

CALIFORNIA STATE UNIVERSITY, FULLERTON

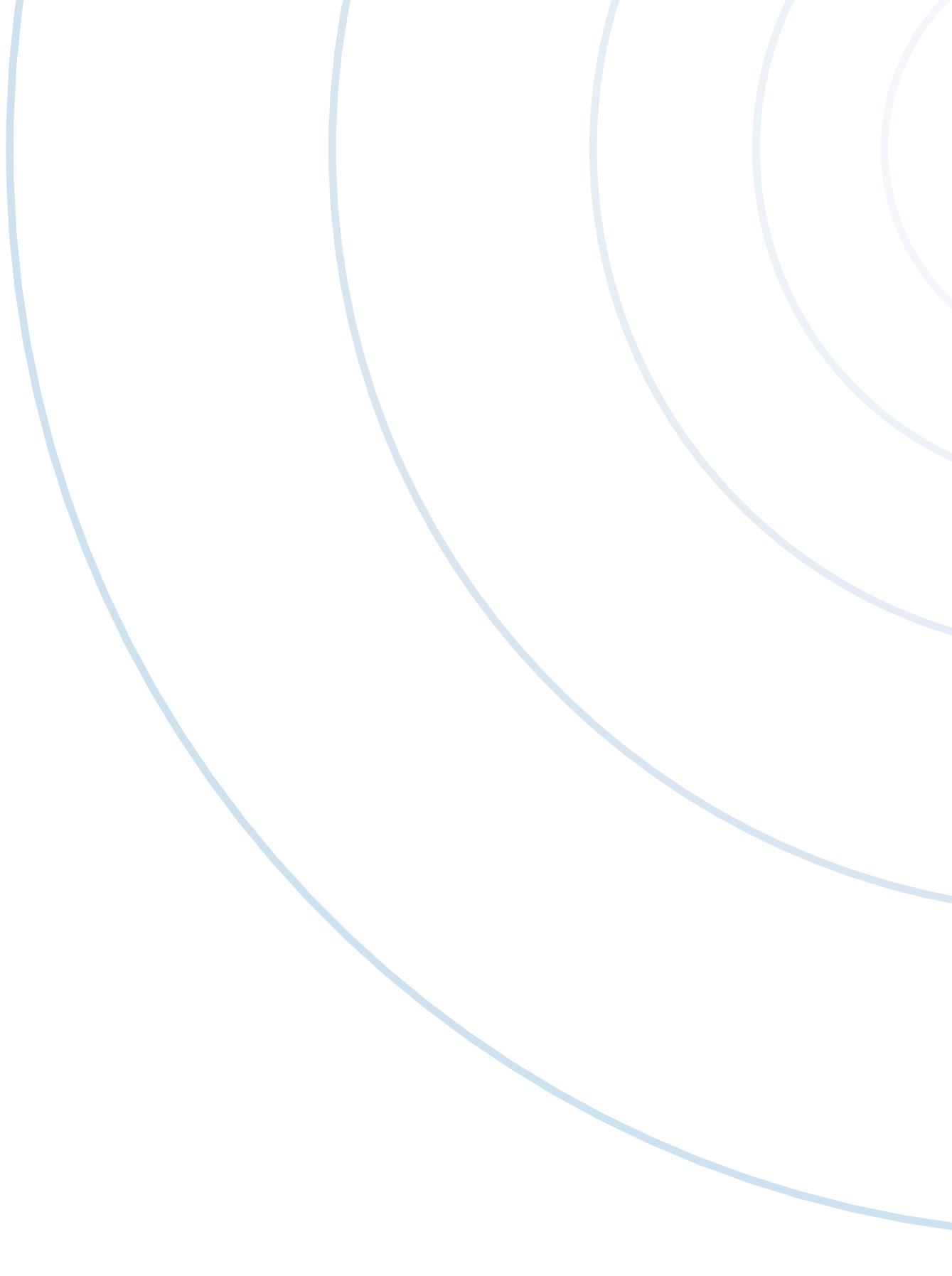
Community Engagement Report

2009



CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

impact



Cover: Preschoolers, like Brandon, gain confidence and social skills – and have fun – playing the parachute game during Jumpstart playtime.

Cal State Fullerton is an engaged campus ...

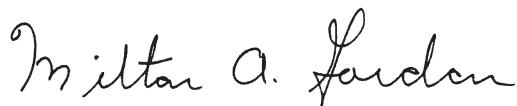
That means we integrate the community into every aspect of the university's mission and operations. Students performing clinical hours, doing their student teaching, or serving internships take the classroom with them, and service-learning students reflect their community experiences back to their courses. Faculty members engage with industry, government, community and learned societies to apply and extend their research and bring it into the classroom. Administrative and operational divisions build community partnerships to explore and address the issues that concern our present and future health as a campus and a region. We are dedicated to sustainable systems for operating our physical plant, and we share our best practices and research about sustainable methods. Our students, faculty, staff and alumni volunteer and hold leadership positions in all aspects of community and campus life.

