

- 2017 -

CALIFORNIA STATE UNIVERSITY
CHANNEL ISLANDS

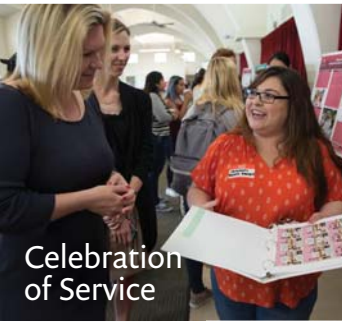
CENTER *for* COMMUNITY ENGAGEMENT

ACTIVITIES / AWARDS / RECOGNITIONS





Community
Bus Tour



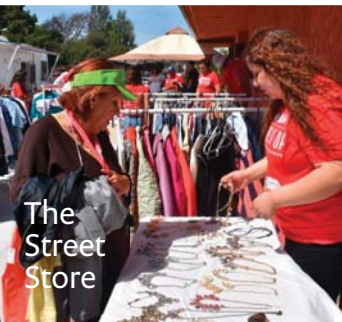
Celebration
of Service



Farm
Worker
Immersion
Project



Serve
It Up



The
Street
Store

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2016-17 CCE HIGHLIGHTS SIGNATURE EVENTS

Community Bus Tour

The CCE introduces new and “not-so-new” faculty to our service-learning program but more importantly to our community and community partners with a Community Bus Tour. Faculty spend an afternoon meeting various campus-community partners, learning about community issues, and discovering how engaging with the community through service-learning and community-based research can positively impact teaching and learning.

Celebration of Service

The CCE’s annual end-of-the-year awards luncheon invites the campus community and community-at-large to honor student, community partner and faculty community engagement efforts, service-learning projects and research and publicizes best practices in a celebratory context, including campus community engagement awards and poster presentations.

Farm Worker Immersion Program

The CCE, Chicana/o Studies program, House Farm Workers!, Cabrillo Economic Development Corporation and Reiter Affiliated Companies offered The Farmworker Immersion Project. Students harvested berries, participated in a health education seminar, traveled

to a farm worker health clinic, visited a farm worker housing community and attended a student performance inspired by Teatro Campesino.

Serve It Up

The CCE, Campus Life, Retention, Outreach, and Inclusive Student Services, and Veterans Affairs created Serve It Up, an initiative that contributes to building a culture of service by offering signature volunteer days created and implemented by student leaders.

The program “kicks-off” at Freshman orientation with a Service Summit and includes United Way Day of Caring, Veterans Day, Dr. Martin Luther King Jr. Day of Service, and César Chávez Day of Service and Learning.

The Street Store

CI Corps members and volunteers created a local version of The Street Store at the B.A. Huggins Ministries Outreach and Worship Center Oxnard, CA. The Street Store is a free pop-up clothing store for those in need. Patrons receive a store experience, including volunteer sales clerks, clothes hung on rack and private dressing rooms. The spring Street Store was a great success with over 250 items distributed to more than 50 families.

CI CORPS PROGRAM

CI Corps is a community service initiative that provides employment opportunities to student leaders at area non-profits, schools or the CCE in the areas of education, literacy, mentoring and volunteer recruitment. **Meet our 16-17 CI Corps members!**



Bianca Ayon is a first-generation college student majoring in Early Child-

hood Studies. Bianca serves as an America Reads Tutor at the Camarillo Library assisting in literacy programs and events offered in the children's area.



Cynthia Enriquez is a sophomore majoring in Political Science. Cynthia serves as

an Academic Homework Support person at the Boys and Girls Club of Camarillo where she provides tutoring and mentorship to the children/youth.



Ernesto Apodaca is a senior double majoring in History and Spanish. Ernesto serves as

an Academic Homework Support person at the Boys and Girls Club of Camarillo, providing academic assistance as a tutor and mentor for elementary-aged youth.



