



CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

2014 Community Engagement Report

LEARNING

COMMUNITY-BASED

Academic

S

real-world

service

CICE

Beliefs

advocacy

ENRICHMENT

Engagement

essential
experiential

VALUES



If California State University, Fullerton is to become the model comprehensive university of the nation, our community engagement endeavors must continue to adapt and evolve with the ever-shifting demographics, academic interests and needs of our students and communities.

For more than 50 years, Cal State Fullerton has indeed been a model institution in this arena. The first goal of our new strategic plan seeks to emphasize that legacy through “a curricular and co-curricular environment that prepares students for participation in a global society and is responsive to workforce needs.” I am proud that the inspirational work of our faculty, staff and students is already delivering on that goal, as evidenced by the 1.4 million course-related and voluntary service hours, high-impact practices, international service-learning opportunities and new community partnerships highlighted in this report.

The campuswide innovation and initiative exhibited in achieving this success is matched only by the benevolence and collaborative spirit of our many community partners whose ongoing support made it possible. I appreciate all of these efforts and am confident that together, we will continue to “reach higher” to become a national model for manifesting student success grounded in service-learning, academic internships and community engagement.

A handwritten signature in blue ink that reads "Mildred García". The signature is written in a cursive, flowing style.

Mildred García, Ed.D.
President

2013-14 COMMUNITY ENGAGEMENT

PRESIDENT'S HIGHER EDUCATION COMMUNITY SERVICE HONOR ROLL



For the seventh year, Cal State Fullerton is a candidate for inclusion in the President's Higher Education Community Service Honor Roll, the highest federal recognition a college or university can receive for its commitment to service-learning and civic engagement. The University has been named to the honor roll in each of the last six years, and four times has received with "with distinction" honors – one of only 100 U.S. colleges and universities to have achieved this level of recognition. Decisions are expected in fall 2014 and will reflect accomplishments for the 2012-13 academic year. In our submission, we documented more than 1.4 million hours of course-related and voluntary service performed by 18,200 students.

Fewer than one third of the four-year, degree-granting institutions 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 Corporation for National and Community Service administers the honor roll in collaboration with the U.S. departments of Education and of Housing and Urban Development, Campus Compact, and the American Council on Education. 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 – which, at 20 percent for 2012-13, far exceeded the required minimum of seven percent and the national average of 15 percent.

1,212,383 HOURS OF COURSE-RELATED SERVICE (BY COLLEGE)



2013-14 COMMUNITY ENGAGEMENT

RENEWAL OF COMMUNITY ENGAGEMENT CLASSIFICATION SOUGHT



Carnegie Foundation
for the Advancement of Teaching

A major effort to articulate and document the University's community engagement intentions and accomplishments culminated in April with the renewal application to the Carnegie Foundation for the Advancement of Teaching. The Foundation classifies universities based on their curricular engagement, outreach and partnerships and signifies that the University is an exemplar and reflects the highest standards in the

field. Cal State Fullerton was first classified by Carnegie in 2008, one of only 125 institutions in the United States to have done so.

In subsequent rounds, the number increased to 311. This is the first round of renewal submissions invited by the foundation, which will announce its decisions in January 2015. Co-authors Dr. Laura Chandler and Kathleen Costello led the process, with oversight and coordination from the University's Stewards of Place Task Force.

MILLION HOURS OF SERVICE GOAL SURPASSED AGAIN IN 2013-14



CICE works with all colleges and program offices to document the number of students engaged in course-related and voluntary community engagement. Using the definitions of community engagement employed by the U.S. President's Higher Education Community Service Honor Roll as a framework, campus units identify courses, research, community service and volunteer activities that generate benefits for people mostly off campus. CSUF's "Million Hours of Service – Make Your Hours Count" campaign was introduced in 2008-09 to increase awareness about community engagement opportunities and better capture details about the accomplishments of students, faculty and staff who participate in these activities. We documented more than 1.4 million hours of course-related and voluntary service in 2013-14.

COURSE-RELATED SERVICE

Every college at Cal State Fullerton offers academic internship courses and other community-based learning experiences. Academic internships or service-learning courses are required for some majors, and are integral parts of the capstone experience for others. Most of the hours represented in the million hours campaign – 86 percent – are completed for course credit as part of the learning experience. See the hourglass below for a breakdown of the 1.2 million hours of course-related service by college.

VOLUNTARY SERVICE

Students engage in a wide range of voluntary service efforts in addition to those for which they receive course credit. In 2012-13, we tallied 199,563 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; Federal Work Study awardees; and students living in the campus residence halls. Among the campus entities that develop and support service experiences for students outside the classroom are Volunteer and Service Programs; Educational Partnerships; Associated Students, Inc.; and Student Affairs.

Please see page 18 for more about Volunteer and Service Programs student projects and accomplishments.

CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

Helping students to link their degree, career and community experiences in meaningful ways is what the Center for Internships & Community Engagement is all about.

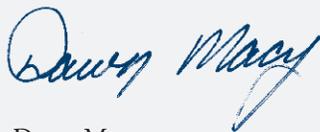
Courses that offer students opportunities to immerse themselves in real-world challenges generate powerful learning experiences. More than preparing students to apply their learning in future careers, courses that also integrate service prepare them to seek out responsible roles in their communities.

Recognizing the power of service-learning and academic internships to integrate learning inside and outside of the classroom, the University is rolling out a new general education pathways program this fall for 450 first-year students. CICE anticipates serving this cohort as they begin their upper-division work, when the pathway is structured to offer participation in high-impact practices in research, service-learning or academic internships that involve ethical, personal and career reflection.

The strategy is new for 2014-15, but builds on decades of proven successes. Sometimes the path from degree to career is a straight shot; often, however, students have reported that participation in a dynamic learning experience outside of the classroom opens up unexpected new pathways for them.

