



Channel Islands
CALIFORNIA STATE UNIVERSITY

Center for Community Engagement Community Partnerships

Community Partnerships

Community partners are **co-educators** who work directly with faculty to provide high-quality service-learning projects for groups of students on a semester basis. This entails providing training, orientation, guided reflection and supervision for students.

They are integral to the success of our service-learning students as they facilitate onsite learning and reflection resulting in an integrative teaching approach that provides a foundation for student learning.

Community Partner Quote

“This program is one of the best I have encountered in my many years of public service. It is to be commended & word needs to be spread all over the country about it. It is so beneficial for both the organizations & the students!” - **Amy Reed, Buen Vecino**



Thank You To Our Community Partners/Co-Educators

The Center for Community Engagement partners with over 100 non-profit organizations, governmental agencies, libraries and area schools. These service-learning partnerships address community needs such as: homelessness, housing, food insecurity, environment, immigration, youth development, literacy, senior issues, health, education, and community economic development. We appreciate their involvement in our program and their commitment to our students.

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|--|--|--|--|
| <ul style="list-style-type: none"> ACTION VC Agriculture Museum Alzheimer's Association of Ventura County American Foundation for Suicide Prevention American Red Cross Art Through Action Arts Mentorship Program, Inc. Big Brothers Big Sisters of Ventura County Boys and Girls Club of Camarillo Brain Injury Center of Ventura County BRITE: Building Resilience & Inclusion Through Engagement Buen Vecino Cabrillo Economic Development Corporation Camarillo Family YMCA Camarillo Health Care District Camarillo Heights STEM Academy Camarillo Public Library Camp Ronald McDonald for Good Times Cancer Support Community – Valley/Ventura/Santa Barbara Canine Adoption & Rescue League (CARL) CAREGIVERS: Volunteers Assisting the Elderly Casa De Vida Inc. Casa Pacifica Center for Children & Families Central Coast Alliance United for a Sustainable Economy (CAUSE) Channel Islands Restoration Child Hope Services | <ul style="list-style-type: none"> City of Agoura Hills – Dpt of Community Services Climate First: Replacing Oil & Gas (CFROG) Coalition for Family Harmony Community Action of Ventura County Community Advocacy Coalition Community Roots Garden Concerned Resource & Environmental Workers (The C.R.E.W.) Diversity Collective of Ventura County DRAGG Emily Shane Foundation FirstSteps for Kids, Inc. Focus on the Masters Arts Archive & Library Food Forward FOOD Share, Inc. Girl Scouts of California's Central Coast Girls Inc. of Carpinteria Habitat for Humanity of Ventura County Healthcare for the Homeless/One Stop House Farm Workers! Housing Opportunities Made Easier (HOME) Housing Trust Fund Ventura County Humane Society of Ventura County Independent Living Resource Center, Inc. Juneteenth Celebration of Ventura County Justice for All Ventura County | <ul style="list-style-type: none"> Justice in the Classroom Kids & Families Together kidSTREAM Children's Museum Lighthouse for Women & Children Lulapin Chumash Foundation Many Mansions Mixteco/Indigena Community Organizing Project (MICOP) Museum of Ventura County NAMI Ventura County National Park Service Santa Monica Mountains Nat. Rec. Area Native Monarchs New West Symphony Ocean View School District Ojai Valley Land Conservancy One Step a la Vez Oxnard Performing Arts Corporation (OPAC) Oxnard Union High School District Farm to School Program Pleasant Valley School District Project Access Reel Guppy Outdoors Reiter Affiliated Companies Rio Real Elementary School Ronald McDonald Family Room – Ventura Ronald McDonald House – Bakersfield/Los Angeles Santa Barbara Museum of Natural History & Sea Center Santa Barbara Zoo | <ul style="list-style-type: none"> Santa Monica Mountains Trails Council Saving Lives Camarillo School on Wheels Search Dog Foundation SEL4CA Somis Elementary Special Olympics Southern California Step Up Tutoring Step Up Ventura Storyteller Children's Center Surfrider Foundation Ventura County Chapter The Conflict Resolution Institute The Human Nature Center Thousand Oaks Library Turning Point Foundation – Growing Works UFW Foundation United Way of Ventura County Unity Theatre Collective University Preparation Charter School Ventura County Farm to School Ventura County Library System Ventura County Rescue Mission Alliance Ventura Land Trust Westminster Free Clinic Women of Substance & Men of Honor Youth Pride Association |
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Channel Islands
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Center for Community Engagement Community Partner Events

Micro-Presentations: How to Tighten Your Talk for Maximum Impact

Oct 2022 – In collaboration with Cal Lutheran’s Center for Nonprofit Leadership, the CCE brought 44 community partners from 28 organizations across Ventura and Santa Barbara Counties to attend an in-person workshop on “Micro Presentations: How to Tighten Your Talk for Maximum Impact” with guest speaker, Lisa Braithwaite.



PANEL

 Catilin Barringer '12 B.A. Communication M.A. Public Admin Programs Manager Food Share	 Angel Garcia '19 B.A. Organizational Communication Sr. Administrative Asst. for Supervisor Lopez County of Ventura	 Christina Cabral '11 B.A. Sociology B.A. History Homeless Services Social Worker VC, Human Services Agency
 Martha Johnson '08 B.A. Sociology Program Coordinator VC Health Care Agency	 René Garcia-Hernandez B.A. Sociology M.A. Edu. & Leadership Co-Founder of Bienestar Latinx Executive Director of Arts Mentorship Program	 Gabrielle Vignone '16 B.A. English Executive Director House Farm Workers!



Networking & Mentorship Night – Nonprofit & Social Service

Nov 2022 – In collaboration with Career Development & Alumni Engagement, the CCE hosted a virtual Networking & Mentorship Night with alumni working in the non-profit and social services fields. Six alumni, who graduated from various majors over the past 14 years, authentically shared the challenges, resilience, and successes they experienced during the zigzag career path they took to their current position.



**NETWORKING
&
MENTORSHIP
NIGHT**

NON-PROFIT & SOCIAL SERVICES

November 3, 2022



20 Years of Community Partnerships

March 2023 – The Center for Community Engagement celebrated 20 Years of Community Partnerships with our non-profit, school, and government agency partners. Our community partners are the heart and soul of service-learning courses, internships, community-based research, and volunteer experiences. They provide community knowledge and expertise to help educate the next generation of community leaders. Without our partners, we would not be where we are today!

**CSUCI CENTER FOR COMMUNITY ENGAGEMENT
CELEBRATION OF SERVICE 2023**



Channel Islands
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Community Bus Tour: How Might Working with the Community Enhance Teaching and Learning

Links to University Strategic Initiative: Educational Excellence

Project Description

The Community Bus Tour guides faculty through a first-hand experience of service-learning community partnerships throughout Ventura County. Starting with an orientation & overview of the day, faculty board the bus & travel first to sat^hwiwa, a sacred mountain to the Chumash people, located on the edge of campus. Matthew Vestuto, founder of Lulapin Chumash Foundation, discussed the cultural significance of sat^hwiwa. Next, we drove to Casa Pacifica Centers for Children & Families & toured their comprehensive services for teens and families, followed by a tour of Growing Works Nursery, a mental health recovery program & wholesale nursery. Then, we traveled to Plaza Park in Downtown Oxnard where we met with Frank Barajas, CSUCI History Professor, and learned about the history of Oxnard. For lunch, we stopped by Community Roots Garden where we met with several organizations. Faculty heard from Community Advocacy Coalition, a social justice advocacy organization with a focus on the African American community, Juneteenth Celebration of Ventura County, an organization raising awareness & educating the community about the importance of Black history & heritage, & from Westminster Free Clinic, an organization that provides free healthcare & health supporting services. The organizations discussed several ways they were involved with service-learning courses. Experienced service-learning faculty also shared their service-learning projects & community-based research & answered questions.



Purpose

The purpose of the Community Bus Tour is to introduce new and “not-so-new” faculty to CSUCI’s service-learning program, to the surrounding community and the CCE’s community partners. Faculty have the opportunity to meet various campus-community partners, learn about issues that impact our community and discover how they and their students can engage with and learn from the community through service-learning and community-based research. The tour is a fun, interactive, and informative experience that brings together the university and community.



Participants

- Hyunsook Youn, Communication
- Julia Balén, English
- José Collazo, Sociology
- Stephen Clark, Spanish
- Danilo Bernal, Nursing
- Kat Cosby, Africana Studies
- Isaac Quintanilla Salinas, Math
- Mari Riojas-Cortez, Early Childhood Studies
- Kendall McClellan, English
- José Alamillo, Chicana/o Studies
- Veronica Guerrero, HIPEE
- Susan Kuzminsky, Anthropology
- Julia Chang, Nursing
- Georgina Guzmán, English
- Frank Barajas, History
- Dennis Downey, Sociology
- Rachel Soper, Sociology



Faculty Reflections

“I really like the honor and opportunity to hear the stories and histories of Ventura County. Also, I appreciated the opportunity to be able to connect and chat with community organizers. I am already making plans to connect and work with an organizer I met in the bus tour.”

“The fact that we were in the community that we serve was the best part. It’s very easy to sit in my office all day, every day and not really see or connect with the community.”

“I was born and raised in Ventura County and spent a lot of my life in the Oxnard area, and yet this tour introduced to me so many parts or aspects of the community of which I was mostly unaware.”



The Road to Restoring sat^hwiwa

A Cross-Divisional Initiative to Build a Culture of Service at CI

Links to University Initiative: Student Success and Educational Excellence

sat^hwiwa Historical Significance

Rising above the west side of campus sat^hwiwa, sometimes referred to as Round Mountain, stands as a striking feature in the CSU Channel Islands landscape. From the top, it offers panoramic views of the campus, Oxnard plains, Camarillo, Point Mugu, and surrounding mountains and agricultural fields. sat^hwiwa, meaning "the bluffs", is sacred to the Chumash people. This was once the gathering place for the winter solstice where the Chumash set up shrines to celebrate harmony, healing, forgiveness, and compassion. The centuries-old tradition died out nearly 200 years ago.

The continuing work to restore this place of cultural significance includes trail restoration work to provide erosion control measures, restore native plants, and aid in trail identification and educational signage. Through the continued efforts of the Chumash elders, CSUCI, and the Santa Monica Mountains Trails Council, these ceremonies will be held once again.



Restoration Phases

Since 2019, the community has come together for the *Road to Restoring sat^hwiwa* Service Days. The 1st step to restoring this place of cultural significance was to create a trail to the top. The existing route, a former road, was in poor condition and covered with brush. Participants cleared brush & root balls from the trail entrance & took the first step toward restoring this sacred trail.

In the following years, volunteers joined Chumash elders, the CSUCI Anthropology Club, Santa Monica Mountains Trails Council, the President's Office, & the Center for Community Engagement to restore sat^hwiwa. After an orientation from the Santa Monica Mountains Trails Council & a land acknowledgement & blessing from Chumash Elders, volunteers worked to provide erosion control measures & restore native plants. Participants also heard from the Chumash community about cultural history, the importance of the sacred land in which CSUCI rests, & view Chumash cultural artifacts.



"It's an honor to be able to contribute to the campus in this way and involve young minds who will carry on this tradition. We want to bring back the shrine as a sacred site and celebrate winter solstice with all of the community as a yearly event. These celebrations are so needed in this time of disconnect and separation in our world." - **Dr. Raudel Bañuelos**





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2022-2023 Serve It Up Service Days

A Cross-Divisional Initiative to Build a Culture of Service at CI

Links to University Initiative: Student Success and Educational Excellence

Serve It Up

The Center for Community Engagement, Multicultural Dream Center, and the Veterans Affairs Programs have collaborated on a cross-divisional initiative to contribute to building a culture of service at CI. Serve It Up is a year-long program that provides the CSU Channel Islands community with service opportunities throughout Ventura County. The initiative involves signature service days created and implemented by student leaders. Events take place off-campus at various community organization sites. All participants engage in a day of service and learning within the local Ventura community.



Veterans Day of Service

Friday, November 18, 2022

To honor over 22 million veterans who have served in the United States Armed Forces, the Center for Community Engagement, the Veterans Affairs Program, & the Santa Rosa Island Research Station collaborated on a on-campus clean-up. Students (& Doc!) collected 87 pounds of trash around campus.



Spring Semester Day of Service

Friday, February 3, 2023

Habitat for Humanity of Ventura County is building a county where everyone has a safe, decent place to live. They build and sell affordable homes, offer critical health and safety repairs for low-income homeowners, offer financial education, and advocate for policies that create more housing for struggling families. In collaboration with Habitat for Humanity Ventura County, the Center for Community Engagement, Inclusive Student Services, & the Multicultural Dream Center came together to prep Playhouse Builds for active military & veteran families. During the service day, students were able to cut and paint 50 boards that will be used to make Playhouses.



Program Purpose

The Center for Community Engagement in partnership with the John Spoor Broome Library and the Smithsonian Institution Traveling Exhibition Service is proud to host the Dolores Huerta: Revolution in the Fields / Revolución en los Campos. The exhibition shares the compelling story of legendary activist and leader Dolores Huerta (b.1930) and the farm workers movement of the 1960s and 70s. It is a quintessentially American tale of struggle and sacrifice, of courage and victory.

The exhibition was installed and de-installed by Dr. Theresa Avila and CSUCI students Catherine Cervantes, Rebecca Ann Hyde Gonzalez and Hannah Lovett.

The exhibition is organized by the Smithsonian Institution Traveling Exhibition Service in collaboration with the Smithsonian National Portrait Gallery, Washington, D.C. This exhibition received federal support from the Latino Initiatives Pool, administered by the Smithsonian Latino Center.

Program Sponsors

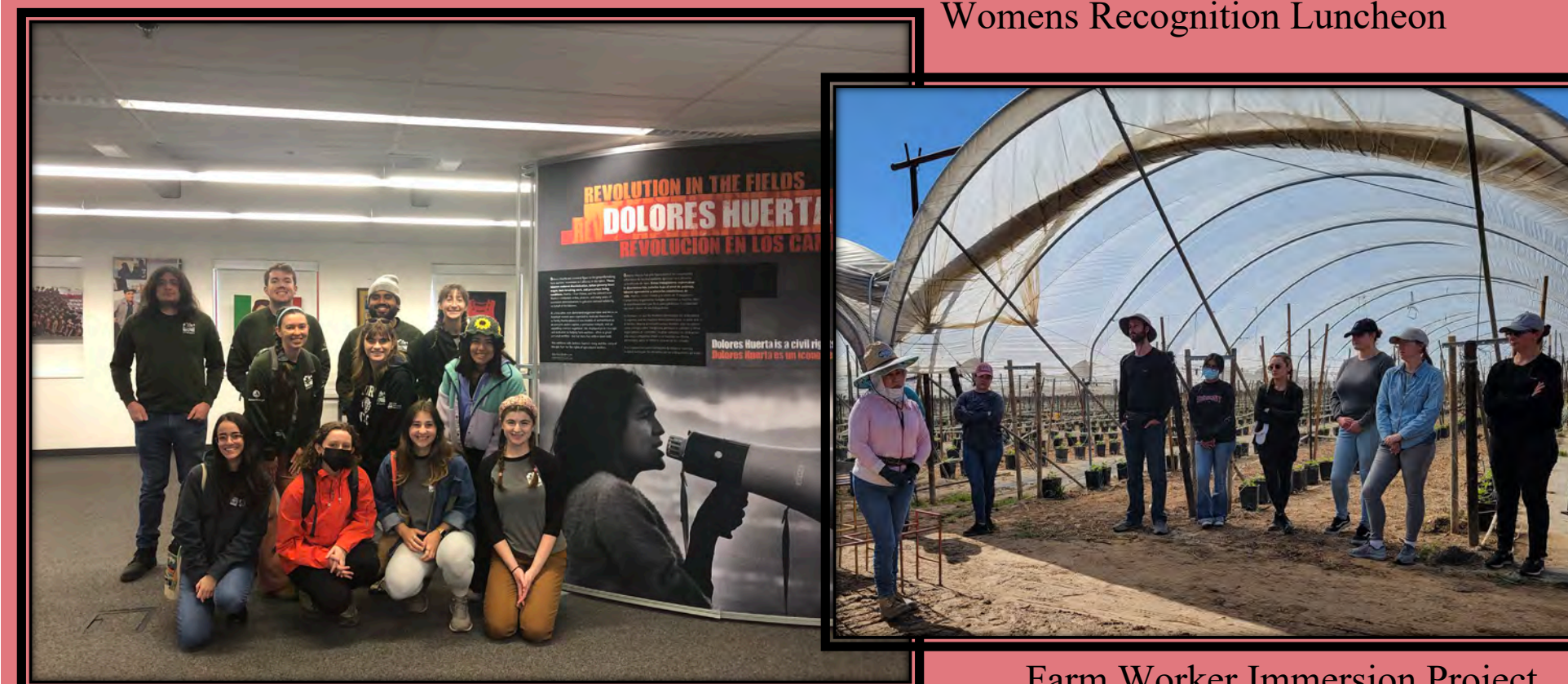
We are grateful to our many sponsors and campus and community partners. Your support and partnership contributed to our mission of offering transformative educational experiences for CSUCI students.

- CSUCI Art Program
- Associated Students, Inc.
- Instructionally Related Activities
- Inclusive Student Services
- Center for Multicultural Engagement
- Division of Academic Affairs Provost's Office
- Student Academic Success & Equity Initiatives
- SIGUE: Student and Inclusion for Graduate & Undergraduate Academic Excellence

Photos



Mariachi group, Las Colibri, celebrated Dolores Huerta at the Womens Recognition Luncheon



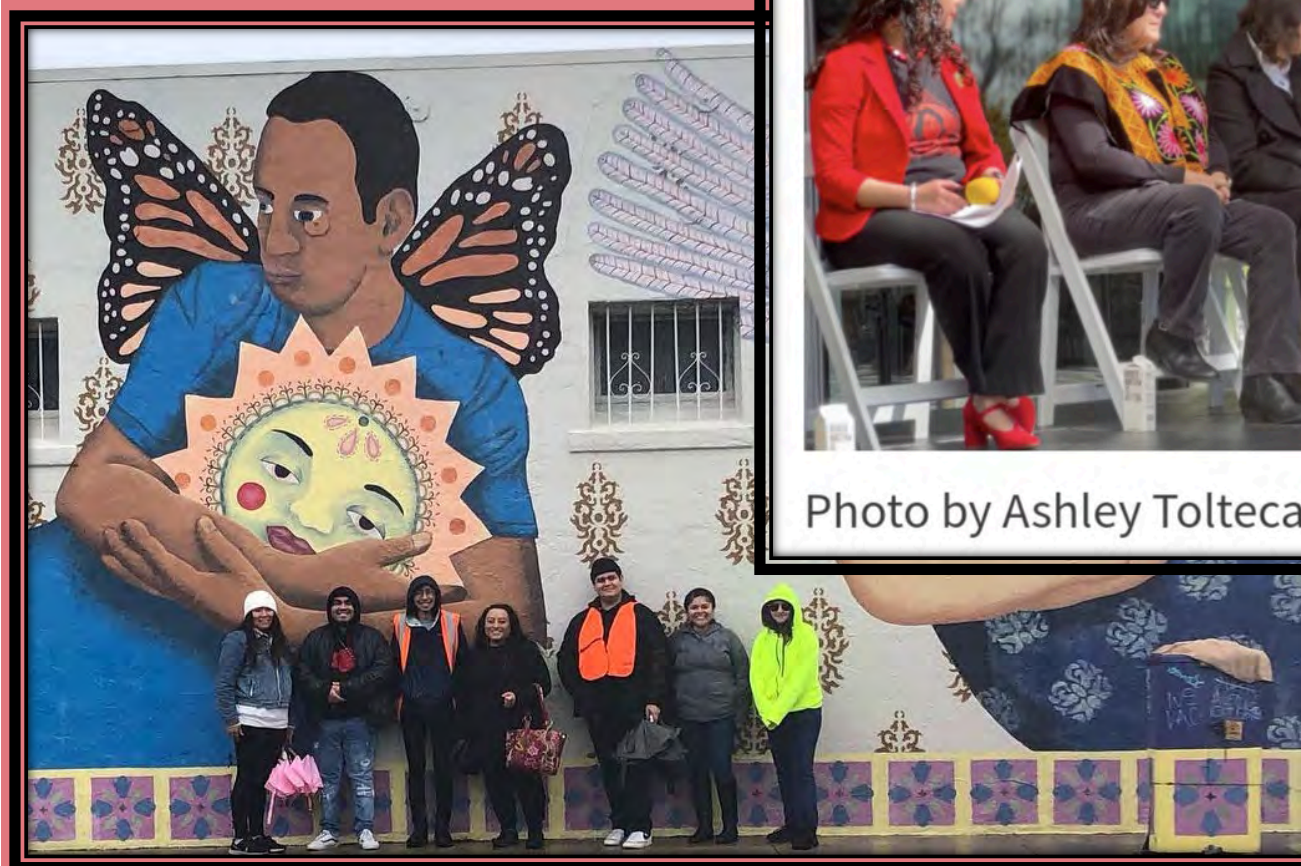
Farm Worker Immersion Project

Civic Sparks was one of many groups who received a docent led tour of the exhibition



Photo by Ashley Tolteca

Dolores Huerta discusses her decades-long fight for farmworkers' rights, current activism and is joined by local women community leaders and activists who are leading this work in Ventura County.

