CALIFORNIA STATE UNIVERSITY, FULLERTON

CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

2011 Community Engagement Report
Cover: Students in Professor Jeffrey Brody’s Reporting on Minorities course experienced international service-learning during a spring 2011 medical mission with Orange County-based nonprofit, Project Vietnam. As embedded journalists covering the mission and as volunteers assisting in the clinics, the 12 journalism students documented the lives of Vietnamese villagers as well as the procedures performed by Project Vietnam’s volunteer physicians, surgeons and dentists. On the cover, CSUF students observe surgery performed at a hospital in the city of Bac Kan. In addition to Professor Brody’s COMM 438T course, service-learning opportunities were offered to students in 73 course sections in 28 departments in 2010-11.

Cover image: Larissa Bahr ’11 Communications
“Learning with legs” is one way to describe the concept of academic service-learning. Service is muscle applied to intellectual concepts, and the result often is an awareness that can’t be gained from study alone. At Cal State Fullerton, community engagement is a value, a practice and a tool, and it is evident in all that we do.

Woven throughout their scholarship, research and teaching are strong bonds that faculty members create with community partners that expand our reach from this campus and around the world. Partnering magnifies the power of individual efforts in pursuit of new knowledge. Among the many benefits of partnering is the collegiality that it engenders among faculty members and their counterparts off campus. We prize the partnerships that our faculty members create with valued allies.

Following their example, students exercise their service muscles by becoming personally involved in issues that matter to them and in questions that inspire their exploration of the world beyond the classroom. Voluntary service is a cornerstone of university life for students engaged in clubs, associations, societies, causes and issues of importance to them and to the community. We are proud of the more than 1.3 million hours of course-related and voluntary service that our students performed in 2009-10, which won a place for Cal State Fullerton on the U.S. President’s Higher Education Community Service Honor Roll for the fourth consecutive year.

Leveraging such national honors as this, as well as the considerable other resources that are available to us as one of the country’s major public research universities, is another way that we pursue community engagement opportunities that address our mission. We are committed to accessing federal opportunities such as AmeriCorps and Federal Work Study positions for our students who choose to earn some of the costs of their education through service.

Community engagement is a value expressed throughout our mission statement and practiced through partnerships, personal effort, and leveraging of our resources for the benefit of our region, disciplines and society.

We are grateful to all our faculty, students and partners who join us in these meaningful pursuits.

Milton A. Gordon
President, California State University, Fullerton
The White House Recognizes CSUF for Service

For the fourth consecutive year, Cal State Fullerton was named to the honor roll of U.S. colleges and universities recognized by the White House for community service, most recently for service performed during the 2009-10 academic year.

The President’s Higher Education Community Service Honor Roll is the highest federal recognition a college or university can receive for its commitment to service-learning and civic engagement. Fewer than one-third of the four-year, degree-granting institutions in the country earn the recognition, which was launched in the aftermath of Hurricane Katrina to honor the efforts of students throughout the nation who responded to the crisis with relief efforts, community rebuilding and applied research.

ABOUT THE U.S. PRESIDENT’S HONOR ROLL

The honor roll is administered by the Corporation for National and Community Service in collaboration with the U.S. Departments of Education and Housing and Urban Development, Campus Compact, and the American Council on Education. Honorees are chosen based on a series of selection factors, including the scope and innovation of service projects; the extent to which service-learning is embedded in the curriculum; commitment to long-term campus-community partnerships; and measurable community outcomes as a result of the service.

Cal State Fullerton’s nominations cite the percentage of enrolled students who participate in course-related or voluntary service; the number who serve at least 20 hours per semester; the percentage of Federal Work Study funds allocated to community service positions; and the number of AmeriCorps members.

COURSE-RELATED SERVICE

Every college at Cal State Fullerton offers internship courses and other community-based learning experiences. Service-learning is required for some majors, and is an integral part of the capstone experience for others. Most of the hours represented in the university’s Honor Roll nomination – 87 percent – are completed for course credit as part of the learning experience.

VOLUNTARY SERVICE

Rounding out the nomination are thousands of hours of direct service performed by student-led project teams; clubs and organizations; sororities, fraternities and honor societies; athletes; ROTC; AmeriCorps members; President’s Scholars; and students living in the campus residence halls. The Volunteer & Service Center; Educational Partnerships; Associated Students, Inc.; and Student Affairs are among the campus entities that develop and support service experiences for students outside the classroom.

Please see page 8 for highlights of Volunteer & Service Center student project teams’ impacts on the community in 2010-11.

MILLION HOURS OF SERVICE GOAL SURPASSED AGAIN IN 2010-11

The Honor Roll nomination (as well as several reports, grant applications and other materials) require that hours of service be compiled and documented. The “Million Hours of Service - Make Your Hours Count” campaign was introduced in 2008-09 as a way of increasing awareness about community engagement opportunities and to better capture details about community service performed by students and personnel. The goal was surpassed once again in 2010-11, with documentation of more than 1.4 million hours of course-related and voluntary service.
The center publishes this annual Community Engagement Report, compiles the
Honor Roll nomination, and manages the Million Hours of Service campaign on
behalf of the entire campus. These efforts reflect the achievements of several
divisions, departments, centers and programs throughout campus that pursue
community engagement as part of their own and the university’s mission.

Under the auspices of Academic Affairs, CICE was established to support faculty,
staff and community partners engaged in course-related service. The center

- develops partnerships with placement sites;
- helps faculty develop the service components of their courses;
- counsels students who are seeking placements;
- supports faculty internship coordinators with logistics
  of their departments’ service requirements; and
- ensures quality placements through web-based recruitment,
  registration and risk management systems.