Such was the case for communications major Alicia Lykins '13, whose academic internship assignment in fall 2012 was to conduct a public relations campaign for Teach for America. So successful were her efforts that she was offered a full-time position with the organization upon graduation. Inspired by "hard work with a purpose," Alicia became a TFA teacher herself. Now in her second year teaching at the Paul Habans Charter School in New Orleans, she also is pursuing a master's degree in education. She hopes to link degree, community and career as a director of curriculum and instruction, while continuing to advocate for the students and families living in poverty throughout New Orleans.

Alicia is just one example among thousands of Cal State Fullerton students whose course-related engagement powerfully links their degrees, careers and community experiences. We are grateful to the faculty and community partners whose commitment makes these linkages possible for our students. We salute you, and thank you for your partnership.



Dawn Macy
Director, Center for Internships & Community Engagement

USING HIGH-IMPACT PRACTICES FOR STUDENT SUCCESS

CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

Goal number one in the University's strategic plan leverages the power of curricular and co-curricular opportunities to prepare students for work and citizenship. The chief duties of the Center for Internships & Community Engagement (CICE) are connected to this goal's strategy of increasing student participation in activities that link degree, career and community.

CICE was established to support faculty, students and community partners engaged in course-related service. The center advises students who are seeking academic internship or service-learning opportunities; develops partnerships with organizations, agencies and businesses where students are placed for course-related service; helps faculty develop the service components of their courses; supports faculty internship coordinators with logistics of their departments' service requirements; and ensures quality placements through web-based recruitment, registration and risk management systems.

As a student retention unit in the Division of Student Affairs, CICE programs and services build strong links between academic programs, student services and community partnerships to provide students with practical experience and opportunities to engage with the community. In addition to ongoing responsibilities for course-related service registrations and placements, 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 campus.

In 2013-14, CICE executed new learning agreements with 366 companies and organizations that engage students in academic internships and service-learning, to bring the total of active learning agreements to more than 3,000. CICE provides risk management, recruitment and placement screening for service-learning courses (all colleges) and academic internships (33 departments).

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

After School Education and Safety (A.S.E.S.) provides service-learning, academic internship and employment opportunities for Cal State Fullerton students. This statewide, after-school program provides free academic tutoring, enrichment and a safe haven with alternatives for at-risk, low-income and English as a second language students. Participants with low scores on state reading assessments receive special attention through the core literacy component. The program operates at six elementary and junior high schools in the Buena Park School District. Tutors and volunteers performed more than 21,000 hours of classroom service in 2013-14.

America Reads and Counts (ARC) is a Federal Work-Study (FWS) program that offers students training and opportunities to earn FWS funds. As math and reading tutors, they promote learning and improved academic outcomes for school children. CICE places ARC tutors at partnering schools or community sites to assist teachers or after-school staff and work with children who need extra help. Last year, the number of tutors and hours doubled – 28 ARC tutors served more than 6,600 hours at 10 sites.



As testament to the strength of CICE's A.S.E.S. program in Buena Park, many of the program participants seek ways to remain involved even after they graduate from the host schools. Two such program alumni volunteer in A.S.E.S. classrooms on a daily basis, even securing their own bus fare to make the daily commute to the program sites from their schools. High school students Jose Enriquez, left, and Dejanee Hinton, right, were honored by A.S.E.S. program director Chris Perez with 2014 CSUF Community Engagement Awards in recognition of their extraordinary volunteer commitments to the program.



AmeriCorps members develop lasting bonds with preschool children they work with in the Jumpstart program. Through daily reading, language and play activities, they help low-income children prepare for success in kindergarten. Here, 2012-12 Jumpstart member Edward Salvador '14 returns to volunteer at the "Jumpstart for a Day" literacy carnival, a highlight of the program that involves entire families in a celebration of books and reading.

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 results in outstanding children's learning outcomes because it is embedded in the Child and Adolescent Studies Department's curriculum. As early childhood educators, Jumpstart members lead preschool classes and serve 300+ hours in preschool classrooms to earn educational funds from AmeriCorps as well as course credit. Forty-two members served more than 14,000 hours in 2013-14.

SHINE offers service-learning opportunities to students enrolled in sociology, TESOL (Teaching English to Speakers of Other Languages), education and language courses. Students are placed as English tutors and conversation partners for mostly elder learners enrolled in ESL or citizenship courses at local colleges and senior centers. SHINE service is now embedded in the TESOL major as a degree requirement. Eighty-four SHINE students served 1,860 hours in 2013-14.

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. In 2013-14 six Cal State Fullerton students served more than 800 hours and earned wages as tutors and mentors to youth in low-income residential communities served by Project Access in Orange and Los Angeles counties.



America Reads and Counts tutors work one-on-one with K-12 students to improve their reading and math skills. Through the leadership of program coordinator Tiffany Cheng '14 the program doubled in size during 2013-14 with the recruitment of more after-school tutoring sites, Federal Work-Study tutors and mentees. Above: Daisy Gama works with a young student at one of the program's newest sites, the Santa Ana Police Athletic & Activity League. Below: Tiffany rolled up her sleeves with members of the ARC team for a day of service with Giving Children Hope to glean the fields at a farm near Orange County's Great Park. She received special recognition for her outstanding leadership at the 2014 Community Engagement Awards.





THE HIP 6: Elements of High-Impact Practices that Make them High Quality

In our new mission and goals framework, Cal State Fullerton embraces high-impact practices to promote greater learning outcomes, speedier progress toward degrees, improved retention of students, and shortened paths to graduation. The focus on high-impact practices is grounded in theory and research about how to advance and strengthen liberal education for all college students regardless of their intended careers.

The Liberal Education and America's Promise (LEAP) initiative of the Association of American Colleges and Universities (AAC&U), proposes that every student participate in at least one high-quality, high-impact experience in the first year and another linked to the major. Students who participate in such activities are more engaged and therefore more likely to persist in their studies, to remain at the same institution, and to graduate on time.

