

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

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

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.