

- 2018 -

CALIFORNIA STATE UNIVERSITY  
CHANNEL ISLANDS

# CENTER *for* COMMUNITY ENGAGEMENT

ACTIVITIES / AWARDS / RECOGNITIONS





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## CCE PROGRAMS, ACTIVITIES AND 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.

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### 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.

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### Farm Worker Immersion Program

The CCE, Chicana/o Studies program, House Farm Workers!, Cabrillo Economic Development Corporation and Reiter Affiliated Companies offered the Farm Worker Immersion Project. Over spring break, students engage in an immersive experience learning about farm worker life, health and housing,

the work of organizations in support of farm worker rights, and the critical role citizens play in the struggle for human rights in our county’s food industry.

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### 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.

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### The Street Store

CSUCI Corps members oversee the The Street Store, a pop-up clothing store for those in need; community members are able to “shop” for clothing, shoes and accessories – all for free. In the fall, CSUCI Corps members and volunteers created a Holiday Street Store at El Centrito Family Learning Center, offering clothing donated by United Way of Ventura County and community members, including toys, from the community. The fall and spring Street Store events served over 275 people in need!

### **Soup, Salad and Service**

An informal luncheon held for service-learning faculty each semester to allow for those interested in the pedagogy of service-learning and best practices to network and informally share successes and discuss issues or challenges. A community partner is also invited to share their perspective of the service-learning process. This year, Monica Schrader, Ventura County Regional Director at Alzheimer's Association, California Central Chapter joined the luncheon to share her work with various service-learning courses.

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### **Service-Learning Faculty Mentoring Program**

In 2018 the CCE unveiled the Service-Learning Faculty Mentoring Program. New service-learning faculty (i.e. have never taught a service-learning course) are paired with experienced service-learning faculty selected by the CCE leadership team for their familiarity with best practices in service-learning. The purpose of the year-long program is to help new faculty to design and implement high quality service-learning courses.

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### **Community Partner Orientation**

This half-day workshop invites community partner site supervisors to learn about the service-learning process and program procedures necessary to build strong, effective partnerships between faculty and students. Attendees

participate in informational sessions presented by CCE staff and other campus representatives. The workshop ends with an optional campus tour to familiarize community partners with the University.

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### **Community Partner Roundtable**

Hosted off-campus at various non-profit organizations, the Community Partner Roundtable provides an informal space for community partners to gather and network, share information and learn about resources so they are prepared for the next semester of service-learning.

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### **Summer Webinar Series**

These mini webinars offer community partners a way to connect virtually with the CCE. Webinars consist of sharing best practices of service-learning partnerships, building relationships with service-learning faculty and providing tools and resources to prepare site supervisors for the unique needs of service-learners.



**CSUCI CORPS PROGRAM**

CSUCI 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 2017-18 CSUCI Corps members!*



**Bianca Ayon** is a first generation student who graduated in 2018 and majored

in Early Childhood Studies She served two years as an America Reads Tutor at the Camarillo Library assisting in literacy programs

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**Jocelyn Cumplido** is a freshman and the first in her family to go to college Jocelyn is

majoring in Sociology and plans to pursue a Masters in Social Work She is an Academic Homework Support person at Boys and Girls Club of Camarillo

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**Christian Berumen** is in his junior year studying Psychology

Christian is the first in his family to go to college and intends to continue on to a graduate program He serves at El Centrito Family Learning Centers as an America Reads Tutor

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**Edith Flores** is a junior majoring in Sociology and Spanish She serves at El

Centrito Family Learning Centers as an Academic Homework Support working with children on homework and STEAM activities

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**Karen Castañeda** graduated in May 2018 with degrees in Psychology and Communication

She has served as an America Reads Tutor at the Camarillo Library where she provided literacy support to children



**Mirayah Eapen** graduated in May 2018 with a degree in Psychology Mirayah served

as Community Engagement Ambassador for the CCE where she promoted a culture of service Mirayah plans to pursue a graduate program



**Edrian Ferrer** is a junior majoring in Business. He served as the Community

Engagement Ambassador at the Center for Community Engagement. Edrian plans to graduate in May 2019 and pursue a career in finance or accounting.