High-impact activities connected to these increased educational outcomes are:

- service-learning, community-based learning
- internships
- first-year seminars and experiences
- common intellectual experiences
- learning communities
- writing-intensive courses
- collaborative assignments and projects
- "science as science is done"; undergraduate research
- diversity/global learning
- capstone courses and projects.

In his 2008 report, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, author George Kuh (one of the originators of the National Survey of Student Engagement) expands on the list of practices to identify the six common elements that, when applied, make them high-impact.

On the following pages we profile some of the ways that the HIP6 elements are making a difference at Cal State Fullerton.

WE CALL THESE ELEMENTS THE HIP 6:

1 They are effortful. HIPs "demand that students devote considerable time and effort to purposeful tasks and require daily decisions that deepen students' investment in the activity as well as their commitment to their academic program and the college."

2 They help students build substantive relationships. HIPs "demand that students interact with faculty and peers about substantive matters...over extended periods of time." They help students "develop a meaningful relationship with another person...a faculty or staff member, student, coworker, or supervisor" and "put students in the company of mentors and advisers as well as peers who share intellectual interests and are committed to seeing that students succeed."

3 They help students engage across differences. HIPs help students "experience diversity through contact with people who are different from themselves" and "challenge students to develop new ways of thinking about and responding immediately to novel circumstances as they work... on intellectual and practical tasks, inside and outside the classroom, on and off campus."

4 They provide students with rich feedback. HIPs offer students "frequent feedback about their performance... For example, having one's performance evaluated by the internship supervisor is rich with opportunities for immediate formal and informal feedback. Indeed, because students perform in close proximity to supervisors or peers, feedback is almost continuous."

5 They help students apply and test what they are learning in new situations. HIPs provide "opportunities for students to see how what they are learning works in different settings, on and off campus. These opportunities to integrate, synthesize, and apply knowledge are essential to deep, meaningful learning experiences."

6 They provide opportunities for students to reflect on the people they are becoming. HIPs "deepen learning and bring one's values and beliefs into awareness; they help students develop the ability to take the measure of events and actions and put them in perspective. As a result, students better understand themselves in relation to others and the larger world, and they acquire the intellectual tools and ethical grounding to act with confidence for the betterment of the human condition."

TRANSFORMATIONAL Learning



A Māori villager in Rotorua, New Zealand.
A Mahout in a remote hill village outside of Chiang Mai, Thailand.
A jazzy blue cat in Chengdu, China.

What do they have in common?

For cohorts of Cal State Fullerton students who participated in Child and Adolescent Studies international internship courses in 2013-14, they were the keys to learning outcomes that were much more than just experiential – they were transformational.

“Our initial goal was to create and support an international experience connected to department academic and professional development goals,” said Dr. Kari Knutson Miller, who has organized and led the CAS International Cohorts since 2005. “It does so much more. It is a life-changing experience for so many involved.”

The popular, catchy song about Pete the Cat and his white shoes – and the accompanying lesson in identifying colors and words on a brightly illustrated storyboard – is as irresistible to children in Chengdu as those in Orange County. That was certainly what child and adolescent studies major Abigail Segura '14 (see sidebar, page 10) realized when she delivered her lesson after months of preparation and planning as a member of the summer 2013 China cohort. She had first taught the lesson to preschoolers in Santa Ana while completing one of two required practicum courses for her degree and serving as an AmeriCorps member in Cal State Fullerton's Jumpstart program. Jumpstart is a national reading program designed to help children from low-income communities start kindergarten prepared for success.

At home, Abby's classroom experience helped her to appreciate the special challenges for teachers trying to teach not only reading, but also English language, to children who may need extra help to be ready to start school. Aspiring teachers learn techniques to reach kids who may be struggling to understand English if it is not spoken at home. But the tables were turned when Abby and others in her cohort experienced that language barrier themselves as interns in Chinese kindergarten classrooms. In order for their lesson plans to work, they needed to quickly adapt their teaching to include additional modes such as gesture, facial expression and movement so they would be understood. It helped that their students, all English learners, were eager and receptive and wanted to practice with English speakers. And Abby and her counterparts were just as excited to communicate with their students. In their reflections following the practicum, they expressed greater awareness of their students' enthusiasm to learn and the barriers they are struggling

to overcome, and how they needed to adapt their teaching to serve them more effectively and sensitively. These reflections convey the power of the experience to reinforce their studies about developmentally appropriate practice.

Participants in the intersession 2014 cohort to Thailand described their experiences being “Mahouts for a Day” as similarly transformational. Learning to “walk like an elephant” at the Patara Elephant Sanctuary in the hill country of northern Thailand translated into powerful takeaway lessons. Observing how these massive creatures place one foot at a time after carefully testing the ground with their trunks to ensure their safety taught the participants to be more aware of their surroundings, and more thoughtful and deliberate about the literal and metaphorical steps they take in the world. Being in charge of the elephants' feeding, bathing and skin care for the day – all at the animal's pace and according to its temperament – taught them to think holistically about their own and other people's well-being. With an emphasis on ecological and economic responsibility and attention to rescue, recovery, reproduction and reintroduction, the sanctuary also inspired participants to think more broadly about personal and civic responsibilities, and about what each individual can do to make the changes they'd like to see in the world.



Brenda Contreras (standing, left) and Leslie McClure (right) engage young monks in conversational English activities at a monastery school in Chiang Mai, Thailand.

DR. KARI KNUTSON MILLER

Since 2005, the Child and Adolescent Studies Department has offered the CAS International Cohort with service-learning and internship experiences in China, Thailand and, starting with spring break 2014, New Zealand. Dr. Kari Knutson Miller has led 11 cohorts totaling 175 students through these journeys of self-discovery and applied learning and research.

