

CSU Channel Islands
Center for Community Engagement

2014

Awards & Recognitions
in Service-Learning

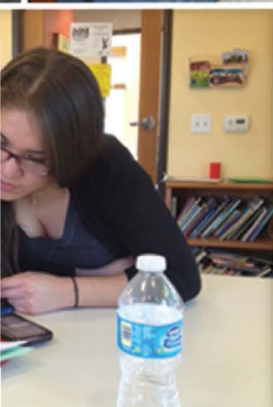




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A Message from the CCE Leadership Team

Dear friends of the CCE and service-learning supporters:

It is with great pleasure that we present the CCE's first annual compilation of **Awards & Recognitions in Service-Learning**. Each year, we are deeply impressed by what our students, faculty, and partners are able to achieve together – both in terms of service to our community and learning in our classes. Over the years, the CCE has established and expanded our programs to honor exceptional service-learning practitioners and projects – such as **outstanding engagement awards for students, faculty, and partners**; the **outstanding reflective essay award** for students; and **best practices recognition for service-learning projects**. All awardees are recognized at our year-end **Celebration of Service**; our intention with this booklet of accomplishments is to make their stories more widely available to allow them to inspire more of our friends and supporters.

Service-learning projects present many challenges to all involved – ranging from logistics, to time, to planning, to critical reflection. But they also promise tremendous payoffs. Service-learning has been designated a **high impact practice**, meaning that it can help our students to persist and succeed (especially our most at-risk students). And service-learning helps our partners to address **critical tasks in our community**. Finally, service-learning is a **source of immense satisfaction** for many of our faculty members as they use their skills to bring about positive change. Service-learning is not easy, but it is well worth the effort – and the examples presented herein demonstrate that vividly.

Please take some time to glance through the booklet. We hope that you are as inspired and humbled by them as we are. And if you would like to discuss your own ideas for projects, or nominate a practitioner or project for one of our recognitions, we would love to hear from you!

Yours in service,

Dennis J. Downey **Pilar Pacheco** **Kaitlyn Cotton**
Faculty Director *Managing Director* *Community Partner Coordinator*



WHAT IS SERVICE-LEARNING?

Service-Learning is a way of teaching and learning that links course content to “real-life” experiences that center on a community need or issue. Through reflection activities students are given the opportunity to understand what was learned and experienced, and how the community benefited.

The Center for Community Engagement (CCE) is the hub of curricular and co-curricular service-learning experiences at CSU Channel Islands, providing resources and support to faculty, community partners and students engaging in purposeful educational opportunities that serve the community. Through innovative programs and initiatives, grant funding, training and technical assistance, professional development, and networking opportunities, the CCE invests in and champions more than 1700 students, faculty, and community members involved in diverse and innovative activities that support and expand civic and community engagement throughout Ventura and Santa Barbara counties.

2013-2014 IMPACTS

Each year CI students serve the local, national, and international communities. These courses equip students with the knowledge and experience necessary to transform them into future leaders and socially-conscious citizens. In 2013-2014, data showed the following:

- **22,500** service-learning hours served by the CI students
- **1500** students who engaged in academic service-learning
- **60+** University approved community partners
- **58** course sections offered with a service-learning component
- **25** service-learning faculty
- **14** programs offering a course with a service-learning component

This strong commitment to service is reflective of CI’s mission to graduating students who are dedicated to maintaining democracy and social justice, and to participating in human society as socially responsible individual citizens.



SERVICE-LEARNING COMMUNITY PARTNERSHIPS

The CI service-learning program is based on reciprocal relationships between community partners, faculty, and students. The CCE partners with over 60 area non-profit organizations, governmental agencies, and schools.

Our partners are integral to the academic success of our service-learning students. They serve as co-educators who work directly with faculty to create high-quality service-learning projects for groups of students on a semester basis; they also provide training, orientation, guided reflection and supervision. This partnership results in an integrative teaching approach that provides a foundation for student learning.

