

## IEAP Initiative Status Report

Fall 2022



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**Project/Initiative Title:** “A Service-Learning Approach to Teaching Ethnic Studies.”

**Mission Based Center:** Center for Community Engagement (CCE)

**Leads:** Georgina Guzmán, Faculty Director and Pilar Pacheco, Director

**Date:** November 30, 2022

### OVERVIEW

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

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

**Metrics/Data for Evaluation:** Feel free to connect with Matt Zivot, Director of Institutional Research, for assistance in thinking through how to convert your project or initiative's goals into measurable outcomes.

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

For assessment purposes, we will be implementing both quantitative survey instruments within several Ethnic Studies classes as well as assigning qualitative reflective essays as signature assignments within the Ethnic Studies classes with the service-learning component.

What data will be necessary for determining impact?

In Spring 2023, there will be 4 lower-division Chicana/o Studies courses offered (Africana Studies is not offering any courses during this semester). Service-learning will be taught in one of those courses (CHS 200) as well as CHS 383.

To gather data on the impact of service-learning, faculty will administer a survey at the beginning and at the end of their classes. This survey will compare the student responses from the students enrolled in an Ethnic Studies course with service-learning (1/4 sections) to the student responses from the classes that did not offer service-learning (3/4).

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

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

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

How and when are these data being collected?

Pre-post surveys will be administered in class during the spring 2023 semester. They will be Qualtrics or Google Surveys. Students will submit reflective essays onto Canvas in May 2023.

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## STATUS

### Progress:

- A year-long Faculty Development Program has been developed and created, inviting leaders in the field of service-learning and Ethnic Studies, to facilitate monthly faculty workshops.
- Recruited two Ethnic Studies faculty members Drs. Raul Moreno and Nicholas Centino to participate in the program and embed service-learning into their spring Ethnic Studies courses, CHS 200: Diversity in the Latina/o Community and CHS 383: Chicana/o Latina/o Identity, respectively.
- Facilitated two workshops to date, with another offered in December 2022. The first workshop was attended by Ethnic Studies faculty and three other faculty members. The workshop welcomed Dr. Tessa Hicks Peterson for the first workshop, "The Work Before

the Work." Tessa is from Pitzer College and has worked for almost a decade as a program director with several leading civil rights and social justice organizations in Los Angeles. She has a Masters and Ph.D. in Cultural Studies from Claremont Graduate University and a BA in Psychology from UC Santa Cruz. She holds a joint faculty- administrator position at Pitzer and, in that capacity, has worked on several policies, programs, and organizational structures related to community engagement and collaborative research, spanning the co-development of community-campus partnerships related to prison education, local Native American tribes, and critical mentoring, among others. Tessa's teaching and scholarship center on community-based education and research, social change theories and movements, decolonization and indigenous knowledge, and prison education and abolition.

The second workshop invited Dr. Jason Ferreira to discuss how service-learning has become a "high-impact practice" in the university, but how in fact Ethnic Studies laid the groundwork for the adoption of high-impact practices and pedagogical methods that are utilized in universities today. He will discuss the original community-oriented goals of Ethnic Studies and how we as faculty can revisit the revolutionary origins and potential of service-learning to help re-envision how Ethnic Studies and service-learning can work in tandem to maximize student success and simultaneously obtain community empowerment in the 21st-century. Jason Ferreira is Associate Professor in the Department of Race & Resistance Studies located within the College of Ethnic Studies at San Francisco State University. He holds a BA in History from the University of Illinois at Urbana/Champaign (1992) and both an MA and PhD in Comparative Ethnic Studies from the University of California at Berkeley (2003). He has been a recipient of the University of California President's Postdoctoral Fellowship, and in 2019-20, he served as a Visiting Scholar at Harvard University in the Charles Warren Center for Studies in American History. Dr. Ferreira's teaching and scholarship focus on the history of radicalism within and across communities of color. Recent scholarship includes "With the Soul of a Human Rainbow: Los Siete, Black Panthers, and Third Worldism in San Francisco," published in the award-winning anthology *Ten Years that Shook the City: San Francisco, 1968-1978*. He is also published in *Kalfou: A Journal of Comparative and Relational Ethnic Studies*, *Latino Studies*, and internationally in the *Doshisha American Studies Journal*Currently Dr. Ferreira sits on the Advisory Council of the Institute for Civic and Community Engagement. Dr. Ferreira has also served for many years as a reviewer for the Ford Foundation Fellowship Program.

- Hired and trained two student assistants to act as Service-Learning Peer Leaders in the Ethnic Studies courses in one section of CHS 200 and CHS 360 in spring 2023.
- During the fall, 2022 semester, the Service-Learning Peer Leaders created a 15-week service-learning reflection toolkit complete with community-building, student preparation, and focused conversation activities. They have practiced these exercises, biweekly, with the student group, CSUCL Corps to receive feedback and make edits.
- The faculty and Service Learning Peer Leaders have met with the CCE to workout the program logistics, and determine spring schedules.
- The CCE has met with Drs. Raul Moreno and Nicholas Centino to discuss the logistics and assessment for their courses next semester.

## Formative Assessment

**Initiative-focused prompt:** What problems have you encountered? What feedback would

be useful to you at this point?

Faculty recruitment into the year-long faculty development program has been a challenge. We anticipated faculty, especially the new Ethnic Studies faculty, being ready to participate in this initiative. And while it was met with enthusiasm these new faculty, taxed with building and teaching their courses, getting to know the university and their students, and participating on committees wanted to wait until they were more seasoned. All understandable. This challenge does provide us with an opportunity to work closely with the Ethnic Studies Coordinator, Jose Alamillo, and our two faculty recruits to strategize how best to move forward with this initiative.

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

The CCE believes that this initiative should be considered for permanent funding. We know - the value the high-impact practice of service-learning, its origins were in the development of Ethnic Studies programs in the 1960s, its positive ties to student belonging and success, and how it has positively impacted CSUCI students. A recent faculty-student research project explored 8 years of CCE student data, using statistical techniques to examine the effect that taking service-learning/community engaged courses has on retention and graduation rates. One significant takeaway from the research showed that taking a service-learning/community engagement course correlates with improved 1st-year retention, 4-year grad rates for transfers, and 6-year grad dates for freshmen (Trujillo, Mota, Rosete, Villegas Sanchez, and Wyels, 2021).

Further analysis indicates that full-time entered-as-freshman students who took zero service-learning/community-engaged courses their first year had a 63.4% likelihood of first-to-second year retention; while those who took at least one service- learning/community-engaged course their first year had a 83.3% likelihood (Wyels, 2022)

Continuing to create rich and vibrant experiences where students can see themselves reflected within the university is more important than ever. This initiative has the potential to contribute to what we have set out to do - actively participate in retention efforts by expanding students' community-engaged learning opportunities that allow students to connect with others and play an active role within their own communities while also tapping into their skills, knowledge, and creativity will help to cultivate a sense of belonging and lifelong commitment to civic participation

**Evaluation:** What have you learned thus far? Include data used to inform this evaluation.

The assessment will be conducted in spring 2023 and we will provide data in the June report.