

CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

2012 Community Engagement Report



CAL STATE FULLERTON STUDENTS EXPERIENCE SERVICE-LEARNING IN THE STREETS OF L.A.

On the cover: Downtown Los Angeles was the scene of the inner city crime exploration developed by Dr. Christine Gardiner for her *CRJU 475T Controlling Crime* class students in summer 2011. Read about their experiences on page 7.



Cal State Fullerton's reputation for community engagement is well known throughout the CSU system. I understand an engaged campus to be one that constantly focuses on improving its students' outcomes.

At Cal State Fullerton we do this by partnering in projects with businesses, government agencies, nonprofits, community leaders and alumni. Engaging students in faculty research that impacts our surrounding communities and bringing community experts to campus to inform our curriculum have made us an important resource for Orange County.

Community engagement is a part of our vision, mission statement and the important work that is being done here. The University has woven engagement into academics, campus life and institutional priorities over the years, and we will continue to strengthen the ties to our neighborhoods, scholarly communities and constituencies as we write the next chapter in Cal State Fullerton's history.

That history is distinguished by accomplishments such as those described in this report. I'm pleased to note that Cal State Fullerton continues to receive recognition for its academic and voluntary service, and for leveraging resources to benefit our students and partners. It is a legacy that I am proud to acknowledge and eager to build upon.

Thank you for engaging with us in our mission to improve academic and professional outcomes for our students, to strengthen faculty scholarship and to enhance the University's capacity for service to this region.

A handwritten signature in blue ink that reads "Mildred García". The signature is fluid and cursive.

Mildred García, Ed.D.
President



The White House Recognizes CSUF for Service

Cal State Fullerton is one of just 110 colleges and universities in the United States to have been named to the 2012 President's Higher Education Community Service Honor Roll with distinction. This is the fifth consecutive year that the University has received the honor, the highest federal recognition a college or university can receive for its commitment to service-learning and civic engagement.

The honor recognizes the 1.4 million hours of service performed in 2010-11 by 17,689 students through course-related or voluntary engagement benefitting the community. Fewer than one-third of the four-year, degree-granting institutions in the country earn recognition on the federal honor roll, 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.

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 number of AmeriCorps members; and the percentage of Federal Work Study funds allocated to community service positions. The University far exceeded the required minimum of seven percent of FWS funds for service in 2010-11, and also exceeded the national average of 15 percent by partnering with community organizations to place students with financial awards in service-related positions where they earn while learning.



Cal State Fullerton is 14th in National Rankings

The University earned additional national distinction for community engagement by being ranked in the Washington Monthly College Guide and Rankings. This guide takes a different approach to assessing the nation's higher education institutions by asking not what colleges can do for individuals, but what colleges are doing for the country. The guide examines the nation's return on investment in higher education through federal loans and education subsidies by using measures such as social mobility, graduation rates, research production, the proportion of students who move into PhD programs or the Peace Corps, and community service hours.

Cal State Fullerton was named among the top U.S. master's universities in community service participation and hours served (ranked number 14 out of 251 in the U.S. -- one of only six public universities in the top 20 for this measure).

Million Hours of Service Goal Surpassed Again in 2011-12



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 2011-12, with documentation of more than 1.4 million hours of course-related and voluntary service.

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 – 88 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 and 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 10 for more about Volunteer and Service Center student projects and accomplishments.

1,407,850 Hours of Course-Related Service (by College)



Center for Internships & Community Engagement

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.

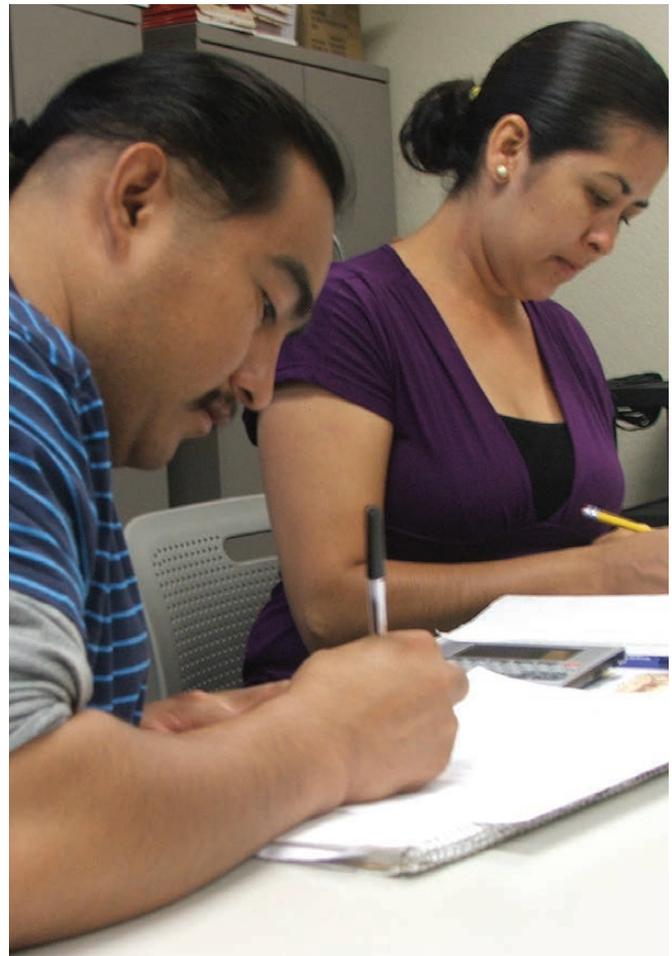
Under the auspices of Academic Affairs, CICE was established to support faculty, staff and community partners engaged in course-related service. The center

- develops partnerships with placement sites;
- helps faculty develop the service components of their courses;
- provides funding to support service-learning course development and community partnerships;
- 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. Compared to other students, A.S.E.S. participants consistently show more improvement on statewide achievement tests. Tutors performed more than 13,000 hours of classroom service in 2011-12.

Project SHINE offers service-learning credit to students enrolled in sociology, TESOL (Teaching English to Speakers of Other Languages), education or language courses. 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 provided more than 3,000 hours of assistance to 1,500 adult ESL learners in 2011-12.





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 16,000 hours in 2011-12.

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. Fifteen CSUF students served nearly 1,633 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.