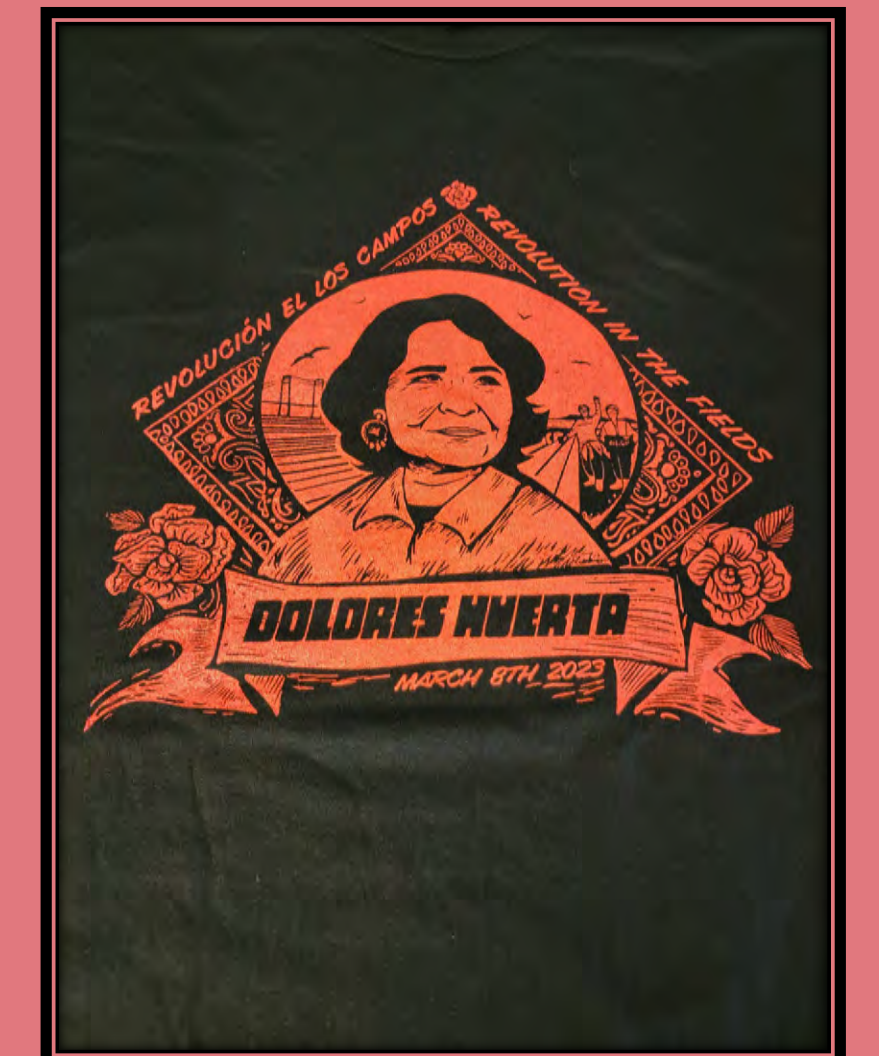


Students from Dr. Jennie Luna's Chicana/o Studies Capstone 499 organized a Bus Tour that will take students on a guided tour of the County's murals.

Programming

The following students provided 16 docent-led tours to groups of five or more. These students were trained to lead tours by Drs. Theresa Avila and Georgina Guzmán.

- Imelda Cedillo
- Coutland Briggs
- Carolina Díaz
- Evelyn Espinoza
- Marcel Figueroa
- Caleb Loera
- David Mendoza Buenrostro
- Diossis Olguin
- Breannah Ortiz
- Ivete Robledo
- Lisa Marie Ruiz
- Angela Marie Taylor



Art student, Elisa Torres designed the Dolores Huerta t-shirt and alumna Bobi Bosson screen printed them

The following events were held in conjunction with the Smithsonian Institution Traveling Exhibition Service: Dolores Huerta: Revolution in the Fields / Revolución en los Campos.

- Screening of the film Dolores
- Storytelling with Dolores
- Becoming a Woman Activist: A Conversation with Dolores Huerta
- Exhibition Ribbon Cutting
- Women's Recognition Awards
- Community Mural Bus Tour with Dr. Jennie Luna's Chicana/o Studies Capstone students
- Screenprinting with Jasmine Delgado, Associate Professor, Art
- Critical Conversations: Racism as a Public Health Crisis
- Farm Worker Immersion Project
- Critical Conversations: We Won't Go Back: A Conversation with the California Latinas for Reproductive Justice on the Overturn of Roe v. Wade.



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Farmworker Immersion Project

Friday, April 21, 2023 (8:30 am – 3:00 pm)

Links to University Strategic Initiative: Educational Excellence

Project Description

In collaboration with the Chicana/o Studies and Sociology program, House Farm Workers!, Cabrillo Economic Development Corporation (CEDC), and Reiter Affiliated Companies, the Center for Community Engagement offered the Farmworker Immersion Project (FIP) to students during the Spring 2023 semester. FIP is a program that places students in the community to learn about farmworker rights, resources, and the direct link to the agricultural business in our county. The FIP guides students through a first-hand experience of farm work life in Ventura County. Students visited a local raspberry ranch where they learned how to harvest and pack berries. Students also heard from Ventura County Farmworker Resource Program representatives about the impact of COVID-19 on farm working communities and the county's multilingual health and vaccine educational initiatives. Throughout the pandemic, this information has been provided to farmworkers during their half hour lunch break. In the afternoon, students traveled to Villa César Chávez Apartments, an affordable housing community created for farmworkers and operated by Cabrillo Economic Development Corporation (CEDC). Students heard from local attorney, Barbara Macri-Ortiz, who has fought for farmworker housing rights for over 30 years. Residents shared with students their housing experiences – both before and after moving into the CEDC community. After reflecting on the day's experience with House Farm Workers!, students returned to campus.



Need for Farm Worker Housing*

Farming and farm-dependent businesses provide an estimated 41,600 jobs in Ventura County, more than any other sector of the economy except services

- Agriculture and agriculture-related businesses generate \$2.2 billion in revenue and \$76 million in indirect business taxes annually.
- An estimated 70% of farm workers reside permanently in Ventura County.
- The median age of farmworkers is 32 years with 53% Spanish speaking only.
- The annual salary of a berry farmworker is between \$24,500-\$33,300

In Ventura County, the hourly wage necessary to rent a 2-bedroom home at fair market rent is \$37.00 with a cumulative yearly salary of \$77,720. As a result, farmworkers who pool their resources still live in overcrowded apartments or houses, and sometimes live in garages or sheds not intended for human habitation.

Goals of the FIP

- Act in solidarity to promote human dignity and the rights of workers, by connecting immersions trip participants with farmworker community leaders
- Raise awareness of the living and working conditions of farmworkers and immigrants and the social issues that impact these communities, by participating in daily activities with migrants
- Explore the connections between service and justice, by reflecting on experiences during the immersion trip
- Highlight examples of successful grassroots leadership and community organizing efforts



Farmworker Issues

Farm workers face social issues such as lack of safe, affordable housing, low wages and wage theft, health issues (based on type of work and exposure to pesticides and outdoor elements), lack of affordable healthcare, as well as sexual harassment and abuse.



Participant Reflections

“This was a profound and emotional experience; my heart is still full. Experiencing the connections between global industry, local communities, and individual neighbors' goals and lives left me thinking about where I can participate in that network and contribute to that community.”

“The Farmworker Immersion Project highlighted how service to others in the community truly changes lives.”

*Ventura County Agricultural Commissioner, Ventura County's Crop and Livestock Report (2019), •National Agricultural Workers Survey (2004), •Work Force Investment Board, The Future of Ventura County Agriculture: Issues and Opportunities for Workers and Growers, (2006), •Out of Reach (2020) National Low Income Housing Coalition, •Employment Development Department, •California Regional Economics Employment (2017 1st quarter), •UC Agricultural and Resource Economics Update (2015), •healthmattersincv.org, •California Housing Partnership Coalition (2020), •University of California's California Agriculture Journal, Vol.73 (2): 73-78 (May 2020)



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Voices of CI Maripas Jacobo



Maripas Jacobo has always had a love for her hometown community of Oxnard & was a driving force behind her love for service. Jacobo says that many times growing up, she was aware of the negative stereotypes that surrounded her community but expressed that she always took pride in her Oxnard roots. The 2016 elections opened her eyes to the injustices her community faced & it made her want to take action. At the time, she knew she wanted to be a part of the solution, which led her to be a congressional intern for Nanette Diaz Barrágan.

When Jacobo enrolled at San Jose State, she said she felt homesick. She recounts being worried about coming home but was met with open arms. She went back to Ventura College & took as many classes as she could to be able to transfer on time. She then transferred to Cal State Channel Islands (CI) & wanted to get deeply involved in her community. She said that because she had bounced around so much, she wanted to make her time at CI count & wanted to truly be a part of her CI community. So, she joined Sigma Omega Nu, or the “Sunnies”, a Latina interest sorority where she continued her acts of service.

Jacobó graduated in Fall 2021 with a degree in Chicana/o Studies & Environmental Science & Resource Management. She said that it encompasses her passions, her culture, and the environment. Jacobo says that she likes environmental science because of the beauty of the land that surrounds Oxnard & is now a board member of an organization called Coastal Keepers, which works to conduct beach cleaning opportunities.

Coastal Keepers started with friends getting together to clean the beach on weekend & then evolved to something even greater. She said that they also go to schools to talk about environmental issues that surround their community. Her favorite part of the service she does with Coastal Keepers is educating children & watching them light up when they see the beach. It allows the opportunity for them to feel like heroes for the day & feel like they are doing something great to heal the planet. Jacobo says a large part of why she loves service is because it helps her community. It brings her joy & brings out aspects of her personality that she doesn't always get to share. When asked about Coastal Keepers & their goal for the next five years, she says that she hopes they become an official 501(c)3 & keep the organization growing.



Do you have a story of service to share? Scan the QR code for our Voices of CI questionnaire.





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2022-2023 CSUCI Corps Program Community Service Initiative

Links to University Strategic Initiative: Student Success and Educational Excellence

CSUCI Corps is a paid service internship initiative and collaboration between the Center for Community Engagement (CCE), the Federal Work Study program and non-profit organizations. The program places student leaders at area non-profits, schools or the CCE to meet community needs in the areas of: education, literacy, mentoring and volunteer recruitment. The primary goals of the program are to: 1) build and support a network of community-committed students from CI in their academic, civic, and professional development while increasing their community involvement in meaningful ways; 2) foster connections between the University, its students, and the community; and, 3) provide pathways for CI students entering graduate school or the workforce. To advance these goals, the CCE provides biweekly Student Success Seminars focusing on topics such as: civic and interpersonal development, graduate school, undergraduate research, and professionalism and public-speaking, as well as networking opportunities.



Elizabeth Torres, STEM Corps. Elizabeth is a junior, majoring in Liberal Studies. She is providing STEM academic homework support to children at CEDC's **Meta Street Farmworker Family Apartments** in Oxnard. She is interested in this position because she wants to work with children and give back to her community.



Ashley Tomasetti, Edu Corps. Ashley is a junior, majoring in Liberal Studies with a concentration in Bilingual Authorization. This is her second year providing academic homework support to at **Somis Elementary**. She is interested in this position because it will be a solid starting point to a lifelong career in education.



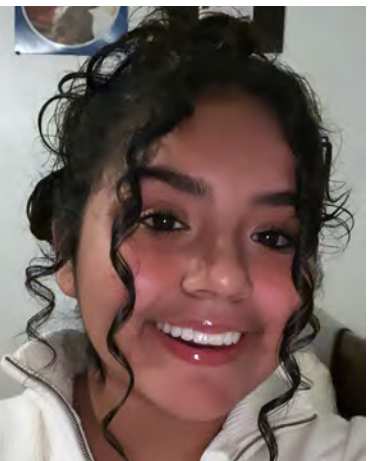
Amri Moraga, Edu Corps. Amri is a senior, graduating in May 2023 with a degree in Liberal Studies with an emphasis in Elementary Teaching and a minor in Psychology. She is providing academic homework support to children at **University Preparation Charter School** in Camarillo. She plans to apply to the CSUCI teaching credential program after graduation.



Daisy Villegas, Edu Corps. Daisy is a junior, majoring in Liberal Studies. After graduation, she would like to become an elementary school teacher. She is providing academic homework assistance at CEDC's **Villa Cesar Chavez** in Oxnard. She is interested in this position because of the opportunity to work with children & build experience in education.



Giovanni Sebas Olivo, Edu Corps. Sebas is a junior, majoring in Studio Art and minoring in Computer Game Design & Development. He is providing academic homework support to children at the **Boys & Girls Club of Camarillo** in Camarillo. He is interested in this position because it provides an opportunity to give back to his community, particularly the youth.



Elizabeth Flores, Edu Corps. Elizabeth is a first year, majoring in English and minoring in Chicana/o Studies. Elizabeth is providing academic homework support at **Somis Elementary**.



Steven Jimenez, EduCorps. Steven is a sophomore, majoring in Early Childhood Studies. He is interested in EduCorps because it will provide him experience on the path towards becoming an elementary school teacher. Steven is providing academic homework support at **Somis Elementary**.



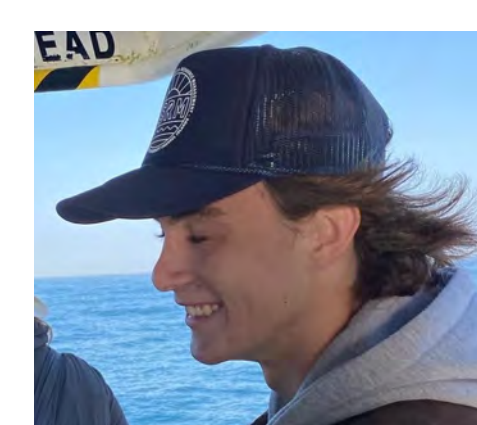
Bridgette Bagheri, Trail Corps. Bridgette is a junior, majoring in Biology and minoring in Business Management. She is serving with the **Santa Monica Mountains Trails Council** and feels proud to be part of the special group that takes care of public trails. She uses different tools to clear brush, dig up roots & stones, & level walking trails, making them safe for public use.



Viviana Celaya, Trail Corps. Viviana is a senior, graduating in May 2023 with a degree in ESRM, emphasis in Marine & Coastal Systems, and minoring in Biology. She is serving with the **Santa Monica Mountains Trails Council** and uses her knowledge from previous research and field studies programs to restore the local public trail system.



Lauren Schneider, Trail Corps. Lauren is a senior, graduating in May 2023 with a degree in Anthropology. She is serving with the **Santa Monica Mountains Trails Council** to restore the local public trail system. After graduation, Lauren plans to attend grad school to study Zooarchaeology.



Solomon Adams, Trails Corps. Solomon is a first year, majoring in ESRM with an emphasis on Marine & Coastal Systems. He is serving with the **Santa Monica Mountains Trails Council** to restore the local public trail system. He was interested in the position because he wanted experience working in the environment & wanted to contribute to the public good.



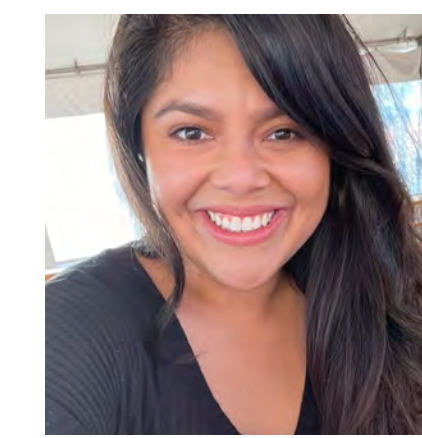
Julia Shapiro, Climate Corps. Julia is a junior, majoring in Business with an option in Finance. She is serving with **CSUCI's Office of Sustainability** to launch a food waste recycle program to reduce environmental impact and help curb climate change. Julia enjoys teaching others about the effects of climate change.



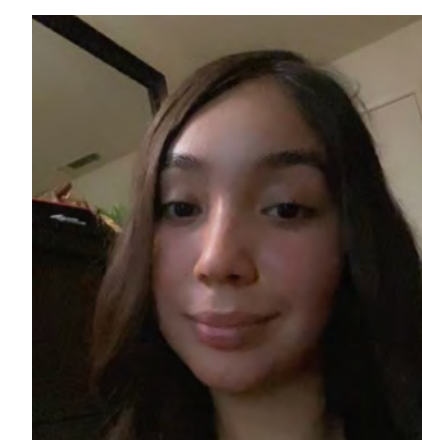
Karissa Smathers, Climate Corps. Karissa is a senior, majoring in Anthropology and Psychology. She is serving with **CSUCI's Office of Sustainability** to launch a food waste recycle program to reduce environmental impact and help curb climate change. Karissa is passionate about the environment and educating others.



Yareli Moreno, Health Corps. Yareli graduated in December 2022 with a degree in Biology. She worked as a medical scribe with **Westminster Free Clinic** in Oxnard. She was attracted to the position because Westminster Free Clinic's mission aligns with her passion for helping underserved communities. Yareli aims to pursue experience as a Medical Assistant and then apply to Physician Assistant graduate programs.



Thalia Salcedo, Health Corps. Thalia is a senior, graduating in May 2023 with a degree in Chicano/a Studies and a minor in Sociology. She is interested in the Health Corps because of the high impact of COVID-19 in the Latinx community. Thalia is working with the Oral Health Initiative with **Ventura County Public Health**. She has been accepted into the Counseling program at Cal State LA.



Julia Mendez, Health Corps. Julia is a junior, majoring in Biology and minoring in Chemistry. After graduation, she plans to attend graduate school to become a pediatric nurse practitioner. Julia is assisting with patient data at **Westminster Free Clinic** in Oxnard. Her role in the Health Corps will help her improve her skills to help the community.



Natalie Leon, Service-Learning Peer Leader. Natalie is a freshman, majoring in biochemistry. She will be serving with CHS 383: Chicana/o Latina/o Identity with Prof Nicolas Centino. She was interested in the position because it aligns with two of her values: service and education.



Sara Mascorro, Service-Learning Peer Leader Sara is a senior, majoring in English and minoring in Art History. She will be serving with CHS 200: Diversity in Latina/o Community with Prof Raul Moreno Campos. She plans to attend graduate school and pursue a career as a museum curator on the East Coast. Sara believes it is important to be involved in the community because it provides the opportunity to meet and interact with people who are different from you.



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2022-2023 CSUCI Climate & Health Corps Community Service Initiative

Links to University Strategic Initiative: Student Success and Educational Excellence

Climate Corps

The **Climate Corps** members support the Center for Community Engagement and the Office of Sustainability by launching a food waste recycling program on campus to reduce environmental impact and help curb climate change. They have also assisted with planning & promoting a series of student-centered Earth Month events on campus.



CELEBRATE EARTH MONTH
Happy Earth Month! We all have a role to play in helping create a healthy planet. Use this calendar to take action in support of a greener CSUCI.

APRIL 2023 EVENT SERIES

APR 05 Goats & Sheep on Campus?! Targeted Grazing for Vegetation Management 12:00 - 2:30 pm El Dorado Hall	APR 20 Ocean Conservation & Climate Change 12:00 - 1:50 pm Bell Tower 2515 Thrift Shop 2:00 - 4:00 pm Central Mall
APR 06 Theater of the Oppressed 10:30-11:45am Sierra Hall 1411 Nuclear Energy & California 12:00 - 1:50 pm Bell Tower 2515	APR 25 Rock Your Crocs 11:00-4:00 pm Student Union Sustainability Tips for On and Off Campus 1:30-2:30 pm Virtual via Zoom
APR 11 Farmer's Market 2:00 - 4:00 pm Central Mall	APR 26 20th Anniversary Tree Planting 12:00-1:00 pm A3 Parking Lot Hold Corporations Accountable 6:00 - 7:00 pm Bell Tower 1462
APR 13 Theater of the Oppressed 10:30- 11:45 am Sierra Hall 1411 Communicating The Climate Crisis 12:00 - 1:50 pm Bell Tower 2515 Pollinator Garden Planting 2:30 - 5:30 pm North Quad	APR 27 The Solar/Hope Punk Workshop 10:30-11:45 am Sierra Hall 1411
APR 18 Public Transportation & Environmental Ethics 12:30-1:30pm BRD 2325	
APR 19 Earth Day Bash! 12:00-2:00pm Central Mall	

Scan for more info!