Her scholarly work is cited in the scholarship of service-learning, and she frequently co-authors with other faculty or undergraduate research fellows. She has gone beyond exploring the powerful initial outcomes that result from experiential learning to study their longitudinal impacts. Findings suggest that short-term international internships have the potential to provide additive, unique and potentially powerful contexts for personal, academic and professional development. Initial outcomes are enhanced and sustained through post-internship activities, while incredible friendships and community are built through common experiences in the international setting and beyond. Internship participants have earned course credit by learning formal program assessment methods to document outcomes captured in the participant pre/post surveys and reflections following their international experiences.

In addition to chairing the Child and Adolescent Studies Department for many years, Dr. Knutson Miller has been a faculty mentor for the McNair Scholars Program and adviser to the Child and Adolescent Studies Student Association, among many other roles on campus. She received the 2005 Community Engagement Award as Outstanding Service-Learning Instructor. In 2013, she received Cal State Fullerton's Faculty Leadership in Collegial Governance Award in recognition of her service on several University governance, planning and operations committees.

On the retirement of Dr. Harry Norman at the end of the 2013-14 academic year, Dr. Knutson Miller will put her international expertise into high gear as interim dean/associate vice president of University Extended Education/international programs. With extensive experience in international travel and experiential learning programs, she will have oversight of a wide range of opportunities for faculty and students to pursue their studies abroad.

Mahout for a day Kari Knutson Miller (right) attends to one of the Patara elephants in Thailand.





Abigail Segura shares the beguiling charms and many-colored shoes of Pete the Cat at Chengdu School in the Sichuan Province in China during her second CAS International Cohort experience in summer 2013.

ABIGAIL SEGURA

Abigail Segura has always taken an interest in children. It's understandable; she is the oldest child in her immediate family and the first grandchild. As she learned new things, she passed them along to her younger sister and nieces. By the time she was on track to transfer from Fullerton College to Cal State Fullerton in 2012 with a declared major in child and adolescent development, she was certain that teaching was her future. More specifically, she saw herself as a preschool teacher.

As an AmeriCorps member in Cal State Fullerton's Jumpstart program, Abby was drawn to the needs of English learners from low-income communities and refined her aspirations to work with these kids. She also started working at the Children's Center on campus to build her résumé and gain practical experience toward her professional goal. She joined the winter 2013 CAS International Cohort to Thailand with that same goal in mind.

But it wasn't until Dr. Kari Knutson Miller invited her to assist her research following Abby's second international internship experience (China in summer 2013) that Abby discovered the path she would be pursuing for the next several years. Along with research partner Jasmine Cervantes '14 and under Dr. Knutson Miller's advisement, Abby conducted a formal program assessment based on reflections from participants in that cohort. They presented their findings at two professional conferences in spring 2014; in fall 2014 they will submit their paper for possible publication in a scholarly journal. In recognition of her exceptional accomplishments as a participant in three CAS International Cohorts, Abby was the first recipient of the Dedication to Children, Adolescents

and/or Families in International Contexts Award, established by the Department of Child and Adolescent Studies in 2014.

All these experiences – but particularly the research work – have opened up Abby's academic and professional sights far beyond the preschool classroom setting. Her experiences with Jumpstart instilled a passion for working with English learners from low-income communities because, as she says, "Our experiences are so different from others. Teachers aren't prepared to deal with us properly. You need to work with these students from a different perspective and be aware of what they're going through. It's the same all throughout elementary and high school, and even college. I've been one of those students and I'm aware of what it's like."

Abby now sees how continuing her research and studies in a doctoral program will allow her to pursue her passion for English learners, but in a different setting. She is looking at doctoral programs at several universities and plans to apply following the completion of her bachelor's degree in December 2014. She was a peer mentor for the summer 2014 CAS international internship in China and will provide support for the intersession 2015 Thailand group.

Abby's experiences have not only transformed her, but inspired others. Her sister is an anthropology major at UCLA and has studied abroad in Rome, and nieces ranging in age from toddlers to teenagers have learned from Abby that not only college but the entire world is at their doorsteps.

Visiting with residents of a Māori village outside of Rotorua on New Zealand's North Island gave the spring 2014 cohort a similar experience in cultural awareness. A stop at a Māori village to learn about their ancient culture is a must for those who visit New Zealand, but when embedded in a sequence of intentional pre-internship, internship and post-internship activities, the experience is life changing. Cohort participants describe heightened cultural sensitivity that they intend to incorporate into their professional practice and personal lives, and ripple effects far beyond those they expected to have as undergraduates.

Like many of their fellow Titans, several participants in the CAS International Cohorts are first-generation college students, or the first in their families to travel away from home. For some, these international flights may be their first experience on an airplane. Some may have never applied for a passport before. Even for those with a little or a lot of travel experience, the immersion in a different culture is life altering.

The images on these pages reveal the joy and power that students experience in becoming immersed in a new culture. Their reflections upon returning to Fullerton underscore how they came to understand their own culture – and themselves – more fully as a result. The international cohort program incorporates all of the learning objectives for the major but amplifies them. In addition to the benefits of a broadened world view that so often results from travel and study abroad, these students have absorbed lessons of confidence, understanding, cultural awareness, teaching proficiency, adaptability, coping and self-reliance. These are indelible, resonant, high-impact practices that will make them more sensitive and effective child and adolescent development professionals as they take their place in our global society.

The international experience is embedded in a six- to 12-month sequence of coursework, fieldwork and research or related work. Students prepare for the experience by completing a one-semester seminar course to study developmentally appropriate practice, ethical and legal principles, application of theory and research to practice, cultural contexts and professionalism in internship settings. Travel over intersession, spring or summer semester includes fieldwork that is applied to the practicum requirements for the participants' degrees. Practicum activities in the destination countries are planned to meet their learning objectives and professional development goals, as well as to address the needs and interests of the partnering sites. These sites are schools and community-based organizations at various locations throughout the itinerary, which also features cultural activities and adventures like climbing the Great Wall of China, zip lining through the rain forest of northern Thailand or visiting a Māori village in New Zealand. The semester following the field experience extends the international experience through follow-up scholarly work and program promotion activities.