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**Octavio Leon** is a junior studying Computer Science and Mathematics and will graduate

in May 2019 – with plans to work in cyber security. He currently serves as an Academic Homework Support person at El Centrito Family Learning Centers.

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**Nathalie Huerta** is a senior majoring in Math, Education and Liberal Studies

and plans to graduate in May 2019. She currently serves as an America Reads Tutor at the University Preparation Charter School providing homework and reading support to children.

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**Estrella Organiz** is a junior studying Biology with plans to graduate in fall 2019. Estrella

serves as an Academic Homework Support person at the Boys & Girls Club of Camarillo. She loves this role because she loves teaching and working with students.

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**Gerardo Ortega** is a junior majoring in Psychology. Gerardo will graduate at the

end of the fall 2018 semester and then attend graduate school. He serves as an Academic Homework Support person at the Boys and Girls Club of Camarillo.

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**Bailey Pickering** is a junior studying Art with plans to graduate in May 2019. Bailey chose

CSUCI after the Art director caught her attention with his dedication to the Art program and realized this was a perfect fit for her. She serves as an Academic Homework Support person at the Boys and Girls Club of Camarillo.



## COMMUNITY ENGAGED STUDENT AWARD

### Amanda Dellacourt, '18 Communication

*Amanda Dellacourt received her award from Rafaela Frausto, Executive Director, Pleasant Valley Neighborhood for Learning. The following is excerpted from her nomination.*

Amanda Dellacourt served with Pleasant Valley Neighborhood for Learning (PV NfL) for her Social Business 301: Social Business Planning course. Amanda and her group were to create a sustainable business that would raise much needed unrestricted revenue for PV NfL. The students established a website with a mission to offer young parents information and resources that assisted with raising children. The website utilized monetizing techniques, such as affiliate programs and website advertising to generate revenue. They also created a membership for more in-depth information and resources, downloadable activities and potential apps - purchased for a small fee. The students crafted both a business plan and a financial forecast for the project. Working under the PV NfL's nonprofit STEPS to Our Future, Inc., the 1st Teacher website was designed.

PV NfL then worked with the Marketing Class 490 under Ekin Pehlivan, Assistant Professor of Marketing. The students wrote a marketing plan and established the 1st Teacher Facebook account, a 1st Teacher YouTube

account and a 1st Teacher Pinterest account. They also created a new logo and a bookmark that would be distributed at the PV NfL's Annual Book Fest event. The students; however, suggested delaying the launch of the website until we had sufficient content and the ability to add regular content to keep parents coming back to see what is new.

After her class concluded, Amanda continued to volunteer with updating the website. The website launched in January of 2015. Since then, she has volunteered on a weekly basis to update the website, post to the Facebook account and helped with adding design features to the site to accommodate new content. Amanda and her family use our Amazon Affiliate Program for her purchases to ensure that we receive a percent of what she spent. Amanda graduated in May 2018 and we are so grateful for all she has done to support the Pleasant Valley Neighborhood for Learning.



## COMMUNITY ENGAGED FACULTY AWARD

**Georgina Guzmán, Assistant Professor of English**

*Right to left: Mary Adler, Interim Associate Dean of Arts & Sciences, Georgina Guzmán, Maricela Melgoza and Lourdes Gonzales.*

*The following is excerpted from the nomination submitted by Julia Balén, Professor of English.*

Georgina Guzmán's work to connect students and local farmworkers through literature is both elegant in its simplicity and powerfully impactful for all participants. For the past few years, students in her Chicana/o Studies 353: Chicana/o Latina/o Literature course share a common reading experience through collaboration with Cabrillo Economic Development Corporation (CEDC) farmworker housing communities.