In addition, the center manages several externally funded community engagement
programs:

**After School Education and Safety (A.S.E.S.)** is a statewide after-school
program providing free academic tutoring, enrichment, and a safe haven with
alternatives for at-risk/low-income/ESL students. Participants with low scores
on state reading assessments receive special attention through the core literacy
component. Our program operates at six elementary and junior high schools in the
Buena Park School District, and program staff members are students from
Cal State Fullerton and other colleges. Tutors performed more than 14,000 hours
of classroom service in 2010-11.

**Project SHINE** offers students enrolled in sociology, TESOL (Teaching English to
Speakers of Other Languages), education or language courses service-learning
credit. They are placed as English tutors and conversation partners for mostly
elder learners enrolled in English as a Second Language or citizenship courses at
local colleges and senior centers. SHINE service is now embedded in the TESOL
major as a degree requirement. SHINE students served more than 3,500 hours
in 2010-11.

**Jumpstart** is an AmeriCorps program that gives preschoolers strong foundations
in language, literacy and social development skills that will help them make steady
academic progress. Cal State Fullerton’s program leads the nation in children’s
learning outcomes because it is embedded in the Child and Adolescent Studies
Department’s curriculum. Jumpstart Corps members develop their own lesson
plans and lead the class as early childhood educators while serving 300 to 450
hours in preschool classrooms to earn educational funds from AmeriCorps as
well as course credit. Members and volunteers served more than 14,000 hours
in 2010-11. CHAD major Raquel Caceres was honored with a 2011 Community
Engagement Award as Outstanding Student Leader for her role as a Jumpstart
staff lead.
Titan Tutors is a partnership with Project Access, which provides health, education and employment services to families, children and seniors living in low-income housing communities throughout California. Thirteen CSUF students served nearly 2,000 hours and earned wages, course credit, and/or AmeriCorps educational awards as tutors and mentors to Project Access kids in Orange and Los Angeles counties.

Behind all of the facts and figures mentioned here, there are countless stories about the impact of service on everyone involved – indeed, on entire communities. Read about some of them on the following pages.
The Center for Internships & Community Engagement exists to support faculty and students who take to the streets to explore opportunities to apply scholarship and learning firsthand. There are many pathways that connect faculty and students with partners locally and all over the world. In the following pages, we explore a few of the pathways of opportunity that open up when people pursue issues that inspire their curiosity, commitment and passion.

Faculty members initiate incredibly varied and robust opportunities for community organizations to connect with the university’s resources—people, research, scholarship and learning. Learn how faculty members engage with one organization in a many-faceted partnership that empowers students to develop their own leadership and control over issues in their communities on page 6.

Students beat a steady path to the doors of Orange County’s food banks, bringing food drive donations and fresh produce gleaned from campus groves along with them. There is no such thing as too many cooks in a kitchen where students invite the entire university to join them in alleviating hunger. Read about the bounty of their efforts on page 12.

Leveraging government resources provides another pathway for students to apply their learning in the community. Public investments in the form of educational awards and modest salaries for AmeriCorps and Students in Service members pay dividends throughout the region. Read about how the university leverages these investments to magnify service opportunities for our students on page 16.

Ultimately, engagement pathways are circular in shape. They lead the community to our door while also taking the university out into the community. Along these networks travel the nutrient-rich substance of knowledge and human potential. It is our privilege to support and facilitate the growth and good that result from engagement, not only for the community but for our faculty and students as well.

Thank you to all of the faculty, students and administrators who share our commitment to maintaining these networks, and to all the organizations who are our partners in teaching and learning.

Dawn Macy, Associate Director
Center for Internships & Community Engagement
Empowerment Through Engagement

Mary Anne Foo, founding executive director of the Orange County Asian and Pacific Islander Community Alliance (OCAPICA)

OCAPICA received a 2011 Community Engagement Award as Outstanding Community Partner in tribute to its extraordinary efforts to engage CSUF students and meet their needs as service-learners or interns, project leaders and community members. Their commitment to developing volunteers’ personal leadership capabilities and professional and personal skills translates into powerful experiences for all those who engage with them.

Dr. Jennifer A. Yee, Asian American Studies Program

Dr. Yee received a CSUF Community Engagement Award as Outstanding Service-Learning Instructor in 2011 in recognition of the robust opportunities for engagement that she developed for her course, Civic Engagement Through Asian American & Pacific Islander Studies. With mini-grants from the Faculty Development Center and CICE, she worked with OCAPICA over three years to identify the need for volunteer recruitment strategies; to develop, test and assess a service-learning approach; then to roll out the course in fall 2010 and spring 2011. The classes’ success attracted additional support for the Asian American Studies program and OCAPICA from the Southern California Edison Diversity Initiative to continue attracting volunteers to mentor students at Bolsa Grande High School.

A living laboratory for Cal State Fullerton thrives at the Orange County Asian and Pacific Islander Community Alliance, whose mission is to empower people to assume leadership within their community. According to founding Executive Director Mary Anne Foo, the organization’s approach since it was established in 1997 is to inspire people to develop their own leadership skills by identifying problems that are important to them, and digging into them to come up with solutions that work. In this way, OCAPICA empowers people to define and control their own lives and the future of their community — while at the same time making a real difference through relevant and timely interventions.

