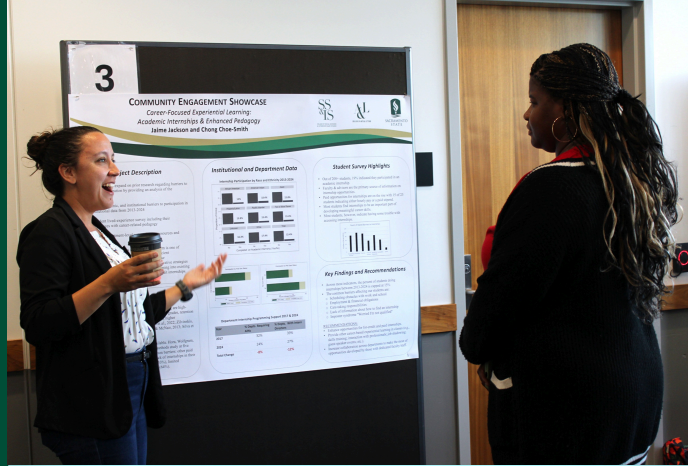


# Community Engagement Center

## Annual Report 2024-2025





## Annual Report 2024-2025

California State University, Sacramento Library 4028  
[www.csus.edu/cec](http://www.csus.edu/cec)

### Faculty Director

Dr. Samantha Blackburn

### CEC Staff

- Irina Kielborn
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- Noel Mora
- David DeSpain (through February)
- Katherine Abu (through May)

### Faculty Associates

- Dr. Ann Moylan
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## Experiential Learning

The Community Engagement Center (CEC) provides overall coordination of experiential learning at Sacramento State. Experiential learning includes both academic internships and community-engaged learning (CEL) courses. CEL includes both service learning and curricular community-engaged learning. The CEC:

- Guides faculty in creating experiential learning courses and community-engaged research projects
- Gathers experiential learning data via the CalState S4 database (aka CEC Connect)
- Manages Community Learning Agreement requests/renewals with community agencies in collaboration with Procurement and Contract Services
- Supports faculty/depts with finding community partners
- Collaborates with other units on campus, such as the Career Center and multiple colleges/ departments regarding experiential learning programs.

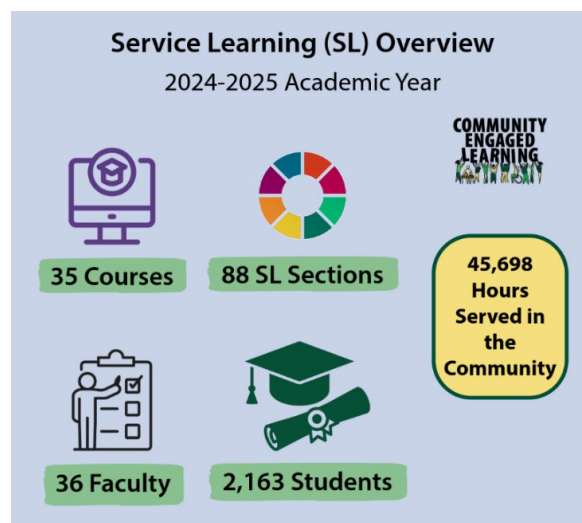
### Experiential Learning Data Summary for 2024-25:

Course Type	# Courses	# Sections	# Students	# Hours Served in Community
Academic Internships	93	204	1,451	30,530
Service Learning Courses	35	88	2,163	45,698
Curricular Community- Engaged Learning Courses	14	13	400	1,200
<b>TOTALS</b>	<b>142</b>	<b>305</b>	<b>4,014</b>	<b>77,428</b>

### Service-Learning Courses

Students deepen their understanding of course material while participating in on or off-campus activities and experiences at a business, non-profit, or governmental setting. Students are asked to articulate how the service experience affirms, expands, integrates, or calls into question the academic content of the course. The six elements of service learning are

- 1) reciprocal & collaborative partnerships
- 2) benefit to the common good
- 3) academic relevance,
- 4) explicit civic learning goals,
- 5) critical reflection activities, and
- 6) integrated assessment.



