

# Committed to Diversity and the Public Good:

A Conceptual Model for Building a Long-Term, Mutually  
Beneficial University-Community Service-Learning Partnership

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WASC Senior Colleges and Universities Consortium – Academic Resource Conference  
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# Preview

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- ▶ **Overview**
  - ▶ Background/Context
  - ▶ Statement of the Problem/Need
  - ▶ Research Question
  - ▶ Theoretical Framework
  - ▶ Research Methodology / Data Collection
- ▶ **Findings: Conceptual Model**
- ▶ **Implications**
- ▶ **Limitations/Recommendations for Future Inquiry**



# Background / Context

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# What is OCAPICA?

## Program Areas:

Health

Youth  
Education

Mental Health

Workforce

Policy &  
Advocacy

Service. Education.  
Advocacy.  
Organizing.  
Research.

OCAPICA Stands for:

Orange County

Asian

Pacific Islander

Community Alliance



Mission: to **build a healthier and stronger community** by enhancing the well-being of Asians and Pacific Islanders and other underserved communities through **inclusive partnerships**.



# What is Asian American Studies at CSUF?



## Vision:

The vision of the Asian American Studies Program is to achieve and sustain social justice for all, with a specific focus on Asian and Pacific Islander Americans.

## Mission:

The Mission of the Asian American Studies Program is to realize the program's vision through creating knowledge, teaching, and serving Asian and Pacific Islander Americans.

# Youth Education Department

## 1999-2001

- OCAPICA Youth Programs began to take shape.
- Financial Literacy
- Youth Coffee House
- 2001- An Afterschool Program held at OCAPICA's office was started. It later became known as SOAR After-school program. Funding was provided by United Way.

## 2007

- OCAPICA Received funding from The California Endowment to create a Health Careers Pipeline program for the Pacific Islander Community.
- As a result of the findings of the PIPELINE Program, OCAPICA received additional funding from Orange County United Way to start an after school program focused on PI students. The Program was called College Bound. The program was started at Magnolia HS.

## 2010

- The SOAR Afterschool program ended and OCAPICA Youth programs began to take a different shape.
- WIA Youth Employment Program began.
- the Collegebound Afterschool program held at Magnolia High School was renamed OCAPICA Bridges. It was renamed as a branding effort to be inclusive of potential expansion to other schools.
- A pilot after school program was launched at Bolsa Grande High School in Garden Grove. This program focused on junior students and followed them for the two remaining years of their high school experience. The program was funded by Southern California Edison.

## 2012

- OCAPICA expressed interest in applying for the U.S. Department of Health and Human Services, Office of Minority Health Youth Empowerment Program funding opportunity.
- Dr. Tu-Uyen Nguyen was approached by OCAPICA to partner in the proposed program
- Partnership was established with Asian American Studies Department and the CSUF Health Promotions Research Institute was identified and funding route.
- **June 8, 2012- Proposal was submitted in which the program was titled HAPIY**
- **September 2012- HAPIY was fully funded and the ground work began!**

## 2013

- **HAPI-YEP Officially Launches!!**
- The OCAPICA Bridges afterschool program begins to transition into HAPI-YEP, an academic and health focused program.



# Partnership for Youth: Evolution, 2008-present

## I. Partnership Development

- **Relationship-building:** visioning together, mutual support
- **Collegial/shared governance:** mission, values, assumptions and beliefs  
Communication: Monthly meetings, weekly phone calls, email
- **Research** sustainable models (SFSU and resources)
- Create and co-teach ASAM 230, "Civic Engagement Through AAPI Studies"
- [helloasam230.wordpress.com](http://helloasam230.wordpress.com)

## 2. Infrastructure/Curriculum Development

- **Identify:** curricular solution to community need (consistent college-aged mentors)
- **Research:** CSUF curriculum development; enrollment-driven budget
- **Spring 2010.** Special course (Program and College approval; elective limited to 3 semesters)
- **Fall 2011.** Permanent course (Program, College, University Curriculum Committee and Academic Senate approval; elective in university curriculum)
- **Fall 2016.** General Education course (Program, College, University General Education Committee and Academic Senate approval for Fall 2017)
- **FIRST dedicated Service-Learning course** (created as a SL course, not modified) **to be approved for GE Status in CSUF history**

## 3. Infrastructure/Resource

- **Intramural Grants:** CSUF Center for Internships & Community Engagement; Faculty Enhancement & Instructional Development
- **Extramural Grants:** Southern California Edison, 2011 and 2012

# Statement of the Problem/Need

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Sustainability

Long-Term Mutually  
Beneficial Community-  
University Partnership





# Research Question

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**What kind of conceptual model or framework could be used to explain our long-term, mutually beneficial sustainable effort?**



# Theoretical Framework

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## Grounded Theory

- Glaser & Strauss, 1967; Strauss & Corbin, 1994
- “grounded in data systematically gathered and analyzed” employing “Constant Comparative Analysis.”