America Reads and Counts is a Federal Work Study program that allows eligible students to earn FWS funds while promoting learning and improved academic outcomes for school children. The Center for Internships & Community Engagement places ARC Tutors at partnering schools or community sites to assist teachers or after-school staff and work with children who need extra help. Ten ARC tutors served 3,117 hours at 9 sites last year.

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.



Using High-Impact Practices for Student Success



The success of Cal State Fullerton students is the aim of everything we do in the Center for Internships & Community Engagement. As a unit of Academic Affairs, we pursue that aim by facilitating high-impact practices that engage students, faculty and external partners with experiences in and outside the classroom. This kind of experiential learning has the power to transform those who engage in it -- their thinking, their world views, their preconceptions, their theoretical models. On these pages we present a few stories that illustrate the impact of engagement on students and faculty, and on the communities they touch.

To foster and promote these kinds of experiences, the center provides a range of services and resources. These include faculty mini-grants for community engagement curriculum; placement services for students, partners and academic units; and externally funded programs that provide engagement opportunities for students and service to our partners and communities.

Although only a handful of our 35,000 students and 210,000 alumni are profiled in these pages, their experiences are representative of the richness of learning that engaged practices provide. Their stories describe only some of the many forms of community engagement that take place at Cal State Fullerton. They convey the high impact that engagement has on all those who choose this approach in their teaching, learning, research or service.

To our placement sites, thank you for welcoming Cal State Fullerton into your organizations, businesses, and agencies as co-educators and partners. To our engaged faculty, thank you for creating dynamic landscapes for your students' active and engaged learning, and for the example you provide of continual exploration and discovery. To our alumni and students, thank you for the legacy of engagement that you renew every day. The impact of your success leads us forward every day.

Dawn Macy
Director, Center for Internships & Community Engagement

An L.A. Story

Long Shot: sunrise, Los Angeles, summer 2011.

Pan: dawn patrol surfers at Malibu; planes landing at LAX; headlights and taillights still twinkling as the freeways load up with early-shift commuters pulling out of sleepy driveways; coffee houses setting out sidewalk tables and chairs; sidewalks getting hosed down.

Crane Shot, Downtown: the iconic skyline pinks up as we sweep over landmarks, then zoom in on the rooftops.

Close-up, Union Rescue Mission Rooftop: 20 Cal State Fullerton Criminal Justice students stumble out of tents where they have spent the night, stretch, stow their gear, and head downstairs. They have work to do.

Donning hairnets and aprons, the class heads to the cafeteria where they will spend the next several hours serving the homeless and hungry clients of the Union Rescue Mission. It will be hours before they break their own fast.

For Dr. Christine Gardiner's CRJU 475T *Controlling Crime* students, a missed morning meal was fair exchange for some unforgettable experiences of inner city crime, problem-oriented policing and social justice.

Gardiner received a mini-grant from the Center for Internships & Community Engagement in 2011 to develop the experiential components of the course, which was offered for the first time as a service-learning model in summer 2011. She sought out the service opportunities as ideal ways for students to investigate how law enforcement officers attempt to prevent, control and investigate crime in poor communities; to contemplate how to best balance police powers with individuals' rights; and to scrutinize the extent to which modern police practices are successful and/or biased against certain segments of society.

As part of her preparations for the course, she reached out to downtown institutions that would offer students opportunities to learn, observe and reflect on problem-oriented policing and other approaches to controlling crime in inner city areas. Gardiner partnered with the Los Angeles Police Department, Union Rescue Mission, and Los Angeles Catholic Worker Hospitality Kitchen, better known by its street name, the *Hippie Kitchen*, to give her students experiences and perspectives that they never could have gained in the classroom alone.

For 25 hours starting one Thursday in June, the students experienced and explored the gritty realities of life in Los Angeles's infamous Skid Row.

And they loved it...





Q&A with Dr. Christine Gardiner

CICE: What is the most rewarding part of being a service-learning instructor?

Christine: Getting to know the students and working alongside them was really wonderful, but watching them apply principles we learned in class was amazing. To be there for so many “aha!” moments was truly remarkable. This was my first time to Skid Row, so I felt like we were learning together. This class bonded really well.

CICE: What do you want students to gain from service-learning experiences in your course?

Christine: I want them to be able to apply the concepts they learn in class to real situations. I want them to make that connection and to see, firsthand, the complexity of the issues we discuss in class. I want them to see the issues from various perspectives. Spending so much time on Skid Row really allowed students to understand and appreciate the difficult job police officers have.

CICE: What is successful service-learning?

Christine: Equipping students to take their knowledge into the world and teaching them to care enough to use it to improve the lives of others. Based on their survey responses, students stated that they learned more in the service-learning class than they usually do in regular classes and that the service-learning activities helped them better understand the readings and lectures. They also felt that the service-learning component enhanced their abilities to think critically and solve problems.

CICE: What do you think makes your relationship with community organizations productive?

Christine: Respect for what they do and appreciation for the time and energy they devote to me and my students.

CICE: What is the value of having the students engage in the community?

Christine: They learn to care about their community. The issues are no longer words on a page: They are real and have real implications for some segment of society. I hope that students begin to see the good things they have to offer the community and the world.

“Every single instructor deserves a class like this sometime in their career... It was that good.”

Even after 10 hours serving meals at the mission, a tour of the Hippie Kitchen, a patrol with LAPD and a group walk through the streets. And, yes, even after observing criminal activity on the streets in the middle of the night (from the safety of their rooftop accommodations) and subsequent police action.

For these 10 Criminal Justice students, the course provided

unprecedented opportunities to experience the problems and sometimes opposing perspectives on how crime and policing are tenuously balanced with civil rights and social justice.



“It was an amazing experience and I was extremely impressed by all of our students,” said Gardiner, who accompanied her students throughout the excursion. “Despite a very hectic, packed schedule, no one complained. No one asked to not participate in an activity. No one was late to anything at all, including serving breakfast at 5:45 a.m.”

Textbooks, lectures and articles are effective in conveying information and theories that students must learn. But often there is no good substitute for firsthand experience. Gardiner’s students, for instance, observed that residents of Skid Row separated themselves by race when choosing a place to sleep, and that the streets adjacent to the police station were completely filled with people sleeping during the night, but streets a couple blocks away (within Skid Row) were empty. “These facts, along with the aroma, were things that students could not have learned in a classroom,” Gardiner said. “This activity was a huge success.”