### Service Learning Courses Offered in 2024-25 (with lead faculty):

- BHON 160 (Daly)
- CHAD 190 (Ribeiro, Pieng, Ferry-Perata)
- CHAD 30C (Pieng)
- CHAD 35F (Bersola-Nguyen)
- COMS 171 (Hong)
- CSAD 142L (D'Angelo)
- DNCE 160 (Bayne)
- EDUC 1 (Madrigal-Garcia)

- EDUC 127B (Lardy)
  - ENGL 10 (Barrish)
  - ENGL 11 (Barrish)
  - FASH 146 (Shen, Amato)
  - FSHD 108 (Maples)
  - FSHD 162 (Kurasaki, Nichols)
  - GERO 101 (Abah)
  - GERO 103 (Abah)
  - GERO 131 (Abah, Jensen)
  - HONR 1 (Lee)
  - MATH 193 (Ghosh Hajra)
  - MBA 263 (Daly)
  - NUFD 117 (Shilts)
  - NURS 139 (Lakish)
  - PHIL 145A (Lam)
  - PSYC 143 (Knifsend)
  - PSYC 194 (Ellison)
  - PSYC 197A (Ellison)
  - PSYC 294 (Ellison)
  - RPTA 106/206A (Krause)
  - STAT 1 (Pannu)
- *Note that 90% of survey respondents said they took their service learning course to satisfy a requirement for their major*

## Curricular Community-Engaged Learning Courses (CCEL)

Students engage in course-based community service experiences characterized by *reciprocal and collaborative partnerships* that enhance student understanding, the outcomes of which *benefit the common good*. As in service learning courses, students participate in on or off-campus experiences with a community partner organization. A common example of a curricular community-engaged learning experience is when students participate in a Writing Partners course.



### CCEL Courses Offered in 2024-25 (with lead faculty):

- CHAD 150 (Yeung)
- CSAD 123 (Patterson)
- EDUC 125 A & B (Solari)
- ETHN 117 (Richards)
- GERO 21 (Abah)
- HONR 103 (Simpson)
- MATH 220A (Ghosh Hajra)
- MATH 12 (Mathur)
- MATH 29 (Mathur)
- MATH 32 (Mathur)
- MATH 31 (Ratti)
- SPAN 106 (Romero)
- STAT 10B (Mathur)

### CEL Student Survey Findings ( $N = 315$ ):

79% increased their awareness of social issues facing the Sacramento community
91% gained a new perspective on the lives of people from different backgrounds
90% increased their interest in knowing and working with people from diverse backgrounds
93% enjoyed relationships with peers or community members that felt supportive and/or rewarding
92% felt they made a positive contribution to the agency or community members
88% became more interested in doing similar community work/service in the future



## Students shared what they learned from their community-engaged learning course:

"Initiative and confidence go a long way in a professional setting. These two things are key to successful interactions with people of all kinds."

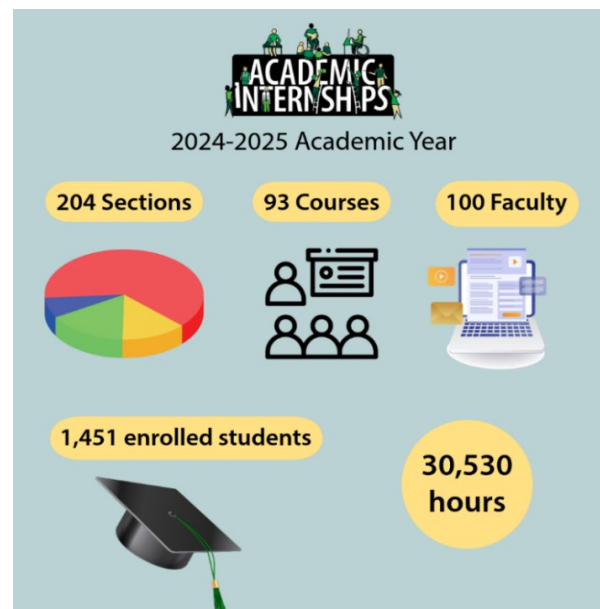
"People can make an impact on their communities in even short periods of time."