By sharing their knowledge and expertise students are able to:

- connect and contribute to the community in which they live
- learn about the larger political and social structures within their community
- develop civic responsibility and strong leadership skills
- examine and challenge their value and belief systems
- build professional networks

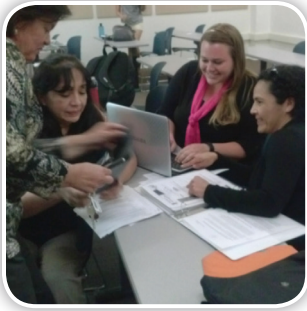
With a variety of service-learning courses available to students, there are many opportunities for non-profit organizations to serve as partners and students to learn about social issues such as: homelessness, housing, food insecurity, environment, immigration, youth development, literacy, senior issues, health, education, and community economic development, and more.

“What I love about service-learning is that it gives students the opportunity to serve their community by contributing to the movement for social change. It impacts each students’ future career goal. It is not only making a difference in an individual’s life but for a whole community.”

Mixteco/Indigenous Community Organizing Project (MICOP)

For a full listing of community partners, please access our website at www.csuci.edu/servicelearning





TRANSLATION of COMMUNITY PARTNER BROCHURES

Dr. Antonio Jimenez-Jimenez, Spanish Advanced Spanish Translation

Community Issue

Of the 40% of Ventura County's Hispanic residents, many speak only Spanish. Local organizations who serve the community need to reach the Spanish-speaking community – but many organizations have neither the staff nor resources necessary for translation services.

Project Description

In spring 2014, students in the Advanced Spanish Translation course translated written materials from English into Spanish for the following community partners: Camarillo Hospice, Food Share, Future Leaders of America, Habitat for Humanity, Salvation Army, Straight Up, and Ventura County Caregivers. The project was integrated into the design of the course, and represented students' final projects. Students were divided into pairs or groups and worked throughout the semester translating fliers, volunteer handbooks, scripts and more. Students were given opportunities to ask questions in class and reflect on the most difficult aspects.

An integral part of the project is the relationship between students and community partners, which parallels that between professional translators and clients. Communication with clients is a crucial part of the translation profession, because translators must tailor their work to clients' specifications. Sometimes an original text must not only be translated to another language, but adapted to a specific culture. That is particularly challenging given the many dialectical differences among Spanish-speaking communities. The project offered students invaluable real-life experience.

Project Outcome

Students submitted translations to all community partners at the end of the semester. As a result, community partners were able to meet the needs of the Spanish speaking community by providing important information, resources, and services in their native language. Partners were also able to create a more inclusive community by improving access to multilingual spaces in which people can connect across difference of language, culture, race, ethnicity, and immigration status.



ANALYSIS of HEALTH DISPARITY among AFRICAN-AMERICANS

Dr. LaSonya Davis-Smith, Nursing Nursing Capstone Course

Community Issue

Coronary heart disease (CHD) remains the leading cause of morbidity and mortality in African- Americans. Despite the morbidity and mortality associated with the disease, studies have shown that many African Americans fail to implement preventive health behaviors to reduce their risk of developing CHD and other preventable illnesses, which makes them a vulnerable population.

Project Description

Students analyzed and examined the current health practices of one group of African-American church goers at a Baptist church in Ventura County with an average Sunday attendance of 400 persons. A survey distributed by the church health ministry was taken at one of two Sunday services. The project involved entering and analyzing survey data collected by the church health committee in November 2013 and reporting the data to the church community.

Project Outcome

Survey results showed that among the participants:

- Hypertension, High Cholesterol, and Diabetes were the most frequently reported health condition;
- Most participants are considered overweight or obese;
- Most participants reported none to light physical activity;
- Most participants visit a doctor annually;
- Most participants have medical insurance; and
- Women have more doctor visits than men.

Recommendations included the implementation of culturally relevant health and wellness programs with an emphasis on increasing physical activity, access to regular healthcare services, and disease management/prevention. The information gathered from this project will be useful to the church congregation in planning health education programs and services to meet the needs of its members and the community as a whole.



PRESERVING the WAGON WHEEL COMMUNITY

**Dr. José Alamillo, Chicana/o Studies
Special Topics in Chicano Studies**

Community Issue

Oxnard's historic Wagon Wheel community, located at the intersection of Highway 101 and Oxnard Boulevard, was demolished in early 2014 and replaced with an apartment complex consisting of 120 units of affordable housing and a community park. Many displaced residents were low-income immigrants and Spanish speaking field-workers with strong ties of history, community, and identity. Their rich community history risked being lost with the new development.

