Community Engagement efforts and initiatives focus on ways that student learning and development intersect with the well-being of our local communities. Our community partners...
Center for Community Engagement efforts and initiatives focus on ways that student learning and development intersect with the well-being of our local communities. Our community partners represent a broad scope of non-profit, social service, and public entities that contribute to education, arts, equity, community health, food security, and sustainability. We support a variety of community-engaged learning that happens within courses, coordinate programs such as Pioneers for Change and the Freshmen Day of Service, and host larger campus-community events such as Make a Difference Week and Saturdays of Service. We advocate for and facilitate student learning experiences that contribute to positive growth within the East Bay region. We support faculty, encourage the scholarship of engagement, build and promote community partnerships for curricular and co-curricular community engagement, and collaborate with other campus entities to support quality community engagement experiences for students and community partners.

The Center for Community Engagement contributes to the CSU’s Graduation Initiative 2025 focus areas of student engagement and well-being through outcomes related to social responsibility as well as those related to self-efficacy and professional development. We contribute to the success of our students by enhancing their education and personal growth.

“I learn new things [at my placement] every day and am constantly growing.”

Center for Community Engagement Staff 2018-19:

Jazmine Trochez, Administrative Support
Annie Chan, Student Placement Coordinator
Lizbeth Huerta, Community Service Events & Program Coordinator
Emily Chow, Senior Coordinator, Operations & Partnerships
Mary D’Alleva, Director
**Director’s Note** - Completing the campus’ application this year to the Carnegie Classification for Community Engagement application was an undertaking that required input from many campus departments and community partners. People often think that the application focuses only on activities of community engagement centers – not so. In fact, the Carnegie Foundation explicitly points out that the application and classification are not just about campus offices or centers for this type of work. The application and classification represent engagement practices and partnerships across the university so that if a university receives the classification it truly signifies a campus as “engaged” – not just one department. To Carnegie, an engaged campus is not defined by the number of community service hours; although numbers are certainly part of it. An engaged campus within the Carnegie framework is one that can tell its own story of engagement; is one that can paint a picture through data and description of student and community impact, of recognition and support for faculty, of an institutionalized value system, and strong campus-wide infrastructure that demonstrates communication, accountability, data collection, and assessment. Above all, for Carnegie, an engaged campus is one that integrates partners and partnerships into the life and culture of the university so that partners are not seen as separate from the educational force but a part of it.

While applicants have always had to provide data on partnerships, this year for the first time Carnegie also sent a survey to partners identified within the application. Through our lens of engagement we often see what we “give” the community. Less often do we recognize the impact the community has on us – what our partners give to the university – unique learning and scholarship opportunities for students and faculty, insight and resources for program development, and most of all, time. This year, 15 of our partners once again gave of their time to complete the survey from Carnegie. I would like to especially thank and appreciate the community partners that agreed to be named within the application and take the time to respond to a survey from the Carnegie Foundation:

- Alameda County Community Food Bank
- Alameda County Office of Education (Project EAT)
- Alameda County Social Services
- Centro Legal de la Raza
- Familias Unidas
- Hayward Area Historical Society
- Hayward Public Library
- La Familia Counseling
- Math Science Nucleus
- Monument Crisis Center
- Peralta Hacienda Historical Park
- Reading Partners
- Refugee Transitions
- Soccer without Borders
- Tennyson High School

--Mary D’Alleva

**EDUCATE. ENGAGE. EMPOWER.**
## CCE IMPACT AT A GLANCE

<table>
<thead>
<tr>
<th>CCE Initiative</th>
<th># of Service Hours</th>
<th># of Students</th>
<th># of Community Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reported through CalStateS4</td>
<td>9,951</td>
<td>1,047</td>
<td>215 (active)</td>
</tr>
<tr>
<td>Freshmen Day of Service</td>
<td>3,838</td>
<td>1,087</td>
<td>25 partners (66 projects)</td>
</tr>
<tr>
<td>Pioneers for Change</td>
<td>3,963</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Community Service Days (Saturdays of Service, Make a Difference Day)</td>
<td>600</td>
<td>150</td>
<td>7</td>
</tr>
</tbody>
</table>

“We help people who are going through hard times and it taught me how to communicate in different settings.”
OUR PROGRAMS & INITIATIVES 2018-19

Freshmen Day of Service (FDoS)

In partnership with the General Studies Program, the CCE coordinates multiple half day service projects for freshmen as part of their Freshmen Year Experience General Studies (GS) course in the spring semester to connect students to the local community and learn about social responsibility. The CCE’s Pioneers for Change leaders host information and registration support tables and lead the service projects.

