

CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

2016 Community Engagement Report



CALIFORNIA STATE UNIVERSITY
FULLERTON

Cover: Chizoba Chugbo '16 is one of hundreds of Cal State Fullerton students who are building career pathways in health professions by participating in the COPE Health Scholars program. Through a new learning agreement brokered in Fall 2015 by the Center for Internships & Community Engagement and several academic departments, Cal State Fullerton students can now earn academic credit for the field experiences COPE offers at several Southern California hospitals. This major new agreement earned recognition for COPE with the **2016 Community Engagement Award for Stellar Student Support** (see fullerton.edu/cice/awards/2016awardsrecipients.php). Read about Chizoba's experiences in the program and the outcome that inspired the elated smile gracing our cover in the story on page 12.



As California State University, Fullerton continues its ascension toward becoming the model public comprehensive university of the nation, it's hard not to get caught up in our ever-improving graduation rates, retention statistics, and the percentage points falling from our achievement gap. After all, in the four years since we implemented our strategic plan, we've seen our six-year graduation rates for first-time freshman go from 51 to 63 percent, marking the highest such rate in the institution's history. Further, we've dropped our achievement gap from 12 to 6 percent for first-time freshmen while eliminating it for transfer students.

However, when presented with reports such as the one you're reading now, the numbers we are so proud of take on new meaning, coming alive in ways that no statistics ever could; for these are the stories of the faculty, staff, and students behind our unprecedented success and a true testament to the transformative power of community engagement grounded in academic excellence. Our programs make a significant difference, from the Titan ASES (After School Education and Safety) after school program, an ongoing collaboration with the Buena Park School District that this year also introduced elementary and junior high school students to the wonders of music education, to the COPE Health Scholars program that offers opportunities in healthcare fields to hundreds of students who aspire to careers in health care.

Indeed, the 2016 Community Engagement Report underscores the strong culture of High-Impact Practices that have resulted in the dramatic increase of graduation and retention rates among our diverse students. I am so very proud of our faculty, staff, and students for bringing these remarkable stories to fruition, and grateful for the many university partners whose support and participation is critical for their success.

Together, we can and will see Cal State Fullerton become the model public comprehensive university of the nation, and this report is replete with heart-warming evidence that we are well on our way.

Thank you, fellow Titans, and keep reaching higher.

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

PRESIDENT'S HIGHER EDUCATION COMMUNITY SERVICE HONOR ROLL



The University has been named to the U.S. President's Higher Education Community Service Honor Roll eight times – six times “with distinction.” The Honor Roll is the highest federal recognition a college or university can receive for its commitment to service-learning and civic engagement. It is administered by the Corporation for National and Community Service in collaboration with the U.S. departments of Education and Housing and Urban Development, Campus Compact, and the American Council on Education.

In June, the University submitted its ninth consecutive nomination to the Honor Roll in recognition of more than 1.4 million hours of course-related and voluntary service completed by 17,353 students in 2014-15 (there is a year lag in data collected for the nominations). Nominations cite the percentage of enrolled students who serve, the number who serve at least 20 hours per semester, the number of

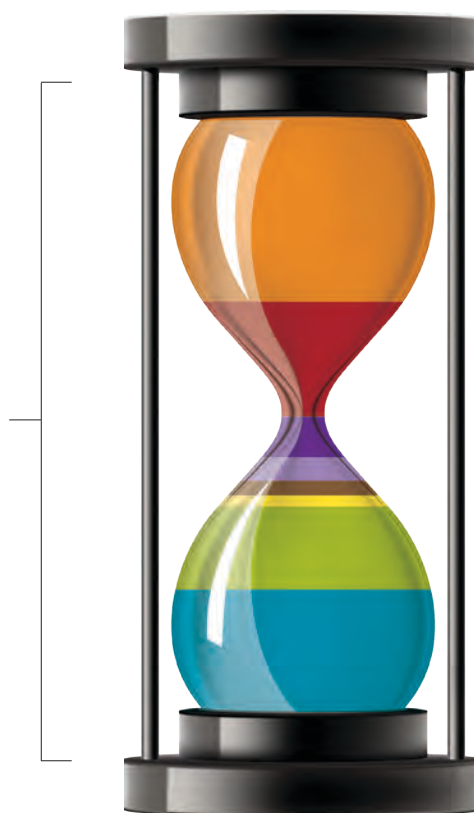
AmeriCorps members, and the percentage of Federal Work Study funds allocated to community-service positions – which, at 27 percent for 2014-15, far exceeds the required minimum of seven percent and the national average of 15 percent.

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.

The following details for 2015-16 will be submitted for consideration in the Honor Roll's next round.