For these and other new or ongoing efforts, Cal State Fullerton received the prestigious "community engagement classification" from the Carnegie Foundation for the Advancement of Teaching in 2008, in the joint category of curricular engagement and outreach and partnerships. Similar to accreditation, the classification signifies that the university reflects the highest standards and is an exemplar for the field. To date, just 125 institutions in the United States have received the designation, which is good for 10 years.

Also in 2008, we were named to the U.S. President's Higher Education Community Service Honor Roll, in recognition of nearly 950,000 hours of service performed primarily by students in 2007-08. This was the second consecutive year we were awarded this national honor for academic-related and volunteer community service ranging from para-professional fieldwork to helping preschoolers learn to love reading.

More than national recognition, it is the deep, ongoing partnerships with off-campus organizations that sustains and inspires our community engagement efforts throughout the year. For Cal State Fullerton, community engagement isn't just an amenity, it's the way we pursue our mission.

Thank you to all of our community partners for supporting our efforts and allowing us to be part of what you do.



Milton A. Gordon

President, California State University, Fullerton



impact

CAMPUS RECEIVES HIGHEST FEDERAL RECOGNITION FOR SECOND CONSECUTIVE YEAR

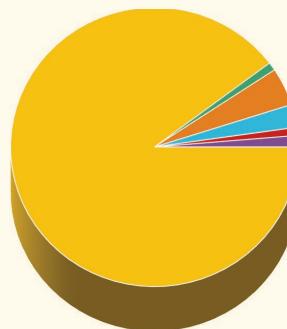
About the U.S. President's Honor Roll

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 635 universities named to the 2007-08 Honor Roll, out of over 2,000 four-year, degree-granting higher education institutions in the country.



Cal State Fullerton students gave 940,186 hours of service in 2007-08, earning the university a prestigious place on the U.S. President's Higher Education Community Service Honor Roll for the second consecutive year. Selection to the honor roll is the highest federal recognition an institution can achieve for its commitment to service-learning and civic engagement. The number of CSUF's community service hours increased substantially over 2006-07, when 715,061 hours of service were reported. Last year, more than 14,000 CSUF students participated in community service activities, up from about 9,000 the previous academic year.



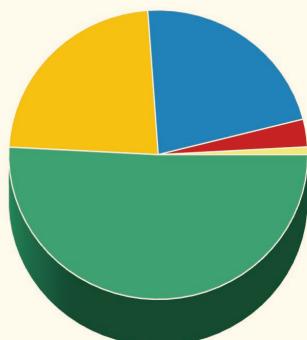
**940,186
Hours of Service**

- Courses
- Clubs & Organizations
- Community Engagement Projects
- Community Service
- Outreach
- Volunteer and Service Center

COURSE-RELATED SERVICE

Ninety percent of the hours reported in the honor roll application were performed by students enrolled in 454 courses that provide practical learning experiences outside the classroom. These courses include internships and externships, service-learning, practicums and fieldwork. New programs in nursing accounted for 129,057 hours of fieldwork and clinical training. Another new program, the Master of Social Work, contributed to the increase with nearly 10,000 hours of service in its inaugural year.

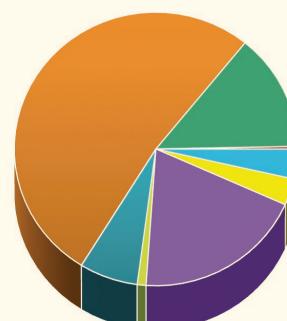
843,305 Hours of Course-Related Service



By Type of Service

- Internships
- Practicums
- Fieldwork
- Service-Learning
- Externships

Every college at Cal State Fullerton offers internship courses and other community-based learning experiences.



By College

- Arts
- Business and Economics
- Communications
- Education
- Engineering and Computer Science
- Health and Human Development
- Humanities and Social Sciences
- Natural Sciences and Mathematics

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

SERVICE-LEARNING PROGRAMS

Jumpstart

Child and Adolescent Studies students serve as preschool tutors in this AmeriCorps program conducted at Richman Elementary and Head Start centers in Fullerton and Placentia. In its sixth year, members served 16,000 hours in 11 classrooms serving 169 preschoolers, and formed a Jumpstart Club on campus to support additional projects such as the "Jumpstart For a Day" literacy carnival and family literacy nights. Read more about Jumpstart on pages 12-14.



