



CALIFORNIA STATE UNIVERSITY
FULLERTON



CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

2015 Community Engagement Report

It doesn't require translation to understand what a big impression kinesiology major Elizabeth Kellam has made on this Brazilian youngster. She is one of 14 Cal State Fullerton students who traveled to Rio de Janeiro in summer 2015 to implement the lesson plans and activities they prepared as part of Dr. Joao Barros's kinesiology service-learning course. Over two weeks as resident instructors they introduced Brazilian students to American culture and language through planned sports and activities. They also had the chance to participate in the host school's community outreach program, "Projeto Social." Kids from low-income communities (including nearby City of God) who come to the weekend program learn how to behave in structured environments beyond the slums and discover the possibilities that education offers by participating in basketball, soccer and skateboarding clinics staffed by the program's coaches, students from the host school, and visiting volunteers like the CSUF team.



This international service-learning experience was supported by a Student Success Initiative grant from the Center for Internships & Community Engagement. Also see the College of Health and Human Development story on page 17.



If you are reading this, you've no doubt heard someone proclaim, "Titans Reach Higher." Born from our strategic plan, this sentiment is far more than an empty tagline – it encapsulates our mission to create and explore. It exemplifies the spirit of our conviction to persevere in the face of adversity, and thanks to our faculty, staff, students, partners, and supporters, it is transforming not just the lives of our students, but of our diverse community.

I am so very proud of the spirit of this bold proclamation. It is evident throughout the pages of this report where readers learn that the University is one of only five institutions in the country to receive the 2014 Community Engagement Award from the Washington Center and New York Life Foundation. We also received a 10-year renewal of our Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching.

Much of this success stems from our strategic plan's objective to enhance High-Impact Practices (HIPs) – teaching methods proven to increase rates of retention and graduation for students from all backgrounds. In keeping with the tradition of "Titans Reach Higher," and the profound impact this is having on our diverse campus community, our HIP efforts were recently promoted to the campus community through the acronym **REACH**: Engaging in **R**esearch; participating in **E**xperiential Learning; investing time and energy in **A**ctive Learning; contributing to the local, regional, or global **C**ommunity; and experiencing diversity through **H**uman exploration.

The 2015 Community Engagement Report underscores some of our many efforts to ensure the transformative power of REACH touches our students, neighborhoods, schools, and communities in Orange County and beyond. I am proud of our faculty, staff, and students for bringing these remarkable services and programs to fruition, and I'm grateful for the many University partners whose support and participation were critical for these successes.

Indeed, this is what "reaching higher" looks like, and it is an honor to play a role in these achievements.

Sincerely,

A handwritten signature in blue ink that reads "Mildred García". The signature is fluid and cursive, with a large initial 'M'.

Mildred García, Ed.D.
President

COMMUNITY ENGAGEMENT

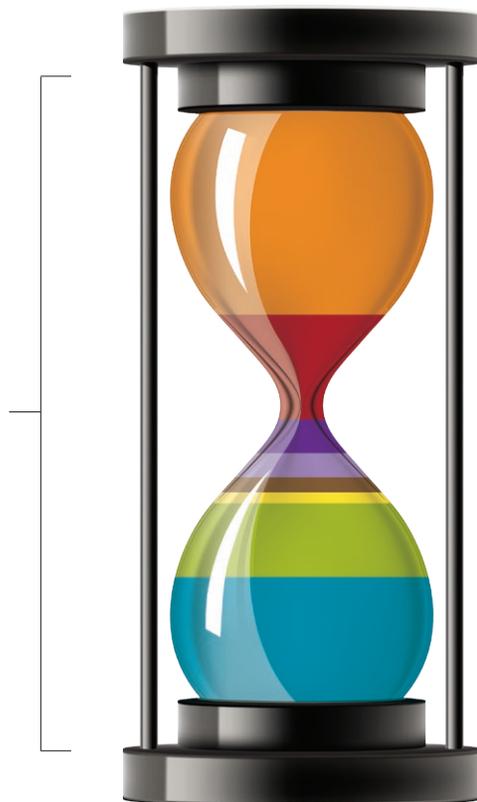
The first goal in Cal State Fullerton’s strategic plan includes an ambitious objective to “increase by 25 percent the number of CSUF students participating in international, service-learning, internship, community engagement or other innovative instructional experiences that prepare students for professional endeavors in a global society.” To define the baseline for student participation in community engagement coursework -- such as service-learning, academic internships, fieldwork, practica -- CICE documented total enrollment of 12,402 students in such courses in 2013-14. Some students enroll in more than one such course in a year, so the count of unduplicated students was 8,414, or 22 percent of total student enrollment for the year. To meet the first goal’s objective means that in any year, fully one-third of Cal State Fullerton’s students would participate in community engaged coursework. Clearly, the benefits of experiential learning are integral to our educational mission.

CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION



The Carnegie Foundation for the Advancement of Teaching awarded Cal State Fullerton the prestigious Community Engagement Classification in 2014 for a 10-year period. Similar to accreditation, the award signifies “exemplary institutionalized practices of community engagement.” The extensive submission documentation was the result of a campus-wide effort led by the Stewards of Place Task Force in 2013-14. In announcing the classification, the foundation cited our “excellent alignment among campus mission, culture, leadership, resources and practices that support dynamic and noteworthy community engagement.” As evidence of leadership, Cal State Fullerton was in the second cohort of universities invited to apply for the classification, and was one of only 125 institutions to be so recognized in 2008. By 2014, there were 325 institutions holding the classification. Cal State Fullerton may begin the renewal process in 2023 for the 2025 classification.