## Action Research

- Bogdan & Biklen, 1992
- “systematic collection of information that is designed to bring about social change,” i.e., the practitioner is actively involved in the cause for which the research is conducted.



# Research Method/Data Collection

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## Auto Ethnography

- Timeline creation
- Oral histories
- Reflective writing

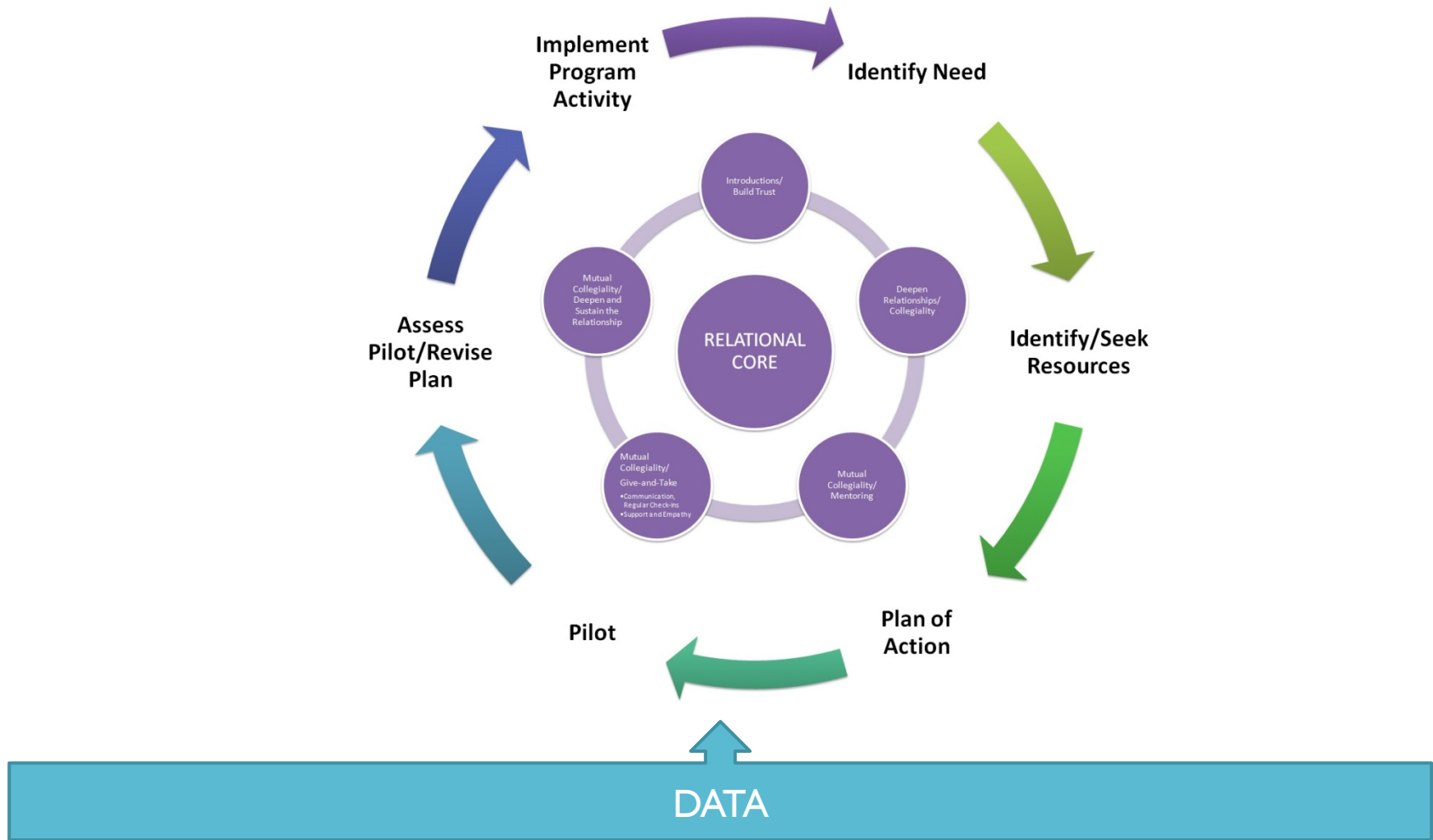
## Archival Research

- Recording/reviewing artifacts and text documents



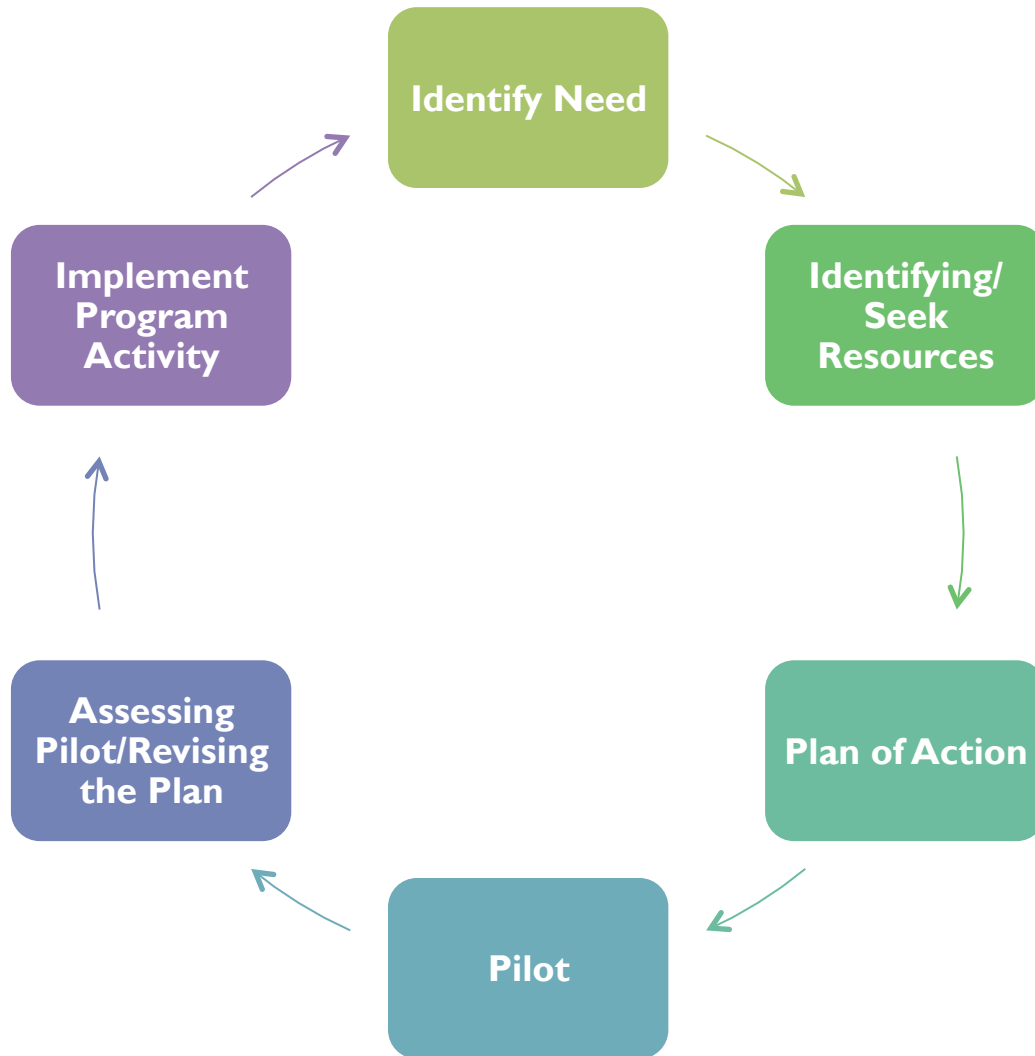
# Findings – Generating Conceptual Model