WECARE (Working to Enhance Care and Resources for our Elders)

Students enrolled in courses in gerontology, sociology, health science and other majors fulfill service-learning requirements by helping elderly people to maintain their independence. Founded in 2007, this AmeriCorps program is offered through the Institute of Gerontology and the Center for Internships & Community Engagement in partnership with 20 senior-serving community organizations throughout Orange County. Read more about this program on pages 7-9.

Project SHINE

Students enrolled in sociology, TESOL (Teaching English to Speakers of Other Languages), education or language courses earn service-learning credit while serving as English tutors to mostly elder learners enrolled in English as a Second Language or citizenship courses at local colleges and senior centers. Students often exceed their required service-learning hours as ESL coaches and tutors, conversation partners, documenting oral histories, or simply spending time with the seniors. Close bonds have been formed as participants recognize the similarities in their or their families' immigrant experiences, even when their cultural backgrounds differ.

After School Enrichment and Safety

ASES (After School Enrichment and Safety) is a statewide after-school program providing free academic tutoring, enrichment and a safe haven with alternatives for at-risk students. The university partners with the Buena Park School District, whose communities include many low-income and ESL families, to offer services to students with low scores on state reading assessments. Read more about this program on pages 15-16.



OTHER FORMS OF COMMUNITY ENGAGEMENT

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 2007-08 Honor Roll application highlighted exemplary programs meeting specific criteria for community service projects and special focus areas, including the following examples.



The efforts of VSC project director Kathy Vu and volunteer Melanie Yamabe greatly improve the Orange County Zoo's raccoon habitat. VSC's Project Earth is a critical partner for the zoo to maintain and beautify this local sanctuary for displaced and injured animals.

Volunteer & Service Center

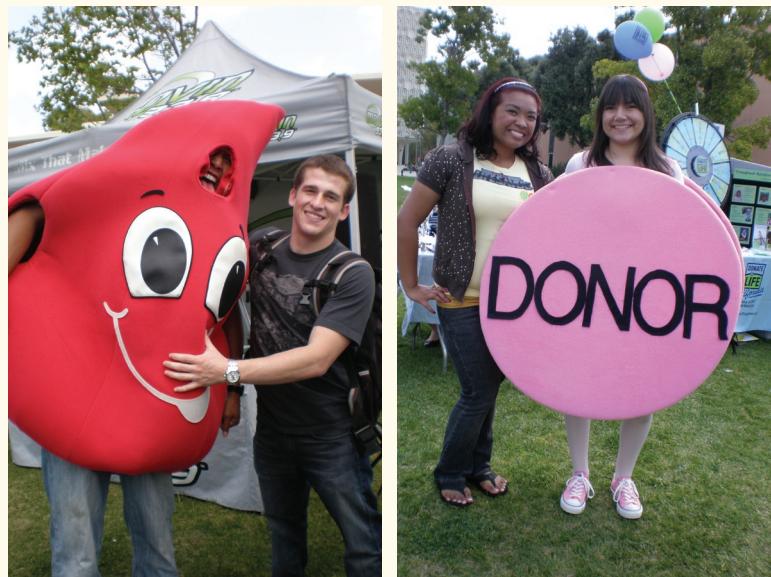
The VSC annually hosts eight or more student-run community service projects focused on the environment, hunger and homelessness, mentoring/tutoring at-risk children, social justice and more. These projects are coordinated by student project directors who collaboratively recruit, train and supervise volunteers; plan and implement events; and conduct reflection and evaluation activities. Among these projects are "Hunger & Homelessness Awareness Week" and the "Social Justice Summit," which educate the campus and community about social issues and empower them to get involved. Each semester, approximately 26 students serve as project directors, some receiving educational grants through AmeriCorps' "Students In Service" program. Last year, more than 2,200 students provided more than 11,000 hours of service. The VSC also coordinates volunteer projects with on- and off-campus groups. The VSC has a major impact on the community, particularly as participants continue their commitment to service beyond its projects.

Orangewood Children's Home Outreach

Students, faculty and staff reach out to neglected children in protective custody at Orangewood Children's Home. The VSC's CommUnity Connection is a student-led project that organizes bi-monthly outreach to children at the shelter, in addition to bringing a group of the older children for a campus visit in November. Various campus clubs and student organizations also visit the shelter throughout the year, or bring kids to campus for holiday events. For instance, volunteers arrange annual Halloween trick-or-treat and Easter egg hunt events for the kids. Orangewood kids are hard to resist: Students who have spent time with them find themselves returning again and again as a personal expression of outreach and concern.

