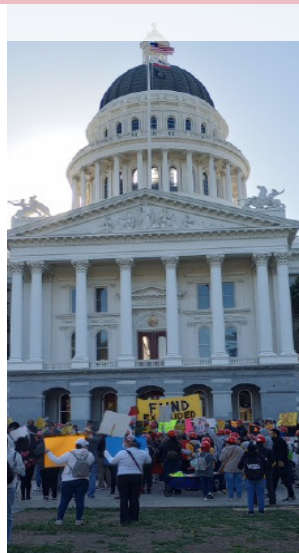


Center for Community Engagement Presents

SPOTLIGHTS ON SERVICE

*Building a culture of service, activism and social responsibility
at California State University Channel Islands*



2022-23

Acknowledgments

The Center for Community Engagement (CCE) would like to thank the California State University Chancellor's Office, President Richard Yao and the CSUCI Provost's Office for the support that makes our work possible; Laurie Geier for graphic design support; the CCE Advisory Board for their invaluable guidance; and all of our service-learning students, faculty, and community partners with whom we share our passion for community service and engagement.

www.csuci.edu/communityengagement/servicelearning/

The Center for Community Engagement presents

SPOTLIGHTS ON SERVICE

*Building a culture of service,
activism and social responsibility at
California State University Channel Islands*

A Note from The Center for Community Engagement

As stewards of place, it is critical that our institution actively participates in mutually beneficial community-campus partnerships. This involves establishing reciprocal relationships, where we learn not only from each other, but also gain insights from the communities where these connections exist, enriching the experience of our students in their service.

To support these efforts, the Center for Community Engagement offers innovative and responsive programs and initiatives, funding, training, and professional development experiences for our students, faculty and community partners.

In the following pages, we seek to place a spotlight on some of the most notable examples of community engagement from our stellar faculty, students, and community partners. We believe projects like these can play a key role in bringing our community closer to a just, inclusive democracy and society.

It is our hope they leave you inspired.

In community,

Pilar Pacheco
Director

Georgina Guzmán
Faculty Director

Jennifer Raymond
Community Partnership Lead

ABOUT

The Center for Community Engagement

The Center for Community Engagement (CCE) is part of a California State University (CSU) system-wide community engagement initiative and one of CSU Channel Islands' (CSUCI) Four Mission-Based Pillars. The Center leads academic and co-curricular initiatives that build a culture of service, activism and social responsibility. This work is actualized through service-learning, volunteerism, and community service programs that prepare students to be socially responsible and civically engaged.

Our vision is that we play a role in advancing the university's mission by deepening students' ability to contribute to improving and strengthening the community and educating them for civic and social responsibility. So that our students live and learn through the university mission.





California State
University

Center for
**COMMUNITY
ENGAGEMENT**

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

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Voices of CI

Maripas Jacobo

CSUCI 2021 Alumni & Staff Member

Maripas Jacobo has always had a love for her hometown community of Oxnard and 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 and 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 Barragan.

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 and took as many classes as she could to be able to transfer on time. She then transferred to California State Channel Islands (CSUCI) and wanted to get deeply

involved in her community. She said that because she had bounced around so much, she wanted to make her time count and truly be a part of her CSUCI community. So she joined Sigma Omega Nu, or the “Sunnies”, a Latina interest sorority where she continued her acts of service.

Jacobo graduated in Fall 2021 with a degree in Chicana/o Studies and Environmental Science and 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 and is now a board member of an organization called Coastal Keepers, which works to conduct beach cleaning opportunities.

Jacobo said that it started with friends getting together to clean the beach on weekends and 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 and watching them light up when they see the beach. It allows the opportunity for them to feel like heroes for the day and 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 and brings out aspects of her personality that she doesn't always get to share. When asked about Coastal Keepers and their goal for the next five years, she says that she hopes they become an official 501(c)3 and keep the organization growing.



WHAT'S VOICES OF CI?

Inspired by Brandon Stanton's Humans of New York photography project, the CCE wanted to highlight stories of service, activism, and social responsibility within the CSUCI community. Thus, the Voices of CI initiative was born. In 2015, the CCE embarked on a campaign to interview service-minded individuals. Student assistants at the CCE posted these stories weekly on Facebook to celebrate service and inspire others. Over the years, these stories have been shared through Instagram, the CCE newsletters, and other publications. What began as a small idea expanded into a multi-year initiative, bringing an awareness to student, faculty, staff, and alumni efforts to connect with and support the local community.

INITIA

featuring

CSUCI Corps (p. 9)

Serve it Up! (p. 13)

Road to Restoring sat'wiwa (p. 15)

Farm worker Immersion Project (p.17)

Revolution in the Fields: Dolores Huerta (p. 19)

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Community-Based Research Faculty Fellows (p. 23)

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Community Engagement & Social Justice (p. 26)



TIVES

THE FOLLOWING PAGES HIGHLIGHT
COMMUNITY ENGAGEMENT AT CSUCI INCLUDING
SERVE IT UP!, CSUCI CORPS PROGRAM, AND
FACULTY DEVELOPMENT INITIATIVES.

CSUCI Corps



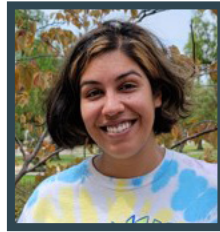
CSUCI Corps is a paid community service internship program designed to support student leaders advancing service, service-learning and community engagement throughout Santa Barbara and Ventura County.