1,315,760 HOURS OF COURSE-RELATED SERVICE IN 2014-15 (BY COLLEGE)



COMMUNITY ENGAGEMENT

THE WASHINGTON CENTER'S 2014 COMMUNITY ENGAGEMENT AWARD



The Washington Center

Cal State Fullerton was one of five U.S. colleges and universities honored with the 2014 Community Engagement Award, an annual recognition of higher education institutions that demonstrate leadership and innovation in civic engagement. The award, from The Washington Center and New York Life Foundation, honors institutions that reach beyond their own campuses to achieve sustainable civic impacts.

As an example of the many reciprocal community partnerships that engage as many as 13,000 students per year in course-related and volunteer service, our award citation highlighted the Urban Agriculture Community-based Research Experience (U-ACRE). This and other partnerships provide students and faculty with opportunities for research and service. See the full article about U-ACRE, recipient of one of the inaugural Stewards of Place honors at this year's Community Engagement Awards, on page 8.

PRESIDENT'S HIGHER EDUCATION COMMUNITY SERVICE HONOR ROLL



The University's accomplishments in experiential learning are recognized at the highest levels of the government. In 2014 -- for the fifth time -- the University was named to the U.S. President's Higher Education Community Service Honor Roll "with distinction," one of only 100 U.S. colleges and universities to be recognized at this second highest level.

Fewer than one-third of 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. After that inaugural year, eligibility for the Honor Roll was opened up to institutions throughout the country, and Cal State Fullerton has been recognized every year since.

In May 2015, the University submitted its eighth consecutive nomination for the Honor Roll, with documentation of more than 1.4 million hours of course-related and voluntary service completed by 15,712 students in 2013-14. Nominations cite the percentage of enrolled students who serve, 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 21 percent for 2013-14, far exceed the required minimum of seven percent and the national average of 15 percent.

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 documented for the Honor Roll each year -- 86 percent -- are completed for course credit as part of the learning experience. See the hourglass opposite for a breakdown of the 1.3 million hours of course-related service in 2014-15 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 2014-15, we tallied 145,701 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. Included 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.

CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

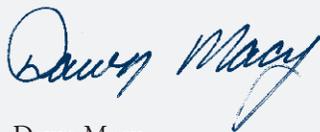
Community engagement takes many forms at Cal State Fullerton. In these pages you will read about some of the ways that faculty go out of their way to develop partnerships and experiences that give students chances to hit the streets (... and gardens and neighborhoods, organizations and businesses, cities and foreign countries...) to exercise their curiosity and apply their knowledge in experiential learning and community-based research experiences.

This passion for student growth and empowerment informs the work of our faculty, and the work of the Center for Internships & Community Engagement. It's the reason why Cal State Fullerton's Carnegie community engagement classification was renewed for a new 10-year term. Quite simply, community engagement is integrated into everything the University does. We value engagement as a hallmark of distinguished teaching, research and service. We embrace engaged methods of teaching as high impact practices that enhance the learning experiences of our students. We celebrate the passion that our diverse and committed student body has for investing in their world. We esteem the partnerships with community organizations, government agencies, businesses, and educational institutions that generate benefits for all participants. We look for ways to connect what we do with the needs of the communities we serve, consistent with the AASC&U's Stewards of Place framework.

That framework describes how deep, reciprocal partnerships can generate powerful benefits for students while also responding to needs beyond our University. The Center for Internships & Community Engagement introduced the Stewards of Place award in 2015 to highlight how such partnerships generate positive impacts not only for the student and faculty participants, and for the organizations they work with, but for the entire community being served. We are proud of U-ACRE and the Cal State DC Scholars program's records of outstanding partnerships and hope many similar projects emerge from the example set by these inaugural honorees.

Partners are critical to the success of these highly effective teaching and learning experiences. We are so grateful to the thousands of organizations, businesses, agencies and schools that welcome Cal State Fullerton and host our students. You have made the work highlighted in this report possible, and furthered our aim to be a thoughtful steward of the place that the University occupies in our region, and in knowledge and practice.

We look forward to deepening our engagement with you and the people and issues you serve.



Dawn Macy
Director, Center for Internships & Community Engagement

USING HIGH-IMPACT PRACTICES FOR STUDENT SUCCESS

CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

As a student retention unit in the Division of Student Affairs, CICE helps academic departments link degree, career and community programs for their students and partners. The Center is a resource to the University in furthering its aim “to provide innovative, high-quality programs and services that offer students broad educational experiences, facilitate lifelong habits of intellectual inquiry and prepare them for successful careers.”

We manage several externally-funded and community-supported programs that generate paid or credit-bearing positions for students while also addressing community needs. Read below about these programs: After School Education and Safety, America Reads and Counts, Jumpstart, SHINE, and Titan Tutors.

In addition, the Center helps academic departments ensure that students’ experiential learning opportunities are relevant to their fields of study, are compliant with University and system policies, and contribute significantly to students’ career planning and preparation. We advise students who are seeking academic internships or service-learning opportunities; develop partnerships with organizations, agencies and businesses where students are placed for course-related service; help faculty develop the service components of their courses; support faculty internship coordinators with logistics of their departments’ service requirements; and ensure quality placements through web-based recruitment, registration and risk management systems.

In addition to these ongoing responsibilities, the Center documents and communicates community engagement accomplishments on behalf of the University through such vehicles as this annual report and nominations for national recognition and honors.

