



California State  
University

Center for  
**COMMUNITY  
ENGAGEMENT**

C H A N N E L  
I S L A N D S

# CSU Channel Islands Center for Community Engagement

# 2015

## Activities, Awards, & Recognitions in Community Engagement

**Acknowledgments:** The Center for Community Engagement would like to thank the California State University Chancellor's Office, President Richard Rush, and the CI Provost's Office for the support that makes our work possible; Tom Emens and Marc Aten for technical and graphics support; the CCE Advisory Board for their invaluable guidance; and all of our service-learning students, faculty, and community partners with whom we share our passion for community service and engagement.





## TABLE OF CONTENTS

Message from the CCE leadership team ..... 1

### CCE Activities

Service-Learning Impacts and Core Programs ..... 2

CI Corps ..... 4

### Recognitions for Best Practices in Service-Learning

Service-Learning in New Orleans ..... 6

Frances Huggins Community Health Clinic ..... 7

Building Cultural Responsiveness in Santa Barbara County ..... 8

Gateways to Empowerment through Literature ..... 9

CSU Channel Islands Organizational Consulting Firm ..... 10

Immigration, Legal Status, and the Local Impact ..... 11

CI Earth Day: Promoting Sustainable Practice ..... 12

University Preparation School: Math Club Leaders ..... 13

### 2015 Community Engagement Awards

Outstanding Community Engaged Student ..... 14

Outstanding Community Engaged Faculty ..... 15

Outstanding Community Partner ..... 15

Outstanding Community Engaged Staff ..... 16

Outstanding Student Reflective Essay ..... 17

## Message from the CCE Leadership Team . . . .

### Dear friends of the CCE and service-learning supporters:

It is with great pleasure that we present the CCE’s second annual compilation of **Activities, Awards, & Recognitions**. Each year, the CCE honors individuals and projects in the areas of service-learning and community engagement, selected from among the many examples at CI. We do so publicly at our annual **Celebration of Service** in early May; this booklet represents a record for others to learn about the great work that we at CI are doing in collaboration with our communities.

Honoring these achievements serves multiple goals. Primarily, we want to celebrate those who invest so much of their **energy and passion** in establishing meaningful links between our university and community. Community engagement is one of four “mission pillars” at CI; those who engage in mission-based projects build those pillars block by block, and they deserve our appreciation. Equally important, we recognize models **to inspire and to educate**. Learning about the best work of others is a powerful way to spark ideas and diffuse best practices. In that sense, we hope that the exemplars presented herein will contribute to deepening the outcomes of community engagement at CI.

In recent years, the CCE has expanded our programs to support and honor service-learning practitioners and projects. Most campus colleagues are aware of our **outstanding engagement awards for students, faculty, and partners**. In addition, this is the third year that we have offered an **outstanding reflective essay award**; and the second year that we have offered **best practices recognition for service-learning projects**. This year, we also offered a special **community engagement award for a staff member**. In addition, you will read about programs that provide opportunities to engage in service (our annual **Days of Service**), and programs to support service-learning projects (our **SEED Grant**) or to enhance skills (supporting colleagues to attend the annual **Continuums of Service conference**).

We hope that you will take some time to explore the wonderful examples of community engagement presented in the following pages. If they inspire you to think about developing (or revising) your own projects, we would very much like to discuss them with you; that is why we are here.

Yours in service,

**Dennis J. Downey**  
Faculty Director

**Pilar Pacheco**  
Managing Director

**Kaitlyn Cotton**  
Community Partner

## CCE ACTIVITIES

### 2014-2015 SERVICE-LEARNING IMPACTS

Each year CI students serve the local, national, and international communities through its service-learning program. Service-learning is an educational experience that combines organized service activities with academic study and critical reflection to support in-class learning and foster a sense of civic responsibility. These service activities, carried out in collaboration with community partners, often provide students with the knowledge and experience to transform themselves into future leaders and socially-conscious citizens. In 2014-2015, data showed the following:

- **892,567** dollars is the amount of economic benefit to the community
- **33,218** hours served by CI service-learning students
- **1,856** students engaged in academic service-learning
- **114** course sections offered a service-learning component
- **70** percent of programs offered at least one service-learning course
- **60** community partners involved in service-learning
- **34** faculty taught a service-learning course

These service-learning experiences move students beyond the classroom as they apply their knowledge to solving real-world problems and begin to shape the future of our local, national, and global communities.