Later in the summer, students had another chance to explore LAPD’s Problem-Oriented Policing approach to controlling crime. Matched with officers from the Harbor Division, students were assigned to teams that focused on specific “hot spot” areas of criminal activity in San Pedro. Groups attended a patrol briefing and worked with officers to address problem-oriented issues. One group learned about a problem with assaults by bar patrons on the first Thursday of the month in downtown, while another addressed a problem with a homeless encampment and the third group tackled a problem with a day-laborer site. In their final reports, students demonstrated their success in using theoretical concepts from the classroom to apply to the situations they encountered on patrol. “From an instructor’s perspective it was extremely satisfying to watch students correctly identify and apply concepts they learned in class to situations that arose in the field,” Gardiner said.

Fade out.



Dr. Christine Gardiner was named the Center for Internships & Community Engagement's 2012 *Outstanding Service-Learning Instructor* for her efforts to create these indelible experiences for her students. In accepting the award Gardiner said, "This was the most amazing class of students I have ever taught. We were small [in number], but the way we bonded because of the service-learning we did – because we put ourselves out there – was unmatched, unparalleled. Every single instructor deserves a class like this sometime in their career. I certainly hope I have more in my career, but if I only have this one I am completely satisfied. It was that good."

Lost and Found

Susana “Sue” Lagarde entered Cal State Fullerton as a freshman in fall 2007. A first-generation college student, Sue searched for her place on campus and discovered the Volunteer and Service Center quite by mistake. She entered to ask for directions and figured she might as well find out what was going on in this small but busy center. In the five years since, rarely has a week gone by that has not in some way included time spent engaging with what she now calls her “home,” the VSC. Also during that time many other students have found a variety of opportunities to serve the community through the VSC’s diverse service and social justice projects. In 2011-12 a total of 2,100 VSC volunteers provided nearly 12,500 service hours and countless more students found opportunities at other community agencies through this resource center.

Looking through the lens of Sue’s experience clearly illustrates the type of quality programming provided by the VSC. Sue started as a **Project Read** volunteer working with children at the Anaheim Interfaith Shelter for homeless families. The program focuses on promoting a love of reading, providing homework help, arts and crafts, one-on-one mentoring, and building children’s overall confidence. Sue also volunteered for other VSC service projects such as conserving the environment through **Project Earth** and supporting the low-income and homeless population through **Hunger Coalition**. Not only did she actively participate, she also became one of VSC’s best ambassadors, continually bringing other students into the center to volunteer. Sue was named 2007-08 *Top Volunteer* and invited to become a student leader, or project director, for the following year.

During her years at Cal State Fullerton, Sue served as project director for **Project Read**, **Project Earth**, **Hunger Coalition**, and **Hunger and Homelessness Awareness Week**, as well as on the student planning committee for the annual **Social Justice Summit**. Through each project, students find ways to actively engage in the local community. In addition, they learn about the underlying issues contributing to the need for service and why it is critical to not only volunteer but to raise more awareness and actively work toward finding solutions. Service and social justice go hand-in-hand in each and every VSC project.

Most recently, Sue became involved in the VSC Promotions team that produces a newsletter; promotes the center through social media and marketing; builds community among student leaders and volunteers; and strengthens the center in other ways. This affords her the opportunity to promote the various projects with which she is involved, as well as the VSC’s other projects. These include **Community Connection**, which works with children who are victims of abuse; **Project Buddies**, which promotes friendships between college and special needs students; and the monthly **Blood Drive** teams.

As project directors, students like Sue have the opportunity to build many critical leadership and self-management skills, such as teamwork, communication, time management, organization, public speaking and conflict management. Students grow tremendously even within a semester’s time, and the transformation in Sue has been dramatic with five years of cumulative learning.

“If I had not chosen to go to CSUF back when I was a senior in high school, I probably never would have found my true home, the VSC,” she wrote recently. “CSUF and the VSC made me a leader and now I am graduating. I feel confident that I will continue to do great things for the world around me.” As she walked during the 2012 commencement exercises, Sue proudly displayed her VSC stole representing not only her pride in the center, but her continued commitment to serving her community and making a difference in her future career.

Through VSC’s service and leadership development opportunities, thousands of Titans embrace our motto, “It’s your world. Change it!”



Sue and a group of Project Earth volunteers help out at Craig Regional Park.



A Life Defined Through Service

Some defining moments occur when we least expect them: A simple change of perspective can rearrange our views to reveal entirely new paths we hadn't considered before. Recent Human Services graduate Talitha James describes several such moments that have shaped and reshaped the paths she has found herself on, and those she has chosen to forge for herself in her young life.

At commuter speeds, the motels that line the surface streets of Fullerton and nearby Anaheim can be reduced to mere visual clutter. They are an all-too-familiar feature of our urban landscape, their very sameness and quantity numbing us to the realities of the impoverished lives unfolding behind their sun-baked doors and parking lot thresholds.

Inviting her students to enter this world at our own doorstep, Human Services Lecturer Candace Trevino shared Alexandra Pelosi's award-winning documentary on Anaheim's motel families with her Human Services 425T class in fall 2011. The class, *Serving the Homeless*, required that students not only study the issues and facts of homelessness, but also develop and carry out a service project.

foster youth in California the option to remain in foster care and receive services and support until age 20 (instead of the formerly mandated emancipation age of 18). She also participated in the California Youth Connection, served on the Guardian Scholars Advisory Board, and was a peer mentor for Guardian Scholars and youth at the Orangewood Children's Foundation.

Talitha rose to the challenge of her difficult youth and found her voice as a spokesperson, advocate and mentor. But it was in exploring the plight of homeless families in Candace Trevino's class that she experienced another of those defining moments.

The Project Hope School was established by teachers who wanted children living in motels to have continuity in their education, despite the disruptions as they migrated from motel to motel. Talitha visited the school, where she learned more about the needs of the families served by Project Hope. Discovering that even basic supplies often are in short supply, Talitha devised a campaign to stock the foundation's shelves. She specifically wanted to provide tampons and pads for Project Hope's female clients. She vastly exceeded the 20-hour service requirement for

“Failure is not an option. There is no reason why any foster youth shouldn't go to college. Education is the way out.”

Viewing the documentary, as it turns out, would be one of those defining moments for senior Talitha James. As a former foster youth, Talitha had already overcome several challenges that defy the image of a typically carefree suburban Orange County lifestyle. After her mother was declared unfit to raise her, she grew up in and out of group and foster homes. She credits an aunt, a social worker and a teacher with igniting a belief in herself. “When I could barely see the light at the end of the tunnel, [they] provided me with encouragement and strength to complete high school and realize that going to college was an option.” Acceptance to Cal State Fullerton as a Guardian Scholar was one of those defining moments for Talitha, as she pursued the promise her mentors had seen in her.