1.3 MILLION HOURS OF COURSE-RELATED SERVICE IN 2015-16 (BY COLLEGE)

ARTS	2%	■
BUSINESS AND ECONOMICS	3%	■
COMMUNICATIONS	9%	■
EDUCATION	27%	■
ENGINEERING AND COMPUTER SCIENCE	1%	■
HEALTH AND HUMAN DEVELOPMENT	38%	■
HUMANITIES AND SOCIAL SCIENCES	18%	■
NATURAL SCIENCES AND MATHEMATICS	1%	■



COMMUNITY ENGAGEMENT

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 – 90 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 2015-16 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 2015-16 we tallied more than 80,000 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; Guardian Scholars; Federal Work Study awardees; and students living in residence halls. Included among the campus entities that develop and support service experiences for students outside the classroom are Student Engagement; Educational Partnerships; Associated Students, Inc.; and Student Affairs.

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." 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 will begin the renewal process in 2023 for the 2025 classification.



Social Work graduate students participate in a robust fieldwork experience at Crittenton Services, starting with a personal orientation and tour conducted by Senior Vice President Denise Cunningham.

SPOTLIGHT: SOCIAL WORK

Included in our tallies of course-related service hours are fieldwork, practica, academic internships, service-learning, externships, and clinical work performed by students as a requirement of a course.

The Master of Social Work is, by design, intensively focused on field experiences as professional preparation for those intending to pursue licensure as clinical social workers and other social work specialists. Because of this immersion in fieldwork, the Social Work department accounts for the largest number of course-related service hours tracked in 2014-15 – about 9 percent of all hours campuswide. Dr. David Chenot, chair of the social work department, explains that the Council of Social Work Education considers "field" to be the signature pedagogy of the profession. CSUF students complete 1,050 hours of fieldwork plus coursework to complete the graduate degree on a two- or three-year schedule. Managing the quality and scope of fieldwork placements is the focus of two members of the social work department, who develop quality experiential learning opportunities and partnerships with placement sites, and help students and supervisors manage expectations and results throughout the semester. With student support offered through the California Social Work Education Center, the Orange County Social Services Agency is an important placement site with a wide variety and number of training opportunities. Another key partnership is with Crittenton Services for Children and Families, which was honored with the 2015 **Community Engagement Award for Stellar Student Support** (see fullerton.edu/cice/awards/2015awardsrecipients.php for more).



TITANS REACH HIGHER

Providing students with opportunities to participate in transformative learning experiences is a cornerstone of Cal State Fullerton's strategic plan. Such high-impact practices are proven to increase retention and graduation of students from all backgrounds, and to especially benefit traditionally underrepresented students. Embracing our institutional ethos that Titans Reach Higher, the REACH acronym succinctly communicates the five core principles of high-impact practices at Cal State Fullerton:

- engaging in **R**esearch and creative activities
- participating in **E**xperiential learning
- investing time and energy in **A**ctive learning
- contributing to the local, regional, or global **C**ommunity
- experiencing diversity through **H**uman exploration.

High-Impact Practices

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. Some 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 above to identify the six common elements that, when applied, make them high-impact. In this report, 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."

CENTER FOR INTERNSHIPS & COMMUNITY ENGAGEMENT

As a hiker, I have a keen appreciation for the significance of milestones. As I made my way through the Pyrenees along El Camino de Santiago in May, each yellow route arrow marked another kilometer accomplished. With plenty of time to reflect on the familiar adage that every journey begins with a single step, I was reminded of the many milestones that our faculty, students and partners have achieved, and that we celebrate within this report.

It's an anniversary celebration for the Titan After School Education and Safety (ASES) program. In the decade since CICE established a partnership with Buena Park School District to be a site for this statewide after school program, we have served an estimated 5,000 kids (roughly the equivalent of the district's total annual enrollment). Every day, our team serves about 10 percent of the district's students. The impact of our team's deep connection with them is clear when we see kids coming back as volunteers long after they have aged out of ASES to ask how they can become staff members once they get to college. We celebrate 10 years of setting kids on their journeys to academic success and college aspirations.

Another milestone we celebrate is the approval of Asian American Studies (ASAM) 230 "Civic Engagement Through Asian American and Pacific Islander Studies" as a General Education (GE) course. Faculty may opt to include service-learning (SL) in their syllabi for most courses, but it is a structural part of ASAM 230 – the first SL course to be approved for GE status. We often hear how impactful SL is on faculty, students and partners; now GE status also denotes how this approach fulfills a University-wide breadth requirement. We commend Dr. Jennifer A. Yee, creator of the course and author of the GE proposal, for this important milestone.

Dr. Yee is just one of the many faculty who are adopting service-learning as a high-impact teaching practice. This year SL has been added for the first time to 11 courses, and faculty mini-grants funded by the Chancellor's Office Call to Service Initiative and the Student Success Initiative support SL's integration into 8 additional courses. (See page 11 story about SL being added to the course, MUS 333 "Music and Child Development" for the Titan ASES program.)