After School Education and Safety (A.S.E.S.) provides service-learning, academic internship and employment opportunities for Cal State Fullerton students and others at six schools in the Buena Park School District. As part of the statewide after-school program, A.S.E.S. provides free academic tutoring, enrichment and a safe haven with alternatives for at-risk, low-income students and those for whom English is a second language. Participants receive extra academic assistance through the program’s core literacy and math components. Tutors and volunteers performed nearly 6,000 hours of classroom service in 2014-15.

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, students improve 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 36 members provided 8,250 tutoring hours (an increase of 20 percent from the previous year), and two sites were added.

Jumpstart is an AmeriCorps program that provides preschoolers with strong foundations in language, literacy and social development skills to help them make steady academic progress. Cal State Fullerton’s program demonstrates outstanding results in children’s learning outcomes because it is embedded in the Child and Adolescent Studies Department’s curriculum. As early



Buena Park youngsters conquer academic challenges thanks to daily participation with ASES team members like Brent Cone, who work with them on homework, study habits, social skills and group events. The program’s capacity grows every year, especially thanks to tremendously increased involvement of volunteers: more than 135 parents, high school and junior high students, and CSUF service-learners and academic interns pitched in during 2014-15.



Arithmetic can be a stumbling block for a lot of us. But learning to work through problems is fun at Fullerton’s Maple Community Center and 15 other school and neighborhood sites where kids get help from ARC tutors.

childhood educators, Jumpstart members lead preschool classes and serve 300+ hours in preschool classrooms to earn educational awards from AmeriCorps as well as course credit. Forty-four members served more than 15,200 hours in 2014-15.

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 older 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-six SHINE students served 1,792 hours in 2014-15.

Titan Tutors is a partnership with Project Access, a program that provides health, education and employment services to families, children and seniors living in low-income housing communities throughout California. In 2014-15, eight Cal State Fullerton students served nearly 900 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.



AmeriCorps members like Cal State Fullerton's Jumpstart team pledge to get things done for America. In spring 2015 Chelsea Cordoba, Cindy Nguyen and other Jumpstart members rolled up their sleeves with volunteers from other local AmeriCorps programs to spruce up Kennedy Elementary School in Santa Ana in a service project organized by Playworks.

As Project SHINE participants, graduate students like Renata Vasquez earn practical experience in the classroom to prepare for their careers as Teachers of English to Speakers of Other Languages.





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 HIP 6 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."

STEWARDS OF Sustainability

The three food groups of choice for the typical American teenager -- fried, fatty, fast -- underwent a radical transformation last spring for some students at Ladera Vista Junior High School. Instead, they opted for purple, green and spiky, or classic ivory varieties of cauliflower -- or is it broccoli? -- that they grew in their school garden with the help of Cal State Fullerton students.

Learning about sustainable, healthy food choices is one of the goals of the Urban Agriculture Community-based Research Experience (U-ACRE) launched by Dr. Sara Johnson (anthropology) in 2009. U-ACRE's purpose is to educate students and communities about food security and sustainable agricultural practices in the urban ecosystem. U-ACRE students and fellows design independent research projects or work on established programs through partnerships with 11 sites such as Pathways of Hope homeless shelter, Orange County Food Access Coalition, Future Food Farms, Green2Go, St. Andrew's Episcopal Church, and Ladera Vista Junior High School.

It was at Ladera Vista that the harvest of unusual cauliflower specimens -- among an array of other crops such as tomatoes, onions, kale, hot peppers, snap peas, strawberries, chard, amaranth and sunflowers -- took place in 2014-15. U-ACRE fellows Andrew Shensky, Cynthia Chavez, and Jose Zamora integrated their independent research projects into short-term lesson plans for kids who chose the garden tutorial as one of the six-week elective options offered by the school. Increasingly popular among the participants, enrollment in the tutorial was eventually capped at 30 so that each student would have the chance to do the hands-on work in the garden that made it such a popular option.

To advance her own research about pollination and bee colony collapse disorder, and fueled by a passion for igniting public participation through education about the issues, Chavez, '15, environmental studies, designed a "Citizen Science" tutorial that combined short talks about ecology and sustainability with fieldwork assignments to observe and record pollinators and environmental conditions in the garden.

Shensky, '15, anthropology, designed an app as a tool for accessing scientific horticulture notes, using mapping tools to document the layout of the garden and location of each plant, and recording original field notes. The app got a robust trial test when he rolled it out to the kids, who had just been issued iPads as part of Ladera Vista's schoolwide distribution. They learned how to observe moisture, weather and pollination conditions in the garden and record them using the app.

Pre- and post-test assessments show that the garden is great soil in which to cultivate a taste for knowledge. It turns out that U-ACRE is the right setting to inspire kids to get their hands dirty, pull weeds, haul water -- and even cultivate worms! Their activities have yielded some useful research findings.



- Using food scraps from the lunchroom to enrich the vermi-compost, they observed that worms don't like to bite off more than they can chew. In fact, the smaller the food particles, the faster the decomposition rate, and the sooner the compost can be used to enhance the soil in the garden. Bigger food particles make it harder for the worms to do their work, inviting invasion by pests and a slowing down of the decomposition process.
- The wired garden is a good classroom. Testing the depth of students' knowledge about all the topics addressed in the tutorials, it was discovered that those who used Shensky's app scored significantly higher than their peers who didn't.
- Empowering kids to get engaged in the challenges of sustainability and food security works. "Citizen Science" activities to observe and record pollination changed students' attitudes about the importance of sustainability both at school and at home.



