



CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT
Community Engagement Report 2008



Learning is pre-eminent at California State University, Fullerton – and at the countless sites where our students engage with the community, pursue internships, service-learning, fieldwork, practicums, externships and mentorships, complete class projects, and volunteer. If we only think of California State University, Fullerton as its Fullerton and Irvine campuses and satellite centers in Garden Grove and Santa Ana, we know they are easy to locate on a map. But if we consider all of the places where our students pursue their education, and all of the partners who are co-educators with us, Cal State Fullerton logos would carpet the map of Southern California and beyond.

This report begins with the good news that Cal State Fullerton was named to the President's Higher Education Community Service Honor Roll with Distinction. The national honor was given in recognition of nearly three-quarters of a million hours of student service in 2006-07, including over 600,000 hours of academic internships. These numbers reflect the extraordinary commitment of our faculty to enrich our students' learning opportunities through practical and meaningful applications in real-world settings as well as the efforts of our students to serve the needs of the community. The ongoing investment of campus resources in seeking out and implementing these partnerships and experiences have directly benefited our community, students and faculty.

In accepting this recognition I also want to acknowledge our partners throughout Southern California who welcome our students into their businesses, government offices, and nonprofit organizations to pursue their learning goals. To refer to these complex and dynamic experiences with the blanket term of "service" limits the definition to a unidirectional expression of assistance provided by our students to our partners. However, as learning experiences, these hours of service also reflect the roles of service sites as co-educators. Their efforts to train and inform our students, giving them opportunities to apply and reflect on their learning, represent fully reciprocal relationships. We are very grateful to all of our partners for making these valuable and meaningful community engagement opportunities possible for our students.

In this first CSUF Community Engagement report, we celebrate and acknowledge the extraordinary partnerships we enjoy with our co-educators throughout Southern California, and we renew our commitment to making learning possible through these extraordinary ventures.

A handwritten signature in black ink that reads "Milton A. Gordon". The signature is written in a cursive, flowing style.

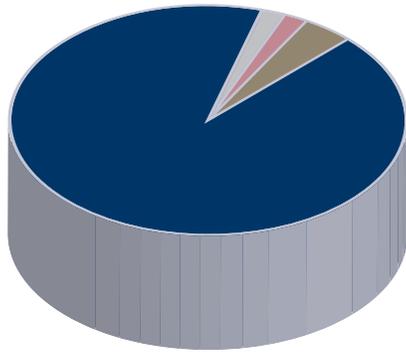
Milton A. Gordon
President

Cal State Fullerton Receives U.S. Presidential Award

Campus Honored for Exemplary Contributions to Service in Local Communities

adapted from Inside Magazine article by Debra Cano Ramos

Cal State Fullerton was named in February 2008 to the U.S. President's *Higher Education Community Service Honor Roll with Distinction* for performing more than 715,000 hours of community service that benefits children, homeless individuals, the elderly and others in need. The hours were performed in 2006-07 by nearly 9,000 students through academic internships, service-learning coursework and volunteer activities.



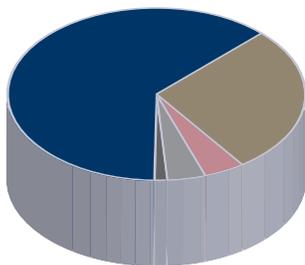
2006-07 Community Service Honor Roll

717,661 Hours of Service

- Courses
- Grant-funded projects
- Volunteer and Service Center
- Community Service

COURSE-RELATED SERVICE

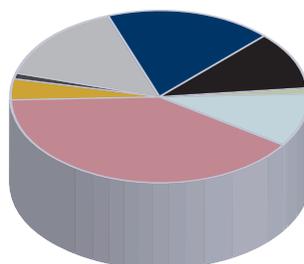
The largest portion of the hours reported in the University's Honor Roll application were performed by students for courses that are designed to provide practical learning experiences outside the classroom. These courses include internships and externships, service-learning, practicums and fieldwork. An estimated 5,000 students performed more than 650,000 hours of course-related community service in 2006-07.



656,432 Hours of Service in Courses

- Internships
- Practicum
- Fieldwork
- Service Learning
- Externships

Internship courses accounted for the largest number of course-related service hours – 409,155 (65 percent). Internship courses are offered in every department on campus.



409,155 Internship Hours by College

- COMM
- HHD
- HSS
- ED
- COTA
- CBE
- NSM
- ECS

The Center for Internships & Community Engagement provides support to faculty, students and community partners engaged in academic internships and service-learning projects. The following three service-learning programs are examples of course-related activities that focus equally on student learning, development of civic and social responsibility, and community impact.

SERVICE-LEARNING PROGRAMS

Jumpstart

CSUF Jumpstart, an AmeriCorps program offered through the Center for Internships & Community Engagement, is a grant-funded service-learning program in which child and adolescent studies majors serve as preschool tutors for schools in local, low-income communities. Student members serving a minimum of 300 hours throughout two semesters receive federal work-study funds (if eligible) and a \$1000 educational award at the end of service. The program began 5 years ago and is part of the national Jumpstart organization. Dr. Susan Shipstead of Child and Adolescent Studies is faculty advisor for the program.

Project SHINE

Students enrolled in sociology, TESOL (Teaching English to Speakers of Other Languages), education or language courses perform service-learning as English tutors in community settings. The program began with grant funds in 2001 and has now been institutionalized into the curriculum of TESOL and many modern languages courses, and continues to go strong even though grant funds gradually diminished over the years and were eliminated in 2006. According to Dawn Macy, associate director of the Center for Internships & Community Engagement and manager of the program, even when matched with individuals of different cultural backgrounds than their own, the similarities in life stories make natural bridges between the students and their tutees. Students and learners connect through sharing meals, playing games, studying for the citizenship exam, reading newspapers and discussing current events. This program was honored with a U.S. President's Volunteer Service Award in 2008 (see page 7).

Freshman Future Teachers

Freshman Programs facilitates smooth and vital transitions from high school to academic success in higher education, university life, and civic engagement. Participating students enroll in learning communities organized by theme, major or career goal. Each community includes a 30-hour service-learning component geared to its major or theme and designed to assist students with career exploration, community networking, critical thinking, problem-based learning, and communication skills. One of the communities, Freshman Future Teachers, is geared for students considering teaching careers and offers service designed to provide exploratory field experiences essential to prospective teachers. Maruth Figueroa, coordinator of Freshman Programs, advises the program in which students serve in local classrooms as teachers' assistants, tutors and aides under the guidance of a credentialed teacher. The CSUF Center for Teaching and Learning and the Center for Internships and Community Engagement provide resources and support.