### SEED GRANT TURNS A TRAILER INTO A HEALTH CENTER

The CCE awarded its inaugural SEED grant to the Student Nurses' Association (SNA). The SEED grant provides funds (up to \$500) to CI clubs or organizations working to "grow" a social action project or program that promises to create change on campus or in the community. SNA used their funds to transform a dilapidated trailer into a health center in Oxnard, CA. The project was a collaboration between about 50 CI nursing students and Assistant Professor of Nursing LaSonya Davis, DNP, and the B.A. Huggins Outreach and Worship Center in Oxnard. Students tore out rotted wood, hammered, sawed, painted and even received help from CI's Art students, who painted a mural on the outside of the trailer. The project was completed in December of 2014 with a dedication of the new Frances Huggins Community Health Clinic and a health fair for the community, where free health screenings for blood pressure, hemoglobin and blood sugar were provided. Students and faculty have begun to conduct behavioral, clinical, and translational research with the aim of improving health outcomes in vulnerable populations of Ventura County. The ultimate goal is to serve the community while creating a culture of collaboration amongst research, education, and practice.



### DAYS OF SERVICE: CI STUDENTS ADOPT PROTOTYPES

CI students kicked off academic year 14-15 by participating in United Way's Day of Caring a national community service day providing community members an opportunity to give

back by serving at various non-profits in local communities. CI students chose to serve at Prototypes in Oxnard. Prototypes is an organization that **works to rebuild the lives of women, children and communities impacted by substance abuse, mental illness and domestic violence** through integrated, comprehensive programs while ensuring safety and shelter for those in need.

By the end of the day, students had voted to "adopt" **Prototypes** and concentrate all national days of service in 2015 at that one site. Consequently, students returned to Prototypes in January 2016 to celebrate Martin Luther King Day of Service, and in March for César Chávez Day of Service and Learning. Over the academic year 70-plus students, staff, faculty and administrators participated in sprucing up Prototype's grounds by gardening, and painting, washing outdoor furniture and play areas. In addition, workshops were facilitated for the residents on "How to Get to College."

### CONTINUUMS OF SERVICE CONFERENCE

The CCE provides registration funds for faculty to present at or attend a service-learning conference. This year, Rachael Jordan (English) presented at the Continuums of Service conference in Long Beach, and Margarita Lopez (Spanish), and Carola Matera (Early Childhood Education) attended. The conference brings together civic engagement and service-learning administrators, faculty, students, and community partners. The purpose is to focus on the critical processes of inquiry and engagement in shaping how higher education and communities identify and respond to the challenges of civic engagement in the 21st century. Faculty return to campus and use their new understandings and skills to build or strengthen a service-learning course(s).

## CI CORPS PROGRAM

The CI Corps community service initiative is a collaboration between the Center for Community Engagement (CCE), Federal Work Study, and area non-profits. The program provides employment to student leaders who demonstrate a commitment to the community. In academic year 14-15, CI Corps members served over 3,100 hours in the areas of education, literacy, homelessness, and community engagement. The program contributes to building a culture of service at CI and in the community; it creates jobs and provides pathways to opportunity for CI students entering the non-profit workforce.



**Coraima Alfaro** is a first generation student who plans to graduate in May 2016 with a Psychology degree. After graduation Coraima will go on to graduate school for counseling or social work. She works at **El Centrito Family Learning Centers** tutoring in their afterschool program. She was interested in this position because she is passionate about education and enjoys working with children. She finds that the most satisfying part of the job are the moments when she knows she has made a difference in a child's life.



**Monica Alvarado** is a senior who graduated in May 2015 with a Bachelor's Degree in Psychology. After graduation she will take the summer to travel through Europe and apply to graduate school in San Francisco. Monica excelled in her position as a Community Engagement Ambassador with the **Center for Community Engagement** where her role was to help build a culture of service at CI by developing, coordinating and implementing co-curricular service days and overseeing volunteer outreach.