American Red Cross Blood Drives

Cal State Fullerton was named by the American Red Cross (ARC) Orange County chapter as its leading blood donor in 2008. With more than 37,000 students and more than 4,000 employees, the university is in an excellent position to be a major contributor to the blood donor pool, and its ethnically diverse population is desirable because of the demand for donations from rare types for such items as bone marrow. Over our 10-year partnership with ARC several student clubs and organizations have made blood drives a core activity. Last year there were drives every month sponsored by various clubs, and nearly 1,000 pints were collected.



Kids to College

Throughout the year, CSUF tour guides show prospective students and their parents the campus. The scene is somewhat more chaotic when the prospective students are still in elementary school and visiting a college campus for the first time. Creating a vision of themselves as college students is the goal of the Kids to College program, a collaboration among the Sallie Mae Fund, the Tomás Rivera Policy Institute, and the CSU Chancellor's Office to raise awareness about college financial aid options among underrepresented minorities in California. CSUF's is the largest of the programs operating at three CSU campuses, and serves Title I elementary schools in Anaheim, Fullerton, Garden Grove and Santa Ana, whose students have been underrepresented in postsecondary education. The program consists of CSUF students visiting the elementary schools six times a year, and information and activities for teachers to prepare their students for college life. This year's culminating field trip experience featured CSUF's journalism students helping the kids to produce their own version of the *Daily Titan* and faculty and research assistants leading the kids in chemistry experiments they had designed for them.



The Kids to College Program provides workshops and curriculum that help teachers instruct their students about college life before they arrive on campus. This program has served more than 8,500 local school students over the past four years. See related story: <http://calstate.fullerton.edu/news/inside/2007/kidstocollege.html>.

Upward Bound

Upward Bound is a U.S. Department of Education-funded program designed to assist eligible high school students to overcome social, class, academic and cultural barriers to higher education. The program focuses on academic achievement, career development, financial aid assistance, and exposure to the various opportunities available to students at college campuses. In order for students to participate, they must be low-income or first-generation college students and U.S. citizens or permanent residents who show academic promise and the desire to apply to college. Students come from four Santa Ana high schools that serve predominantly Hispanic, low-income communities, and participate from 9th through 12th grades. Participants receive weekly after-school tutoring; monthly Saturday Academy sessions; college and career advising; educational and field trips including campus tours and a six-week residential summer program with college-prep courses. Of the students who completed the program this year, 90% will go on to four-year institutions, and the others will attend community college.

Talent Search

Cal State Fullerton ranks seventh among U.S. universities for the number of bachelor's degrees awarded to minority students and first in California for the number of bachelor's degrees awarded to Hispanics. The Talent Search program is just one of many efforts that make these rankings possible. Through this U.S. Department of Education-funded program, Talent Search serves 600 students from four high schools in the Anaheim Union High School District, whose students speak 49 different languages in their homes. Talent Search aims to increase the number of low-income, first-generation high school graduates who enroll in a college or university of their choice. Typical program activities include after-school tutoring, one-to-one academic advising, college tours, assistance in completing college and financial aid applications, and a summer program on campus. Special approaches include bilingual parent workshops and partnerships with the Hispanic Scholarship Fund and the Tiger Woods Learning Center.



Welcome!

This report celebrates the impact of community engagement on our students, community partners and the people – from children to the elderly – with whom we work. While the facts and figures on our numerous service programs are impressive and have earned national honors this year, it is the purpose and meaning of service that are the most important.

In this report you will read about a preschool child who learned to love reading; how a college student's assumptions about her future career fundamentally changed because of how she spends her afternoons in her junior year; and what happens to people when they take a walk through the daily reality of life for a homeless person. The real impact of community engagement – indeed, its purpose – is to create more aware and responsible citizens and propel them to action. On these pages you will read the stories of some of those who have undergone these transformative experiences over the past year.

The university has taken a major step toward further integrating community engagement into our mission, by establishing the Office of University Research, Initiatives and Partnerships. This office will work with the Center for Internships & Community Engagement to build resources through institutional grants and campus-wide programs in pursuit of a larger and broader vision of partnerships. These partnerships will expand on the wealth of expertise that exists throughout the university's centers of excellence and engaged faculty. Our vision is of thriving partnerships where community-based research will flourish for the benefit of the entire region.

With this new vision, we are actively pursuing the ideal of integrating teaching, scholarship and service at every level of the institution. We hear the global call to service and we respond not only with enthusiasm but with commitment, resources and experience.

Many thanks to all who have been involved in building a tradition of engagement on this campus. I invite you to join us as we advance toward a larger vision of what our university and community can become.

A handwritten signature in black ink, appearing to read "Jeannie Kim-Han".

