

CALIFORNIA STATE UNIVERSITY
CHANNEL ISLANDS

CENTER *for* COMMUNITY ENGAGEMENT

2019

ACTIVITIES / AWARDS / RECOGNITIONS



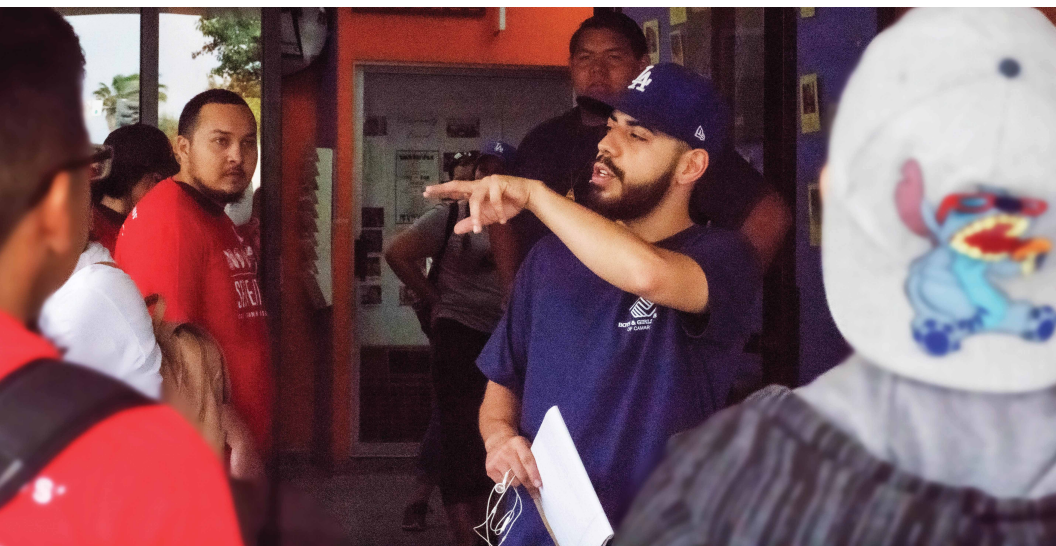


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CCE PROGRAMS, ACTIVITIES AND EVENTS

Community Bus Tour

The Center for Community Engagement (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 students, community partners 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 and Sociology programs, House Farm Workers!, Cabrillo Economic Development Corporation and Reiter Affiliated Companies offer 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.

Serve It Up

The CCE in collaboration with Intercultural Services, Retention, Outreach, and Inclusive Student Services, and Veterans Affairs programs provide signature service days created and implemented by student leaders. Students have an opportunity to volunteer at various sites during the Student Service Summit, United Way Day of Caring, Veterans Day, Dr. Martin Luther King Day of Service and César Chávez Day of Service and Learning.

The Street Store

CSUCI Corps members oversee the Street Store program, a pop-up clothing store for those in need. Community members are able to “shop” for clothing, shoes and accessories—all for free. In spring 2019, Corps members served over 100 community members at Somis Elementary School, offering donated items, including housewares and toys collected throughout the semester.

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.

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.

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.

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.

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

The CSUCI Corps Program 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.

2018-19 CORPS MEMBERS



Christian Beruman graduated in May 2019 with a degree in Psychology. He served at El Centrito Family Learning Centers as an America Reads Tutor. He believes it is important to be involved in the community because it allows people to become open-minded and aware of the world around them.



Carlos Corona graduated in May 2019 with a degree in Art & Media Design. Carlos was an America Reads Tutor at Somis Union School District and helped students with their Spanish reading. He believes it's important to get involved in the community, make connections and help those who need it.



Julissa Espinoza is a junior studying Business and plans to graduate in May 2020. She serves as an America Reads Tutor at Somis Union School District assisting school-aged children with their homework and reading skills. She wanted to work with school-aged children because she loves being a part of their success.



Nathalie Huerta graduated in May 2019 with degrees in Liberal Studies and Mathematics. She served as an America Reads Tutor at the University Preparation Charter School and helped students with their reading in Spanish. She has a desire to become a teacher and has applied to the Credential Program at CSU Channel Islands and CSU Northridge.



