collaboration Title	U-Nite!
Organization Name	Crocker Art Museum
Point of Contact	Erin Dorn, Adult Education and Arts Access Coordinator
Email	edorn@crockerart.org
Phone	(916) 808-7000
Institutional Partner	College of Arts & Letters

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Purpose of this collaboration	Based on the deep traditions of the arts as a powerful means of community expression, U-Nite! is a platform for members of the Sacramento community to become fully immersed in arts-based community engagement. Seeking to offer arts education to the community, this partnership serves to showcase the vital cultural and research hubs of arts galleries in today's society, in tune with the needs of the local communities yet connected to the broader art world. U-Nite! is Sacramento State's annual celebration of arts and humanities – and the talents of the University's nationally recognized faculty – at the Crocker Art Museum. The event complements the Sacramento Metropolitan Arts Commission's recently adopted Creative Edge Plan. That plan's goal is to facilitate participation in "an arts education consortium" that includes colleges and universities, school districts, arts organizations, teaching artists, foundations and private donors, and the city of Sacramento. The arts are evolving rapidly across and within art forms. Swift technological changes and the internationalization of the cultural sector are transforming the way in which artists and designers are interacting with the community. To be responsive to the changes in public understanding and interaction with the arts, this partnership is committed to maintaining and broadening its art-form expertise and community engagement model in a modernized structure that provides increased flexibility to artists working in all art forms. The partnership provides the community exposure to a myriad of art forms and for faculty to work directly with artists and professionals at the museum.
Length of Partnership	Six years
Number of faculty involved	30
Number of staff involved	5
Number of students involved	40-50
Grant funding, if relevant	n/a
Impact on the institution	Highlights talents of the University's students and nationally recognized faculty; event features music and dance, academic lectures and film screenings. The University role is to support artists whose excellence has earned them the opportunity to be nationally and globally successful and at the same time must ensure that audiences can access and enjoy the best artistic practice. U-Nite provides an ambitious opportunity for faculty and students to showcase their talents for the community and to encourage the understanding and enjoyment of a variety of art forms. We can be confident that the investment will be rewarded with community's gained arts education and that university members will be all the better for it, through their performance and the deepening of this important partnership.
Impact on the community	With the support of this partnership, the community has opportunities to experience the best practices, quality research, and emerging models in arts. The community's response to performances presented at U-Nite inform the work of the partners and their efforts to provide the highest quality of service to Californians and the communities therein. The community benefits from a proactive response to changes in the arts and the larger business communities. Technology has changed how Californians access, create, and distribute the arts, and this partnership shapes best practices and provides the community nationally and globally recognized artists with the community.
Project/Collaboration Title	
Organisation Name	

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #5

Project/Collaboration Title	La Feria de Educación
Organization Name	Univision Communications, Inc.
Point of Contact	Steve R. Stuck, President and General Manager of Local Media in Sacramento and Fresno
Email	SStuck@univision.net
Phone	(916) 614-1921
Institutional Partner	Serna Center with partnership from College Assistance Migrant Program, Office of the President, Dreamer Resource Center, Student Affairs, Career Center

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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Purpose of this collaboration	In partnership with Univision Communications Inc., Sacramento State hosts Feria de Educacion to assist primarily Spanish-speaking parents and their students to access resources and information to prepare for college success. Each year, hundreds of students and families across the Sacramento region participate; the growth in participation supports the goal of this partnership, which is to eliminate opportunity and achievement gaps in education. The objectives of the partnership are to provide a culturally sensitive environment for Spanish-speaking parents with children of all ages, to bridge the cultural gap between Spanish-speaking parents and California's educational system, and to provide information and resources (in Spanish) from preschool to higher education aimed at increasing the college-going culture among the Latino population. The focus of the partnership is to remove barriers to higher education, including information on financial aid, preparing for college, services for undocumented students, and career options. Additional partners, including the California Student Aid Commission, are included to offer individual assistance with completing the Free Application for Federal Student Aid and California Dream Act Application. Feria de Educacion is one of the critical partnerships to assist in eliminating equity gaps in college readiness.
Length of Partnership	Six years
Number of faculty involved	
Number of staff involved	15
Number of students involved	30
Grant funding, if relevant	No, but sponsors include Chevrolet, ACT, Wells Fargo, California Endowment, Learning Heroes, SMUD, Pacific Gas and Electric Company, Los Rios Community College District, Metro PCS, California Student Aid Commission, Pepsi, and Chick-fil-A
Impact on the institution	Sacramento State is a Hispanic Serving Institution, and the Feria is part of the University's commitment to ensure that all students have the information they need to gain access to a college education. The partnership plays a vital role in the University's commitment to diversity and inclusion. The campus Latinx population has continued to increase as a result of this partnership and Sacramento State is seen as a leader in transforming the economic and social fabric of the region.
Impact on the community	In the past six years, Feria de Educación has reached over 20,000 students and parents providing parents and students information related to accessing a quality education, especially for Spanish speaking individuals. With a comprehensive evaluation of all its components, activities and offerings resulted in an increase of the Latinx student population in higher education. Each year Feria changes and improves to better meet the needs of the population it serves. A number of assessment tools are used to collect data including pre/post evaluations completed by those who arrive in buses; workshop evaluation completed by those who attend a workshop and 3-5 question pop-up surveys with participants through IPads. Combined, over 2000 evaluations provide data points to assess the effectiveness of the event.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #6