**Karen Castaneda** is a first-generation student who is completing her sophomore year at CI. She will graduate in May 2017 with a degree in Psychology and a minor in Communication. She plans to live in Barcelona, Spain, and become a motivational speaker. For the past two years, she has been a Tutor Coordinator for **School on Wheels**, where she is in charge of facilitating the "Homework Club" for homeless children.



**Elizabeth Delgado** is a senior and the first in her family to go to college. She graduated in May 2015 with a degree in Biology and will apply to the Masters program in Biology at CSU Northridge. She plans to go on to medical school to become a pediatrician. Elizabeth's commitment to the community started in high school where she served as a tutor at a local center. At CI she served as an America Reads Tutor at **University Preparation School**.



**Florencia Gadano** is a Junior majoring in English. She will graduate in May 2017 and plans to work as a high-school teacher. Her position as an Academic Homework Support tutor at the **Boys and Girls Club of Camarillo** has been a great opportunity for her, and gives her a rich foundation of experience in teaching at different levels. She loves working with the children and encouraging them to stay in school. Florencia shared, "To see their faces when they finally comprehend the lesson is priceless."



**Jessica Magana** is a Junior who chose CI because she heard the professors were amazing and the Early Childhood Education program was great. She plans to graduate in May 2016 and will subsequently pursue a career as a preschool teacher or an infant/toddler teacher. She wants to begin helping young children develop and grow in a high-quality and developmentally appropriate preschool. Jessica serves at the **Camarillo Public Library** where she is an America Reads Tutor.



**Sebastian Reyes** is a first-generation student who chose CI because it is an opportunity of a lifetime. He is a Junior majoring in Psychology with plans to graduate in May 2016 and apply to graduate school. He works at the **Boys and Girls Club of Camarillo** as an Academic Homework Support tutor. This position interested him because he wanted to give back and mentor the next generation of college-going youth and instill in them that they too can succeed in a university setting.

## RECOGNITIONS FOR BEST PRACTICES IN SERVICE-LEARNING, 2015



### SERVICE-LEARNING IN NEW ORLEANS

**Dr. Sean Anderson**  
Environmental Studies and Resource  
Management 492: Service-Learning/Internship

#### Community Issue

Ten years after Hurricane Katrina, many communities in New Orleans remain devastated, and rebuilding is still slow. The availability of healthy, affordable food in the community has been one particularly slow to return. As a consequence, there are still vast “food deserts” across large neighborhoods and parish regions.

#### Project Description

For the past eight years, students have traveled to New Orleans and the Gulf Coast to assist with recovery from Hurricane Katrina – as well as the Deepwater Horizon oil spill. Students have served in various infrastructure rebuilding capacities. They have also documented the existing conditions of the remnant bottomland hardwood forests just south of the city of New Orleans, while supporting the restoration of these degraded systems. Over the past five years, the ESRM course has de-emphasized the physical rebuilding of structures and turned towards installing community food gardens in impoverished neighborhoods. In the past, final days were devoted to helping construct affordable housing units for displaced residents (in St. Bernard’s Parish, the Lower 9th Ward of Orleans Parish, and lower Plaquemines Parish) and building community food gardens (in conjunction with Common Grounds community center in Buras, LA and with New Orleans Food and Farm Network in greater New Orleans). In 2014 and 2015, the course initiated and deepened new relationships with Tulane University Service Learning students. Through those relationships, local New Orleans students who had never been involved with wetland restoration or food gardens were brought along and paired with CI undergrads as the team conducted its service.

#### Project Outcome

This year CI students contributed to Woodland Restoration data and helped raise money for the wetland partner, the non-profit Woodlands Conservancy. Students designed a new visitor education and research center; restored more than 20 acres of bottomland hardwood forest; and cultivated food gardens across the region.



### FRANCES HUGGINS COMMUNITY HEALTH CLINIC

**Dr. LaSonya Davis-Smith**  
Nursing 497: Directed Study

#### Community Issue

According to Health Matters in Ventura County (2014), the city of Oxnard has over 198,484 inhabitants, with 72.5% of residents of Hispanic origin and 27.8% of residents uninsured. Common chronic diseases are prevalent in this community including type two diabetes [DM-II], hypertension, heart disease, and obesity (Ventura Public Health, 2014). Such statistics provide an insight into the needs present in this community.