CSUCI
2002-2023

Health Corps

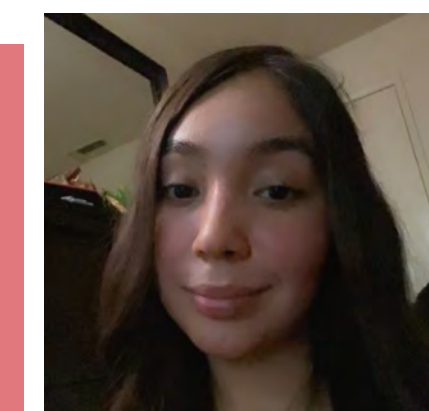
The **Health Corps** members will intern in the public health sector with a local non-profit in the areas of advocacy, research and/or community education and outreach. This year, students were serving with Westminster Free Clinic, as both a medical scribe and assisting with patient data. Students were also doing research for the Oral Health Initiative with Ventura County Public Health.



Yareli Moreno, Health Corps. Yareli graduated in December 2022 with a degree in Biology. She worked as a medical scribe with **Westminster Free Clinic** in Oxnard. She was attracted to the position because Westminster Free Clinic's mission aligns with her passion for helping underserved communities. Yareli aims to pursue experience as a Medical Assistant and then apply to Physician Assistant graduate programs.



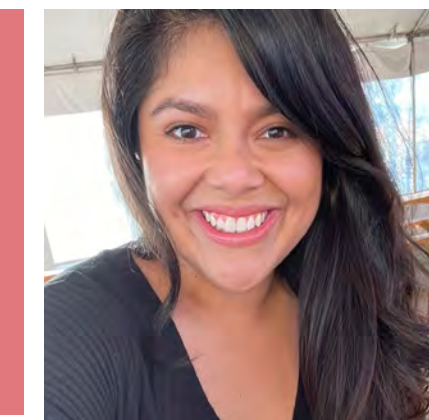
Julia Shapiro, Climate Corps. Julia is a junior, majoring in Business with an option in Finance. She is serving with **CSUCI's Office of Sustainability** to launch a food waste recycle program to reduce environmental impact and help curb climate change. Julia enjoys teaching others about the effects of climate change.



Julia Mendez, Health Corps. Julia is a junior, majoring in Biology and minoring in Chemistry. After graduation, she plans to attend graduate school to become a pediatric nurse practitioner. Julia is assisting with patient data at **Westminster Free Clinic** in Oxnard.



Karissa Smathers, Climate Corps. Karissa is a senior, majoring in Anthropology and Psychology. She is serving with **CSUCI's Office of Sustainability** to launch a food waste recycle program to reduce environmental impact and help curb climate change. Karissa is passionate about the environment and educating others.



Thalia Salcedo, Health Corps. Thalia is a senior, graduating in May 2023 with a degree in Chicano/a Studies and a minor in Sociology. She is interested in the Health Corps because of the high impact of COVID-19 in the Latinx community. Thalia is working with the Oral Health Initiative with **Ventura County Public Health**.

2022-2023 CSUCI EduCorps & STEM Corps Community Service Initiative

Links to University Strategic Initiative: Student Success and Educational Excellence

STEM Corps

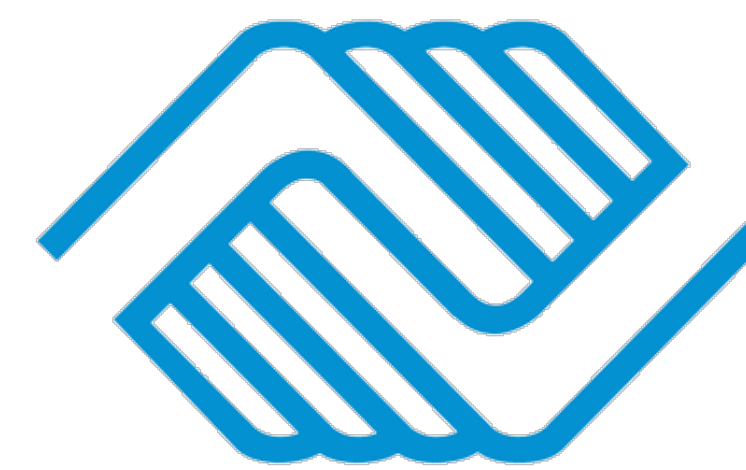
STEM Corps aims to add extra support STEM support to elementary school children and youth by having university students act as math/science mentors to students. CSUCI STEM Corps members provide virtual math/science support and enrichment activities focused on supporting K-high school student learning at a Cabrillo Economic Development Corporation (CEDC) housing communities.

EduCorps

The **EduCorps** members provide homework, literacy, and mentoring activities and support to elementary-age school children at the Boys and Girls Club of Camarillo, Somis Elementary, and Cabrillo Economic Development Corporation farmworker housing properties: Meta Street & Villa Cesar Chavez.

Student Quotes

“The Corps program gave me the experience that I yearned for as an aspiring elementary school teacher. I learned that I am capable of being successful in this career and that I can solve problems when I’m faced with difficult situations.”- **Ashley Tomasetti**



**BOYS & GIRLS CLUB
OF CAMARILLO**



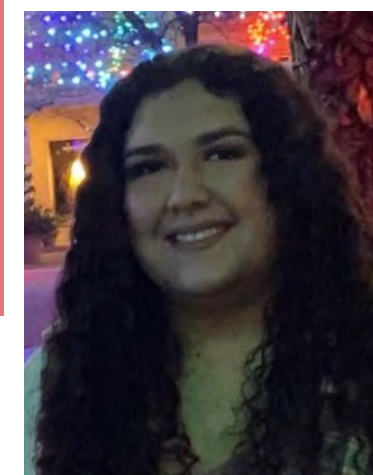
Elizabeth Torres, STEM Corps. Elizabeth is a junior, majoring in Liberal Studies.. She is providing STEM academic homework support to children at CEDC’s **Meta Street Farmworker Family Apartments** in Oxnard. She is interested in this position because she wants to work with children and give back to her community



Ashley Tomasetti, Edu Corps. Ashley is a junior, majoring in Liberal Studies with a concentration in Bilingual Authorization. This is her second year providing academic homework support to at **Somis Elementary**. She is interested in this position because it will be a solid starting point to a lifelong career in education.



Elizabeth Flores, Edu Corps. Elizabeth is a first year, majoring in English and minoring in Chicana/o Studies. Elizabeth is providing academic homework support at **Somis Elementary**.



Amri Moraga, Edu Corps. Amri is a senior, graduating in May 2023 with a degree in Liberal Studies with an emphasis in Elementary Teaching and a minor in Psychology. She is providing academic homework support to children at **University Preparation Charter School** in Camarillo. She plans to apply to the CSUCI teaching credential program after graduation.



Giovanni Sebas Olivo, Edu Corps. Sebas is a junior, majoring in Studio Art and minoring in Computer Game Design & Development. He is providing academic homework support to children at the **Boys & Girls Club of Camarillo** in Camarillo. He is interested in this position because it provides an opportunity to give back to his community, particularly the youth.



Steven Jimenez, EduCorps. Steven is a sophomore, majoring in Early Childhood Studies. He is interested in EduCorps because it will provide him experience on the path towards becoming an elementary school teacher. Steven is providing academic homework support at **Somis Elementary**.



Daisy Villegas, Edu Corps. Daisy is a junior, majoring in Liberal Studies. After graduation, she would like to become an elementary school teacher. She is providing academic homework assistance at CEDC’s **Villa Cesar Chavez** in Oxnard. She is interested in this position because of the opportunity to work with children & build experience in education.



Channel Islands
CALIFORNIA STATE UNIVERSITY

2022-2023 CSUCI Trails Corps Community Service Initiative

Links to University Strategic Initiative: Student Success and Educational Excellence

Trails Corps

The Trails Corps actively works to engage CSUCI students in trail restoration and conversation through education, volunteer opportunities, and promotion and marketing with the goal of connecting students to nature, developing future volunteers, and helping students build civic and professional skills.

Based on the rich tradition of wilderness trail workers, Corps members serve for one year alongside **Santa Monica Mountains Trails Council** to construct, repair, maintain, and restore the public trail system throughout the Santa Monica Mountains and adjacent areas. Corps members participate in analyzing, planning, and completing various trail projects including maintenance and clearing, construction of erosion prevention structures, and construction of steps, walkways, and bridges in timber or rock and outreach events conducted by Santa Monica Mountains Trails Council members.



**Santa Monica
Mountains
Trails Council**
Protect • Preserve • Maintain



Student Quotes

“This program not only helps give back to the community, but it also provides you with a connection with the mountains & trails all around you. When you work on a trail, you feel a sense of ownership of the work.” - **Bryan Loya Acevedo**

“I am so glad I am able to be part of a program where I have met so many people & mentors that have made my passion for nature & teamwork so much more valuable.” - **Charles Knowles**

“I met a lot of friendly & dedicated individuals who give their time, energy, & labor to maintain the public trails system. I’ve come to appreciate how much effort goes into keeping the trails safe for future use.” - **Katie Eikenberry**



Bridgette Bagheri, Trail Corps. Bridgette is a junior, majoring in Biology and minoring in Business Management. She is serving with the **Santa Monica Mountains Trails Council** and feels proud to be part of the special group that takes care of public trails. She uses different tools to clear brush, dig up roots & stones, & level walking trails, making them safe for public use.



Viviana Celaya, Trail Corps. Viviana is a senior, graduating in May 2023 with a degree in ESRM, emphasis in Marine & Coastal Systems, and minoring in Biology. She is serving with the **Santa Monica Mountains Trails Council** and uses her knowledge from previous research and field studies programs to restore the local public trail system.



Lauren Schneider, Trail Corps. Lauren is a senior, graduating in May 2023 with a degree in Anthropology. She is serving with the **Santa Monica Mountains Trails Council** to restore the local public trail system. After graduation, Lauren plans to attend grad school to study Zooarchaeology.



Solomon Adams, Trails Corps. Solomon is a first year, majoring in ESRM with an emphasis on Marine & Coastal Systems. He is serving with the **Santa Monica Mountains Trails Council** to restore the local public trail system. He was interested in the position because he wanted experience working in the environment & wanted to contribute to the public good.



Channel Islands
CALIFORNIA STATE UNIVERSITY

Community-Based Research (CBR) Faculty Fellows Program, 2022-23

CBR Faculty Fellows Program

This is the **third cohort** of the CCE's **CBR Faculty Fellows Program**. Fellows meet for **three workshops** each semester, learning about **best practices** in CBR, while **sharing experiences** and planning processes. Fellows are expected to **design and implement** a CBR project with students during the subsequent academic year. Previous CBR Faculty Fellows play an important role in the program by sharing their experience leading their own CBR projects.

Faculty Reflections

- ❖ “The best part of this program has been learning from the experiences of previous fellows and brainstorming ideas still in the planning stage. We have a great amount of expertise here on campus, and programs like this help bring us all together.” **Weldon Smith**
- ❖ “The CBR Fellows program provided me with great ideas on how to develop a fulfilling course for both students and community organizations.” **Isaac Quintanilla Salinas**
- ❖ “The workshops increased my excitement and confidence for adding CBR to my course. I learned a lot from speaking with faculty and community partners engaged in CBR about how to organize projects and maintain a timeline for success.” **Melissa Soenke**

2022-23 CBR Faculty Fellows



Miguel Delgado Hellesetter, Economics

Miguel is a labor economist by training, but has worked extensively with macroeconomic-level data. The type of macroeconomic data and analyses he has with is the kind that tends to be of particular interest to local governments, businesses, and informed citizens engaged with economic issues. Finding ways to expose students to this kind of work while also helping community partners with needs for this type of data analysis inspired him to join the CBR faculty fellows program for 2022-23.



Weldon Smith, Psychology

Weldon's research focuses on psychometric and survey methods, applying the best strategies and models to achieve reliable and fair measurements that minimize error in data analyses. Previously, he has helped researchers at various hospitals in his local communities analyze data and assisted the international community by scoring and analyzing items for Paraguay's national testing program. He looks forward to getting students involved with similar opportunities in the local community.

Melissa Soenke, Psychology

Melissa is a Social Psychologist with research and teaching interests in experimental existential psychology and stress and coping. She has incorporated service-learning into her Psychology of Stress and Coping course since Spring 2017 and is excited to integrate student opportunities to engage in Community Based Research. Student projects may include helping partners to better understand the community members they serve, using surveys to develop programming to benefit community members, and assessing the effectiveness of programs or services.



Isaac Quintanilla Salinas, Mathematics

Isaac is a recent graduate from the Department of Statistics at the University of California, Riverside, with a Ph.D. in Applied Statistics. His research focus is on developing joint longitudinal-survival model with time-varying effects. Isaac also has expertise in statistical computing, nonparametric, and Bayesian methods. He is interested in developing courses that allow students to provide statistical and data science support to local organizations.



Hyunsook Youn, Communication

Hyunsook has designed her nonprofit management courses as service-learning courses since 2021. She is very involved in community engagement, which aligns with her research interests. Her research interests include communication networks among nonprofit organizational members and their implications for organizational identification and community engagement in various organizational settings.



Albert Lacson & Cori Jacubiak, Grinnell College

This year, our CBR Faculty Fellows Program was pleased to welcome participants from Grinnell College in Iowa to some of our workshops! Albert and Cori are developing a community-based course, working with the Grinnell Chamber of Commerce, that will offer students an opportunity to work with town leaders to systematically explore the relationship between the college and the small-town rural population of Grinnell – a relationship indicative of the urban-rural divide nationally.





Community Engagement and Social Justice Fellows

Links to University Strategic Initiative: Educational Excellence

Program Description

The Community Engagement and Social Justice Fellows Program is a development opportunity designed for faculty who seek to deepen their service-learning teaching and practice by pushing their thinking about social justice and, at the same time, create or refine a course that will allow students to engage with community issues through a social justice orientation (i.e. examining systems of power, privilege and oppression, questioning biases and assumptions, and working to dismantle the tools that perpetuate social and economic oppression and entrenched racial hierarchies), so they begin to see themselves as social change leaders and community advocates.

Through this program, we hope to shape campus and community culture, to further develop students as agents of change, and to engage students in critical consciousness while actively processing issues of equity and justice in the community.

Program Expectations

- Attend monthly 2-hour workshops (October -May) offered over the course of the academic year.
- Propose a new service-learning course or revise an existing service-learning course integrating best practices across the range of course components (planning, partnering, reflection, etc.) to be offered in academic year 2024-25
- Submit a syllabus to the CCE integrating critical service-learning
- Apply for the service-learning designation for your anticipated course
- Attend the annual Celebration of Service
- Attend and present a poster of your course design at the 2025 Celebration of Service

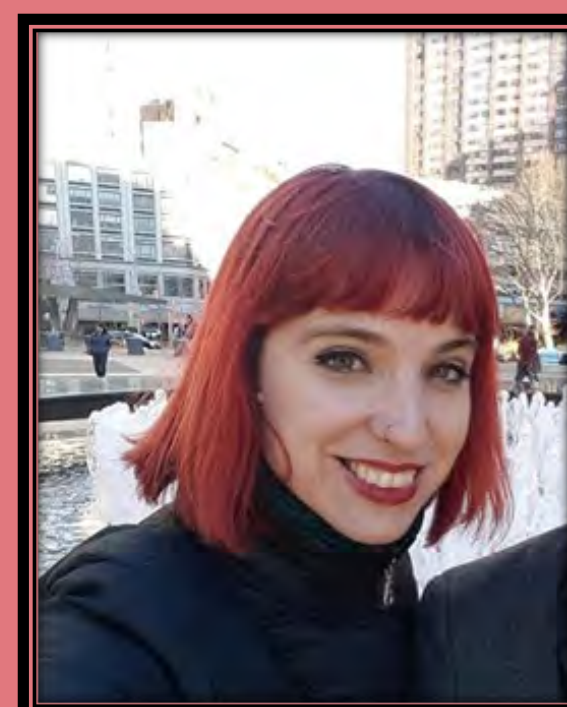
Please contact Georgina Guzmán, Faculty Director or Pilar Pacheco, Director for more information.

Meet the Fellows



José Luis Collazo, Sociology

José Luis is a first-year faculty member in the Sociology Program. He is very excited to continue learning about service learning and incorporating this high-impact practice into his pedagogical approach. He believes it is important for students to learn from their communities, the social issues they are encountering, and how they are addressing the problems. Even more for the students to put into practice the concepts and skills they are learning to assist the communities.



Rachael Jordan, English

Rachael is currently teaching a Professional Writing in the Age of Social Media course that she would like to eventually develop into a service-learning course. Many of her students this semester are particularly interested in how organizations use social media accounts for social justice advocacy and she'd love to give them the opportunity to do their assignments for actual organizations rather than "hypotheticals."



Emily Spitler-Lawson, English

Emily is currently the "content faculty" for the "Serve it Up" Learning community. Ideally, this program would allow her to begin to make some changes to English 105 for this academic year, and if she is assigned to this Learning Community again, pending composition program permission, she would like to get the English 105 that is connected to the Learning Community in AY 23-24 officially certified as a service-learning course.

Faculty Quotes

"My experience as a Community Engagement and Social Justice Fellow has been a critical self-reflecting experience. I have come to view the world in a more intersectional lens as I realized that I have both advantages and disadvantages in society. In order to serve the community, I have to acknowledge my privileges and be transparent about them to my students. Most importantly, I learned that we must create a space of healing, understanding, and proactivity in order to address the social issues that affect people in everyday life."

-José Luis Collazo

"My experience as a fellow has been incredible. Though I've taught service-learning classes in the past, being a fellow helped rejuvenate my pedagogy and gave me the space to reflect on my practices in my classroom, with students, and with community partners. I have a renewed sense of the importance of reciprocal practices and centering the expertise of community partners in this work. Hearing from our guest speakers helped show me the diverse array of approaches, best practices, and was an excellent reminder that social justice is not "just a topic" or "unit" but an active practice we weave throughout our whole course and help guide all of the choices we make as instructors and as we build bridges with our community."

-Rachael Jordan

"My experience as a Community Engagement and Social Justice Fellow has allowed me to connect with fellow faculty and participate in valuable discussions with speakers who have rich experience and expertise to offer. I've found myself using strategies presented by the guest speakers to prepare first year students for their service and to help them to critically and thoughtfully reflect on that service."

-Emily Spitler-Lawson



Channel Islands
CALIFORNIA STATE UNIVERSITY

Campus Compact Engaged Scholar Initiative

Aura Pérez-González , Assistant Professor, Early Childhood Studies

ABOUT THE INITIATIVE

Throughout its history, Campus Compact has involved select faculty and other leaders in a variety of projects and activities intended to enhance and expand civic and community engagement at higher education institutions

The Engaged Scholars Initiative (ESI) is a one-year leadership and professional development program designed to develop a diverse group of early-career faculty and staff.

Each scholar is chosen specifically for their ability to bring diverse communities, identities, and perspectives to bear on their work; their academic and administrative leadership of engagement efforts at a variety of types of higher education institutions across the country; and their commitment to sharing the results of their collaborative action and analysis and to expanding the dialogue to engage other colleagues, community partners, and students.

QUOTE FROM PRESIDENT RICHARD YAO

While Dr. Pérez-González is an early-career faculty member at our institution, her work speaks volumes to her character and her 14 years of experience in the field of early childhood education and her dedication to students.

Dr. Pérez-González is a Community Engagement and Social Justice Fellow who has invested her career in promoting a positive campus and community culture, helping to encourage students' abilities to be agents of change, and engaging students in critical consciousness while actively processing issues of equity and justice in the community.

AURA PÉREZ-GONZÁLEZ BIOGRAPHY

Dr. Aura Pérez-González joined CSU Channel Islands in 2021. She earned her Doctorate in Early Childhood Education from Teachers College, Columbia University. She has 14 years of experience in the field of early childhood education and some of her past roles have included being an infant/toddler teacher, preschool teacher, early education center director, mentor teacher, and a student teacher supervisor.

Dr. Pérez-González's community engaged scholarship project will be integrated into a new course, entitled Latinx Children's Literature and will teach prospective educators how to fuse authentic Latinx children's picture books in their classrooms. Dr. Pérez-González's scholarly work builds on the needs expressed by local farm working families who are invested in supporting their children's literacy skills. Many children of our local farm working communities are bilingual or emerging English learners. Dr. Pérez-González wants to disrupt the deficit-based mindsets of young Latinx children who are multilingual and will intentionally incorporate books in Spanish to sustain children's native language and biliteracy skills.



Campus Compact

QUOTE ABOUT THE SCHOLAR PROGRAM

As part of the 2022-2023 Engaged Scholars Cohort, I was able to learn from and be in conversation with other scholars across the U.S. who are engaged in interdisciplinary service-learning research at their institutions of higher education and/or non-profit organizations. The ability to collaborate with and think alongside interdisciplinary scholars engaged in service learning across the U.S., has further informed my own conceptualizations of service learning by allowing me to gain clarity in the importance of creating mutually beneficial partnerships with the community partners.

Furthermore, my experience as an engaged scholar has also further highlighted how critical service-learning courses can foster the critical consciousness of students. Service-learning courses push students to reflect and examine some of the historical precedents to some of the social issues we are facing today. Such examinations, for example, better enable our students to take action and tackle some of the social injustices we face in the field of early childhood education.

Lastly, my experience as an engaged scholar has further informed my future service-learning course, which aims to bring together early childhood studies students, children, and families from the surrounding community to form reciprocal relationships and exchanges of funds of knowledge with local farmworker families in order to participate as social change leaders and community advocates.