The University's CAS International Cohort has a long-lasting impact on participating students – one that will prove beneficial to the children they will reach as teachers and child/adolescent development professionals.



Top: Erika Peterson teaches directional words like left, right, forward and back – with the help of Michael Jackson's "Thriller" dance and music – at Suksasongkraw Mae Chan School in Chiang Rai Province, Thailand.

Middle: Elephant skin care including bathing is one of the responsibilities that cohort members experience as Mahouts for a day at Patara Elephant Farm, Chiang Mai Province, Thailand.

Bottom: CSUF students (back row) get thrills of their own as their English language pupils (front row) teach them a traditional Thai dance at Suksasongkraw Mae Chan School in Chiang Rai Province.



Jasmine Cervantes has the total attention of these youngsters in Beijing in summer 2013. Children at the host sites enjoy opportunities like these to interact with English-speaking university students through songs, games and other enrichment activities designed to enhance their conversational English skills.

“ As a result of this trip I became even more aware of how important my role is as the first in my entire family to go to college. I learned that I have the support of not only my parents and sister, but also my aunts, uncles and cousins, both in the United States and in Mexico. I have a big responsibility. I feel like I have the opportunity to set an example, not only for my sister but also for the rest of my family. Thanks to this experience, I realized that even my 7-year-old cousins are aware of the decisions I am making and that, surprisingly, they actually look up to me. All this has motivated me to continue participating in opportunities like this one and to continue working even harder toward my goals. ”

- Abigail Segura

“ The Thailand experience has opened my eyes to so many things. It feels as if I have underestimated myself all along. I could never imagine myself teaching English to monks, riding elephants, travelling by tuk tuks or zip lining. I've proved to myself that I can do a lot more than I think I can. ”

- Katie Do

“ Interning in Thailand is probably one of the best decisions I have ever made. ”

- Megan Hom



Participants in the spring 2014 cohort traveled to New Zealand for professional development opportunities in Auckland and surrounding communities. Top: Learning about the Māori culture at Whakarewarewa Village in Rotorua, New Zealand. Bottom: Spring break “down under” brings out the kid in CSUF students at Karekare Beach in West Auckland.

ENGAGING Lives



Engagement has no age limits. It's a commitment to improving the quality of life of individuals and entire communities, expressed by people of all ages and in all strata of society who rise to the call to action. Among those who enjoy the rewards of service are retirees who could be enjoying quiet lives of ease and relaxation, but instead choose to roll up their sleeves and plunge into volunteer duties.

Seeing them in action gives Cal State Fullerton students life lessons as they benefit from the direct services of this cadre of retirees who have become part of the University. They are members of the Osher Lifelong Learning Institute, otherwise known as OLLI – one of 118 such institutes that are housed on university campuses throughout the United States.

At Cal State Fullerton, OLLI has its roots in the Continuing Learning Experience program established in 1979 by 47 retirees who came together to enjoy lectures, seminars and field trips spanning an eclectic mix of subjects. Even at the beginning, these members were prepared to work: They raised all of the funds to construct the Ruby Gerontology Center, the first facility on campus to be built entirely through private funds. Most recently, the program entered a new phase with a new name after the Bernard Osher Foundation made two \$1 million endowment gifts in 2006 and 2012, and invited the organization to join the national network of OLLIs.

The organization's long-range planning in 2009 considered research that emphasizes the healthful benefits to seniors of volunteering, as well as the stresses being placed on the California State University system as a result of statewide budget cuts.

Demonstrating the ethic of service and engagement imprinted on their generation when President John F. Kennedy urged them to "ask not what your country can do for you, ask what you can do for your country," the members went to work identifying ways to get plugged in to classrooms. The resulting CSUF-OLLI Collaboration plan was launched in 2010 to tap into OLLI members' skills and knowledge in order to enhance students' university experience.

OLLI worked with each of the colleges to identify collaboration opportunities. Many members brought insider knowledge as former Cal State Fullerton administrators, faculty or staff, but



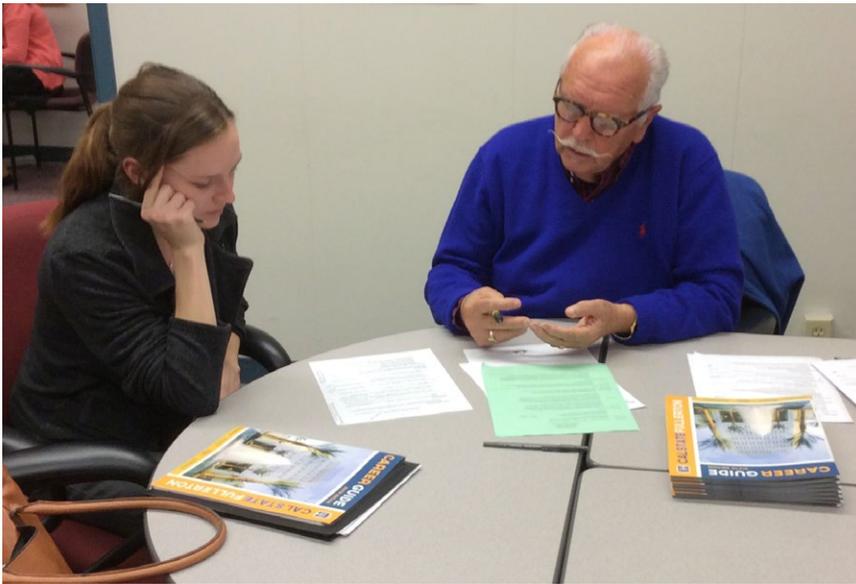
OLLI tutors such as Betty Elsing-Bard spend two to four hours per session once or twice a week with students in the School of Nursing, College of Natural Sciences and Mathematics or the College of Education. Results show the benefits of one-on-one interaction. In one example, a student with six failed attempts on a standard test required for entry into the graduate program passed on her next try after working with an OLLI tutor. In another case, after working with her tutor, a nursing student who had feared she would fail her class raised her grade to an A.

the OLLI ranks also represent a gamut of professions – from teaching and business to aerospace and marketing. They keep their skills sharp by sharing them with students, while students benefit from the additional coaching, mentoring or study sessions they receive from OLLI members.

