CSUCI Mission Center Presidential Funding
Status Report June 2023

Project/Initiative Title: "A Service-Learning Approach to Teaching Ethnic Studies."
Mission Based Center: Center for Community Engagement
Lead(s): Georgina Guzmán, Faculty Director and Pilar Pacheco, Director
Due Date #1: November 30, 2022
Due Date #2: June 30, 2022

A. OVERVIEW: Please respond briefly (50-100 words) to each of the following.

1. **Purpose:** What is the problem being addressed through this project/initiative?

   The Center for Community Engagement (CCE) seeks to continue to actively participate in retention efforts by expanding students' access to service-learning, volunteerism, and community service programs that prepare them to be socially responsible and civically engaged, therefore developing a greater sense of belonging in the university community. One way we sought to do this is by embedding service-learning into Ethnic Studies courses, a graduation requirement of the CSU, thereby having this high-impact practice available to more students.

2. **Goals:** What is your Center trying to achieve through this project/initiative? (Feel free to include objectives – i.e., smaller, measurable steps along the way toward achieving larger goals.)

   The short-term goal of the initiative was to work with the Ethnic Studies Coordinator and faculty to determine the feasibility of embedding service-learning into Ethnic Studies courses by piloting service-learning in up to three Ethnic Studies courses in spring, 2023. The long-term goal, if agreed upon by Ethnic Studies programs, would be to embed service learning into more Ethnic Studies courses.

   Our goal was to see if service-learning would help with first- and second-year student retention and success. We believed that serving in the community and building community ties would help students foster a sense of belonging in the university and community.

3. **Metrics/Data for Evaluation:**

   What metrics are you using to evaluate achievement of this initiative's goals?

For assessment purposes, we implemented both quantitative survey instruments within two Ethnic Studies classes as well as assigned qualitative reflective essays as signature assignments within the Ethnic Studies classes with the service-learning component.

a.   What data will be necessary for determining impact?
In Spring 2023, there were 4 lower-division Chicana/o Studies courses offered (Africana/Black Studies was not offering any courses during this semester). Service-learning was taught in one of those courses (CHS 200) as well as CHS 383.

To gather data on the impact of service-learning, faculty administered a survey at the beginning and at the end of their classes.

Surveys were handed to students at the beginning and end of the semester and asked them questions about their developing knowledge of social issues over the course of the semester. We compared students' awareness of community issues, social responsibility, self and community empowerment, diversity awareness, leadership, moral development, advocacy, and understanding of systemic problems. As a model, we adapted some of the survey instruments used by the Western Carolina University's Center for Community Engagement and Dr. Sam Marullo surveys in his ES/SL classes at Georgetown University.

For purposes of understanding the impact that service-learning and Ethnic Studies have on student retention and success, we also asked questions that explore students' persistence factors by examining their responses in the areas of sense of belonging in the university, academic integration, and social integration– key factors that can determine a student's retention at the university. We also asked whether service-learning gave students a sense of confidence and a clearer perspective of their educational and career goals.

Both CHS 200 and CHS 383 assigned 3-page reflective essays to their students. Students were asked to capture what they learned in their service-learning experiences, how those experiences expanded upon Ethnic Studies course material, and how service-learning impacted their university experience.

b.   How and when are these data being collected?

Pre-post surveys were administered in class during the Spring 2023 semester. They were Google Surveys. Students submitted reflective essays onto Canvas in May 2023.

B.   STATUS

1.   **Progress:** What has been done/accomplished?

- A year-long Faculty Development Program called *Service-Learning in Ethnic Studies* was developed and created, inviting leaders in the field of service-learning and Ethnic Studies, to facilitate monthly faculty workshops.
- Recruited two Ethnic Studies faculty members Drs. Raul Moreno Campos and Nicholas Centino to participate in the program and embed service-learning into their spring Ethnic Studies courses, CHS 200: Diversity in the Latina/o Community and CHS 383: Chicana/o-Latina/o Identity, respectively.