Edith Flores is a freshman majoring in Nursing. Edith plans to attend graduate

school with the goal of becoming a nurse practitioner. She serves at El Centrito Family Learning Centers working with children on homework and STEAM activities.



Gavin Benes is a junior majoring in English and plans to graduate May

2018. He serves as an America Reads Tutor at University Preparation Charter School where he helps children develop their reading and literacy skills.



Brittney Ornelaz is a sophomore majoring in Psychology and Communication.

Brittney serves as an Academic Homework Support person at the Boys and Girls Club of Camarillo where she provides academic assistance to further children's development.



Sara Garcia is a junior majoring in Sociology with a minor in Business Man-

agement and plans to graduate in Spring 2018. Sara serves as the CalFresh Outreach Ambassador on campus providing student outreach and marketing for the food assistance program.



Frances Klingenberger is a senior majoring in Anthropology.

Frances serves as a Peace Corps Ambassador connecting students to the Peace Corps program. After she graduates in May 2017, Frances will serve as a Peace Corps member in Namibia.



Elizabeth Hernandez is majoring in Biology and anticipates

graduating in May 2019. Elizabeth serves at El Centrito Family Learning Centers providing homework support by creating and facilitating Science, Technology, Engineering, Art, and Math activities.



Alexis Marquez is a senior majoring in Sociology and with a minor in Psychology

and Social Business. Alexis serves as Community Engagement and Food Pantry Ambassador, overseeing volunteerism and the campus food pantry program.



Nathalie Huerta is a senior majoring in Liberal Studies and plans to

graduate May 2018. Nathalie serves as an America Reads Tutor at the University Preparation Charter School where she provides reading support to children.



Neil Olipani is a senior graduating in Spring 2017 with degrees

in Business and Economics. As a Community Engagement Ambassador Neil develops, implements and oversees campus service events that contribute to creating a culture of service at CI. After graduation, Neil will enter the professional workforce.



COMMUNITY ENGAGED STUDENT AWARD

Frances Klingenberger, Anthropology

Frances Klingenberger (left) was nominated by Tymon Manning, Regional Recruiter, Peace Corps. The following is an excerpt from his nomination.

Motivating others to give back to their communities seems to come so naturally to Frances, and it shows in the connections she sparks and the conversations in which she engages. Through her involvement with the Center for Community Engagement and her work as a Peace Corps Campus Ambassador, Frances has found ways to connect CI students with service opportunities both near and far, capitalizing on her charisma and determination to spread enthusiasm for the work she holds near to her heart. By working to connect students with service opportunities, Frances has impacted her local community in a positive and sustainable way, making lifelong volunteers out of the students she recruits and inspires.

Not only does Frances lift up others and spread this excitement for social justice and public service, she has consistently walked the walk through the activities she engages in during her free time, participating in volunteer activities in and around campus while leading the way for others around her. Frances has shown her commitment to continue working in service and getting even further outside of her comfort zone by accepting an invitation to serve in Namibia as a Secondary Education English Teacher, beginning in August, 2017. All of us who are lucky enough to have experienced Frances' calm, optimistic, and unwaveringly kind spirit in our lives have full confidence that her impact in this world will be notable.



Marisol Luis, Newman Civic Fellow Award

At the Celebration of Service, the CCE recognized Marisol Luis, who was awarded a prestigious Newman Civic Fellow Award from Campus Compact for 2017. The award honors inspiring college student leaders who have demonstrated an investment in finding solutions for challenges facing communities. The CCE congratulates Marisol for earning this richly deserved honor.

COMMUNITY ENGAGED FACULTY AWARD

Jennie Luna

Jennie Luna (left) was presented her award by Marie Francois, Professor of History. The following is excerpted from the nomination submitted by José Alamillo, Professor of Chicana/o Studies.