The Corps program is an off-campus “high impact internship” which translates into greater student success outcomes as students are more connected to the campus and the community. Corps members serve a minimum of 100 hours in an academic year.

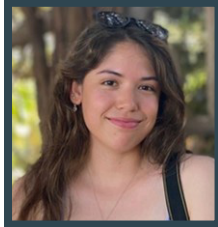
The program pairs student interests and skills with nonprofit organizations crafting the internship so that it addresses the goals of the organization and provides Corps members a rich learning experience within the non-profit sector.



Solomon Adams



Bridgette Bagheri



Viviana Celaya

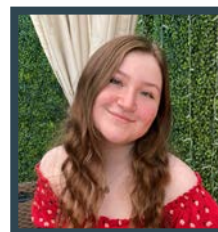


Lauren Schneider

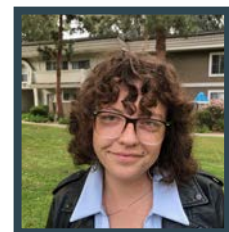


The Trail Corps engages students in trail restoration and conservation through education, volunteerism, and promotion and marketing with the goal of connecting students to nature, developing future volunteers, and helping students build civic and professional skills.

Based on the rich tradition of wilderness trail workers, Corps members serve alongside the Santa Monica Mountains Trails Council (SMTTC) 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 SMTTC members.



Julia Schapiro



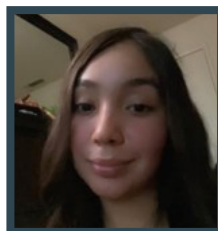
Karissa Smathers

Climate Corps members support the campus' sustainability initiatives by overseeing a food waste recycling program and promoting a series of student-centered Earth Month events.

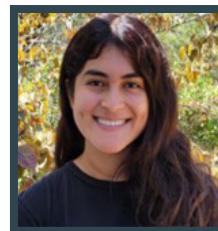


CSUCI Corps members Lauren Schneider, Viviana Celaya, and Thalia Salcedo Aguilar celebrate their efforts at the annual Celebration of Service

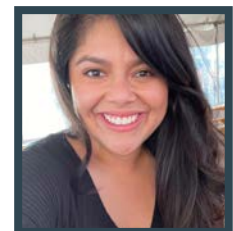
Health Corps members interned in the public health sector with a local non-profit in the areas of advocacy, research and/or community education and outreach. This year, students were serving with Westminster Free Clinic, as both a medical scribe and assisting with patient data. Students were also conducting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



Julia Mendez

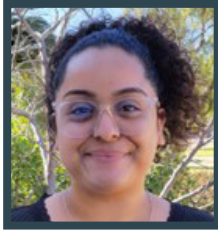


Yareli Moreno



Thalia Salcedo

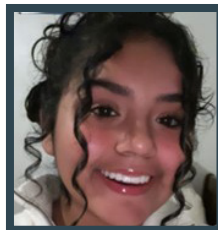
CSUCI Corps



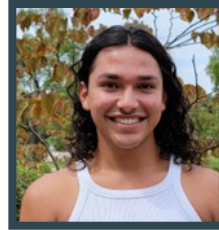
Elizabeth Torres



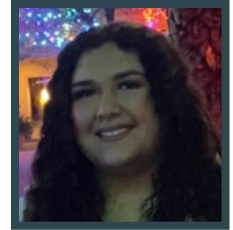
STEM Corps aims to add extra STEM support to elementary school children and youth by having university students act as math/science mentors to students. STEM Corps members provide math/science support and enrichment activities focused on supporting K-high school student learning at a Cabrillo Economic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



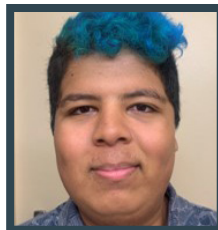
Elizabeth Flores



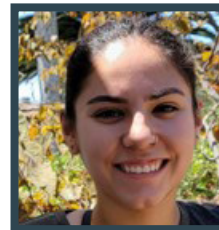
Steven Jimenez



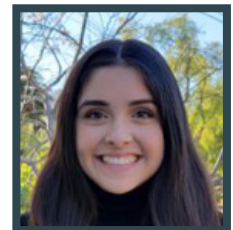
Amri Moraga



Giovanni Sebas Olivo



Ashley Tomastetti



Daisey Villegas

EduCorps members provide homework, literacy, and mentoring activities to elementary-age school children at the Boys and Girls Club of Camarillo, Somis Union Elementary, and CEDC farmworker housing properties: Meta Street and Villa Cesar Chavez.

SERVE IT UP!

Serve it Up! is a cross-divisional initiative between the CCE, the Multicultural Dream Center, and Veterans Affairs. This year-long program provides signature service days throughout Ventura County, created and implemented by student leaders. Service days take place on and off-campus where participants engage in a day of service, learning and critical reflection.

VETERAN'S DAY

Friday, November 18, 2022

To honor over 22 million veterans who have served in the United States Armed Forces, students came together for a trash clean-up day and collecting 87 pounds of trash around campus. Doc, the campus therapy dog from the Veterans Affairs Program joined us!