Our journey this year represents key milestones accomplished toward the goals we pursue in collaboration with the many students, faculty, and partners who make community engagement a vital, important value of this University. We thank you all for walking with us.



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, including those highlighted below.

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 perform 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 (Titan ASES) 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, ASES 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 reading and math components. Tutors and volunteers performed 5,948 hours of service in 2015-16.

America Reads and Counts (ARC) offers Federal Work-Study (FWS) recipients the opportunity to immerse themselves in a thriving learning environment that helps facilitate academic growth among youth in the community. As math and reading tutors, these Cal State Fullerton students improve academic outcomes for school children. CICE places ARC tutors at partnering schools or community sites to aid teachers or after-school staff by working with children who would benefit from additional assistance. This year 36 tutors provided nearly 8,000 hours of service at 10 different partner sites including two sites that were added this year.

Two new sites were added to the America Reads and Counts program this year to expand the impact of tutoring for K-12 students in Fullerton and Santa Ana. CSUF students like Kelly Vo '17 develop rapport with kids who are struggling academically, help them gain confidence in their skills, and strengthen their aspirations for school and college success.



“ Working with ASES has given me a vision of what I will be doing when it is time to begin my career as a first or second grade teacher. My assignments helped me step out of my comfort zone. I was given the opportunity to take on responsibilities that I never knew I was capable of accomplishing, and to acquire numerous leadership tools that enabled me to take initiative with confidence. ”

– Nicole Martin '17



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 led the nation in achieving outstanding results in children's learning outcomes, largely because it is embedded in the Child and Adolescent Studies Department's curriculum. As early childhood educators, Jumpstart members lead classes and serve 300+ hours in preschool classrooms to earn educational awards from AmeriCorps as well as course credit. Forty-five members served more than 13,000 hours at 7 sites in Santa Ana and Anaheim in 2015-16.

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 2015-16, four Cal State Fullerton students collectively served more than 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.

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. More than 2,000 hours of service were completed by 118 SHINE students in 2015-16.

Preschool children develop a love for reading through their interactions with Jumpstart members like Amanda Humber '16, who create fun and engaging activities designed to prepare children for kindergarten. For her initiative, commitment and follow-through, Humber received the **2016 Community Engagement Award for Extraordinary Acts of Service** (see fullerton.edu/cice/awards/2016awardsrecipients.php for more).



“Aside from getting the opportunity to make a difference in the community, joining Jumpstart also gave me the opportunity to bond and create friendships with other AmeriCorps members who share a passion for making a difference and offer mutual support and collaboration. Participating in Jumpstart also helped me feel more connected to school. Before being in the program I would come to campus just to attend class. After joining Jumpstart, I spent more time on campus and felt more connected to it.”

– Yadhira Guterrez '16





CELEBRATING 10 YEARS OF After School Success

After the last bell has rung to mark the end of the school day, all is not quiet on six local campuses. Classrooms are throbbing with activity as hundreds of Buena Park School District first- through eighth-graders begin their second “shift” of the day as participants in the Titan After School Education and Safety (ASES) program. Over the next three hours Titan ASES kids will have a snack, get help with their homework, tap into special tools to enhance their math and reading skills, play sports and games, and pursue club activities. And Cal State Fullerton students will be there with them, as they are every day, to guide their academic, social and behavioral development.

The Titan ASES program at Buena Park School District celebrated its 10th anniversary in Spring 2016. Proposition 49, approved by more than 55 percent of California voters in 2002 and authorized in 2006, mandated an appropriation of \$550 million every year (about one percent of what the State spends on education) for after school programs for K-9 students. This landmark legislation more than quadrupled the number of schools that offer after school programming.

The Center for Internships & Community Engagement launched the Titan ASES program that year as a collaborative partnership between the school district and the University. One of the core values of the program is the opportunity it provides for Cal State Fullerton students to gain service-learning, academic internship or volunteer credit, and/or employment in elementary education. As a high-impact practice and a prime example of the University’s reciprocal community partnerships, the program was recognized with the **2016 Stewards of Place Community Engagement Award** (see fullerton.edu/cice/awards/2016awardsrecipients.php for more).

CICE Director Dawn Macy reflected on the program’s success over the past decade: “It has been a win-win for every party involved. Year after year, gains in standardized test scores are greater among Titan ASES participants than other students in the district.” Buena Park Junior High School Principal Erik Bagger concurs: “If you look at the overall GPA of our students that are in the ASES program, it out-exceeds the students that aren’t in that program.”