Fragile produce like spiky romanesco wouldn't survive the rigors of transport to retail produce markets, but at Ladera Vista it easily made the trip from the garden to the Culinary Arts class, where vegetables they grow themselves have become a big hit among junior high students.



- Kids like vegetables. (Really.) Perhaps most promising of all the findings is the assessment that showed that participating in the garden tutorials lowers kids' aversion to fruits and vegetables.

U-ACRE is in full bloom and flourishing at Ladera Vista and elsewhere. Since it launched, the project has grown to 11 different programs funded by three separate grants, with various co-principal investigators representing different CSUF academic departments as well as the Fullerton Arboretum. Dr. Joel Abraham (biological science) is co-principal investigator with Johnson on the current grant from the U.S. Department of Agriculture and oversees projects at two of the participating sites, while Johnson is responsible for the others. The program is attracting more students and partner sites every semester as Johnson works to nurture that growth with external funds from additional sources.

As a high impact practice, U-ACRE hits all the marks. Within its framework, faculty members advance their core work in teaching, research and service. Students pursue coursework and conduct applied research in powerfully engaged ways that are meaningful to them and help build pathways to careers. Engaging with partner sites gives students and faculty opportunities to base their work on current issues and local conditions, and to create research and learning opportunities that link degree, career and community.

Provost José L. Cruz chaired Cal State Fullerton's Stewards of Place Task Force in 2013-14. He charged its members to draft a set of recommended actions that interpret Cal State Fullerton's new strategic plan within the community-focused perspective set out by the AASC&U in its 2002 treatise, "Stepping Forward as Stewards of Place." U-ACRE was identified by the task force as an outstanding example of reciprocal partnerships that reflect the University's commitment to investing its intellectual and capital resources in issues that are crucial to the communities we serve.

To celebrate that principle in action, the Stewards of Place award was launched in 2015 and presented to U-ACRE at the Community Engagement Awards ceremony.

Meanwhile, community partners such as the students at Ladera Vista, the residents at Pathways of Hope, and the community gardeners at St. Andrew's are learning the joys of sustainable and healthful eating. A bounteous harvest for this wonderful program!

Junior high gardeners bloom alongside their plants, all under the cultivation of U-ACRE fellows Jose Zamora (at right, top), Cynthia Chavez (at left, bottom), and Andre Shensky (at left, facing page), who led 6-week tutorials in the school's garden project.





“ U-ACRE has opened up so many doors and opportunities and given me the tools to do my research. Now, because of U-ACRE, I’m going to receive my degree on top of having a résumé. ”

– Cynthia Chavez, graduate student

“ I think what’s really special about U-ACRE is its connection to the community, and its closeness to home. It’s a perfect confluence of providing something very important for the community in a very respectful and sustainable way. There’s a tremendous value in having students learn how to look at their community, look at the world right next door, and see where they fit in. ”

– Dr. Sheryl Fontaine, Dean, College of HSS

“ The U-ACRE students really become part of our school community. It is just a joy to work with them. The collaboration between our students and the students from Cal State Fullerton is so rich and so very powerful. I hope it continues forever. ”

– Randa Schmalfeld, Principal,
Ladera Vista Junior High

“ The U-ACRE program has been of inestimable benefit to our programs and our students because it engages students in research, and in applied research, that is not just useful to them in their education, but brings benefits directly to our community. ”

– Dr. David Bowman, dean, College of NSM

LIVELY Lunching



Internship Course Caps off Health Science Degree

That flush you see after lunch on the faces of Sierra Vista and Commonwealth Elementary school kids is a good thing. It likely means that they've just come in after spending a good part of their break having fun, playing and moving as part of the Lunchtime Exercise Activity Program (LEAP). During these twice-weekly programs, the students play games and sports activities organized by Cal State Fullerton health science students who are completing the internship requirement for their degrees. In their bright red LEAP shirts and caps, the interns coach the kids to have a good time while being active and healthy.

The health benefits of their activity may not be on the kids' minds, but they certainly are at the heart of the interns' efforts. The HESC 495 internship is designed to be the capstone course for the major, with fieldwork experiences that link degree, career and community, and ensure that graduates are ready for the workforce. Students learning how to apply their academic studies to practical challenges and situations they encounter in their internships -- and ultimately, in their careers -- is the overarching goal of this course.

As the culminating course for the major, HESC 495 is the proving grounds on which the department is able to assess several dimensions of degree candidates' achievements and learning outcomes. The department has lowered class sizes and offered more sections of the internship course in recent semesters, so faculty are able to be more involved and provide more guidance to students in the capstone course to ensure high quality experiences for them.

Dr. Laura Chandler, associate professor of health sciences, is pleased by additional improvements in the course over recent

years. "We've developed online systems that help streamline some of the routine registration and tracking processes, which frees us up to be more involved with our students and provide more individualized interaction with them," she said. She checks in with each student four times during the semester -- after every 30 hours of service. Students review and reflect on their internship experiences at each check-in, describe the tasks they are performing, and define both a highlight and a challenge of their service. Based on student input, instructors can offer contextual feedback and guidance to ensure that students remain on track for

successful internship experiences.

A major factor in successful internship experiences is the University's partnership with internship placement sites. Chandler formed a partnership between CSUF's health science department and St. Jude Medical Center's Healthy Communities Initiative to establish LEAP as a site for the capstone experience. After the partnership's first very successful year, St. Jude's was named Most Committed Partner at CSUF's 2015 Community Engagement Awards

for exceeding its responsibilities as a host site by contributing its time, effort and resources to ensure high quality internship experiences for our students. St. Jude's also was recognized for the extensive orientation, training, and professional development that they provide to LEAP interns.