Into this rich environment of potential for applied learning and service, a steady stream of Cal State Fullerton students has flowed through the organization since its inception. Indeed, it was students serving internships at the site who led the director back to campus to explore the resources and partnerships that the university offers. Finding plentiful opportunities at the agency, the students were able to link the realities of their personal, family, neighborhood and cultural experiences to their classroom studies. That is the ideal for any internship, but what makes the OCAPICA experience so unusual is that students are empowered to take charge of all aspects of a program — from identifying a problem, to researching and proposing a solution, and then implementing the intervention and assessing the results. Pursuing the OCAPICA mission to develop their abilities to control and define their lives is a perfect model for students who are about to wrap up their degrees and take their place in the world.

“All our interns love the campus and the education they are getting, but they also have a good work history, professionalism, and are more mature,” Foo said. “They can really apply what they’re learning in class to their work. All the students we’ve had from Cal State Fullerton are really good. They are smart and have good skills.”

Foo decided to investigate where these students were coming from, so she asked about their professors and classes. Students forged the link that connected Foo to several faculty members, who in turn connected her to campus research centers and resources. She invited faculty and researchers to engage with the organization in pursuing its mission, and the partnerships that resulted led to deeper and more complex approaches to the agency’s programming. Faculty members brought theoretical modeling to the table, and techniques for applying evidence-based models. These methods, Foo said, allowed OCAPICA to focus and frame its work. This led to the agency’s deeper involvement in public policy, an area that can be overwhelming or intimidating for many small nonprofits. “Cal State Fullerton really influences us in thinking beyond direct services and everyday needs, to long-term strategies to address future needs,” Foo said. “You helped us to not be reactive, but proactive.”
Dr. Tu-Uyen Nguyen, Asian American Studies Department

Dr. Nguyen has been involved with OCAPICA since its inception in 1997, serving as one of the organization’s first interns. Today, she is involved as a member of OCAPICA’s board of directors and actively collaborates with community partners on several community-based participatory research action projects, including health navigation. She also works with many students on the organization’s volunteer, internship and service-learning projects. Nguyen received a CSUF Community Engagement Award as Outstanding Service-Learning Instructor in 2010 in recognition of her contributions in teaching Community-Based Health Research and Field Studies, a course which empowered students to become leaders for social justice work through applied research and social action.

Dr. Sora Park Tanjasiri, professor and director, Health Promotion Research Institute, Department of Health Science

Dr. Tanjasiri is a founding member of OCAPICA’s board and project director of several community-based participatory research efforts that have led to better information about the incidences of cancer among Asian Americans and Pacific Islanders, and to awareness and prevention programs that improve their health outcomes.

Foo credits OCAPICA’s increased success in landing federal grants for research projects to the sophisticated, evidence-based tools that Cal State Fullerton faculty and research centers helped to create. Faculty investigators and researchers working with OCAPICA have achieved significant results in health awareness and prevention among Asian and Pacific Islander women, because the projects provide greater access to cancer screening and other health resources. The Centers for Disease Control & Prevention recently awarded OCAPICA with a National Center of Excellence designation for their efforts to eliminate disparities in health, based on their community-based participatory research partnerships with Cal State Fullerton as well as Claremont Graduate University, UC Irvine, UCLA School of Public Health and the University of Southern California.

Students directly experience OCAPICA’s mission of empowerment and leadership development. The ratio of staff to interns is about one-to-one, so at any given time interns are actively engaged in working out issues through firsthand observation and program implementation. They are not there simply to function as office help or staff assistants. They learn by doing and deepen their classroom knowledge through practice.

OCAPICA’s mental health program is the result of one such intern’s efforts. An honors student whose parent had a gambling addiction, he was depressed because he felt he had nowhere to go for help. For his internship he identified the need for mental health counseling, designed an intervention and tapped into the resources of Cal State Fullerton’s Master of Social Work program for help in implementing it. In another example, students recognized the health risk their mothers face through exposure to the toxins in their workplaces: nail salons. The students developed an awareness and prevention program to address these risks.

Through course-related and voluntary service, our university campus contributes to impacts such as improved health, safer and cleaner neighborhoods, more college-bound kids, better public policy, and a more engaged populace. Learning and scholarship outcomes are deeper and more complex because of ongoing partnerships with the community. As Foo related, our faculty are unusual in their collegiality, their willingness to reach out across disciplines and departments to work creatively and cooperatively with one another and with community partners in pursuit of research, learning and service. The living laboratory that our faculty and partners create for our students in the community is a great realization of the vision expressed in OCAPICA’s mission: a new generation of leaders who have the capacity to control and define their lives and the future of the community.
The Cal State Fullerton Volunteer & Service Center partners with numerous community agencies to provide outstanding volunteer opportunities for our students while generating meaningful impact in the community. VSC’s volunteer calendar is full of one-time and ongoing projects – from two to five each week – that attract students to serve more than 12,000 hours each year. Students live the center’s motto, “It’s Your World – Change It!” by focusing on issues that matter to them: the environment, hunger and homelessness, at-risk youth, young adults with special needs, blood donations and social justice programming.

One ongoing partnership impacts both the university and the community. Tucker Wildlife Sanctuary, situated in beautiful Modjeska Canyon, is an environmental treasure owned and operated by the university and open to the public. Under the enthusiastic leadership of Site Manager Marcella Gilchrist and with help from volunteer groups such as the center’s Project Earth team, the grounds of the sanctuary have improved and volunteer support has increased. Project Earth teams have replaced harmful non-native plants with carefully planted native ones; built bird feeders; put up fencing and planted a butterfly garden. This spring, volunteers removed debris left from the destructive December flood.