Titan ASES Program Director Christopher Perez attributes this success to the program staff. “What sets ours apart from so many other programs is the investment every one of our team members makes in the kids,” he said. “So many of them are from backgrounds similar to the kids they work with every day, so they understand their challenges and really care about how they are doing. Because we also invest in our team’s professional development, they stay

with the program longer and advance up the ranks. That means that they get to know entire families – not just the kids, but their siblings and parents.” The team’s long term investments are matched by high participation and support from parents and volunteers – which, in turn, earns unusually strong buy-in and support from the district, principals and teachers.



District leaders agree. “When I visit classrooms, I see that the ASES staff members truly respect the students. They build relationships with them. They really want the students to do well,” said Kaivan Yuen, Ed.D., Director of Student Programs & Staff Development for the district. As many as 100 students per school typically are on waiting lists for spots to open up in the program.

The program has a lasting impact on its participants; it’s not unusual for as many as a dozen former ASES kids each year to return to the program as volunteers once they move on to higher grades. Several of these youth volunteers have been honored at the annual Community Engagement Awards in recent years.

By design, this reciprocal partnership provides learning opportunities for CSUF students as well. For every elementary



Titan ASES kids like second grader Melanie (left page) and fourth graders Elizabeth and Khaelynn (above) spend at least an hour every day on homework. Another hour is devoted to math or reading programs offered on specialized interactive software such as Jiji or Read for Real. The third hour offers plenty of options for exercise, special interest clubs, and fun activities.

school kid struggling to improve academically or to increase language proficiency (70 percent come from homes where only Spanish is spoken), there is a Cal State Fullerton team member whose own background may be very similar. Kathy Padilla '15 started in the program as a Child and Adolescent Studies student earning service-learning course credit, then became an instructor and now is coordinator of the Gilbert Elementary site. This academic preparation and professional experience has confirmed her desire to become a teacher; she plans to enter a credential program in Fall 2017.

Padilla is not alone in translating her ASES experience into career success. Elena Gonzales '12 discovered her talent for working with kids while she was a Titan ASES staff member pursuing a business degree. After a brief stint in business she opted to pursue a credential and now teaches in San Francisco. Kyle Sivcovich '09 had long been interested in working with kids, but his experience as a Titan ASES staffer strengthened his intention to go into counseling. After completing a Master's degree and a Pupil Personnel Services

Credential, he now is a school counselor with the Anaheim City School District.

Kids see their future selves in the 35 current staff members and alumni like Kathy, Elena and Kyle who are outstanding role models for kids who may not otherwise envision a future including higher education.

According to Macy: "One of the things that makes this such a standout program is that the kids are continually surrounded by young adults who are going to college." She has every reason to believe that ASES kids will follow these role models all the way to college. She shared, "I've heard that more than one child has asked a team member, 'When I go to Cal State Fullerton, can I have your job?' There's nothing better than that."

Field trips to educational destinations open kids' eyes to worlds beyond their schools. Here, Titan ASES participants Kevin and Jose get close up and personal with marine life at ExplorOcean in Newport Beach.



SCHOOL OF MUSIC

CSUF's School of Music is the newest partner in the Titan ASES collaboration. In Spring 2016, Professor Dennis Siebenaler received a Call to Service Initiative faculty mini-grant to add a service-learning component to his MUS 333 course, "Music and Child Development." Intended for future music educators, the course prepares students with strategies for teaching music to elementary school-aged children through songs, creative activities and materials. The Titan ASES program had assembled an enviable inventory of 164 percussion instruments over the years, but music activities were only offered during semesters when qualified program staff or CSUF students were available to lead them. For Professor Siebenaler and his students, it was a win-win opportunity to put their coursework (and the instruments) to work in the field.

Over ten weeks during the Spring semester, Siebenaler's students studied teaching strategies at CSUF and then implemented their lesson plans at three Titan ASES classrooms. Using a variety of drums – bongos, buffalo, and congas – as well as rain sticks, claves, tambourines and xylophones, the kids learned fundamentals of music such as how to follow beats and recognize high and low notes and tempos. In future semesters, Siebenaler hopes to integrate the music sessions into other academic subjects such as STEM, and perhaps culminate in a performance with parents.



CSUF students Kris Ornelas '16 (far left) and Daniel Castellanos '17 (right) lead a percussion lesson under the direction of Professor Dennis Siebenaler (back row).

“It's really important for these students to be exposed to music at such a young age. Before this I'd never had experience with younger students. This has really allowed me to harness my skills. Feedback from the students, seeing those lightbulbs go on: I feel that's the biggest reward I got.”

– Daniel Castellanos '17



El Dorado High School senior Tommy Blumberg started playing violin in the fourth grade, and as his community service project he wanted to share his love of music with young kids. With help from donors, he purchased gently used guitars and led lessons twice a week for six Titan ASES kids after school. Also a violinist and keyboardist, next on his wish list is a drum set. He will be majoring in music at Fullerton College beginning in Fall 2016, and intends to pursue an MFA in the future – on his way to becoming a rock star!