Jeannie Kim-Han, Director

Office of University Research, Initiatives and Partnerships
Center for Internships & Community Engagement

SENIORS MAINTAIN INDEPENDENCE THROUGH OUTREACH FROM YOUNG RETIREES

After winding up their careers, retirees enjoy a meaningful “second act” by becoming AmeriCorps members in the WECARE program, designed to assist older adults to maintain independent living. They are not alone: the multi-generational program features volunteers ranging in age from 18 to 80, including several Cal State Fullerton students majoring in gerontology, sociology, health science and other disciplines. Volunteers who pledge to serve for a year as AmeriCorps members may receive an educational award on completion of their service. They work directly with vulnerable elderly people at 20 senior-serving organizations throughout Orange County.

As WECARE members, Patricia and Richard Carney visit the center twice a week to help lead the seniors, many of whom have varying stages of dementia, in a variety of activities such as bingo, puzzles, crafts, spelling bees and exercise classes. They also take the seniors on walks and engage in friendly conversations and plan to start a gardening class this spring.

“It just feels really good to help out. My wife and I enjoy coming here and helping the seniors. We were looking for the right volunteer program— and that’s hard to find,” explains Richard, 65. “This program is more hands-on and is the right fit for us.”



Patricia Carney chats with seniors John Webright and Mike Brown at Buena Park Senior Day program.



Richard Carney, right, helps out seniors, from left, Peggy Anson, Jean Law, Katie Chambers, Tom Kresal and Carmen Cruz at the Buena Park Senior Day Program.

“We finally found our home here,” says WECARE member Patricia Carney, 64. “The people here are wonderful. They all thank you when you leave ... It’s a good feeling knowing that you made someone happy.”

Theresa Powell, volunteer manager of Community SeniorServ, says, “We couldn’t be happier with the quality of care and dedication the WECARE members have brought to our senior programs. [They] have not only enhanced the organization’s services to seniors in Orange County, they’re making a personal difference in the lives of older adults. WECARE helps bridge the gap between the growing number of aging adults and the budgets available to provide adequate staff to sustain their care. WECARE members are reliable, responsible and inspired to make a difference.”





WECARE

Co-advisers

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CSUF Institute for Gerontology

Lynn Daucher,
California Department of Aging

Jeannie Kim-Han,
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CSUF Center for Internships and Community Engagement

Founder and Director

Adrienne Stokols

Partners and Host Sites

Abrazar, Inc
Alzheimer's Association, Orange County Chapter
City of Irvine
Community SeniorServ
Council on Aging – Orange County
Dayle McIntosh Center
InterlockCare
Jewish Family Services
Kaiser Permanente
Mission Medical Center
Monarch Health Care
North Orange County Community College District
OASIS
Orange County Office on Aging
Orange Elderly Services
Pacific Islander Health Partnership
Rebuilding Together, Orange County
Santa Ana Senior Center
St. Jude Medical Center
Vietnamese Community of Orange County

Opposite Page: WECARE member Richard Carney helps Nobu Hara bowl a perfect game of Nintendo Wii bowling, as senior Arura Linares cheers her on. For the seniors at the Buena Park Senior Day Program, there's nothing more comforting than caring volunteers like the Carneys. "They serve us lunch, talk with us and do a lot of fun activities with us. We all really like them and we enjoy having them here," says Nobu Hara.

VOLUNTEER & SERVICE CENTER ENGAGES STUDENT PROJECT LEADERS AND VOLUNTEERS

Saving the Planet, One Caring Student at a Time

The number of Cal State Fullerton students, faculty and staff involved with sustainability projects, participating in environmental activism, choosing alternative transportation, and making better choices in their daily lives has increased dramatically. From habitat restorations to beach clean-ups, students find many outlets to make a difference in their local environment and discover how easy it is to take small steps towards big change.

Developing Leaders, Touching Lives

Students serving as VSC project directors learn all facets of volunteer program management, and grow personally and professionally along the way. From recruiting, training and supervising volunteers, to fundraising and doing evaluations and collaborating with community agencies, project directors acquire an invaluable range of skills and experience. It is through their hard work that the VSC is able to provide opportunities to thousands of CSUF volunteers each year, touching the lives of those in need. "I would not be the person I am today without the VSC. I've learned how to communicate more effectively, have confidence in myself and believe I can achieve my goals. I've become the leader I never knew I could be," says Project Director Thi Nguyen (biology major).



MAKING A DIFFERENCE: A Project Read participant takes a break to smile for the camera. Reading, arts and crafts, and homework are regular activities during weekly visits to Anaheim Interfaith Shelter. Volunteers serve as critical mentors and tutors, and help build children's confidence. As one mother said, "My child HATED to read, but now not only have his reading skills improved, he actually learned to enjoy reading!"