Project/Collaboration Title	Law Enforcement Candidate Scholars' (LECS) Program
Organization Name	California Highway Patrol and Sacramento Police Department
Point of Contact	Chief Brent Newman, California Highway Patrol
Email	bnewman@chp.ca.gov
Phone	(916) 731-6300
Institutional Partner	Division of Criminal Justice; the LECS program also collaborates with the Centers for Diversity and Inclusion, Project Rebound, Admissions & Outreach, College of Health & Human Services, Career Center, and Public Affairs & Advocacy
Purpose of this collaboration	Law Enforcement Candidate Scholars (LECS) is a program in the Division of Criminal Justice that works in partnership with local and state law enforcement agencies to (1) provide academic, career, and leadership development; (2) prepare and transform students to become sworn law enforcement officers in Sacramento and throughout California; and (3) build bridges with the community.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Length of Partnership	Three years
Number of faculty involved	2
Number of staff involved	1
Number of students involved	130
Grant funding, if relevant	n/a
Impact on the institution	LECS is an example of a program that enhances both the institution and local community. Article: https://www.csus.edu/news/articles/2017/12/7/%27scholars-to-officers-program-celebrates-its-first-graduate.shtml The program enhances the institution's reputation as a leader in criminal justice, social justice and leadership development. It is also an admission tool, attracting diverse students interested in guided pathways to careers.
Impact on the community	The LECS Program has made an impact on the community by meeting an ever increasing demand for a qualified and diverse workforce in law enforcement, and by preparing and recruiting future sworn law enforcement officers who reflect the diversity of communities they serve to protect public safety in our local community and throughout the state. The program works in collaboration with the partnering law enforcement agencies and on- and off-campus community agencies to provide law enforcement career, leadership and communications and cultural competence training and to continuously assess and improve the program. Research and data collected suggest positive community impacts of the LECS program as it relates to community relations with law enforcement, academic success and recruitment and hiring of students, including those underrepresented in law enforcement careers. The LECS program made more than 13,000 student contacts and views through communications, events and media in 2017-2018, and continues to receive interest from other state and local agencies seeking to partner with LECS to create career pathways for students, including the State of California City of Roseville, California Department of Corrections and Rehabilitation (CDCR), and State Parks.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #7

Project/Collaboration Title	Water Programs
Organization Name	Align Capital Region/Sac City Unified School District/Sacramento Employment and Training Agency/College of the Canyons/California Rural Water
Point of Contact	Align Capital Region Coleen Morehead, Director of Education and Workforce Alignment
Email	coleen@aligncap.org
Phone	(530) 870-1135
Institutional Partner	: Office of Water Programs at Sac State, College of Continuing Education
Purpose of this collaboration	This is a multi-pronged partnership targeting veterans, containing five different sub-programs, which are all coordinated by the Office of Water Programs at Sacramento State. California veterans differ demographically from national trends summarizing veterans; they are more ethnically diverse and have a higher than national average veteran unemployment rate. Partnerships for employment assistance provide benefits to the veterans and the community. The Veteran's Entry into Water Treatment Plant Operations program provides re-entry training opportunities for veterans. Sacramento Regional Water Works coordinates regional education and training programs. The Water Distribution Education and Training program provides education, work-based learning, and internships for high school students. The College of the Canyons provides a transfer pathway in Water Technology. The California Rural Water Association Apprenticeship Program provides training materials to support apprenticeship curriculum.
Length of Partnership	Ongoing
Number of faculty involved	
Number of staff involved	10