With a fresh undergraduate degree and 500 hours of COPE Health Scholar training under her belt, Chizoba Chugbo '16 is ready to roll in her new position at Kaiser Harbor City.

A HEALTHY Partnership



Thousands of COPE Health Scholars Learning Opportunities Added

Her laminated name badge completes the uniform of khaki pants, logo-embazoned polo shirt and thick-soled shoes. She enters the building beaming a huge smile as she navigates through the various departments, sharing greetings with familiar people along the way. Finally she arrives on the floor where she starts a new three-month rotation to learn the ropes of another department in this large hospital. She proudly holds one of nearly 5,000 positions offered at Southern California institutions that are available to students preparing for careers in the healthcare field. Biology major Chizoba Chugbo is a COPE Health Scholar, and a Cal State Fullerton student (see front cover and caption).

For many, the prospect of going to the hospital is cause for dread, anxiety, or fear. Not so for the hundreds of Cal State Fullerton students like Chizoba who were admitted to COPE's rigorous program for aspiring healthcare professionals. Committing to a total of 280 hours of service within a 3- to 18-month period, interns gain valuable training and practical experience in patient care while being supervised by a registered nurse. Most will complete rotations in several departments over the course of the program.

Chugbo was accepted to COPE Health Scholars in 2014. Her initial plan was to prepare for a career in dermatology, and her biology coursework gave her a strong foundation for understanding the activities she observed in the various departments of her rotations. She has logged 500 hours in the program, and also earned BIOL 495 academic internship course credit during Spring 2016. But through immersion in patient care, exposure to many different departments at two COPE sites, and opportunities to advance through the program's leadership structure, her career aspirations took on a different and more specific focus.

Recognizing her strengths in working with other COPE members, her supervisors invited her to join the COPE leadership team at Kaiser Permanente in Harbor City. She trained incoming classes, scheduled team members in the oncology department, and served as liaison between staff, managers, and team members. In addition to delivering care to patients, her favorite experiences were working closely with the hospital's nurses, physicians, physician assistants, and administrators.



COPE Health Scholars like (from left) Karina Ortiz '16, Desiray Hall '16, and Angelica Solomon '16 gained experience through several rotations in various hospital departments, as well as ongoing training and supervision by staff under the leadership of Kelly Ochoa, Regional Manager of the COPE program at St. Joseph Hospital of Orange.

"A lot of people entering the program are confused about what they want to do," Chugbo said. "I did clinical work each week, but the leadership opportunity made me realize that the administration role is what I want to be doing." Having earned a bachelor of science degree in Spring 2016, she plans to pursue a master of public health degree in Spring 2017. For now, she is relishing the outcome of her participation in the COPE Health Scholars program: she recently was hired by Kaiser as a service representative and is on the path toward her

career goal of becoming an administrative supervisor.

New Partnership Formalized in Fall 2015

Helping hundreds of other Cal State Fullerton students get launched on similar career paths requires major institutional investments in establishing collaborative partnerships and placement sites. In 2014-15, CSUF awarded more than 1,800 degrees in the majors of nursing, health science, kinesiology and psychology alone, each representing hundreds of hours of service at multiple placement sites.

Dawn Macy, director of the Center for Internships & Community Engagement, explained, “Securing formal risk management, learning outcomes, and site placement agreements with medical facilities can be a daunting challenge for the University.” Some departments such as nursing, counseling and social work have full-time staff to manage partnerships and placements and ensure that they meet requirements for credit toward professional degrees and certifications. Particularly when considering the scope and a high volume of students seeking opportunities to acquire clinical and pre-professional experience, hospitals can be overwhelmed by requests to place students.

As Macy explained, a new agreement with COPE Health Scholars in 2015-16 knocked down a significant barrier for CSUF departments seeking to secure placement sites for their students. As an external provider of patient services for 16 hospitals throughout Southern California and Washington, COPE offers placement opportunities for thousands of students. Having a partnership with an intermediary organization means that students have access to clinical opportunities at the undergraduate level, whereas approaching a hospital directly might limit them to non-clinical roles typically offered to untrained volunteers and candy strippers. COPE offers all the benefits of placement at the hospitals, and hospitals rely on COPE to train and supervise the students.

COPE Honored Spring 2016

Cal State Fullerton is one of only three universities that partners with COPE Health Scholars to make these quality learning experiences possible for pre-health professions candidates. In recognition of the extraordinary quality of training, supervision, mentoring, and clinical experience they offer to Cal State Fullerton students, COPE Health Scholars received the **2016 Community Engagement Award** for stellar student support (see fullerton.edu/cice/awards/2016awardsrecipients.php for more).