Responding to the calls for collaboration, OLLI members report for duty as guest lecturers, coaches, mentors, panelists, research subjects, business consultants and more. By 2013, the collaboration had grown to about 200 members in more than 400 activities per year,

ranging from filling out a research study questionnaire to semester-length tutoring and mentoring projects.

Retirees join OLLI seeking the stimulation and enrichment of continued learning, but participants in the collaboration have found it equally compelling to give something back and share their wisdom with young people. School of Nursing Professor Christine



OLLI consultants such as retired school principal John Blaydes work with students to help them create effective résumés, business plans, marketing strategies and research proposals. In addition to critiques of materials they draft for review, students receive invaluable introductions and personal connections. In one case, a student's impressive résumé garnered a referral and lead for a prospective job. In other consultancies, OLLI members judged an exhibit of student science projects; contributed to plans for a bioengineering program in the College of Engineering and Computer Science; and worked with a graduate student to develop a statistical analysis plan for a class about marketing to people aged 50+.



OLLI study participants advance the work of faculty and graduate students in departments and centers that conduct research on lifespan wellness, fall prevention, fibromyalgia, and various physical and psychological effects of aging. OLLI member Bonnie Harrington is shown testing new technology for graduate student Eric Murine's research project for Dr. Laura Zettel-Watson's psychology course.

Latham wrote, "Our observations are that the OLLI tutors are especially helpful because they are patient and respectful in their sessions with students. They are true advocates for our students, in that they are willing to listen and coach students with professional writing skills, not editing, of their papers." One of Dr. Latham's students wrote about the tutors: "They are great. I would not have passed my class without this."

The example that OLLI members set for students highlights the rewards of persistence in education, achievement in work, remaining curious and intellectually stimulated in retirement, and maintaining a sense of engagement with the community throughout their lives. In tutoring relationships, the age differences between the OLLI member and the student can disappear. As health science major Aveena Savongsy said, "I actually think that working with an older person who has more experience is great. They know how to deal with students' problems and how to teach." After seeking tutoring help from OLLI member Gordon Owens for her chemistry course, Aveena turned her grade around and earned a B.

As part of the OLLI-CSUF Collaboration, these volunteers are doing much more than helping students prepare for exams, pass courses, or draft résumés. In tapping into their accumulated wisdom and experience to connect with students, lecture to classes, and advance clinical research about healthy aging, they are exercising the muscles of engagement that they have strengthened over their active lifetimes and passing their knowledge along to the next generation. They are rewarded by grateful students and faculty members, and by the knowledge that they are helping to create the community of the future.

OLLI members are proving the adage that "those who give, also receive." And that is a valuable life lesson for all of us, no matter how old we are.



OLLI members' life experiences provide rich context for courses across many colleges and departments. Retired counselor Ron Pierre's personal experiences about growing up in the segregated South resonate with Professor Karen Wong's Sociology 101 students, who are studying the effects of racism and socio-economic differences on life and career success. In other instances, students studying oral history, gerontology, marketing and related subjects have gained insight from the life experiences shared by OLLI members.



OLLI career panels provide students in many disciplines with the chance to explore industries they are considering for their future careers. The chance to ask what to expect or how to prepare for a career is invaluable to students considering such fields as insurance, counseling, teaching, software project management or real estate. Panelists Ron Osajima, David Jeng and Janet Jeng spoke to students in Dr. Susan Cadwallader's "Marketing to 50+ Consumers" course about how to reach their generation with messages that translate to purchasing decisions.

COMMUNITY Service

Volunteer Service Programs Inspire Social Conscience

In 2013-14, students active in the Volunteer Service Programs office (formerly called the Volunteer and Service Center) developed a new project serving senior citizens. While many student volunteers continued to seek out service opportunities through the center's ongoing projects that serve children, fight hunger and homelessness, or advocate for social justice, a small group of student leaders desired to improve the quality of life for the residents of VIVA! Communities' Cambridge Court Assisted Living. Through this project, they worked with and provided support to some of the most senior members of the Fullerton community.

For some, this project offered opportunities to further explore their studies. According to Adelita Rivera, a graduate student in the masters in higher education program, "It was at VSP where I could better understand my student development theory class. I was able to apply theory to real-life situations while advising a diverse population of students who were working together to help others in the community."

For others, service offered an opportunity to connect with elders. Launched in spring 2014, the project attracted 18 students who completed more than 150 hours of service in a single semester. By engaging with the residents in such activities as arts and crafts or games, student volunteers helped to stimulate and boost the intellect and motor skills of the residents. They would also assist with meal service or sometimes just lend a listening ear.

CSUF alumnus and site supervisor Brent Brayshaw '13 has shared inspiring feedback regarding the impact that Fullerton students have had at the community. He wrote that Marlene Rodriguez "has been an excellent, proactive volunteer. If she maintains her enthusiastic approach while seeking ways to utilize her leadership potential, she will do well in all she attempts." Of Jonathan Portillo, Brent stated the following: "Jonathan was immediately a very friendly and helpful volunteer. His enthusiasm was contagious to the residents and staff, and he will go far with such a good attitude. With such a personality he will do well as a leader in engineering."



Origami cranes take flight when CSUF graduate student Adelita Rivera engages with residents of the VIVA! assisted living community, a new project for the student-led Volunteer Service Programs office in 2013-14.

This is just one of many Volunteer Service Programs projects developed and led by student leaders. In 2013-14 the office worked with 809 student leaders and volunteers who provided 7,234 hours of service to the greater community. The nine project-based service opportunities were led by 22 project directors representing every college on campus. Among the many results of this service, blood drives conducted by student volunteers in collaboration with the American Red Cross generated collection of 435 units of blood.