Presidential Initiative

A Service-Learning Approach to Teaching Ethnic Studies Links to University Strategic Initiative: Educational Excellence

Program Purpose

CSUCI is actively invested in increasing the first-year retention, 4-year transfer graduation, and 6-year freshman graduation rates of its undergraduate student body. Data has shown that both Ethnic Studies and service-learning courses help retain students and lead them to civic-minded academic success.

The Center for Community Engagement (CCE) aimed to participate in these retention efforts by specifically expanding first-year students' access to service-learning (SL), volunteerism, and community service within lower-division Ethnic Studies (ES) GE requirement classes.

By integrating SL early on in their studies, we sought to enable students to develop a greater sense of belonging in the university community and thus be invested in their success.

Program Description

With the support of Presidential funding, in Fall 2022, the CCE accepted applications for a new faculty fellows program that aimed to work with faculty members teaching Ethnic Studies to provide them with a community of practice to help deepen faculty's service-learning teaching and practice by sharing intentional conversations about what anti-racism and social justice looks like in our communities.

The development series

- invited leaders in the field of ES and SL
- created or refined a course that allowed students to engage with community issues through a social justice orientation
- provided faculty with the resources and institutional guidance and knowledge to enable them to become social change leaders and community advocates.

Meet the Faculty

Nicholas Centino, Chicana/o Studies 383 Latinx Identity and Empowerment



“Working with our service learners was a tremendously rewarding experience. Our course examines how the ways in which we interact with different social worlds help shape our consciousness. In this way, who we believe ourselves to be - our identities are always in relationship to broader communities and the relationships we foster therein. Through the student’s

service-learning projects, I witnessed them actively engage and make an impact on some of the most prevailing issues of our day such as fair housing, voting rights and the environment. Certainly, their experience working with our partners, CAUSE, the Central Coast Climate Justice Network, and Project Access, will have a lasting impact on them and our community-at-large.

Raul Moreno Campos, Chicana/o Studies 200: Diversity in Latino/a Communities



“We envisioned this class as a return to the origins of Chicana/o Studies, with the class serving the community and serving as a bridge between the university and community. Therefore, partnering with the United Farm Workers Foundation

branch in Oxnard was an ideal partnership. Students got to work on the UFW’s initiatives such as the digital media campaign that humanizes workers on social media and helped workers apply for the Farm and Food Worker Relief Program. It was an invaluable experience for our service-learning students who got to use their educational skills out in the real world.”

Meet the Service Learning Peer Leaders

Service-Learning Peer Leaders (SLPL) supported two Ethnic Studies/Service-Learning course sections and played a significant role building community and a sense of belonging in the classroom by:

- facilitating reflection circles that explored sensitive issues related to service and social justice
- assisting with the coordination of service-learning activities
- assisting with problem-solving regarding issues such as identifying an appropriate placement site
- navigating the CSUCI SERVES database, and
- holding "office hours" for students

In preparation for their role, the SLPLs attended the summer PEEPs training sessions and created a 15-week toolkit that focused on creating classroom community, preparing students to serve in the community, and reflecting on their service.

Natalie Leon, BioChemistry, '27



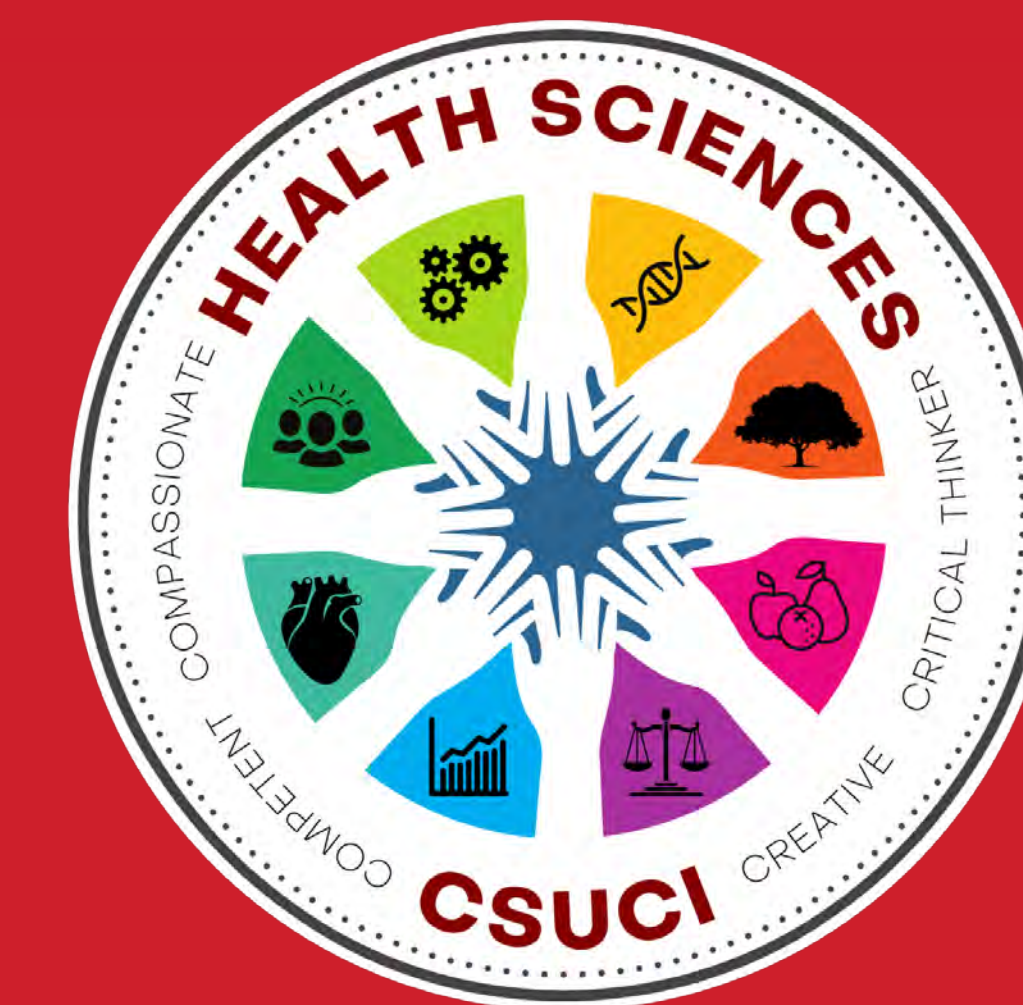
Natalie is a freshman, majoring in biochemistry. She was interested in the position because it aligns with two of her values: service and education. Natalie believes it is important to be involved in the community because it helps make people aware of issues that are negatively impacting the community. She says that service helps people grow as leaders because it promotes a culture of advocacy and community growth.

Sara Mascorro, English, '23



Sara is a senior, majoring in English and minoring in Art History. She plans to attend graduate school. Sara believes it is important to be involved in the community because it provides the opportunity to meet and interact with people who are different from you. She says that we can learn so much when we step outside our bubbles and interact with people from diverse backgrounds.

Volunteer Caregiving in Ventura County: Addressing Nonprofit Needs Through a Capstone Research Project



Ronald W. Berkowsky • HLTH 499 (Senior Capstone Project)

Background

With the rapid expansion of the older adult population and the anticipated impacts of this expansion on healthcare, both in Ventura County and nationwide, **policymakers have engaged in robust discussion on how to best meet the caregiving needs** of this group.

While much of this discussion has focused on expanding and strengthening both paid caregiving services and unpaid family caregiving services, **less attention has been devoted to strengthening volunteer caregiving services** provided by community volunteers through local nonprofit organizations.

First piloted in 1984 through support from the Robert Wood Johnson Foundation, **the volunteer caregiving model matches community volunteers with care recipients** based on services the volunteer is comfortable providing and services the recipient needs – these services may include transportation to medical appointments, completing household chores, or paying social visits.

Due to limitations in funding, time, and personnel, **volunteer caregiving organizations may lack the capacity to engage in projects designed to evaluate, enhance, or expand services** without partnering with other institutions.

In Fall 2022, a **Ventura County-based volunteer caregiving nonprofit partnered with students in a Health Sciences Senior Capstone class on a community-based research (CBR) project** designed to address a need of the organization as identified by its Executive Director.

Project Participants and Goals

Community Partner:

Caregivers, a Ventura County-based volunteer caregiving nonprofit which matches volunteers with community-dwelling older adults to provide assistance in maintaining independence and promoting quality of life

Capstone Students:

Brandon Almanza, Sydney Duarte, Carmele Forbes[†], Emma Graff, Brandon Luna^{*†}, Bailey Morris[†], and Stephanie Rosales[†]

^{*}team leader

[†]student opted to continue working on project post-Fall 2022

Goals:

Caregivers has routinely collected survey data from volunteer caregivers and care recipients to evaluate the quality of services provided, identify potential service gaps, and measure the community impacts of the organization.

However, *Caregivers* has lacked the personnel and research expertise to properly translate these surveys into a usable dataset and have thus been unable to properly analyze the survey responses.

Capstone students were thus tasked with transcribing and coding the available surveys into a usable dataset, analyzing the data, and submitting a report to *Caregivers* detailing their findings while providing suggestions for improving services offered and facilitated by the organization.

Project Activities

At the start of Fall 2022, **Capstone students were given a presentation by Caregivers Executive Director Tammy Glenn** on organizational needs and projects students may engage in to address these needs.

Students self-selected into teams based on their preferences towards the projects described – from this, a team of seven students (i.e., the “Research Team”) was created to address *Caregivers*’ need for transcribing/coding and analyzing previously-collected survey data.

Once IRB approval was granted, **Caregivers staff shared deidentified copies of raw survey documents** (via redacted scanned PDFs) from care recipients collected between 2008-2011 and in 2022 (N = 394) as well as from volunteer caregivers collected in 2022 (N = 47).

Students worked together in transcribing/coding the surveys into an Excel file (i.e., the preferred format for *Caregivers*) complete with a codebook.

Because surveys consisted of quantitative and qualitative data, the team divided into groups to analyze the data based on skill and comfortability with data modality – **quantitative data was analyzed via descriptive statistics, and qualitative data was analyzed through thematic content analysis.**

At the end of the semester, **students submitted the Excel dataset and a summary report** (with an applicable literature review) to the Executive Director, and **students virtually presented their work** to *Caregivers*’ staff (summarizing results and providing recommendations for improving services).

Currently, **four students have continued working on the project to adapt the summary report into a publishable manuscript** (to be submitted to CBR@CSUCI) and **present their results at a formal research conference** (i.e., the California Council on Gerontology and Geriatrics 2023 Spring Showcase).




**Award for
Best Practices in
Service Learning
2023**

Service-Learning Outcomes

For the community partner, **the Capstone project provided detailed evidence of the value and impact Caregivers has had on Ventura County older adults and community volunteers** (as demonstrated via the selected quote below) – this evidence could, in turn, be used to justify future endeavors and projects to strengthen and expand services (e.g., the study results could be used to show proof-of-concept in funding requests).

“I have made a friend with whom I can talk and sometimes reveal some of my problems. I have severe arthritis and pain, and as a result [I am] very depressed. But [the] caregiver is so understanding, she helps so much.”

For the students, **the Capstone project provided a valuable opportunity to further develop knowledge and skills that could benefit their future health/healthcare-focused careers**, including (but not limited to): research skills (e.g., coding and analyzing quantitative survey data, transcribing and analyzing qualitative data), teamwork and team management skills, and communication skills (e.g., translating research into written and oral presentations for various audiences).

The Capstone project also provided students experience in collaborating with a community partner to address a community need, contributing to feelings of empowerment – **students viewed their work not as a class assignment but as something that could have a demonstrable, positive impact on the community partner and the community at large.**

Finally, **the partnership with Caregivers increased students’ awareness of nonprofit work related to eldercare in the region and increased knowledge of the contributions these organizations have on the community** – in turn, students gained insight into organizations they may wish to volunteer for, work for, partner with, or refer others to.

Best Practices and Lessons Learned

Consider offering a variety of possible projects for the students to choose from (through pre-semester coordination with the community partner), as students will be more engaged in work they feel passionate about.

When conducting a research project, **seek IRB approval as soon as possible** so as to maximize the time students may have to carry out their work.

Remain in close contact with the community partner and motivate students to check-in with them to build rapport and receive feedback/guidance.

Provide opportunities for willing students to assume leadership roles or to serve as a liaison between the community partner and the research team.

Allow for reflection throughout the semester (particularly at the conclusion of the project).

“Reviving a City’s Culture and Arts through the Oxnard Performing Arts Center: Let’s Bring Light, Hope, and Vibrancy!”

Carla Gonzalez, Kaylena Mann, Martina Ortouste, Denise Santa Rosa, Anabiah Syed • PSY 494 – Spring 2023
Faculty Mentor: HyeSun Lee, PhD

Project Description, Community Needs, & Project Goals

The Oxnard Performing Arts Center (OPAC) has been residents’ source of social, cultural, and community engagement for the past five decades. The OPAC is also host to a rental business, where individuals are able to book the space for personal, educational, civic, and/or corporate events. Recently, the City of Oxnard proposed a potential plan to build a new, mixed-use campus combining residential and commercial facilities with a smaller theater. Considering that the adverse impact on OPAC which has served as a historic venue for cultural and artistic exchange, the current community-based research project investigated previous clients’ opinions on the city’s proposal and aimed to provide solutions to increase OPAC’s revenue through the rental business. The recommendation focused on what the OPAC’s rental business could improve upon. Given that this is one of the center’s biggest sources of revenue, the goal was to highlight which of the most cost-effective upgrades need to be prioritized in order to attract more customers, increase revenue, and help OPAC become financially self-sustainable. The ultimate goal of the current community-based project was to effectively deliver residents’ voices with respect to the future of OPAC through scientific investigation of response data with the use of quantitative and qualitative methods.



Project Participants

OPAC: This non-profit organization was built and opened in 1968 through the fundraising effort of local residents. The building serves as a venue for community events and artistic performances, including theater, dance, music, and media/visual arts, and festivals.

OPAC Team: Carolyn Mullin (Executive Director), Victor Rasmussen (Facilities Director), Samantha Stumpf (Events & Development Associate), Christian Ramirez (Events & Programs Manager), and Jose Becerra (Rental Coordinator)

Student Research Team: Carla Gonzalez, Kaylena Mann, Martina Ortouste, Denise Santa Rosa, Anabiah Syed

Faculty Mentor: Dr. HyeSun Lee

Participants: The survey was distributed by the OPAC team to 523 previous clients. A total of 63 participants completed the survey, which reflects a 12.6% response rate ($M_{Age} = 45.7, SD = 7.5$). The gender identity of participants was Female (59.7%), Male (38.7%), Non binary/other (1.6%). The breakdown of the participants’ race/ethnicity was Latino/a, Chicano/a, or Hispanic (43.5%), White or Caucasian (25.8%), Black or African American (16.1%), Asian/Asian American (3.2%), Native Hawaiian or other Pacific Islanders (3.2%), American Indian/Native American/Alaska Native (3.2%), Prefer not to disclose (3.2%).

Project Activities

Prior to developing the survey, an ~~on~~ site visit to check facility’s available event spaces was conducted on February 3, 2023. Information was also collected about the additional services they provided, rental rates, and what the OPAC team desired out of the project. A literature review was conducted to establish which theoretical constructs would be necessary for evaluating the event space. Basurto-Magalones et al. (2018), event criteria, venue criteria, service factors, and event information were the main domains included in the survey. The OPAC team provided valuable assistance in survey distribution, translation to Spanish, and offering feedback during the survey development process. The finalized survey questions were entered onto Qualtrics in both English and Spanish and it was distributed to 523 previous clients during the data collection phase from March 16 to April 2, 2023.

The student researchers analyzed data and shared initial reports with their faculty mentor. The initial reports were revised and compiled into a final report, which was presented to the OPAC team and several board members on April 13, 2023. With their feedback, a final draft and visual graphics in the medium of foam boards were prepared to be presented for the Oxnard City Council meeting. Preceding the presentation on April 18, 2023, the final report along with visual graphics were rehearsed to refine the presentation for the Oxnard City Council meeting. On April 18, 2023, each of the student researcher presented their findings at the Oxnard City Council Meeting, while soliciting the support from the City of Oxnard. The public speech opportunity was meaningful for the research team because the CBR project was not only a chance for them to apply their knowledge and skills that they learned from measurement/testing and applied statistical methods classes but ~~the~~ ^{it} ~~is~~ ^{is} a project that they can potentially bring positive changes to their communities.



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Community-Based Research Outcomes

City of Oxnard Proposal: 44.3% agreed with the city council’s proposal to replace the site with housing and commercial facilities, 34.4% disagreed, 13.1% had no opinion, 6.6% preferred not to disclose, and 1.6% chose the “Other” option. The themes among those who agreed with the city proposal included the idea that OPAC needs major updates and that more housing is necessary. Among those who disagreed, the themes included the idea that this space has both historical and artistic value, it is important for the community, the city needs the surrounding park space, and there should be efforts to improve what is there rather than replace it.

Areas of Improvement: Participants consistently identified the rental rate, lack of additional services, visual appeal, and restrooms as areas where OPAC could improve. Based on the survey results, the recommendations provided by the research team included transparent pricing, flexible payment options (such as incremental payments), and considering new low-cost yet high-impact services, such as photography and catering. To enhance the visual appeal of the facility, the research team recommended the addition of murals and frequent landscaping and gardening. Additionally, they suggested fixing any damage in the restrooms and ensuring their cleanliness.

Likelihood of Booking Again: The likelihood of booking the banquet rooms, courtyard, and meeting rooms was significantly correlated with both website satisfaction ($r = 0.61, 0.91,$ and $0.69,$ respectively) and staff satisfaction ($0.71, 0.78,$ and $0.78,$ respectively). To aid client retention, the research team recommends consistent and regular staff trainings and making the website as accessible as possible, such as through more inclusive language options. These results and recommendations were presented to the OPAC and its board members as well as to the Oxnard City Council in hopes of giving ~~local~~ ^{local} residents a voice and highlighting which renovations will help OPAC increase client satisfaction and thus, increase their profits.

Best Practices Elements

Throughout this project, students...

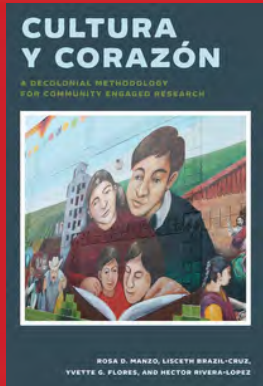
- Gained practical, hands-on experience to enhance research/statistical skills. This experience can demonstrate that students have real-world skills and can apply theoretical knowledge to practical research problems.
- Supported the community organization to make informed decisions, improve its programs and services, and build positive relationships with the community.
- Had opportunities to learn about research collaboration and leadership. This results in students building a strong research portfolio and enhancing their competitiveness in graduate school applications and job searches.
- Had opportunities to acquire valuable consultation skills by effectively communicating with stakeholders to gain a comprehensive understanding of their needs, as well as showcasing their abilities in formulating effective survey questions, piloting surveys, and conducting rigorous data analyses.
- The volunteer work not only helped students develop empathy, teamwork, and leadership, but also demonstrated initiative and exposed them to diverse populations and cultures, ultimately increasing their cultural competence.
- The project’s recognition from notable individuals increased students’ professional visibility, showcased their competencies, and helped them build professional networks with researchers, community leaders, and stakeholders, ultimately providing valuable opportunities for future career advancement in the field of Psychology

Chicana/o Studies 499

Capstone: Community-Based Research

Beatriz Espinoza, Thalia Salcedo, Laura Orozco, Nathan Ramos-Rodriguez, Cristian Trujillo, Kim Cano, Anthony De La O

Dr. Jennie Luna



Project Description, Community Needs, & Project Goals

The projects that students helped to facilitate for CHS Capstone 499 included *Mucha Michele Day*, *Pasos Ajenos: Social Justice and Inequalities in the Borderlands Exhibit*, *Community Mural Bus Tour*, and a *Radical Walking Tour Guide: A People's Guide to Ventura County*. Each of these projects was intended to help share local Ventura County history, as well as building a mutually beneficial relationship between CSU Channel Islands and the local community.

Service-Learning Outcomes

The expected outcomes for the students were project coordination, community-building-outreach, and research. Each of these outcomes were achieved in each projects that the students worked on. As described in our text, *Cultura y Corazón A Decolonial Methodology for Community Engaged Research*, we utilize a decolonial approach to engaging community members in the research process while integrating critical feminist and Indigenous epistemologies.

Project Activities

Community Mural Walking Tour

The Ventura Mural Walking Tour was an event that allowed for participants to become familiar with the location, history and significance of local Ventura murals utilizing a critical Ethnic Studies lens. The capstone students created audio clips for participants to listen to that guided them through the tour, as well as a visual guide.



Project Activities (Continued)

Mucha Michele Day

Mucha Michele Day was a event organized by our class to celebrate the life of Michele Serros. The late Michele Serros was an Oxnard local whose writing inspired many. During this event CHS 499 students read some of Michele's poetry from her book *Chicana Falsa*. The students also facilitated a viewing of the Michele Serros archive in the Broome Library.