- Facilitated two workshops to date, with another offered in December, 2022 The first workshop was attended by Ethnic Studies faculty and three other faculty members. The workshop welcomed Dr. Tessa Hicks Peterson for the first workshop, "The Work Before the Work." Tessa is from Pitzer College and has worked for almost a decade as a program director with several leading civil rights and social justice organizations in Los Angeles. She has a Masters and Ph.D. in Cultural Studies from Claremont Graduate University and a BA in Psychology from UC Santa Cruz. She holds a joint faculty-administrator position at Pitzer and, in that capacity, has worked on several policies, programs, and organizational structures related to community engagement and collaborative research, spanning the co-development of community-campus partnerships related to prison education, local Native American tribes, and critical mentoring, among others. Tessa's teaching and scholarship center on community-based education and research, social change theories and movements, decolonization and indigenous knowledge, and prison education and abolition.
The second workshop invited Dr. Jason Ferreira to discuss how service-learning has become a "high-impact practice" in the university, but how in fact Ethnic Studies laid the groundwork for the adoption of high-impact practices and pedagogical methods that are utilized in universities today. He will discuss the original community-oriented goals of Ethnic Studies and how we as faculty can revisit the revolutionary origins and potential of service-learning to help re-envision how Ethnic Studies and service-learning can work in tandem to maximize student success and simultaneously obtain community empowerment in the 21st-century. Jason Ferreira is Associate Professor in the Department of Race & Resistance Studies located within the College of Ethnic Studies at San Francisco State University. He holds a BA in History from the University of Illinois at Urbana/Champaign (1992) and both an MA and PhD in Comparative Ethnic Studies from the University of California at Berkeley (2003). He has been a recipient of the University of California President's Postdoctoral Fellowship, and in 2019-20, he served as a Visiting Scholar at Harvard University in the Charles Warren Center for Studies in American History. Dr. Ferreira's teaching and scholarship focus on the history of radicalism within and across communities of color. Recent scholarship includes "With the Soul of a Human Rainbow: Los Siete, Black Panthers, and Third Worldism in San Francisco," published in the award-winning anthology Ten Years that Shook the City: San Francisco, 1968-1978. He is also published in Kalfou: A Journal of Comparative and Relational Ethnic Studies, Latino Studies, and internationally in the Doshisha American Studies JournalCurrently Dr. Ferreira sits on the Advisory Council of the Institute for Civic and Community Engagement. Dr. Ferreira has also served for many years as a reviewer for the Ford Foundation Fellowship Program.
- Hired and trained two student assistants to act as Service-Learning Peer Leaders in the Ethnic Studies courses in one section of CHS 200 and CHS 360 in spring 2023.
- During the fall, 2022 semester, the Service-Learning Peer Leaders created a 15-week service-learning reflection toolkit complete with community-building, student preparation, and focused conversation activities. They have practiced these exercises, biweekly, with the student group, CSUCI Corps to receive feedback and make edits.
- The faculty and Service Learning Peer Leaders have met with the CCE to work out the program logistics, and determine spring schedules.
- The CCE has met with Drs. Raul Moreno and Nicholas Centino to discuss the logistics and assessment for their courses next semester.

Spring Updates
- ■ In Spring, 2023, the program hosted two workshops:

- - Danna Lomax, lecturer in the School of Education at CSUCI is the winner of the 2018 Teaching Tolerance Award Winner, recognizes five classroom educators from across the United States who teach the knowledge and skills necessary to thrive in diverse settings, achieve academically and work collaboratively. These educators employ research-based practices to help students: develop positive identities, exhibit empathy, consider different perspectives, think critically about injustice, and take informed action. Danna created a workshop for the Fellows on how to create a safe space for students to do this work and have critical, authentic and vulnerable conversations is an important part of the workshops.
  - Dr. José Zapata Calderón from Pitzer College facilitated a final workshop in the Community Engagement and Social Justice series. Dr. Calderón is Emeritus Professor in Sociology and Chican@ Latino@ Studies at Pitzer College and President of the Latino and Latina Roundtable of the San Gabriel and Pomona Valley. As the son of immigrant farm workers from Mexico, he has had a long history of connecting his organizing and academic work with community-based teaching, participatory action research, critical pedagogy, and engagement. From 2013 – 2015, he served on the Los Angeles County Board of Education and is presently on the steering committee of the College for all Coalition, composed of over 50 diverse organizations that is leading the implementation of historic education legislation (SB-1050) to improve college access and readiness for all students. A TedX presentation, "Finding Cesar Chavez: A Transformative Moment," was chosen as an Editor's Pick nationally. As a community-based public intellectual, he has published over sixty articles and studies including the books: Lessons from an Activist Intellectual: Teaching, Research, and Organizing for Social Change, and Race, Poverty, and Social Justice: Multidisciplinary Perspectives Through Service Learning.