Jennie Luna, Assistant Professor of Chicana/o Studies, creates community engagement projects reflective of her commitment to building a new generation of student leaders who will “lift” their communities as they “climb” up the professional ladder. Jennie teaches *Chicana/o Studies (CHS) 343: Health Issues in the Latino Community* in which students serve at Community Roots Garden in Oxnard. Students connect readings on “Decolonizing Food” with lessons taught by Mixtec gardeners about traditional foodways and medicinal herbs.

When she teaches *CHS 383: Identity and Empowerment* students create lesson plans on Chicana/o Studies for local elementary and high schools as a means to empower them. Students were transformed by this experience, some of them discovering that they wanted to pursue teaching as a profession, and others wanted to return to the high school to advocate for more Chicana/o Studies courses. In her *CHS 352: Aztec Dance and Culture* class, students practice and teach the cultural and healing lessons of Aztec Dance to Latino youth at Cabrillo Village Cooperative Housing. They also partnered with a non-profit called Color Coded to learn how to code and create an I-Phone App



that will map every Danza performance throughout Southern California. These projects innovatively bridge indigenous dance with modern technology.

Jennie’s community engagement projects apply the concept of “La cultura cura” (cultural-based healing), which is based on the philosophy that within the very essence of each individual, within the family, within the culture, and within the community there are the resources and mechanisms for healing. This “community cultural wealth” approach involves the restoration of cultural identity as the foundation of health and well-being for individuals, families, communities, and society through a multi-generational process of learning or remembering the positive values of one’s cultural roots, principles, customs and traditions.



DR. RICHARD R. RUSH COMMUNITY PARTNER AWARD

Mixteco/Indígena Community Organizing Project (MICOP)

MICOP staff received their award from Nien-Tsu Chen, Communication and Kathleen Contreras, Education (not pictured). The following is excerpted from their nomination.

The Mixteco/Indígena Community Organizing Project (MICOP) has been an important co-educator in our classes, *Education/Chicana/o 445: Chicano Child & Adolescent* and *Communication/Nursing 441: Health Communication*.

Through service-learning collaborations, students had the opportunity to translate theory in communication, education, and Chicana/o studies into practice. These partnerships have enabled the students to connect with the Mixteco indigenous community in Ventura County, inspired them from its rich culture, and helped them to develop a critical consciousness on social justice issues.

Students have worked with MICOP on creating customized bilingual story books for children from infants through third grade. These story books, both fiction and non-fiction, have been a vehicle for learning about basic concepts, such as nutritional foods, and special places, such as Oaxaca. The books will be stored at MICOP's central office and serve as a library

for children as their parents attending monthly meetings and special workshops where childcare is provided. Students also had an opportunity to produce a book in collaboration with MICOP. In an effort to preserve the traditional diet of the indigenous community, MICOP worked with students to produce a bilingual cookbook that included traditional Mixteco recipes and cultural facts. This cookbook was subsequently published in print and also made available online.

MICOP's professional staff—Vanessa Terán, Donna Foster, Fatima Pena, Ana Avendano Torres and Arcenio Lopez—have opened their hearts and minds in sharing their insights with CI students. They serve as role models for our students when it comes to commitment to community service and to the creation of social change. And are guided by the words, our hearts, hands and minds.....

STUDENT REFLECTIVE ESSAY AWARD

Selina Rico, Early Childhood Studies

Selina (left) was nominated by Annie White, Assistant Professor, Early Childhood Studies. The following are excerpts from Selina's essay.

The course, *Early Childhood Studies 463: Creating and Supporting Reciprocal Family and Community Networks* contained a service-learning component that required students to design, plan, and implement a Science, Technology, Engineering, and Mathematics event at Sierra Linda Elementary School in Oxnard. **What I found most enjoyable about this event was feeling a newly formed connection to my nearby community.** As a life-long resident of Ventura County, the city of Oxnard has become a location that I am quite familiar with. Still, that didn't mean I had any profound connection with the people who lived there. **This event allowed me to witness the different types of families who live in this particular area of Oxnard.** I believe the most challenging part of this event was the apprehension I was experiencing prior to its start. I worried that my skills for effectively engaging with children had worn off a bit since I hadn't been actively practicing them. My apprehensions were quickly proven wrong as the event began. When the opportunity arises, I am able to rise up and become that essential facilitator in a child's learning. Upon completing the service-learning at Sierra Linda