- 1,087 Freshmen
- 25 Community Partners
- 66 Service Projects
- 3,838 Community Service Hours

Eight Year Impact:
- 9,625 Freshmen
- 638 Service Projects
- 30,847 Hours of Community Service

“I learned that I have the power and opportunities to make an impact in my community.” – FDoS Student
Spring 2019

EDUCATE. ENGAGE. EMPOWER.
Pioneers for Change (PfC) is a paid service learning leadership program housed in the Center for Community Engagement. Each year, through Pioneers for Change, the Center for Community Engagement hires students to be catalysts for positive change within the community. The program is structured around connecting community engagement with leadership and career development by focusing on personal, professional, and social responsibility. This year, our 20 students accomplished the following:

“[PfC] has helped me grow as a professional ... I learned how to thrive in team projects.”

PfC Impact Hours

EDUCATE. ENGAGE. EMPOWER.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Major</th>
<th>Community Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yadira Alvarado</td>
<td>Sociology</td>
<td>Social Security Administration</td>
</tr>
<tr>
<td>MyKale Clark</td>
<td>Speech, Language, &amp; Hearing Sciences</td>
<td>MedShare</td>
</tr>
<tr>
<td>Yesenia Corral</td>
<td>Criminal Justice Administration</td>
<td>USDA</td>
</tr>
<tr>
<td>Lorena Cruz Zuniga</td>
<td>Sociology</td>
<td>Hayward Unified School District</td>
</tr>
<tr>
<td>Aira Espiritu</td>
<td>Psychology</td>
<td>Stanford Health Care-Valley Care</td>
</tr>
<tr>
<td>Anaei Guzman</td>
<td>Kinesiology</td>
<td>Justice Corps</td>
</tr>
<tr>
<td>VyVy Huynh</td>
<td>Undeclared</td>
<td>City of Hayward Library</td>
</tr>
<tr>
<td>Moanzelle Huevos</td>
<td>Nursing</td>
<td>Justice Corps</td>
</tr>
<tr>
<td>Matenie Jaimah</td>
<td>Art BFA</td>
<td>Reach Ashland Youth Center</td>
</tr>
<tr>
<td>Gisel Juarez</td>
<td>Undeclared</td>
<td>Reading Partners</td>
</tr>
<tr>
<td>Kolette King</td>
<td>Health Science</td>
<td>MedShare</td>
</tr>
<tr>
<td>Karla Lopez</td>
<td>Sociology</td>
<td>Hayward Unified School District</td>
</tr>
<tr>
<td>Yesenia Melendez</td>
<td>Sociology</td>
<td>Hayward Area Recreation and Park</td>
</tr>
<tr>
<td>Chidimma Obioma</td>
<td>Nursing</td>
<td>Social Security Administration</td>
</tr>
<tr>
<td>Heidi Rodriguez Duarte</td>
<td>Anthropology</td>
<td>Sun Gallery</td>
</tr>
<tr>
<td>Deborah Soto</td>
<td>Kinesiology</td>
<td>Reach Ashland Youth Center</td>
</tr>
<tr>
<td>Megan Stevens</td>
<td>Communication</td>
<td>Hayward Chamber of Commerce</td>
</tr>
<tr>
<td>Alondra Tejeda</td>
<td>Sociology</td>
<td>Alameda County Food Bank</td>
</tr>
<tr>
<td>Sarai Valdelomar</td>
<td>Speech, Language, &amp; Hearing Sciences</td>
<td>Stanford Health Care-Valley Care</td>
</tr>
<tr>
<td>Alexis Velasco</td>
<td>Biochemistry</td>
<td>Hayward Arts Council</td>
</tr>
</tbody>
</table>
Make a Difference Week