OTHER FORMS OF COMMUNITY SERVICE

Coursework is only one form of community engagement for students. Students perform a variety of work through community service programs and projects offered by the Volunteer & Service Center, Associated Students, University Outreach, President's Scholars, Clubs and Organizations, Greek societies, and other campus organizations. The 2006-07 Honor Roll application highlighted exemplary programs meeting specific criteria for community service projects and special focus areas, including the following examples.

Camp Titan

Staffed by 50 student volunteer counselors, Camp Titan is a weeklong summer camp in the San Bernardino Mountains that introduces 150 underprivileged campers to nature. Children aged 7 to 14 from throughout Orange County participate in nature and craft programs, swimming, hiking, canoeing and much more. All of the costs for the camp are covered through student fees, Greek Week activities, donations and campus collection boxes. Camp Titan was founded by students in 1969, and is sponsored by Associated Students Inc.



CSUF Special Games — Kathleen E. Faley Memorial

The **CSUF Special Games** was established as a class project in 1986, and since her death in a car accident in 1987 has memorialized CSUF alumna Kathleen E. Faley. The event is organized every spring in a partnership between Disabled Student Services and the Faley family. Students and community volunteers assist and encourage developmentally disabled youth to participate in the basketball and football toss, wheelchair races, T-ball, soccer goal kicks and 50-yard dash, according to Paul Miller of Disabled Student Services.

Flying Samaritans

The Cal State Fullerton/UC Riverside chapter of Flying Samaritans International provides free medical care to a small community in El Hongo, Mexico, where there is no hospital and the closest emergency care is an hour away. Students from the two campuses collect donated supplies and organize the trips. There, they hold clinics to provide treatment to children, the elderly, and people with diabetes. Flying Samaritans is a nonsectarian, nonprofit organization that has been providing free health care services and education in Baja California for more than 40 years.

Titan Outreach

University Outreach engages Cal State Fullerton students year-round in programs designed to encourage college aspirations among younger students from all backgrounds. Among the student-run programs are Titan Choices, Titan Outreach Delegates (TOD Squad), Titan Transfer Peers, Early Titan Outreach Program (ETOP) and the Early Assessment Program. The main objective of these outreach programs

is to disseminate information about the benefits of higher education to all high school students, and what they need to do to be college-eligible. Since many of Cal State Fullerton's students are first-generation college attendees, and in many cases, first-generation high school graduates, the peer-to-peer aspect of the outreach is especially powerful, said Dawn Valencia, director of University Outreach.

Orange County AmeriCorps Alliance

The Orange County AmeriCorps Alliance (OCA), a coalition of 14 partner agencies, was designed to coordinate services and place AmeriCorps members at 20 elementary school sites offering after-school programs for at-risk students in grades K-9. Members offered character development, physical education and academic tutoring to help the younger students succeed academically and build resilience to adverse risk factors. The grant-funded program operated from 2003 to 2007 through the Center for Internships & Community Engagement.

Mentoring Network Program for Student Success

The goal of the Mentoring Network Program for Student



John F. Reid, Jr.

Success (MNPSS) is to improve the rates at which at-risk youth graduate from high school and pursue post-secondary education. Students from local high schools build self-esteem, acquire greater commitment to academic success and expand their career aspirations by interacting

with Cal State Fullerton students who serve as their mentors. Community leaders provide additional enrichment by sharing their expertise and experience in their professions with both mentees and mentors. These resources serve as a "safety net" for at-risk youth who often are alienated from others and lack adequate support networks to encourage high aspirations, said John F. Reid, Jr., Student Diversity Program coordinator. CSUF Mentors visit local junior high and high schools, and hold events for the younger students at Cal State Fullerton so they can experience being on a college campus and interacting with college students, faculty members, counselors and visiting professionals.

Project Read

In 1997 a Cal State Fullerton student established Project Read to teach homeless children the love of reading. Student volunteers continue to coordinate the program and meet with children one-on-one for two hours every week. They help with homework, read storybooks and play reading games to promote literacy and an enthusiasm for reading. “Through these weekly visits, the children come to recognize that despite the obstacles they may be facing, they absolutely have the potential to be successful in school and to pursue their dreams,” said Amy Mattern, coordinator of the Volunteer & Service Center, which houses the project.

Hunger & Homelessness Awareness Week

Orange County has an estimated 35,000 homeless people, including 25,000 families and 16,000 children. Student teams organized by the Volunteer & Service Center hold events during National Hunger & Homelessness Awareness Week each November to raise awareness and engage the campus community in service and advocacy.

Students have conducted food and donation drives, distributed information and resources, and developed innovative programming to capture attention and demand for action. One highlight of the 2006 event was a “Living Exhibit” in which student volunteers held handmade cardboard signs with facts, figures and quotes that debunked stereotypes about homelessness and hunger in the local and global communities. Homeless children also visited the campus to experience what it’s like to go to college.



ABOUT THE HONOR ROLL

The President’s Honor Roll was launched in 2006 to recognize institutions of higher education that support innovative, effective and exemplary community service programs. It is jointly sponsored by the Corporation for National and Community Service, the U.S. departments of Education and Housing and Urban Development, USA Freedom Corps, Campus Compact, and the President’s Council on Service and Civic Participation.



Cal State Fullerton was one of 127 universities given the *Honor Roll With Distinction* recognition, out of over 2,000 4-year, degree-granting higher education institutions in the country.

Letter from the Director

The Center for Internships & Service-Learning officially changed its name with approval from the academic senate and vice president of academic affairs this spring, to the Center for Internships & Community Engagement. The name change not only represents the broader spectrum of work the Center has supported over the past four years, but also reflects the change taking place throughout higher education institutions as they renew the civic mission of higher education and transform academic culture.

Engaging with the community enhances the key functions that the public expects of a university. Being named to the community service honor roll is a tribute not only to the extraordinary examples of engagement that took place in 2006-07, but also reflects on multiple traditions of service established by the University over our first 50 years. Imagine if we were to be even more deliberate in our efforts to integrate teaching, scholarship and service at every level of the institution.

Imagine if we, as an engaged university, were to build upon the complex, multi-faceted relationships and examples of community impact that are illustrated in this, the University's first Community Engagement Report. Imagine what the impact could be of such an intentional process over the next 50 years...or even the next 50 months! What could our university-community relationships look like in the coming years?