In class, students discuss the books and create group lesson plans that support the themes of the books that they share with the CEDC farmworker housing communities, engaging in dialogue about the books and how they relate to socially relevant topics, such as farmworker labor experiences, school experiences and gender and racial biases

in society. Some students work with adults (with an emphasis on reading and English skills) and some students work with children (emphasizing bilingual literature and arts and crafts projects that helped the children reflect on their Mexican-American identity).

For students, learning first-hand the experiences of farmworkers from whose labor they benefit; connecting the stories they are reading with real people's lives; they learn that they not only have something to share with the farmworkers, but that the farmworkers have things to teach them. As one student wrote in her award-winning reflective essay, "Through my participation I now understand that it is not just about making the community better, but using these experiences to reflect on our own privilege. There is a big difference between going to class and taking notes on the statistics for people trying to cross the border and actually hearing the voices of those statistics." Georgina's work is innovative and collaborative in the simple ways it breaks down the walls of perceived differences, using shared experiences of literature to help people see the humanity in each other.





## DR. RICHARD R. RUSH COMMUNITY PARTNER AWARD

### Community Roots Garden

*Vern Novstrup and Tess Potchen received their award from Melissa Soenke, Assistant Professor of Psychology. The following is excerpted from their nomination submitted by Jennie Luna, Assistant Professor of Chicana/o Studies.*

For the past four years, I have had the pleasure of working with Community Roots Garden as a service-learning partner for my Chicana/o Studies 343 course: Health Issues in the Chicana/o Latina/o Community. The organization exemplifies the core values of my course, the connection between food, communities, and social justice. My course examines health from a holistic perspective, incorporating body, mind and spirit. Community Roots Garden provides the perfect example of how all three of these co-exist in one space.

Every year the garden opens its arms to my class by allowing us to hold one of our classes in the garden. During class, an important shift is noticeable, just by changing the environment of the classroom. We are able to bring the university to the community and often times this community is that of the students in the class. Many of the students who live in this neighborhood had no idea that this beautiful oasis exists. After holding class, students are able to become familiar with the garden, the work it takes to sustain the garden, and serve the community. Some students have brought their families

with them to help in the garden and are able to make profound connections between class material and experience a renewed appreciation of Mother Earth and the food we eat. They are able to experience first-hand Food Justice in action.

Students not only work the land but experience what it is like to cook and share a meal with fellow community members and as a result have unique conversations with people they may have never met including families that are invested in growing their food in the community garden. Community Roots is a space that not only strives for food security but clearly demonstrates that food justice means forming alliances with many other social justice issues. They hold space for meetings about educational reform, environmental issues, youth issues and community advocacy. Community Roots is a gem in the Oxnard Community and a resource for so many. I am grateful for the work they do and the inspiration they have given to my students.



## COMMUNITY-BASED RESEARCH AWARD

**Luis Sánchez, Assistant Professor of Sociology**

*Luis Sánchez (left) was presented his award by José Calderon, Professor Emeritus of Sociology and Emeritus Professor in Sociology & Chicano/a Latino/a Studies, Pitzer College.*

The first annual award for Community-Based Research was presented to Luis Sánchez for his project with students on statewide human relations reports on behalf of the **California Association of Human Relations Organizations (CAHRO)**. The project resulted in a series of county-based reports that present data on patterns such as racial/ethnic demography, social inequality, home ownership, and segregation. The reports will be presented to local human relations commissions in California, and help them to promote equity and inclusion in our diverse state.

The projects also provided an invaluable opportunity for students to cultivate their research and data analytical skills on a “real world” project for their capstone. They worked through secondary datasets to extract and analyze statistical data, providing the kind of experience that helps them to understand the importance and utility of the skills that they are developing through their Sociology coursework at CSUCI. It also cultivates skills that give them a substantial advantage in starting future careers or continuing their studies.



### Community-Based Research at CSUCI

Community-Based Research (CBR) is defined as “a partnership of students, faculty, and community members who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change” (*Strand et al. 2003:3*). It is a way to engage students with our community while promoting undergraduate student research.