Titans continue to heed the call to serve, and are doing their part to change their world.

STUDENT CLUBS AND ORGANIZATIONS GIVE BACK



Associated Students President Rohullah Latif joins Tuffy and President Mildred Garcia in setting the fall 2013 giving season in motion at a rally in the quad. Student clubs and organizations organized drives to collect food, clothing, toiletry and toy drives to benefit charities serving local communities over the holidays.



A new partnership began in Fall 2013. University 100 students collaborated with Volunteer Service Programs and the G.R.E.E.N. Foundation to collect, package and distribute toiletry kits to the community.



Ariel Apiado and other VSP Project Directors led an ever-growing team of volunteers that recruited donors for on-campus blood drives in collaboration with the American Red Cross.



HHD and the Child and Adolescent Studies Student Association led the "Titans Stepping Up" shoe drive which generated more than 1,300 pairs of slightly worn or new shoes for those served by more than 60 shelters, agencies and family resource centers that had signed up to distribute them.



CSUF's Guardian Scholars and President's Scholars know what it means to give back. They had the chance to assemble bikes and then teach foster youth how to ride them as volunteers with Together We Rise's "Build a Bike Project" in Rancho Cucamonga in spring 2014. Here, Guardian Scholars Nicole Doherty (left) and Adam Fraga (right) work team up with President's Scholar Isabel Serrano (center) to get the wheels in motion.

2014 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.

2014 HONOREES

FACULTY



Outstanding Service-Learning Instructor
Dr. Ying-Chiao Tsao
Human Communication Studies



Extraordinary Internship Coordinator
Ms. Karen Wong MSG
Gerontology

STUDENTS



Outstanding Student Leader
Kristina Beasley '14
B.S. Health Science/Anthropology



Extraordinary Acts of Service
Yuese Josephine Zhang '14
M.P.H.

COMMUNITY PARTNERS



Stellar Support of Students
DreamWorks Animation



Most Committed Partner
Metropolitan State Hospital

For videos of awardees, please visit: fullerton.edu/CICE/awards_2014.html

HONORS AT COMMENCEMENT



AmeriCorps Sashes

Graduating seniors who have completed at least two years of service as AmeriCorps members in Jumpstart may be acknowledged with a sash worn at commencement. Eight students were honored in 2014.



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 240 honorees in 2014.



POINTS OF ENGAGEMENT FOR RESEARCH AND SERVICE

Research Centers and Institutes

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.

Archaeological Research Facility	Center for Sustainability
California Desert Studies Center	Center for the Advancement of Responsible Youth Sports
Catalyst Center for the Advancement of Research In Teaching and Learning Mathematics and Science	Center for the Promotion of Healthy Lifestyles and Obesity Prevention
Center for Applied Biotechnology Studies	Center for the Study of Emerging Financial Markets
Center for Autism	Community Learning and Literacy Center
Center for Boys and Men	Dr. John D. Cooper Archaeology and Paleontology Center
Center for Cancer Disparities Research	Hazel Miller Croy Reading Center
Center for Children Who Stutter	Decision Research Center
Center for Community Collaboration	Developmental Research Center
Center for Corporate Reporting and Governance	Entertainment and Tourism Management Center
Center for Creativity and Critical Thinking	Family Business Council
Center for Demographic Research	Fibromyalgia & Chronic Pain Center
Center for Economic Education	Gianneschi Center for Nonprofit Research
Center for Entertainment, Tourism and the Arts	Gravitational Wave Physics and Astronomy Center
Center for Entrepreneurship	Health Promotion Research Institute
Center for Ethnographic Cultural Analysis	Institute of Gerontology
Center for Family Business	International Center for Economics of Pharmaceuticals, Aging and Health
Center for International Partnerships in Higher Education	Maxwell Center for International Communications and Media
Center for Insurance Studies	Ocean Studies Institute/Southern California Marine Institute
Center for Information Technology and Business Analytics	Real Estate and Land Use Institute (RELUI)
Center for International Business	Sales and Leadership Center Schools
Center for Internships & Community Engagement	Small Business Development Center
Center for Leadership	Small Business Institute
Center for Maximizing Teacher Impact	Social Science Research Center
Center for Oral and Public History	South Central Coastal Information Center
Center for Public Policy	Sport and Movement Institute
Center for Remote Sensing and Environmental Analysis	Tucker Wildlife Sanctuary
Center for Research on Educational Access and Leadership (CREAL)	Twin Studies Center
Center for Sport Performance	
Center for Successful Aging	

Internships and Service-Learning Committee, Academic Senate

Lezlee Hinesmon-Matthews, Chair, <i>Afro-Ethnic Studies</i>	Colleen Greene, <i>Library Administration</i>
Pamela Caldwell, <i>Communications</i>	Kari Knutson Miller, <i>Child and Adolescent Studies</i>
Jim Case, <i>Career Center</i>	Dawn Macy, <i>Center for Internships & Community Engagement</i>
Amir Dabirian, <i>Information Technology</i>	Tyler McMillen, <i>Mathematics</i>
Pete Evanow, <i>Marketing</i>	Janice Myck-Wayne, <i>Special Education</i>
Janet Eyring, <i>Modern Languages and Literature</i>	Mark Ramont, <i>Theatre and Dance</i>
Kiran George, <i>Computer Engineering</i>	