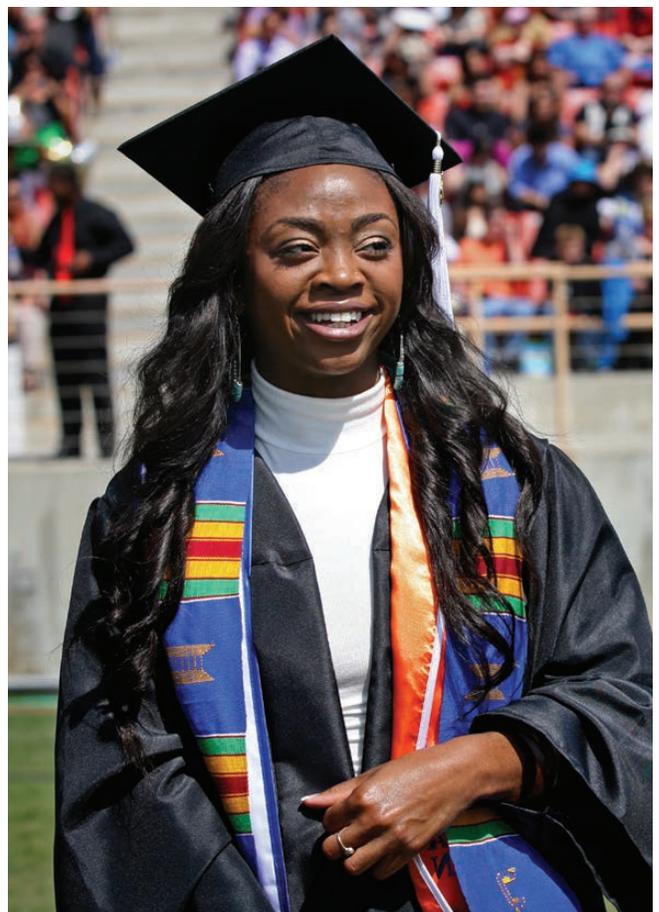
A passionate advocate for foster youth, Talitha was tapped by the Children and Family Services division of the County of Orange's Social Services Agency to represent foster youth and be their voice in program development. As a former foster care dependent, she provided her opinions and recommendations for program and training development, and shared her story of multiple placements and experiences in the foster care system.

She continued her advocacy for youth at the state level, too, as a champion and spokesperson for AB12, California Fostering Connections to Success, the law passed in 2010 that gives

her class project and became known as “Tampon Talitha” for her successful efforts in securing individual donations that eventually led to a corporate gift-in-kind from Irvine-based Arbonne International of more than \$2,500 worth of personal care and wellness products. The leadership she demonstrated in creating such an impact through the class project earned her recognition as the Center for Internships & Community Engagement's 2012 *Outstanding Student Leader*.

Combining service and learning continues to inform Talitha's plans following graduation from Cal State Fullerton in spring 2012. After a summer internship at the Congressional Coalition on Adoption Institute in Washington, D.C. with the Senate Finance Committee working on child welfare-related legislation, Talitha plans to pursue master's and doctorate degrees in nonprofit management and policy development. Ultimately she hopes to establish a nonprofit agency as she continues to focus on the needs of underrepresented communities.

“My past inspires me to become the best person I can be,” James said. “Failure is not an option. There is no reason why any foster youth shouldn't go to college. Education is the way out. I know what it's like to feel that you are just another case number in the foster care system. And, I want to send out an SOS to all foster youth to let them know that dreams really do come true.”



Learning for Life

It is said that experience is the best teacher, and students who complete academic internships as part of their coursework are the living proof of that axiom. Even though the majority of Cal State Fullerton students hold down jobs while working toward their degrees, thousands of them also make time for service as part of their preparation for the future. In 2011-12, that translated to over 1.4 million hours of service to nonprofits, government agencies, schools, and businesses. Whether exploring different careers or industries, building a research portfolio for graduate school, or accumulating hours toward certification or licensure, Cal State Fullerton students engage in experiential learning that prepares them for the future. Here is a sampling of alumni reflections on the impact of field experiences on their personal, academic, and career paths.

Want to share your academic internship story (your own, or about an intern your site hosted)? We'd love to hear about it. Email it to us at cice@fullerton.edu.

LISA A. GONZALEZ '10 **(B.A. Anthropology)**

Future plans: Research/teaching at a university or research organization after completing Ph.D. or MBA program

Internships:

CSUF Anthropology Department, Dr. Joseph Nevadomsky (2008)
CSUF Anthropology Department, Dr. Cameron Walker (2009)

I know that had it not been for the internship experiences at CSUF, I would not have become the scholar I am today. My professional goal upon completing my bachelor's degree was to continue on with my education and earn a Ph.D. I knew that if I wanted to get into a graduate program I would need to obtain research and teaching experience, and that enrolling in an academic internship would help me. My internships resulted in my being listed as co-author of a research article in a peer-reviewed anthropology journal, and a Research Experience for Undergraduates fellowship from the National Science Foundation. Working with professors on internship projects provides the opportunity to develop professional relationships, receive valuable mentoring, and learn how to navigate the path to graduate school.



Graduate school was the right path for Lisa Gonzalez, who presented research while pursuing a Master of Social Work degree at University of Michigan.

STEPHEN MICHAEL BUD HAGER '11 **(B.A. Psychology)**

Supervisor, Sunrise Senior Living, Fullerton
Accepted to Clinical Psychology M.S. program, California State University, Fullerton (class of 2014)

Internship:

Metropolitan State Hospital (2011)

My internship at Metropolitan State Hospital prepared me in ways that I am still discovering to this day. I was a psychology intern on the locked unit for the criminally insane for a year. In this time I learned vital psychologically related therapeutic techniques, assessment procedures, and more about the legal system in regard to psychological issues. I also learned important skills that can transfer to any job. This is exactly what I think an internship should consist of: a successful internship should instruct you in your specific area of interest while simultaneously giving you important life skills that you can utilize anywhere you go.



Experience affirmed Stephen Hager's intention to pursue a career treating people with psychotic disorders.



Tiny cells mean huge career plans for Ph.D. candidate Leslie Kirby.