Our Center's primary goal is to facilitate — among faculty, students and community partners — relationships that further the University's mission and goals. We strive to serve as catalyst, advocate and partner so that service can be integrated with teaching and scholarship to create educational experiences with meaningful and measurable impact for all involved. Imagine an on-campus Center, where faculty, students and community members are "regulars" who meet over coffee and tea to discuss and respond to everyday community needs that are integrated into core courses and curriculum of every major. What would our university-community partnership accomplish through such deliberate, multi-dimensional relationships? What could the impact be on our students' learning, faculty research, and community standing?

There is a new calling from within all parts of higher education as well as the public, who challenge us as an institution to be more deliberate and intentional about our relationships with the community. The Center for Internships & Community Engagement's role is one small part in meeting this challenge. The integration of the Gianneschi Center for Nonprofit Research with the Center (see page 18) and the cooperative work accomplished with the Gerontology Institute (see page 8) are significant, yet still small steps. Community-university partnerships must permeate the university and continue to deepen. My hope is that the 10th Annual Community Engagement Report will showcase strong, long-term, and deeper community-university partnerships that positively impact all involved. I further hope that the Center for Internships & Community Engagement will have had some small part in making partnerships a reality.

Jeannie Kim-Han
Director
Center for Internships & Community Engagement

All of the forms of Community Engagement presented in this publication – internships, service-learning, research into community issues and social needs, partnering with businesses and agencies – follow directly from the University’s mission and goals. They also are consistent with public expectations for a university, according to a study conducted by the Social Science Research Center.

Rate the importance of various tasks of a regional university like CSU Fullerton.

To educate our workforce (job preparation)

✓ Very Important

81% of respondents

To provide opportunities for personal development and maturity

✓ Very Important

70% of respondents

To provide resources and expertise for the community

✓ Very Important

64% of respondents

Source: CSUF Social Science Research Center survey of 503 respondents in households located within a forty-mile radius of campus

Center for Internships & Community Engagement Programs Enhance Partnerships

Community partners and funders provided nearly \$1.2 million in external support for special programs organized by the Center for Internships & Community Engagement in 2007-08. Described below are just two of these programs. The Center facilitates partnerships that enhance learning, complement faculty research and scholarship, and generate benefits to the community and the University.

PROJECT SHINE RECEIVES NATIONAL VOLUNTEER SERVICE AWARD

Campus Program Benefits English Language Learners

adapted from Inside Magazine article by Debra Cano Ramos

Cal State Fullerton’s Project SHINE, which has helped thousands of local immigrants learn English, was honored Thursday, Jan. 17, 2008 with the U.S. President’s Volunteer Service Award.

Graduate student Sue Shanley, a Project SHINE volunteer pursuing a master’s degree in teaching English to speakers of other languages (TESOL), was recognized for her individual accomplishments with English learners. Shanley, who plans to continue working with English learners after she earns her master’s degree, was humbled by the recognition and accepted the award on behalf of all of Cal State Fullerton’s Project SHINE volunteers.

The awards were presented during a seminar at Los Angeles City College hosted by U.S. Citizenship and Immigration Services (USCIS) and the White House Office of USA Freedom Corps. The seminar was offered to encourage individuals to volunteer to help legal immigrants become more actively engaged in their communities.

“We’re proud of our students and this project, which does so much good for so many people,” said Dawn Macy, associate

director of the university's Center for Internships & Community Engagement, who has managed the campus project since its inception in 2001.

So far, 564 Project SHINE students have volunteered more than 11,000 hours of service to 1,071 older immigrants. Through the program, Cal State Fullerton students are paired with English learners and connect in such ways as sharing meals, playing games and studying for the U.S. citizenship exam.

"I'm inspired by their tenacity and their willingness to learn," said Shanley, who volunteered 30 hours during the fall and will volunteer again this spring. She has worked with immigrants from Mexico, Vietnam, Korea, Peru, Panama and Syria at Stanton Community Services Center. "These people should be supported and encouraged because they do put in a lot of effort to learn English, contrary to what some people may think."

Project SHINE is a national service-learning program, originally created on campus through grant monies from Temple University in Philadelphia, to build partnerships among community colleges, universities and community organizations to benefit older immigrants, refugees and college students.

Today, the project is part of a service-learning program where Cal State Fullerton students spend a minimum of 20 hours a semester helping older immigrants learn English or prepare for their citizenship exam.

For the last seven years, the university has partnered with North Orange County Community College District to provide tutoring services to mostly elder learners enrolled in English as a Second Language or citizenship courses at local community colleges and community and senior centers. Immigrants want to learn English for a host of reasons such as to be able to communicate with American-born grandchildren, get a job, pass the citizenship exam, or do simple tasks like answering the telephone or talking to doctors and their children's teachers.

Fullerton resident Jesus Torres, a beneficiary of Project SHINE, said the program helped him to pass the U.S. citizenship exam this month.

"My tutor helped me with the government and history ques-

tions and to practice for the interview part of the exam," said Torres, who took citizenship courses at the Wilshire Center School of Continuing Education in Fullerton. "I felt comfortable with the Cal State Fullerton students. I could trust them to help me with my questions."

The eldest of 12, whose siblings and parents live in the Mexican state of Jalisco, Torres wanted to learn English and become a U.S. citizen so he could vote. He hopes to be able to vote in the upcoming presidential election — and already knows which candidate he will vote for.

"We all benefit from the generosity of others, and these volunteers are an inspiration for others to follow," Alfonso Aguilar, chief of USCIS' Office of Citizenship, said of the Project SHINE students. "They have made serving the immigrant community a key part of their lives, and by helping their neighbors, they also help our nation."



from left: Project SHINE beneficiary Jesus Torres, program director Dawn Macy, and Katie Loovis, associate director of USA Freedom Corps

WECARE GIVERS

New University Program Provides Services, Resources to Elderly

adapted from Inside Magazine article by Debra Cano Ramos

Caring for seniors is the goal of an AmeriCorps program offered through the Institute of Gerontology and the Center for Internships & Community Engagement in partnership with more than 20 Orange County community organizations serving the elderly. WECARE, or Working to Enhance Care and Resources for our Elders, is an intergenerational, multicultural corps of experienced and trained volunteers.