"Importance of building rapport and trust with the individuals we support, as the strength of a connection lay the foundation for meaningful and effective care."

"Contributing to a collaborative effort to create an environment that was engaging and rewarding through learning and adapting... I am interested in volunteering in my community in the near future for fun and in my spare time."

## Academic Internship Courses

Academic Internships consist of on or off-campus experiential learning activities designed to serve approved educational purposes by offering students experience in business, non-profit or government settings for academic credit. An Academic Internship is a unit-bearing, stand-alone course that formally integrates the student's academic study with practical experience in a cooperating organization. For every one unit of academic credit received, students are expected to work 45 hours. Academic Internships may be paid or unpaid. Some university Departments/Programs require students to do an internship; in others, students have an option to pursue an internship for academic credit.



## Academic Internship Courses Offered in 2024-25 (with lead faculty):

- ACCY 195 (Panggabean, Mubako, Liu, Jang)
- ALS 195 (Wilson Ramey)
- ANTH 178 (Singh)
- ANTH 195 (Murphy, Walker)
- ART 195 (Dosch, Miller)
- ATIC 195 (Zierfuss-Hubbard)
- BIO 124 (Barclay)
- BIO 195 (Collins, Gonzalez-Orta, McDonald, Gleason)
- BIO 195D (Visger, Peavy)
- BIO 195M (Gilkerson, Gonzalez-Orta, Lundmark, Mulligan, Reams, Holland, Lopez)
- BIO 195T (McDonald)
- CE 195 (Merayyan, Shafizadeh)
- CHAD 195 (Kolesnikov)
- COMS 195 (Stitt)
- CPE 195/A (Faroughi, Meduri)
- CRJ 195 (Escobar)
- CSAD 250 (D'Angelo)

- CSAD 295-I, M, P, S (Davis, D'Angelo, Brickley, Patterson)
- CSC 195/A, 295 (Ouyang)
- ECON 295 (OKeefe)
- EDLP 401, 495 A, B (Acosta, Ellis, Feliz)
- EEE 195/A (Markovic)
- ENGL 195 A, W (Laflen, Hayes)
- ENGL 410 E, W (Hayes, Laflen)
- ENVS 195 (Linklater)
- EPSY 439A (Bland)
- EPSY 441 A, B (Holland, O'Malley, Leitner, Baisden)
- ETHN 195 A, B (Gow, Burris)
- FSHD 195F (Hanna)
- GEOG 195B (Schmidtlein)
- GPHD 195 (Weast, Pratt)
- HIST 195T (Burke)
- HIST 295, 297 (Quintana)
- HONR 195 (Simpson)
- HRS 195 (Shinbrot)
- ID 195 (Dively)
- INTD 195 (Pratt)
- JOUR 195 (Stitt)
- KINS 195A (Park, Taboga)
- MBA 295-A, B, D (Panggabean, Moore, Renz, Han)
- ME 195 (Topping)
- ME 295 (Shafizadeh)
- MKTG 195 (Baldus)
- MUSC 295 (Luchansky, Presler)
- NUFD 195 (Wie, Thompson)
- NUFD 221 A, B, 295 (Arita)
- NURS 145 (Brady, Alcala)
- NURS 174C (Le-Hinds)
- NURS 55 (Cooke)
- POLS 195 A, B (Jackson)
- PSYC 184 (Flanagan, Nunez, Petrashishina)
- PSYC 195 F, G, 295G (Knifsend, Kim, Aceves Azuara)
- PT 626 (Lazaro, Self)
- PT 295B (Coleman-Salgado)
- PUBH 195 (Mattheus, Rebecca)
- RPTA 195D (Wilson, Dao, Hoffman)
- RPTA 195R (Erickson, Nichols, Wilson)
- SOC 195 (Perez Martin, Ida, Rogers, Carrigan)
- SPAN 195 (Mayberry)