- Dr. Nicholas Centino taught Chicana/o Studies 383: Latinx Identity and Empowerment. (Please see the attached PPT slide to read about the course service-learning project and outcomes). "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 (Central Coast Alliance United for a Sustainable Economy), the Central Coast Climate Justice Network, and Project Access, will have a lasting impact on them and our community-at-large.

- Dr. Raúl Moreno Campos taught Chicana/o Studies 200: Diversity in Latina/o Communities w/ Service-Learning (Please see the attached PPT slide to read about the course service-learning project and outcomes). He notes, "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."

- Service-Learning Peer Leaders (SLPL), Natalie Leon and Sara Mascorro supported these 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.
    - 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 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.

- The CCE held a debriefing meeting with the faculty and students to better understand the initiative outcomes and include their recommendations for going forward with this program. This is further discussed in the assessment portion of the report.

2. **Formative Assessment**
    a. **Initiative-focused prompt:** What problems have you encountered? What feedback would be useful to you at this point?

    Faculty recruitment into the year-long faculty development program was a challenge. We had anticipated that faculty– especially the new Black and Africana Studies faculty– would be willing to participate in this initiative. And while it was met with enthusiasm by some faculty, they expressed that they were taxed with building and teaching their courses and getting to know the university and their students. They wanted to wait until they had more experience at CSUCI before developing and integrating service-learning partnerships and projects within their courses. This challenge did provide us with an opportunity to work closely with the Ethnic Studies Coordinators, Drs. Jose Alamillo and Jennie Luna, and our two faculty recruits– Drs. Nicholas Centino and Raul Moreno Campos– to strategize how best to move forward with this initiative.

    A challenge we had was that while our plan had been to recruit several ES faculty teaching lower-division courses and integrate service-learning in those lower-division ethnic studies courses, in Spring 2023, there were no lower-division Africana Studies courses scheduled or offered. With Dr. Alamillo on sabbatical and Dr. Luna with time reassigned in Spring 2023, Dr. Raul Moreno Campos was the only faculty offering lower division ES courses. Fortunately, Dr. Moreno Campos kindly accepted to participate in this initiative despite his heavy teaching load. Having him on this initiative was crucial because of his proven track record in helping students find a sense of belonging at CSUCI as a pioneer in teaching in LLCs, teaching in the EOP Summer Bridge Program, creating the first Central American Studies classes on campus, and serving as faculty advisor for the Central American Student Club at CSUCI.

We also found ourselves having to adjust our plans and find an upper division course where an ES faculty member would be willing to integrate service-learning. Dr. Nicholas Centino kindly accepted to participate in the program. Again, we were fortunate to have an excellent faculty member join us; in this case, the awardee for the 2020 President's Award for Innovations in Teaching and Learning, which recognizes the significant innovation and contributions of faculty advancing the University's mission and impact. Dr. Centino's participation was equally crucial. However, we should note that his CHS 383 course did not have any first or second year students enrolled (our target group), so that did impact our program's assessment. Without Dr. Centino and Dr. Moreno Campos's willingness to participate in this pilot program and take on the heavy lift of embedding service-learning in their courses, the initiative would not have been possible or as robust. We were truly lucky to have such excellent faculty join our vision and efforts.

In consultation with our faculty, one of the lessons we have learned through this program has been greater insight into the cultural taxation of faculty of color and lecturer faculty teaching in Ethnic Studies, whose levels of service to students has greatly increased since the pandemic. During and after the pandemic, the (financial, familial, mental health) challenges students faced exponentially increased, and so too did the number of students POC faculty mentor during office hours, after class, on Zoom, and in person, given the high student of color to faculty of color ratio at CSUCI. CFA's data on cultural taxation for faculty of color at the CSU corroborates these experiences. This cultural taxation poses challenges for future iterations of this project of SL in ES. Post-pandemic, faculty have been overtaxed, and in this year-long project, we saw this apply even more so to faculty of color and lecturer faculty. Course releases would be needed to sustain their ability to continue to be able to do the preparatory labor to incorporate service-learning in their courses.

b. **Institution-focused prompt:** From what you have experienced thus far, should this initiative be considered for permanent funding, if/when recurring funds were to become available? Why?