Pasos Ajenos: Social Justice and Inequalities in the Borderlands

The class partnered with the Pasos Ajenos Social Justice and Inequalities in the Borderlands exhibit to bring the exhibition to CSUCI's Broom Library. Pasos Ajenos stranger's footsteps, is an interactive art and cultural exhibit about stories from the Borderlands. The students participated in collecting pictures on various topics for the exhibition, assisted in set up, and volunteered for the opening reception

National Association of Chicana Chicano Studies

Dr. Luna attended this year's National Association for Chicana and Chicano Studies (NACCS) conference along with capstone students, who were able to participate in NACCS's first in-person conference since the pandemic. The students engaged in workshops, attended plenaries, and networked with other professors and community members.

Radical Walking Tour Guide: A People's Guide to Ventura County

Students from CHS 499 research and coordinated a walking tour of historical murals that are currently in Oxnard and Ventura. Other students, staff, faculty, and community joined the capstone students on their tour learning about the beautiful art that is established in the local areas. Participants learned about the rich history of these murals and cultural significance these mural have to the communities they currently reside in.





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Researching and Promoting Local Food and Nutrition in VC Schools

Anna Jackson • Ventura County Farm to School
Dr. Nien-Tsu Nancy Chen • COMM/NRS 441 Health Communication, Fall 2022

Project Description, Community Needs, & Project Goals

Ventura County Farm to School is a non-profit organization dedicated to promoting environmental, agricultural, and nutrition education at local schools. Through partnership with them, students in the COMM/NRS 441 had the opportunity to provide nutrition education to local middle and elementary school students, and to explore the following research questions:

- RQ1: How do local school cafeterias promote or hinder healthy eating through the products they offer (or don't offer), the placement of these products, and the way the products are presented and advertised?
- RQ2: How can local schools better market healthy eating options to students?
- RQ3: What are some facilitators or barriers to healthy eating in general among local middle/elementary school students?
- RQ4: What are the merits and drawbacks of VC Farm to School's current online presence?

The overarching goal of this service-learning collaboration was to give students an opportunity to engage in community-based research, and to turn their research findings into actionable recommendations to our community partner and local schools.

Project Participants

Community partner: Anna Jackson, Executive Director of VC Farm to School

COMM/NRS 441 students: Brandon Almanza, Emiliano Alvarez, Nicholas Castro, Donaldo Delgado, Austin Gama, Celeste Gonzalez, Miriam Gonzalez, Josette Kreeger, Allison Mangsat, Vanessa Mata Rojas, Kaela Nachazel, Mara Parau, Jenna Petry, Kristina Roybal, Daisy Segura-Longoria, Anthony Yos

Project Activities

During the Fall 2022 semester, COMM/NRS 441 students visited each of the following schools twice to conduct onsite research and delivery nutrition education:

- EO Green Junior High (Hueneme School District)
- Ocean View Junior High (Ocean View School District)
- Ritche Elementary (Oxnard School District)

During their visits, students:

- Observed the school cafeteria before lunch using the "smarter lunchroom" scorecard and photovoice technique
- Presented to a 5th, 7th or 8th grade classes on their service-learning project and gathered audience feedback on effective message design to prompt vegetable consumption
- Observed the school cafeteria again during lunch, and interviewed diners informally
- Delivered a nutrition education intervention that involved taste tasting of two recipes made with local produce, and collected feedback on what the middle/elementary school students like or dislike about each recipe

In addition, students assessed the website and social media platforms of VC Farm to School (i.e., Facebook, Instagram, Twitter, and YouTube) using a scorecard, supplemented with their qualitative comments.

At the end of the semester, students documented findings from their onsite research and web assessments in a final report that included practical recommendations to the community partner on how to promote healthy eating in local schools.

Service-Learning Outcomes

Through the service-learning projects, students:

- Acquired first-hand experience in conducting quantitative, qualitative, and community-based research
- Developed an understanding of the farm to school movement and smarter lunchroom movement
- Applied their knowledge in behavioral change, behavioral economics, and health communication to assess local school cafeterias (e.g., "We recognized that many of the 'unhealthy' snacks are sold on a snack cart in the courtyard of the school, which is most frequented by the school kids. Moving the healthy snacks outside and the less healthy snacks inside (to the cafeteria) would make getting the unhealthy foods less accessible.")
- Reflected on how to tailor their communication in delivering nutrition education to middle/elementary school students
- Applied their knowledge in web design principles and online communication theories to analyzing the website and social media platforms of VC Farm to School
- Translated research findings into actionable recommendations on how to promote healthy eating at local schools
- Promoted healthy recipes made with local produce at local schools

Best Practices Elements

- The community partner was fully involved in the process. Anna Jackson joined our class at the start of the fall semester to give a guest lecture on the farm to school movement. She shared many research reports, nutrition education lesson plans, and web-based resources to help the class prepare for the school visits, before accompanying the students on these visits. With her guidance, students developed in-depth understanding of issues related to the (under)utilization of local food and the promotion of healthy eating in our local schools.
- Accounting for students' different levels of proficiency and prior experience with research, they were provided with standardized scorecards to collect quantitative data rather than asked to develop their own research instruments. During the site visits, students were asked to take field notes and take photos of facilitators and barriers to healthy eating at the school cafeteria. For students who are less experienced with research, applying the photovoice technique in data collection could make the process less intimidating and more engaging.
- In-person and written reflections took place throughout the semester to enable timely adjustments to issues that had emerged during the service-learning process.



Ecocultural Pedagogy: Fostering Ecocultural Regenerative Practices in Highschool Students

Dr. José Castro-Sotomayor • Jacob Maxion & Trevor Allen • COMM 499 - CAPSTONE

Project Description, Community Needs, & Project Goals

Description:

Farm-to-School (F2S) curriculum that has been underway since February 2019. The F2S Program is part of a larger effort of the Oxnard Union High School District in advancing environmental education in the city's elementary, middle, and high schools curricula. The Program's goals is to strengthen students' and teachers' connections between food, nutrition, and mental well-being"



Community needs

We developed the idea of this project *with* the Farm-to-School Program staff to develop a qualitative assessment of the Farm-to-School Program. The program has been collecting quantitative data via surveys regarding the program; however, the program felt the need to register the direct impact of the program on students, teachers, and staff, which has been mainly perceived via anecdotes and stories shared by students and among the program's staff.

Project goals

The project seeks to investigate the effectiveness of the Farm to School environmental education program in fostering regenerative earthly relationships and experiences.

Project Activities

Literature Review

- Environmental communication: emphasis on human-nature relations
- Health communication: emphasis on nutrition education
- Ecocultural pedagogies: Garden as pedagogical space

Data Collection

- Field work in the Garden: Two participatory observation
- Transcription and analysis of:
 - Garden Journals
 - Field notes
 - In-class Nutrition lessons



Service-Learning Outcomes

Service:

Trevor

Working with the Farm to School Program team has been an amazing and deeply enriching experience. . Our research team has had the opportunity to observe class sessions as participants in their community garden learning program at Channel Islands High School in Oxnard. Such observations have allowed our team the ability to apply theories in the environmental communications regarding the cultural elements informing environmental perceptions and how they shape K-12 curriculum. Some results we're expecting to see are in relation to the cultural split of humans and nature as separate entities.

Jacob

Collaborating with the Farm-to-School program in Ventura County has been a beneficial and hands-on experience that has granted us the ability to refine our understanding of qualitative research in an education setting. Alongside the Farm-to-School administrators, we observed students from differing class sessions at Channel Islands High School. We want to understand to what extent students' interaction with the school garden will shift the relationship among the youth with the environment. I am eager to conduct the observations to gain a better understanding of the students' perceptions of the environment in relation to nutrition systems. I believe that the use of food as tools will be an effective method to educate the youth. In addition, I believe that the interactive experience will foster interpersonal dialogue as well as produce a strong emotional response among the small-group discussions.

Learning

- Evidence of qualitative shift in how students communicate about the environment and/or nature.
- Evidence on how students perceive and communicate about their nutrition and health habits.
- Learning regarding food growth, variety, and community relations.

Project Participants

CSUCI

Communication students developing their CAPSTONE project:

- Trevor Allen and Jacob Maxion

CAPSTONE Professor:

- Dr. José Castro-Sotomayor

Community partners:

- Farm-to-School Coordinators
- Anna Litz – Program Coordinator
- Camila Guzman – Garden Manager and Educator
- Dallas Garcia – Nutrition Educator

Channel Islands High School

- Teacher Dominique Rousseau



Best Practices Elements

- Work *with* the community organization to design and develop the research project to better answer your partner's needs and goals.
- Spend time designing the project at least one semester prior its implementation
- Teach and involved students in the methodologies use to analyze the data.
- Develop closer relationships with community partners that will foster future collaborations.

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“Save Our Democracy” Initiative: Interviews with Current and Emerging Leaders in Ventura County

Project Participants

Community Advocacy Coalition (primary partners): Shoshawna Brower, Lamont Chiles-Hayes, Tricia Keen, Brian Landers, Vincent Stewart, Angela Timmons, Byron Ward

Student research team: Alma Abarca, Adriana Diaz, Rosalinda Esparza, Jereme Lua, Ruby Moreno, Ariana Torres Munoz, Kady Velasquez

Project Description, Community Needs, & Project Goals

The Community Advocacy Coalition has been concerned about the directions and decline of American democracy. In an essay titled “Our Democracy is in Crisis,” CAC member Byron Ward wrote the following:

Democracy in the United States of America is under attack. It is being weakened and dismantled by a number of inter-related phenomena, among them – minority rule; the specific threat and reality of violence endemic to the MAGA movement; the propagation of the big lie; alt-right and related ideologies – white supremacy, Christian nationalism, fascism, racism, authoritarianism. Will our democracy survive with any semblance to a government of, by and for the people? Will majority rule return to undergird legislation and regulation? . . . Supporters of Community Advocacy Coalition and its advocacy committees while discussing this situation have determined that action from our local community is warranted. The issue, it is suggested, requires education and dialog to frame it in a proper context that will move current generations to progressive action. Proactive advocacy is crucial to counter this great threat to our democratic experiment.

The CAC asked our capstone students to interview a number of current and emerging community leaders in our county to address topics related to activism, social justice, and democracy. The goal was to learn more about what leaders are doing, their background, their motivations, their needs for support, and related issues – in order to learn more about how the CAC can more effectively support that work. Students designed an interview guide based on the interests expressed by the CAC. Students organized and conducted sixteen full interviews of approximately one hour with community leaders over Zoom. They transcribed the interviews, and analyzed them by coding for emergent themes.

Project Outcomes

Students are writing up a full report to present back to the CAC at the end of the semester, along with a presentation of major findings. Our hope is that the report helps the CAC to serve more effectively in their critical advocacy work in the county – both advocating for issues of importance to our African American communities, and helping to strengthen and sustain our democracy.



University Glen Residents’ Survey Regarding Community-University Engagement

Project Participants

Community Partner: University Glen Homeowners Advisory Council, working with Mary Kennedy. (Community Advisory Group Representative)

Student Researchers: Alexis Estrada Avelino, Kenia Garcia Alvarez, Miguel Lopez-Escutia, Quinn Spiteri, Guadalupe Villasenor, Rut Zamora-Arenas

Project Description

While many University Glen residents are connected to the university by employment or enrollment, others moved into the community because they were drawn to the university atmosphere and all that it promises. Yet many of those residents have informally expressed some disappointment that the opportunities that they imagined have not been realized. While community leaders have had anecdotal information about interests among some residents for more engagement with the university, it has not been known how widespread that sentiment is, nor what specific activities or programs they would like to engage in.

Mary Kennedy, of the University Glen Homeowners Advisory Council, approached the Sociology Program to request help in conducting a survey of residents to answer those fundamental questions. Working with her and other residents, students designed a survey to address those questions about interests in university-community engagement. The survey addressed questions such as whether residents were interested in greater engagement with university programs; what types of programming they would be most interested in engaging; whether they felt that there were any barriers to engaging more with the university; and whether they had any interest in volunteering with the university.

Students distributed an electronic survey to all households in University Glen, and received approximately 180 completed responses. Students are analyzing those data – presenting distributions for each response, and analyzing differential response patterns across particular questions among different categories of residents. For example, are retired residents more likely to be interested in greater engagement with the university? And among those interested in volunteering with the university, what skillsets might they have to share?

Project Outcomes

Students will be completing a full report to present to the HAC in mid-May, along with a presentation of the major findings. Our hope is that the report will help to document the interests in greater university-community engagement and identify particularly fruitful areas in which to begin – and that it will serve to prompt greater intentionality in ways that will benefit both resident and university alike in a closer relationship in the future.

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Knowledge of Juneteenth among Exhibit Goers

Dr. Rachel Soper SOC 499 Capstone

Project Description

The **Juneteenth Celebration of Ventura County (JCVC)** organized an event on campus March 24-26, 2022 which brought **Forgotten Images** - a traveling museum of artifacts from American history.

Sociology Capstone students received IRB approval to **survey** exhibit goers after they viewed the exhibit. JCVC wanted to know the (1) demographic information of attendees, as well as (2) how they heard about the event, (3) whether they would recommend it to a friend, and (4) what could be improved. Our class decided to add a question about (5) knowledge of Juneteenth because it had just been recognized as a national holiday in June 2021.

Out of the 224 exhibit goers who took the survey, **98% said they were very likely to recommend the event to a friend**. This datapoint, paired with open ended reflections about how impactful the event was, is useful information for JCVC to be able to fundraise for the next exhibit showing.

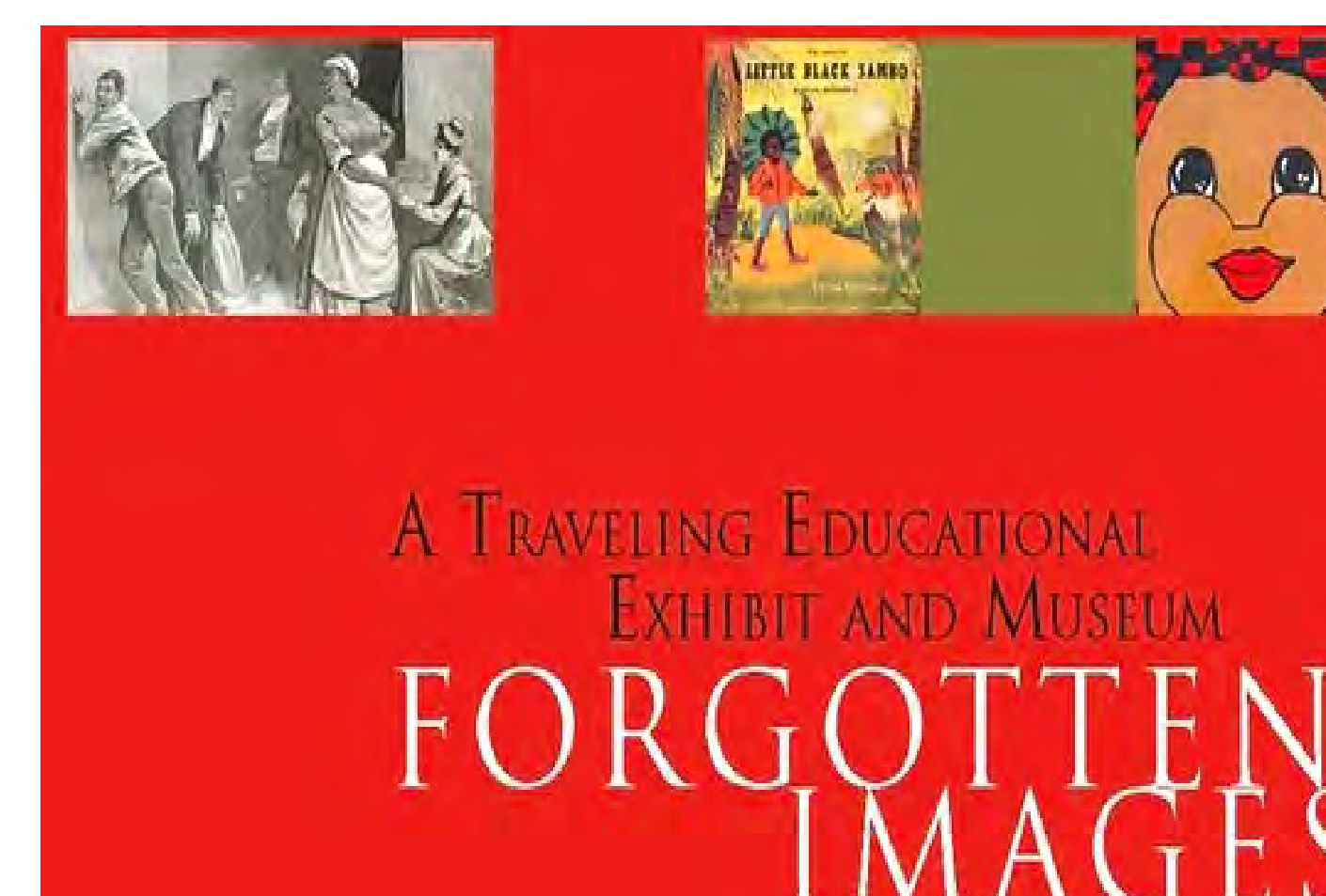
Project Participants

Our community partner was **Brian Landers** from Juneteenth Celebration of Ventura County (JCVC). He organized the event that brought **Forgotten Images** to campus.

Spring 2022 Sociology Capstone students (**Kidra Avery, Cindy Contreras, Mia Heiden, Celeste Zuniga**) worked with Brian to develop a survey to administer to exhibit goers after they viewed the artifacts.

Fall 2022 Sociology Capstone students (**Rosa Flores, Kyle Handrahan, Cristian Ramirez, Kamryn Stuart, Megan Young**) conducted bivariate analysis to examine:

How Knowledge of Juneteenth Varies by Race and Affiliation to Campus



Knowledge of Juneteenth by Race (n= 189)

	Black	White	Multiracial	Latinx	Other Race	Total
Yes	93%	98%	77.5%	66%	79%	85%
No	7%	2%	22.5%	34%	21%	15%
Total	100%	100%	100%	100%	100%	100%



Knowledge of Juneteenth by Affiliation (n=192)

	High School Students	College Students	Educator	Community Member	Total
Yes	59%	72%	97%	99%	85%
No	41%	28%	3%	1%	15%
Total	100%	100%	100%	100%	100%

Service-Learning Outcomes

This **community-based research project** made students more aware of the importance of highlighting critical race theory in school. During their final presentations, students reflected on what they were taught in school and how much of our country's history has been erased from the curriculum.

This community-based project also taught students valuable research skills:

Spring 2022 Sociology Capstone students learned how to design survey questions, fill out an IRB form, collect data from respondents, input data onto a spreadsheet, calculate descriptive statistics, code open ended responses, report results, frame the project with a literature review, and present to a community partner.

Fall 2022 Sociology Capstone students learned how to calculate descriptive statistics, compute a bivariate crosstab, test for statistical significance, code open ended responses, report results, frame the project with a literature review, and present to a community partner.

Best Practices Elements

Our best practice was **mixing pure and applied research**. We added a question of Sociological interest to a survey for which the primary purpose was program evaluation.

Spring 2022 students each wrote their own final paper, which was more work for students to do and the professor to grade, but they each were able to write their own literature review and concluding recommendations.

Fall 2022 students wrote one collective paper, which was efficient in terms of time, but some students dominated the process and others felt like their voice was not being heard.

Moving forward, I am still working out the best **combination of individual and group work** for Capstone community-based research projects.

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Going Back to the Roots: Chicana/o Studies Serving United Farm Workers

Dr. Raúl Moreno Campos

Chicana/o Studies 200: Diversity in Latina/o Communities w/ Service-Learning

Project Description, Community Needs, & Project

This was the first time we embedded service-learning into CHS 200, with the Presidential Initiative to include service-learning in lower-division Ethnic Studies classes. We envisioned this class as a return to the origins of Chicana/o Studies, with the class serving the community and serving as a bridge between the university and community. Therefore, partnering with the United Farm Workers Foundation branch in Oxnard was the ideal partnership.

The service-learning goals for this course were to enable students to learn about the UFW's initiatives in the community, support the UFW in their goals, and to have a reciprocal partnership. Currently, one of the UFW's main goals is to inform farm workers about the USDA's Farm and Food Worker Relief Program (FFWR). It is a program which gives a one-time payment to workers for expenses incurred during the pandemic. There is also a need to publicize farm worker stories through social media in order to raise awareness of their conditions and help the public support their cause. Our class listened to the community's needs and we developed plans to support.

Project Activities

Students had a choice on which way to serve:

Field Team Projects: Workshop Planning, phone banking for appointments, securing venues, volunteer confirmations.