Alex Juarez is a freshman studying ESRM with plans to graduate in 2022. He is serving as an Academic Homework Support tutor at the Boys and Girls Club of Camarillo. He was drawn to the CSUCI Corps program and this role because he wanted to help the youth in his community.



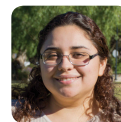
Octavio Leon graduated in May 2019 with a degree in Computer Science. He served as an After School Homework Support at Somis Union School District. He plans to pursue a master's degree or a job in the technology industry. His ultimate career goal is to be a data scientist or a business technology analyst.



Ana Mena is in her junior year studying Art and will graduate in December 2019. She serves as an America Reads Tutor at the Camarillo Library and helps students with literacy homework. Ana believes the most rewarding part of her role is seeing the children's faces the moment they grasp a new concept and watching their eyes light up.



Hailey Moore graduated in May 2019 with a degree in Liberal Studies. She served as an America Reads Tutor at the University Preparation Charter School which allowed her to integrate the techniques and activities she learned in her Education classes. She will be entering the CSUCI Credential program in fall 2019.



Xochitl Ordaz is a junior studying Business and will graduate in May 2021. She chose CSUCI because of the one-on-one connections with faculty. She serves as an America Reads Tutor at University Preparation Charter School. She was drawn to this role because it gave her the opportunity to give back to her community.



Estrella Organiz is a senior studying Biology and will graduate in December 2019. Estrella serves as an Academic Homework Support tutor at the Boys and Girls Club of Camarillo. She enjoys working with young students that have a desire to learn and eventually wants to become a professor.



Alexis Ortiz graduated in May 2019 with a degree in Liberal Studies. She was as an America Reads Tutor at the University Preparation Charter School and was attracted to this position because it would give her the experience she needed as she prepares to one day teach her own class.



Jamie Pedrozo graduated in May 2019 with a degree in Anthropology and a minor in Global Studies. She served as an Academic Homework Support tutor at the Boys and Girls Club of Camarillo and was drawn to this role because she wants to go into teaching.



Julissa Romero is a sophomore studying Sociology and Spanish and will graduate in May 2021. She serves as an America Reads Tutor at the Somis Union School District. She joined the CSUCI Corps program because she felt it would be a great opportunity to work closely with children while continuing to be a positive role model for them.



Alyssa Sanchez is a junior studying Psychology and plans to graduate in May 2020. She serves as an America Reads Tutor at Somis Union School District and believes that getting involved in the community can force you to be aware of different issues that are affecting others. She plans to pursue a career that involves making a difference and working with kids.



Elena Vachon graduated in May 2019 with a degree in Psychology. She was an America Reads Tutor at the Camarillo Library and assisted in morning storytime with toddlers and engaged in literacy activities. She was attracted to this role because she had a tutor in first grade who she saw as a hero and wanted to give back through that same experience.



Zakiyyah Willis is a junior year studying Health Science and plans to graduate in May 2020. She serves as the Peace Corps Ambassador at CSUCI providing outreach and marketing and hosting events and informational sessions about the Peace Corps program.



NEWMAN CIVIC FELLOW

Patricio Ruano, '20 Biology and Global Studies

Patricio (left) was presented his award by President Erika D. Beck

The Newman Civic Fellowship, named for Campus Compact founder Frank Newman, recognizes and supports community-committed students who are changemakers and public problem-solvers at Campus Compact member institutions. The yearlong program provides students with training and resources that nurture their assets and passions and help them develop strategies for social change.

Patricio Ruano was chosen to represent CSUCI as a 2019 Newman Civic Fellow. Patricio cares deeply about societal issues and is dedicated to social responsibility and serving his community. He first became committed to addressing issues faced by first-generation college students during his first year at CSUCI. As a first generation student, he was not encouraged to dream of an education beyond high school and felt unprepared for college. He believed that he was not meant for school. He came to understand how societal systems can work together to create cycles of poverty and make it incredibly difficult for individuals from marginalized communities to gain access to higher education.

Patricio seeks to create long-term change in the lives of youth and share his story with high school students who are children of farm workers by creating lesson plans that focus on STEM activities and social development. He is dedicated to creating equitable systems of access to higher education through mentoring to those in his community.