“I have been very impressed with COPE,” said Dr. Laura Chandler, faculty internship coordinator for health science students and a member of the team responsible for finalizing the partnership agreement last Fall. “They are very professional and nurturing of this collaborative partnership. And the students have great experiences. We have so many health science students going into many clinical fields. Getting this hands-on experience is critical to their development and to strengthening their prospects for entry into the field that will be most satisfying to them professionally. Formalizing this collaborative partnership makes a huge impact on our ability to complement our students’ professional development.”

Dr. Kathryn Dickson, vice chair of the biological science department, agrees. As instructor of the BIOL 495 academic internship course in Spring 2016, she observed that the experiences of students placed with COPE were among the best of all students in the course. “They received training and were able to do significant activities that students in other internships weren’t able to do,” she said. The COPE students benefitted from exposure to a variety of departments that helped them decide and refine their career goals.



Collecting vital signs is a level of fieldwork offered to COPE Health Scholars such as Desiray Hall '16 as a result of carefully supervised training and supervision by the COPE team.

Dr. Michele Mouttapa, interim director and advisor of CSUF's Health Professions Office, reinforces the value of COPE's training for aspiring health practitioners. Students who complete the entire 280-hour program can earn a certificate in patient experience and pre-licensed clinical care from UCLA Fielding School of Public Health. Mouttapa explains, “Students do well to have the certificate on their applications as evidence of leadership when applying to medical school. The COPE program offers a solid first clinical experience. It's a good, structured program.”

As she settles in to her new job checking in patients, preparing them for lab work, assigning them to physicians and directing them to the appropriate departments, Kaiser service representative Chugbo '16 smiles as she notices a young man beaming with pride and enthusiasm as he strides confidently past the admissions desk in his khakis, polo shirt, comfortable shoes – and a laminated name badge identifying him as a fresh new COPE Health Scholar.

Another future health professional begins the journey.

Colleges

ENGAGED



Experiential Learning Opportunities for Students in the Colleges

Every college at Cal State Fullerton offers experiential learning opportunities for students, whether in the form of community-based research, academic internships, service-learning, fieldwork, practica, or hands-on experiences with collaborative partners. Holding 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 our core activities: teaching, research and scholarship. The courses and partnerships described here are examples of how engagement proliferates in all colleges to inform academic pursuits and channel energy and focus into our communities.



College of the Arts

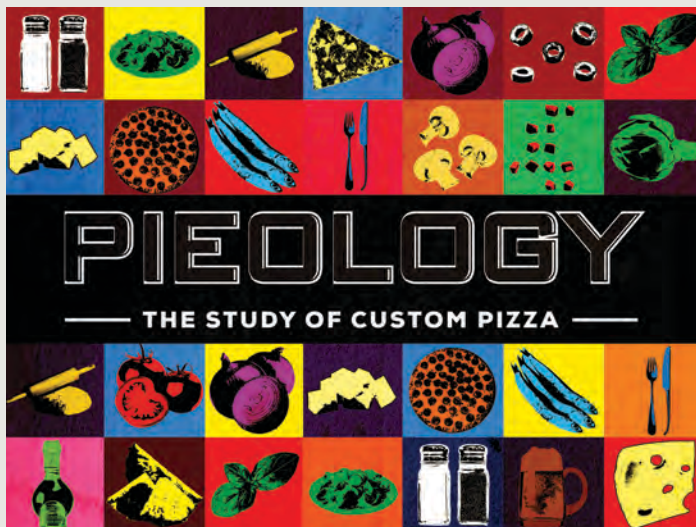
ART 380 instructor Marsha Judd and her service-learning students developed a creative community outreach program in partnership with the Muckenthaler Cultural Center that provides hands-on art experiences to low-income underserved youth of Placentia and the at-risk teens and teen mothers of Crittenton Family Services. Through this experience, CSUF students gained first-hand appreciation of disparities in visual arts educational opportunities. They learn how to address these disparities and related social implications by identifying available resources. Students work with participants to facilitate their creative self-expression and build a foundation of art-making skills and visual knowledge. A stellar example of this practice is the work of art major Morgan Wood, of whom Ms. Judd stated, "Beyond the art lessons is the social impact of meeting Morgan herself."

Art major Morgan Wood provides a window into a world of possibilities for community participants. Most Crittenton students had little or no prior exposure to a peer who had successfully gone to college or had considered art as a career. Morgan's insights into the college experience have given these young people something to dream about.

Mihaylo College of Business and Economics

CBE students and alumni have offered free tax assistance to fellow students and low- and middle-income residents as part of the IRS-sponsored Volunteer Income Tax Assistance (VITA) program since 2007. Supervised by assistant accounting professors Dr. Jennifer Howard and Dr. Sarah Fulmer, the student-led program offers accounting majors and other volunteers opportunities to apply skills learned in accounting coursework, as well as hands-on experiences serving their community. While not required, participants are encouraged to complete ACCT 308 “Concepts of Federal Income Tax,” an undergraduate course which explores the individual and corporate tax systems. “We recruit volunteers during the Fall semester and during winter break they go through vigorous training and testing prior to certification by the IRS,” explained Annie Bach ’17 (M.S. taxation), president of the 2015-16 program. This year 95 VITA students and alumni volunteered about 2,516 hours to serve 928 clients.