Application Workshops – students could help with event set up, checking in individuals pre- appt., checking out individuals post appt., flyer distribution, story collection, referring out individuals with no appt., checking in volunteers, directing individuals to application stations,

Digital Media Projects: Developing personal farm worker stories
Cesar Chavez Day - Creating a project story and content
Research stories - History of the movement , Gilroy farm workers, Cesar Chavez veganism, Cesar Chavez Middle School

Service-Learning Outcomes

Our students are still in the process of completing their service-learning hours this semester, but we can already see some expected outcomes. They are learning about:

Advocacy for farm workers at the state and federal level, legislative visits, sit-ins, lobbying

Systemic change and the role of the Organizer— how they inform and organize farm workers, organize House meetings, turn out for actions, demonstrations, petition signatures, phone banking, etc.

How to Organize—how to Identify, engage, and develop leaders to join the Farm Worker Movement



Best Practices Elements

Bringing high-impact practices into the course expanded the learning experience for students. Students are learning about farm workers' challenges and finding ways to humanize their experience and improve their quality of life. They are learning to step out of their comfort zone and learn to advocate for workers with the skills they have gotten through their education. Students are also connecting course concepts with what they are learning in the community. They can start to envision what systemic change can look like for the most marginalized and exploited workers in our community and find ways to make a difference.



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Service Learning in Ethnic Studies

Prof. Nicholas F. Centino • Natalie Leon Service Learning Peer Leader • CHSPSY 383: Latinx Identity and Empowerment

Project Participants

Our class worked with three service learning partner organizations to address critical issues facing the local community. Forming teams of 4-6 students, our service learners worked collaboratively with leaders from our partner organization to support the efforts of their respective work in Ventura county.



CAUSE is a base-building organization committed to social, economic, and environmental justice for working-class and immigrant communities in California's Central Coast. We build grassroots power through community organizing, leadership development, coalition building, civic engagement, policy research, and advocacy.



Central Coast Climate Justice Network (CCCJN) is a collaboration of organizations and community leaders committed to a climate movement that advances social, economic, racial and environmental justice for Ventura, Santa Barbara and San Luis Obispo counties.



Project Access envisions that all residents of affordable housing communities have the opportunity to achieve self-sufficiency and maximize their full potential. Their mission is to be the leading provider of vital on-site health, education, and employment services to families, children, and seniors living in affordable and workforce housing communities.



Project Access service-learners prepare signs for an upcoming food distribution in Oxnard

Project Goals, Activities and Service-Learning Outcomes

Each of our Chicana/o Studies – Psychology 383 students worked closely with leaders from our partner organizations on projects that mutually met the needs of the organization and the interest of their service-learning team.

Service-learners working with CAUSE were paired with community organizers in the local area to bolster their work on key issues related to economic justice. Three students worked in Oxnard engaging and educating both youth and adults and mobilizing participation in the May Day rally in which CAUSE is participating. Other students worked in Ventura and Santa Paula with a focus on the impact of public policy. As such, service learners working with CAUSE traveled to Sacramento to advocate and educate on issues that impact our local community.

Service-learners working with CCCJN were taught how to facilitate “house meetings” which bring together informal gatherings of friends and neighbors to discuss and learn about issues pertinent to them. Our CCCJN service learners organized house meetings with their peers to discuss the environment and visioning together to develop a regional Grassroots Green New Deal. These house meetings were organized for both in-person and zoom formats. Our service learners organized over 15 house meetings with an average of 10 participants in attendance.

Service-learners working with Project Access were embedded in the day to day work of the organization to support the local community in Oxnard. Student engaged in door knocking to residents to promote upcoming resource fairs and other events hosted by Project Access as well as participating in other activities such as the Food Share program.

Best Practices Elements

A key aspect that best supported students in their service learning project was to incorporate significant class time for students to build community and a spirit of solidarity and teamwork with each other during class time. In this way, students developed their own measures of communication and accountability as it related to their service-learning work in the community.



Service-learners with CAUSE advocate on policy in Sacramento.



CCCJN service learners host a house meeting on campus



CAUSE service learners ready to distribute flyers for an upcoming event



Channel Islands
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Learning More about Nonprofit Management by Collaborating with Nonprofits

Dr. Hyunsook Youn
(COM/BUS/POS 333 | Nonprofit Management)

Project Description & Project Goals

This course is titled 'Nonprofit Management,' and I believe that there is no better way to learn about the nonprofit sector and nonprofit management than by directly working with nonprofit organizations and serving the community in need.

As this course covers various topics (e.g., Marketing, Strategic Planning, Philanthropic Fundraising, Governing Boards, Staff & Volunteer Management, Advocacy & Lobbying, etc.), service-learning components were integrated into this course so that students can gain firsthand experience on these topics.

Each community partner serves a different target audience based on their mission, runs different programs/activities, and has different needs. With that in mind, my community partners and I communicated and met several times to brainstorm various tasks that they need assistance with prior to each semester.

We also ensured that the theme of the tasks aligns with the core course content so that students can relate what they learn in class to their firsthand experience by working with the community partners.

Project Activities

Based on our community partner's needs, students have worked on various projects during AY 22-23:

- Attending the event hosted by our community partners
- Jobshadowing nonprofit organization employees
- Attending a board meeting, departmental meeting, budget meeting, etc.
- Creating event flyers
- Creating a depository for inspirational social media posts for the youth
- Generating activity ideas for different target audiences
- Creating a promotional video & blurbs
- Generating ideas for donor appreciation & recruiting donors
- Writing a blog and/or newsletter
- Writing an advocacy letter
- Creating/Managing social media accounts
- Organizing or Co-organizing a community event, fundraising event, open house, and/or other community activities
- Volunteering at various community outreach
- Communicating local businesses to secure donations and/or supplies for the events
- Promoting various community (outreach) events hosted by our community partners
- Translating organizational documents to serve the community with their language
- And a lot more!

Project Participants

Based on our community partner's needs, students have worked on various projects during AY 22-23:

- Internal Partners
 - ✓ Center for Community Engagement
 - ✓ University Advancement
- External Community Partners
 - ✓ Big Brothers Big Sisters of the Ventura County
 - ✓ BRITE (Building Resilience & Inclusion through Engagement)
 - ✓ Buen Vecino
 - ✓ Department of Community Services, City of Agoura Hills
 - ✓ Habitat for Humanity
 - ✓ Reel Guppy Outdoors



Service-Learning Outcomes

1. They learned business etiquettes by working with our community partners and see more realistic expectations of the organizational communication.
2. By job shadowing nonprofit employees, students gain a more realistic preview of working in the nonprofit sector.
3. Through co-organizing and volunteering at various community outreach events, students can see how their event planning, open-house events, or philanthropic fundraising events come to life.
4. They learn how to work as part of a team and how their contributions can benefit the community.
5. By creating a video, flyer, poster, podcast, or social media post, students can enhance their skills and create a portfolio to assist them in their job search.
6. Some of my students even found internship positions and job opportunities through our community partners.
7. Ultimately, students gain a broader understanding and firsthand experience of nonprofit management.

Best Practices Elements

1. Before each semester starts, I collaboratively work with each community partner to plan and implement projects. Collaborating with them on project planning including sharing the ideas and possibilities allow a variety of richer options for students.
2. Offering various task options (with room for flexibility) allows students to have some agency to choose different nonprofit organizations and tasks that interest them.
3. It enables students to realize that one size does not fit all in the nonprofit sector. Through their firsthand experience of interacting with various nonprofit organizations and different target audiences to meet their needs, students gain a deeper understanding of nonprofit management.
4. Make sure to provide more structured guideline for each task, communication tips, mid semester check-ins, clear expectations, and rubrics for each task option as many of our students have never worked with nonprofit organizations.
5. Especially having check-ins with each student and providing communication tips prevents them from procrastinating.
6. By working with various community partners, students recognize the value of expertise and insights into local community.

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2023**

An Immersive College Experience for University Prep Charter School Students on International Women's Day

Dr. Mari Estrada- Early Childhood Studies 221: Child, Family, and Community in California

Project Description, Community Needs, & Project Goals

As part of the programming to support the Smithsonian *Dolores Huerta: Revolution in the Fields* Exhibit, 4th graders from University Preparation Charter School at CSU Channel Islands were invited to CSUCI to read with and meet Dolores Huerta on International Women's Day. The children were here on campus early, and students from ECS 221 developed, organized, and implemented culturally and socially relevant service-learning activities for fifty 4th-grade UPCS students.

The plan was to prepare the children for their visit with Dolores Huerta, the farm worker rights' activist icon, and have an immersive college day experience. The children got to go to the library, attend class in there, read books on Dolores Huerta, create art, write short narratives, see the Dolores exhibit, and learn from college students.



Project Activities

ECS 221 students planned lessons for the fourth-graders and led the lessons inside classrooms in Broome Library. CI students reviewed Key Vocabulary with the students such as:

- Social Justice
- Protest
- Rights
- Advocacy/Advocate

They then led creative freedom exercises where the 4th- graders could self-select into discussion and activity groups led by CI students. Options:

1: Students can have creative freedom to create something that they want to be in life (drawing, words, anything they want). After the fact, students can write out what kind of impact that person or persons that they drew, wrote, etc. can have on the world and what their role may be in the future.

Discuss the children's future and where they see themselves as a grown up. Describe if they see themselves in a certain occupation, why they see themselves there, and what is most appealing about that occupation?
Have children draw a self-portrait of themselves in work attire as their future occupation would wear.

2: Discuss who a hero is to them. Hero names, words to describe themselves, their super power, what they want to help.

3. Social issue protest. See which issues they know and which ones they find unjust. Create protest signs and have a miniature picketing exercise.

Afterwards, ECS students led UPCS students outside on the lawn to play, have physical activity, and eat lunch before they met Dolores Huerta.



Service-Learning Outcomes

The UPCS students were so thrilled and happy with all the activities ECS students created for them—from making self-portraits, activist signs, drawing pictures of what they want to be when they grow up—coupled with critical and empathetic discussion, the children emerged out of that experience feeling empowered and wanting to go to college.

One fourth grade boy said that his favorite part of the day was “the conversation and drawings he was able to make” in the college class. He said, “he liked being able to make a choice about what he wanted to do in school and that college students are really nice and fun.” The experiences this class created for those 4th-graders have planted educational seeds and created a pipeline for community children to someday attend CSUCI.



Award for
**Best Practices in
Service Learning
2023**

Validating Professional Dreams and Stepping into Teaching: CSUCI & University Preparation Charter School

Talya Drescher, Instructor EDUC101: Introduction to Elementary School Teaching

Project Description, Community Needs, & Project Goals

Project Description: This service-learning course provides structured observation and tutoring experiences which reflect a rich array of student diversity in local schools. Emphasis is placed on gaining awareness of connections between discipline knowledge and teaching and learning. In addition to thirty hours of field experience in elementary schools, students meet weekly in a seminar course to discuss their observations, professional goals and topics related to the teaching profession

Project Goals: This course will help students decide if a career in the teaching profession is the right choice for them.

Alignment with Professional Standards:

In the preparation of professional educators, the CSUCI Education Program has given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE), the California Commission on Teacher Credentialing (CCTC), and the Interstate New Teacher Assessment and Support Consortium (INTASC).

Project Participants

EDUC 101, Spring 2023, was held at University Preparation Charter School (UPCS).

Enrolled students include: UPCS Cooperating Teachers:

Ashley Baca Romo	Ms. Bullicer
Alexis Bonito	Sra. Maldonado
Anissa De Candia	Ms. Vigil
Mitzi De La Luz Vargas	Ms. Gout
Haley Gustafson	Ms. Engelbach
Allie Heighton	Ms. Hillendahl
Gemma Lafontant	Sra. Lopez
Alan Martinez	Ms. Vara
Joseph Olague	
Kamryn Sargent	UPCS Administration:
Paige Taylor	
Haley Winters	Executive Director: Charmon Evans
Abigail Wilson	CSUCI Liaison: Rebecca Kruse
Jose Zavala	

Project Activities

Students' favorite or most memorable moment from EDUC 101:

Ashley: My favorite moment of EDUC 101 was getting to go on the field trip to the fire station with the students!

Alexis: My most memorable moment in EDUC 101 was the first time we all got to know each other and truly felt comfortable in sharing our experiences.

Mitzi: My favorite moment in EDUC 101 was when I realized how much students really acknowledge us and see everything we are doing! I came in once with a different hair color and had one of the kindergarteners I work with tell me, "Did you get a new hair color? It looks really good!" It made me feel so happy and like I was being noticed by at least one person in that classroom.

Haley G.: I enjoyed the seminars we had and how comfortable we all are with each other. Class really does feel like a safe space where we can all share feelings and thoughts and actual concerns.

Allie: I love all the funny quirks and sense of humor of the students because I always laugh or have a funny story to tell my family. However, the field trip was a real highlight because we got to be out of the classroom, and I look forward to having field trips as a teacher myself. I am so used to being the student in those situations, that it was a little odd stepping into teacher shoes for a day.

Gemma: I enjoyed the safe environment this class provided to share our thoughts, ideas, and stories about education. I also really appreciate the support, resources and knowledge shared with us.

Justin: I really like it when my class has PE and I go out to the yard and hula hoop. Second, I like the time we meet (seminar). I've always liked the open discussion and sharing of anecdotes.

Kamryn: My favorite moments are when I'm working with the kids and get affirmation that this is what I want to do with my life and that I will be happy doing it.

Haley W.: My favorite part of ED101 was dancing and singing songs with the kindergarteners.

Abigail: One of my favorite moments was how excited one student was to see us after our Spring Break; you could see his face light up.

Jose: Fire station field trip!

Service-Learning Outcomes

EDUC 101 is often the first time students are part of an elementary classroom fabric. The cooperating teachers rely on the observers; often the students in the classrooms become attached and look forward to the observers' regular time with them. By the end of the term, observers will have:

- 30 hours of observation
- Working knowledge of how an elementary school classroom operates
- Developed professional skills such as the value of timeliness, professional dress and communication skills.
- Begun to develop a professional resume and philosophy of teaching document
- Many will have developed a working relationship with UPCS (host school/partner) and will come back to substitute teach or student teach.
- The great hope for this experience is that by serving the community in this way, students will solidify their wish to become a teacher OR learn early on that teaching is not the path they wish to take. By providing this experience, whichever way students go after the course, our hope is that this experience has set them up for professional satisfaction and success.

Best Practices Elements

With School Site: Ongoing communication with UPCS was imperative in terms of creating supportive placements. We opted to place students in groups of two rather than individually. The thought behind this practice was that in light of potentially heightened absences due to COVID, we wanted to provide continuous support to our cooperating teachers. Concurrently, we wanted to have built in peer support for the students; having an "observation buddy" has been helpful in the past for academic, emotional and professional success.

During the course of the term, communication between the instructor and cooperating teachers was ongoing. This was in the form of syllabus sharing, discussing student celebrations and concerns, in classroom visits and providing an opportunity for the cooperating teachers to provide direct feedback to their EDUC101 observing students.

With Students: Prior to the start of the term, students were asked which grade levels they'd like to observe and if they are bilingual (bilingual students have the opportunity to observe a dual immersion class). While we were unable to accommodate all requests, most were honored.

Over the course of the term, professional skills such as timeliness, dress and expression of gratitude were modeled and discussed. This helped build a trusting relationship with our community partner.



Serve it Up: Engaging First Year Writers in Service and Community

Emily Spitler-Lawson • English 105.09 - Composition and Rhetoric • Spring 2023

Learning Community Description and Goals

The Serve it Up learning community is the first service-learning-focused LC (learning community) at CSU Channel Islands. In Fall 2022, first year students enrolled as a cohort in UNIV 150 with Susan Lefevre and English 102 with Emily Spitler-Lawson. The service-learning activities were integrated into both classes, and many coincided with campus-wide events organized through the Center for Community Engagement.

In Fall 2022, Susan Lefevre led the service-learning component of the community in UNIV 150, with additional reflection on some service opportunities required in English 102. In Spring 2023, Emily Spitler-Lawson took the lead on the service-learning component of the LC in her English 105 course and offered the original Serve it Up students, as well as a few newcomers, further opportunities to connect campus service events and their classroom learning. This year-long experience was meant to offer the students a taste of what they can do as engaged members of their community during their first year on campus.

Both Serve it Up faculty worked with the Center for Community Engagement to identify service-learning opportunities appropriate to the class. Examples of these events include the Road to Restoring sat^hwiwa (Round Mountain) Service Day in October 2022 and the VC Habitat for Humanity Playhouse Preparation for the CCE's Day of Service in February 2023.



Serve it Up LC students (and one faculty member) during the Fall 2022 Road to Restoring sat^hwiwa (Round Mountain) Service Day.

Project Participants

Students who participated in service as members of the learning community in Fall 2022 or Spring 2023 are: Leo Batista, Lei Ana Bland, Bryan Castellanos Alcala, Saisha Cook, Meliza Cornejo, Chris Hernandez, Hemma Hernandez, Ben Johnson, Sharon Ojo, Paulo Ramirez, Merceli Rios, Alexandra Roca, Rachel Rodriguez, Jacob Santiago, Grace Smith, Viviana Trujillo, and Perla Villalobos.

Project Activities

For Spring 2023, English 105 Serve it Up students were asked to choose a service opportunity from a list of those coordinated by the Center for Community Engagement. While several options were available, most chose the Habitat for Humanity Playhouse Prep in early February, where students cut and painted base coats onto playhouses so the painting could later be completed by other volunteers as a part of Habitat for Humanity's fundraising efforts for their work in Ventura County.

First, students wrote a "Service Autobiography" supported by faculty-provided materials. In the Service Autobiography, they researched the topic their service would address (for most, housing insecurity in Ventura County). They were also asked to reflect on their experience, or lack of experience, with the issue going into the event. Some students who had personal experience with housing insecurity chose to share their stories, and those without personal experience were able to reflect on the social and economic forces that are at work in our county. This autobiography helped all students go into their service prepared.

Next, students participated in the Center for Community Engagement event they had chosen. While most students participated in the Habitat for Humanity event, one student helped to interview families at ChiLFASA's Noche de Familia event on CI's campus.

Finally, students wrote a post-event reflection that asked them to describes their event, reflect on how their service experience fits into the larger picture, and share insights gained about the issue from their service.

In addition to their service, students were asked to continue their engagement with community issues by attending an appropriate campus event. In Spring 2023, we were fortunate that several of these events were connected to the Dolores Huerta: Revolution in the Fields / Revolución en los Campos Exhibition.

Service-Learning Outcomes

Community partners or campus groups were able to benefit from the students' time and service, and students came away with an understanding of the complexity of the issues their service addressed, and they are prepared for more advanced service-learning in future courses.



The photo above features students from the Serve it Up learning community as well as other students and campus community members.



Best Practices Elements

Coordinating service-learning for first year students, even with the assistance of the CCE, presents a unique set of challenges. The following techniques were useful for maximizing student participation and increasing engagement among students who are new to the university:

Preparation for service is key, especially for first year students. Student writing and class discussion of the issues as they affect our local community helped drive engagement and deepen understanding of their service.

Offering first year students multiple service options to choose from at various points in the semester worked well. (All options were vetted by faculty with the help of the CCE.) Since this is a first year, general education course, students had a variety of interests and work schedules and were able to choose the service option that fit them (or, let's be honest, their busy schedules) best.

Be ready for student scheduling conflicts and transportation issues, and be willing to work with students and the CCE to find suitable alternatives. I found out about a yearly event I hope to offer from the beginning as a service opportunity to future classes by being open to change!



Literature as Social Action:



Writing a Critical Biography of Dolores Huerta and Serving as Docents for the Smithsonian Dolores Huerta Exhibition

Dr. Georgina Guzmán- ENG/CHS 353: Chicana/o-Latina/o Literature

Project Description, Community Needs, & Project Goals

With the arrival of the Smithsonian's *Dolores Huerta: Revolution in the Fields/Revolución en los campos* Exhibition on campus this semester, we realized we needed programming, materials, and docents to support the exhibition. We needed a docent handbook. Therefore, students in ENG/CHS 353: Chicana/o-Latina/o Literature embarked on the goal of researching and writing a Critical Biography of Dolores Huerta. The essay serves dual purposes, both as a docent handbook that helps teach potential docents about Dolores Huerta's life history, achievements, and legacy, and as a supplementary essay that we can hand out to exhibition guests so that they learn more about Dolores.

Our class wrote this essay collectively in order to educate K-12 students from all over Ventura County who were coming to view the Smithsonian exhibit. They wanted to make sure Dolores's complex story was shared. Once they wrote the essay, they also learned a lot about Dolores Huerta and were able to serve as docents for K-12 school tours. CI Students got to lead tours and interact with students from Somis Elementary, Oak Grove School, University Preparation Charter School, Hueneme School District, Hollywood Beach Elementary, and Ventura HS students.