Elementary School, **my values, opinions, and beliefs regarding family and school collaboration did not completely change. Rather, they were strengthened.** As someone who is close to completing their undergraduate studies in the field of early childhood studies, **I have come to understand the importance of school and family partnerships in regards to the benefits they bring to a child's overall educational experience.** Coming to this understanding is what led to the most important lesson I learned from my service-learning experience. I learned that families, schools, and communities, typically have a common goal: ensuring that our children can succeed in their learning.

Listen to the full essay at: www.csuci.edu/servicelearning
 You will also find videos of previous reflective essay winners reading their essays. Enjoy!



PERFORMING FOR THE COMMUNITY

Catherine Burriss
& Paul Murphy

Performing Arts 499: Capstone



Community Issue

The course required students to:

1. Reach out to community partners to identify needs that would be served by collaborating with the Performing Arts Capstone students.
2. Address those needs through a series of creative activities and performing arts-based projects.
3. Experience “hands-on” the logistics of planning and ultimately staging a successful community event.
4. Engage in productive reflection about the process, event and impacts.



Project Description

Performing Arts Capstone provides a culminating experience for senior Performing Arts, Dance, Music and Theatre students through research and performance in their respective areas of emphasis. Through service-learning, the course asked students to apply their training, knowledge, and talent toward the goal of providing artistic and cultural enrichment to local community organizations. Working in teams of three to five, students were expected to research, design, plan, implement, and document a performing arts project that served the needs of a community

partner. Possible projects could include live performances, workshops, or interactive performance events on topics relevant to the community. Performing Arts Capstone projects aimed to engage local community audiences in fun, informative, and entertaining experiences.



Project Outcome

Music students performed at **AlmaVia** assisted living residence; composed and conducted original arrangements performed by middle school students in the **New West Symphony Harmony Project**; and gave African drumming workshops to middle school students at the **Saint Paul Community Outreach Center**. Dance students conducted a workshop for **Camarillo Boys & Girls Club** and led Dance/Movement Therapy workshops as part of CI’s **Relay for Life** event. Theatre students wrote and performed educational workshops for middle school students; created short dramatic films on educational topics; volunteered at Reality Improv parties for **Straight Up**; and collaborated with Professor Margarita López López’s Spanish 490 students to create and stage an El Teatro Campesino-style play for the **Farmworker Immersion Program**.

ENGAGING COMMUNITY HEALTH BY IMPROVING STRESS MANAGEMENT

Melissa Soenke

Psychology 490: Special Topics



Community Issue

Stress, in its various forms, is something that many of us experience, particularly as we are balancing the competing demands of college and life. Students' service-learning projects used knowledge and skills learned and developed through coursework to conduct research and engage in outreach to promote effective stress management and well-being in the community. The goal of the course was for students to take what they learned in the classroom and apply it to their experience with human behavior outside of the classroom.



Project Description

Service-learning began with orientations at the community partners' sites, focused on learning about the goals of the organization and the population that they serve. For example, students at the **Abundant Table** spent time working in the garden—pulling weeds, harvesting strawberries, and learning about the importance of water in farming. Some students spent time assessing the sources of stress in community members. Students working with **Girls Inc.** and the **CI Veterans Center** developed anonymous surveys assessing the main sources of stress in incarcerated young women and student veterans. Students' projects included two important components:



1. Their service-learning project applied class materials to create workshops teaching coping and stress management skills.
2. A final paper assignment explored an aspect of the stress and coping literature related to their service-learning project.