SPRING SERVICE DAY

Friday, February 3, 2023

Habitat for Humanity of Ventura County is building a county where everyone has a safe and decent place to live. Habitat builds and sells affordable homes, offers critical health and safety repairs for low-income homeowners, offers financial education, and advocates for policies that create more housing for struggling families.

In collaboration with Habitat for Humanity Ventura County, students came together to prep Playhouse Builds for active military and veteran families.

During the service day, students cut and painted 50 boards that will be used to make playhouses for children.

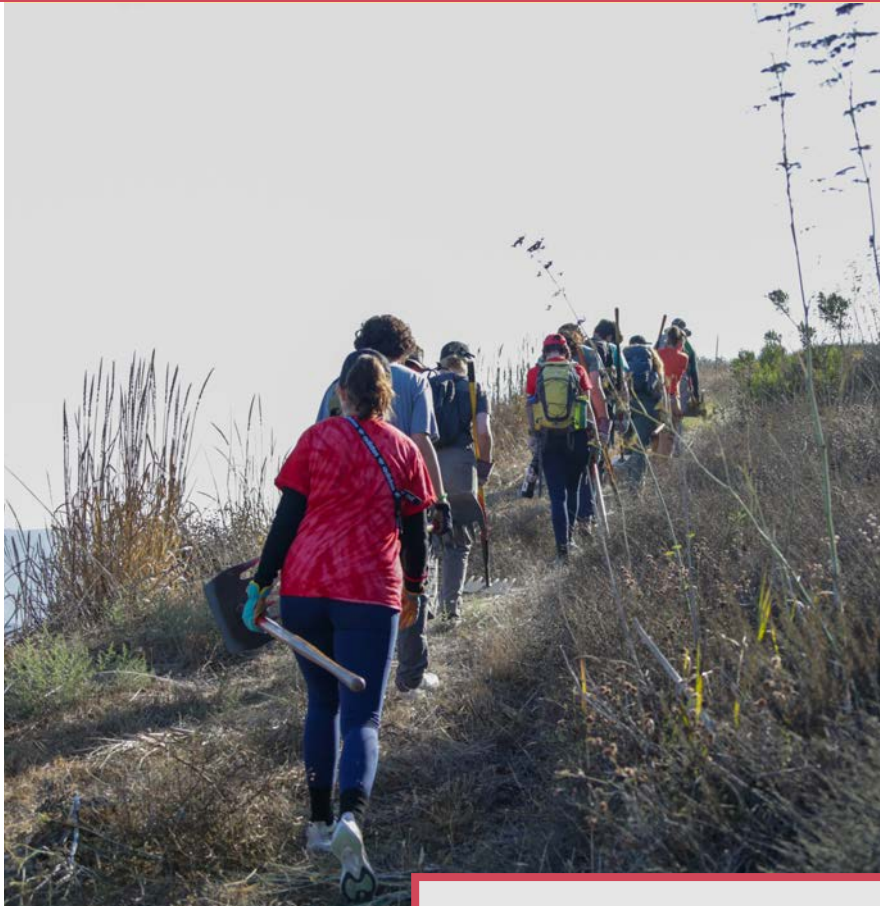
restoration phases

Since 2019, campus and community members have come together for the Road to Restoring *sat'wiwa* service days. The first step to restoring this place of Chumash 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 and root balls from the trail entrance and took the first step toward restoring this sacred trail.

In subsequent years, volunteers joined Chumash elders, the CSUCI Anthropology Club, Santa Monica Mountains Trails Council, the Office of the President, and the CCE to restore *sat'wiwa*. After a blessing from Chumash elder, Raudel J. Bañuelos, and an orientation from the Santa Monica Mountains Trails Council volunteers worked to provide erosion control measures and restore native plants. Participants also heard from the Chumash community about cultural history, the importance of the mountain and viewed Chumash cultural artifacts.



ROAD TO RESTORING *sat'wiwa*



Rising above the west side of campus *sat'wiwa* stands as a striking feature in the landscape. From the top, it offers panoramic views of the campus, the Oxnard plains, Camarillo, Point Mugu, and surrounding mountains and agricultural fields. *sat'wiwa*, 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 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, the university, and the Santa Monica Mountains Trails Council, these ceremonies will be held once again.







Farm Worker Immersion Project

In collaboration with the Chicana/o Studies and Sociology program, Cabrillo Economic Development Corporation (CEDC), *House Farm Workers!*, and Reiter Affiliated Companies, the CCE offered the Farm Worker Immersion Project (FIP). The FIP places students in the community to learn about farm worker rights, resources, and the direct link to the agricultural business in Ventura 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 heard from the Human Services Agency program, Farmworker Resource Program 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 had been provided to farm workers during their half hour lunch break.

In the afternoon, students traveled to CEDC's, Villa César Chávez Apartments, a farm worker housing community to learn from local attorney, Barbara Macri-Ortiz, who has fought for farm

worker housing rights for over 30 years. Residents shared their housing experiences – both before and after moving into the CEDC community.



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."

Student reflection

Revolution in Revolución en



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

The CCE, in partnership with the John Spoor Broome Library and the Smithsonian Institution Traveling Exhibition Service hosted 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 Theresa Avila, Associate Professor, Art and CSUCI students Catherine Cervantes, Rebecca Ann Hyde Gonzalez and Hannah Lovett.