### Combined CEL and Academic Internship Student Survey Findings (N = 413):

95% learned to apply concepts from their course to situations with their community organization
94% responded they better understand the role of a professional in their field
85% said they became more interested in the field represented by their course
77% said they feel more connected to their campus community

### Writing Partners

The Writing Partners program at Sacramento State provides a Community-Engaged Learning experience that offers students an opportunity to teach and learn through a letter exchange with students from elementary and middle schools in the Sacramento region. The CEC leads the program by coordinating partnerships between Sac State faculty and teachers at K-12 schools in the local area, providing training and ongoing support to faculty and teachers, and interpreting Risk Management guidelines for faculty.



### Participating Schools 2024-2025:

1. Bowling Green Chacon Language & Science Academy
2. Elder Creek Elementary
3. Elliot Ranch Elementary
4. Ethel Philips Elementary
5. Florin Elementary
6. Gold River Discovery Center
7. Howe Ave Elementary
8. Hubert Bancroft Elementary
9. Marion Mix Elementary
10. Mary Tsukamoto Elementary
11. New Joseph Bonnheim Elementary
12. Rancho Cordova Elementary
13. Rosa Parks Middel School
14. Self Awareness and Recovery
15. Stetson Academy

### Writing Partner Student Survey Findings

4<sup>th</sup>- 8<sup>th</sup> graders (N = 198): **85%** said their writing improved and **79%** felt their reading improved

Sac State students (N = 163): **97%** said they are now comfortable writing to a younger audience and sharing their experience as a college student; **94%** said they feel connected to communities in Sacramento Region

Students shared that they enjoyed reading their partner's letters, writing letters, and meeting during the Sac State visit.

Some other favorites included:

*"(Getting) to know more about people in college"*

4<sup>th</sup>-8<sup>th</sup> graders

*"Having my partner tell me how college isn't as scary as I thought it was"*

*"Reading about what the students were most excited to share about themselves"*

Sac State students

*"Getting to encourage students to join the STEM field"*

### Community Learning Agreements (2024-2025):

The CEC facilitates Agreement development on behalf of faculty and staff, with a community organization or agency where students will be placed for experiential learning, including Academic Internships, Service Learning, Curricular Community-Engaged Learning, and Writing Partners.

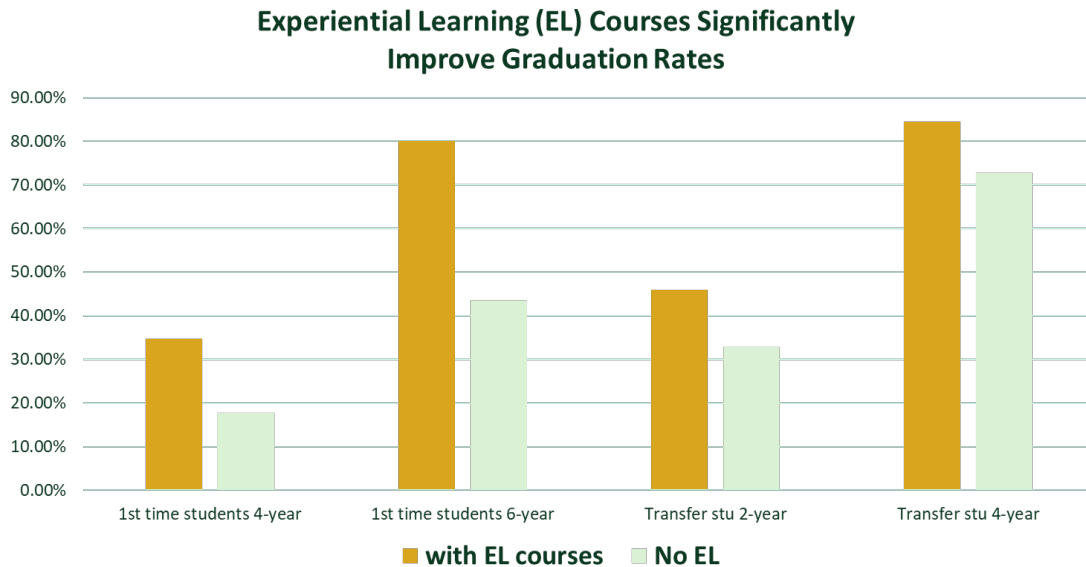
- New and renewed executed: **96**
- Active Community Partners who hosted students this year: approximately **250**
- Community Learning Agreements with community agencies: **approximately 1,000**