The Center for Community Engagement recommends the following be considered for permanent funding:

Given that focusing exclusively on building service-learning in Ethnic Studies overtaxes faculty of color and the lecturer faculty oftentimes teaching lower-division courses in ES, at this time, the CCE would recommend we use permanent funding differently.

One recommendation is to provide permanent funding for the CCE to be able to offer course releases to faculty to develop SL in their course and program curriculum. Faculty have expressed that creating community partnerships and developing SL projects represent a very heavy lift. Course releases could help provide faculty the necessary time that can help them develop their SL capacity. This is especially the case for lecturer faculty who are not compensated for service within their heavy 5-5 teaching load.

We believe permanent funding could be used to develop faculty and service-learning capacity at CSUCI via investment in the Community Engagement and Social Justice Fellows program. This program provides hands-on training and faculty development for faculty to learn how to teach SL in any discipline. As it currently exists, we have solid

programming, but to increase capacity, we need more funding to be able to recruit more faculty and be able to offer them greater compensation for their time and efforts.

We would also advocate for permanent funding for the Service-Learning Peer Leaders (SLPl) program. The SLPLs played an integral part of the program and played a vital role in creating peer-to-peer mentorship for the students engaging in service learning courses. The SLPLs supported students, faculty, and community partners, by creating community within the classroom, preparing the students for service and connecting concepts within the service learning courses to the service activities performed by students at community partner sites. This environment helped facilitate the development of a community of students motivated for social change.

When asked to share their level of agreement with the following statements, SLPLs, Natalie and Sara either Strongly Agreed or Agreed to the following statements:

Being a Service-Learning Peer Leader:
- improved my leadership skills
- taught me how to use my knowledge to create change in the community
- strengthened my commitment to engaging in the community
- increased my sense of belonging
- provided me with appropriate supervision and guidance

As a result of positive feedback both from the the SLPL, their faculty and the students in the Ethnic Studies courses, we recommend the SLPL program added to the suite of peer mentor programs within the Division of Academic Affairs (i.e. PEEPS) sharing in the common purpose of peers helping peers to foster a sense of belonging and promoting engagement in campus culture, high-impact practices and the community. The SLPL would support faculty teaching a service-learning course by continuing the activities mentioned above to create community, prepare students to serve in the community and reflect on their service.

We know the value of the high-impact practice of service-learning, its origins were in the development of Ethnic Studies programs in the 1960s, its positive ties to student belonging and success, and how it has positively impacted CSUCI students. A recent faculty-student research project explored 8 years of CCE student data, using statistical techniques to examine the effect that taking service-learning/community engaged courses has on retention and graduation rates. One significant takeaway from the research showed that taking a service-learning/community engagement course correlates with improved 1st-year retention, 4-year grad rates for transfers, and 6-year grad dates for freshmen (Trujillo, Mota, Rosete, Villegas Sanchez, and Wyels, 2021). Further analysis indicates that full-time entered-as-freshman students who took zero service-learning/community-engaged courses their first year had a 63.4% likelihood of first-to-second year retention; while those who took at least one service-learning/ community-engaged course their first year had a 83.3% likelihood (Wyels, 2022)
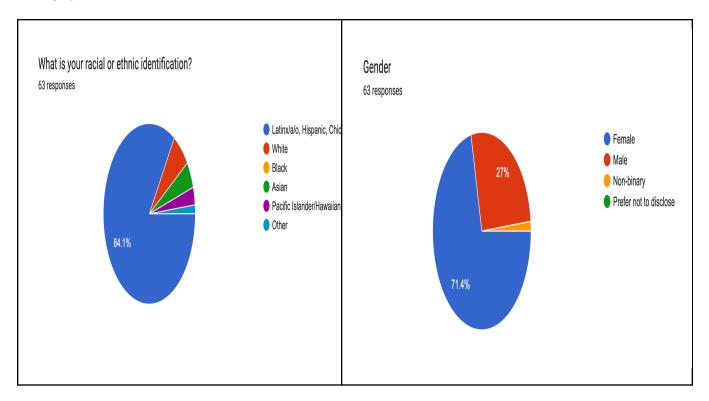
Continuing to create rich and vibrant experiences where students can see themselves reflected within the university is more important than ever. This initiative has the potential to contribute to what we have set out to do– actively participate in retention efforts by expanding students' community-engaged learning opportunities that allow

students to connect with others and play an active role within their own communities while also tapping into their skills, knowledge, and creativity will help to cultivate a sense of belonging and lifelong commitment to civic participation