As he shared, “High school students I work with are all from families of color. Most have relatives who are farm workers at local farms and have no idea of what college is, which is where I come in. I develop specific lesson plans that expose them to college-going knowledge and culture. Many times these students don’t believe they can/should get involved simply because they haven’t done so in high school, and believe that they are inherently not made for school—which is a lie. One of the biggest things I try to drill in is, ‘Be a part of the school and the school will be a part of you.’”



COMMUNITY ENGAGED FACULTY AWARD

Kathleen Contreras

Kathleen Contreras (middle) was presented her award by Jennie Luna, Assistant Professor of Chicana/o Studies (right) and Jules Balén, Faculty Director for the Center for Community Engagement and Professor of English. The following is excerpted from the nomination submitted by José Alamillo, Professor of Chicana/o Studies.

Kathleen Contreras, Lecturer of Education, has developed a long-term relationship with Villa César Chávez, a farm worker housing community in South Oxnard, where her students work with children of farm worker families. Kathleen teaches Chicana/o Studies (CHS)/Education (EDU) 445: The Chicano Child & Adolescent in which students serve at Villa César Chávez, part of the advocacy housing and economic organization, Cabrillo Economic Development Organization headquartered in Ventura County. Students enrolled in CHS/EDU 445, facilitated the process of growing a community-based garden, by first teaching children through a literacy-based program on the importance of a plant-based diet and a community/collaborative endeavor to plant a community garden with the participation of children and families living at Villa César Chávez.

Her students did more than build a community garden, but taught the children the importance of a plant-based diet, healthy eating practices and gardening techniques. What is innovative about this service-learning project is that it reconnects children and stu-

dents back to their agricultural roots through a culturally relevant garden and nutrition program. Most children are ashamed about their family’s farm worker roots which disconnects them from the land and food, but through this nutritional garden they are able to reconnect to land, food and culture.

Kathleen uses the pedagogy of service-learning to teach the social, educational, health and financial realities of Latino youth and their families living in a farm worker community, while enriching the academic and social experiences of CSUCI students, many of whom are aspiring to become bilingual teachers. I applaud Kathleen’s work and her students for developing a close partnership with Villa César Chávez and Cabrillo Economic Development to develop this culturally relevant service-learning project that made personal connections to low-income and immigrant youth, and their families.



DR. RICHARD R. RUSH COMMUNITY PARTNER AWARD

Right to left: Adriana Synegal, '19 BS Health Science, Anna Jackson, Jules Balén, Faculty Director for the CCE and Professor of English, Jessica Silon and Kristen Linton, Assistant Professor of Nursing.

Jessica Silon's and Anna Jackson's impact on the learning of CSUCI current students, as well as our future students is invaluable. Jessica is a Health Corps Coordinator currently assigned to the Oxnard Union High School District (OUHSD) to enhance health outcomes of high school students due to the health disparities experienced in the OUHSD. She works in partnership with Anna, the Farm-to-Table Coordinator at OUHSD, to provide rich learning experiences for students.

In the spring of 2019, Jessica and Anna worked with Health 301: Public Administration students to plan and facilitate community health fairs at six OUHSD schools. They visited our classroom three times in the semester sharing their health knowledge, reflecting on the strengths and challenges of implementing a health fair and discussing next steps with the students. Working with student groups, Jessica and Anna provided guidance and mentorship and took on the role of community co-educators to help the students better understand the issue of obesity in the OUHSD.

They were very involved with the students as they developed and implemented health fairs at Oxnard High Schools - helping them decide on a public health issue to address (i.e. obesity) a hands-on activity to implement with the high school student at the fair, and designing a survey to evaluate the impact of the high school students that participated in their activity. Jessica made our students feel welcome by preparing their tables at the health fairs with table covers, welcome bags, and "she came and checked on us several times," reported a student.

Jessica, Anna, and our Health 301 students impacted OUHSD students by providing a glimpse of what college looks like to our local high school students. Because of their active involvement, Health Science students learned real-world challenges in their attempt to engage with the high schools students as they implemented their hands-on activities and collected survey data.



COMMUNITY-BASED RESEARCH AWARD Leslie Abell, Lecturer of Sociology

Leslie (left) was presented her award by Dennis Downey, Professor of Sociology and Jules Balén, Faculty Director for the CCE and Professor of English



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 Center for Community Engagement, in partnership with the California Institute for Social Business, initiated an annual volume of CBR reports conducted by students and faculty titled CBR@CSUCI.