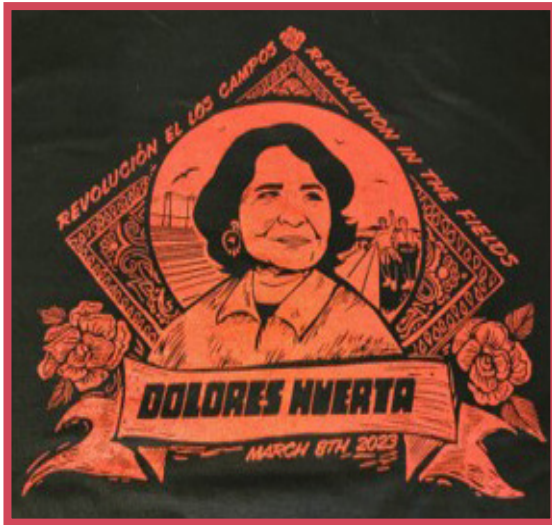
DOLORES HUERTA

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.

the Fields los campos

We are grateful to our many sponsors and campus and community partners. Their support and partnership allowed us to offer a variety of co-curricular programming that contributed to our mission of offering transformative educational experiences.

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



Above, the Dolores Huerta t-shirt, was designed by Art student, Elisa Torres and screenprinted by alumna Bobi Bosson. Below, Dolores Huerta discusses her decades-long fight for farmworkers' rights, and current activism and is joined by local women community leaders and activists who are leading this work in Ventura County.



FACULTY INITIATIVES

**CAMPUS COMPACT:
ENGAGED SCHOLARS INITIAIVE**

**COMMUNITY BASED RESEARCH
FACULTY FELLOWS PROGRAM**

**A SERVICE-LEARNING APPROACH
TO TEACHING ETHNIC STUDIES**

**COMMUNITY ENGAGEMENT
AND SOCIAL JUSTICE FELLOWS**

ENGAGED SCHOLAR 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 is a one-year leadership and professional development program designed to develop a diverse group of early-career faculty and staff. Aura Pérez-González, Assistant Professor, Early Childhood Studies was nominated by President Richard Yao to participate in the year-long leadership program.

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.



Campus Compact



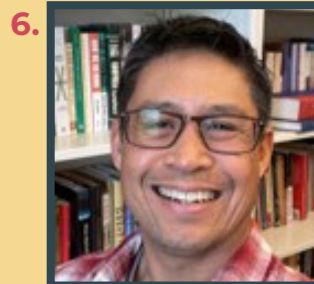
Aura Pérez-González, Assistant Professor, Early Childhood Studies joined CSU Channel Islands in 2021. She earned her Doctorate in Early Childhood Education from Teachers College, Columbia University. She has 14 years of experience in the field of early childhood education and some of her past roles have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

Aura'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. Her 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. She 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.

Community-Based Research

FACULTY FELLOWS PROGRAM

The CCE's Community-Based Research (CBR) Faculty Fellows Program is a year-long faculty development initiative. Now in its third year, fellows learned about best practices in CBR, while sharing experiences and planning processes. After which, fellows will 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.



1. Miguel Delgado Hellesetter, Associate Professor, 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 worked 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.

2. Weldon Smith, Assistant Professor, 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 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.

3. Melissa Soenke

Associate Professor, 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 and is excited to integrate CBR. 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.

4. Isaac Quintanilla Salinas,

Assistant Professor, Mathematics

Isaac is a recent graduate from the Department of Statistics at UC 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.

6. Albert Lacson &

7. Cori Jacubiak,

Grinnell College

The CBR Faculty Fellows Program welcomed 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, where students will have an opportunity to work with town leaders to explore the relationship between the college and the small-town rural population of Grinnell – a relationship indicative of the urban-rural divide.

“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

5. Hyunsook Youn,

Assistant Professor, 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.

A Service-Learning Approach to Teaching **ETHNIC STUDIES**

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 CCE aimed to participate in these retention efforts by specifically expanding first-year students' access to service-learning, volunteerism, and community service within lower-division Ethnic Studies General Education requirement classes. By integrating service-learning early on in their studies, the CCE sought to enable students to develop a greater sense of belonging in the university community and thus be invested in their success.

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 by sharing intentional conversations about what anti-racism and social justice looks like in our communities.

Nicholas Centino

Associate Professor, Chicana/o Studies
CHS 383: Latinx Identity and Empowerment

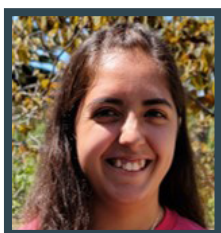
"Through the student's service-learning projects, I witnessed active engagement in some of the most prevailing issues of our day such as fair housing, voting rights and the environment. Students' experience working with, CAUSE, Central Coast Climate Justice Network, and Project Access has made a lasting impact on them and our community-at-large."



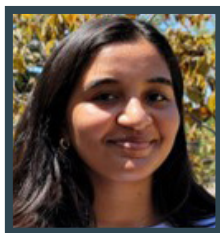
Raul Moreno Campos

Chicana/o Studies, Lecturer
CHS 200: Diversity in Latino/a Communities

"Students worked on United Farm Workers Foundation'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. Our students used their educational skills out in the real world."