Project Outcome

The Abundant Table team developed a workshop teaching problem and emotion focused coping skills. Students working with the Libraries developed workshops on mindfulness for parenting and managing workplace stress. CI Veterans Center team developed a workshop where participants learned a range of coping strategies like time management and meditation. The Girls Inc. team developed a binder of written materials walking the girls through different coping techniques in fun and accessible ways.



STEAM FAMILY EVENT

Annie White

*Early Childhood Studies 463:
Creating & Supporting Family
and Community Networks*



Community Issue

Libraries are a great community resource for Latino families in the community; however, the library has identified barriers that prevent Latino children and families from accessing library resources. Through service-learning reflection, problem solving and critical thinking with students, we identified our goal to instead bring the library to the community rather than trying to bring families to the libraries.



Project Description

CI students provided Science, Technology, Engineering, the Arts and Mathematics (STEAM) hands-on learning activities for diverse children and families who attend **Sierra Linda Elementary School**. Each family who attended the STEAM Family Event received, a tote bag, a STEAM bilingual booklet, and bilingual children's book. The STEAM booklet had all the activities offered at the STEAM Family Event and could be easily replicated at home. The STEAM booklet was translated to Spanish by students from Spanish 320 course. The booklet was printed by the **Oxnard School District**. Also, a children's bilingual book from the STEAM

bilingual booklet was provided by Sierra Linda Elementary School. The **Oxnard Public Library** provided information about community events at the library, applications for library cards, sample bilingual books available for loan, and resources available for children and families. The Early Childhood Studies and School of Education provided the STEAM materials for the activities.



Project Outcome

The outcome of this project was that families from Sierra Linda Elementary School, where a majority of the families speak either Spanish or Mixteco, received STEAM educational resources, library, and community resources. CI students experience real application of course content such as, engaging with children and families, practice speaking Spanish in local schools, and learning about how to partner with the community. All of these were valuable outcomes where students were able to engage with the community through service and Latino families were provided access to community resources.

ADOLESCENT DEVELOPMENT IN A COMMUNITY CONTEXT

HyeSun Lee

Psychology 445: Adolescent Development



Community Issue

The course on adolescent development assesses the particular issues and concerns faced by adolescents, in settings such as at home and at school. In many parts of our community, the lack of resources presents challenges to the effective support of adolescent development, and those challenges are addressed by a range of community organizations.



Project Description

Service-learning projects in the course were designed to help those organizations to more effectively address the needs of our community's adolescent populations, while providing an invaluable opportunity to students to learn about adolescent development (e.g., psychological theories and conceptual models) in a variety of real world settings. Students served as tutors/instructors by helping with school work (e.g., math and science); and as mentors by listening to adolescents' issues and challenges and sharing their own experiences. Students created and coordinated projects with adolescents related to issues such as LGBTQ adolescents, youth leadership, social justice, substance abuse, and drug addiction. Students kept journals focusing on their service experiences and knowledge gained from the project; wrote a paper



about their service learning project; and gave a presentation to the class and community partners.



Project Outcome

Students contributed to help adolescents from various cultural backgrounds in Ventura County, while understanding concerns and challenges facing adolescents from the community and integrating service-learning to analytically examine issues in adolescent development. Service-learning projects provided innovative perspectives to create and coordinate youth programs, and more interactional opportunities to adolescents in the community with adult figures. Students gained a deeper understanding of adolescents' real world problems by integrating theories, research methods, and conceptual models in adolescent development.



IMPROVING COMMUNICATION AND COMMUNITY ENGAGEMENT

Megan Kenny Feister

Communication 442: Organizational Communication



Community Issue

Students find an organizational communication theory that helps them make sense of the real-world challenges and opportunities these organizations are facing, so they can analyze and make suggestions for the specific, unique needs of each organization. They must keep the community partner informed throughout the semester, as well as adapt their project to meet the community partners' needs and expectations.