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Number of students involved	40
Grant funding, if relevant	VEAP Veteran's Educational Assistance Program; Strong Workforce
Impact on the institution	The partnership benefits the institution by providing the opportunity share the curriculum to train and educate veterans that will enable them to apply for water/wastewater positions. It affords the institution that opportunity to maintain its role as a leader in water programs in California, and to be seen as a resource for research and development of a water and wastewater treatment workforce to protect public and environmental health.
Impact on the community	There are several positive impacts: (1) Connect people to jobs, business owners to quality employees, education and nutrition to children, assistance to refugees, and hope to many Sacramento area residents. This particular program is designed to educate and prepare veterans to fill high-need positions in water operations. (2) Engage local employers and stakeholders to find creative solutions to fill the water workforce gap. (3) Provide educational opportunities for students in order to foster a pipeline of qualified Water and Storm water candidates in the City of Sacramento's Department of Utilities. Student advantages include advance knowledge of available credit transfer and program options and a defined education pathway for water operations professionals. (4) Train water professionals to meet stringent regulatory standards, recruit and train new operations specialists, fill mission-critical workforce gaps.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #8

Project/Collaboration Title	Center for Information Assurance and Security (CIAS)
Organization Name	Los Rios Community College and Sacramento County Office of Education
Point of Contact	Markus Geissler, Professor and Deputy Sector Navigator, Los Rios Community College District
Email	geisslm@CRC.losrios.edu
Phone	(916) 691-7239
Institutional Partner	College of Engineering and Computer Science
Purpose of this collaboration	The purpose of the Center for Information Assurance and Security's collaborative efforts are to assist local K-12 students, government employees, and private sector employees to become more effective in information assurance and cyber security. Multiple collaborations are involved: 1) Summer Academies -- For last two summers, CIAS has worked with the College of Continuing Education to offer a summer academy in Cybersecurity. It will offer it again in 2019. 2) Community Colleges – The CIAS has reached agreements with four local community colleges to allow students to take courses there to get their Security Minor faster and at a lower cost. 3) Cyber Security Seminars – These seminars are open to the public. Typically half of the attendees are non-students, half are students. They started March 2017 and the CIAS has already conducted nine seminars. Seminars bring leaders in cybersecurity to campus. 4) California Cybersecurity Education Summit – CIAS helped stage this summit in 2017 and 2018. Each were attended by 800 people each year.
Length of Partnership	Two years
Number of faculty involved	4
Number of staff involved	1
Number of students involved	Seminar – 25 each seminar (total of 225 students); Summit – Ten students
Grant funding, if relevant	n/a

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Impact on the institution	1) Overall -- By leading the regional efforts on cybersecurity issues, CIAS has helped Sacramento State become known as a hub of cybersecurity. This has increased the visibility and prestige of Sacramento State's programs, which also already have been named a Center of Academic Excellence by the U.S Dept. of Homeland Security and the National Security Agency. This has allowed Sacramento State to develop new relationships and other partnerships. 2) Summer Academies – Hosting Cybersecurity Summer Academies allows Sacramento State the opportunity to show local high school students the type of education they can get on campus and attract those students to Sacramento State. 3) Seminars give students access to information and experiences that are beyond what can be offered in the classroom, as they are more in-depth and based on real-time events. This allows students to get more practical skills and exposure to pressing issues. Students also get to meet industry leaders to whom they otherwise would not have access. 4) The Summit allows faculty and students to get access to industry leaders.
Impact on the community	1) Academies – In 2017, two classes were offered, and over 40 high school students took part. In 2018, one class was offered and 20 high school students took part. This has allowed high school students to learn safer online behavior and helps attract them to cybersecurity studies as a college major. 2) Seminars – Allow government and industry employees to obtain access to information and experiences that are beyond what they can learn on their own, as they are exposed to more in-depth issues that are based on real-time events that most employers cannot offer on their own. This allows employees to obtain more skills and exposure. They are also able to meet industry leaders they otherwise would not have access to. Ultimately, their new knowledge strengthens state and local cybersecurity protections. 3) Summit - The major audience of the summit is government managers, staff and leaders. They learn better protection and cybersecurity solutions, making our nation, state and region safer.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #9