Natalie Leon



Sara Mascorro

Natalie and Sara acted as Service-Learning Peer Leaders by supporting these Ethnic Studies courses and played a significant role in building community and a sense of classroom-belonging by facilitating reflection circles, assisting in project coordination, navigating the CSUCI Serves database, and holding office hours for students.

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).

Through this program, the Center aims 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.

COMMUNITY ENGAGEMENT & SOCIAL JUSTICE



José Luis Collazo, Assistant Professor, 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, Lecturer, 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, Lecturer, 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.

Student Reflective Essay Award
Janet Korsmo Engagement Award
Dr. Richard R. Rush Community Partner Award
Community-Based Research Award
Engaged Faculty Award

featuring

AWARDS

EACH YEAR, THE CENTER FOR
COMMUNITY ENGAGEMENT ORGANIZES A
CELEBRATION OF SERVICE
POSTER SESSION AND AWARD CEREMONY
TO HONOR STUDENT, COMMUNITY PARTNER,
AND FACULTY SERVICE-LEARNING AND
COMMUNITY ENGAGEMENT EFFORTS.

Student Reflective Essay Award

This award recognizes a student reflective essay that exhibits particular depth of insight concerning the challenges and satisfactions of community service, the impact on student growth and learning, and with the greatest potential to inspire others to serve.

Briana Pelayo Zamora, '23 Chicana/o Studies



Janet Korsmo Engagement Award

This award honors a staff/administrator who is significantly involved in civic engagement activities at CSU Channel Islands and/or in the broader community. This recognition honors staff/administrators who contribute to the public good and embody the core value of civic engagement personally and/or

Maripas Jacobo, Alumna and Staff



Dr. Richard R. Rush Community Partner Award

This award recognizes a community organization that is significantly involved with CSU Channel Islands. This recognition honors organizations and individuals who contribute to student learning and support student engagement with the community in a curricular or co-curricular setting.

Reiter Affiliated Companies



Community-Based Research Award

This award recognizes a CSUCI faculty member who is involved in community-based research with the purpose of solving a pressing community problem or effecting social change.

HyeSun Lee, Associate Professor, Psychology



Engaged Faculty Award

This recognition honors a faculty member's commitment to the public good and advancement of service-learning/ community engagement within their discipline.

Theresa Avila, Associate Professor, Art



SERVIC LEA



Service-learning is embedded in the CSUCI mission statement and defined as a high-impact teaching and learning strategy in which meaningful service addresses a societal and/or social justice issue and is a component of course curriculum and assessment of student learning. It is characterized by critical reflection and a collaborative partnership among faculty, students, and community, with a focus on both student learning and community impact*

**Adopted from the CSU Office of the Chancellor, Center for Community Engagement's definition of Community-Engaged Learning.*

CE- LEARNING

HIGHLIGHTING
SERVICE-LEARNING AND
COMMUNITY-BASED RESEARCH PROJECTS

Learning More about Nonprofit Management by Collaborating with Nonprofits

**Hyunsook Youn, Assistant Professor, Communication
COM/BUS/POS 333: Nonprofit Management**

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 so 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 link what they learn in class to their service.



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

**Talya Drescher, Associate Professor, Education
EDUC 101: Introduction to Elementary School Teaching**

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.

Online Grant Writing: A Reciprocal Service-Learning Course

**Rachael Jordan, Lecturer, English
ENG 480: Intro to Grant Writing**

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 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.

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 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 benefits student learning by enhancing course material through real-world application. This high-impact practice can provide students an opportunity to actively learn more about their community and the larger social, cultural and political issues while becoming civically involved. These learning experiences can be used to strengthen resumes, graduate school applications, career exploration opportunities, and forge professional networks.



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

Raúl Moreno Campos, Lecturer, Chicana/o Studies
CHS 200: Diversity in Latina/o Communities

This was the first time we embedded service-learning into CHS 200, with the Presidential Initiative to include pedagogy into 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 the community. Therefore, partnering with the United Farm Workers (UFW) 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 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, a program which gives a onetime payment to workers for expenses incurred during the pandemic. There was 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.

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

Catherine Burriss, Professor, Performing Arts
Paul Murphy, Professor, Performing Arts • Performing Arts 499



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 library resources and the Internet to inform, contextualize, and refine their projects
- experience “hands-on” the logistics of planning and ultimately staging a successful community event

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

Mari Estrada, Lecturer, Early Childhood Studies
ECS 221: Child, Family, and Community in California

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 campus to read with and meet Dolores Huerta on International Women's Day. Students from ECS 221 developed, organized, and implemented culturally and socially relevant service-learning activities for fifty 4th-grade 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 visited the campus and read books on Dolores Huerta, created art, wrote short narratives, toured the Dolores Huerta exhibit, and learned from CSUCI students.



Service-Learning Capstone in Spanish

Stephen Clark, Professor, Spanish
SPAN 498: Service-Learning Spanish Capstone



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.

Literature as Social Action: Writing a Critical Biography of Dolores Huerta and Serving as Docents for the Smithsonian's Dolores Huerta Exhibition

Georgina Guzmán, Associate Professor, English
ENG/CHS 353: Chicana/o-Latina/o Literature

With the arrival of the Smithsonian's exhibit, *Dolores Huerta: Revolution in the Fields/ Revolución en los campos* on campus, we realized we needed programming, materials, docents and a docent handbook to support the exhibition. 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 used their knowledge about

Dolores Huerta to serve as docents for K-12 school tours. Students led tours and interacted with students from Somis Elementary, Oak Grove School, University Preparation Charter School, Hueneme School District, Hollywood Beach Elementary, and Ventura High School.