## Experiential Learning Outcomes Data (spring 2018-2024)

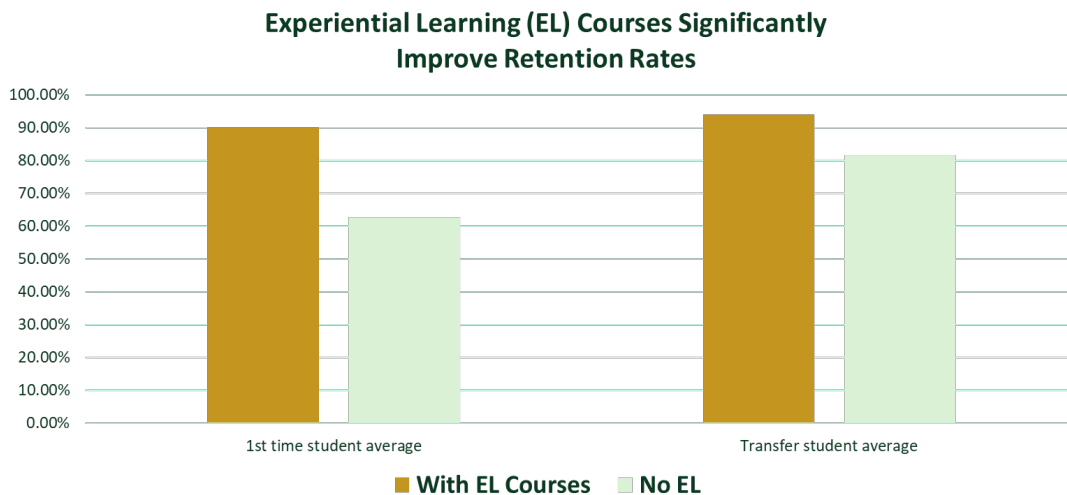
### Graduation Rates

Graduation rate comparisons for students who took an experiential learning (EL) course vs. those who did not reflect **significantly higher graduation rates** for those students who have taken EL courses. See chart and table below.



### Retention Rates

Retention rate comparisons for students who took experiential learning course/s vs. those who did not reflect **significantly higher retention rates** for those students who have taken EL courses. *Retention rates for students with EL courses increase as terms of enrollment increase.* See chart and table below.



*\* Data collected and analyzed by the Office of Institutional Research, Effectiveness, and Planning. Data is inclusive of courses included in S4 for the given term (includes all community-engaged learning and internship courses and courses with "internship" "fieldwork" "clinical" or 195 in course description).*

# Community Service

## Days of Service & Semester of Service Programs

The Community Engagement Center offers both one-day and semester-long community service/volunteer programs with a wide variety of community partners. Students learn collaboration, teamwork, and relational skills, build social capital, and sometimes develop skills/networks related to their major. Community partners benefit from student skillsets, empathy, cultural capital, and ongoing commitment to community service.