Among the WECARE volunteers are Melanie McCook and Pat Trotter. McCook's 79-year-old grandmother — who leads mall walks for seniors and teaches wheelchair exercise classes to people in nursing homes — is the Cal State Fullerton student's inspiration to serve the elderly. For Fullerton resident Trotter, it's an opportunity to continue her advocacy for agencies and programs that promote successful aging.

More than 50 Cal State Fullerton students and alumni, as well as area university students and community members, have stepped up to serve, committing to a minimum of 450 service hours over a one-year period. The focus is to recruit baby boomers ages 42 to 60, pre-boomers ages 61 and older, as well as the younger generation, said Adrienne Stokols, WECARE founder and director.

"I think that having a corps of volunteers like the ones WECARE is providing helps seniors see that people do still care," said McCook, 28, a human services major and student intern with the program. "We are all committed to a year of serving this population because we genuinely care about them and want to make a difference."

With the elderly population rapidly rising, including an estimated 838,000 baby boomers in Orange County turning 65 in 2011, there is a growing need to address issues they are facing.

Program participants, more than half of whom are age 40 and older, will provide a range of services, such as in-home visits, delivering meals, information on healthy aging and resources for aging, and special classes on fall prevention and health issues.

Through the program, seniors learn new skills to live longer, healthier lives and get the opportunity to make new connections and friendships.

"I hope that the services we provide will help them to want to get out and get engaged in the community again," said McCook, who hopes to pursue a master's degree in social work. She sees the program as a way to boost her college studies.

After 25 years of service as the city of Fullerton's manager of human services and in charge of two senior centers, Trotter, 63, retired in 2005. Since retirement, she has been active with the university's Ruby Gerontology Center and was the originator of pending Senate Bill 977 — authored by Cal



From left: WECARE project director Adrienne Stokols; program participant and community member Pat Trotter; student Melanie McCook; and Jeannie Kim-Han, director of the Center for Internships & Community Engagement. PHOTO BY KELLY LACEFIELD

State Fullerton alumnus and state Sen. Lou Correa (D-Santa Ana)— that addresses refurbishing and reinventing senior centers statewide to meet the needs of the growing aging population. A Cal State Fullerton research study of the state's current and future senior center infrastructure needs also would be commissioned, Trotter said.

"The AmeriCorps project fulfills my desire to continue to work and provides me with the opportunity to use my skills, talents and abilities," said Trotter, who also serves on the California Senior Legislature and Orange County Senior Citizens Advisory Council.

"I will get a tremendous amount of satisfaction in knowing that I am part of a larger organization that believes helping others to be successful is a worthy goal. Serving with AmeriCorps also will enable me to be on the cutting edge of senior services. I can think of nothing more gratifying than being associated with an organization that will bring dignity to aging."

AmeriCorps is the domestic version of the Peace Corps, which offers adults the opportunity to get involved in service activities in their local communities.

Engaging Students, Serving Communities, Working for Social Change

Volunteer & Service Center Makes a Difference

The Volunteer & Service Center (VSC) offers students opportunities to get involved in their communities, to become more socially aware and responsible, and to make a lasting change. Volunteers address critical community needs by participating in VSC activities on campus and locally, primarily in Orange and Los Angeles counties, in addition to visiting orphanages in Mexico twice a semester.

Student leaders, called Project Directors, work with the VSC Coordinator to offer service and social action projects that focus on children, hunger and homelessness, the environment, and raising awareness about social justice issues. Through their involvement, student volunteers and Project Directors not only give back to their communities, but also build their personal and professional skills, gain experience that enhances their résumés, and articulate their career goals.

One of the VSC's increasingly popular projects founded in 2004, Students Advocating Civic Transformation ("Students ACT"), offers a way for students to actively engage social injustices, focusing on educating students regarding important social and political issues and empowering them to take action in order to change our world. Each year, Students ACT hosts two major events, Hunger & Homelessness Awareness Week (see sidebar) and the Social Justice Summit.

At the Social Justice Summit, a free public event, attendees learn about human rights issues, environmental concerns, inequality and oppression on local, national and global levels, and about how they can get involved. Last spring, over 500 participated in empowering workshops, listened to powerful keynote speakers, met local nonprofit and grassroots organization representatives at the resource fair, and learned about socially responsible living. The 2008 summit, featuring keynotes by poets and political activists Suheir Hammad and Staceyann Chin, also drew a large crowd.

In addition to the VSC projects, hundreds of students, faculty, staff and community members find other opportunities in the

community through the VSC's Volunteer Opportunities Board and e-Newsletter. The VSC invites community agencies to post flyers and provide brochures at the Center. A valuable resource and referral center, the VSC helps individuals and groups searching for volunteer opportunities to find the perfect fit.

"Our goal is to ensure that those who are interested in volunteering, as well as those who may not even realize the value of volunteering, have avenues to get involved," said Amy Mattern, VSC coordinator. "Whether it is through our projects or service with another organization, we want volunteers to understand the issues that are affecting our communities and empower them with the education and resources they need to make a difference."

Visit www.fullerton.edu/volunteer to find out more.

One of the ongoing projects organized by student teams is volunteering with Corazón de Vida, an Irvine-based nonprofit that sponsors 14 orphanages in Tijuana and Ensenada. VSC



James McKenney helps an El Faro orphan complete a craft

student leader James McKenney has made two trips to Baja orphanages with the group and called the experiences "awesome." "It helps to foster a broad perspective of the world," said McKenney, who managed to give piggyback rides to two

children at the same time during his last visit. "There are children starving and dying in large numbers just 100 miles south of us, not to mention the countless other problems immediately surrounding us. Helping to fix these problems doesn't require a lifetime of devotion, or a heart of gold, you've just got to get up and do it."

"It helps to foster a broad perspective of the world"

— JAMES MCKENNEY

VOLUNTEER & SERVICE CENTER PROJECTS

- Blood Drives raise awareness and provide opportunities on campus for blood donation.
- Community Connection: bi-monthly visits to Orange-wood Children's Home.
- Corazón de Vida: visit orphanages in Mexico twice per semester.
- Hunger Coalition: prepare and serve food at shelters and soup kitchens, pack food for needy, coordinate donation drives.
- Project Earth: improve and restore the local environment at parks, beaches, wildlife centers; work at local zoos; raise awareness about environmental issues.
- Project Read: weekly visits to transitional shelter in Anaheim focused on literacy, tutoring and mentoring.
- Step Ahead: collect school supplies for a local school with high percentage of low-income children.
- Students ACT: promote civic engagement, social responsibility, and increase support and leadership development for student activists.