Students who participated are: *Alejandra Carriedo, Kimberly Castro, Imelda Cedillo, Carolina Díaz, Fatima Duran, Evelyn Espinoza, Marcel Figueroa, María Guadalupe Medrano, David Mendoza Buenrostro, Elvis Mejía, Diossis Olguin, Breannah Ortiz, Elmer Ramirez, Ivete Robledo, Melissa Torreblanca, Gabriel Vargas-Castillo, Robert Villagomez, and Karen Zendejas*



Project Activities

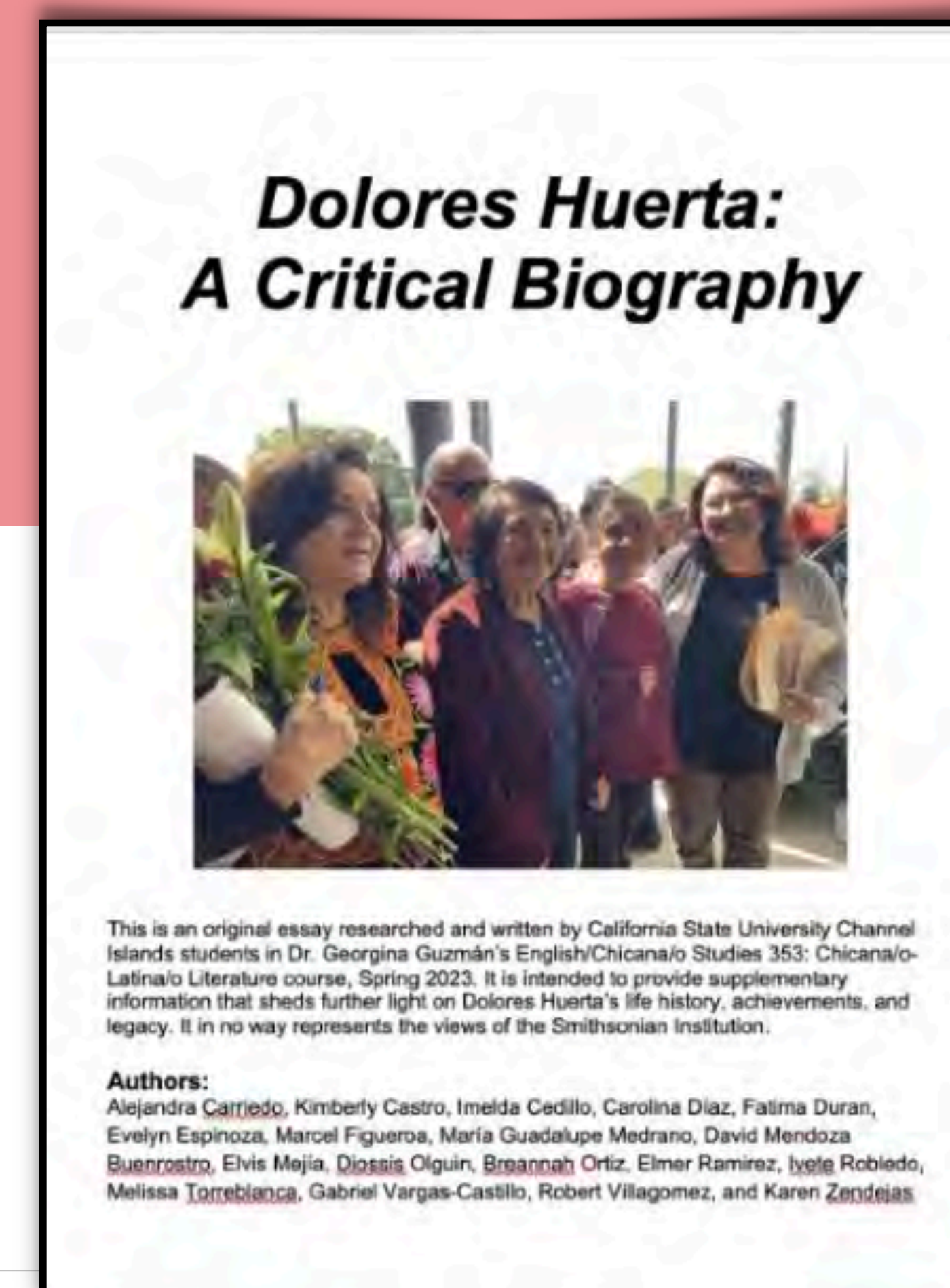
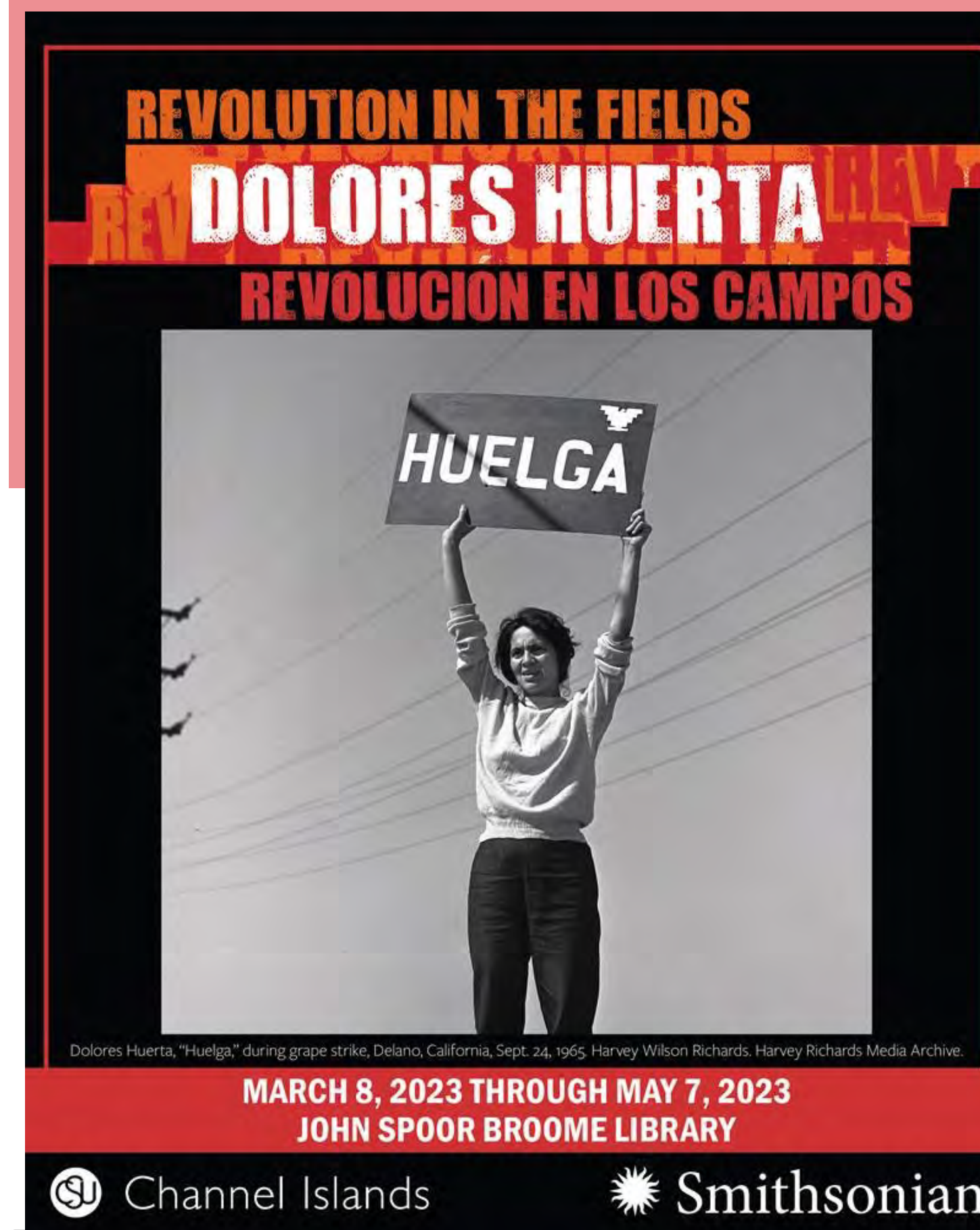
Here is the Table of Contents for the Critical Biography that the students wrote:

Developing a Social Consciousness.....3
Why and how did Dolores Huerta become an activist? What kinds of things did she experience that led her to devote her life to activism? How could she make the choice to devote her life to activism despite the great sacrifices involved?

Historical Context: Then and Now.....7
What history was being made in the 1960s and 70s? What else was going on? How did the Farm Workers Rights Movement connect to other struggles in the US?
How can we connect this to the struggles in Ventura County back then and today?

Woman as Activist.....15
How did Dolores defy Mexican/Latino cultural expectations, especially for a woman of her generation? What was her family life like? What were the challenges of being an activist and mother?

UFW's Achievements in the Fields.....19
What were the UFW (United Farm Workers)' goals and major accomplishments?
How did they succeed? What accomplishments are still with us today? What are the conditions of farm workers today? This section also provides students' farm worker family members' testimonios from Ventura County.



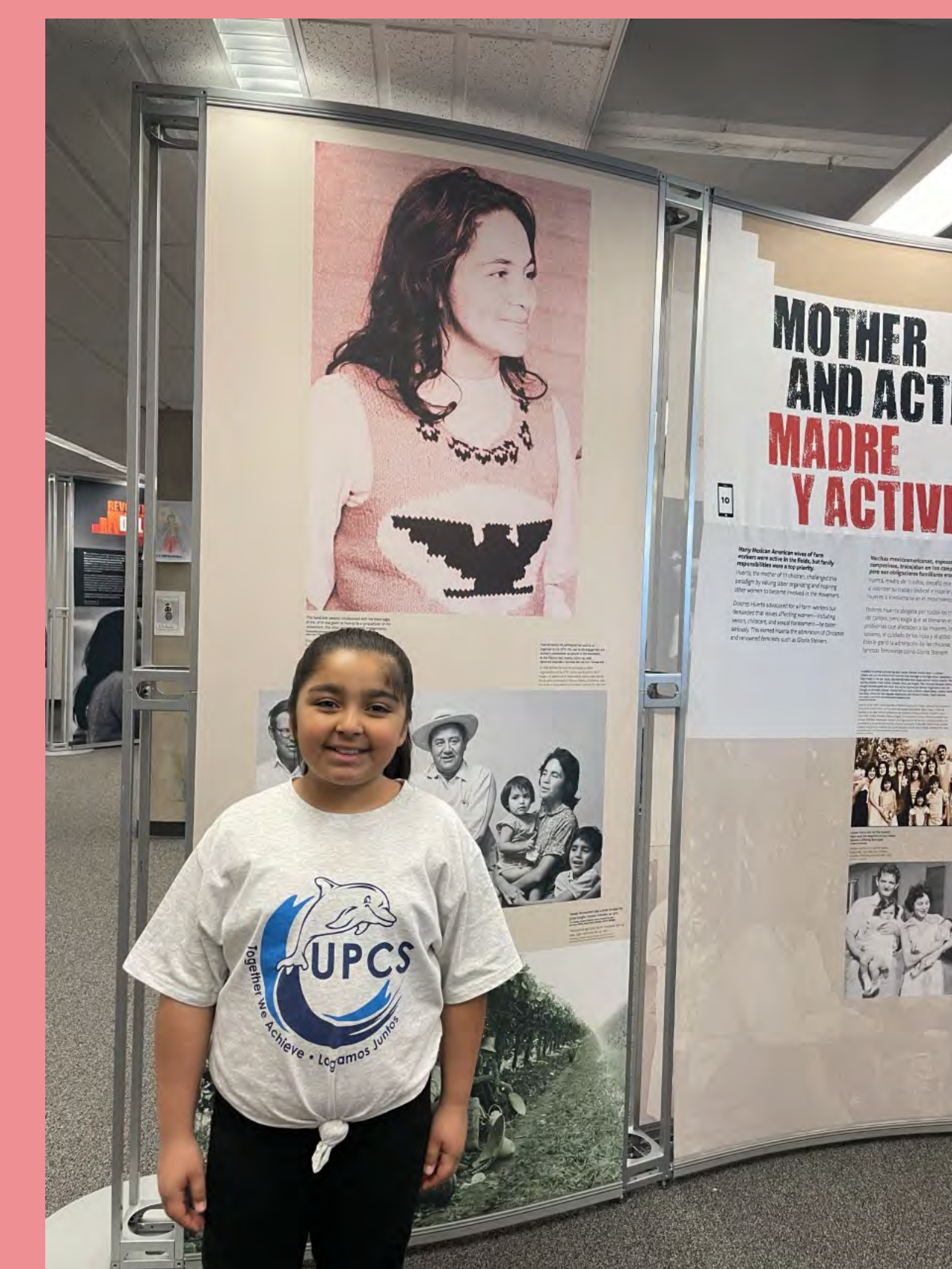
Service-Learning Outcomes

After writing the critical biography and leading school tours of the Dolores Huerta Exhibit, students gained greater self-confidence and public-speaking skills. They obtained leadership and pedagogical skills, too. No tour was alike, and students had to adapt and think on their feet with every distinct group.



Best Practices Elements

What we learned is that high-impact practices lead to a more fulfilling education and hence, to students' success. When we make our class assignments and service-learning projects culturally relevant and relevant to current events, students thrive. Students learn best and put in their best effort when there is a clear, hands-on purpose for class assignments and when they see they can make a difference in the community in real, impactful ways.





The Grant Writing Project & Community Needs

Applying for grants has become even more imperative for nonprofit organizations. Securing a stable funding stream in addition to donations and volunteer hours has become a necessity for many organizations as federal and state funding continues to be cut. Knowing this current situation for many organizations means that I wanted to use my Introduction to Grant Writing course to create grant proposals for CSUCI's community partners. I thought, "if students are going to write grants why not have them write grants *for* actual nonprofit organizations in our community?"

The goal of this project was for the students to locate a funder, funding opportunity, and create a grant packet for their community partner to submit a grant proposal to support a specific project within that organization.

Project Activities

After writing individual grant proposals for the same community partner for their first grant project, students then choose an individual community partner to work with for the second grant project. Each student works one-on-one with an organization through our Center for Community Engagement to write a grant packet fulfilling a community partner's project need. Students are working on various projects requesting funds for:

- Art education programs
- Kids' programming for "fotonovelas" about Alzheimer's
- Scholarship and rent subsidy programs
- Mental health and social-emotional learning programming
- Language equity
- Cultural events for the African-American community
- Creating Monarch pollinator habitats
- ...and more!

These projects represent more than \$50,000 worth of requested funds.

Service-Learning Outcomes

Combined, students wrote grants asking for over \$50,000 dollars in requested funds. If awarded, these grants will help to support projects and initiatives for each of their community partners.

Even if projects do not get funded in the initial grant process, the students have written grant packets that offer the community partner a solid foundation for working on other funding opportunities with the research, writing, and organization that the students completed as part of the course.

The students get valuable grant writing practice and skills while the community partner gets free grant writing services.

I have a forthcoming publication, "Online Access: Grant Writing as Reciprocal Service-Learning at a Hispanic-Serving Institution," in a special grant writing issue of *Open Words*, based on the Spring 2022 version of this class.

16 Community Partners

- Alzheimer's Association
- Art Through Action
- Arts Mentorship Program
- BRITE: Building Resilience & Inclusion Through Engagement
- Casa de Vida
- CFROG: Climate First: Replacing Oil & Gas
- Girls, Inc. of Carpinteria
- House Farm Workers!
- Humane Society of Ventura County
- Juneteenth Celebration of Ventura County
- Lulapin Chumash Foundation
- NAMI Ventura County
- Native Monarchs
- Reel Guppy Outdoors
- Unite Theater Collective
- Youth Pride Association



Best Practices Elements

- Focus on community needs – community partners are experts in what their organizations need. The students' goal is to help support them!
- Focus on reciprocity – community partners and students should feel heard and valued in the process; like they are each learning and benefitting from the project
- Set a clear timeline with ample opportunity to reflect.
- Students share their final product with the community partner.

Reflection

This was a reciprocal project where students gained "real world" experience writing grants that they could then include on their resumes or CV's and our community partners received a packet with a possible funding opportunity and draft of a grant. Here is what a few students had to say:

"Overall, I learned that writing a grant proposal isn't as daunting as it seems. I thought it would be pretty difficult, but I think breaking it down into sections and focusing on one section at a time is a really smart way to write a grant proposal and I will be writing my second grant proposal the same way."

"Prior to this class I have never studied grants or paid attention to them, so this was the first ever grant I've written, and to be completely honest I found myself navigating unfamiliar territory. It was incredibly challenging, mostly because this was so new to me. Although it was tough, I was able to gain valuable insight into the grant writing process."

Award for
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2023

Performing Arts Capstone: Dance, Music, & Theatre for the Community

Dr. Catherine Burriss and Dr. Paul Murphy • Performing Arts 499

Project Description, Community Needs, & Project Goals

The overall goals of the Performing Arts Service-Learning Capstone class were to challenge students to:

- Reach out to community partners to identify needs that would be served by collaborating with the Performing Arts Capstone students.
- Address those needs through a series of creative activities and performing arts-based projects;
- Utilize the resources of the CI Library and the Internet to inform, contextualize, and refine their projects;
- Experience “hands-on” the logistics of planning and ultimately staging a successful community event;
- Engage in productive reflection about the process, event, and impacts.

Project Participants

Students: Jennifer Corona (PA-Music), Val Franco (PA-Theatre), Griffin Giboney (PA-Theatre), Jillian Green (PA-Dance), Rebeckah Guevara (PA-Music), Maddy Hitchcock (Dance Studies), Sihoon Seong (PA-Music)

Community Partners: BRITE (Building Resilience and Inclusion Through Engagement), The Boys and Girls Club of the Greater Conejo Valley, Canine Adoption and Rescue (C.A.R.L.), CI Dance Studies, Oxnard College, Oxnard Performing Arts Center, Unity Theatre Collective



Students from Oxnard College with PA-Music student, Rebeckah Guevara, left.



First ever Dance Studies graduating senior Maddy Hitchcock, second from right, with other CI Dance students at ACDA.



Project Activities

Dance

- Maddy Hitchcock co-presented with Prof. Heather Castillo on CI's innovative new Dance Studies curriculum at the American College Dance Association's Baja Conference, and Jillian Green presented on the curriculum on campus for Prof. Bonnie Lavin-Hughes's DANCE 343 Teaching Dance.

Music

- Rebeckah Guevara conducted a workshop and created a podcast covering stories of musicians who have struggled with substance abuse, with Oxnard College students.
- Sihoon Seong composed music for, the whole class created scripts in English and Spanish, and Griffin Giboney and Val Franco had their voices recorded by Sihoon for radio PSAs on adopting, fostering/volunteering, and spaying/neutering pets for C.A.R.L.
- Jennifer Corona conducted a hands-on beginner's workshop in Guitar for The Boys and Girls Club of the Greater Conejo Valley.

Theatre

- Griffin Giboney served as Stage Manager for Unity Theatre Collective's production of *Collective Rage: A Play in Five Betties*.
- Val Franco hosted the awards ceremony for OPAC's COVID-19 safety poster contest for K-12 students, as well as a weekly events video newsletter.



Griffin Giboney (PA-Theatre), back row right, with the cast and crew of *Collective Rage: A Play in Five Betties* on the set at Namba Performing Arts Space, Ventura.



Service-Learning Outcomes

Community Outcomes:

- Community Partners gained free **access to Dance, Music, and Theatre students' expertise, talents, and skills.**
- Community Partners got the opportunity to **try out new projects and initiatives** with minimal investment of their organization's human resources.
- Community Partners were able to **provide the populations they serve with unique opportunities** for performance-oriented education or experiences.

Learning Outcomes:

- Students learned how to **interact, communicate, and collaborate with community partners**, and to conduct themselves professionally.
- Students experienced the **intense preparation and coordination necessary to stage a successful community event**, the benefits of preparation, the repercussions of inadequate planning, and the need for flexibility when dealing with multiple stakeholders.
- Students learned that the **service-learning component made projects more meaningful than staging an event on campus, and the impact they can have on the community.**
- Students **increased awareness of and empathy for the diversity of our communities** and their needs, and they felt **validated in the power of their art** to reach others.

Best Practices Elements

- Combining high impact practices – using service-learning to enhance the intense learning and community orientation of Performing Arts activities.
- Scaffolding the creation, design, and implementation of projects through a series of assignments to be presented in class or on the project website.
- Challenging the students to assess their unique strengths and skills, identify a Community Partner with needs that their strengths could address, and design a project tailoring their skillsets to the Community Partner's needs.
- Strengthening the ties of the campus and Performing Arts program with each of our community partners.
- Sharing the impact with the campus community through Capstone Presentations: Come join us 3:30-5:45pm on May 11 in Malibu 100!



Service-Learning Capstone in Spanish

Prof. Stephen Clark: SPAN 498

Sonia Castañeda, Casey Martínez, Victoria Marley, Brenda Pérez, Daisy Ruiz, Lucía Sánchez, Noelia Valdovinos, Rut Zamora Arenas

Project Description, Community Needs, & Project Goals

In SPAN 498, students participated in supervised, community-based service with agencies or organizations that needed bilingual speakers, writers and/or translators. Communicative skills, cultural awareness, and civic responsibility were emphasized. Students wrote a reflection essay on their experience.

This course was the culminating experience for our Spanish majors and allowed students to put their language skills to good use while learning more about their community and how they can become engaged citizens.

Project Activities

Translation of important documents for community partners (e.g., volunteer handbooks, orientation manuals, fact sheets, etc.); social media work (e.g., promotional videos); community surveys; phone banking; fundraising events; resource fairs; mentorship of youth; advocating for immigrant rights; street fairs; community problem-solving activities.