In order to promote CBR at CSUCI, the **CCE**, in partnership with the **California Institute for Social Business**, is initiating an annual volume of CBR reports conducted by students and faculty to be titled **CBR@CSUCI**. It will be editorially reviewed and posted online, and available in late 2018.



## STUDENT REFLECTIVE ESSAY AWARD

### Araceli Lopez, '18 Psychology

Araceli Lopez (right) was presented her award by Jennie Luna, Assistant Professor of Chicana/o Studies. The following is an excerpt from her reflective essay.

I volunteered at Community Roots Garden for the Health in the Latinx Community class. **When we arrived at the garden, I worked on making bilingual signs for the garden.** The signs were labeled “weed me,” “I’m still growing,” “ready to harvest,” “newly planted,” “estoy creciendo,” “listo para cosechar,” “recien plantado” and “desyerbame.” We placed the signs in the appropriate areas of the garden. **The wife of the gentleman who planted the calabazas (squash) explained the journey that her brother took to bring the seeds from Michoacán.** When she was explaining the process of how that seed came to be a calabaza, it reminded me of the Scott Hamilton Kennedy documentary, *The Garden*. The way in which she described the process clearly sent a message of her love and respect for the land. This love and appreciation for the land and what it provides for us is also explained in the article, *Food is Medicine*, that honoring the land and planting was and should be a ceremonial process. My service had a positive impact in the community. Like my grandmother once said, “puse mi granito de arena.” In English this translates to, “I added my grain of sand.” **Because of my service, and**

**what I learned in the Health in the Latinx Community class, my values, opinions, and beliefs have changed — this is especially true of my notion of food.** I have always been overweight and have had a rough relationship with food. I go to the gym consistently and go hard on my workouts, but my biggest life challenge is controlling what I eat. **Now, when making food choices I am more aware of what I am putting into my body, and through my new found knowledge, I can make better decisions...more conscious choices.** This new approach seems to be sustainable and more importantly there is a greater purpose behind it. It is not a fad diet, but rather a cleanse of colonization. Our indigenous ancestors did not eat the way we do now. There is a saying that states that once you learn something you cannot unlearn it. This is how I see what I learned in this class. **I now know about the negative culinary and health effects that colonization brought on my peoples’ decisions.**

**To hear Araceli’s full essay, please visit [go.csuci.edu/FullEssay](http://go.csuci.edu/FullEssay). You will also find videos of other students reading their essays. Enjoy!**



## ENCOURAGING COMMUNITY HEALTH BY IMPROVING STRESS MANAGEMENT

**Melissa Soenke, Assistant Professor of Psychology**

Psychology 490: Topics in Psychology: Stress & Coping



### Service & Learning Goals

Stress is something that many of us experience, particularly when trying to balance 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 community partners and the populations they serve.



### Project Description

Service-learning began with students getting to know their community partners goals and working closely with the populations they serve. For example, students at **Community Roots Garden** worked in the garden, while students at **One Step A La Vez** spent one-on-one time getting to know the at risk youth served by the after-school program. Some students spent time assessing the sources of stress in community members. Students at the

**CSUCI Veterans Resource Center** had student veterans complete anonymous surveys about the kind of stress they experience. For their service learning projects, all of the students developed workshops and materials using knowledge from class to educate community partners on effective coping. Students at **School on Wheels** put together a webinar to aid tutors working with homeless youth in identifying stress related behaviors in students and providing techniques for helping the students to cope with academic stress.



### Project Outcome

Students' service-learning projects used course materials to help others and give back to their community. That general goal is the objective for which many of them entered the field of psychology. Through their service-learning projects, students were able to learn more deeply while providing valuable workshops. Students reported that the experience made them feel valuable and allowed them to move beyond their role as students and engage with community partners as experts in their field.



### Service & learning Goals

Students in Health Communication collaborated with eight community partners to develop communication solutions for local health issues ranging from senior health and Alzheimer's disease to food insecurity and community gardening. Students were able to contribute to collective problem-solving while gaining hands-on experience in translating health communication theory into practice.