#### Project Description

In collaboration with the B.A. Huggins Outreach and Worship Center in downtown Oxnard, CI’s nursing students worked together to convert a discarded trailer into a community health center, created specifically for the Oxnard community’s poor and homeless. Students raised money and in-kind donations, and were awarded a SEED grant from the Center for Community Engagement, using those resources to purchase materials to renovate the trailer and transform it into the Frances Huggins Community Health Clinic. Students pulled out old carpets, sanded cabinets, cleaned and painted the interior of the trailer and reached out to CI Art students to create a mural on the exterior of the newly renovated clinic. In addition, students held a health fair in collaboration with the B.A. Huggins Ministries and CI’s Alpha Kappa Alpha Sorority that included 13 vendors, 6 student health education booths, and serviced 89 community participants. Spanish capstone students provided translation services for the health fair, as well as during regular clinic hours.

#### Project Outcome

Students and faculty have begun to conduct behavioral, clinical, and translational research with the aim of improving health outcomes in vulnerable populations of Ventura County. The ultimate goal is to serve the community while creating a culture of collaboration involving research, education, and practice.



## **STUDENTS IN THE MUSEUM: BUILDING CULTURAL & LINGUISTIC RESPONSIVENESS**

**Dr. Carola Matera**  
**Early Childhood Studies 462: Theory, Methods,  
and Application in Bilingual Education**

### **Community Issue**

The Santa Barbara community is culturally and linguistically diverse, with Latinos comprising half of the county's population. Yet representation of Latino children and families lags in many local community programs. It is essential for teacher preparation programs to incorporate opportunities for underrepresented students to experience community programs and their benefits. The Santa Barbara Museum of Art (SBMA) faces challenges in attracting Latino children and families to participate in the museum's activities and expressed an interest in collaborating with CI students to explore this issue.

### **Project Description**

Students focused on developing cultural competence, familiarizing themselves with academic and non-academic supports for Latino children and families to ensure school readiness and success, and learning about research-based strategies to promote language development in linguistically diverse children. Students visited the museum on their own (with or without families) as well as the museum's "Family Resource Center," paying specific attention to how they were welcomed, provided materials, offered support, etc. The SBMA team led an art-based cultural activity where students reflected on their personal identity and cultural background, and their impressions from the museum visit. They also shared thoughts and ideas on how to attract Latino families in more purposeful, engaging and meaningful ways.

### **Project Outcome**

SBMA leaders learned from students' analytical and constructive feedback about culturally and linguistically appropriate early childhood development practices that could be used in the Family Resource Center at the Museum. SBMA expressed new understanding about the complexity of cultures and languages in our communities and expect to see increased Latino participation in future programs.



## **GATEWAYS TO EMPOWERMENT THROUGH LITERATURE**

**Chicana/o Studies 353:  
Chicana/o Latina/o Literature**

### **Community Issue**

Farmworkers labor so close to our university, yet they have little access to higher education and students rarely have opportunities to interact with them. This course sought to integrate university culture and farmworker communities by promoting literacy, critical thinking and dialogue, English language skills, social awareness, and community leadership amongst adults and children at the Cabrillo Economic Development Corporation (CEDC) farmworker housing communities.

### **Project Description**

During the fall and spring semesters, students and CEDC residents read common books. In class, students engaged in discussions about the books and created group lesson plans that supported the themes of the books. Students went to the CEDC farmworker housing communities and used their academic skills to interact and share what they have learned in class. Students lead a discussion with the residents, and shared a dialogue about the books and how they relate to socially relevant topics, such as farmworker labor experiences, school experiences, and gender and racial biases in society. Some students worked with the adults (with an emphasis on reading and English skills) and some students worked with the children (emphasizing bilingual literature and arts and crafts projects that helped the children reflect on their Mexican-American identity).

### **Project Outcome**

Residents shared that reading with CI students helped them better support their own children with their homework, they saw the value in literature, and are now thirsty for more reading. The women liked having a weekly "feminist hour" where they could leave behind domestic duties and do something that was self-fulfilling. Residents liked having CI students as mentors for their children. The children looked up to the students and felt proud to know that they have a friend who attends the university. As a result, the parents and children have now come to campus and attended events and see the university as a resource and a friendly place where they are welcome.