To see the first volume please visit:
<https://journals.library.csuci.edu/index.php/cbrci>

Leslie Abell has been a staunch practitioner and supporter of community-based research (CBR) since she arrived at CSUCI. Leslie's practice of CBR has been in the context of the Sociology capstone course, where her students have conducted and completed numerous reports in recent years—benefitting the community and offering her students invaluable undergraduate research experience. One project of particular note is a series of interviews with service-learning faculty at CSUCI about best practices in their courses. The report provided the Center for Community Engagement with useful information about service-learning coursework from faculty's perspective. Equally important is her support and promotion of CBR through her editorial work for CBR@CSUCI, which have made it possible for the first wave of reports to be posted electronically in spring 2019. They will be an invaluable resource for our campus in the future by raising the visibility of CBR, providing models, and providing an outlet for high quality reports produced on campus—so her contributions have an enormous positive impact on the practice of CBR at CSUCI.



STUDENT REFLECTIVE ESSAY AWARD

Alicia Carr, '20 Political Science

Alicia (left) was presented her award by Dana Baker, Assistant Professor of Political Science. The following is an excerpt from her reflective essay.

To hear Alicia's full essay, please visit go.csuci.edu/FullEssay. You will also find videos of their students reading their essays. Enjoy!

I went in to this class expecting to learn about the use of statistics in political science and came away with not only more knowledge, but also a more positive can-do attitude, having seen first-hand how statistics can truly make a difference in the public sector. I had never heard of service-learning before taking this course. When I saw the presentation early in the semester, I was intrigued and excited about combining education and public service. This project was my first glimpse into volunteering to assist the elderly population. When Tammy Glenn, CEO, Caregivers (provides resources to elderly) came into class and described Caregivers' mission, I knew it was the organization I wanted to work with, and I am so grateful I had the opportunity to do so.

With my political science degree, I had seen myself becoming a political strategist. I was fascinated with the different strategies to get out the vote, getting to travel across the country assisting campaigns. This class is centered on public policy, and it was eye-opening how much statistics can influence it. I was not the least bit familiar with the public policy making process, but after working with

Caregivers I am now interested in possibly heading more in that direction rather than working with political campaigns. I was aware that the baby boomers are heading into retirement age, but did not know just how skewed public services are toward the elderly.

I had heard of organizations such as Meals on Wheels assisting the elderly population, but Caregivers is unique in that they want to change the perception of who the elderly are. Tammy said in her presentation that youth are looked at as an investment, while the elderly are looked at as an expense. That point hit home for me. I realized that was what my attitude had been previously. With the data we were provided, we concluded that there is an upward trend in the number of volunteers at Caregivers, which means that the perception of senior citizens is in fact changing a bit.

My perspective on the aging population has changed, as well as what I may focus on in my political science career. Combining statistics with social justice and public policy was incredibly rewarding and I am definitely registering for another class here at CSUCI with a service-learning component.

COSECHANDO COMUNIDAD: HARVESTING COMMUNITY

Kathleen Contreras, Lecturer of Education

Chicana/o Studies/Education 445: The Chicano Child & Adolescent



Service & learning Goals

It is ironic that in a rich, agricultural region in Ventura County, farm workers often don't benefit from the fresh fruits and vegetables they harvest. However, a local community and culturally relevant nutritional garden, can reduce food insecurity and positive dietary intake, as well as strengthen family and community relationships. At Villa César Chávez, located in agriculturally-rich Oxnard, residents with the help of CSUCI students confronted this health issue of nutritionally-based diet by creating and maintaining a culturally-relevant, community-based garden planted by children with the assistance of CSUCI students. Our goal is not only to feed the residents, but grow friendship and strengthen community bonds.



Project Description

CSUCI students created a community garden with the residents of Villa César Chávez, a farm worker housing development, which is part of the advocacy housing and economic organization, Cabrillo Economic Development Organization, headquartered in Ventura County. CSUCI students enrolled in Chicana/o Studies/Education 445, facilitated the process of growing a community-based garden, by teaching children through a literacy-based program on the importance of a plant-based diet and a community/collaborative endeavor to plant a community garden

with the participation of children and families living at Villa César Chávez.