### Project Description

Students created a range of communication products tailored for specific health issues and audiences. Students engaged in interpersonal outreach on campus and a social media campaign to promote awareness about Alzheimer's disease in collaboration with the **Alzheimer's Association**, and about substance abuses in partnership with **Straight Up**. One team of students hosted two comedy shows for seniors living in **Cabrillo Economic Development Corporation's** affordable housing, which also incorporated a brief presentation on the health benefits of laughter. A team of students

## ENHANCING COMMUNITY HEALTH THROUGH COMMUNICATION

**Nien-Tsu Nancy Chen, Assistant Professor of Communication**

Communication/Nursing 441:  
Health Communication

interviewed clients at distribution locations of **FOOD Share** to produce a video about food insecurity. Another team of students hosted two bilingual workshops at **Community Roots Garden** to educate residents about the health benefits of various plants.



### Project Outcome

Students contributed to educating local communities about health issues that our partners sought to address through a creative and communicative approach. Students applied their written and oral communication skills, social media or multimedia production expertise, research skills, and/or event planning competency in their service to the communities. By researching local health issues and developing solutions for them, students were able to gain a more holistic understanding of how multilevel factors interact to shape health outcomes, and how health communication theories and concepts can be applied to enhance individual and collective wellbeing in our local areas.





## ART & SOCIAL PRACTICE

Elizabeth Leister, *Lecturer of Art*

Art 499: Art Capstone



### Service & Learning Goals

Student teams were to imagine a community issue and to create an art project addressing that issue. The goal was to synthesize information gained during community interviews into works of art, allowing students the experience of designing, developing, and executing their project to result in a final culminating work. The community benefits came with the creative expressions representing their collective experiences.



### Project Description

***Burned but Not Forgotten:*** A team of two art students interviewed and took portrait photographs of the firefighters who battled the Thomas Fire. Their intention was to bring the personal stories of these local heroes to the forefront of the tragedy through photography and video. The works were shown in an exhibition at Studio Channel Islands in Camarillo.

***Friends of Dorothy:*** Focused on the local LGBTQ community, these five students conducted interviews and asked subjects to recount their most poignant stories about identity. Using these personal accounts as source mate-

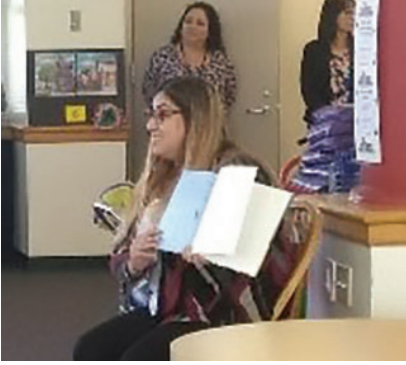
rial, each student made a work of art visually illustrating each story. The work was exhibited at the Diversity Collective in Ventura.

***Casa Mia:*** The five student team worked with Mercy Housing, the Downtown Oxnard District, the Carnegie Museum and Oxnard Performing Arts Center. They photographed under-represented people from the community and projected their portraits large-scale on several buildings in Oxnard to bring visibility to the community while celebrating diversity.



### Project Outcome

The three projects culminated in public exhibitions which required that the student teams develop and organize these final presentations with their community partners, in addition to making the work and marketing the projects. Through original art works, the students learned how their creative endeavors can empower others with different experiences and backgrounds. The communities collaborating with the CSUCI students were excited and honored to share their personal stories, and to have them represented artistically.



### Service & Learning Goals

The service-learning projects were designed to address community-based needs of local public libraries in Ventura County. The specific need varied across each of the partner libraries, and student groups were responsible to work with local librarians to identify a need and find a way to address it. The learning goal was to “synthesize knowledge and information by developing a project with a community partner for a new library program, service, collection, or funding.”