Project Description

Students worked in small teams to understand the needs of their partner organizations, analyze their current practices to identify strengths and opportunities for improvement, and shape strategies to better fulfill their mission. Projects began by helping partners to analyze their current methods of external communication. Students subsequently applied organizational communication concepts to shape strategies to better achieve organizational goals (e.g., more effective dissemination of their identity and mission, more efficient communication

strategies, and developing relationships with previously under-engaged populations). Students and partners worked to identify plans to increase access, outreach, and effectiveness of their communication methods, which will help partners to serve the community.



Project Outcome

Students developed a real world understanding of the communication challenges confronted by partner organizations, and developed practical ideas grounded in theory and data to serve their needs. Service-learning experiences facilitated a deepened understanding of key course concepts and practices. Students felt significant ownership of their projects, and learned to value their partner organizations and the critical and wonderful work in which they are engaged. Partners gained a thorough analysis of the problem they presented at the start of the semester and concrete ideas for improvement or continuity. Students provided partners with opportunities to better manage stakeholder relationships to achieve their missions and desired outcomes.

SUSTAINABILITY AND WATER PARTNERS: FOOD AND WATER

Suzanne Soule

University 250: Sustainability and Water



Community Issue

University 250 creates opportunities for students to be active in the community, engaged, self-reflective, culturally aware and effective citizens who think problems through and consider novel policy solutions. One issue students tackled in spring 2017 was food insecurity on campus.



Project Description

As a result of a Chancellor's Office study in 2015 that found one in four CSU students are food insecure, CSU Channel Islands created a campus food pantry in spring, 2017 and was in need of volunteers to staff the pantry. Eight University 250 students chose to serve in the **CI Food Pantry** to help their peers. Each student went to an orientation training during the second week of school and began their one hour in the pantry a week. Students were well aware that food prices had increased, partially due to the drought, and many of our students were at risk for food insecurity. Many service learners who served at the Pantry were pre-nursing or health science majors. We discussed how our brains work when we are hungry and the health implications of eating nutritionally poor, but inexpensive food. We discussed food deserts, and whether CI could be a food desert to some students. We explored the stigma of



being food insecure and talked frankly about how it might be to use the pantry. Being able to help other students on campus powerfully motivated these learners.



Project Outcome

This service-learning project has had the desired effect of giving students the opportunity to address a campus issue, be a part of a campus start-up, serve their peers and to learn about what excites them.



SPANISH-ENGLISH INTERPRETATION

Margarita López López

Spanish 321: Introduction to Spanish – English Interpretation



Community Issue

Community needs called for Spanish-English interpretation for several projects with two different partners: Westminster Free Clinic a non-profit clinic that provides services to over 8000 people in Ventura County and Straight Up focuses on awareness of drug and alcohol use amongst teenagers.



Project Description

Students who served with **Straight Up** participated in parent awareness activities on teenager drug and alcohol use as Spanish interpreters. Students used their technical and translation/interpretation skills and developed a first set of Spanish-dubbed videos to be used during parent workshops and to have accessible as resource materials for the Spanish-speaking community in Ventura County. A second group provided direct services, as conference-call interpreters during registration for Straight Up reality parties or as interpreters for two of these activities for over ten Spanish-speaking parents in Camarillo, collaborating with **Ventura County**

Behavioral Services and high school students. Two other student groups were scheduled to provide direct services as interpreters at the **Westminster Free Clinic** every Wednesday evening for individual interpreting services for different medical and dental, settings. The last group, invested more time in this experience and received training to become scribes for the clinic and continue their service for six months and are putting into practice their studies in the medical field, mostly nursing.



Project Outcome

Students participated in several projects to make a significant positive difference in the community by directly providing much-needed interpretation in settings for education, health, and self-improvement. This partnership can be easily replicated in the future, as Spanish 321 is taught every semester and students in the class now will continue into more advanced interpretation courses, thereby sustaining the projects and partnerships formed in this semester's course.

SOCIAL NETWORKING STRATEGIES FOR NON-PROFIT

Brian Thoms

Computer 342: Internet-based Social Networking



Community Issue

The goal of this service learning project was to harness the technical prowess of millennials, who have a penchant for online social networking technologies, with the social media needs of our community partners.