Tracy Bryars, manager of St. Jude's Healthy Communities Initiative, is responsible for the program. She provides each cohort of LEAP interns with initial training about community health initiatives, strategies and practices, and an orientation about the LEAP



Putting a whole new spin on lunchtime gives health science students like (from left, above) Danielle Tuttle, Jocelyn Lopez, and Faviola Mercado -- and their elementary school students -- a kick! Cal State Fullerton students organize fun activities and sports to get kids moving at 13 Title I schools in the La Habra City and Fullerton school districts as part of the Lunchtime Exercise Activity Program.

program and sites where they will serve. Throughout the semester, interns hold monthly team meetings for program debriefings and planning as well as continuing professional training and education.

As a capstone learning experience, LEAP works. Bryars explains, "All the interns have gained a lot of experience in working with the kids -- not just in how to manage and facilitate kids and groups and problem-solve on the spot, but in [understanding] what the unique needs of kids are, physically, at this age."

Chandler credits Bryars as a co-educator in the internship course: she "has them do regular reflection and innovative thinking about how they could improve. She doesn't just give them the answers, but she helps them come to conclusions on their own."

Being able to refer Cal State Fullerton students into a structured internship experience is a tremendous benefit for the health science department, which places an average of 400 students per year in the capstone course. Likewise, having a constant pool of academically prepared students, ready to deploy to sites eager for their activities, is a great advantage for St. Jude Medical Center and their healthy communities vision. With a stable influx of students each semester, LEAP can expand to additional sites eager to bring healthful programs onboard. The LEAP program generates huge benefits for all of its constituents. And like so many good things, it's leading to more good things.

According to Anna Dorado, principal of one of LEAP's newer sites, Sierra Vista Elementary School, LEAP "started a new culture on our campus in terms of being more fit. Since we started with LEAP, we have definitely adopted some other programs and are doing more



within the structure of our school day to make sure that students are having multiple opportunities to be more physically fit."

Even better, those kids with flushed cheeks are returning to their classrooms after lunch ready to learn and eager to remain active and fit. In the words of one LEAP kid, "It's a fun way to be healthy."



Colleges ENGAGED



Community-Focused Efforts in the Colleges

Receiving the community engagement classification from the Carnegie Foundation for the Advancement of Teaching signifies the depth of Cal State Fullerton's relationship with the communities we identify with -- whether in terms of geography, population, issues, or culture. Classification criteria include the extent to which the University integrates needs and issues identified by the community into teaching, research and scholarly activities. The partnerships described here are examples of how engagement proliferates in all colleges to inform academic pursuits and channel energy and focus into our communities.



Kate Clark's "Urban Excavation" workshop took participants to the streets to take graphite rubbings of distinctive architectural features as a way of fostering an intimate, tactile engagement with the urban landscape and its history.

The **College of the Arts** fosters collaborative partnerships with residents, artists, students and the community through the Grand Central Art Center (GCAC) in downtown Santa Ana. A 2015 collaboration between GCAC artists in residence and faculty and students in the anthropology course, Culture and Education, included three artist-led workshops and a guided tour of Santa Ana highlighting its history and contemporary culture. GCAC artists in residence Amy Sanchez and Misael Diaz developed the collaboration with ANTH 350 instructor Dr. Karen Stocker. Through such partnerships, GCAC is building connectedness in the art community and encouraging greater awareness of the social and cultural landscape of downtown Santa Ana as it struggles with issues of gentrification.



A Mihaylo College student teaches a local high school student how to check stock market quotes and trade stocks on a mobile phone.

Mihaylo College of Business and Economics' Center for Economic Education hosted the inaugural California Financial Literacy and Business Olympiad to encourage interest among local high school students in business, economic and financial literacy. Mihaylo students partnered with participating high schools to mentor and prep teens to compete in the event's mock investment portfolio, business plan creation, financial video development, and multiple-choice tests. "If our Olympiad participants learn how to read economic and business news; know how to be financially savvy in borrowing, saving and making a budget; how to invest in the stock market and how to sell a business idea, they are poised for professional and financial success," says Dr. Radha Bhattacharya, the center's director. With their commitment to serve the low-income community, the title sponsor of the event was Wells Fargo; other sponsors were Mihaylo College's Center for Entrepreneurship and the California Council for Economic Education.



Rocio Maciel's multiple skills helped create successful social media and traditional coverage of Kid Healthy's "Cooking up Change" competition.

The **College of Communications** launched the Latino Communications Initiative in 2013, and Rocio Maciel has been part of it from the beginning. Last spring she was able to apply her studies as a Radio-TV-Film major / Communications-Public Relations minor in a rewarding internship at Kid Healthy. The nonprofit engages school children and families in health, wellness and nutrition programs that measurably increase fitness levels. For their "Cooking up Change" competition, Maciel worked on a social media campaign by interviewing high school students and by using her videography and editing skills. In addition, she used her public relations skills to obtain traditional media coverage for the event.



Each spring, the teacher candidates host a Family Science Night where hundreds of students and family members are able to engage in science, technology, engineering and math activities together in a fun and informal educational setting.