Starting in 2015, the Center for Community Engagement instituted Make a Difference Week (MADW), an extension of national Make a Difference Day. MADW features several events on campus and culminates in the day of service. Community partners tabled at the Get Connected to Service Fair during which students, faculty and staff had the opportunity to meet and connect with community organizations in need of volunteers for programs across the East Bay. Faculty participated in a workshop to explore service learning as a “high-impact practice” that deepens student learning and class engagement. Keynote speaker Matt Glowacki spoke on the connections of disability, diversity, and empathy. Through the variety of events and speakers, MADW highlights local, national, and global issues and provides examples and opportunities for ways we can positively make a difference. Make a Difference Day itself is coordinated through Student Life and Leadership. The CCE helps Student Life to connect with and arrange the service projects. For this year’s projects we partnered with Alameda County Office of Education – Project EAT, City of Hayward Public Library, and Tennyson High School.

Campus collaborators included:

- ASI
- Student Life and Leadership
- Office of Sustainability
- Institute for STEM Education
- Academic Advising and Career Education
Saturdays of Service

In 2017-18, the Center for Community Engagement began a co-curricular community service program called “Saturdays of Service” – in the fall semester Pioneers for Change student leaders host community service projects open to all East Bay students. In 2018-19 projects included Chabot College Raza Day, Unity Council Dia de Los Muertos, and Cal State East Bay’s Education Summit.

Newman Civic Fellowship

A highlight of the year included our campus’ first student nominated to Campus Compact’s Newman Civic Fellowship which recognizes and supports community-committed students who are change-makers and public problem-solvers at Campus Compact member institutions. Fellows are nominated by their president on the basis of their potential for public leadership. The yearlong program includes virtual learning opportunities, networking, and a national conference.

Chidimma Obioma, a Nursing student and Pioneers for Change student leader, is dedicated to making long lasting impacts in her community. Through her engagement in PfC, Chidimma has volunteered hundreds of hours participating in various service projects and community events with such organizations as Alameda County Community Food Bank, City of Hayward Tutoring Center, Habitat for Humanity, Downtown Streets Team and MedShare. In addition, she has led more than 300 freshmen at multiple service events for Freshmen Day of Service.

“As I continue to gain more experience in the healthcare field, I continue to gain a wider range of knowledge and understanding of the struggles of many people. In the future, I hope to broaden awareness regarding healthcare inequities on both the local and global level....I will continue to advocate on behalf of this cause with the hope of bringing more people together to participate in the conversations essential to the elimination of health disparities and the promotion of health equity and access.”

Chidimma Obioma

Pioneer for Change
Newman Civic Fellow
Nursing Class of 2020
Community Partner Institute

The Institute in September brought together community partners to hear about the different programs and ways to be involved with the university through the Center for Community Engagement. It included a panel of Pioneers for Change student leaders for partners to hear more about the student experience and support partners in better understanding our students.

Faculty High Impact Practices Workshop

In October, as part of Make a Difference week, the CCE facilitated “Diving Deep into Service Learning” – which included an opportunity for faculty to dialogue directly with community partners around constructing these learning experiences for students.

Student Symposium

Our annual Student Symposium hosted 45 posters from student groups including Pioneers for Change, ASI, Student Life, Pioneers for Hope, the Social Justice and Photography class, Health Sciences capstone, and the General Studies Internship. Students showcased their engagement and learning. We also celebrated the 20th anniversary of service learning in the CSU, recognized contributors to the Carnegie Classification for Community engagement application, and announced the 2019-20 Newman Civic Fellow for Cal State East Bay, Mykale Clark.
Dr. Duke Austin originally developed the Sociology 433 Community Engagement class through a mini-grant from the Center for Community Engagement in 2014-15. Each spring his students showcase their work at a poster session attended by the campus and community.