Business administration alumna Linda Pham ’09 examines a VITA client’s tax returns. Each tax season VITA volunteers offer walk-in appointments to taxpayers seeking help preparing and filing returns.



Tusk Force agency team members Joseph Bastien, Jeff Namart, Ann Pham, Jacqueline Rosa and Kimya Sadaghiani created an integrated, community-oriented campaign for Pieology.

College of Communications

Students in the capstone advertising class, COMM 451, presented an integrated marketing campaign for their client, Pieology. One of the company’s marketing pillars is community involvement. Since its founding, Pieology has raised funds for numerous charities, including the Cystic Fibrosis Foundation, the Leukemia and Lymphoma Society, Rady Children’s Hospital in San Diego, and many local nonprofit organizations including youth sports and schools. To accomplish their task, the students formed their own agency, Tusk Force. Their research revealed that the target millennial generation is motivated by giving back to the community, so they focused their campaign on charitable efforts in close proximity to Pieology locations. They organized a number of “Pie-Centage” nights, where 20 percent of sales went to a sponsoring organization; created a social media campaign that helped drive traffic to the restaurants; and developed incentives to increase participation.

College of Education

Struggling readers are matched with teachers studying to become Literacy and Reading Specialists in the graduate program. They meet in the welcoming and dynamic environment of the College's Hazel Miller Croy Reading Center, where they work together to build success in reading and writing. Two graduate courses – READ 516 "Literacy Assessment and Analysis for Instruction" and READ 581 "Strategic Interventions for Literacy Specialists: Practicum" require 25 hours of one-on-one intervention-related experiences. Many clients gain several reading levels over 12 weeks of participation. The center also provides individualized assessment packages and refers clients to well-qualified Literacy and Reading Education alumni tutors. A community outreach program provides support for teachers and students in high-needs schools. Plans for the center are to expand its client base and to support research to advance understanding of the professional knowledge base in literacy and reading instruction for students of all abilities and ages.



READ MS graduate candidate Charis Heinrichs with her student, Caius, in the Hazel Miller Croy Reading Center.



Girl Scouts programming in Turtle Graphics with Javascript under the mentorship of ACM-W members and CS faculty advisors.

College of Engineering and Computer Science

Members of ACM-W, ACM and other ECS clubs are making a difference in the community through computer science mentorship. The effort is supported by the ECS Dean's office (Dr. Susamma Barua), Department of Computer Science (Dr. Doina Bein, Dr. Beth Harnick-Shapiro, and Dr. Michael Shafae), alumni (Kathy Saad and Ben Blazak), and the Girl Scouts of Orange County (Diane Clark, BJ Watanabe, Lara Chard and Aisha Cabrer). About 25 CSUF students are actively involved in the project. ACM-W was launched in Fall 2015 in a collaboration with the Girl Scouts of Orange County to mentor girls aged 8 to 13 in programming. The project started with 22 scouts and in Spring 2016 there were 40 girls who completed all five sessions. Several girls expressed an interest in exploring computer science further as they are registering for their middle school or even their first high school courses for next year. They are also considering large community service projects for their silver and gold awards, as well as options for future career paths.



College of Health and Human Development

The college's Center for Autism has expanded services for children with autism spectrum disorder (ASD) through collaboration with campus and community partners. Children with ASD receive evidence-based intervention from undergraduates enrolled in HHD fieldwork placements with local community agencies. This specialized program was developed in response to the increasing prevalence of ASD diagnoses and the resultant need for skilled interventionists in Orange County. The growing popularity of fieldwork opportunities related to serving children with ASD led to the development of a special section of the Child and Adolescent Studies department's fieldwork course, taught by Dr. Rachel Fenning and Dr. Jason Baker. Students enrolled in ASD placements and the accompanying course, led by the Center for Autism's Co-Directors, collectively provided over 1,400 hours of service to local families in Spring 2016.

CHAD major Yael Herrera works with a child at Autism Spectrum Interventions, a community partner of the Center for Autism.



Modeled after the popular event in Berlin, the first Long Table LA event held in Spring 2016 featured an urban oral history festival honoring immigration stories. This open-air event brings the two Sister Cities together to discuss and celebrate immigration's role in the past and present of these two famous border cities.