Project Outcome

Service-learning offers additional teaching tools to learn about the social, educational, health and financial realities of Latino youth and their families living in a farmworker community, while enriching the academic and social experiences of CSUCI students, many of whom are aspiring to become bilingual teachers. CSUCI students gained rich experiences in teaching literacy-based and hands-on activities for children, including, making personal connections to low-income and immigrant youth, their families, and community-based organizations and becoming aware of the importance of a plant-based diet, especially vegetables grown in a sustainable community garden maintained by residents.



LA LENGUA QUE NOS UNE: SERVICE AND LEARNING IN SPANISH

Stephen Clark, Professor of Spanish
Spanish 498: Service-Learning Capstone in Spanish



Service & Learning Goals

The community need that our students helped meet is the need for interpretation, translation and outreach to Spanish speakers in Ventura County where 38.6% of families speak a language other than English at home. The goal was to help community partners better serve the Spanish-speaking public via improved communication with their clientele. The central learning goals of the course are for students to:

1. Learn more about their community and how their actions can impact a larger societal context;
2. Improve their Spanish via real-world practice in a professional setting.

Project Description

Student groups working with Mixteco Indígena Community Organizing Project taught basic Spanish literacy skills to indigenous adult learners.

Students who worked with Straight Up Ventura County subtitled videos on drug abuse; helped stage reality parties in Spanish to educate parents of adolescents about the “current realities” of teenage drinking. At FOOD Share they created and presented workshops in Spanish on safe food-handling. Students at Cabrillo Economic Development Corporation translated an annual report and website materials into Spanish. And students serving at Westminster Free Clinic taught classes in Spanish on heart and oral health, and performed medical interpretation.

Project Outcome

The official service outcomes are:

1. Demonstrate a commitment to be an involved and responsible citizen;
2. Demonstrate how one’s actions can impact a larger societal context.

The official learning outcomes include demonstrating improvement in speaking, listening, reading, and writing in Spanish. Unofficially, an important goal of the course is to help students bridge the gap between classroom learning and life post-graduation by showing them how many things they can do for their community thanks to their bilingualism. Several of our students have stayed on with their partners after the semester concluded, and some have even received offers to do paid translation work as a result of their service projects.

FARM WORKER ACCESS TO CHILDCARE: A MIXED METHODS ANALYSIS OF NEEDS AND BARRIERS

Rachel Soper, Assistant Professor of Sociology
Sociology 499: Capstone

Service & Learning Goals

The purpose of this community-based research project was to better understand what the current access, needs and barriers to childcare are among Ventura County’s (VC) farm worker population. Our community partner, Reiter Affiliated Companies (RAC) will use the results of our analysis to better inform their decision-making regarding how to allocate funds to enhance childcare options for farm workers. It is important to note that data was collected on farm workers in VC, not just farm workers who are employed by RAC. In this way, we sought to find solutions to better the lives of VC farm worker families as a whole, not just those employed by a specific company.

Project Description

RAC, a multigenerational farming company in Oxnard, CA, designed survey and focus group questions and collected information from over 400 members (Spanish and Mixteco-speaking) of VC agricultural community. Twelve Sociology Capstone students analyzed the data and reported results. Six students audio-recorded, transcribed, translated, and coded focus group responses while another group of six students calculated univariate and bivariate analysis of variables they constructed from raw survey spreadsheet data. Key findings indicated that only



49 respondents currently have access to licensed childcare, compared to 211 respondents who utilize un-licensed care. In addition, more strawberry harvesters have access to licensed care than raspberry harvesters (31% compared to 10%). Regarding age of childcare, the largest need is for elementary-school aged kids (K-6th grade), followed by preschool (3-5 years old). Moreover, strawberry harvesters reported needing infant care more than raspberry harvesters (31% compared to 18%). With regard to barriers, cost and qualification were the largest hurdles, followed by work schedule and lack of weekend care, for both Spanish and Mixteco-speaking respondents.

Project Outcome

As a result of this project, RAC is better able to assist the childcare needs of the local farm working community. Students learned how to analyze focus group and survey data, report empirical findings, and situate those findings in relation to existing scholarly literature. They also gained an appreciation for the process of social research and the vital role of bilingual language skills.