This year's Social Justice Summit theme, Stand. Speak. Act.

FALL 2007 HUNGER & HOMELESSNESS AWARENESS WEEK HIGHLIGHTS

- Two featured events, Living Exhibit & "Our Stories," shattered stereotypes about the hungry and homeless.
- Volunteers contributed over 690 hours to coordinate and implement the week's events.
- Collected 1,155 food items for Second Harvest Food Bank.
- Over 20 homeless children participated in a College Day Experience at CSUF.
- The campus community discovered ways they could get involved in making change!



Katie Nguyen & Thi Nguyen, Project Directors for Step Ahead, with their collection of donated school supplies and books.

"[My involvement] has really helped me adjust to the environment as a first-time freshman. Giving presentations in classrooms helped me develop leadership skills and [getting involved] is a great way to make friends."

KATIE NGUYEN, PROJECT DIRECTOR FOR STEP AHEAD



Project Director Julissa Prado at El Faro Orphanage in Tijuana reading with a child.

A History of Titan Volunteers

by Kandy Mink Salas

Cal State Fullerton has a long history of providing service to our surrounding communities. Over our 50-year history, many groups of students, faculty and staff have served as project leaders, tutors, mentors and advocates on behalf of underserved and needy populations in Southern California.

While the records of our community service activities from the first 15 years have been lost, we do know that in the mid-1970s Cal State Fullerton students were involved with the Titan Tutorial program and the Volunteer Bureau. Titan Tutorial provided a way for students to connect with youth in the local area to provide tutoring on a variety of subjects. The Volunteer Bureau helped connect motivated Titans with services and agencies that could put the Titans to work!

In 1989, the volunteer efforts on campus took another step when the Human Corps Task Force was developed. This Task Force coordinated a Volunteer Fair and created the Volunteer Clearinghouse to match students with local agencies. The year 1991 was the first year of the Community Service Action Team (CSAT), a group of students who coordinated volunteer efforts on campus. In 1992 the CSAT coordinated a Human Awareness Day that brought a variety of community volunteer agencies to campus. At this event, students could meet and talk with representatives and sign up to work on community-based projects. The CSAT also coordinated the "Into the Streets" program, which saw 160 students providing service to the community on one day.

In 1995, the Community Service Action Team became the Community-based Learning and Service Center or CLASC (pronounced "classic"). CLASC continued to grow, involving more students than ever and producing new ways of serving the community. In addition to community service activities, the CLASC staff began to promote service-learning as a viable option for faculty on campus.

In 1996, CLASC moved into new offices in the Titan Student Union. Another positive development this year was the creation of the Public Service Track in the Student Leadership Institute curriculum. Students could now take workshops to learn more about the skills necessary to serve their communities. The year 1998 saw the first annual Volunteer Appreciation Banquet, a tradition that continues today.

In 2000, the Volunteer and Service Center (VSC) opened in new offices in the lower level of the Titan Student Union. In 2002, the VSC received the Daily Point of Light Award from the White House and the Disneyland Resort's Community Service Award. In 2003, the VSC helped to record the over 100,000 hours of community service that the Cal State Fullerton campus community members engage in each year and to celebrate these hours of commitment. The VSC continues in the TSU location today, providing a wide variety of educational opportunities for Cal State Fullerton students to take advantage of, while at the same time providing service to the community.

Experiential Learning Opportunities Engage Students and Communities

Partnerships are essential to the viability of experiential learning as part of a college education. The University is committed to internships, externships, fieldwork, practicums and service-learning as core components of the learning experiences offered to our students. In fact, such practical experience is a degree requirement for several majors, and supervised training in clinical settings is required for degrees and/or credentialing, certification or licensure for various professions. The scope of experiential learning at Cal State Fullerton is daunting: even the over 600,000 hours reported for 2006-07 is an under-estimate.

Local businesses, government agencies and nonprofit

organizations are partners with the University in making these valuable learning experiences possible. Partnering with the University allows employers to recruit new workers, nurture talent, and build dynamic connections between professional and academic approaches to their fields.

There are hundreds of employers – throughout Southern California, in our state and national capitals, and internationally – who are the University’s partners in offering experiential learning and pre-professional opportunities to our students.

Following are two examples of the power of experiential learning opportunities.

TAKING THE LEAD

Cal State Fullerton music students become teachers, band leaders and coaches to aspiring musicians

adapted from articles by Gail Matsunaga and Deborah Cano Ramos

On a cool, drizzly morning, the Tustin High School students in Terri Schmidt’s choral music class are standing in three circles — boys, altos and sopranos.

At the piano, Schmidt plays the initial accompaniment, then walks around to each group, listening and encouraging her students to listen to each other. Later, Schmidt announces: “We need to do something different with some of these phrases. What do you suggest we do so we don’t get bored?”

One boy proposes singing a particular phrase with a crescendo, to which one of his classmates responds, “That sounds really good.”

After trying the suggested approach, Schmidt (B.A. music '05) replies: “That’s kind of interesting. Let’s start at measure 23 with a mezzo forte, and then a forte at measure 25 and crescendo up to the end.”

Satisfied with their progress, she instructs the class to move on to the next piece.

Like many who have earned their music teaching credentials from Cal State Fullerton, Schmidt is working as a music teacher. In addition to directing Tustin High’s choir, she supervises the band and orchestra.

According to Dennis J. Siebenaler, assistant professor of music, the credential program’s “permanent placement is very high.”

Part of the success, he said, “is the strength and preparation of the students in the program. Also, they’re out working in the schools. They have lots of chances to work with kids throughout the program.”



Terri Schmidt teaches music class at Tustin Hill School. In addition, she supervises the band and orchestra.

The strength and preparation of the future teachers must be evident even before they enter the credential program. Admission is not automatic. Students must apply and demonstrate proficiency in their subject matter — vocal, instrumental or general music — in addition to earning a bachelors degree in music with a music education concentration. As student teachers, they must teach two of three levels — elementary, junior high, high school — and report to a master teacher at each school. During this time, faculty members monitor students, sometimes lending a helping hand or advice. And throughout the program, they return to campus for courses required by the College of Education and Music Department.

In addition to demonstrating the success of the program, credential classes show the variety of teaching positions that await them.

Deanne Robertson (B.A. music '05) teaches for the Hacienda La Puente Unified School District. “Since my junior year in high school, I wanted to be a music teacher,” she said.

Of her overall experience in the credential program she said, “It was more demanding than I thought it would be – it was a good demanding. I was very pleased with it.”