Project Description

This upper-division interdisciplinary tech elective class introduces concepts to students from sociology, computer science, media studies, and philosophy to understand internet-based social networks, cultural and structural conditions of online communication, virtual identity construction, management of digital media, and the impact online social networks have on various institutions of society. This spring, students worked in teams to meet the needs of select community partners. The project was broken into 3 phases.

Phase 1. Students were required to select a partner and research the organization's mission and scope.

Phase 2. Students performed a detailed analysis of technologies and how they facilitate safety and effectiveness within formal groups. Students also worked with community partners to identify strategies that could support the organizational needs identified during Phase 1. Students also framed social



technologies within the social media design framework to understand what aspects would be best suited for their organizations.

Phase 3. Students learned more about their respective organizations and constructed Personas, which are a systems design technique for understanding and characterizing individual users of a system.



Project Outcome

Students worked towards the development of a comprehensive social networking strategy and identified what information is best suited for which social networking software. This type of project allowed students to incorporate course knowledge and work on the various ways different social media platforms can best communicate with community members. The final wiki document will serve as the primary artifact for knowledge transfer for community partners.



Community Issue

Many community organizations seek to promote individual and public health. Effective communication, informed by theory and research, is key to such effort. Adopting a multilevel understanding of health, students in Fall 2016 had an opportunity to collaborate with local non-profits to research and develop solutions for issues ranging from individuals' oral health and eating habits to societal problems such as domestic and international human trafficking.



Project Description

Student teams designed a communication product for a community partner to educate its clientele about a specific health issue, or they collaborated with a partner on implementing a research project on a health topic. Teams were matched with a partner and finalized the scope of their projects, the instructor tailored lecture content to provide students the necessary knowledge and skills to enable them to carry out their project successfully. Students developed their projects and reflected on their experience in stages. During this process, students engaged in constant communication with the partners to incorporate their feedback into the projects.

MULTILEVEL HEALTH COMMUNICATION IN THE COMMUNITY

Nien-Tsu Chen

Communication/Nursing 441:
Health Communication



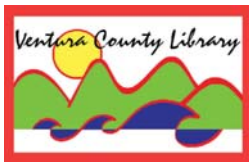
Project Outcome

Students created a range of communication products tailored for specific audiences, including:

1. A social media campaign to raise awareness about human trafficking among college students in collaboration with **Forever Found**.
2. Contest rules and publicity materials for an oral health competition among local high school students in partnership with the **United Way**.
3. Weekend healthy cooking demonstrations for community members, weekday nutrition education for preschoolers, and a recipe book for **Community Roots Garden**.
4. Collection and analysis of survey data on drunk driving among young adults in **Ventura County for Project Safer**.
5. Collection and analysis of interview data on homelessness among college students for **Rescue Mission Alliance**.
6. A brochure about **Cabrillo Economic Development Corporation** and its Snapdragon facility.
7. Fundraising videos for **CAREGIVERS**.

Thank you to all our community partners who make service-learning meaningful to our students.

The logos below include just some of our amazing partners.
For a full list of partners, please visit the CCE website.





California State
University

Center for
**COMMUNITY
ENGAGEMENT**

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

SERVICE-LEARNING STATS

\$1.4 Million*
Economic Benefit
to the Community

48,000
Hours in the
Community

1,900+
Students
Enrolled

95
Existing
Courses

5
New
Courses

** Number of service-learning hours served multiplied by the official estimated value of volunteer time in California (\$28.46).*



THE CCE WOULD LIKE TO THANK: The California State University Chancellor's Office, President Erika Beck, and the CSUCI Provost's Office for the support that makes our work possible; Jennifer Kubel for graphics support; the CCE Advisory Board for their invaluable guidance; and all of our service-learning students, faculty, and community partners with whom we share our passion for community service and engagement.

www.csuci.edu/servicelearning