HEALTH IMPROVEMENT PROJECT

Kristen Linton, Assistant Professor of Nursing

Health Science 301: Introduction to Public Health Administration

Service & Learning Goals

About half of students at high schools in the Oxnard Union High School (OUHSD) District are overweight or obese. Health Improvement Projects (HIP) were conducted in collaboration with OUHSD, Health Corps, and the Health (HLTH) Science 301 Public Health Administration course in spring 2019 semester. The students applied learning outcomes to the HIP: program monitoring methods, performance management, program evaluation, and evidence-based public health concepts.

Project Description

Student groups conducted research on etiologies or causes related to overweight or obesity for the community surrounding the school. Students planned a brief hands-on activity that they could conduct with students at a health fair at the school that addressed the etiology or cause that they identified. Students also planned program evaluation methods including designing and administering a post-survey. For example, one student group addressed the etiology of lack of access to safe places to engage in physical activities by planning and implementing the following brief, hands-on activity: 3 exercises one can do at home using body weight (push ups, squats, and planks). Since the six health fair dates were staggered throughout the

spring 2019 semester, each student group reflected in a brief roundtable presentation following the health fair. Each group learned from the groups prior to them regarding engagement of high school students, space issues, and how to collect survey data.

Project Outcome

The most impactful part of HIP was students' reflection of their experience and learning. The students reflected on how they would improve upon the HIP if they could do it over again. Many of the HLTH 301 students have registered for a capstone course in fall 2019 in which they can conduct a more thorough program evaluation of their HIP by improving upon it and completing the HIP again in fall 2019. We will never know the true impact the HLTH 301 students had on the high school students, but I believe that their very presence gave high schools students a glimpse of what it's like to be a college student having fun at CSUCI. One high school student said: "I never thought I could do a push up but now I do."



FOSTER YOUTH COME TO COLLEGE EVENT

Nancy-Jean Pément, Lecturer of School of Education

Education 631 & 632: Education Principal's Leadership



Service & Learning Goals

Only half of foster youth will graduate high school. Of those students, 10% will attend a university. Among those students who attend a university, only one to three percent actually persist to graduation. These dismal statistics point to the important work of creating and maintaining pathways to higher education for those students who have been in foster care at some point in their lives.

Project Description

In collaboration with our partners at the Ventura County Office of Education (VCOE), the School of Education sought to advance initiatives to meet the needs of foster youth transitioning from high school to higher education. In this graduate level course, students received Trauma-Informed Practices for Schools training from VCOE Foster Youth Services Office to recognize trauma and the lived realities of foster youth. This course culminated in the Come to College! event held in

January 2019, a full day information session and social on campus designed specifically to meet the information needs and interests of local foster youth. Concomitantly, graduate students were encouraged to thoughtfully consider and critically assess how they experience and perform their leadership and advocacy roles with unique student communities, as well as the implications for both personal and professional identity and growth.

Project Outcome

This course encouraged graduate students in higher education to advance culturally-relevant leadership for social justice and civic courage by working to create inclusive and equitable learning communities that assure the success of all members of society. By enacting critical and emancipatory pedagogies, graduate students focused specifically on the experiences of foster youth and considered their roles, as higher education professionals, to enhance pathways to the university.

CREATING AND CONSULTING IN THE COMMUNITY

Parul Malik, Assistant Professor of Communication
Communication 442: Organizational Communication

Service & Learning Goals

Fifty-seven students enrolled in Communication 442: Organizational Communication had an opportunity to apply their knowledge of theoretical concepts such as team work, leadership, power, conflict management, culture, communication to specific projects co-designed with 9 community partner organizations. The over-arching learning objective was to “to apply academic learning to the benefit of local community.” We adopted the following two models of service-learning: 1) Problem-Based Service-Learning: the students worked as “consultants” to provide recommendations for an organizational problem faced by their client 2) Discipline-Based Service-Learning: the students identified relevant organizational goals of their partner organization and strategically crafted communicative content to further those goals.

Project Description

Student work was organized in two categories: creating content and providing communication consulting. Some notable projects where student created content included, interviewing farm workers, photographing their families to create social media content benefitting the advocacy work of House Farm Workers!, producing a series of videos for fundraising at Studio Channel Islands, creating flyers for Dolphin



Pantry, creating a social media plan, tabling events, and #GivingTuesday campaign content. Students provided communication consulting by: designing a community outreach survey and collecting data for the Camarillo Public Library and generating a visual style guide, identifying artifacts for a virtual tour of the Camarillo Ranch Foundation, interviewing board members of My Kaleidoscope Project to identify communicative practices of their geographically distributed board, and creating a volunteer recruitment plan for Community Roots Garden.