Project/Collaboration Title	Undocumented Immigration Status and Legal Support
Organization Name	McGeorge School of Law Immigration Law Clinic
Point of Contact	Immigration attorneys in the Sacramento Region include Blake Nordahl, Attorney And Director, McGeorge School of Law Immigration Law Clinic
Email	bnordahl@PACIFIC.EDU
Phone	(916) 340-6109
Institutional Partner	Dreamer Resource Center
Purpose of this collaboration	Undocumented students, including those from mixed-status families, face various limitations and obstacles along their college journey that stem from their lack of lawful immigration status. Access to immigration legal advice is key to helping undocumented or students from mixed status families navigate the uncertainty from the constant changes in federal and state policies. Sacramento State is home to a large and growing population of undocumented students. In partnership with local non-profit organizations, the Dreamer Resource Center offers free immigration legal consultations to undocumented students, students with mixed-status families, family members, staff, faculty, and/or anyone in need of the service. Pro-bono immigration attorneys are available each Friday. Drop-in consultations are free.
Length of Partnership	Two years
Number of faculty involved	570 faculty and staff attended Dreamer Ally Training in 2017-2018
Number of staff involved	3
Number of students involved	150 per semester
Grant funding, if relevant	n/a
Impact on the institution	We aspire for all young adults to be able to attend college, and those with undocumented immigration status face barriers and legal obstacles that prevent or impede their progress. Partnering in this way allows the institution to fulfill its mission to provide access to academically qualified students seeking higher education.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Impact on the community	The community receives training on the issues undocumented or mixed-status families face, and gains insight into the legal issues related to immigration. Consultations at Sacramento State ensure that reliable, accessible, and up-to-date information is provided to undocumented students and their families in the community at large. By doing so, we make it possible for impacted families to move forward with their academic, professional, and personal endeavors.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #10

Project/Collaboration Title	Early Assessment Math Program
Organization Name	Sierra College

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Point of Contact	Mandy Davies VP Student Services (Sierra College)
Email	mdavies@sierracollege.edu
Phone	(916) 660-7301
Institutional Partner	Center for College & Career Readiness
Purpose of this collaboration	A decade ago the California legislature focused legislation on college preparation and ease of entry into higher education. The changes in legislation were designed to ensure California citizens were prepared for the new and emerging economy. Further changes created a cadre of individuals who require immediate support and information to better prepare for college and career. In particular, college- and career-bound high school seniors in the Sacramento community require the 21st Century skills necessary to meet the mathematical thinking and problem-solving expectations of higher education courses and workplace requirements. The importance of these skills and knowledge base needs to be conveyed to members of the community, both students and parents, but also employers and school personnel need to be part of the process to address how to ensure students gain the knowledge and skills needed for college and career.
Length of Partnership	Seven years
Number of faculty involved	5
Number of staff involved	10
Number of students involved	2229
Grant funding, if relevant	College Futures Foundation
Impact on the institution	The partnership has provided Sacramento State faculty the opportunity to collaborate with local county offices of education, Sierra College, and high school districts to better prepare students in mathematics. Short-term, the university will see students better prepared in quantitative reasoning skills, improving their tenure along the postsecondary educational pipeline. In the long-run these students will have higher success and graduation rates.
Impact on the community	This intersegmental partnership brings together faculty and administrators from K-12, community colleges, and the CSU to work synergistically on improving student outcomes, curriculum pedagogy, and classroom and professional development across the pipeline.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #11

Project/Collaboration Title	Joint recruitment, selection, training and support for cooperating general education and special education teachers
Organization Name	Elk Grove USD/Sac City USD/Twin Rivers USD
Point of Contact	Elk Grove USD: Shelly Clark
Email	sjclark@egusd.net
Phone	(916) 686-7797, ext. 67137
Institutional Partner	College of Education
Purpose of this collaboration	Ensure that high quality in-service teachers are selected to mentor pre-service teachers. Define jointly the competencies expected of pre-service and novice teachers. Jointly provide training and support. Provide feedback to teacher preparation programs on areas for improvement, enhancement.
Length of Partnership	Six years
Number of faculty involved	15 – 20
Number of staff involved	8-10 (does not include cooperating teachers)
Number of students involved	200+ credential candidates

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Grant funding, if relevant	n/a
Impact on the institution	Improves the quality of the pre-service preparation experience, facilitates greater coherence between theory and practice, strengthens connections between teacher preparation faculty and K-12 partners
Impact on the community	Schools can make better use of pre-service teachers to address school/student learning goals; the intention is to prepare a better novice teacher so we would hope to see improved effectiveness and improved retention.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #12