As funding for the arts continues to struggle, one might question the odds of securing a job teaching music. But Helen Taylor, coordinator of secondary education, who facilitates internships for students pursuing their single-subject credential, said, “You hear about music programs declining, but our kids get jobs. Our music department does a super job. The program is known throughout the state.”

MAJOR MENTOR

Girls Inc. Leader Reaches Young Women

story by Paul Serman PHOTO BY ED CARREÓN

As executive director of Girls Incorporated of Orange County, Lucy Santana-Ornelas helps thousands of young women make smart, positive decisions about their futures.

One of the best moves they can make is attending college — it’s a place ripe with life-changing opportunities, believes Santana-Ornelas. At least, it was for her.

A criminal justice major, she intended to become a probation officer. But as part of a class she took in her senior year, Santana-Ornelas did an internship with the city of Santa Ana’s gang-prevention program. The experience was the catalyst



for a new career plan. “That’s where I found my passion,” she says. The Santa Ana native decided she’d rather try to reach young people before they spiraled into the criminal justice system. “That internship gave me the foundation for what I’m doing now,” says the 36-year-old.

Girls Incorporated of Orange County, founded in 1954, is geared toward girls 5 to 18. The nonprofit served more than 3,500 girls in 2005. Programs are held weekly at schools and community centers throughout the county. “So these girls grow to depend on Girls Incorporated in their lives,” Santana-Ornelas says. The enthusiastic steward of this organization has drawn wide-ranging praise for her work. The group’s educational activities help young people learn financial know-how and the basics of running a business; develop computer and technological skills; try to become physically fit and aware of nutrition; prepare for college — about 90 percent of the students are the first ones in their families to attend — and consider career options.

Santana-Ornelas helps the budding women grapple with difficult issues — such as pregnancy prevention, body image, sexual assault, peer pressure, relationships, and family conflicts — head-on rather than bury them in silence. The group’s ultimate goal is to turn out strong, independent women who feel good about expressing themselves and who realize their limitless potential. “I often have women who will come up to me and say, ‘Where was Girls Incorporated when I was growing up?’”

A Campus Engaged in Support of Service

Learning through service can be life-changing. “A-ha!” moments emerge when students make practical connections between what they are studying and what they are doing. When they can see theories come to life in real-world settings, students are engaged not only in service but also in learning. Both have lasting impacts not only on the student, but also on the individuals they serve and on the community partners that offer service experiences.

The Center for Internships & Community Engagement acknowledges all of the faculty members who, through their courses, student advisement, and ongoing partnerships with internship and service-learning sites, make this a campus that is engaged with our community.

COLLEGE OF COMMUNICATIONS

Public Relations Management Capstone Course Features Service to Nonprofits

More than 200 students enroll in the capstone course in the Public Relations Concentration every academic year. All sections of the course focus on a service-learning project in which student teams develop, implement, and evaluate a public relations campaign or project for a nonprofit organization.

Students select key issues that they value and would like to address during the semester, such as health, education, economics, children and youth, poverty, disaster preparedness and relief, ecology, environmentalism, or animal rights. They identify organizations that have missions addressing the issues they select.

Students in six sections of the course completed projects for approximately 22 different nonprofit clients in Fall 2007. One participant in a student-organized event for a nonprofit client wrote that the students “would have put many of my managers and associates to shame in the way they organized and executed the Stanton Community Center Women’s Day celebration on November 17th. . . .The CSUF communication students made the Women’s Day come off without a hitch and in doing so, provided a vital service to the city and its inhabitants.”

Beyond the course objectives, students learn to appreciate the value of community service. One student commented, “Growing up, I used to think we were poor. But when we went to deliver our Thanksgiving baskets, I learned what it really meant. The families we visited were so grateful. I will be forever thankful for this opportunity to help others in the community and get school credit at the same time. What a great class!”

COLLEGE OF BUSINESS AND ECONOMICS

Business Students Learn through Service

Three courses offered by the Department of Marketing, Business Writing, and International Business now feature service-learning components, developed with support of a grant from California Campus Compact.

Some of the student projects and clients served are listed below for each course.

ADVANCED BUSINESS COMMUNICATION

faculty: Kathy Brzovic, Jodi Jewell, Daryle Nagano-Krier

Adopt-A-Park Orange County Increase awareness of the California Coastal Clean-Up event.

American Cancer Society Organize a volunteer recruiting program for the organization’s “Look Good/Feel Good” campaign.

Boys and Girls Club of Fullerton Increase awareness of the organization’s end-of-the-year fundraiser.

City of Stanton Community Services Center Develop a brand logo and tagline. The City will adopt the first-place logo and use the third-place winner’s video to advertise the Center. Students are now advising the City on a five-year marketing plan.

Council on Aging Increase awareness of the Council’s social service program

CSUF Volunteer and Service Center Develop a consistent brand image; advise on how to improve communication to increase awareness of the Center’s activities and increase student volunteerism.

(Service-learning courses, continued)

Placentia Library Provide consulting services and work on one of four team projects: marketing a homebound reading program to nursing homes; attracting sponsors and attendees to a fundraising author’s luncheon; renewing lapsed donors; or publicizing the Friends of the Placentia Library to help raise money and increase estate gifts.

Working Wardrobes Develop a media campaign that has national reach.

PRINCIPLES OF MARKETING

faculty: Aubrey LeBard

Students research and perform community service for a nonprofit and present a formal team-review of the service learning endeavor focusing on the value of professional participation in and support of social enterprises.

Rotary Club

Boys & Girls Club

CHOC

Community Connection, Fullerton

Orangewood Children’s Home of Orange County

CSUF Project Shine

MARKETING STRATEGIES

faculty: Susan Cadwallader

Orange County Zoo Five-year marketing plan.

City of Stanton, Facilities Rental Management Comprehensive marketing plan.

The Center for Internships & Community Engagement awarded mini-grants to the following faculty members in 2007-08 to develop service-learning courses.

Faculty Member	Department	Course
Susan Cadwallader	Marketing	Developing Marketing Strategies
Arnold Holland	Art	Typography into Graphic Design
Jodi Jewell	Business Writing	Advanced Business Communication
Sara Johnson	Anthropology	Research Methods in Primatology
Aubrey Lebard	Marketing	Principles of Marketing and Developing Marketing Strategies
Daryle Nagano-Krier	Marketing	Advanced Business Communication
Leena Rai	Political Science	Introduction to Public Administration
Sora Tanjasiri	Health Sciences	Advanced Topics in Community Health
Ying-Chiao Tsao	Human Communications	Seminar in Fluency Disorders
Diane Witmer	Communications	Public Relations Management

How University Centers Support Some of our Key Partners

The Social Science Research Center, the Center for Community Collaboration, the Center for Demographic Research, the Institute for Economic and Environmental Research, and scores of other centers represent the University's commitment to generating knowledge, supporting scholarship, and engaging with the community.