## **CI ORGANIZATIONAL CONSULTING FIRM**

**Dr. Jacob Jenkins**  
**Communication 442:**  
**Organizational Communication**

### **Community Issue**

Many community-based organizations face considerable challenges in undertaking the strategic planning that is essential in finding ways to serve the community in the most efficient and effective manner.

### **Project Description**

The Organizational Communication class acts as a consulting firm to provide strategic planning, performance management, process improvement, and leadership development for the nonprofit and public sectors. Working in small groups, students researched the needs of their partner organization, and actively applying the concepts and theories learned within the class to find ways that they may better reach their goals and accomplish their mission(s). The project focused on problem identification, solution development, and practical implementation. The collaborative approach begins by determining barriers, establishing goals, and getting to work quickly on an effective action plan. Students are strongly committed to helping nonprofit and public sector leaders build a financially sustainable organization that fulfills its social mission in order to better serve the communities in which they exist.

### **Project Outcome**

A wide variety of projects were completed, representing a range of contributions to our partners and community. For example, students worked with Project Understanding to produce a variety of recruitment and training videos. They also worked to develop the organization's online presence via Facebook and Twitter in order to reach additional volunteers in the community. Students who worked with Big Brother-Big Sister helped to develop the organization's tutoring program by networking with local for-profit organizations. Those who worked with the Gullwings Children Museum produced a complete training manual for new employees and volunteers, and students who worked with Forever Found developed and implemented a fundraising initiative via GoFundMe. Students also supported Camarillo



## **IMMIGRATION, LEGAL STATUS, & THE LOCAL IMPACT**

**Dr. Mary McThomas**  
**Political Science 492:**  
**Service-Learning in Political Science**

### **Community Issue**

Immigration is an enduring issue in the United States and often the source of contentious laws and public policies. This course examined various aspects of migration, immigration law and policy, and the impact on the local community.

### **Project Description**

Serving with local community-based organizations students explored historical trends, myths, public opinion, and potential policy prescriptions. Students worked with Central Coast Alliance United for A Sustainable Economy to create and conduct a survey regarding labor rights and issues impacting migrant workers. Students worked with Keeping Dreams Alive, a student group on campus dedicated to raising awareness about the problems faced by undocumented students. They researched various aspects of the issue – including existing laws, proposed policies, and ongoing concerns – and put on a student forum where they presented their research. Finally, students worked with CLUE-VC's (Clergy and Laity United for Economic Justice) detention witness program. They conducted research about the rise of private detention centers, visited the Adelanto Detention Center to meet with detainees, and wrote policy proposals and legal arguments to address the civil rights abuses of detainees.

### **Project Outcome**

Students were able to draw connections between course readings and their service-learning experience, reflect upon the political power structure of society based on community experience, and think critically about the need for various public policies and services. In addition, they conducted research on issues related to undocumented students and will be putting on a student forum dedicated to the event in order to raise awareness. They have transcribed interviews which chronicle the experiences of local undocumented students and conducted research on detention centers –both legal research and visiting the Adelanto detention center – in order to provide potential policy prescriptions. They have also created and conducted a survey to assess issues of economic justice among local farm workers.



## **CI EARTH DAY: PROMOTING SUSTAINABLE PRACTICES**

**Ms. Jessica Hasson**  
**University 250: Sophomore Seminar**

### **Community Issue**

California State University Channel Islands is committed to becoming a more environmentally sustainable campus. University officials hope to encourage students to embrace more green habits, utilize sustainable methods on campus and develop programs that benefit the school and the environment. One way to bring awareness to CI's efforts and green habits is through events such as Earth Day.

### **Project Description**

Students worked directly alongside University departments and clubs and local community businesses to develop, create and implement a multi-day Earth Day celebration. The event kicked off with restoration efforts in El Dorado Park, where participants placed native plants. An all-day festival continued the celebration with entertainment, demonstrations and vendor tables that included representatives of green-conscious organizations from throughout the school and community. Several bags of ladybugs were released into the campus rose garden to introduce a natural alternative to combating pests instead of using chemical pesticides. The festivities were designed to encourage people to preserve the Earth and avoid pollution, especially in the local community. Students took on roles most aligned with their natural talents and career goals. Some worked on publicity, others on budget and/or networking, and others on concept design. Throughout the process they recorded their experiences through written reflections, video and photography.