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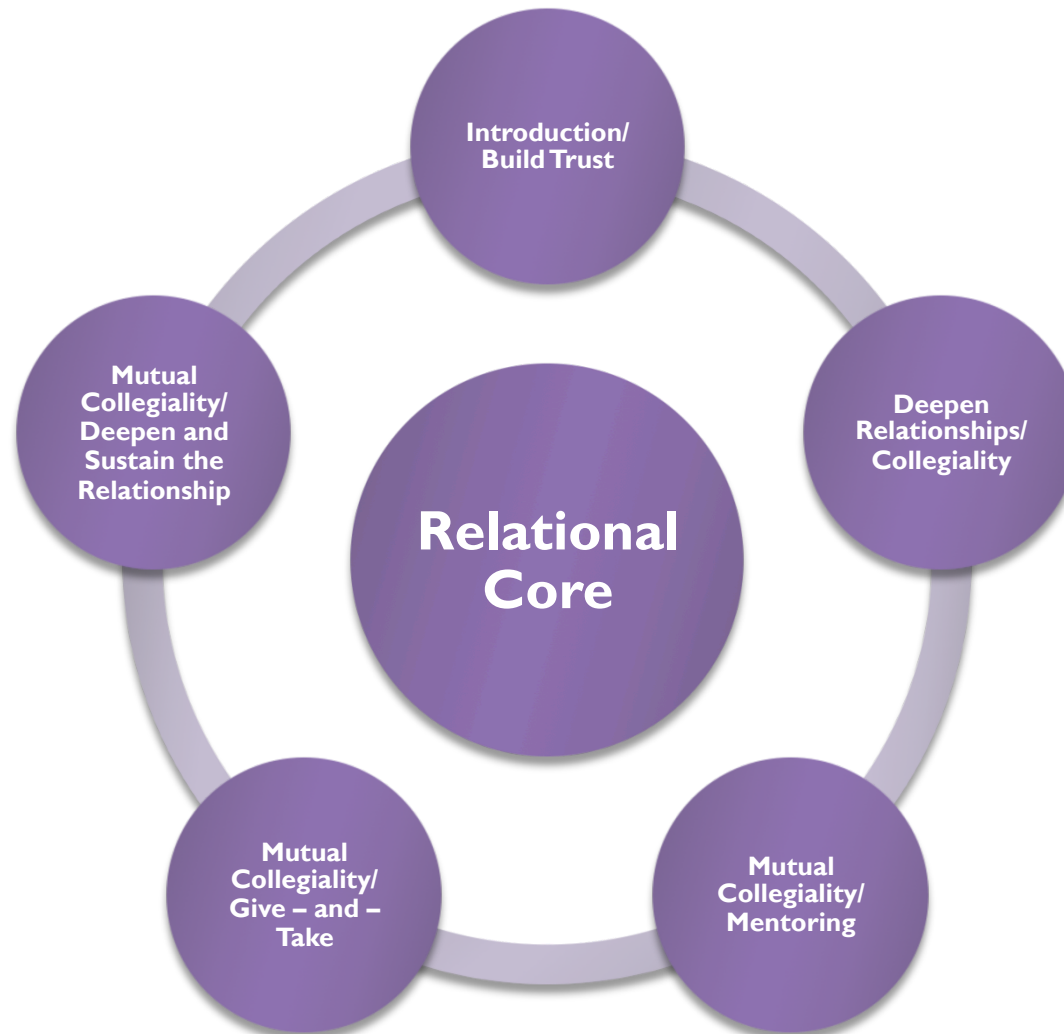
# External/ “Outer” Work

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# Internal/ “Inner” Work

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# Discussion: What is Necessary for Long-Term Mutually Beneficial Partnerships?

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## Mutual Learning

- Willingness to teach and be taught

Reflection on our work together has revealed “action research” as both method and practice

“Outer” work: conveys what is seen and known

“Inner work: conveys the unseen and necessary work to maintain the mutually beneficial networks and human ties that sustain the partnership

- An investment in Mutuality
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# Implications

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- ▶ Community-University partnerships, created with a conscious, evidence-based approach, can be sustainable, long-term and mutually beneficial.
- ▶ Understanding this approach through a conceptual model allows for similar endeavors to understand and consciously engage in steps to ensure their own sustainability and mutuality.



## Limitations/Future Recommendations

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- ▶ Does the conceptual model provide enough steps and explication to be useful in similar endeavors?
- ▶ What resources are needed to support identifying similar endeavors' contexts, assets, and development?
- ▶ Could this conceptual model be applied to partnerships other than service learning?



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