Expanding Access to Nature Through Translation



Service-Learning in Ethnic Studies

Nicholas F. Centino, Associate Professor, Chicana/o Studies
CHS/PSY 383: Latinx Identity and Empowerment

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

Central Coast Alliance United for a Sustainable Economy is a base-building organization committed to social, economic, and environmental justice for working-class and immigrant communities in California's Central Coast.

Central Coast Climate Justice Network 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. Their mission is to be the leading provider of vital on-site health, education, and employment services to communities.



Javier F. González, Associate Professor, Spanish • SPAN 499: Capstone

In the Spanish 499 course, students worked in teams translating a range of different texts. 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.

Volunteer Caregiving in Ventura County: Addressing Nonprofit Needs



Ronald Berkowsky • Assistant Professor, Health Science • HLTH 499: Capstone

Capstone students were given a presentation by Executive Director of Caregivers, Tammy Glenn on projects students may engage in to address organizational needs. Students self-selected in to teams based on their preferences towards the projects described– a team of seven students was created to address Caregivers’ need for transcribing/ coding and analyzing previously-collected survey data.

Caregivers staff shared deidentified copies of raw survey documents from care recipients collected between 2008-2011 and in 2022 as well as from volunteer caregivers collected in 2022. Students worked together in transcribing/coding the surveys into an Excel file complete with a codebook.

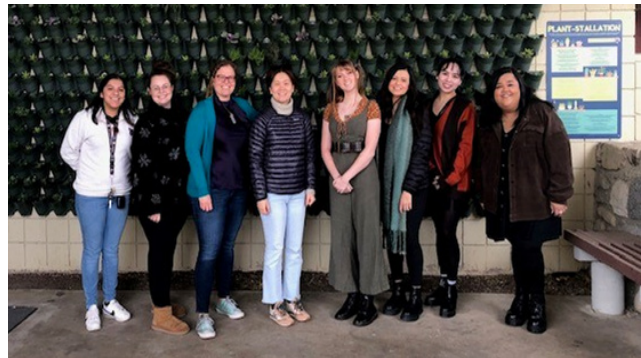
At the end of the semester, students submitted the Excel data set and a summary report (with an applicable literature review) to the Executive Director, and students virtually presented their work to Caregivers’ staff (summarizing results and providing recommendations for improving services).

“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.”

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

HyeSun Lee, Associate Professor, Psychology • PSY 494 (CBR)

The Oxnard Performing Arts Center (OPAC) has been residents’ source of social, cultural, and community engagement for the past five decades. 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.

Chicana/o Studies 499: Community-Based Research

Jennie Luna, Associate Professor, Chicana/o Studies • CHS 499 Capstone

The projects that students helped to facilitate 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.



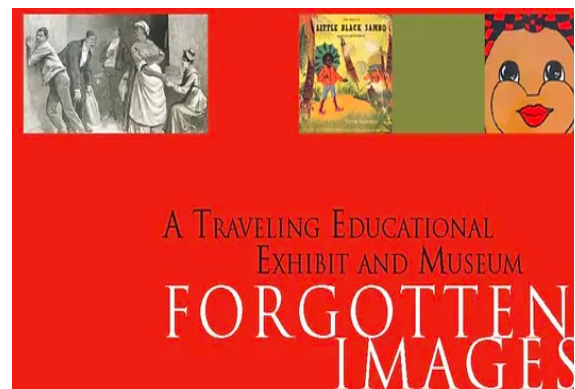
Knowledge of Juneteenth among Exhibit Goers

Rachel Soper, Associate Professor, Sociology • SOC 499 Capstone

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 Institutional Review Board 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.



Ecocultural Pedagogy: Fostering Ecocultural Regenerative Practices in Highschool Students

José Castro-Sotomayor, Assistant Professor, Communication • COMM 499

The Farm-to-School (F2S) curriculum 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 are to strengthen students' and teachers' connections between food, nutrition, and mental well-being.

We developed the idea of this project with the F2S program staff to create a qualitative assessment of the program. The F2S program has been collecting quantitative data via surveys; however, they 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. The project seeks to investigate the effectiveness of the F2S Program in fostering regenerative earthly relationships and experiences.



Community-Based Research in the Sociology Capstone

Dennis J. Downey, Professor, Sociology • Sociology 499: Capstone

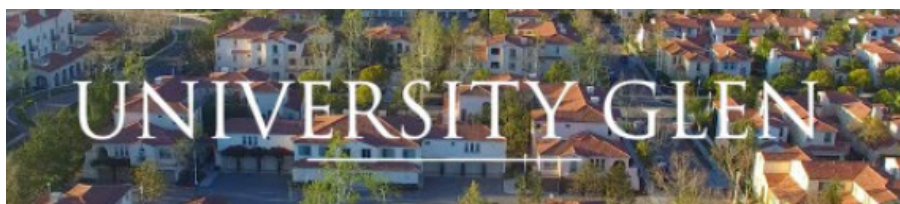
The Community Advocacy Coalition (CAC) has been concerned about the directions and decline of American democracy. . In an essay titled "Our Democracy is in Crisis," CAC member Byron Ward wrote the following: "*Democracy in the United States of America is under attack. It is being weakened and dismantled by a number of inter-related phenomena, among them – minority rule.*" The CAC asked Capstone students to interview a number of current and emerging community

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

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, organized and conducted sixteen, one-hour Zoom interviews with community leaders. They then transcribed the interviews, and analyzed them by coding for emergent themes.