### **Project Outcome**

This project brought awareness to the CI community about issues of and relating to the earth such as recycling, trading, composting, water usage, conservation, and protection of both the planet and ourselves, healthy living/lifestyles. The event connected all aspects of the CI community (Student Affairs, Event Planning, Clubs and Organizations, Faculty and Administration, CI Alumni) and created "green" connections with local businesses.



## **UNIVERSITY PREPARATORY SCHOOL: MATH CLUB LEADERS**

**Dr. Cynthia Flores**  
**Math 308: Modern Mathematics for  
Elementary School Teachers**

### **Community Issue**

The development of the U.S. as a global leader is hindered by a decreasing population of U.S. citizens pursuing expertise in the STEM fields, and by an inadequate pipeline of teachers skilled in those subjects. President Obama has articulated a clear priority for STEM education: within a decade, American students must "move from the middle to the top of the pack in science and math." Although this is a national need, we have the power to address this locally through our community by collaborating with schools such as the University Preparation School at CSU Channel Islands (UPS).

### **Project Description**

The Math Club project sought to address this common issue by instilling confidence and excitement of teaching mathematics and using a high-impact practice (service-learning) for the preparation of quality mathematics instruction by future elementary school teachers. The project consisted of a weekly Math Club meeting attended by 55 UPS 4th and 5th grade students and teams CI Math Club Leaders or MCL (Math 308 students). MCL designed and implemented lesson plans covering material motivated by the content outlined in the Learning Outcomes of Math 308. MCL planned and designed weekly activities and received training and feedback on their teaching. They either designed large math activities to conduct in a large-group setting, or planned several small group math activities for the UPS students.

### **Project Outcome**

One key expected outcome was to solidify CI students' interest in pursuing a career in elementary school education. In doing so, CI students brought a different perspective for UPS students. This naturally induced an excitement of UPS Math Club. As the project progressed, CI students naturally began taking more responsibility for their learning since it no longer impacted only their grade in the class, but also their ability to translate their knowledge to the 4th and 5th grade UPS students.

## 2015 COMMUNITY ENGAGEMENT AWARDS

The CCE annually grants Engagement Awards in four categories. Three awards recognize outstanding contributions in the area of community engagement by an individual (community partner, student, and faculty); a fourth award recognizes an outstanding student reflective essay on community service and engagement. This year, the CCE also offered a special staff engagement award. Through each of those Engagement Awards – and the best practices recognitions for projects presented in previous pages – the CCE seeks to identify and recognize models for promoting the deepest service and learning throughout the CI community. **We congratulate our 2015 CCE Community Engagement Awardees!**



### OUTSTANDING COMMUNITY ENGAGED STUDENT Monica Alvarado, Psychology

*Monica was nominated by Susan Lefevre (at left in accompanying photo), University Lecturer. The following description is based on that nomination.*

Monica exemplifies community engagement and the student professional – whether working to assist service-learning students in a University 250 course, or planning and implementing events for the CCE. In her role with the University 250 course, Monica was truly dedicated to students learning and growth. She spent time getting to know them, continuously checked up on them, and monitored the venues in which they served. She did so in a way that was supportive, but not obtrusive. Her work facilitated projects that served the community – and experiences that will serve the students for the rest of their lives. In the process, she has cultivated a subsequent cohort of student leaders in the field of service-learning.

Monica also served in the CI Corps for 2014-15, working as a student assistant for the CCE. In that role, she organized a range of programs and events to promote service opportunities to students – all of which were shaped by her characteristic efficiency and conscientiousness. Most notably, Monica planned and implemented the CCE days of service events. Her work benefited not only our community partners, but all of the students who were lucky enough to participate in her events.



### OUTSTANDING COMMUNITY ENGAGED FACULTY Dr. LaSonya Davis-Smith, Nursing Program

*LaSonya was presented her award by CSUCI Provost, Dr. Gayle Hutchinson (at left in the accompanying photo). The following description is excerpted from the nomination submitted by Nursing student Andrea Ives.*

Dr. Davis-Smith is a dedicated and engaging teacher. She challenges her students while fostering a nurturing environment, and engages them in research to promote social justice. She is also deeply involved in the Student Nurses' Association where she mentors and guides over 100 students in efforts to serve and develop relationships with the community.