PRESERVING NATURE: Student volunteers help with a variety of projects throughout the region as well as at the Fullerton Arboretum on campus. Arboretum volunteer coordinator Harriet Bouldin remarked, "The VSC volunteers are GREAT! They are a huge help around the grounds, making the Nature Center and all the areas where they work look wonderful." Volunteering in the Arboretum is the perfect opportunity to raise awareness about this natural resource.



HUNGER AND HOMELESSNESS AWARENESS WEEK: CSUF student Gautam Dua, a member of the Hunger & Homelessness Awareness Week committee, invited people to take a tour of the event's Tent City. Student volunteers put on the VSC-sponsored event in November to heighten awareness and involvement among their peers and the campus community about hunger and homelessness issues. More than 800 people saw the interactive exhibit.



SAVING LIVES: Project director Rosie Chuong (communications major) was part of the award-winning blood drive team. "I found my passion volunteering with the VSC. In one short year, I achieved my goal of collaborating with three major nonprofits I've always dreamed of working for, preparing me for my future."

TEAM BUILDING (left): VSC Coordinator, Amy Mattern, facilitates the "Helium Stick" team builder for project directors.

EVERYONE LEARNS IN PRESCHOOL

Building Strong Foundations

Children who attend preschool and kindergarten are more likely to succeed in grades 1 through 3, and those who aren't academically successful by the third grade may never catch up with their peers as they continue their schooling. Jumpstart is an AmeriCorps program that gives preschoolers the strong foundation in language, literacy and social development skills that will help them make steady academic progress. Cal State Fullerton's Jumpstart program leads the nation in children's learning outcomes

because it is embedded in the Child and Adolescent Studies Department. Jumpstart Corps members have the opportunity to develop their own lesson plans and lead the class as early childhood educators while serving 300 to 450 hours in the classroom and earning an educational stipend from AmeriCorps for their service.

Children aren't the only ones who are learning in these vibrant classrooms. Jumpstart has a positive impact on young children and their families, future teachers, educators and local schools.

A Child Loves to Read

Melenie, 4, is learning to love reading. As a preschooler at Jumpstart's "School Readiness Program" at Richman Elementary School in Fullerton, she and fellow program participants build their motor skills through outdoor play, expand their language and critical-thinking skills through classroom games and songs, and express their creativity through crafts. Literacy becomes a family affair when parents and siblings participate in "Family Literacy Nights" and the annual "Jumpstart For a Day" literacy carnival.

College Students Discover Their Calling

Teaching children to read is rewarding to Jumpstart Corps member Esther Lee (freshman art major). "I never knew that I had a passion for teaching and working with preschool-age children. It turns out that God has given me a special gift in teaching." She started volunteering with the program in fall 2008 and is now considering a career in teaching because of the experience.

Leading the Richman program has focused Jessica Angeles's desire to help kids and their families. "Working with the children and helping them to not only prepare

for kindergarten but to also succeed in life, has made me realize how important it is to give back to my community." A Jumpstart student leader for two years, she plans to pursue a master of social work degree after she completes her bachelor's degree in Child and Adolescent Studies in 2009.



Jumpstart preschooler Melenie enjoys reading with Jumpstart Corps member Esther Lee.





Jumpstart preschooler Alexander and Esther Lee.

Alumna's Career Comes Full Circle

CSUF alumna Linda Jimenez-Martinez earned her bachelor's degree in human services in 2003 and now oversees the Jumpstart program as supervisor of the Fullerton School District's "School Readiness Program." She has seen positive behavior changes in children because of the caring relationships and interactions they have with the Jumpstart Corps members. "Jumpstart definitely is helping to improve their readiness for elementary school by providing many opportunities to explore and develop an interest in literacy."



Jumpstart preschoolers Brandon and Jessica during play time with Jumpstart members Jessica Angeles and Esther Lee.



FULL-CIRCLE EDUCATION

After School Enrichment and Safety (ASES) is a statewide program providing free academic tutoring, enrichment and safe after-school alternatives for at-risk students. The university's partner in this program is the Buena Park School District, whose communities include many low-income and ESL families. College students from Cal State Fullerton and local campuses lead sessions each day focusing on homework, outdoor activities and a special reading skills program. Some particularly effective components include a "reading relay race" combining teamwork, reading comprehension and physical activity; science and engineering experiments designed by engineering students participating in the First-Year service-learning community; a communicative disorders intern helping students with fluency problems and informing parents about stuttering disorders; and college campus tours and formal dining experience to increase 8th graders' confidence in their social skills.