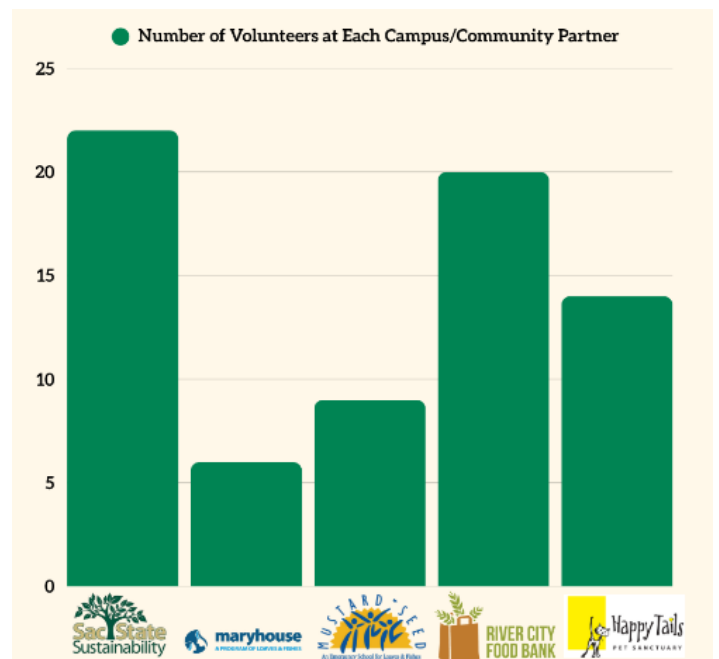
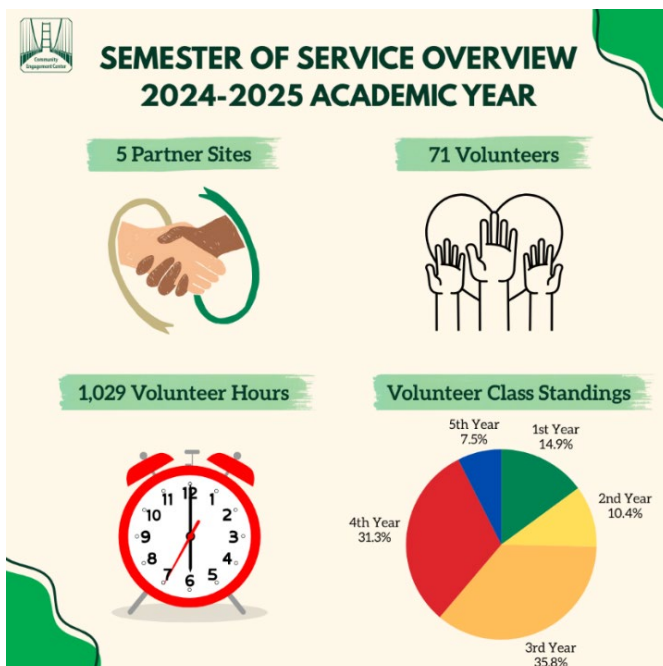


### Participant Feedback:

*"It gave me time to reflect on what I can do for my local community"*

*"I want to continue volunteering even after I graduate"*

*"I love getting to do hands on work for the community"*



## Civic Engagement Resource Fair

**October 8, 2024; 150 students and 24 organizations participated**

Community partners brought awareness to their organizations' efforts, shared resources with students, registered voters, and created partnerships with Sacramento State and other community organizations. Students learned about opportunities for civic engagement, volunteering, academic internships, service learning, and employment.