LESLIE A. KIRBY '11
(B.S. Biological Science - Molecular Biology and Biotech)

Accepted to Cellular and Molecular Medicine Ph.D. program, Johns Hopkins School of Medicine

Internship:

Bridges to Stem Cell research internship, California Institute for Regenerative Medicine (CIRM) through CSUF Biological Sciences Department at University of California, Irvine (2010-11)

The research internship played nothing less than a pivotal role in my acceptance into graduate school. Prior to the Bridges program I was passionate about stem cell research and knew that I wanted to get my Ph.D. My internship enriched my CV. I was able to expand my laboratory skill set and knowledge; to gain authorship on a research article; to present a poster of my work at two conferences; and to gain work experience as a research technician in the lab. If I had not been part of the Bridges to Stem Cell program I would never have thought of applying to institutions that are ranked in the top 10, and I would never have been accepted into the Ph.D. program at Johns Hopkins School of Medicine. I can only express how fortunate and thankful I feel that I was a part of this great internship opportunity.



Stephanie Lomibao (center) and fellow Bank of America employee volunteers give back to their communities.

STEPHANIE LOMIBAO '03
(B.A. Public Administration)

Vice President / National Philanthropy Manager, Bank of America Charitable Foundation

Internship:

CSU Sacramento Semester, Assemblymember Todd Spitzer (2002-03)

Internships are great “first time” moments – like the first time I had to wear full business attire every day and speak publicly as part of my employment... these are not experiences I would have easily gleaned from a textbook. The real-world exposure and ability to learn on the job gave me the soft skills, cross-sector awareness, and overall confidence I needed to pursue a career I knew I would someday be passionate about: philanthropy. I wanted my degree to give me the tools and knowledge I needed to make a difference in communities that suffered from poverty. CSU Fullerton and the Sacramento Semester Program not only gave me a best in-class education but also invested in me and in the long-term development of my career – and for that I will always be grateful.



On-the-job experience on campus and in industry helped Neeraj Lulay engineer a great job while still finishing up grad school.

NEERAJ LULAY '12
(M.S. Computer Science)

Associate Engineer DVT/ Shift Left, Emulex

Internships:

Product Architecture / Software Development (2011) and Engineering and Design Verification (2012), Emulex

It's a great feeling to secure a full-time job before completing your degree – which I did, thanks to CSUF's academic internship program. All employers today want an experienced candidate, but for a new graduate getting that experience can be a challenge. I was selected for the internship program offered by Emulex because of the training and knowledge I gained as a student assistant in CSUF's Information Technology Data Center. With my campus work experience and my yearlong internship with the company, Emulex made me an offer before I even finished my degree. Now that I have graduated I just joined Emulex as a full-time employee. I am thankful to all my advisers, instructors and employers at CSUF for the knowledge and motivation they have given me.



Lucas Dillow follows his aunt Agnes McGlone's example by interning for American Heart Association.

AGNES MCGLONE '91
(B.A. Communications - Public Relations)

Senior Account Manager, Corporate Relations, American Heart Association, Western States

Affiliate Internships:

- CSUF Graphic Services Department (1989)
- United Way of Orange County (1989)
- St. Joseph Hospital of Orange (1990)
- The Lawrence Public Schools, Lawrence, New York (1990)

I know for sure that the only reason I was able to get a full-time, decent-paying job almost immediately after graduating was because of the four internships I did during my time at CSUF. When you have real work experience with the public like working in retail or the restaurant business, plus a diploma, plus internship experience, I call that the triple threat. You are what employers want. I will always be grateful to Cal State Fullerton not only for the education I received, but for the motivation to get those internships. They made all the difference in my career and allowed me to determine the area of work I was most passionate about. It is a gift for life.



Lianne Nacpil enjoys the public health niche she discovered through her internship at St. Joseph Hospital.

LIANNE M. NACPIL '10
(Master of Public Health)

Clinical Research Associate
The Center for Cancer Prevention and Treatment, St. Joseph Hospital of Orange

Internship:

Cancer Research Department, Center for Cancer Prevention and Treatment, St. Joseph Hospital (2009)

I would not be where I am today if not for the internship experience that started it all. As a graduate student of public health at Cal State Fullerton, I was very fortunate to land an internship in a clinical setting, which is what I always wanted. It was my dream to become a doctor but through my internship I discovered what just may be my niche: public health. I worked on projects related to community partnerships and the National Cancer Institute Community Cancer Centers Program and participated in clinical trials. These experiences expanded my repertoire of skills and knowledge and prepared me for a career in public health. I now work full-time as a Clinical Research Associate. It is the perfect place to grow and to work with physicians and patients as I continue to serve others with hopes of making an impact on the greater community.



Joshua Pruett brings characters to life through his words and artwork.

JOSHUA PRUETT '02/'04
(B.F.A. Entertainment Art/Animation; M.A. Illustration)

Writer/Storyboard Artist, Disney TV Animation

Internships:

- Warner Bros Animation (2001)
- Intern, Creative Development, DreamWorks Feature Animation (2004)

During my time at Fullerton I actually did two or three internships, all while working part-time, finishing my degree and putting up my grad show! I was thrilled for the opportunity (it took me three years/tries to get in) but was so overwhelmed with everything on my plate, I almost quit... That unpaid internship led to a summer paid position, which then led to a production assistant position on *Shrek the Third*, a promotion to story coordinator on *Over the Hedge*, and finally, to being the first internal production candidate ever accepted into the story trainee program at DreamWorks. Thanks to that internship, I spent almost eight years with DreamWorks, the last five working as a story artist, my career goal. Last year I sold a pilot to Nickelodeon and joined Disney TV Animation to work on *Phineas and Ferb* as a writer/board artist.

RICHARD M. SWANSON JR. '89
(B.A. International Business/Spanish)

Network Director, U.S. & Foreign Commercial Service, International Trade Administration, U.S. Department of Commerce, Pacific South Region

Internship:

U.S. Department of Commerce, Santa Ana (1989)

I got a chance as an intern to help some of the biggest brand names export their products and services all over the world. My first deal was for a custom-built fire truck for the newly established Manila airport from a company in the Inland Empire that is still there today. Now, over 22 years from the day I started my internship, I still help firms generate revenue back to the U.S., but from a larger canvas that includes Nevada, California and the Pacific Islands, including Hawaii and Guam. Today I have as much passion and persistence as ever, but I temper that with a lot of gratitude and humility that comes from a good international business program at Cal State Fullerton that is still thriving today.