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

Harry Anicich, *Marketing*

Shelly Arsneault, *Politics, Administration and Justice*

Susamma Barua, *Computer Science*

Rahul Bhaskar, *Information Systems and Decision Sciences*

John Bock, *Environmental Studies*

Brenda Bowser, *Anthropology*

*John Breskey, *Health Science*

David Burt, *Accounting*

Bert Buzan, *Politics, Administration and Justice*

Pamela Caldwell, *Communications*

Nathan Carr, *Modern Languages and Literatures*

John Carroll, *Geography*

Benjamin Cawthra, *History*

*Laura Chandler, *Health Science*

Betty Chavis, *Accounting*

Sapna Chopra, *Counseling*

Marcia Clark, *Finance*

Diane Clemens-Knott, *Geological Sciences*

Debra Danielsen, *Marketing*

Fanny Daubigny, *Modern Languages and Literatures*

Stephanie D'Auria, *Sociology*

John Davis, *Philosophy*

Peter de Lijser, *Chemistry and Biochemistry*

Richard Deming, *Chemistry and Biochemistry*

Kay Devine, *Art*

Kathryn Dickson, *Biological Sciences*

Rebecca Dolhinow, *Women's Studies*

David Drath, *Biological Sciences*

Victoria Elmquist, *Sociology*

Peter Evanow, *Communications*

Janet Eyring, *Modern Languages and Literatures*

James Feagin, *Physics*

Reyes Fidalgo, *Modern Languages and Literatures*

Denise Frye, *Human Communication Studies*

Eugene Fujimoto, *Educational Leadership*

Juan Carlos Gallego, *Modern Languages and Literatures*

*Christine Gardiner, *Politics, Administration and Justice*

Dennis Gaschen, *Communications*

*Cynthia Gautreau, *Elementary and Bilingual Education*

*Kiran George, *Computer Engineering*

Erualdo Gonzalez, *Chicana and Chicano Studies*

Howard Gordon, *Marketing*

Jessica Grimes, *Sociology*

Lisa Guerrero, *Sociology*

Lynda Hamilton, *Communications*

Breta Hedges, *Marketing*

Josefina Hess, *Modern Languages and Literatures*

Scott Hewitt, *Chemistry and Biochemistry*

*Arnold Holland, *Visual Arts*

Michael Itagaki, *Sociology*

John Jackson, *Management*

Nicole Jafari, *Child and Adolescent Studies*

Roseanne Jerue, *Sociology*

Sara Johnson, *Anthropology*

Marsha Judd, *Art*

Sarah Kelman, *English*

Sharon Kim, *Sociology*

Cynthia King, *Communications*

Robert Kovacev, *Finance*

*Edythe Krampe, *Sociology*

Dana Lamb, *Art*

Irene Lange, *Marketing*

Emmanuel Lartey, *Economics*

Charles Lee, *Mathematics*

Peter Lee, *Sociology*

*Jack Liu, *Modern Languages and Literature*

*Gail Love, *Communications*

James Love, *Sociology*

Carole Mackie Venne, *Marketing*

Gus Manoochehri, *Management*

Juli Martinez, *Human Services*

Christine Mayfield, *Elementary and Bilingual Education*

Jack Mearns, *Psychology*

Jeana Miller, *Kinesiology*

Thomas Miller, *Management*

Tu-Uyen Nguyen, *Asian American Studies*

Eliza Noh, *Asian American Studies*

Joanna Norton, *Sociology*

David Obstfeld, *Management*

Margaret Palmer, *Child and Adolescent Studies*

Jeannine Pedersen, *Anthropology*

*Patricia Perez, *Chicana/o Studies*

Larry Peters, *Theatre and Dance*

Sang Phan, *Sociology*

Angel Pineda, *Mathematics*

Kristine Quinn, *Elementary and Bilingual Education*

Tisha Rivera, *Sociology*

Diana Robles, *Child and Adolescent Studies*

Jill Rosenbaum, *Politics, Administration and Justice*

Charles Royston, *Human Services*

Robert L. Sage, *Communications*

Barbara Samara, *Management*

Ivan Sanchez, *Sociology*

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Setsue Shibata, *Modern Languages and Literatures*

Peggy Shoar, *Child and Adolescent Studies*

Stephen Stambough, *Politics, Administration and Justice*

Andi Stein, *Communications*

Joanne Stohs, *Psychology*

Mark Stohs, *Finance*

Douglas Swanson, *Communications*

Jo'ie Taylor, *Child and Adolescent Studies*

Atul Teckchandani, *Management*

*Devon Thacker Thomas, *Sociology*

Saul Tobias, *Liberal Studies*

Brooke Tolmasov, *Sociology*

Candace Trevino, *Child and Adolescent Studies*

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Raman Unnikrishnan, *Engineering and Computer Science*

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Joseph Weber, *Sociology*

*Kathleen Webster, *Kinesiology*

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*Lisa Winstead, *Elementary and Bilingual Education*

Diane Witmer, *Communications*

Karen Wong, *Gerontology*

*Jindong Wu, *Geography*

*Jenny Yen, *Child and Adolescent 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, or new service-learning curriculum. 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; and the Office of Research Development.

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

ACKNOWLEDGMENTS

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

Kayla Brock, *Center for Internships & Community Engagement*

Tiffany Cheng, *Center for Internships & Community Engagement - ARC/Titan Tutors*

Kathleen Costello, *Center for Internships & Community Engagement*

Nancy Hill, *University Extended Education*

Amanda Humber, *Center for Internships & Community Engagement - SHINE*

Alisia Kirkwood, *Volunteer and Service Programs*

Dr. Kari Knutson Miller, *Child and Adolescent Studies*

Dawn Macy, *Center for Internships & Community Engagement*

Ron Osajima, *OLLI*

Chris Perez, *Center for Internships & Community Engagement - A.S.E.S.*

Elizabeth Phan, *Center for Internships & Community Engagement - A.S.E.S.*

Robert Pierce, *Center for Internships & Community Engagement*

Jo'ie Taylor, *Center for Internships & Community Engagement - Jumpstart*

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Patara Elephant Farm

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This report documents service and community engagement efforts across 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.

TITANS REACH HIGHER



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Cover photo: Allison Stewart's world view from atop one of Patara Elephant Sanctuary's residents is forever changed since traveling to Thailand in intersession 2014. As Mahouts for a Day, she and other members of the CAS International Cohort learned that to "walk like an elephant" – taking one step at a time, testing the ground carefully with one foot before placing the next – had profound implications for their personal and professional lives. See CAS International Cohort story beginning page 8.