## Community Engagement Student Fellows 2024-2025

The CEC hosted 4 Student Fellows (Interns) who completed 140 hours of community engagement projects:

- Hosted a "Why We Vote" pop-up event in collaboration with Cal Center for Civic Participation
- Volunteered at CEC Events such as Network Café and with campus partners
- Tabling with League of Women's Voters – Sacramento
- Spearheaded a graphic design project to disseminate student voting information
- Lead community beautifying project with justice-impacted youth
- Coordinated boxing lesson with Combat U instructor and at-risk youth
- Facilitated collaboration between Sunburst Projects and Out of the Darkness Walk
- Volunteered with Soil Born Farms, Harvest Day

## Jumpstart Program

Jumpstart is a national early education non-profit program dedicated to providing preschool children in underserved communities with social-emotional, literacy, and language skills to successfully prepare them for kindergarten and future education. The CEC trained 35 Sac State students as Corps Members who were paid with funds from Federal Work Study, AmeriCorps stipends, and an Anchor grant. These students taught crucial academic and social skills to children for 10 hours each week, to a total of approximately 300 hours each, at six local Head Start locations.

Corps Members also organized volunteer events for Sac State students, and conducted special activities with the preschoolers such as a bilingual storytime and a book fair (see photos below). As seen in the table below, our Jumpstart program far exceeded all goals set by the funder. Due to federal AmeriCorps funding cuts, the Jumpstart program was discontinued at the end of April 2025.



Sac State students reading to preschool children



Student leading a book fair

Jumpstart Goals for 2024-2025 AY	Jumpstart Data for 2024-2025
Classrooms: 6	<b>Classrooms Served: 6</b>
Children Served: 98	<b>Children Served: 126</b>
Student Corps Members Hired: 31	<b>Students Hired: 35; retained 31</b> (2 were Community Engagement Coordinators) <b>Total Hours served: 7,510</b> (FWS: 6,410 + AmeriCorps: 1,100)
Reach 60 children via family/community events	<b>Total children reached via family events: 176</b>
Long-term volunteers: 1	<b>Long-term volunteers: 7</b>
Short-term volunteers: 29	<b>Short-term volunteers: 63</b>



## CEC Events & Programs

### Network Café

Sacramento Municipal Utility District (SMUD) provides funding for the CEC to convene representatives from local community organizations, along with Sac State students, staff, and faculty to learn about services, collaborate on issues, network, and generate solutions.

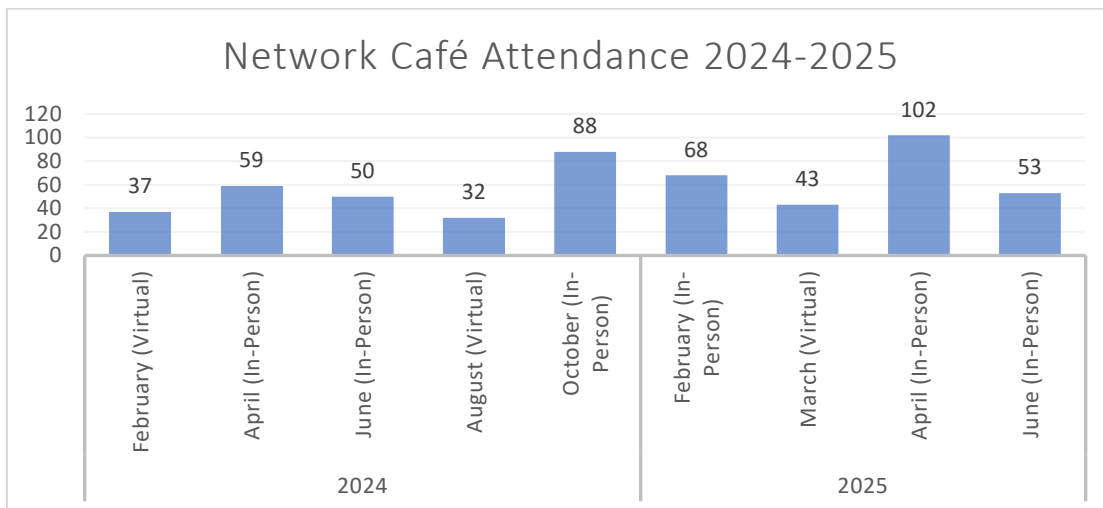


#### Network Café Participant Feedback:

*"I enjoy how everyone was involved, had questions, and shared about their organizations"*