Making international trade connections still gives Richard Swanson a thrill after 22 years representing U.S. commerce.

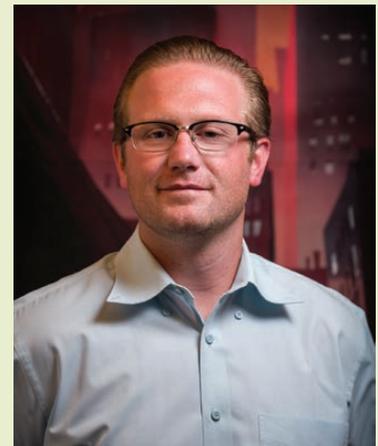
RUSSELL "RUSTY" L. TRACY, JR. '05
(B.F.A. Entertainment Art/Animation)

Creative Director, Nickelodeon CORE

Internship:

Nickelodeon Animation Studio (2005)

I started my internship the Monday after graduation and I have been at Nickelodeon ever since. The opportunity was golden. The studio embraces the internship program, as it is a great platform to mold future talent into what the studio needs. The production experience is so valuable to a young entertainment artist, and the push that CSUF provides is a crucial element of the student's success. I don't know where I would be today without my first internship... or rather, I should say I know where I wouldn't be, and that I am very happy where I am! That single opportunity led to my becoming a creative studio executive who now oversees all computer-generated productions.



An animation internship generated a successful career for studio executive Rusty Tracy.

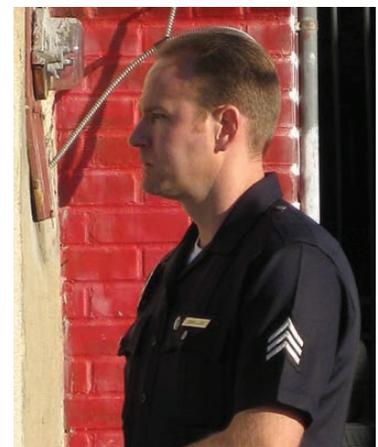
SCOT WILLIAMS '11
(B.A. Criminal Justice)

Sergeant, Los Angeles Police Department

Internship:

Los Angeles Police Department (2011)

My internship experience was a little different than that of most students. Since I participated in the program both as a student and a facilitator, I was able to gain insight into aspects of law enforcement that I had not yet considered in my 15 years as a police officer. My role as a student intern gave me a platform to address the social problem of youth gang membership from both an academic and a law enforcement perspective. Through that experience, I gained confidence that one street cop, with a little motivation, support and a well-developed plan, can have a significant impact on our communities. By helping to facilitate the internship program, I rediscovered the idealism that is typical of most newly hired officers, but uncommon among seasoned veterans. I have approached my law enforcement career very differently since participating in the internship program and I am much happier and more fulfilled for it.



Sergeant Scot Williams protects the community of Los Angeles.

Serving The Partners Who Serve Us



Gianneschi Center for Nonprofit Research

Helping to strengthen the capacity of the nonprofit sector is the overarching goal of the Gianneschi Center programs, operated under the auspices of the Center for Internships & Community Engagement. Because nonprofits are important partners with the University and because they compose a growing and significant sector in our society, CICE continues to invest in efforts that will make them more effective in what they do, and therefore more effective partners.

THE NONPROFIT SECTOR: ORANGE COUNTY

Nonprofit Sector:
Orange County



The Gianneschi Center's fourth report about the number, economic scope and characteristics of the county's charitable organizations was co-published with OneOC in June 2012. The study details 68 percent growth in the number of organizations since the center's last report in 2000, but a decline in median revenues and assets. More than \$8 billion

in revenues and \$16 billion in assets was reported by the county's 3,181 active charitable organizations for the year 2010. Full report available online at fullerton.edu/GCNR.

GIANNESCHI SUMMER SCHOOL FOR NONPROFITS



Cal State Fullerton faculty and staff, industry experts, and professional advisers and counselors offer their expertise to nonprofit managers each year at the Gianneschi Summer School for Nonprofits. For many

organizations, the weeklong series of professional development and management classes constitutes their entire staff training program. All types and sizes of organizations are represented in the program, which in its sixth year included 29 separate sessions with a combined enrollment of 1,151, including 508 participants from 355 different organizations across eight California counties plus two from out of state.



FELLOWSHIPS IN NONPROFIT LEADERSHIP

Established in 2010 to launch graduating Cal State Fullerton students who are pursuing careers in the nonprofit sector, the Gianneschi Fellowships pay for the recipients' salary for the summer and a training stipend to the host site.

The fellowships are funded through proceeds from the Gianneschi Summer School for Nonprofits and from the Cecil and Beulah Ballentine Endowment in Nonprofit Research. In 2012 a second fellowship was offered thanks to a sponsorship gift from The Fieldstone Foundation for the Summer School for Nonprofits. Recipients were Jennifer Vu '12 (*B.A. communications*) for a fund development coordinator fellowship at Blind Children's Learning Center, and Leticia Cardoso '12 (*B.A. communications*) for a social media analyst fellowship at OneOC.



2012 Gianneschi Fellows Jennifer Vu (top) and Leticia Cardoso (above).

GIANNESCHI MINI-GRANT

Through proceeds from the Gianneschi Summer School for Nonprofits and the Cecil and Beulah Ballentine Endowment in Nonprofit Research, full-time faculty members may receive support for their efforts to partner with nonprofit organizations on research, curriculum, or service projects. The fund awarded Dr. Shelly Arsneault (Politics, Administration and Justice) a mini-grant in 2011-12 to support her work on *The Nonprofit Sector: Orange County*.



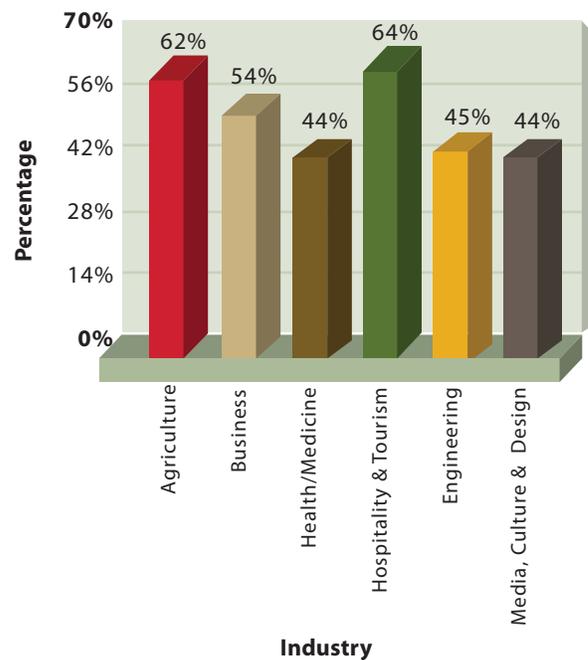
Shelly Arsneault, co-author of *Nonprofit Sector: Orange County*, co-published with OneOC.