When funders consider funding requests for programs serving children in Orange County, they expect that the case for support will be backed up by fresh facts. And more often than not, the standard reference for those facts is the Center for Community Collaboration's *Conditions of Children Report* which is commissioned by Orange County's Children & Families Commission annually. Since 1993, the report documents progress toward a number of health, economic, and safety issues affecting children in Orange County.

When municipal districts want to know where population shifts are about to occur so they can plan for adequate infrastructures and services, they turn to the Center for Demographic Research's *Orange County Progress Report*. This report profiles demographics for the county overall and for each city, with special updates on features from the U.S. Census and other agencies.

When businesses need to determine how the economy is likely to affect earnings, employment, costs or sales in the near term, the Institute for Economic and Environmental Research's *Economic Forecast* is the source of record. These bi-annual forecasts provide updates on economic issues and concerns for future growth and development, industry trends, and key industry clusters.

Two examples of how the University partners with the community and engages with students, alumni and faculty to pursue these and other research questions follow.

APPLIED RESEARCH IN THE PUBLIC INTEREST

Social Science Research Center

adapted from Inside Magazine articles by Mimi Ko Cruz and Valerie Orleans

Inside the rows of nondescript cubicles, students are staffing phones, asking thousands of different questions, often in several languages.

**What are emerging business trends in Orange County?
How are police perceived in Long Beach?**

How can access to healthcare services be improved for low-income families?

How do members of Orange County feel about public access television?

Every year, researchers with the Social Science Research Center provide businesses, government agencies, nonprofit organizations and scholars with empirical data that is critical in developing and evaluating programs, advocating for change or making sound policy decisions.

Under the guidance of SSRC Director Gregory Robinson, the data is gathered, analyzed and compiled into reports. Are any trends emerging? Do there seem to be areas of consensus among different groups of people? What observable patterns are present? And what might this information mean to the client requesting it?

"Through the work we do at the center, we can help organizations make changes that improve the lives of others," said Robinson. "We enjoy the challenges associated with using scientific methods to address policy and social welfare questions." Whether it's looking at the potential for new job markets or helping underserved children receive needed medical care, providing clients with good, solid data and statistical analysis enables them to better perform their obligations to their communities.

SSRC has a training mission as well. Up to 35 telephone



interviewers/research assistants at a time receive practical experience and training in research methods and data analysis. Several of the center's employees have entered Ph.D. programs, Robinson said, "and they consistently tell us that the data analysis and technical writing skills they developed at the SSRC contribute a great deal to their success."

Cal State Fullerton's ethnically diverse student body is an asset when it comes to meeting the requirements of the center's clients who want to better understand Orange County's population and needs. Student research assistants have administered telephone surveys in Mandarin, Cantonese, Spanish, Vietnamese, Korean, Khmer and other languages in addition to English.

The center's affordability and research expertise represent a valuable resource to the university's community partners. "We often work with clients to determine their information needs and to suggest research methods that will produce answers within the constraints of their budgets," Robinson said. "By providing research services solidly grounded in current best-practice scientific methods, we can help [our clients] achieve their outcomes more effectively and efficiently."

To learn more visit <http://hss.fullerton.edu/ssrc>.

At any given time, the center handles dozens of requests for data and statistical analysis for organizations that want to gauge community needs, perceptions, opinions and outcomes.

Recent examples:

- research support for "Point in Time" count of Orange County's homeless
- evaluation of programs designed to prevent teen pregnancy, binge drinking, tobacco use and other health risk behaviors
- assessment of church-affiliated people's opinions about a private high school
- study of breast cancer programs commissioned by the Vietnamese Community of Orange County Inc. and the American Cancer Society
- surveys of residents and businesses in the Santa Ana empowerment zone for the Orange County Business Council

ENGAGING WITH THE NONPROFIT COMMUNITY

Gianneschi Center for Nonprofit Research

No one knew exactly how many nonprofit organizations there were in Orange County in December of 1994, when the county government declared bankruptcy. How that fiscal crisis might disrupt service delivery in the county was a question that weighed on interim CEO William Popejoy's mind early in 1995. A panel of local leaders provided anecdotal information that revealed problems resulting from interruptions in cash flow, and these were addressed with some short-term solutions.

For the long term, though, the need for solid data about the county's nonprofits had become apparent. Cal State Fullerton produced the first formal study of the nonprofit sector later that year, and established a center for nonprofit research in 1996. Renamed in honor of Dr. Harry Gianneschi in 2001 when he retired as Vice President for University Advancement, the center was relocated to the Center for Internships & Service-Learning in 2007. With CISL's name change in 2008 to the Center for Internships & Community Engagement, the Gianneschi Center continues to pursue a mission of community engagement by strengthening the nonprofit organizations that are the university's partners.



The Summer School for Nonprofits was created in 2006 to add to the resources already offered by the University to train and educate people running nonprofit agencies. Students pursuing the MFA Certificate in Museum Studies are among the enrollees each year in order to satisfy the certificate's accounting requirement. Others are managers, executive directors, board members, volunteers, and newcomers to the nonprofit field. The half-day classes are taught by faculty members and industry experts.

In addition to periodic updates of the sector studies it has produced, the Gianneschi Center supports nonprofits through a number of other programs including the Nonprofit Professionals alumni association, Nonprofit CFO Network, mentoring programs, an annual scholarship, and mini-grants for faculty.

To learn more, visit www.fullerton.edu/GCNR.

Seventh Annual NPAA Award Presented

Angelica Haro was named the recipient of the \$1,000 NPAA Award in 2007, in recognition of her outstanding accomplishments and her goal to continue to make a difference in people's lives through a nonprofit organization she established.

This outstanding student graduated in 2007 with a Master's degree in Kinesiology. While working on her Master's, Haro held a job as a Health Educator at Worksite Wellness LA — a nonprofit organization that provides health access information to low-income employees in the downtown Los Angeles area. Not only does she work for a nonprofit, she also founded and is the Executive Director of Shoes For Sonrisas (Shoes For Smiles).