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Project/Collaboration Title	Elementary Science Instruction and Leadership (ESIL)
Organization Name	Elk Grove Unified School District
Point of Contact	Kelli Y. Quan-Martin, Program Specialist, Science & Health Curriculum/Professional Learning
Email	kquan@egusd.net
Phone	(916) 686-7757
Institutional Partner	College of Natural Science and Math, Center for Mathematics and Science Education
Purpose of this collaboration	The national teacher shortage has reached a critical level, and the critical nature is exacerbated in the sciences. Science education is an area which can be difficult fill due to lack of qualified candidates and this gap deepens the shortage of scientists needed for next generation economy. This program improves elementary teachers' understanding of the Next Generation Science Standards (NGSS), assists elementary schools in adopting and implementing NGSS, and develops the leadership capacity of elementary teachers, particularly related to science. This partnership is with one of the largest districts in the Sacramento region.
Length of Partnership	Two years
Number of faculty involved	2
Number of staff involved	5
Number of students involved	
Grant funding, if relevant	n/a
Impact on the institution	In the short term, the ESIL professional development services provide university faculty with public service opportunities to assist K-12 educators. University faculty members develop a deeper understanding of the teaching and learning needs of K-12 educators and their students, and this can impact their relationship with university students and their own teaching practices. In the long term, by improving the teaching of K-12 science in the region, incoming university students should have a stronger understanding and interest in science. This could also increase enrollment in science-related university courses.
Impact on the community	Each of the 27 elementary teachers will gain an enhanced understanding of NGSS and will be much better prepared to teach science to their students. Each teacher will in turn teach science more effectively to approximately 25 students, therefore impacting about 675 students this year.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	

Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #13

Project/Collaboration Title	"Paint the Town" Neighborhood Improvement event
Organization Name	NeighborWorks Home Ownership Center Sacramento Region
Point of Contact	Sharon Eghigian, Director of Community Impact Programs
Email	sharon@nwsac.org
Phone	(916) 549-6108
Institutional Partner	NeighborWorks HomeOwnership Center Sacramento Region, 2411 Alhambra Blvd., Suite 200, Sacramento, CA 95817 and Community Engagement Center, Sacramento State University
Purpose of this collaboration	This collaboration brings support to low-income residents and neighborhoods in Sacramento. Through Paint the Town, NeighborWorks Sacramento brings together teams of volunteers from local organizations to help low-income families complete home improvement projects during a high-impact day of activity in September. Paint the Town helps improve the appearance of these homes, while also improving safety and addressing relatively minor repairs before these problems become more expensive and difficult to address.
Length of Partnership	5 years
Number of faculty involved	10

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Number of staff involved	7
Number of students involved	approximately 80 per year
Grant funding, if relevant	NeighborWorks Sacramento has received funding from the SMUD "Shine" program, Home Depot, County funding, and sponsorships from local businesses and organizations to support the Paint the Town event.
Impact on the institution	This annual opportunity has become a part of the Campus Weeks of Welcome – activities that are designed to welcome new and returning students back to campus. Also, several students have participated in internship and service learning opportunities as a result of the relationships we have developed with this community partner.
Impact on the community	Over the last 5 years, Sacramento State volunteers have completed more than 10 projects, including painting homes, landscaping yards, and removing debris. These renovations go a long way to support individuals to continue to live in their homes and stay in their long-time neighborhoods and the work also enhances and lifts the profile of the street and the neighborhood.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Community Partner Contact	
Email	
Phone	