Want a Smart California?

STICK TO THE FACTS!

The CSU, more than any other public or private university in the state, provides more job-ready graduates to California's competitive industries — industries which account for nearly 5 MILLION JOBS in the state.

As the largest source of the state's skilled, diverse workforce, the California State University provides thousands of graduates in hundreds of fields each year.



In 2008-09, the 1.96 million CSU bachelor's and master's degree alumni working in California earned an estimated \$122 billion in income. While not all of this \$122 billion is attributable to their university education, roughly \$42.1 billion of this total represents the enhanced earnings power that is attributable to their CSU degree.

www.fullerton.edu/advocacy

The John D. Cooper Archaeological and Paleontological Center

THE PRESERVATION OF ORANGE COUNTY'S PREHISTORY

The John D. Cooper Archaeological and Paleontological Center is a partnership between Orange County through Orange County Parks and California State University Fullerton. Together, the Cooper Center's archaeological and paleontological collections provide a fantastic chronicle of the history of life in today's Orange County.

The Cooper Center's archaeological holdings are diverse and range in age from at least 10,000 years ago up until 50 years ago. These sites and artifacts provide archaeologists with an extensive view of what life was like in Orange County.

The rocks of Orange County contain the fossilized remains of plants and animals from every major time period since the Jurassic – 180 million years of history. The Cooper Center's paleontological material has worldwide significance as it includes an unparalleled collection of marine specimens and some of the few scraps of dinosaurs known from California.

At this point, only a small fraction of the Cooper Center collection has been inventoried – about 6,000 specimens and 5,000 artifacts out of an estimated 2,000,000+ from over 900 paleontological localities and over 400 archaeological sites. The Cooper Center seeks to educate students of all ages and the public within Orange County (and beyond) about the history of where they live.

For information, to learn more or to volunteer, please visit coopercenter.fullerton.edu.





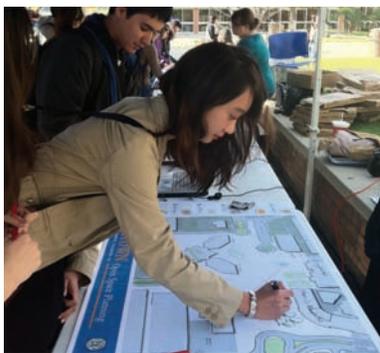
COLLEGETOWN

A **VISION** FOR WHERE CAMPUS AND CITY LIFE CONVERGE

A UNIVERSITY WITHOUT WALLS, WHERE CAMPUS AND CITY LIFE CONVERGE

Nearly three years ago, the City of Fullerton, Cal State University Fullerton (CSUF), and Hope International University (HIU) came together to envision and plan for a 70+ acre area bordered by Nutwood Avenue, Chapman Avenue, State College Boulevard, and the 57 freeway. The result of this effort was a Vision Plan for a place that is now called CollegeTown.

In July of 2011, the three partners agreed to take the next step – the preparation of a Specific Plan and Environmental Impact Report for the CollegeTown area.



The specific plan process is underway today and soliciting feedback from the community throughout the process. A specific plan will provide the standards and guidelines for future development projects and improvements to the area including streets, open spaces, bikeways and other amenities. The CollegeTown website will also contain links to the draft documents and maps that will be prepared for the specific plan. Upcoming events, including community workshops will also be posted. We hope you will participate in the process and provide your feedback for the future of CollegeTown and Cal State Fullerton.

We want your ideas on how to make CollegeTown a great place for campus life and community life to converge.



www.CollegeTownFullerton.com

Points of Engagement for Research and Service

University Centers

Cal State Fullerton partners with numerous agencies, funders and community partners to advance knowledge through scholarship, research and service. 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 fullerton.edu/research and fullerton.edu/NonprofitConnections/.

- | | |
|--|---|
| Archeological Research Facility | Gravitational-Wave Physics & Astronomy Center –GWPAC |
| California Desert Studies Center | Hazel Miller Croy Reading Center |
| CATALYST Center for the Advancement of Research in Teaching and Learning Mathematics and Science | Health Promotion Research Institute |
| Center for Applied Biotechnology Studies | Institute for Economic and Environmental Studies |
| Center for Boys and Men: Research and Outreach | Institute of Gerontology |
| Center for Cancer Disparities Research | International Center for Economics of Pharmaceuticals, Aging and Health |
| Center for Children Who Stutter | Maxwell Center for International Communications and Media |
| Center for Community Collaboration | Ocean Studies Institute / Southern California Marine Institute |
| Center for Corporate Reporting and Governance | Office of Research Development |
| Center for Demographic Research | Real Estate and Land Use Institute |
| Center for Economic Education | Sales Leadership Center |
| Center for Entertainment and Tourism Communications | SchoolsFirst Center for Creativity and Critical Thinking in Schools |
| Center for Entrepreneurship | Small Business Development Center |
| Center for Ethnographic Cultural Analysis | Small Business Institute |
| Center for Family Business | Social Science Research Center |
| Center for Information Technology and Business Analytics (CITBA) | South Central Coastal Information Center |
| Center for Insurance Studies | Sport and Movement Institute |
| Center for International Business | Tucker Wildlife Sanctuary |
| Center for International Partnerships in Education (C-IPED) | Twin Studies Center |
| Center for Internships & Community Engagement | Volunteer and Service Center |
| Center for Leadership | |
| Center for Maximizing Teacher Impact | |
| 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 Sport Performance | |
| Center for Successful Aging | |
| Center for Sustainability | |
| Center for the Advancement of Responsible Youth Sports | |
| Center for the Promotion of Healthy Lifestyles and Obesity Prevention | |
| Community Learning and Literacy Center | |
| Decision Research Center | |
| Developmental Research Center | |
| Entertainment & Tourism Management Center (E&TM) | |
| Fibromyalgia & Chronic Pain Center | |
| Gianneschi Center for Nonprofit Research | |

Internships and Service-Learning Committee, Academic Senate

Pete Evanow, Marketing, Chair

- Jim Case, Career Center
- Diane Clemens-Knott, Geological Science
- Beth Evans, Communications
- Shahin Ghazanshahi, Electrical Engineering
- Dana Lamb, Art
- Dawn Macy, Center for Internships & Community Education
- Janice Myck-Wayne, Special Education
- Annie Petrossian, Student Health & Counsel
- Chris Ruiz-Velasco, English & Comparative Literature
- Stephen Stambough, Politics, Administration and Justice
- Jessica Stern, History
- Kathy Webster, Kinesiology

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 coordinating academic internship placements, or by designing service-learning components that broadened their students' experience and deepened the relationships the University enjoys with its community partners.