### Project Description

Student groups met with **Oxnard City Library**, the **Ray Prueter Library**, **E. P Foster Library**, **Hill Library**, and **Camarillo Public Library** to discuss community needs, and ultimately to support community programs and services. Collaboration between course instructors, students, and local public librarians identified and implemented multiple team-based service projects. The course design integrated community engagement with the formative assessment approach, Learning Stories, where students wrote directly to the libraries about what they

## STUDENT SERVICE IN LOCAL PUBLIC LIBRARIES

**Colleen Harris, Senior Assistant Librarian**  
**Annie White, Assistant Professor of Early Childhood Studies**

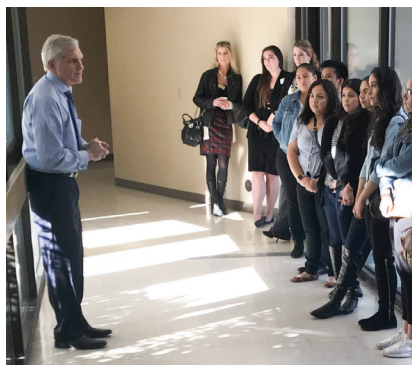
LIB/EDUC/BUS/ECON 344: The Library

observed and experienced, serving both as a learning tool for the public library and as a culminating service-learning reflection for students. As consultants, students presented final service-learning projects to library partners with recommendations for future program planning and development.



### Project Outcome

Project outcomes delivered by students included library instructions for a five-week summer coding program, guides for 3D printer use, a list of identified STEAM grants, 3D video tutorials and a report on a survey designed and conducted to identify use of designated space for youth. One team also developed a bilingual storytime series where students read books in Spanish to young children and families from the community. Overall, the service-learning projects facilitated deeper learning for students about how public libraries can best serve the needs of their community.



## SOCIAL INNOVATION PARTNERSHIP

**Carol Mack, Associate Professor**  
**Blair Craddock, Lecturer**  
**Tom Clobes, Lecturer for Health Science**

Health Science 492: Service-Learning  
in Health Sciences



### Service & Learning Goals

From the grant application:  
“Older adults with chronic disease(s) and behavioral health conditions are at high risk for inappropriate/over-utilization of acute care. This project implements a new model of service delivery approach by partnering these identified high-risk older adults with a student from a senior level of education towards the Health Science degree, in seeking to improve health outcomes, social determinants of health and decrease hospital readmissions.”



### Project Description

Some students were partnered with older adults for social support, while other students contributed to the development of resources for older adults with chronic illnesses. All students worked closely with the following community partners: **Dignity Health, Caregivers, and Camarillo Health Care District**



### Project Outcome

Expected outcomes included enhancing students’ awareness of the needs of older adults, decreasing readmissions for older adult patients with chronic disease (heart disease, chronic lung disease, and diabetes), and improving the quality of life for the older adults. Students met course requirements, as indicated by their comments about learning listening skills, especially with older adults who lack verbal skills, appreciating how complex the health care system is, and identifying some of the factors that lead to hospital readmissions. In their reflections, they reported that they found the experience extremely valuable in allowing them to contribute to their community, giving them an appreciation for the ways in which a small investment of time can create a great difference in meeting the needs of older adults, and in understanding the significance of social connectedness. In addition, data were collected on the older adults’ quality of life, readmissions, and the students’ attitudes toward older adults before and after this experience.



## THE CASE STUDY CHALLENGE

**Jacob Jenkins, Associate Professor of Communication**

COMM/BUS/POLS 333: Nonprofit Management



### Service & Learning Goals

The Case Study Challenge requires students to actively apply the concepts discussed during class, while simultaneously utilizing those concepts to give back to their local community. Reading about board governance or fund development is one thing; attending a board meeting in-person or volunteering at an actual fundraising event is something else entirely. Meanwhile, The California State University Channel Islands' (CSUCI) Foundation benefits directly from this project via volunteer hours, scholarship donations, and more.