Project Outcome

Students contributed to the community by creating communicative content and providing communicative consulting for 9 partner organizations. In doing so, they not only rendered valuable service as engaged students and citizens but also discovered their personal strengths and skills to create tangible products for several partners.

ECOSYSTEM MONITORING IN LAS BAULAS NATIONAL MARINE PARK, COSTA RICA

Don Rodriguez, Professor of Environmental Science & Resource Management and Allison Alvarado, Assistant Professor of Biology
UNIV 392: The Natural & Cultural History of Costa Rica

Service & Learning Goals

Scientific collaboration between diverse international partners promotes imperative environmental activism and conservation, especially in the face of destructive habitat loss and global climate change. This project facilitates an exchange between CSUCI, Universidad Nacional (UNA) of Costa Rica, and SINAC (Costa Rican Park Service). Together we conducted biological research within Las Baulas National Park, which is extremely short staffed and where the impacts of encroaching development are poorly understood. Our goal was to inform management actions that protect habitat and biodiversity within this highly threatened ecosystem.

Project Description

After receiving training from faculty, CSUCI and UNA students worked side-by-side in teams to monitor various ecosystem elements (mangrove, birds, microplastics, sea turtle nesting habitat, and tourist interactions) along the coast. We collected valuable data that assisted the SINAC staff in building a database of ecosystem condition. This important scientific contribution can only be achieved through a team effort by students and faculty from multiple institutions working with government officials.



Project Outcome

CSUCI students gained experience with scientific investigation and Costa Rican culture throughout the trip. The intimate nature of collaborating with UNA students provides a broadened world view. By seeing common problems shared by both countries through the lens of their Costa Rican contemporaries, students come to appreciate the challenges of limited resources (personal and professional) experienced in other countries. This unique interaction also allows for a peer-to-peer exchange of ideas and a powerful immersive learning experience for our students. For example, a student petition to abandon single use plastic at CSUCI was inspired by UNA students' efforts to facilitate a similar ban on their campus.



LAND USE PLANNING AND MANAGEMENT FOR THE COMMUNITY

Dan Reineman, Assistant Professor of Environmental Science & Resource Management
Environmental Science & Resource Management 464: Land Use Planning and Open Space Management

Service & Learning Goals

In this interdisciplinary course students explored, theory, policy, and practical application to consider a number of relevant environmental issues, impacts, strategies, and processes of contemporary land and sea management (i.e. ecology & biodiversity, access with equity, underlying geography, marine spatial planning, principles of planning, and the role of legal doctrines and courts).

Project Description

Students worked in teams with various community partner organizations to, at a high level: generate a better understanding of these issues in practice; learn to work with and tailor one's efforts to the needs of a specific organization; and draw on concepts of planning and management to aid local organizations. Teams comprised of three to four students each worked to address a current question, issue, need, or challenge faced by one of the local partners. The ultimate goal for students' projects was to find an issue for them to research, analyze, and ultimately generate deep insight about that will

benefit the organization either directly or indirectly, and in so doing, hone the students' professional engagement skillset.

Project Outcome

From a project perspective, the key outcomes were the students' project deliverables: data, maps, reports, and other products that students delivered directly to their partner "clients." From a curricular outcomes perspective, by repeatedly presenting, sharing, and reporting on their team's project to their colleagues in the course, all students benefited from their collective exposure to the breadth of issues, needs, methods, organizations, and so on that fall under the umbrella of "land use planning and management." From a service-learning perspective, students were organized in a client/consultant model, in which the students—as consultants—had the responsibility of understanding and meeting the needs/interests of their partner organizations—the clients. In class, we placed strong emphasis on professional development and the "soft skills" that go along with it.



MEETING PATIENTS WHERE THEY ARE THROUGH COMMUNITY-ACADEMIC PROJECTS

Charlene Niemi, Assistant Professor of Nursing
Nursing 452 and 453:
Community Health Nursing

Service & Learning Goals

Sections of Los Angeles County (LAC) have the highest rate of unemployment, incomes less than 100% of poverty level, homelessness, medically uninsured, and community members with less than a high school education. Additionally, the area has the highest rate of residents with diabetes and hypertension. In order for clients to make informed health decisions a certain level of health literacy is necessary.