3. **Evaluation:** What have you learned thus far? Include data used to inform this evaluation.
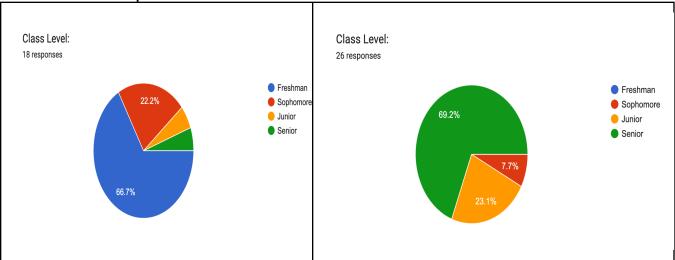
Although it is very difficult to immediately see service-learning's impact on student success and retention in one semester, the pre and post qualitative and quantitative student surveys and reflective essays that were collected demonstrate some promising results. CHS 200 enrolled 32 students and CHS enrolled 31 students, for a total of **63 students** served through the SL in ES initiative. Student responses begin to indicate that 1) service-learning in Ethnic Studies can help retain students *of all class levels* and help them succeed at CSUCI; 2) they provide insights and strategies to improve the embedding of service-learning in courses.

The majority of students in CHS 200 and CHS 383 were Latina females, which is reflective of our campus demographics:

The two classes had similar race and gender demographics. However, when it came to class level, they had very different demographics; **CHS 200** was composed primarily of **1st and 2nd year** students and **CHS 383** mostly served **seniors and juniors**.
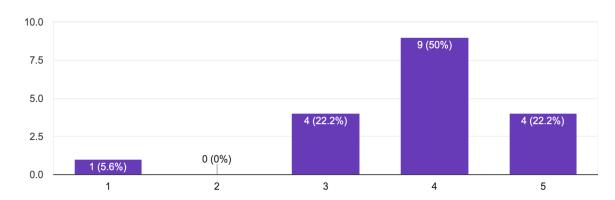
CHS 200: Moreno Campos   **CHS 383: Centino**

Class Level:
18 responses

22.2%

66.7%

- Freshman
- Sophomore
- Junior
- Senior

Class Level:
26 responses

69.2%

7.7%

23.1%

- Freshman
- Sophomore
- Junior
- Senior

Despite their difference in class standing, the students' scores were about the same when we asked them the following survey question:

> 1. I have a clear sense of purpose and direction in my educational path.
> 2. I feel a sense of community and a sense of belonging on campus.
> 3. I feel connected to the surrounding community outside the university.
> 4. I know a lot about the community's needs and challenges.
> 5. I have a strong sense of social responsibility and helping the community is important to me.
> 6. I have clear career goals.
> 7. Helping others guides my career goals.
> 8. I feel confident that I have what it takes to be successful at CSUCI.

In examining the data, students' scores on the pre-assessment and post-assessment remained about the same for most categories. However, we saw demonstrable growth from pre-assessment to post-assessment in *their sense of purpose, direction in their educational path, sense of belonging on campus, and confidence to succeed at CSUCI.* See below:
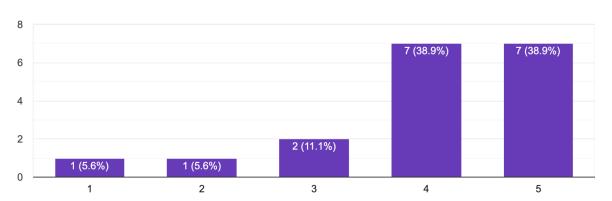
CHS 200