Partner #14

Project/Collaboration Title	Writing Partners @ Sac State
Organization Name	Twin Rivers School District, Sac City Unified School District, Elk Grove School District
Point of Contact	Timothy Hammons, Principal, Regency Park ES
Email	Tim.Hammons@twinriversusd.org
Phone	(916) 566-1660 Tim.Hammons@twinriversusd.org.
Institutional Partner	Community Engagement Center, Sacramento State University
Purpose of this collaboration	For more than 10 years, students from Sacramento State and 5th and 6th graders from elementary schools in the region have participated in a collaborative letter exchange program: Writing Partners @ Sac State. Recent data reveals that dropout rates for young people in the Sacramento region are still high at 10.4% and strategies are needed to motivate young people to stay in school and graduate. Writing Partners provides Sac State students an opportunity to teach and learn through letter exchange with students from elementary schools. By participating in the Program, both K-12 and college students engage in mentor-like relationships through writing. For 5th graders, learning more about college from their Writing Partner brings awareness of higher education and at the same time, strengthens their language arts/literacy skills. For Sacramento State students, participation in the program leads to more engagement in the classroom and commitment to completing their degrees in a timely fashion.
Length of Partnership	4 years with this particular school district partner but we have worked with several other districts as well.
Number of faculty involved	22 per year
Number of staff involved	5 per year
Number of students involved	Sac State: 629; Elementary school students: 821 in 2017-2018
Grant funding, if relevant	n/a
Impact on the institution	For Sacramento State faculty, the Writing Partners @ Sac State program energizes the classroom environment, encourages active learning, and enhances critical and creative thinking skills. Many of the faculty note how excited and inspired their students are while participating in the program. On campus, Sacramento State students learned that writing is a powerful tool in terms of helping them to connect with one another in the classroom and with communities beyond the classroom. The Community Engagement Center and the Writing Partners courses create opportunities for both college and elementary school students to be connected, engaged and committed throughout their Writing Partners experience.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Impact on the community	For elementary school students, participating in Writing Partners @ Sac State increases their literacy skills. They are encouraged by their college partners to think about graduating from high school and going to college. Early exposure to college life is important for elementary school students to think about their future, especially if the student does not have support at home. One teacher shared, "my students don't have parents or family who encourage them to think about going to college. I am so happy that we can give them this experience to help them see what their future can be."
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	
Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

Partner #15

Project/Collaboration Title	The Portfolio Programs - Leadership for the Government Executive; Leadership for the Government Manager; Leadership for the Government Supervisor

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

Organization Name	Franchise Tax Board, Department of Water Resources, Department of State Hospitals
Point of Contact	Clark Kelso, California Department of Corrections and Rehabilitation
Email	clark.kelso@cdcr.ca.gov
Phone	(916) 323-1923
Institutional Partner	College of Continuing Education at Sacramento State University
Purpose of this collaboration	The College of Continuing Education at Sacramento State collaborated with state leaders to develop a unique outcome- and performance-based training program to develop California civil service leaders. The Portfolio is an integrated, competency-based training program designed as three separate but complimentary certificate programs. The Portfolio ensures that state employees in leadership, management and advanced supervision demonstrate proficiency in approved state managerial and supervisory competencies and execute them at levels appropriate to their positions. College of Continuing Education has collaborated with 72 state agencies who sent their leaders through the programs.
Length of Partnership	13 years
Number of faculty involved	10
Number of staff involved	3
Number of students involved	173 in current academic year
Grant funding, if relevant	n/a
Impact on the institution	The College of Continuing Education at Sacramento State is known in the region for being a training partner for the state of California providing premier Leadership Development programs.
Impact on the community	Portfolio graduates are valued for their experience and effectiveness in the community. Three tier leadership programs not only help individuals to discover their authentic leadership style but go beyond by facilitating collaborative skills. Participants learn from each other, discover best practices and cross-agency solutions. Portfolio graduates build services culture, lead organizational change, improve business processes, invest in emerging leaders, create, and cultivate high performance teams. Their leadership improves government in California by transforming state agencies and leaving lasting impact on their teams and organizations.
Project/Collaboration Title	
Organisation Name	
Point of Contact Name	
Email	
Phone	
Institutional Partner	
Purpose of this collaboration	

Length of Partnership	
Number of academic staff involved	
Number of professional staff involved	
Number of students involved	
Grant funding, if relevant	
Impact on the institution	
Impact on the community	
Community Partner Name	
Community Partner Contact	
Email	
Phone	

2.2

In comparing the "partnership grid" from your previous application/classification with the responses above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity.

Since 2010, our partnerships have driven Sacramento State both more broadly and deeply into the community and have increased their impact on both the community and our University. The increased breadth is perhaps the easiest to see. Ten years ago, our partnerships were mostly centered in the Colleges of Education and Health and Human Services. The current list of partners continues and sustains those long-standing commitments. K-12, K-14, and K-20 partnerships are at the core of our mission. Supporting health care, in a city where health care access is not uniform and where health care providers are the second largest occupational group, remains vital.

But our partnerships and their impact have grown. At present, partnerships are spread University-wide, with academic disciplines in the arts, humanities, social sciences, natural sciences, and engineering, embracing community engagement as central to their academic mission. Two examples illustrate the range. U-Nite is an annual celebration of the arts, delivered in collaboration with the city's Crocker Art Museum and the Sacramento Metro Arts Commission. It brings together colleges, school districts, arts organizations, working artists, and donors within our region. The event is a key element of Sacramento State's expanding cultural imprint throughout the city, but especially downtown.