Tutor Discovers Her Professional Calling

Kristi Boogaard's plans when she came to CSUF as a freshman were to compete in track, study, maybe get a job waitressing – typical college stuff. She thought she'd like to become a coach one day, or maybe work with kids. Both her mom and aunt in Clovis worked in education, and she thought that might be a good fit for her, too. So when a friend told her about the instructor jobs available in the ASES program, she decided to apply. What she discovered on the job surprised her. She said, "It's changed what I

want to do with my life. I think about the kids every day. It even changed the way I interact with my mom, as I call her frequently for advice on how to help the kids. I have grown in ways I couldn't have imagined. Anyone who is considering being a parent or a teacher should have a job like this. I come from a very tight-knit community where everyone knew me. The kids I work with don't have anything like that; they just want someone to listen to them." Kristi has learned how to listen, and more. After she completes her bachelor's degree in sociology in 2010, she plans to pursue a master's degree in education administration and is considering serving with Teach for America. "I've always been into community service, but now service has led me to the career I want."



A Buena Park Junior High School student gets help with homework from ASES instructor Kristi Boogaard.

teacher. As an instructor in the ASES program since it began in 2007, she has grown comfortable with her role as teacher, mentor, advocate, role model – and surrogate mom to her junior high charges. Experiencing the challenges they face academically and economically has sharpened her desire to make a difference. "It has changed my teaching platform completely. I've encountered so many of the barriers that people hear about, but it's quite different when you're in a position to see them first hand. The kids come to me and know I'll listen to them and be sympathetic. We work with a tough, tough group of kids who have lots of apprehension and no respect at the beginning of the program. The biggest barrier I've overcome is to let them feel that I love what I do. They respond right back." Rebecca expects to complete her history degree in spring 2010, and then hopes to earn a master's degree in bicultural/bilingual education at CSUF.

She Used to Want to Teach History; Now She Wants to Affect It

Rebecca Rodriguez wants to turn around the dropout rate of students in the Los Angeles Unified School District. When she came to CSUF from that district, she loved history and thought she'd become a history



Buena Park Junior High School students enjoy close rapport with ASES Instructors Rebecca Rodriquez (above and right) and Shannon Avery (left).



ENGAGING WITH THE NONPROFIT COMMUNITY

Gianneschi Center for Nonprofit Research

Charitable organizations are a vital part of the social fabric. Their services impact and economic scope are substantial, yet the sector as a whole is little understood. The Gianneschi Center for Nonprofit Research was established to serve the Orange County community and the field of nonprofit sector research as the repository for data about philanthropic, charitable and volunteer activity in this county. Named in honor of Dr. Harry Gianneschi, a former vice president for University Advancement, the center contributes to the university's community engagement mission by strengthening the nonprofit organizations that are our partners.

In addition to publishing periodic updates of the sector studies it has produced, the Gianneschi Center supports nonprofits through a number of other programs including the Summer School for Nonprofits; the Nonprofit Professionals Alumni Association's mentoring programs, annual scholarship, and bi-annual mixers; the Nonprofit CFO Network; and mini-grants for faculty.



Capacity-building is a major focus of government agencies, funders, and communities that rely on charitable organizations to meet increased demands for service, often with decreased resources. Cal State Fullerton's community engagement efforts constitute major resources for local organizations. As placement sites for thousands of our students, and as providers of critically needed services in our communities, nonprofit organizations are integrated into much of what the university does. The Summer School for Nonprofits was created in 2006 to provide training and professional development for the university's nonprofit partners and for students pursuing nonprofit careers. In 2008 the three-day event included over 2,100 instructional hours, and was attended by organizations from seven counties.

Nonprofit Professionals Alumni Association

The first chapter of the Cal State Fullerton Alumni Association was established in 1999 by alumni working in local non-profit organizations. Members support students in a variety of ways, including the annual \$1,000 NPAA Award presented to a student pursuing a career in public service. Members also established a special track in Public Service and Nonprofit Leadership in the Student Leadership Institute, and advise students in one-on-one mentorships. Professional development and networking for members is supported through bi-annual mixers featuring presentations by expert speakers.

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

Eighth Annual NPAA Award Presented

Zakira Kalyan graduated cum laude in May 2008 with a bachelor's degree in communicative disorders and is currently pursuing a master's degree in the same field. Service has been part of her life since, as a young girl in her native Nairobi, Kenya, she spent many nights without electricity and sometimes without clean running water. Despite these hardships, she and her siblings joined her father in feeding hungry people every week. Since moving to the U.S. with her family, Zakira has been an active volunteer in her community and on campus. She has served as a Sunday school teacher for Zainabiyya Center and on the planning committee for the Social Justice Summit and Campus Greens. She has gained professional experience through volunteering and clinical work at St. Jude Medical Center's communication recovery program, among others. After completing her graduate studies she is determined to return to Kenya to establish her own clinic and work with organizations such as Operation Smile to relieve the stigmas associated with such treatable conditions such as cleft palate.