COMMUNITY
ADVOCACY
COALITION

University Glen Residents' Survey Regarding Community-University Engagement



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.

University Glen Homeowners Advisory Council approached the Sociology Capstone 499 course to request help in conducting a survey of residents to answer those fundamental questions. Students designed a survey to address 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? Students completed a full report to present to the HAC in mid-May, along with a presentation of the major findings.

Researching and Promoting Local Food and Nutrition in VC

**Nien-Tsu Nancy Chen, Associate Professor, Communication
COMM/NRS 441: Health Communication**

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.

Community partners play an integral role as a co-educator in the academic careers of our students. Our partners have a unique opportunity to mentor CSUCI students about the larger social, cultural and political issues that make up the world around them. They also have an opportunity to provide them with the knowledge and understanding of the community/population they are working with and the service they are providing.

COMMUNITY PARTNERS



COMMUNITY PARTNERS



COMMUNITY BUS TOUR
COMMUNITY PARTNER SPOTLIGHT
COMMUNITY PARTNER LISTING

“I was honored 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 on the bus tour.”

Faculty Reflection



COMMUNITY BUS TOUR

The Community Bus Tour introduces faculty to the CCE, its community partners, and the surrounding community. Faculty 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. This year, faculty boarded the bus and traveled to sat'wiwa, a mountain located at the edge of campus, to listen to Matthew Vestuto, founder and President of **Lulapin Chumash Foundation**, discuss the cultural significance of sat'wiwa. Next, we drove to **Casa Pacifica Centers for Children & Families** for a tour of their comprehensive services for teens and families, followed by a visit to **Growing Works Nursery**, a mental health recovery program and

wholesale nursery. The group met Frank Barajas, Professor of History at Plaza Park in Oxnard to learn about the history of the area. For lunch, we stopped by **Community Roots Garden**, an organization that provides land access to the community of Oxnard who have no access to grow their own food. 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 and educating the community about the importance of Black history & heritage, and from **Westminster Free Clinic**, an organization that provides free healthcare & health supporting services. The organizations and faculty shared a meal and discussed several ways they could partner with service-learning and CBR courses.



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

Faculty Reflection

COMMUNITY PARTNER SPOTLIGHT

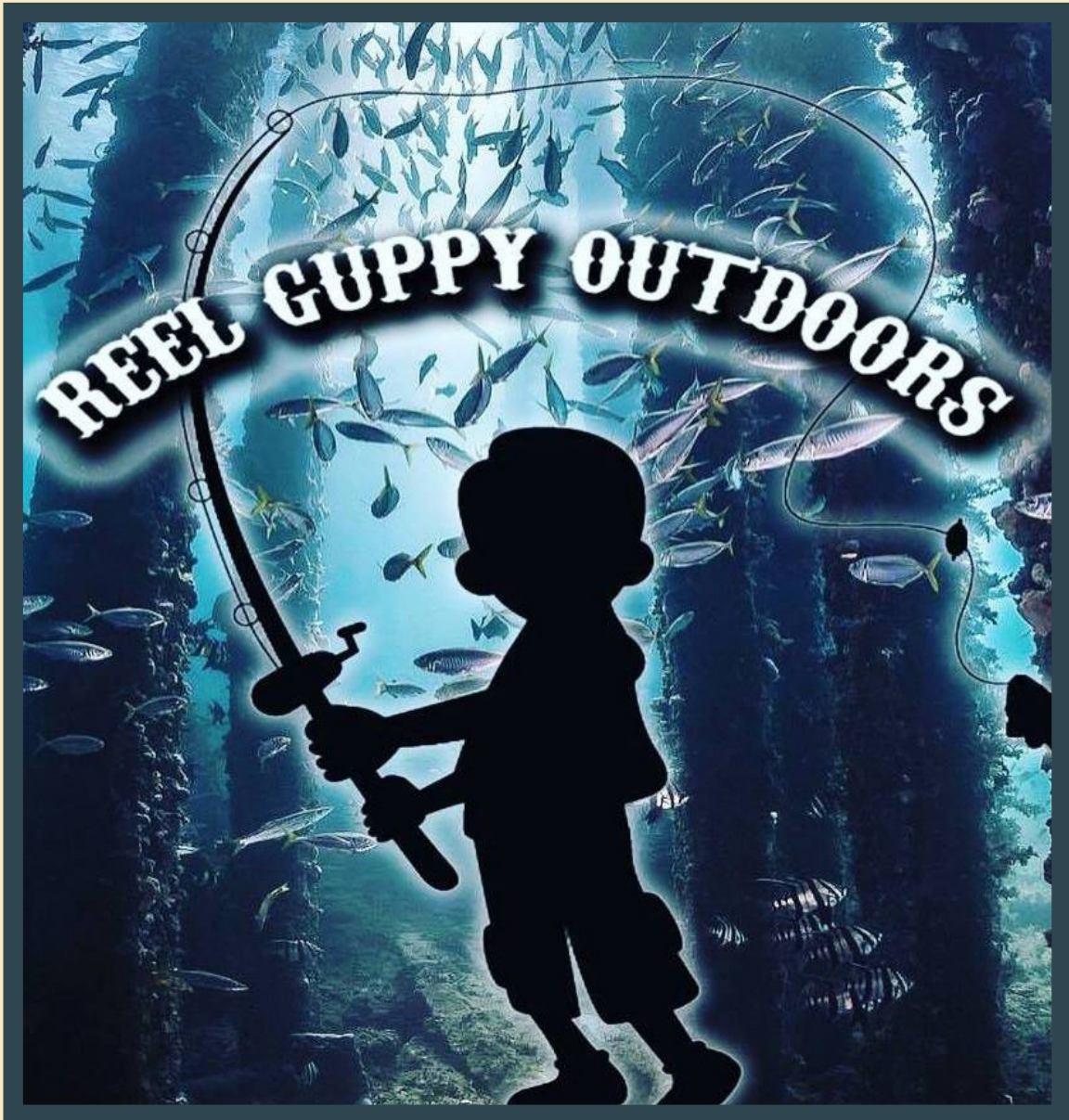
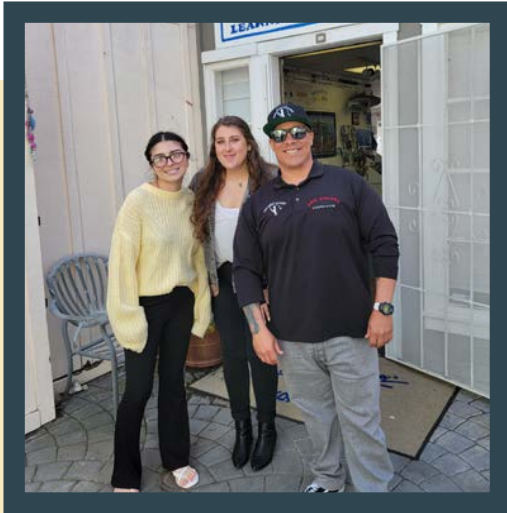
Reel Guppy Outdoors founder, Kevin Brannon, saw a need for a free youth fishing program in his local community. Many students living in our coastal community are unable to visit the surrounding beaches because of socioeconomic limitations. “Community Kev” saw it as his purpose, sharing his connection with the ocean and outdoors with others, to foster the sense of belonging and purpose he found in fishing. With the promise of fun and adventure as bait, he encourages a sense of value in learning, self-motivation, leadership, and success in the young people he takes fishing.