Gilchrist was grateful for the center’s four volunteer projects in 2010-11. Busy with daily operations, the small staff has little time for critical, but time-consuming, projects. “It has been great to have students who can come in, attack a large project and get it completed in just one day. We literally could not do it without volunteers, and the center’s volunteers are special in terms of how dedicated they are to personally investing in the protection of Tucker year after year.” When you compile the hours that 20 or more VSC volunteers complete in one day – which can total 60 to 70 hours of work – it is easy to imagine how this might take weeks or months for the staff to complete. Multiply this by four visits during the academic year and it can be more than 250 hours of service at this one site!

CSUF student volunteers completed a variety of habitat restoration projects during a spring volunteer event at Tucker Wildlife Sanctuary. Unafraid of hard work, these students are instrumental in helping to conserve and protect the site for its many human and animal visitors. Images: Mike Park
At their fall Loaves and Fishes Soup Kitchen event, VSC students greeted hundreds of low-income and homeless children with arts and crafts and recreational activities, and packed grocery bags of food to sustain the children and their families throughout the week. Back at Cal State Fullerton, blood drives coordinated in partnership with the American Red Cross in 2010-11 made a huge difference in helping support the local blood supply and save many lives in Southern California.
Financial uncertainty is a hallmark of the college experience for many – if not most – students. Perhaps for this reason, hunger is a particularly resounding issue among them. With inexpensive Ramen noodles and mac-and-cheese as time-honored staples of the college student’s pantry, the call to share even meager resources among the estimated 615,000 people in Orange County who are at risk of hunger each month stirs many students to action. To meet this most fundamental and universal of human needs, Cal State Fullerton students engage with the community in a number of ways.

Like the parable of the hearty broth that results when first one, then many villagers contribute to a communal pot from their own humble stores of ingredients, our students’ contributions to local food banks generate significant cumulative effects that nourish the community. Not the least of these impacts is their own increased awareness of and compassionate response to the realities of hunger right here in Orange County. By organizing food drives, sorting and packing groceries at the two local food banks, serving at soup kitchens and homeless shelters, students become deeply conscious of human needs and of the power of engaging with others to address those needs.

**COURSE-RELATED STRATEGIES**

Another example of impact is the synergy that occurs when service-learning students are deployed to conduct team projects that relate to classroom studies. Business Writing Professor Breta Hedges received a Call to Service - Move to Action mini-grant from the Center for Internships & Community Engagement to support the ongoing partnership she has developed with Second Harvest Food Bank of Orange County. Hedges developed a service-learning component for her Business Writing class, Advanced Business Communication: A Case Analysis Approach, in spring 2011. Students work in teams to research and propose a solution to a business issue, while also completing 20 hours of service at the site. The ongoing partnership with Second Harvest provides students a living laboratory where they can practice the communication techniques they study in the classroom.

Some recent team projects have generated specific impact for Second Harvest and its clients.

**Backpack Outreach:** With demand for food donations always outstripping the supplies on hand, efficiency is critically important to the food bank operation. Even a simple detail such as how much peanut butter a family needs for their kids’ lunch bags can be crucial when multiplied across several clients and an entire school year. Business Writing students identified the need for client input and developed a client satisfaction survey. Second Harvest now regularly surveys their backpack outreach clients for feedback and incorporates this strategic feedback into their operations, increasing the program’s overall efficiency and ensuring that resources are used to maximum value.

**Safety:** Second Harvest more than doubled the size of its physical plant when it moved from a 52,000 square-foot orange packing warehouse in Orange to a 121,000 square-foot building at the former El Toro Marine Base. The organization’s safety committee asked Business Writing students to contribute to the transition by developing an appropriate evacuation plan. The team researched safety regulations and codes to produce a comprehensive evacuation plan for the warehouse facility along with recommendations such as adding eye wash stations and first aid kits. The results are the facility’s improved and compliant safety conditions.

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Breta Hedges
Professor, Marketing Department
Cal State Fullerton

Former CSUF intern Cristina St. Amant ’10 Health Sciences is now program services coordinator for Second Harvest Food Bank of Orange County.

Students in Professor Breta Hedges’ Advanced Business Communication class researched OSHA standards and other policies to inform their development of an evacuation plan and safety procedures for Second Harvest Food Bank’s new warehouse.
Social Media: Like most charities, Second Harvest raises funds from individual donors who send in monthly or annual checks. Most of its promotional materials were aligned with this traditional model of philanthropy. The organization invited Business Writing students to focus on the fastest-growing trend in giving: ePhilanthropy. The team added features like blogs, a Facebook page and Twitter messaging to Second Harvest’s webpage, and recruited interns as bloggers and tweeters to keep the material fresh. These updated strategies reap several key results, including generating more volunteers and donations; providing compelling anecdotes for readers to better understand hunger in Orange County; increased donations; and younger donors.

Students from other majors including communications, psychology, sociology, and health science complete 120-hour internships at Second Harvest. One of these is Cristina St. Amant, who first came to Second Harvest to complete an internship for her health science major. As a committed partner in engaging students, the organization was willing to invest Christina with considerable responsibility for its new food stamp outreach program. Fully engaged with the clients served by the program, she decided to stay in touch even after her internship was completed. When a position opened up, she applied. Now as Second Harvest’s Program Services Coordinator, she sees the impact that service has on the interns who work with her at the food bank.

Project leaders from the Volunteer & Service Center gleaned 27 bags of ripe oranges from the grove at the entrance to campus and donated them to the Orange County Food Bank and Fullerton Interfaith Emergency Service to be included in grocery boxes and meals distributed to families in need.

“The Orange County Food Bank appreciates the generous support of CSUF students and staff who donated food to feed people’s bodies, books to feed their imaginations, and their time by visiting the food bank and assembling food boxes for our neighbors at risk of going to bed hungry at night.”