Questions: 1. I have a clear sense of purpose and direction in my educational path.
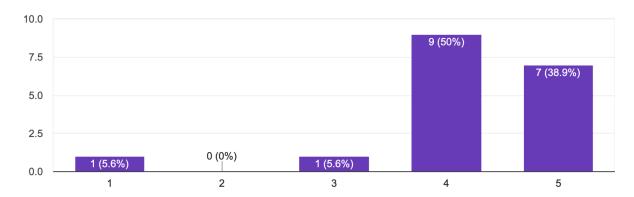
18 responses

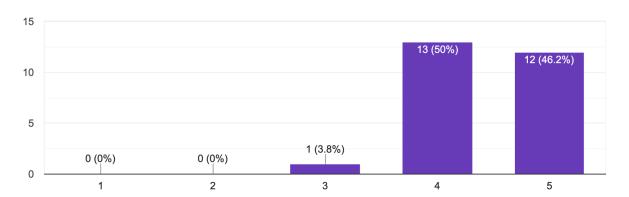2. I feel a sense of community and a sense of belonging on campus.

18 responses

8. I feel confident that I have what it takes to be successful at CSUCI.

18 responses

CHS 383

Questions: 1. I have a clear sense of purpose and direction in my educational path.

26 responses

2. I feel a sense of community and a sense of belonging on campus.

26 responses

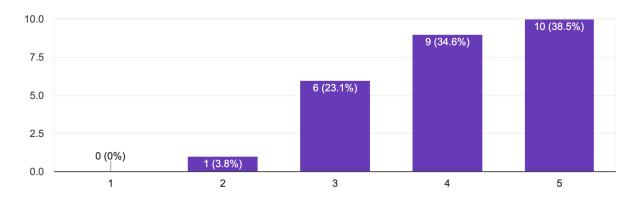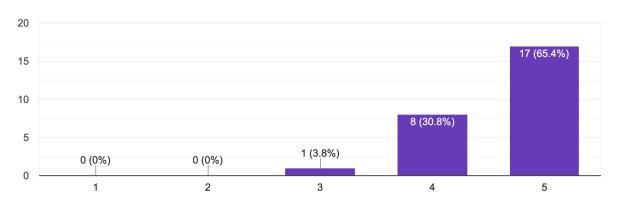## 8. I feel confident that I have what it takes to be successful at CSUCI.

26 responses

The 3rd and 4th year students did score higher on "having a clear sense of purpose and direction in their educational path" than the first and second year students. But we saw growth for first and second year students nonetheless due to several key factors.

One major factor for students' growth in their sense of purpose, direction in their educational path, sense of belonging on campus, and confidence to succeed at CSUCI can be attributed to the experiential, culturally relevant, and critical understanding promoted within Ethnic Studies curriculum paired with hands-on service-learning. Dr. Centino and Dr. Moreno Campos's critical perspectives and ability to draw from their experiences as first-generation college students of color and the holistic pedagogy of care they bring to the classroom that helps their students feel validated and supported by their professors. When students are nurtured in that classroom setting and then go onto participate in service-learning, their confidence to go into the community and make a difference is magnified.

Having observed both Dr. Centino and Dr. Moreno Campos's classes at the beginning and end of the semester, it was clear that both faculty had modeled how to build trust, dialogue, and communication in the classroom. They in turn helped foster a sense of belonging and community for their students through

the rapport and connection they developed with them. They both use the practice of sharing personal stories to create trust and community in the classroom. Reading their students' body language, I could see that they seemed at ease and comfortable; students felt supported by their professor and their SL Peer leader; as a result, they were enthusiastic, eager to participate, and comfortable engaging in class discussions. Dr. Centino notes that 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." This class time spent in groups helped students connect to one another, and it showed in their level of engagement.

Students' identification with their professors can also help build students' self-confidence and sense of belonging. As one Latino male, fourth-year student noted in my class, "it makes a big difference when the professor is from your same background. I feel they can understand me and I can feel more supported."

We were able to learn more about the impact of service-learning on student success and retention via the short response questions we asked students:

> 1. What helps you stay and succeed in college?
> 2. How do find a sense of community at CSUCI?
> 3. What are your educational and career goals? Why?
> 4. Do you think Ethnic Studies will help contribute to your future success? Why or why not?
> 5. Do you think this class's service-learning experience will help contribute to your future success? Why or why not?