On being selected for the 2008 NPAA Award, Zakira said, "It means so much. Getting this award pushes me to want to do more. Just the fact that I've been recognized in this amazing way, I really want to get out there and help people."

COMMUNITY, STATE AND FEDERAL RELATIONS

Cal State Fullerton's Impact on the Local Community

Building on the excitement of the university's 50th Anniversary Celebration last year, the Community Relations Department continues to strengthen two-way relationships with our local community and enhance town-gown relationships with host cities where we operate. The university also is exploring unique local partnerships and finding ways to craft new ventures that benefit our students and community partners alike.

2009 Community Priorities

- Local Neighborhood Outreach
- Government Interface with Host and Neighboring Cities
- University-led and Participant Economic Development Projects
- Local Business, Community Group & Organization Partnerships

The Impact of our State Legislative Outreach

The university will collaborate with the entire CSU system to focus on three main priorities in 2009. A critical priority is the state budget and funding for the CSU campuses. The legislative priorities are AB 867, which will build on the successful establishment of the education doctorate by adding a new doctor of nursing practice; and AB 1222, which will allow CSUs to continue utilizing alumni affinity programs. For more information, please visit our website at www.fullerton.edu/advocacy.

2009 Legislative Priorities

- California State Budget FY 09-10
- AB 867 (Nava) California State University: Doctor of Nursing Practice Degree
- AB 1222 (Lowenthal) California State University: alumni: disclosure

Federal Funding Makes an Impact on the Lives of Students

Each year Cal State Fullerton addresses the needs of its students and faculty by seeking appropriate federal investment in projects and initiatives that are priorities for the campus. Federal funds for the FY 2009 projects listed here were successfully garnered as a result of leadership and support from Congressman Ed Royce and Congresswoman Loretta Sanchez. The university greatly appreciates their continued efforts to make the university a regional leader in these and other key areas of research, scholarship, and community engagement.

2009 Federal Funding

- \$1,600,000 Prader-Willi Syndrome Research
- \$ 238,000 Center for Advancement of Teaching/ Learning in Math and Science
- \$ 238,000 Vietnamese Language and Culture
- \$ 190,000 Obesity Prevention

RESEARCH AND SERVICE PARTNERS WITH THE COMMUNITY

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.

African American Resource Center
California Desert Studies Center
Center for Applied Biotechnology Studies
Center for Cancer Disparities Research
Center for Careers in Teaching
Center for Children Who Stutter
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 Insurance Studies
Center for International Business
Center for Internships & Community Engagement
Center for Oral and Public History
Center for Public Policy
Center for Research on Educational Access and Leadership
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

Chicano Resource Center
Community Learning and Literacy Center
CSUF Archaeological Research Facility
Decision Research Center
Developmental Research Center
Family Business Council
Fibromyalgia Research and Education Center
Forum for Advanced Security Technologies
Gianneschi Center for Nonprofit Research
Health Promotion Research Institute
Institute for Economic and Environmental Studies
Institute for Molecular Biology and Nutrition
Institute of Gerontology
International Center for the Economics of Pharmaceuticals, Aging and Health
National Center for Water Hazard Mitigation
Ocean Studies Institute/Southern California Marine Institute
Professional Teaching Development Center
Real Estate and Land Use Institute
Sales Leadership Center
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

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
Valerie Brauks, Child and Adolescent Studies
*Kathy Brzovic, Business Writing Program
Susan Cadwallader, Marketing
Isaac Cardenas, Chicana/o Studies
Dana Collins, Sociology
Martina Espinosa, Sociology
Melissa Essman, Child and Adolescent Studies
Janet Eyring, Modern Languages & Literature
David Falconer, Computer Science
Juan Carlos Gallego, Modern Languages & Literature
Dennis Gaschen, Communications
*Katja Guenther, Sociology
Arnold Holland, Art

Carolyn Houston, English and Comparative Literature
Jodi Jewell, Business Writing Program
Sara Johnson, Anthropology
Matthew Kirby, Geological Science
Kari Knutson-Miller, Child and Adolescent Studies
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Jinghui (Jack) Liu, Modern Languages & Literature
Edward Maine, Philosophy
Daryle Nagano-Krier, Marketing
Norman Page, Human Communication Studies
Jennifer Ponder, Education
Lorraine Prinsky, Sociology
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