– Mark Lowry, Director, Orange County Food Bank
Second Harvest received a 2011 Community Engagement Award for Stellar Support of Students in recognition of their outstanding partnership with service-learning students and faculty.

**VOLUNTEER STRATEGIES**

Another major ingredient in Cal State Fullerton’s stone soup is the voluntary service that students provide through the Volunteer & Service Center, various clubs, organizations, campus departments, and on their own. The VSC’s Hunger Coalition and other student-led food drives held throughout the year generate thousands of pounds of food for both Second Harvest and the Orange County Food Bank. Students also volunteer to glean local fields to reap fresh produce, sort and pack boxes of emergency groceries at food banks and serve at local soup kitchens. Both the students and the community are nourished by these wide-ranging efforts and by the lifelong lessons in humanity that flow from them.

Thanks to the faculty who integrate these experiences into their classrooms and into field experiences for their students; thanks to the coordinating efforts of Volunteer & Service Center project leaders, student volunteers and club members; and thanks to the partner agencies who are so willing to work with the campus; Cal State Fullerton is a true partner in Orange County’s efforts to alleviate hunger.

“Volunteer & Service Center volunteers come not because it is a job, but because they are socially conscious individuals who truly want to better themselves and serve those in need. And their intensity is evident as they packed more than 3,200 food boxes and collected nearly 3,000 food items this year alone.”

– Andre Gaithe, Food Bank Supervisor
Orange County Food Bank
Moving boulders is nearly impossible when working alone. It’s easier with the proper tools: by applying a lever at the base, even someone acting alone might make considerable progress in removing a stubborn obstacle. Real progress is possible when a team works together – with the proper tools – to address challenges. That’s the logic behind Cal State Fullerton’s partnership with local organizations to place students in federally funded positions that defray the costs of their education. By leveraging a portion of the university’s annual allocation of $800,000 from the U.S. Department of Education for Federal Work Study to fund AmeriCorps and America Reads and Counts positions, the university contributes to improved conditions for disadvantaged people throughout the region.

The Center for Internships & Community Engagement, the Volunteer & Service Center, and the Office of Financial Aid administer several community-based programs that leverage Federal Work Study funds.

**JUMPSTART**

Aspiring teachers can gain practical experience in the classroom by taking the Jumpstart track offered by the Child and Adolescent Studies department and administered by CICE. Students receive course credit, an education award, and – if eligible for Federal Work Study – can earn wages for the hours they serve. This AmeriCorps program’s 2010-11 allocation of $72,100 was to support 42 members for 7,210 hours of early childhood services for low-income families. Cal State Fullerton doubled this impact for a total of 14,759 hours served by Jumpstart Members and 60 additional volunteers.

**HONORS FOR SERVICE**

Students who have completed at least two years of service as AmeriCorps members during the last four years are honored when they graduate. AmeriCorps sashes worn at Commencement are awarded to Cal State Fullerton students who serve a minimum of between 600 and 900 hours as either Jumpstart or Students in Service members. Twelve Jumpstart members and two project leaders from the Volunteer & Service Center were honored in 2011.

Dora Armenta ’11 Sociology and Carlos Ortega ’11 Child and Adolescent Studies received Americorps sashes for their service.

**STUDENTS IN SERVICE**

Another AmeriCorps program that offers students the same options as Jumpstart (but is not structured around a specific academic course) is Students in Service. In this program, the university receives an allocation of AmeriCorps slots that is distributed by California Campus Compact on behalf of the Corporation for National and Community Service. Students completing the 300 or 450 hours required for their respective slots may earn a scholarship of $1,100 or $1,400 that can be applied to their tuition, books, loans or other educational expenses. Beyond their own commitment of service hours, students are expected to generate additional volunteers in support of their projects, thus extending the community benefits of the investment. As project leaders, SIS members serving through CICE and the Volunteer & Service Center meet this objective of the program in abundance by staging several large-scale volunteer opportunities throughout the year. Twenty-seven SIS members served 7,829 hours last year.

**AMERICA READS AND COUNTS**

Students who are eligible for Federal Work Study funds may earn those funds as America Reads and Counts tutors or mentors, placed by the Center for Internships & Community Engagement at schools or community sites in the vicinity of the campus. The program is intended to promote learning and motivate mentees to improve academic skills by placing college students who provide reading and math tutoring assistance to classroom teachers or after-school staff, and work with children who need extra help. Twenty ARC students served 4,814 hours at 10 sites last year.

**TUTORING AND FINANCIAL LITERACY SERVICE**

One of the objectives of the U.S. Department of Education in extending Federal Work Study awards to campuses for distribution to eligible students is that the campuses promote tutoring and financial literacy through partnerships with community organizations. Cal State Fullerton meets this objective through ongoing partnerships with community agencies such as THINK Together, the Boys & Girls Clubs of Placentia, Legal Aid Society and Friendly Center.

Beyond the service itself, the power of these programs is in their ability to leverage crucial public resources in ways that amplify their impact for both the students and the community members who benefit from their services. The resources provided by the U.S. Department of Education and by employers who hire students with Federal Work Study awards allow the university to magnify – sometimes by a full 100 percent – the service commitments that our students make to our community partners. By leveraging students, partner organizations, the university and its federal resources in these programs, we are able to make molehills out of stubborn social-problem mountains.
Nonprofit organizations represent an important sector not only in our overall society, but also within Cal State Fullerton’s sphere of engagement. They are our partners in community-based research, service delivery, student placements, teaching and learning, as well as in addressing the wide range of issues we confront as a society and as a campus. Helping to strengthen their capacity is the overarching goal of the Gianneschi Center programs, operated under the auspices of the Center for Internships & Community Engagement.