Project Description

This project worked with community partners to recover the history of a forgotten and overlooked multi-ethnic working-class community in Oxnard that is in the process of disappearing. The project involved matching students with Wagon Wheel residents to conduct oral interviews in residents' homes. The interviews documented shared memory and community history, and included scanning family photographs and collecting artifacts. Interviews were recorded, transcribed, edited, summarized, and translated by each student. Students read academic research on Latino communities displaced by gentrification, freeways, urban renewal projects and commercial development projects, and gained a deeper understanding of resistance to and the effects of displacement on Latino residents.

Project Outcome

The interviews revealed stories of immigration journeys, experiences as agricultural workers, community life and cultural traditions, and displacement by land developers – as well as their struggles to save their neighborhood. Overall, the project sought to preserve the memory and history of the Wagon Wheel community and to make visible the effects of displacement on low-income communities at the hands of land development corporations. The long-term goal is to have CI students create a future exhibition in the Wagon Wheel Family Apartments. While new affordable housing will be provided for Wagon Wheel residents, not all will live near one another – so one wonders what will remain of the Wagon Wheel Community.



TEACHING and MENTORING INCARCERATED YOUTH

**Ms. Lindsay Scott, Communication
Juvenile Justice Service-Learning**

Community Issue

There are more than 30 prisons in California, all of which have an institution of higher education within a 20 mile radius. In spite of that, educational resources and transitional programs are lacking in most of those facilities. By providing incarcerated individuals the tools necessary to reintegrate into our communities, these programs have a direct impact on recidivism.

Project Description

Twice a week, CI students visited the Ventura Youth Correctional Facility (VYCF), working with youth who are interested in or taking college courses. CI students created and delivered lesson plans to small groups on topics ranging from public speaking to mini-lectures on college majors. Decisions on how to teach each topic were made by the students, teaching them how to create and deliver effective lesson plans.

Interacting with the youth required that CI students demonstrate empathy and express sensitivity toward people with unique backgrounds. Through reflective writing, students expressed awareness of their personal dispositions and assumptions about juvenile justice students. Further, they described and interpreted the role of education in meeting the social, emotional, and cognitive needs of juvenile justice students.

The benefits of the Juvenile Justice System Service-Learning course are far reaching. Many of the youth at the VYCF have little knowledge about careers, vocational schools, or college. Additionally, they struggle with how to prepare and write essays, and study for exams. The skills CI students share with the youth help prepare them to be successful college students and boosted their confidence in their own abilities.

Project Outcome

This service-learning project provided a two-fold educational experience. First, CI students learned in ways that would be impossible in a classroom. Second, the VYCF youth were given educational opportunities that they crave. Together, they enhanced our collective capacity to bridge our intercultural communities.



COMM-Unity 101 CLASSROOM VISIT PROGRAM

**Dr. Wm. Gregory Sawyer, Communication
Public Speaking**

Community Issue

Ventura County continues to see a disparity between the percentage of Hispanics in the county and their representation in local universities. The factors inhibiting successful entry and graduation include issues of access, culture and climate, expectations and strategies. The COMM-Unity 101 project seeks to provide resources to and educate middle-school students about the college-going process and university preparation. It raises awareness of the benefits of higher education by providing a one-hour presentation and student panel in local classroom, with each presentation delivered by a team of CI students as their final project.

Project Description

In spring 2014, students were trained to effectively present about the process of getting from high school to college. Students do the background research, structure a presentation, and collect appropriate handouts. Final projects consisted of a 30-40 minute presentation to middle school students at Rio Del Valle Middle School, Frank Intermediate School, Haydock Intermediate School, and the Boys and Girls Club of Camarillo, encouraging them to go to college. The presentation included the following topics: admissions to a CSU or UC campus; college entrance examinations; distinctions among systems of higher education (Community College, CSU, UC and Private); and FAFSA and financial aid forms (grants, loans, work-study and scholarships). CI students are committed to serving Ventura County by educating each child on how to prepare for college. The middle school classroom experience allows the students to put into practice their enhanced public speaking skills in the community outside of CI.