They “lure them in and then inspire them to believe in their dreams.”

Reel Guppy Outdoors has a variety of community activities to get young people and families interested in the ocean. These include a Learning Center, where children and families can get hands-on learning of local marine life, education activities, and an introduction to fishing. The Multimedia Studio is the hub for a podcast, television, and YouTube show, The Reel Angler Fishing Show.

Oceans of Opportunity is an elementary school program that includes an education program in the classroom and a field trip to the pier to get an introduction to fishing, local marine life, and how to protect the coastal environment. And every fourth Sunday of the month, Reel Guppy Outdoors hosts a free fishing day for families at the Port Hueneme Pier.

Reel Guppy Outdoors is one of the CCE’s newest community partners. In their first semester, they partnered with three courses: COMM 499: Communication Capstone, COMM 333: Nonprofit Management, and ENG 480: Intro to Grant Writing. The service-learning students helped plan an open house for Reel Guppy Outdoor Learning Center’s first anniversary at the Channel Islands Harbor, wrote content for digital newsletters, updated brochures and published materials, and assisted with fundraising and grants. Due to the students’ efforts, one fulfilled donation request led to Reel Guppy Outdoors being able to take community members on a fishing trip to Santa Cruz Island. They also recently started an 8-week Guppy Ranger program where youth can learn about fisheries management, how to rebuild a fishing pole, go on field trips, and hear from guest speakers.



Our Partners

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

- 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
- CAREGIVERS: Volunteers Assisting the Elderly
- Casa De Vida Inc.
- Casa Pacifica Center for Children & Families
- Central Coast Alliance United for a Sustainable Economy
- Channel Islands Restoration
- Child Hope Services
- City of Agoura Hills – Dpt of Community Services
- Climate First: Replacing Oil & Gas
- Coalition for Family Harmony
- Community Action of Ventura County
- Community Advocacy Coalition
- Community Roots Garden
- Concerned Resource & Environmental Workers
- 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
- 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
- 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
- Museum of Ventura County
- NAMI Ventura County
- National Park Service Santa Monica Mountains National Recreation Area
- Native Monarchs
- New West Symphony
- Ocean View School District
- Ojai Valley Land Conservancy
- One Step a la Vez
- Oxnard Performing Arts Corporation
- 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
- Santa Monica Mountains Trails Council
- Saving Lives Camarillo
- School on Wheels
- Search Dog Foundation
- SEL4CA
- Somis Union Elementary School
- 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

SERVICE-LEARNING

STATS

AY 22-23

17,910

Hours in the Community

30 Faculty Teaching

33 Community Partners Served

34 Courses Offered

794 Students Enrolled

\$668,401

Economic Benefit*

*California volunteer time valued at \$37.32/hour multiplied by total hours in the community



California State
University

Center for
**COMMUNITY
ENGAGEMENT**

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