**GIANNESCHI SUMMER SCHOOL FOR NONPROFITS**

Many of those who are running nonprofit organizations are well-prepared in a specific discipline (such as arts or health), but may lack the business expertise to manage complex agencies. The professional development opportunities that Cal State Fullerton provides for nonprofit managers attract hundreds of people to campus every July for the Gianneschi Summer School for Nonprofits. Day-long seminars and half-day classes are offered on nonprofit management topics including budgeting, fundraising, public relations, grant writing and legal issues.

In response to the Gianneschi Center’s research documenting the economic scope of this growing sector, the event was established in 2006 to help strengthen the community-serving organizations that are the university’s partners in providing engagement opportunities to our students. Our nonprofit partners continue to seek capacity-building training and education through this annual event, which served 508 participants from 330 agencies spanning seven counties in 2011.

**GIANNESCHI FELLOWSHIP IN NONPROFIT LEADERSHIP**

The second annual Gianneschi Fellowship in Nonprofit Leadership was awarded to Natalie Kha, who graduated in May 2011 with a degree in human services. Funded through proceeds from the Gianneschi Summer School for Nonprofits and from the Cecil and Beulah Ballentine Endowments in Nonprofit Marketing and Nonprofit Research, the fellowship was established in 2010 to launch the career of graduating Cal State Fullerton students who are pursuing careers in the nonprofit sector. The fellowship covers the recipient’s salary for the summer, and a training stipend to the host site. Natalie served as virtual gift-giving campaign coordinator for longtime Cal State Fullerton partner Working Wardrobes in Costa Mesa.

**GIANNESCHI MINI-GRANTS**

Mini-grants were awarded in 2010-11 to faculty members Shelly Arseneault (political science) and Susan Cadwallader (marketing) to support their study of nonprofits. The grants were funded through proceeds from Gianneschi Summer School for Nonprofits and the Cecil and Beulah Ballentine Endowment in Nonprofit Research.
A UNIVERSITY WITHOUT WALLS, WHERE
CAMPUSS AND CITY LIFE CONVERGE

After a long, penetrating look at the neighborhoods south of
the campus, bordered by Nutwood Avenue, Chapman Avenue
and State College Boulevard, a joint city/university planning
group composed of California State University, Fullerton,
Hope International University and the city of Fullerton is
proposing to create a special district of livable streets, trails and
walkways linking learning, living, working, shopping and dining
environments.

They’re calling it CollegeTown – a 60-acre mix of pedestrian-
friendly civic and public spaces easily accessible by bike, bus
and shuttle, where campus and city life can converge. The
project partners with the city of Fullerton and Hope International
University to envision a district south of campus. And while
project planners are quick to acknowledge that financing,
planning and developing the district may be the work of a decade
or more, the enthusiasm with which they speak of the area’s
possibilities makes them seem as real as tomorrow. CollegeTown
had its first public airing at the fall 2010 meeting of the Fullerton
City Council when Robert M. Zur Schmiede, executive director
of the Fullerton Redevelopment Agency, recounted the two years
of planning, traffic studies and interviews conducted since the
partnership effort began in December 2007.

The draft plan calls for the reconfiguration of parts of Nutwood
Avenue and Commonwealth as pedestrian-friendly green space
to create a destination neighborhood analogous to similar
mixed-use development efforts that have proven so successful at

Arizona State University, Ohio State University and the University
of Connecticut.

Other innovative ideas being considered for the project include
a local trolley system connecting key Fullerton destinations,
reclaiming Nutwood as a pedestrian mall and redesigning
Commonwealth to be pedestrian- and bicycle-friendly. The
draft plan produced by the university/city collaboration seeks to
create “a university without borders” by removing Nutwood as a
barrier separating the campus from the community, and including
features to appeal to university and community members alike.

Pamela Hillman, vice president for university advancement, and
Annette Feliciani, chair of the Cal State Fullerton Philanthropic
Foundation Board of Governors, also appeared before the council
to speak in support of CollegeTown. “I look forward to working
with you on CollegeTown,” Hillman said. “I’ve never been more
excited about a project in my entire professional life.” Feliciani was
similarly enthusiastic. “I represent the group that is out there trying
to raise the money, and this is the big idea for our university.”
Council members received the draft plan with unanimous and
unqualified support, and directed the city/university planning
group to seek community and university response and report
back to the City Council Redevelopment Agency at a future date.

www.fullerton.edu/community/collegetown.html

CollegeTown concept, as seen from the CollegeTown Vision Plan developed
by the City of Fullerton, Cal State Fullerton and Hope International University.
NORTH ORANGE COUNTY ECONOMIC DEVELOPMENT PARTNERSHIP

In summer 2010, four focus group discussions were conducted by the university’s Social Science Research Center (SSRC) on behalf of the North Orange County Economic Development Partnership (NOCEDP).

The purpose of these discussions was to shed light on the unique economic issues facing the North Orange County region, its potential for growth, and to evaluate the possibility of a regional partnership. The North Orange County Region was defined as the cities of Brea, Buena Park, Fullerton, La Habra, Placentia and Yorba Linda.

Participants in the three “stakeholder” focus groups were professionals with expertise or a vested interest in the region’s economic development, and the fourth group was comprised of “practitioners” representing city managers, economic and community developers.