Project Outcome

In spring 2014, 314 middle school students received a certificate acknowledging their attendance at the presentation, and signed the following pledge: *“With this certificate, I promise to make every effort to complete assignments, stay in school until I graduate from high school, complete the college entrance requirements, and attend and graduate from a four-year university. I will be an outstanding, motivated and model student at all times.”*



READING ALOUD to CHILDREN

**Dr. Claudia Reder, English
Introduction to Children’s Literature**

Community Issue

Reading aloud has been documented as one of the foundations of early literacy, yet many children are neither read to nor engage in discussions around books at home. In schools, meanwhile, budget cuts and growth of class size mean that children get less personal attention there than they used to.

Project Description

Over the past nine years, service-learning has become an integral component of English 212. In this course, students learn and practice the discipline of interacting with children in professional settings. Children and college students are a great combination, as the younger students elicit playfulness in the older ones. In spring, English 212 students took their skills to University Preparation School, Camarillo Library, El Centrito Family Learning Center, and Ocean View School District to read aloud with youth in classrooms. Students learned how to apply what they learned in the classroom and how to engage children in discussion and response tasks in an authentic setting. They also learned how to manage groups of children (from small groups to a full class) and to engage children in discussion and response tasks.

In addition, students participated in the annual Celebration and Young Author’s Fair sponsored by the Ventura County Reading Association, Broome Library, and the English Program. Students facilitated children’s activities, read aloud to children, and helped with bookmark making activities. CI students learn to fall in love with books again, while contributing to the community.

Project Outcome

Classroom teachers were able to use CI students to enhance literacy in their classrooms. Teachers commented that they have been delighted when a CI student introduces a new book into their classroom. Each semester CI students are invited back into the classrooms because of the excellent work they have accomplished the previous semesters. In turn, CI students are being mentored and able to develop class management skills, and experience the powerful impacts of reading aloud to children.

2014 COMMUNITY ENGAGEMENT AWARDS

The CCE annually presents Engagement Awards in four categories. Three awards recognize outstanding contributions in the area of community engagement by an individual (community partner, student, and faculty); a fourth award recognizes an outstanding reflective essay on community service and engagement. Through the Engagement Awards, the CCE seeks to identify and recognize models for promoting the deepest service and learning throughout the CI community. **We congratulate our 2014 CCE Community Engagement Awardees!**



OUTSTANDING COMMUNITY ENGAGED STUDENT

Erlinda Laska, Nursing

Erlinda was nominated by Mary Goldberg, Youth Services Librarian, Camarillo Library.

Erlinda started as an America Reads Tutor in January of 2013 in the Children's Room of the Camarillo Public Library. She quickly became an invaluable member of the Youth Services team. Erlinda goes out of her way to help others at all times, and is particularly observant of the needs of children and their parents. Erlinda has a wonderful way with young patrons, their families, her fellow volunteers, and library staff. She was the driving force behind the library's Around the World story time during the last two years. She provided children with an introduction to many cultures through her storytelling in English and Spanish. As a "homework coach," Erlinda tutored Primary, Intermediate and Middle School students with a variety of assignments, from helping five year-olds practice the alphabet and reading, to geometry, algebra and physics – and everything in-between. She has touched many lives, many hearts and has truly made a difference.



The CI Community congratulates **Pilar Pacheco** on being the recipient of the 2014 **Richard E. Cone Award** for Excellence & Leadership in Cultivating Community Partnerships in Higher Education from **California Campus Compact!**



OUTSTANDING COMMUNITY ENGAGED FACULTY

Vivian Henchy, Communication Program

Vivian was presented with the award by Katherine Kasmir, Director of Reality Improv., Inc.

Vivian has taught the Health Communication course over the last five years, and has helped students orchestrate high quality health campaigns with local non-profit organizations. These campaigns are time-intensive from all sides: students, partners, and the instructor. But 'hours spent' has never been Vivian's goal for her students; rather, what is most important is creating measurable results from each campaign. Those results help to save lives, to prevent substance abuse, to reduce drunk and impaired driving, to generate resources to people adjusting to quadriplegia, to recruit volunteers to help seniors live independently longer, to help underserved populations get access to health care, to educate children on better eating and exercise habits – and, overall, to improve human health in some significant way. Vivian's class projects are always well-designed and well-implemented, and she loves teaching with developing minds.



OUTSTANDING COMMUNITY PARTNER

Rosalinda Vint, Director, Women of Substance & Men of Honor

Rosalinda Vint was nominated by Lindsey Scott, Lecturer in the Communication Program.