### Project Description

The Case Study Challenge is an original, semester-long assignment that partners students with The CSUCI Foundation—the nonprofit arm of CSU Channel Islands. Students are supplied with a “menu” of 20 field-based activities to choose from in order to earn 150 points in total by semester’s end. Sample menu options include writing ten handwritten thank you notes, attending a CSUCI board meeting, volunteering at a CSUCI fundraising event, and creating an original video to thank CSUCI donors, to name but a few.



### Project Outcome

To date, The Case Study Challenge has resulted in over 1,000 volunteer hours, approximately 250 personal phone calls, and nearly 1,000 handwritten thank you notes. In addition, this service-learning project has raised more than \$13,000 toward the Dennis Gregory Mechatronics Scholarship. From a pedagogical perspective, The Case Study Challenge also requires students to connect their lived experiences to course concepts through weekly reflection papers. Kuh (2008) describes a key element of service-learning as “the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences” (par 10). Consistent with this argument, student reflections have shown to increase in nuance, sophistication, and even compassion throughout the semester. This progression not only reveals an increased understanding of nonprofit management principles, but also a greater appreciation for the work done by the CSUCI Foundation and other community leaders in our county.



## EXPLORING TRENDS IN RACIAL, SOCIOECONOMIC, & DEMOGRAPHIC CHARACTERISTICS

**Luis Sánchez, Assistant Professor of Sociology**

SOC 499: Sociology Capstone



### Service & Learning Goals

This project's community partner is the California Association of Human Relations Organization (CAHRO). One of CAHRO's stated goals is to "build the capacity of organizations addressing human relations issues through information sharing, training, and technical assistance." Students analyzed social, demographic, and economic data to measure changes in various forms of inequality from 2000 to 2016. The students completed reports for 11 counties that document changes taking place across four broad categories: racial and ethnic change, income inequality, age structure, and housing inequality. The goal is that CAHRO and its network affiliates can use these descriptive portraits to gain a better understanding of contemporary changes in their respective counties and identify particular areas of need.



### Project Description

Students were trained in data analysis procedures ranging from

exporting aggregate and individual-level data from the U.S. Census and American Community Survey. They worked to translate large data tables into more condensed figures and charts that could be used to more effectively communicate county-level changes to a general audience. Furthermore, students were responsible for compiling relevant research articles related to their project team's topic to help inform their ability to communicate the significance of their project and its relevance to human relations issues.



### Project Outcome

These county-level reports provide a statistical portrait of various social and economic changes taking place across communities statewide. They provide a contextual portrait to inform human relations commissions about social, racial, and economic changes that have taken place over the past 16 years, and identify areas of need. This quantitative project challenges students to strengthen the basic procedures they learn in statistics and methods and apply it to real-world scenarios. These skills and practices will benefit students as they apply them to a variety of job opportunities in the public and private sector that seek to understand local and regional demographics.



# 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 [www.csuci.edu/servicelearning](http://www.csuci.edu/servicelearning)



**EL CENTRITO**  
Family Learning Centers



**One Step A La Vez**

"Making Changes One Step at a Time"



**Big Brothers Big Sisters**  
of Ventura County



**Westminster Free Clinic**



**CASA PACIFICA**  
CENTERS FOR CHILDREN & FAMILIES

*Providing Hope & Help*



**girls  
inc.**



**CALIFORNIA ASSOCIATION  
OF HUMAN RELATIONS ORGANIZATIONS**

## 2017-18 SERVICE-LEARNING FACTS

<p><b>\$1.2 Million*</b> Economic Benefit to the Community</p>	<p><b>40,339</b> Hours in the Community</p>	
<p><b>1,793</b> Students Enrolled</p>	<p><b>83</b> Course Sections Offered</p>	<p><b>41</b> Faculty Teaching</p>

\* Number of service-learning hours served multiplied by the official estimated value of volunteer time in California (\$29.09)



### ACKNOWLEDGMENTS

The Center for Community Engagement 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 graphic design support; the CCE Advisory Board for their invaluable guidance; and all of our service-learning students, faculty, and community partners with whom we share our passion for community service and engagement.