"Last year, I decided to bridge charitable giving and health promotion by establishing Shoes For Sonrisas," said Haro. "Our mission is to provide gently worn athletic shoes to underprivileged individuals living abroad." As a 10-time marathon runner, Haro has gone through more than her share of running shoes. Runners replace their shoes frequently — often with plenty of wear left in them — while in training. So Angelica decided to collect gently worn shoes and put them to good use by redistributing them to people who have none. She adds, "Another important component to Shoes For Sonrisas is the health promotion piece, Healthy Soles. Healthy Soles is a program that

promotes regular physical activity as well as offers quality health education to youngsters and adults alike in local, low-income communities." Haro's grassroots effort has been recognized at local City Council meetings, in newspapers and at major running events.

She also has worked for several nonprofit organizations, including Anaheim Memorial Medical Center, Rancho Los Amigos National Rehabilitation Center, and the American Cancer Society.

Haro looks forward to continuing to work in the health/fitness promotion and education fields. She hopes to become a Certified Health Education Specialist and to obtain a doctoral degree in Pedagogy to enhance her ability to develop, implement and assess quality health education programs for specific communities. She planned to use her NPAA award to implement a nutrition and physical activity program for youth.

"To students and other individuals, make your passion your profession and everything will fall into place! I did it and you can too!"



NPAA Board member Karin Schnell '86 (R), presented the NPAA Award to Angelica Haro.

NONPROFIT PROFESSIONALS ALUMNI ASSOCIATION

The first chapter of the Cal State Fullerton Alumni Association was established in 1999 by alumni who held professional positions in local nonprofit organizations. The purpose of the chapter is to encourage students to consider careers in public service, and to provide professional development and networking opportunities to those already in the field.

Members support students in a variety of ways. They established a special track in Public Service and Nonprofit Leadership in the Student Leadership Institute to provide students



with an introduction to the skills necessary for these sectors.

Alumni and other nonprofit and public service professionals advise students in one-on-one mentorships.

NPAA hosts two mixers each year featuring professional development presentations by expert speakers.

Nonprofit leaders value the networking opportunities as well as the technical information provided at these events.

The annual \$1,000 NPAA Award is supported by contributions from alumni and others who want to encourage CSUF students to pursue careers or service in the nonprofit sector.

See www.fullerton.edu/NPAA for more information or to make a contribution.

Partners with the Community in Research and Service

RESEARCH CENTERS

Cal State Fullerton partners with numerous agencies, funders, and community partners to advance knowledge through scholarship and research. Through these centers, connections are established and strengthened between the University and all of our related communities – academic and geographic.

California Desert Studies Center
Center for Applied Biotechnology Studies
Center for Business Studies
Center for Cancer Disparities Research
Center for Community Collaboration
Center for Corporate Reporting and Governance
Center for Demographic Research
Center for Economic Education
Center for Entertainment and Tourism
Center for Entrepreneurship
Center for Ethnographic Cultural Analysis
Center for Excellence in Science and Mathematics Education
Center for Governmental Studies
Center for Insurance Studies
Center for Internships & Community Engagement
Center for International Business
Center for Oral and Public History
Center for Public Policy
Center for Successful Aging
Center for the Advancement of Responsible Youth Sports
Center for the Promotion of Health Lifestyles and Obesity Prevention
Center for the Study of Economics of Aging and Health
Center for the Study of Emerging Markets
Center for the Study of Religion in American Life
CSUF Archaeological Research Facility
CSUF Institute of Gerontology
Decision Research Center
Developmental Research Center
Family Business Council
Forum for Advanced Security Technologies
Gianneschi Center for Nonprofit Research
Institute for Economic and Environmental Studies
Institute for Molecular Biology and Nutrition
National Center for Water Hazard Mitigation
Ocean Studies Institute/Southern California Marine Institute
Real Estate and Land Use Institute
Small Business Institute
Social Science Research Center
South Central Coastal Information Center
Sport and Movement Institute
Tucker Wildlife Sanctuary
Twin Studies Center
W.M. Keck Foundation Center for Molecular Structure

The centers can be reached through links at the following site:
www.fullerton.edu/catalog/academic_services/research_centers/

SERVICE-LEARNING

Faculty members engage their students in experiential learning that invites students to apply and expand on their coursework through service and reflection. We acknowledge the faculty members who enriched the curriculum of their courses by designing service-learning components that broadened their students' experience and deepened the relationships the University enjoys with our community partners.

Eleanor Atherton, College of Education
Brooke Bain-Hanna, Sociology
Davison Bideshi, Sociology
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Susan Cadwallader, Marketing
Nathan Carr, Modern Languages & Literature
Laura Chandler, Health Sciences
Debra Conkey, Communications
Martina Espinosa, Sociology
Janet Eyring, Modern Languages & Literature
David Falconer, Computer Science
Howard Forman, Marketing
Juan Carlos Gallego, Modern Languages & Literature
Dennis Gaschen, Communications
Thomas Gault, Modern Languages & Literature
Kenneth Gompert, Child and Adolescent Studies
Jessica Grimes, Sociology
*Katja Guenther, Sociology
Lynda Hamilton, Communications
*Arnold Holland, Art
Carolyn Houston, English and Comparative Literature
Jodi Jewell, Business Writing Program
Ellie Kaucher, Child and Adolescent Studies
Matthew Kirby, Geological Science
Christopher Kondo, Marketing
Edythe Krampe, Sociology
Irene Lange, Marketing
Susan Leavy, Sociology
Aubrey Le Bard, Marketing
Jinghui (Jack) Liu, Modern Languages & Literature
Jin (Juliana) Liu, Modern Languages & Literature
Dana Loewy, Business Writing Program
Edward Maine, Philosophy
Evelyn Monat, Modern Languages & Literature
Lisa Mori, Psychology
Daryle Nagano-Krier, Marketing
Kristie Ogilvie, Management
Norman Page, Human Communication Studies
Leena Rai, Political Science
Diana Robles, Child and Adolescent Studies
Bruce Rubin, American Studies
Mohsen Sharifi, Accounting
Susan Shipstead, Child and Adolescent Studies
Ying-Chiao Tsao, Human Communication Studies
Sharon Van de Houten, Sociology
Tony Vercillo, Marketing
*Diane Witmer, Communications
Adam Woods, Geological Sciences

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Center for Internships & Community Engagement

P.O. Box 6846

Fullerton, CA 92834-6846

www.fullerton.edu/CISL