The **College of Education's** iSTEM partnership was established in 2009 between the Department of Elementary and Bilingual Education and the Placentia Yorba Linda School District. As part of the partnership, teacher candidates are given opportunities to increase their skills and confidence in STEM by having additional teaching experiences in an authentic setting. To date, this partnership has included over 300 CSUF teacher candidates, 63 PYL classroom teachers and 1,852 PYL K-5 students. Although the initial focus was related to science and then expanded to include STEM, the unanticipated benefits became the participants' rich experiences and strong sense of connection to the community.



Facial expressions and head movements registered through Kiran George's prototype headset can mimic mouse or keyboard movements so that users' computing ability is retained.

The **College of Engineering and Computer Science's** partnership with the Orange County chapter of the ALS Association shows continuing promise to profoundly improve the quality of life for people suffering from ALS, commonly known as Lou Gehrig's disease. The illness leads to degeneration and eventual death of motor neurons in the brain and spinal cord, and progressive loss of control over voluntary movements. A robotic arm and an adaptive headset developed by Dr. Kiran George, associate professor of computer engineering, and his team show promise of returning functionality through the use of commercially available brain-computer interface technology. The technology allows users to control the movements of the mechanical arm through facial expressions. The ALS research partnership received support from Western Digital Foundation, two National Science Foundation grants, and most recently, the Disability Communications Fund.



CSUF senior Samantha Morones coaches Brazilian teenagers.

The **College of Health and Human Development** engaged in some sports diplomacy during spring and summer 2015, when assistant professor of kinesiology Dr. Joao Barros developed a service-learning course in partnership with Escola SESC de Ensino Medio, a residential high school in Rio de Janeiro, Brazil. The purpose of the program was to provide CSUF students with an opportunity to apply the knowledge they've acquired in a radically different cultural context. How do you teach baseball to someone who has never watched or played the game, and who speaks a different language? The ability to overcome barriers like these is one of the valuable skills that these students will take with them as they move towards their future careers. After planning the training sessions and learning about intercultural communication and Brazilian culture over the spring semester, they spent two weeks in June in Rio as resident instructors in this innovative international sports exchange program.



Asian American Studies major and HAPI-YEP student assistant Anthony Villanueva conducts a yoga workshop with program participants at Magnolia High School.

The **College of Humanities and Social Sciences** is home to professor of Asian American studies Dr. Tu-Uyen Nguyen's (principal investigator) Healthy Asian Pacific Islander Youth Empowerment Program (HAPI-YEP). In partnership with the Orange County Asian and Pacific Islander Community Alliance (which initiated the program) and Anaheim Union High School District, Asian American Studies service-learning students focus on body and mind to mentor low-income, at-risk Asian and Pacific Islander (API) youth and prepare them for healthy lives -- and college success. Launched in 2012, the program's asset-building approach empowers participants. High school students are healthier, happier, more successful, and better prepared to apply to college and succeed once they get there.



The Koch family, Joe, Karen (organ recipient), and Kenton, with PRACTICAL ADvantage student Katie Boudreau at Donate Life's Run Walk at CSUF.

The **Irvine Campus** is home to PRACTICAL ADvantage Communications, the College of Communications' student-run advertising and public relations agency. The Irvine Campus has attracted several south county clients to the agency since it was launched there in 2011. The agency's spring 2015 assignment for longstanding client Mazda was to generate awareness for Donate Life, which Mazda Motorsports supports. The students' successful campaign strategies secured significant exposure for the event by highlighting Communications student Kenton Koch, one of Mazda's professional drivers. Students created a Mazda booth at the Donate Life Run Walk on campus, where Kenton and his mother, an organ recipient, increased awareness about organ donation. The campaign was a win-win for the client and the cause, and raised awareness as well as donations and pledges. This and other agency projects provide excellent opportunities for students to develop client strategies with a service focus.



"Prehistoric OC" is a fun way for youth to engage and learn more about the county's geology, history, and culture.

The **College of Natural Sciences and Mathematics'** John D. Cooper Archaeological and Paleontological Center (Cooper Center), a partnership between CSUF and the County of Orange, preserves the history of life in Orange County. The Center prepares, curates, and manages the OC archaeological and paleontological collections for scientific research, public engagement, and education. In addition to its scientific and research uses, the collection benefits the community through exhibits, outreach and educational activities; volunteer and college intern programs; and extensive online resources including a popular YouTube channel. The "Prehistoric OC" event showcases the collections and includes volcanic eruptions, a Kid's Science Camp, Native American collections and food, and exhibit booths. The annual event is a fun way for youth to engage and learn more about the county's geology, history, and culture.



Joshua Perese (center) supports the Peruvian American Medical Society (PAMS), which sends medical missions to Peru that provide treatment for rural populations and training for healthcare providers. This summer he volunteered for a free clinic in Huancavelica, Peru.

University Extended Education's Pre-Health Professions Certificate Program helps students prepare to apply to medical schools. Placed in two-year cohorts, the groups develop a sense of camaraderie and positive group dynamics that participant Joshua Perese credits as inspiration for a new student-led community partnership advocating healthy lifestyles and disease prevention. Project LEAD (Lifestyle and Education Against Diabetes) works with schools, churches and other local community groups to educate populations that are at risk for diabetes. Pre-health students offer informative presentations and materials and host activities like hikes through the Fullerton Arboretum and scavenger hunts around the CSUF campus. Perese said he wants LEAD activities "to be enjoyable, and to create a team dynamic where everyone feels like they are working toward a common goal."

2015 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.

The Community Engagement Awards are sponsored by the CSU Chancellor's Office Call to Service Initiative and the Nonprofit Professionals chapter of the CSUF Alumni Association.