Project Description

The Health Literacy and Education Station at Care Harbor Clinics was a joint venture between Care Harbor and the Bachelor of Science Nursing program at CSUCI. Care Harbor mission statement is to "promote the health and well-being of underserved populations by creating new pathways to accessible, sustainable care" (Care Harbor, 2017). The Care Harbor Clinics provide free medical, dental, and vision care to the underserved of Los Angeles. The clinic operates over the course of three days on a yearly basis and to date has treated more than 23,000 patients. For the

past two years nursing students have developed and run the Health Literacy and Education Station at Care Harbor. Students worked closely with the Care Harbor stakeholders, healthcare providers, Los Angeles Public Health, and Los Angeles County officials to develop a wide range of educational material for the population served.

Project Outcome

Students created educational brochures in English and Spanish for management of hypertension and diabetes. They created short 3-minute video clips on blood pressure, diabetes, understanding food labels, exercise, and hydration. Students crafted short text messages on healthy tips and management of hypertension and diabetes. Students provided over 450 patients with free equipment to check their blood sugar and blood pressure. Students learned the importance of health promotion and prevention, as well as the importance of health literacy and social determinants of health.

2018-19 COMMUNITY PARTNERS

The Center for Community Engagement partners with area non-profit organizations, governmental agencies, libraries and schools who serve as co-educators. These service-learning partnerships address community needs such as: homelessness, housing, food insecurity, environment, immigration, youth development, literacy, aging, health, education, and community economic development.

Alma Via of Camarillo
Alzheimer's Association
Big Brothers Big Sisters of Ventura County
Boys & Girls Club of Camarillo
Cabrillo Economic Development Corporation
Cafe on A / Acuna Gallery and Cultural Center
California Association of Human Relations Organizations
California Conservation Corps
Camarillo Health Care District
Camarillo Library
Camarillo Ranch Foundation
Canine Adoption and Rescue League
Caregivers
Casa Pacifica
Catholic Charities of LA - OASIS
Central Coast Alliance United for A Sustainable Economy
City of Agoura Hills-Department of Community Services
City of Oxnard
Coalition for Family Harmony
Community Action of Ventura County
Community Roots Garden
Diversity Collective Ventura County
Food Forward, Ventura County Branch
FOOD Share, Inc.
Forever Found
Girls Empowerment Workshops
Girls Inc. of Carpinteria
House Farm Workers!
Housing Authority of the City of San Buenaventura
Independent Living Resource Center
Kids & Families Together
Lideres Campesinas

Many Mansions
Mercy Housing California
Mixteco/Indigena Community Organizing Project
Mountains Restoration Trust
Museum of Ventura County
My Kaleidoscope Project
Ojai Valley Land Conservancy
One Step a la Vez
Palmer Drug Abuse Program of Ventura County
Pleasant Valley Historical Society
Project SAFER
Reiter Affiliated Companies
Ride On Therapeutic Horsemanship
Roze Room Hospice
Santa Barbara Museum of Art
Santa Barbara Museum of Natural History Sea Center
Santa Barbara Police Activities League
Santa Monica Mountains National Recreation Area
Santa Paula Art Museum
School on Wheels
Special Olympics
Storyteller Children's Center
Straight Up Ventura County
Studio Channel Islands
Surfrider Foundation Ventura County Chapter
The Human Nature
The Partnership for Safe Families & Communities of Ventura County
Transition House
University Preparation Charter School
Ventura County Library System
Ventura County Rescue Mission Alliance
Westminster Free Clinic





California State
University

Center for
**COMMUNITY
ENGAGEMENT**
CHANNEL
ISLANDS

2018-19 SERVICE-LEARNING FACTS

\$1.3 Million*
Economic Benefit
to the Community

44,000
Hours in the
Community

68
Partner
Sites Served

2,100
Students
Enrolled

76
Courses
Offered

48
Faculty
Teaching

* Number of service-learning hours served multiplied by the official estimated value of volunteer time in California in 2018 (\$29.95).



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www.csuci.edu/servicelearning