Latina female, first-year student in CHS 200:

> *"Service learning was overall definitely a great experience and personally I feel it helped me a bit of getting out of my comfort zone just talking about the program to families and having a conversation with parents was a great experience but definitely also helped me with speaking my first language again."*

> Latina female, first-year student in in CHS 200:
> *"I think this class service-learning experience can help contribute to my future success by providing valuable opportunities to develop skills, social responsibility, gain experience, and connections."*

As has been noted in service-learning research, through this SL initiative, we also saw first-year students discussing how service learning helped them access their cultural wealth and appreciate it as an asset ("speaking their first language again"). They expressed that their service-learning experiences also helped them build confidence, communication skills, and an ability to connect to people in the community. Students also noted that "meeting new people and engaging in events" helped them find a sense of belonging in the university and this helped them stay on track and succeed in school.

When asked if the service-learning experience helped contribute to their future success, these were some representative responses from the 3rd and 4th year students:

> Latina female, senior in CHS 383: *"Yes, it has because it allowed me to gain a different perspective and learn about things that I was not aware about my community. Being able to have those one and one interactions with the community helped me feel connected."*
>
> Latina female, junior in CHS 383: *"I would say yes, being able to work with the community to try and build something that will benefit them did contribute to my success. It was hands on in helping people which is what i hope to do in my future."*
>
> Latina female, senior, in CHS 383:
> *"Yes, this service learning experience helped contribute to my future success because as a future career I want to be a k-12 counselor. Getting the opportunity to work with the youth in their education was helpful and I would like to be involved more in community building, but more of school based community building."*

3rd and 4th year students (much more than the first and second year students), pointed to the hands-on experience that service-learning afforded them as they think about their post-graduation careers. They demonstrate that they are in that job-seeking mindset and can thus see the practical value of service-learning on their future. These students were more focused on job skills and had richer and more specific responses about the opportunities they got via service learning. Given their responses, these students seemed to have regarded the service-learning experience more as job practice and training than the first and second years did. Given the particular richness of the responses about job preparation from seniors and juniors, it may suggest that service-learning experiences may be more meaningful and impactful for 3rd and 4th year students who are thinking ahead of their job prospects.

Through the service-learning reflection essays students wrote, we learned that what students gained most was learning the value of getting out there, listening, engaging in dialogue, communicating, and advocating for marginalized and silenced communities. For example, Dr. Centino's student Ashley Franco participated in house meetings with the Central Coast Climate Justice Network and she wrote: "The biggest take away that I learned from this experience is to just get out there and open a dialogue. Be open to the exchange of ideas. I think at the beginning I was so nervous that the process was going to be like selling a product door to door when really it was just about sharing ideas. The more I talk to others the more I realize that we are not so different. That there is a sense of humanity in kind communication. Just listening to someone makes them feel like they matter and that their opinions matter. There are so many brilliant people out there whose voices have been systematically silenced and it's our job as community members to not stand for that! To let it be known that that's not okay and to listen to these people. Project their voices and let them be heard." Those are the themes that are woven throughout the student essays: learning to overcome fear and anxiety when speaking to the community, being okay with not speaking great Spanish, having courage, being open to learn new things, learning the value of dialogue, obtaining a critical social consciousness, finding a voice and using it to advocate for the less privileged.

Using high-impact teaching practices, Dr. Moreno Campos also bridged course content with the real-world application of it by partnering with and developing a service learning project with the United Farm Workers Foundation. He writes, as students served with the UFW, they learned 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. They also learned how to organize—how to identify, engage, and develop leaders to join the Farm Worker Movement." Being able

to learn about this history in class was one thing, but to go out to assist the UFW, students were able to learn on the ground, and that made them more engaged in their studies.

What we learned through the embedding of SL in CHS is that high-impact practices such as service-learning lead to a more culturally relevant, personally 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 Service-Learning Peer Leaders embedded in each class also helped meet these objectives. The exercises and circles they facilitated with students helped them build community in the classroom, prepare them to serve in the community, and help them reflect on their service. Dr. Centino and Dr. Moreno Campos both agreed that "they could not imagine having integrated service-learning in their classes without the help of the peer leader. The peer leaders were crucial in helping with the logistics of SL, placements with community partners, navigating the CSUCI Serves database, keeping track of their hours, etc. And the curriculum they delivered in class every week and the reflection circles they facilitated helped students feel connected, reflective, and inspired."