Summary of findings:

- Discussions validated the assumption that North Orange County is, in fact, distinct from the rest of the county.
- The loss of the manufacturing industry was unanimously viewed as an economic weakness of the region as a whole, and underscored the need to strategically plan how these facilities should be utilized in the future.
- A strategic plan should be developed to attract businesses to North Orange County and to prevent companies from leaving the region.
- The Fullerton Transportation Center (FTC) was identified as a major regional asset.
- Affordable housing for low-end wage-earners and young professionals is needed in North Orange County, both to keep workers close to home, and to keep young people in the area.
- Today’s workforce lacks hands-on training, which the employer is required to provide.
- Two of the largest outside obstacles to the region’s economy are the general economic downturn and the prevalence of restrictive state regulations.
- The participants support development of a regional collaborative group to not only discuss strategies for economic development but also to spearhead the implementation of proposed strategies.

REEVEST IN HIGHER EDUCATION

The Office of Government Relations partnered with Associated Students on a Reinvest in Higher Education campaign. The countywide effort brought the higher education community together to urge much-needed reinvestment in public higher education. Approximately 1,700 postcards were delivered to legislators in Sacramento expressing the impact of the budget cuts on students, families and individuals across Orange County.

Reinvesting in higher education is critical in preparing an educated workforce to ensure California’s economic vitality. If just 2 percent more Californians earned associate’s degrees and 1 percent more earned bachelor’s degrees:

- 174,000 new jobs would be created;
- California’s economy would grow by $20 billion; and
- State and local tax revenue would increase by $1.2 billion a year.

www.fullerton.edu/advocacy

www.reinvestinhighered.org
MAKING CONNECTIONS
MOVE MORE, EAT HEALTHY OC

On May 26, approximately 300 individuals representing a cross-section of education, government, healthcare, community organizations and business leaders participated in an obesity summit on campus called “Making Connections: Move More, Eat Healthy OC.” The summit aimed to make connections between education, government, business and community groups to identify best practices in promoting healthy eating and increasing physical activity, and to kick off a countywide campaign aimed at reducing obesity and improving health in Orange County.

CSUF alumna and Santa Ana City Councilwoman Michelle Martinez served as summit chair. She shared the story of her own weight loss that was motivated by her 47-year-old mother’s death from diabetes and other health-related issues related to her weight.

Delivering the keynote address was James F. Sallis, professor of psychology at San Diego State University, who Time Magazine called an “obesity warrior.” He spoke about building a healthy environment through enacting policies and best practices in the 21st century.

David Riley, CSUF alumnus and director of the Orange County Health Care Agency, said that although the county is one of the healthiest in the country, obesity is – literally and metaphorically – a growing problem.

He cited alarming increases in the number of those who are obese and overweight:

• more than half of the adults in Orange County are either overweight or obese;
• 16 percent of our children are clinically obese; and
• one-third of the children born in Orange County today are predicted to develop diabetes at some point in their lifetime.

For more information on the summit or to join the “Move More, Eat Healthy OC” campaign, please visit:

www.makingconnectionsoc.org.

THE OFFICE OF GOVERNMENT RELATIONS

The Office of Government Relations acts as the liaison between Cal State Fullerton, the community, and local, state and federal elected officials and government staff. The Office of Government Relations provides a single point of contact between the university and numerous community, state and federal entities for the purpose of sharing information, effective partnering and mutual benefit.

The Office of Government Relations is responsible for

• serving as a bridge to the community and its elected officials and leaders;
• increasing the university’s visibility and promoting its high quality reputation and faculty expertise;
• looking for opportunities for the university to partner, utilizing its resources and expertise;
• contributing to the community through leadership and sharing of our knowledge in areas that benefit the community; and
• providing strategy and political expertise to the university.

As a publicly funded institution, Cal State Fullerton is inextricably linked to state government and to the community it serves. The university is charged by the state with the mission of making high-quality education affordable to the residents of California.

Having strategically cultivated an extensive network of relationships with elected officials, government entities and community leaders, and having earned a reputation for integrity and credibility throughout the community, the Office of Government Relations supports the university by advocating on its behalf and providing access to key leaders and organizations in order to share and advance university goals and interests.

Additionally, the office is continually seeking opportunities to partner, to provide visibility for the university and its programs, to build awareness of its vast resources of expertise, and to play an active leadership role in the surrounding community.

www.fullerton.edu/advocacy
www.fullerton.edu/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 our related communities – academic and geographic. The centers can be reached through links at www.fullerton.edu/research.

African American Resource Center
Archeological Research Facility
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/CATALYST
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 Remote Sensing and Environmental Analysis
Center for Research on Educational Access and Leadership (CREAL)
Center for Successful Aging
Center for Sustainability
Center for the Advancement of Responsible Youth Sport
Center for the Forum for Advanced Security Technologies (FAST)
Center for the Promotion of Healthy Lifestyles and Obesity Prevention

Center for the Study of Emerging Financial Markets
Chicano Resource Center
Community Learning and Literacy Center
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 Economics of Pharmaceuticals, Aging and Health
Ocean Studies Institute / Southern California Marine Institute
Office of University Research, Initiatives and Partnerships
Professional Teaching Development Center
Real Estate and Land Use Institute
Sales Leadership Center
SchoolsFirst Center for Creativity and Critical Thinking
Small Business Development Center
Small Business Institute
Social Science Research Center
South Central Coastal Information Center
Sport and Movement Institute
Tucker Wildlife Sanctuary
Twin Studies Center
SERVICE-LEARNING AND COMMUNITY ENGAGEMENT FACULTY

Faculty members develop experiential learning opportunities that invite 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 its community partners.