2015 HONOREES

STEWARDS OF PLACE



Urban Agricultural Community-Based Research Experience (U-ACRE)
Sara Johnson, *Anthropology*, and
Joel Abraham, *Biological Science*



Cal State D.C. Scholars
Steve Stambough,
Politics, Administration and Justice

STUDENTS



Outstanding Student Leader
Olivia Hill
Health Science



Extraordinary Acts of Service
Jennifer Uhlman
Psychology

COMMUNITY PARTNERS



Stellar Support of Students
Crittenton Services
for Children and Families



Most Committed Partner
St. Jude Medical Center,
Lunchtime Exercise Action Program

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

HONORS AT COMMENCEMENT



AmeriCorps Sashes

Graduating seniors who have completed more than one year of service as AmeriCorps members in Jumpstart may be acknowledged with a sash worn at commencement. Nine students were honored in 2015.



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 308 honorees in 2015.



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

Shelly Arsneault, *Politics, Administration and Justice*

^Joao Barros, *Kinesiology*

Susamma Barua, *Computer Science/Engineering*

Radha Bhattacharya, *Economics*

Rahul Bhaskar, *Information Systems Decision Sciences*

John Bock, *Environmental Studies*

Margie Brown-Coronel, *History*

Bert Buzan, *Politics, Administration and Justice*

Nathan Carr, *TESOL*

John Carroll, *Geography*

Pamela Caldwell, *Communications*

*Laura Chandler, *Health Science*

Betty Chavis, *Accounting*

Greg Childers *Physics*

Sapna Chopra, *Counseling*

Diane Clemens-Knott, *Geological Sciences*

Carolyn Coal, *Communications*

Zack Dafaallah, *Management*

Fanny Daubigny, *Modern Languages and Literatures*

John Davis, *Philosophy*

Peter de Lijser, *Chemistry/Biochemistry*

Ian Delzer, *Politics, Administration and Justice*

Rebecca Dolhinow, *Women's Studies*

David Drath, *Biological Science*

Mark Drayse, *Geography*

Stephen Duarte, *Management*

Peter Evanow, *Communications*

James Feagin, *Physics*

Alicia Fernandez, *Humanities*

Reyes Fidalgo, *Modern Languages and Literatures*

Juan Carlos Gallego, *Modern Languages and Literatures*

Dennis Gaschen *Communications*

Erualdo Gonzalez, *Chicana/o Studies*

Christina Goode, *Biological Science*

Bruce Goodrich, *Art*

Cora Granata, *History*

Jessica Grimes, *Sociology*

Josefina Hess, *Modern Languages and Literatures*

Dick Huebner, *Finance*

John B. Jackson, *Management*

^Julian Jefferies, *Literacy and Reading Education*

Jade Jewett, *Art*

Sara Johnson, *Anthropology*

Sarah Kelman, *English*

Jeesun Kim, *Communications*

Robert Kovacev, *Marketing*

Dana Lamb, *Art*

Irene Lange, *Marketing*

Emmanuel Lartey *Economics*

Charles H. Lee, *Mathematics*

Jinghui Liu, *Modern Languages and Literatures*

Gail Love, *Communications*

*Stacy Mallicoat, *Politics, Administration and Justice*

Gus Manoochchri, *Management*

Juli Martinez, *Human Services*

*Kent Marume, *Asian American Studies*

*Bonnie Massey, *Sociology*

Robert McLain, *History*

Jack Mearns, *Psychology*

James Miller, *Geography*

Thomas Miller, *Management*

*Tu-Uyen Nguyen, *Asian American Studies*

Angela Nguyen, *Psychology*

Eliza Noh, *Asian American Studies*

David Obstfeld *Management*

*Orvic Ralph Pada, *Sociology*

Jeannine Pedersen, *Anthropology*

Jennifer Piazza, *Health Science*

Angel Pineda, *Mathematics*

*Eric Reyes, *Asian American Studies*

Diana Robles, *Child & Adolescent Studies*

Jill Rosenbaum, *Politics, Administration and Justice*

Eriko Self, *Psychology*

Setsue Shibata, *Modern Languages and Literatures*

(continued)

Steven Stambough, *Politics, Administration and Justice*

Andi Stein, *Communications*

*Joanne Stohs, *Psychology*

Douglas Swanson, *Communications*

Jo'ie Taylor, *Child and Adolescent Development*

Devon Thacker Thomas, *Sociology*

Megan Tommerup, *Biological Science*

*Ying-Chiao Tsao, *Human Communication Studies*

Sharri Verdugo *Sociology*

*Kathleen Webster, *Kinesiology*

Jie Weiss, *Health Science*

Carl Wendt, *Anthropology*

Lisa Winstead, *Elementary Education*

Diane Witmer, *Communications*

Karen Wong, *Sociology*

*Jennifer Yee, *Asian American Studies*

*Shu-Chen Yen, *Child and Adolescent Studies*

* Recipient of Call to Service - Move to Action mini-grant to encourage community engagement in the form of service-learning partnerships/projects or new service-learning curriculum. Funding is provided through the Center for Internships & Community Engagement, and the CSU Chancellor's Office Call to Service Initiative through CSUF's Center for Internships & Community Engagement.



^ Recipient of international service-learning mini-grant supported by CICE's Student Success Initiative funds.