*"Resourceful information and meaningful partnerships in the work"*

*"I made a lot of helpful connections and learned a lot about other like-minded organizations and the opportunities we have to work together towards a common goal"*

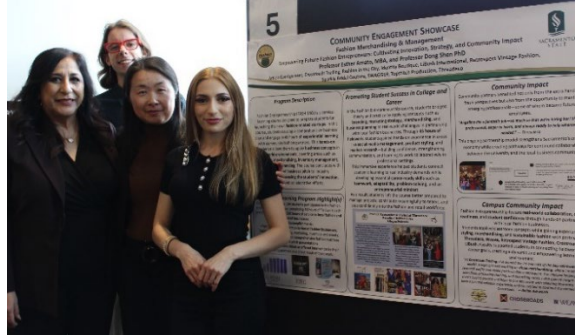




## Spring Community Engagement Showcase

April 10, 2025 – 77 participants

- Theme: *Community Engagement in Action: Cultivating Authentic Community Partnerships.*
- There were 18 innovative poster presentations involving faculty, staff, and students from every college (see posters at the [CE Showcase webpage](#))



Participants shared that they enjoyed:

"Learning about the other community-engaged projects on campus."

"Meeting others who are doing similar work and being inspired."

"Seeing the impact of different projects on students and the greater Sacramento community."

"Being able to connect with community members and students!"

## Spring 2025 Faculty Learning Community



Community Engagement Center (CEC) | Center for Teaching and Learning (CTL)

Facilitators: Sam Blackburn, Chong Choe-Smith, Ann Moylan, Sayonita Ghosh-Hajra, Erin Rose Ellison

The CEC hosted a Faculty Learning Community entitled *Beyond Campus: Community Engaged Teaching and Research*. The FLC included 20 faculty participants who learned about how to lead academic internships, community-engaged learning, and community-engaged research at Sac State.

Sessions highlighted topics such as how to cultivate community organization partnerships, find organizations that Sac State already has partnership agreements with, apply for the Robert S. Nelsen Civic

and Community Engagement Grant, identify other grant opportunities through ORIED, and create course activities and assessments integrating experiential learning objectives.

Faculty developed a three-stage action plan and portfolio for developing an experiential learning course or community-engaged research project. Faculty Associates Chong Choe-Smith, J. Ann Moylan, Sayonita Ghosh Hajra, and Erin Rose Ellison co-facilitated the FLC alongside CEC Director Sam Blackburn. Funding was provided by the CEC, Anchor University Initiative, and Career Center.

## Hornet Community Bus Tour (HCBT)

On May 21, 2025, **45 Sac State faculty, staff, and administrators** participated in the HCBT. Campus participants were able to connect with each other and with more than 30 community partner representatives to learn more about how to foster and sustain mutually beneficial campus-community partnerships. The tour was funded by the Anchor University initiative and the CEC.



### A selection of key takeaways shared by participants:

*"I was RAISED in Sacramento and I learned SO much on this trip about my community."*

*"The wealth of opportunities for students to engage with the community"*

*"Networking with other faculty and staff members at Sac State while meeting the*

*"How deeply connected Sac State is in the community"*

*"Our community partners are such an amazing resource for faculty and students. The opportunities for collaboration are virtually endless!"*

### **Community Partners we visited with this year included:**

- ACC Senior Services
- Building Healthy Communities Sacramento
- California State Parks Capital District
- CHIRLA
- City of Sacramento (multiple departments) & Mayor's Office
- Del Paso Heights Growers Alliance
- Equality CA
- Lavender Library
- NorCal Resist
- Sac LGBT Center
- Washington Elementary School-Sacramento City Unified School District
- State Indian Museum and Sutter's Fort