On the other end of the academic spectrum, Sacramento State's Water Programs, located in the College of Engineering, partners with key federal, state, regional and local agencies to provide critical hydrological and environmental policy-making information. The location of that office at Sacramento State represents a happy

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

confluence of hydrology and politics. Much of California's fresh water runs through the Sacramento-San Juaquin Delta, our geographic location. Many constituencies (urban southern California, the agricultural interests of the Central Valley, the environmental imperative to maintain health ecosystems) have laid claim to that water. As the state's capital, decisions about how claims are prioritized are made in Sacramento. Our Office of Water Programs informs legislative and agency decision-making.

As Sacramento State's partnerships have grown wider, they have also grown deeper. Ten years ago, much of our engagement centered on addressing isolated problems. Today our focus is both more strategic and more systematic. A key example is the Align Capital Project, which President Nelsen initiated. This collaboration of multiple partners from the business, non-profit, and agency sectors in our region is designed to synchronize people, programs, and resources to achieve greater outcomes in education, workforce development, and community vitality in the eight-county capital region. The Project focuses on four key areas; educational development (in which Sacramento State is the leading partner), economic development, talent development and community well-being.

As the University has expanded its public engagement with the community and the state it serves, its impact has increased. We shape state policy, particularly in areas of education and water, and we signal to our students that they, like the University, are agents of change.

2.3

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

The process of initiating partnerships has been markedly improved through instituting a number of processes that both streamline the partnership development process and provide a structured platform for maintaining records about partnerships. With regard to service learning and academic internship partnerships, community partners can request to be added to a regularly updated electronic list of approved University partners that is publicly visible on the Community Engagement Center's website. Faculty can also request that community agencies be contacted and cultivated as possible partners via an electronic request system on the Community Engagement Center's website. That request system activates both the process of exploring a partnership from a community needs assessment perspective via outreach from the Senior Partnership Coordinator, as well as outreach from Procurements and Contracts to determine if it is possible to pursue a partnership that mitigates risk and meets the contractual needs of the University.

As with service learning, all community partnerships are cemented by formal Memoranda of Understanding (MOU) that clearly spell out the responsibilities of the University and the partnering organization. Many identify a time period within which the partnership must be evaluated by both parties and require active consent for it to continue. The MOUs define the procedures and time-tables for altering or terminating the agreement. MOUs are between the University and the partner organization, not between the units of either. They are reviewed and vetted by the Office of Procurement and Contracts and approved by a cabinet-level officer of the University.

While University units directly involved in the partnership assume primary responsibility for its nurture and maintenance, partners have access to support at the highest levels of University leadership. As an example, the President invites partners to periodic community breakfasts. At events such as these, partners are encouraged to share their hopes and concerns. The purpose is to ensure that the partnership remains mutually beneficial, to provide a venue for high-level feedback and dialog, and to recommend changes as appropriate.

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

The process of assessing partnerships has also improved through institutionalized processes, particularly with regard to assessing student learning in service learning and academic internships. The Academic Internships and Service Learning Policy passed in 2015 requires that students complete an assessment of the internship experience following the conclusion of that experience. The Community Engagement Center developed a standardized assessment tool for that purpose which asks students to assess their experiences with regard to their supervisor, their role at the community agency, and the tasks they were required to perform. This tool includes 14 items measuring those concepts, as well as three open-ended reflection questions. After it is administered, individual academic departments retain copies of the assessment and are able make appropriate decisions about continuing with partnerships in future semesters, depending on the feedback from students.

2.4

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

Partnerships are not assessed on a systematic, University-wide basis. In many cases, the unit of the University most engaged with the partner assesses its effectiveness. In other cases, external agencies, mostly funding agencies, evaluate the effectiveness of partnered programs.

As in other areas of assessment of community engaged endeavors, assessment of service learning is the most systematic and thorough. The Community Engagement Center tracks and assesses partner relations and makes annual reports to the CSU Chancellor's Office.

Many community engaged endeavors on campus are funded by external grants. In these cases, granting agencies evaluate the effectiveness of the programs that they fund.

For faculty, the quality of community engaged scholarship, teaching, and service is assessed in the reappointment, tenure, and promotion process.

As with the assessment questions answered above, this is an area for continued development at Sacramento State, and one central to the agenda of the President's Anchor University Task Force.