Dr. Austin believes that quality teaching and learning fosters intellectual empowerment and social justice. Through learner-centered pedagogy, experiential education, and educating for a diverse world, he empowers his students to apply critical thinking skills to the world around them and to see the relevance of education in their own lives. Dr. Austin is a strong advocate for peace and justice. To that end, his teaching and research focus on race, gender, immigration, environmental justice, community engagement, and social justice pedagogy.

This spring Dr. Austin’s class reported over 1900 service hours with 16 community partners.
Course Spotlight

Social Psychology – In both fall and spring, Dr. Negin Toosi’s Psychology 360 classes participated in engaged learning projects to fundraise for various non-profit organizations identified by the Center for Community engagement. The students learned about and then applied persuasion strategies to collect donations. Within the activity students learned about the partners, their missions, who they serve and how they impact the community. Funds were hand delivered to the partners who recorded ‘thank you’ videos for the classes.

Photography & Social Justice – In the Art 341 class taught by Dr. Scott Hopkins spring 2019, students provided service hours with community partners and captured images on film to tell the story of the work and impact of the organization. These images were shared at the CCE’s Student Symposium.

Partners included:
- Centro Legal de la Raza
- Downtown Streets Team, Hayward
- Drivers for Survivors
- Jelly’s Place Animal Shelter
- Monument Crisis Center
- Pioneers for HOPE
- Soccer without Borders
- St. Rose Hospital Foundation
The CSU celebrated the 20th anniversary of system-wide service learning. The Chancellor's Office Center for Community Engagement - the first office of its kind in the U.S. - was established at the Office of the Chancellor in 1998 and institutionalized service learning at all 23 campuses. Over the past 20 years, 1.1 million CSU students have served in our communities. Throughout the CSU, every year, more than 67,000 students contribute 1.5 million hours of service through nearly 3,500 courses in collaboration with more than 5,800 community organization partnerships.
Carnegie Classification for Community Engagement

The Carnegie Foundation’s Classification for Community Engagement is an elective classification involving documentation of important aspects of institutional mission, identity and commitments, institutional values, learning outcomes, finances, curricular practices, co-curricular activities, assessment, and partnerships. The classification is not an award. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement, similar to a self-study accreditation process. The documentation is reviewed by a National Review Panel to determine whether the institution qualifies for recognition as a community engaged institution.

The Center for Community Engagement led our campus’ application, collecting information from departments and units across campus. The data collection and writing of the application was a seven month process. The application was submitted in April 2019 and campuses are notified if they receive the classification in December 2019.

This effort required contributions across campus departments and from our community partners. The University, and especially the Center for Community Engagement would like to thank the departments that responded to our requests for information. While not all departments had usable data, we very much appreciate the time during this busy year of semester conversion!

[For a complete list of community partners who contributed to the application, please see the Director’s Note on page 2.]
STUDENT IMPACT AT A GLANCE

Community engagement helps students identify and develop academic and professional aptitudes. The opportunity to represent Cal State East Bay in the community also enhances a student’s sense of identity and ‘belonging’ as a college student, which is an important factor in facilitating an equitable college environment. Student survey data indicates the importance of hands-on, real world experience in student development and in meeting the University’s mission, “to prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society.” Overall, students who are involved in community engagement gain in confidence and self-efficacy.

Students Surveyed through CalStateS4 Courses

![Bar chart showing survey results for various statements related to community engagement and learning experiences.](chart.png)
Freshmen Day of Service – Pre/Post Survey of Freshmen

% of students who Strongly Agree from pre- to post- survey

- I can solve difficult problems when I put my mind to it. (Pre: 37%, Post: 40%)
- I can handle most of the challenges that come my way. (Pre: 29%, Post: 34%)
- I can contribute to solutions of community problems. (Pre: 20%, Post: 29%)
- I am self-motivated. (Pre: 31%, Post: 36%)