Rosalinda works with the Liberal Studies 200 (Juvenile Justice Service-learning) course, and plays a critical role in its success. In this course (part of the Prison Education Project), CI students visit a local youth correctional facility to teach and mentor youth. Rosalinda provides the key that opens the door for CI students to serve these young men and women. Without Rosalinda's guidance, the course would not be possible. Her passion and commitment for serving the youth in our community is unmatched. She is not only committed to providing the youth on the "inside" the tools that they need to realize their potential, but also helping CI students to learn invaluable lessons from their counterparts in the facility.



STUDENT REFLECTIVE ESSAY AWARD

Sanjuana Hernandez, Sociology

*Sanjuana was nominated by Dr. Elizabeth Sowers,
Assistant Professor, Sociology.*

Enrolling in a service-learning course at CI allowed me to make a significant impact outside my CI community. Without knowing it was a service learning class, I enrolled in Contemporary Immigration Issues with Dr. Jose Alamillo in the fall 2013 semester. **This course allowed students to take what we have learned in the classroom and implement it in our community.** We were able to do this by being aligned with a community partner that five of my colleagues and I worked with throughout the semester. It was a non-profit organization based in Oxnard, called Mixteco Indigena Community Organizing Project (MICOP). MICOP “unites indigenous leaders and allies to strengthen the Mixtec and indigenous immigrant community of Ventura County, estimated at 20,000 people.” (MICOP website) MICOP is able to do this by **building community leadership and self-sufficiency** through education and training programs, language interpretation, health outreach, humanitarian support, and cultural promotion.

The service objective for this project consisted of three main components. We were to interview the indigenous people in the MICOP community about their lives; based on their experiences and interests we were to conduct research to find multiple citizenship services that were vital for this community to be informed about; and lastly we were to present the findings of our research to the community at their monthly.

Through the remarkable staff at MICOP, we were able to get connected with some indigenous leaders from the organization who shared their life stories with us in the interviews. Hearing some of these stories impacted me and my colleagues tremendously. **We were able to gain meaningful insight into the lives of these people.**

We ended up gaining so much respect for them, for the difficulties they had faced, and for how in spite of all they have encountered in their lives they were still standing, and still wanting that “American Dream” so badly.

After hearing these brave souls’ stories, a huge burden was on our shoulders to succeed in helping to inform them about vital immigration services that they needed to make a positive difference in their lives. Of course, working in teams, as many know, can bring challenges – from some people doing less of the work than others, to lack of communication between members. But **through it all though I can say the experience was worth it.** With confidence, I can say we went far and beyond what we initially wanted to accomplish in this project. With two of my other colleagues, we were able to write a grant to have the costs covered for the brochures we produced about immigration services. Our grant application was successful, and we got over 2,000 brochures printed and folded for the organization.

Additionally, we collected cards from another organization, VC-CLUE, to pass out in our presentation. These cards stated the rights of people in case they got stopped or detained by law enforcement. All of these materials ran out within seconds and many people requested more. Our research presentation was attended by over 300, ranging from community members to the MICOP board of directors. In the end, a significant number of people approached us to ask us questions and thank us for what we presented. They were not aware of some of the immigration services that they were eligible for. Hearing these comments from them made all the countless hours of preparing for this event all worth it. **I, as a first generation student myself, made a difference in the community. It was one of the best feelings in the world.**

This service-learning exceeded my expectations. **It was an eye opening experience for me.** I was unaware of all the struggles indigenous families face on a daily basis. Being able to participate in this community engagement experience made me have more affection towards this community – so much so that **I am continuing to volunteer in this organization** and to give everything I have so these families can succeed.

To say that this class helped me to gain skills that no other class before has given me would be an understatement. I developed skills that I thought I would not be able to ever master, like public speaking. I was horrified to do it and now I do not mind at all. Towards the end of this project I realized I had all this hidden potential inside me and I just needed a little push to realize it. I learned to have more effective communication with people. I was a person who was afraid to approach strangers and have a conversation with them. Thanks to this service-learning experience, I gained so much confidence in myself. I was even the one that took the lead in this project. This project changed me in all these ways, and too many more to list – all thanks to service-learning here at CI. **It was truly a life changing experience.** I hope one day in the very near future that these types of community service classes are REQUIRED. **If it changed me so much, imagine what it can do to others like me.**



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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