2.5

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

Ten years ago, outreach and partnerships were ad hoc. A faculty member might initiate a service learning partnership in the community to improve the quality of instruction in a course he taught or a research partnership to advance her scholarship. While this created many partnerships in which people were deeply invested, it did not provide a stable structure for bringing the needs and capacities of the University and the community together in an appreciably systematic way. Our work was robust, worthwhile, and deserving of recognition, but it was simply not as coordinated and strategic as it is now.

The University has engaged in a discussion about its community engagement for the past four years. President Nelsen initiated this discussion upon his arrival and broadened it in 2016 with the appointment of the task force on Strategic Community Engagement. From that discussion, it has been clear that the University needed to make its community engagement both more intentional and more institutional. An analysis of the capacity and needs

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

Submitted by California State University Sacramento on 4/5/2019. Last modified on 7/19/2020.

of both the University and the community should shape our engagement, and that engagement should be built into institutional structures.

We've created an institutional framework for engagement by creating and strengthening Centers that bring the University and its partners together. The Center for College and Career Readiness developed strong partnerships with Sacramento City Unified School District and the Los Rios Community College District. The Community Engagement Center centralized and formalized partnerships supporting community engaged learning. Renaming, and repurposing, the Office of Research as the Office of Research and Economic Development turned its focus outward. The Carlsen Center similar seeks to engage the community by building capacities for entrepreneurship. Each of these Centers serves as a locus for engaged teaching and scholarship.

At present, conversation centers on aligning resources to cement our role as an anchor institution. The President's Anchor University Task Force has engaged in a lively discussion both on and off campus to further this initiative. Central to this process are "Community Convenings" in which University leaders meet with community leaders in a community setting—the first such convening was at the Oak Park Community Center—to identify areas in which we can collaborate to achieve our common good. Through facilitated and small group discussions, community leaders representing more than forty community organizations or public agencies engaged in a dialog about how, working together, we can achieve a more just and equitable society. This represents a new way to initiate outreach and partnerships for this campus. Campus convenings of faculty and staff are slated for later this month. The Task Force will finish its work this summer. Its recommendations will shape the institutional structure for engagement and the scope of community engagement.

A broad consensus is shaping on campus that the University's outreach and partnerships should become more systematic, intentional, and visible. The trajectory of change seems to be moving from ad hoc engagement through Center-based engagement to structures and mechanism that incorporate community engagement into everyday University functions.

Reflection and Additional Information

(Optional)

Reflect on the process of completing this application. What learnings, insights, or unexpected findings developed across the process?

The process of completing this application as a campus community has been extremely valuable to the University. The Working Group that conducted the research for the self-study was cross-divisional and multi-unit, which is a testament to the depth and breadth of community engagement on this campus. Conversations were lively and collegial, punctuated often with comments such as "wow, I didn't know we did that." We learned that our University is more broadly and deeply engaged with the community than any of us knew individually. While that's a good finding, it underscores the fact that we need to develop mechanisms for making our good work known, both on campus, in the community, and in higher education research on best practices.

We've found areas where we need to grow. Assessment is certainly one of these areas. The efforts of the Working Group will certainly inform the Anchor University discussion. If our intention is to increase our impact on students, faculty, the University, and the community, we must find more effective ways to measure that impact. This also will help to increase the visibility of what we do. In addition, we can do more to recognize and reward community engaged teaching and scholarship. Our collective bargaining agreements may make it difficult to hardwire community engagement into retention, tenure and promotion processes across the board,

2020: Re-Classification: The Carnegie Foundation for the Advancement of Teaching

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but we can at least align resources to incentivize it. These two areas will become central to our ongoing conversations on campus.

We are grateful for the opportunity to engage in this institutional self-reflection. This process has underscored the immense value of community engagement and of the Carnegie classification itself as well. We are proud to share with you our exciting progress since our last classification, and we appreciate your consideration of this application for reclassification.

(Optional)
Please use this space to describe any additional changes since your last classification not captured in previous questions.

 -- empty or did not respond --

(Optional)
Please provide any suggestions or comments you may have on the documentation process and online data collection.

Request for Permission to use Application for Research:
In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the Swearer Center for Public Service at Brown University, and for other higher education researchers as well.

Survey responses will be made available for research purposes only if the community partner provides consent.

In no case will responses be shared that identify the community partner or the campus - all research will honor anonymity.

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In

providing this consent, neither I nor my community partner organization nor the campus I partner with will be disclosed.

No

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

Yes