*Shelly Arsneault, Political Science
Mitch Avila, Anthropology
Brooke Bain-Hanna, Sociology
Susamma Barua, Engineering
Rahul Bhaskar, Information Systems & Decision Sciences
John Bock, Environmental Studies
Bert Buzan, Pre-Law
Pamela Caldwell, Communications
Nathan Carr, Modern Languages and Literatures
John Carroll, Geography
Peng Chan, Management
Laura Chandler, Health Science
Betty Chavis, Accounting
Marcia Clark, Business Administration
Diane Clemens-Knott, Geological Sciences
Teresa Crawford, Elementary and Bilingual Education
Ian Crockett, Communications
Ahmed Dafaallah, Management
Lana Dalley, English
John Davis, Philosophy
Richard Deming, Chemistry/Biochemistry
John Doyle, Human Services
David Drath, Biological Sciences
Pete Evanow, Communications
Richlyn Evins, Sociology
Janet Eyring, Modern Languages and Literatures
Jim Feagin, Physics
Reyes Fidalgo, Modern Languages and Literatures
Denise Frye, Human Communication Studies
Juan Carlos Gallego, TESOL
Christine Gardiner, Criminal Justice
Dennis Gaschen, Communications
*Erualdo Gonzalez, Chicano and Chicana Studies
Howard Gordon, Business Administration
Cora Granata, History
William Haddad, Asian American Studies & Women's Studies
Lynda Hamilton, Communications
Breta Hedges, Marketing
Josefina Hess, Modern Languages and Literatures
Arnold Holland, Art
Juan Ishikawa, Modern Languages and Literatures
John Jackson, Marketing
*Jack Jinghui Liu, Modern Languages and Literatures
Dmitry Khanin, Management
Cynthia King, Communications
Guy Knuf, Accounting
Robert Kovacev, Marketing
Edythe Krampe, Sociology
Dana Lamb, Art
Irene Lange, Marketing, International Business

Susan Larsen, Human Services
Emmanuel Lartey, Economics
Jim Lasley, Criminal Justice
David Leibsohn, Business Administration
Jack Liu, Modern Languages and Literatures
Gus Manoochehri, Management
Juli Martinez, Human Services
Christine Mayfield, Elementary and Bilingual Education
Robert McLain, History
Charlotte Meneses, TESOL
Thomas Miller, Management
*Tu-Uyen Nguyen, Asian American Studies
Carol Ojeda-Kimbrough, Asian American Studies
Margaret Palmer, Child and Adolescent Studies
Larry Peters, Theatre/Dance
Angel Pineda, Mathematics
Jennifer Ponder, Elementary Education
Kristine Quinn, Elementary and Bilingual Education
Alysia Ransons, Health Science
Diana Robles Nichols, Child and Adolescent Studies
Chip Royston, Human Services
Barbara Samara, Management
Beth Schipper, Elementary and Bilingual Education
Mia Sevier, Human Services
Setsue Shibata, Modern Languages and Literatures
Stephen Stambough, Political Science
Joanne Stohs, Psychology
Mark Stohs, Finance
*Chris Street, Secondary Education
Douglas Swanson, Communications
Atul Teckchandani, Management
*Saul Tobias, Liberal Studies
Candace Trevino, Child and Adolescent Studies
*Ying-Chiao Tsao, Human Communication Studies
Peggy Weatherspoon, Gerontology
Joseph Weber, Sociology / Gerontology
Kathy Webster, Kinesiology
Diane Witmer, Communications
*Jindong Wu, Geography

* Recipients 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 sector research. Funding is provided through the Center for Internships & Community Engagement; 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; distributions from the Gianneschi Center's Beulah and Cecil Ballentine endowment; and the Office of University Research, Initiatives and Partnerships.

For more information about faculty mini-grants, see fullerton.edu/cice/Faculty_MiniGrants.html

2012 Community Engagement Awards

The Center for Internships & Community Engagement presents the annual Community Engagement Awards to honor students, faculty and community partners whose leadership, service and partnership strengthen the bonds of engagement that connect the University and the community.

2012 Honorees

FACULTY

Outstanding Service-Learning Instructor	Dr. Christine Gardiner, Politics, Administration and Justice
Extraordinary Internship Coordinator	Dr. Sora Park Tanjasiri, Health Science

STUDENTS

Outstanding Student Leader	Talitha James '12 (B.A. human services)
Extraordinary Acts of Service	Hanh Dang '12 (B.A. psychology)

COMMUNITY PARTNERS

Stellar Student Support	Orange Caregiver Resource Center
Most Committed Partner	Women Helping Women / Men 2 Work

For videos of awardees, see: fullerton.edu/CICE/awards_2012.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. Eleven students were honored in 2012.

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 256 honorees in 2012.

Acknowledgments

This report was compiled with the assistance and contributions of the people listed below.

Kathleen Costello, Gianneschi Center, Center for Internships & Community Engagement

Grace Gonzales, Center for Internships & Community Engagement

Dawn Macy, Center for Internships & Community Engagement

Amy Mattern, Volunteer & Service Center

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

Frank Cordaro

Matt Gush '12, Strategic Communications

Sue Lagarde '12 Communications

André Mosley Jr. '11 Communications

Graceylne Roberts '13 English

Design

Marcia Escobosa '94, Strategic Communications

This report documents service and community engagement efforts of the entire Cal State Fullerton campus and is produced on its behalf by the Center for Internships & Community Engagement with support from the CSU Chancellor's Office Call to Service Initiative, with additional support from the Office of Government Relations, Advocacy and Community Relations.



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FULLERTON

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