For more information about faculty mini-grants, visit:

fullerton.edu/cice/faculty

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Pamela Caldwell, *Communications*

Jim Case, *Career Center*

Benjamin Cawthra, *History*

Amir Dabirian, *Information Technology*

Janet Eyring, *Modern Languages and Literature*

Kiran George, *Computer Engineering*

Stephanie George, *Library Administration*

Colleen Greene, *Library Administration*

Yuna Kim, *Marketing*

Dawn Macy, *Center for Internships & Community Engagement*

Janice Myck-Wayne, *Special Education*

Mark Ramont, *Theatre and Dance*

Kavin Tsang, *Kinesiology*

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Kathleen Costello, *Associate Director*
Andrew Gonzales, *Community Engagement & Partnerships Coordinator*
Katie Herbst, *Jumpstart Program Coordinator*
Amanda Humber, *Project SHINE Student Assistant*
Renee Larum, *Administrative Support Assistant*
Mariana Orozco, *Student Assistant*
Chris Perez, *A.S.E.S. Program Director*
Elizabeth Phan, *A.S.E.S. Program Coordinator*
Robert Pierce, *Community Engagement & Partnerships Coordinator*
Jo'ie Taylor, *Jumpstart Program Coordinator*
Christine Torres, *Student Assistant*

Photographs

Radha Bhattacharya
Kim Case
Cog•nate Collective
Matt Gush '12
OCAPICA
Robert Pierce
Kari Scoville '16
Andrew Shensky '15

Writer / Editor

Kathleen Costello, Center for Internships & Community Engagement

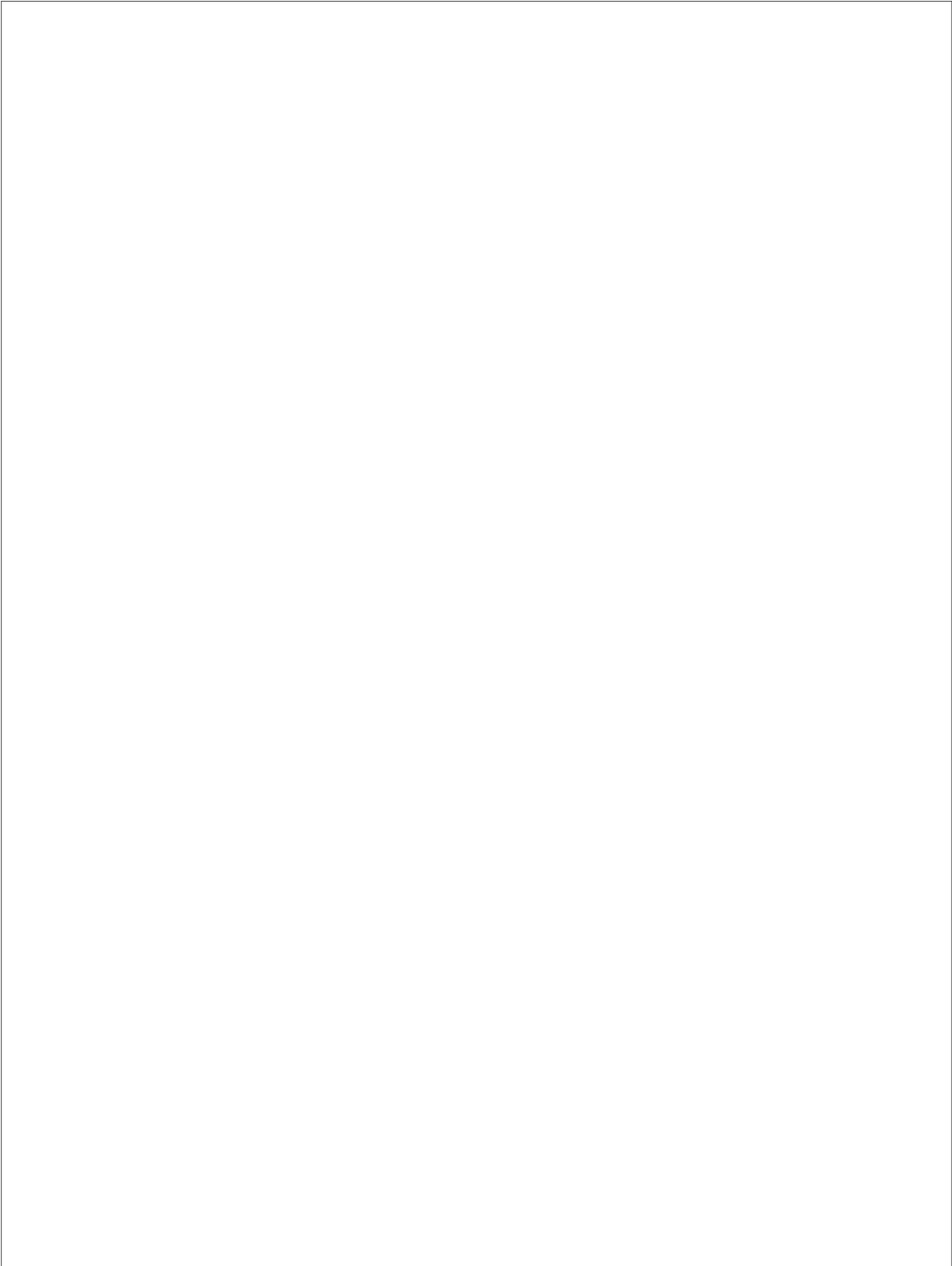
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TITANS REACH HIGHER



CALIFORNIA STATE UNIVERSITY

FULLERTON

CENTER FOR INTERNSHIPS
& COMMUNITY ENGAGEMENT

PO Box 6846
Fullerton, CA 92834-6846

fullerton.edu/CICE