Dr. Davis-Smith's selfless contributions and dedication are exemplified by her leadership of a collaborative project to establish a community health clinic in partnership with St. Paul Ministry Baptist Church in Oxnard. The clinic – managed by students and faculty – provides essential health services to underserved populations for whom such services would be otherwise inaccessible. The center also provides students of all majors with opportunities to practice clinical skills, lead community health events, conduct research, and continue to serve the community after graduation.



### OUTSTANDING COMMUNITY PARTNER Katherine Kasmir, Director, Straight Up! Ventura County

*Katherine was nominated by Vivian Henchy, lecturer in Communication Program (at left in the accompanying photo). The following description is excerpted from the nomination.*

Katherine is enormously patient and gives generously of herself to our students. She frequently serves as guest lecturer for service-learning courses, embodying the model of co-educator. She also has the rare ability to generate streams of creative ideas for bringing the message of Straight Up! to the community, which serves as a rich example for our Communication students.

Katherine consistently works closely with multiple service-learning students. When asked if she is willing to take on more students, she typically replies “Send more, not fewer”. That spirit of generosity – and her embrace of our students – is exactly why she merits recognition. Of course, Katherine never does anything for the “spotlight”. Rather, she wants to make a concrete impact in the lives of others – particularly in preventing substance abuse and risky behaviors that can alter the trajectory of a young person’s life forever.



## OUTSTANDING COMMUNITY ENGAGED STAFF

**Janet Korsmo, Human Resources**

*Janet is pictured receiving her award from President Richard Rush.*

This year, the CCE leadership team unanimously decided to offer a special award to honor a CI staff member who has given generously of her own time to participate in the CCE’s days of service. Over her 10 years at CI, Janet has continuously participated in our service events: the United Way Day of Caring, the days of service honoring Martin Luther King Jr. and César Chávez, and our Hunger Banquet – to name just a few examples. When asked why she gives of her own vacation time so selflessly, she responded: “It is important to always give back – because someone in the community may be worse off than you. We should all lend a hand.” Janet’s colleagues use words such as committed, dedicated, giving, and caring when describing her. She embodies the culture of service we seek to create at CI. It is fitting and with great pride that we honor Janet Korsmo with this special award.



At the Celebration of Service, the CCE recognized Daisy Carranza, who was awarded a prestigious **Newman Civic Fellow Award** from Campus Compact for 2015. The award honors inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing communities. The CCE congratulates Daisy for earning this richly deserved honor.



## OUTSTANDING REFLECTIVE ESSAY AWARD

**Nathalie Huerta, Liberal Studies**

*Nathalie was nominated by Dr. Cynthia Flores, Assistant Professor, Mathematics (on the left in the accompanying photo).*

*The following are excerpts from Nathalie’s essay. To see the full essay, go to the webpage for the Center for Community Engagement.*

Most people have heard the saying “**those who can’t do teach,**” but this is a **misconception** many people have about teachers. Before majoring in Liberal Studies, I too had this misconception, but now I see I was wrong for believing this. . . . **My service learning has given me insight on what kind of teacher I want to be, why I chose this profession, and what I need to learn in order to become a good teacher.**

This service learning assignment was a different experience than my Education 101 class. . . . I had become accustomed to students listening to what I had to say without any interruptions or students raising their hands if they had a question, but I was in for a rude awakening that students do not always exhibit these qualities. . . . I have read about classroom management and I always thought it was an easy thing to do, but I was wrong. Classroom management is the hardest thing a teacher needs to establish in order to have a successful year. After my activity was done **I realized that classroom management is one thing I need to work on.**

I learned a lot of things about myself during my service learning activity that I will take with me, but **the thing that impacted me the most is: the kind of teacher I want to be. . . .** I want to be the teacher that will help students get their math skills to their grade level or at least try. This is very important to me because I want to show these students that with a little help they can be as smart as their peers and that not all teachers give up on their students

Teachers are supposed to guide their students in understanding the material and not give up on them. As teachers we need to understand that every student learns differently and we must provide different means in presenting the information . . . **I am glad I will become part of this great profession because I want to help children strive for their best even when they think they cannot.** If we show every student that we have not lost faith in them, then they will be motivated to succeed.