Henry Atkins, Marketing
Brooke Bain, Sociology
Melinda Blackman, Psychology
* Ioakim Boutakidis, Child and Adolescent Studies
Brenda Bowser, Anthropology
Jeffrey Brody, Communications
* Jennifer Burnaford, Biological Science
Susan Cadwallader, Marketing
Nathan Carr, Modern Languages and Literatures
Peng Chan, Management
* Teresa Crawford, Elementary and Bilingual Education
Wendy Criner, Secondary Education
* Russ Espinoza, Psychology
Gary Evans, Management
Richlyn Evins, Sociology
Janet Eyring, Modern Languages and Literatures
Dorothy Flynn, Elementary and Bilingual Education
* Christine Gardiner, Criminal Justice
Erauldo Gonzalez, Chicano and Chicana Studies
Jessica Grimes, Sociology
Jinni Harrigan, Psychology
* Breta Hedges, Marketing
Judith Hervey, Nursing
* Arnold Holland, Art
Carolyn Houston, English and Comparative Literature
John Jackson, Marketing
Sara Johnson, Anthropology
C. Jessie Jones, Health Science
Dmitry Khanin, Management

Cynthia King, Communications
Matthew Kirby, Geological Science
Kurt Kitselman, Human Communication Studies
Guy Knuf, Accounting
* Edythe Krampe, Sociology
* Aubrey LeBard III, Marketing
Jinghui Liu, Modern Languages and Literatures
Lisa Mori, Psychology
Diana Robles Nichols, Child and Adolescent Studies
Toni Nielson, Human Communication Studies
* Rebecca Otten, Nursing
Margaret Palmer, Child and Adolescent Studies
Patricia Perez, Chicano and Chicana Studies
* Jennifer Ponder, Elementary Education
Barbara Samara, Management
Beth Schipper, Elementary and Bilingual Education
Sumantra Sengupta, Management
* Jayson Smith, Biological Science
Joanne Stohs, Psychology
Douglas Swanson, Communications
Atul Teckchandani, Management
Candace Trevino, Child and Adolescent Studies
* Mary Wickman, Nursing
Diane Witmer, Communications
Karen Wong, Sociology
* Jindong Wu, Geography
Toya Wyatt, Human Communication Studies
* Jennifer Yee, Asian American Studies

* Recipient of Call to Service - Move to Action mini-grant to encourage community engagement in the form of community-based research, service-learning partnerships/projects, new service-learning curriculum or nonprofit management training. Funding is provided through the Office of University Research, Initiatives and Partnerships; the CSU Chancellor’s Office Call to Service Initiative through CSUF’s Center for Internships & Community Engagement; proceeds from the Gianneschi Summer School for Nonprofits; and distributions from the Gianneschi Center’s Beulah and Cecil Ballentine endowment.
The Center for Internships & Community Engagement presents the annual Community Engagement Awards to honor students, faculty, community partners and student clubs and organizations whose leadership, service and partnership strengthen the bonds of engagement that connect the university and the community.

## 2011 HONOREES

### FACULTY
- **Outstanding Service-Learning Instructor**: Dr. Jennifer A. Yee, Asian American Studies Program
- **Extraordinary Internship Coordinator**: Diana Robles Nichols, Child and Adolescent Studies

### STUDENTS
- **Outstanding Student Leader**: Raquel A. Caceres, ’11 Child and Adolescent Studies
- **Extraordinary Acts of Service**: Piatra L. Marani, ’11 Communications

### COMMUNITY PARTNERS
- **Stellar Student Support**: Second Harvest Food Bank of Orange County
- **Most Committed Partner**: Orange County Asian and Pacific Islander Community Alliance (OCAPICA)

### STUDENT CLUBS & ORGANIZATIONS
- **Impact Awards**: Volunteer Income Tax Assistance
  - Child and Adolescent Studies Student Association
- **Total Hours**: Alpha Phi Omega National Service Fraternity
  - President’s Scholars Student Association

For videos of awardees, see [www.fullerton.edu/CICE/awards_2011.html](http://www.fullerton.edu/CICE/awards_2011.html)

## HONORS AT COMMENCEMENT

### AmeriCorps Sashes
Graduating seniors who have completed two years of service as AmeriCorps members during the prior four years may be acknowledged with a sash worn at commencement. CSUF AmeriCorps programs include Jumpstart and Students in Service. Fourteen students were honored in 2011.

### Community Engagement Medals
Graduating baccalaureate and master’s students who elected to complete academic internship or service-learning course(s) in excess of departmental requirements may be eligible for the Community Engagement Medal worn at commencement. There were 150 honorees in 2011.
This report was compiled with the assistance and contributions of the people listed below.

Kathleen Costello, Gianneschi Center, Center for Internships & Community Engagement
Cathi Douglas, Strategic Communications
Grace Gonzales, Center for Internships & Community Engagement
Jeannie Kim-Han, Office of University Research, Initiatives and Partnerships and Center for Internships & Community Engagement
Dawn Macy, Center for Internships & Community Engagement
Amy Mattern, Volunteer & Service Center
Lilian Pahn, Center for Internships & Community Engagement
Chris Perez, Center for Internships & Community Engagement - A.S.E.S.
Robert Pierce, Center for Internships & Community Engagement
Christopher Reese, Office of Office of Government Relations, Advocacy and Community Relations
Jo’ie Taylor, Center for Internships & Community Engagement - Jumpstart

Photographs
Daisy Avila
Larissa Bahr ’11 Communications
Sue Lagarde
André Mosley Jr. ’11 Communications
Mike Park ’08 Communications

Design
Marcia Escobosa, Strategic Communications

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