Service-Learning Outcomes

What are the outcomes (or expected outcomes, for ongoing projects) – in terms of both service and learning?

Although the particular objectives and goals of each project were identified in a contract between the student, faculty member, and community partner, all students, upon completion of the course, were able to do the following:

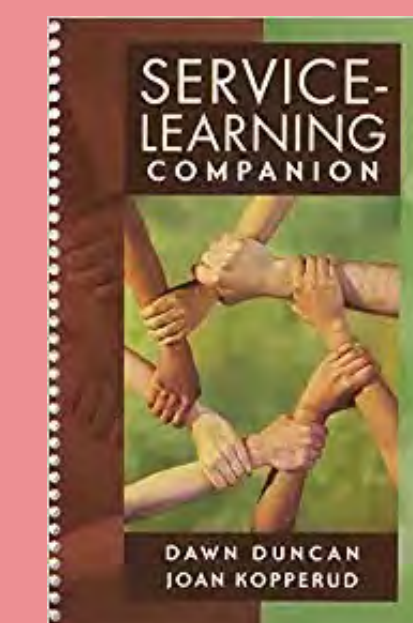
1. Explain the connections between their service project, the course reading/discussion topics, and their studies as Spanish majors
2. Demonstrate a commitment to be an involved and responsible citizen in the community
3. Demonstrate how their actions can impact a larger societal context
4. Demonstrate improvement in speaking, listening, reading, and writing in Spanish as a result of using their Spanish in a real-world setting



Best Practices Elements

Service-Learning Companion by Dawn Duncan and Joan Kopperud is a great resource to help introduce students to concepts like...

- What is service-learning (and what is it not)?
- John Dewey's role in American education
- Philanthropy vs. charity
- How can service-learning prepare you for your future?
- What does it mean to be a citizen?
- The tension between individuality and community in American society



Project Participants



SPAN 498: Service-Learning Capstone in Spanish



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2023**



Expanding Access to Nature Through Translation

Dr. Javier F. González, CMI Capstone in Spanish SPAN 499

Community Needs & Project Goals

Expanding Access to Nature Through Translation is a class-wide project that is an important first step in expanding access to nature and nature education by translating materials for the *Santa Barbara Zoo*, and *Santa Barbara Museum of Natural History and Sea Center* as a means of **combating environmental inequality locally**. The class translated a range of pages focused on outdoor activities for kids from the zoo's educational materials and the museum and Sea Center's websites with our specific target audience in mind, the Spanish-speaking communities in Ventura and Santa Barbara counties. According to a 2019 estimate found on *census.gov*, Latinos account for 43% of the population in Ventura County and 46% in Santa Barbara County, many of which are primarily Spanish-speaking households.

The project continues efforts begun in spring 2021 to **increase access for these populations** to the *Zoo*, the *Museum* and the *Sea Center*, opening possibilities to experience more and more of the many nature education activities offered through these institutions.

Project Description

In the Spanish 499 course, students worked in teams translating a range of different texts for the project. After reading studies on environmental inequality and demographics students connected those activities with their experience as members of the community we are translating for, identifying further gaps that later projects can address. The class worked on a number of texts collectively, establishing a tone in the writing best suited to reach our target audience, class compiled an extensive glossary of terms from all realms of animal biology from different sources, compiled parallel texts in target language, and worked collectively and individually to edit the texts to be as idiomatic as possible in our target language while assuring consistent use of terminology. It is important to emphasize that this was done always keeping in mind who our target audience is: our local community. With the vast majority of students in the class being members of the community we are translating for, as a class we had the necessary expertise to discuss and make the important choices regarding vocabulary, register, tone, and cultural competence to make our texts as accessible and effective as possible.

The class translated a variety of texts of varying lengths and topics including "The California Frontier," "Wild About Animals," "Virtual Animal Encounters," "The Ocean Biome," and the "Abalone Guide," among many others. Many of the materials will be used in summer camps and school visits at the institutions and will encourage children and parent participation to engage with nature and better understand it.

Project Participants



The *Santa Barbara Zoo* and *Santa Museum of Natural History's* missions are to expand children's discovery of the wonders of the natural world, promote scientific literacy, and understand more about the world both near and far. Both institutions seek to expand access to their resources for the large Spanish-speaking communities in Santa Barbara and Ventura counties. They offer many exhibits and programs.

SPANISH 499 Students, Spring 2023 Semester

Alexis Aguñiga
Sonia Alejo
Cristina Cardona
Gabriela Chávez
Jennifer Díaz Elizarraz
Susana Fontenla

Soph Johanssen
Alysa Martin
Melissa Méndez-Conchas
Violeta Murillo
Forrest Rous
Mónica Vargas
Julissa Vásquez Velasco

TORTUGA TERRESTRE  TORTUGA ACUÁTICA



Las tortugas terrestres son reptiles y forman parte de la orden de los quelonios. Pasan la mayoría de sus vidas en tierra.



Las tortugas acuáticas son reptiles y forman parte de la orden de los quelonios. Pasan la mayoría de sus vidas en o cerca de una masa de agua.



Project Outcomes

The project provides the *Santa Barbara Zoo* and *Santa Barbara Museum of Natural History* with translated materials for summer camps, signage, and websites.

The class learned to work as a translation team by
1) working to build a repository of resources for all class members to access parallel texts in target language and create an extensive collective glossary for class use;
2) collectively editing the translations as a class assuring consistency in usage of terms, register, and cultural competency before working on individual projects;
3) working as a team on different translation assignments up to 8,000 words/32 double-spaced pages in length from initial preparation to final formatting.

This project continues our collaboration with the *Museum* and *Sea Center*, while developing a new relationship with the *Santa Barbara Zoo*. CSUCI translation courses for the foreseeable future will continue to take the necessary steps to **expand access to nature through translation and begin to reduce environmental inequality** that exists in part due to linguistic barriers.

Reflections

This project has opened many possibilities for collaboration between students and the zoo and the museum. Like the first two SPAN 420 classes of translators that worked with the museum in 2021 and 2022, this group has invested themselves deeply in the translation work, the cause of reducing environmental inequality, giving back to the community, and knowing they are contributing to making a direct impact.

The theme of access, feeling welcomed, and opening opportunities were the main themes students focused on before beginning their projects. As the projects have progressed, the passion and awareness some students already had for environmental topics has expanded along with their knowledge on the topic, recognizing the contribution that they are making for the expansion of access to nature through their hard work.





Serve It Up Learning Community: Service In Action

Professor: Susan Lefevre UNIV 150-01 First-Year Seminar Fall 2022

Project Description, Community Needs, & Project Goals

Projects and Activities

1 # Serve It Up students rolled up their sleeves and participated in the third **Round Mountain/hukisunupahani lo'ka'aliyaš 'isat'wiwa** Project. Round Mountain, sat'wiwa, is sacred to the Chumash people, where ceremonies were conducted in the past and will be again. Students worked to restore this place of cultural significance includes trail restoration work to provide erosion control measures and restore native plants.,

2# Serve It Up Students volunteered for two days to set up the CI Central Mall for the **Presidential Investiture** Ceremony of President Yao. This was pure physical labor, but students worked with other volunteers and university staff. Students sat-up chairs and cleaned table and chairs. They also attended the ceremony. They learned about investitures ceremonies in the life of a university.

3# Serve It Up students spent the day working in the **Food Share Garden**. They got dirty and sweaty doing garden weeding, planting , and general garden maintenance. They worked with Food Share Farm and garden staff and volunteers. They also volunteer in the office sending out fundraising letters.



Project Participants

- Students:** Leo Batista, Bryan Castellanos, Saisha Cook, Meliza Cornejo, Chris Hernandez, Hemma Hernandez, Ben Johnson, Sharon Ojo, Grant Osterhoudt, Paulo Ramirez, Merceli Rios, Alexandra Roco, Jacob Santiago, and Grace Smith
- Embedded Peer Mentor:** Trinity Caldwell
- Professor:** Susan Lefevre
- Partner English Course Professor:** Emily Spitler-Lawson
- Center of Community Engagement Mentors**
- Speaker and Presenters:**
- Colleen Delaney, Ph.D., RPA, Professor of Anthropology at CSUCI
 - Matthew Vestuto, Chumash leader and linguist
 - Pilar Pacheco, Director, Center of Community Engagement Center for Community
 - Christina Forino, Director of Volunteer Services, Food Share Ventura County

Project Activities

This was a Direct Service experience course where students were working directly with land, people, and places. Students were committed to understanding the places, ideas, communities, and issues around the environments they worked. We had visitors come to our class who spent time interacting with students and building relationship within their service experiences. In doing so, the service they did had greater meaning and left important commitments to future service.

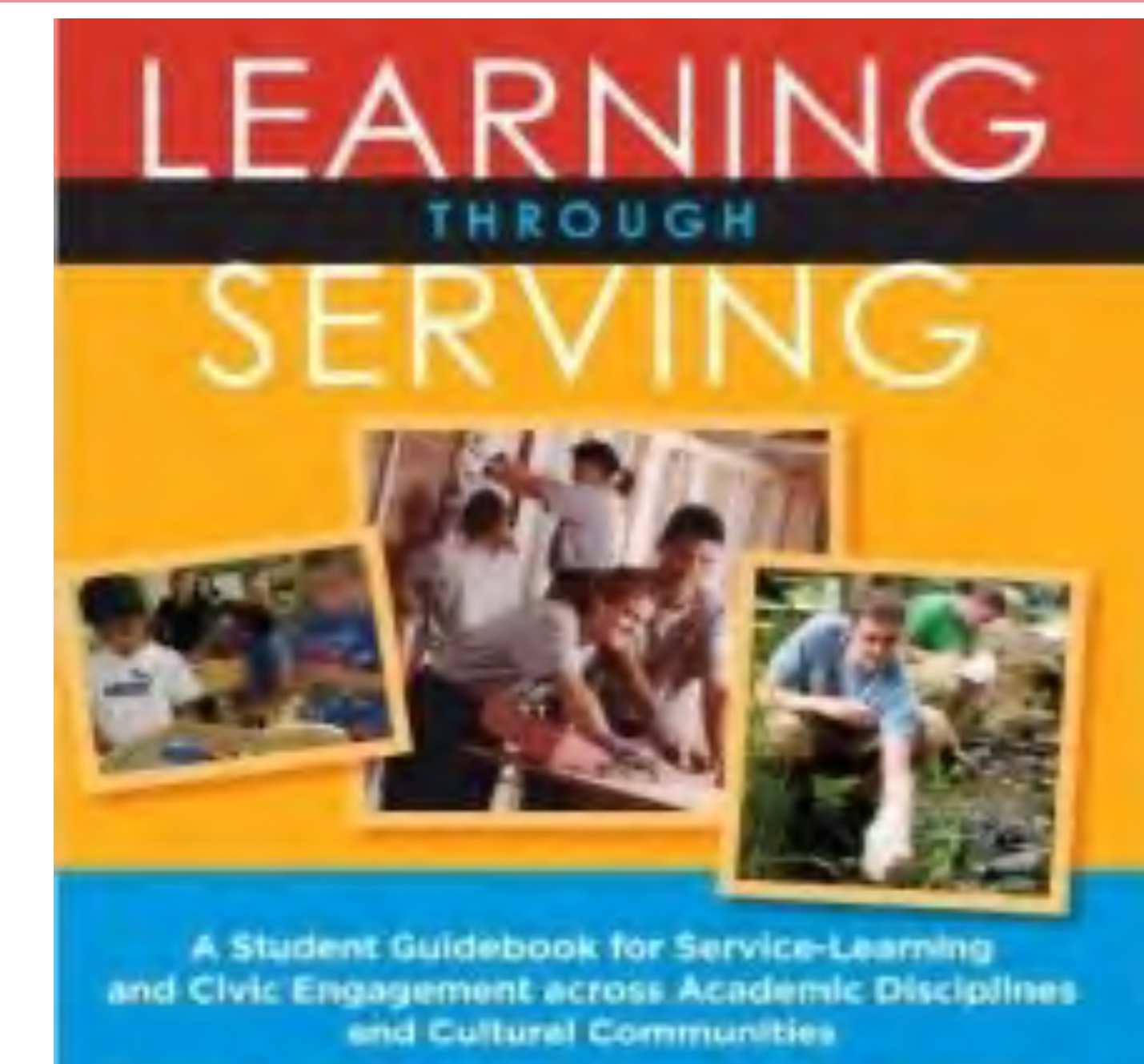
- **sat'wiwa/Round Mountain Trail Restoration**
- Two days of CI Presidential Investiture Set-up
- **Food Share Garden Maintenance**
- Special Service Days: Teacher Wellness Activities at the VCSSO and Independent Volunteer Days



Service-Learning Outcomes

What are the outcomes– in terms of both service and learning?

- 1# Learn about service thru **Direct service**: Directly affects people, animals, or physical space
- 2# Learn about Chumash cultural issues and current challenging.
- 3# Restore Sacred Trails
- 4# Learn about Food Insecurity
- 5# Garden maintenance to help provide fresh food for those in need.
- 6# Understand that many hands that must work to accomplishment important goals that serve humanity.
- 7# Support the University when volunteers are needed.
- 8# Develop cultural and service humility.
- 9# Building a sense of community.



Best Practices Elements

Aspect(s) of your project that you think would be most useful for colleagues to focus on in trying to create their own great service-learning projects?

- This service-learning course **prioritized building knowledge first** and building a **sense of community** with the people and places we served, then doing service projects.
- Written assignment and class discussions were built around exploring views of service, **realities**, and experiences of those we serve.
- Students developed and identified their own **service philosophy**.
- Students worked towards being **change agents**.
- **Reflection** was a critical part of all class sessions and experiences.
- Understanding socially relevant knowledge and **connecting** one's personal perspective with the content within particular social contexts.

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Service-Learning in the First Year Enrolled at CSUCI Increases Retention and Graduation Rates

Alejandra Castillo, Marco Martinez, Robert Trujillo, Cynthia Wyels

Initial Question

Is there a relationship between taking service-learning courses and students' academic success outcomes at California State University Channel Islands (CSUCI)?

Background

Service-learning courses are those in which students apply and extend their classroom knowledge by working on a community issue, in partnership with a community organization.

Previous research indicates that

- Service learning is a **high impact practice**.^[1]
- Service learning **improves academic outcomes**.^[2]
- Service learning **helps everyone**.^[3]

Research Questions

1. Does taking one or more service-learning course(s) (SL) in the first year result in **increased retention, 4-year graduation, or 6-year graduation** rates for those who enrolled as **full-time first-time students (“frosh”)**? What about for specific subpopulations?
2. Does taking one or more service-learning course(s) in the first year result in **increased retention, 2-year graduation, or 4-year graduation** rates for those who enrolled as **full-time transfer students**? What about for specific subpopulations?

Data Available

Who? Every student enrolled at CSUCI from Spring 2012 through Spring 2021.

What data do we have regarding these students??

- Term of first enrollment; term of most recent enrollment
- Whether matriculated as Transfer or Frosh
- Last known outcome (graduated, still enrolled, not enrolled)
- Pell-eligibility
- First-generation status
- Race/ethnicity (per categories collected)
- Gender
- First and last-known GPA
- Major(s)
- If they took any SL courses
 - Which SL course(s) they took
 - When they took the SL course(s)
 - Grade in course(s)

Student outcomes of particular interest:

- First-year retention rates for all
- 2-year & 4-year graduation rates of transfer matriculants.
- 4-year & 6-year graduation rates of frosh matriculants.

Methodology

Propensity Score Analysis

- Mimics characteristics of randomized controlled trials when observational data is available.
- Allows for population-wide statements of causal effects.
- Method:
 - Obtain observational data with variables known from previous research to correlate to outcomes of interest or to likelihood of access to treatment (SL).
 - Create a logistic regression model to estimate a propensity score for each individual – a score that indicates the likelihood a person with those observed characteristics will achieve the outcome of interest.
 - Match treatment and control groups (possibly using weights) so as to balance the variables between the groups. (This can't always be achieved!)
 - Once balance is achieved, assess the effect of the treatment.

Multi-Model Logistic Regression

- Multiple, simple logistic regression models.
- Uses only service-learning as an independent variable to avoid confounding effects.
- Allows direct investigation of subpopulations of interest.

Results for Transfers

	No SL in 1 st Year	At least one SL in 1 st Year	Improvement
First-Year Retention	89.6%	92.7%	3.1 pp
Four-Year Graduation	79.5%	86.7%	7.2 pp

p-values were less than 0.001 for both.

Research applying propensity score analysis to transfer subpopulations is ongoing.

Our work with multi-modal logistic regression yields results such as “The probability of first-year retention for Asian transfer students who were neither first-gen nor Pell eligible ($n = 186$) increased 12 percentage points.”

Acknowledgements

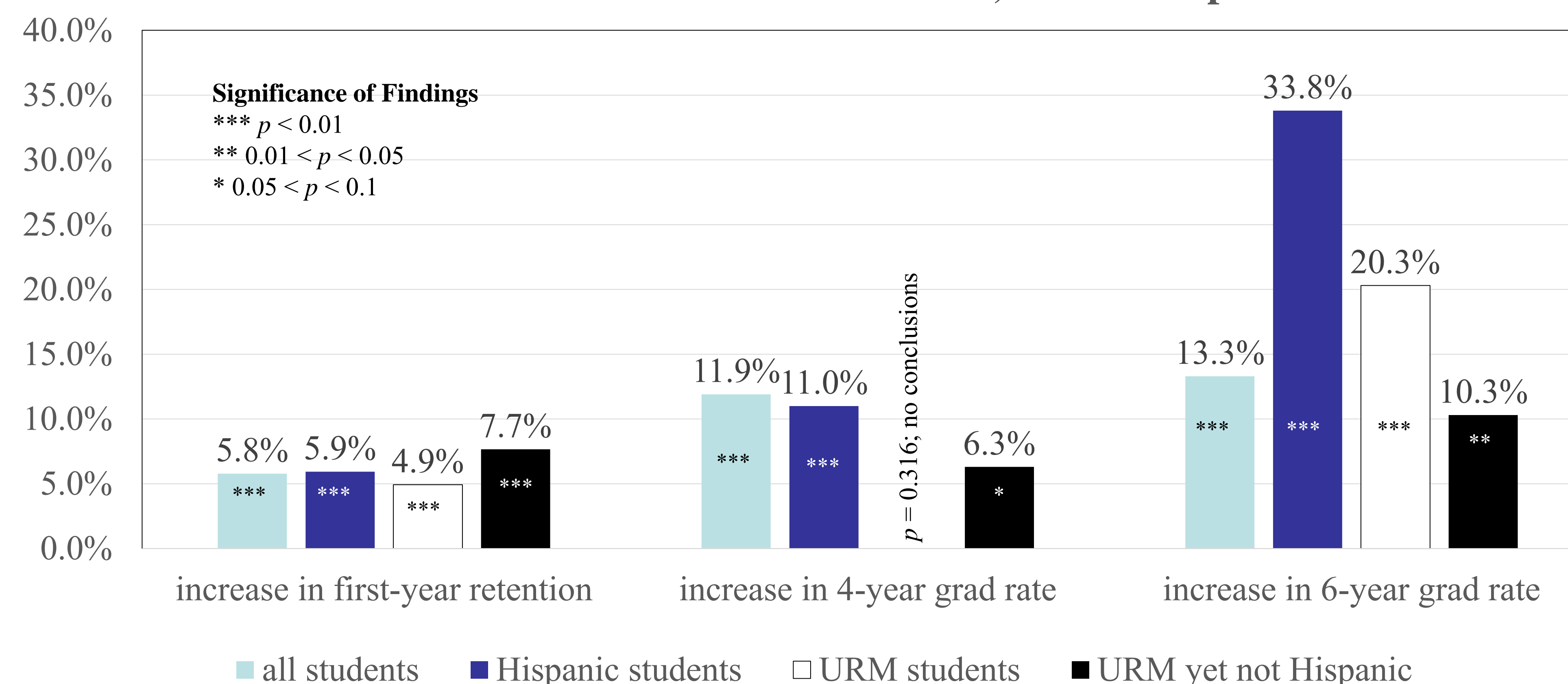
- Pilar Pacheco, Director of Center for Civic Engagement and consultant on project
- Juan Rosete, SURF 2021
- Jennifer Mota, SURF 2021
- CSUCI Summer Surf 2021 Program
- CSUCI Institutional Research

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- [4] *One statistical analysis must not rule them all*, Wagenmakers, Sarafoglou, Aczel, 2022
- [5] *Service Learning and Student Success: A Quantitative Approach with a Case Study Showing Benefits to Students from Minoritized Populations*, Castillo, Martinez, Trujillo, & Wyels, in progress 2023
- [6] *Service Learning Increases Retention and Graduation Rates*, Martinez & Wyels, in progress 2023

Results for Frosh [5 & 6]

Increases in Positive Outcomes for Frosh, Various Populations



Key Take-Aways

1. Taking at least one SL course in the first year **increased** rates of these three student success outcomes for all populations studied.
 2. SL has the potential to decrease 6-year graduation gaps for Hispanic and URM students.
- URM here indicates first-gen, Pell eligible, non-white and non-Asian.