FDoS Post Survey % of Students who Strongly Agree/Agree

- Participating in FDoS impacted my beliefs about my ability to do something about different community issues like food security, poverty, the environment. (82%)
- Participating in FDoS impacted my understanding of the importance of community involvement. (87%)
- After participating in FDoS, I think about myself in a new or different way. (55%)
- After participating in FDoS, I think about others in a new or different way. (68%)
- I understand how FDoS connects to the civic mission of the University. (79%)

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**Pioneers for Change**

Pioneers for Change student leaders, as a small cohort, offer us the opportunity to understand the impact of co-curricular community engagement on student learning and development when contextualized within a learning framework connected to specific outcomes. The learning outcomes of PfC are to:

- Understand leadership skills and utilize them effectively for accomplishing goals
- Exercise personal, professional, and social responsibilities in lives, careers, and communities
- Communicate, collaborate & work effectively in a diverse society
- Assess, motivate, and hold accountable self and others

We assess these outcomes based on student self-assessments and internship reflections.

---

**PfC Pre/Post Self-Assessment Survey**

```
<table>
<thead>
<tr>
<th>Skill</th>
<th>Pre (Fall)</th>
<th>Post (Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivating Others</td>
<td>45%</td>
<td>50%</td>
</tr>
<tr>
<td>Self-Motivation</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>Knowing your Strengths</td>
<td>15%</td>
<td>60%</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Being a Catalyst for Positive Change</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>
```

---

“My [Community Engagement Internship] makes me want to keep learning and growing.”
PfC Reflection on skills developed within Community Engagement Internships

- Teamwork
- Communication
- Working within a Diverse Group
- Motivating/Leading Others
- Organization

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COMMUNITY IMPACT AT A GLANCE

Community Partners are a vital part of our success and one of our major stakeholders in community and student engagement. Our community partners tackle a broad range of community issues, serving the most vulnerable populations in our communities. Their leadership in the work, ability and willingness to be a Cal State East Bay placement site allows Cal State East Bay students to learn, identify, experience, and reflect on the hard work it takes to tackle the various societal issues that plague our most underserved and under-represented communities. From immigrant rights, food insecurity, academic and literacy support, our partners are as diverse as the communities they serve.

The partnerships between our university and our community partners not only create a pipeline for both organizations to get support in our work, but the relationships also expose our students to new ideas and perspectives. Student placements for service-learning, volunteer, and community-engaged learning are usually the first exposure to the field of nonprofit work, public health, education, and youth development. These experiences act as a catalyst for those wanting to keep serving their community long after they graduate. It is not uncommon for our partners to hire our alumni --from Monument Crisis Center in Concord, or the City of Hayward, we have many partners who are staffed by former Cal State East Bay students.

The Center for Community Engagement appreciates the thoughtful and collaborative nature of our relationships with various organizations by providing them opportunities to be on our advisory board, outreach on campus, speak on a partner panel for faculty, and other ways in which their voices can be heard. We are always open to coming together to plan for and strategize better ways to connect our students with the tough but rewarding work of serving the community at the highest level.

The charts below provide a snapshot of geographical impact and issues addressed of our initiatives. This information is based on partner surveys disseminated through CalStateS4 to placements sites, and directly to partners who collaborate with us on Freshmen Day of Service and Pioneers for Change.

Average Responses among Partner Surveys - High/Positive

- Impact on the agency’s perception of the university: 93%
- Rate the overall contribution to the work of your agency: 92%
- Students were prepared for the work they did at your agency: 88%
- Efficiency or effectiveness of services/programming: 70%
- Leverage of financial/other resources: 60%
- Connections/networks with other community groups: 70%
- Number of services offered: 60%
- New ideas/energy to the organization: 60%
- # of clients served: 79%
Geographical Impact

The maps above provide a picture of Cal State East Bay’s breadth of impact. While the depth of impact can be seen locally in our “East Bay” community, through community-engaged online courses, our university contributes to communities statewide.
Freshmen Day of Service at Alameda County Community Food Bank

*Photo taken by the CCE’s FDoS Photo Contest Winner – Julianne Marie Villarreal*

For more information:

[www.csueastbay.edu/communityengagement](http://www.csueastbay.edu/communityengagement)

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