College of Humanities and Social Sciences

Dr. Cora Granata's HIST 492A Community History students worked with a German nonprofit organization, Lange Tafel, to organize an oral history community festival as part of the Long Table Los Angeles project. To prepare for the festival, CSUF students from many departments collaborated with an inter-generational delegation from Berlin to capture oral histories about immigration experiences from residents throughout Los Angeles, Berlin's sister city. As a service-learning component of the course, students helped fourth grade storytellers from Goethe International Charter School to conduct their own immigration interviews. The students planned and implemented the Long Table LA festival event that drew 250 people to Grand Park in downtown LA in Spring 2016 to share their immigration stories over a long community table. The project completed its full circle in Summer 2016 when Dr. Granata led a cohort of students to Berlin to assist with their festival.

From left, Chloe Thomas, Dr. Nilay Patel and Edgar Perez discuss cell culture growth conditions.



College of Natural Sciences and Mathematics The Bridges to Stem Cell Research is an academic internship program for undergraduate biology and biochemistry majors. Interns complete a rigorous curriculum on stem cell biology, technical skills, and scientific communication, then complete seven-month paid internships in stem cell research laboratories at Stanford, USC or UCI. The current cohort of seven interns developed a research proposal with mentors and Dr. Nilay Patel and Dr. Alison Miyamoto, and are now conducting research at internship sites under the supervision of experts in the stem cell field. Focusing mainly on disease, these projects give undergraduates a deeper appreciation of how their research could contribute to new therapeutic approaches and improve patients' quality of life. Interns gain cutting-edge technical skills; grow as scholars through their research-intensive experiences; and think more critically about the challenges and promises in the biomedical field. The program is funded until 2022.



2016 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.

2016 HONOREES

STEWARDS OF PLACE



Community Engagement Partnership
Buena Park School District - Titan ASES Program



Outstanding Service-Learning Teaching
Dr. Julián Jefferies, *Department of Literacy and Reading Education*

STUDENTS



Outstanding Student Leader
Gloria Gallardo '16,
Biological Science / Health Science



Extraordinary Acts of Service
Amanda Humber '16,
Communicative Disorders

COMMUNITY PARTNERS



Stellar Support of Students
COPE Health Scholars



Most Committed Partner
Girls Inc. of Orange County

For videos of awardees, please visit: fullerton.edu/CICE/awards/2016awardsrecipients.php

HONORS AT COMMENCEMENT



AmeriCorps Sashes

Graduating seniors who have completed two or more years of service as AmeriCorps members in Jumpstart may be acknowledged with a sash worn at commencement. Eight students were honored in 2016.



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 242 honorees in 2016.

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 positively impacted the community.

Chris Anicich, *Marketing*

Shelly Arsneault, *Politics, Administration and Justice*

Emily Barnes, *Communications*

Susamma Barua, *College of Engineering and Computer Science*

Rahul Bhaskar, *Information Systems and Decision Sciences*

Jaclyn Blyleven, *Health Science*

John Breskey, *Health Science*

Margie Brown-Coronel, *History*

April Bullock, *Liberal Studies*

Pamela Caldwell, *Communications*

Nathan Carr, *Modern Languages and Literatures*

Robert Castro, *Politics, Administration and Justice*

Benjamin Cawthra, *History*

^Laura Chandler, *Health Science*

Betty Chavis, *Accounting*

Greg Childers, *Physics*

Diane Clemens-Knott, *Geological Sciences*

Fanny Daubigny, *Modern Languages and Literatures*

John Davis, *Philosophy*

Kathryn Dickson, *Biological Science*

Rebecca Dolhinow, *Women and Gender Studies*

*Lisa Draskovich-Long, *Theatre and Dance*

David Drath, *Biological Science*

Mark Drayse, *Geography*

John Drew, *Art*

Stephen Duarte, *Management*

Peter Evanow, *Communications*

Janet Eyring, *Modern Languages and Literatures*

Reyes Fidalgo, *Modern Languages and Literatures*

Juan Gallego, *Modern Languages and Literatures*

Dennis Gaschen, *Communications*

Erualdo Gonzalez, *Chicana and Chicano Studies*

Bruce Goodrich, *Theatre and Dance*

^Ryan Gottfredson, *Management*

^Cora Granata, *History*

Jessica Grimes, *Sociology*

John Haan, *Chemistry and Biochemistry*

Kenneth Hagihara, *Communications*

*Katie Herbst, *Child and Adolescent Studies*

Josefina Hess, *Modern Languages and Literatures*

Meriem Hodge, *Politics, Administration and Justice*

Dick Huebner, *Accounting*

^Julián Jefferies, *Literacy and Reading Education*

Jade Jewett, *Art*

*Sara Johnson, *Anthropology*

*C. Jessie Jones, *Center for Healthy Neighborhoods*

Sarah Kelman, *English, Comparative Literature, and Linguistics*

Jeesun Kim, *Communications*

Jeffrey Kottler, *Counseling*

^Carrie Lane, *American Studies*

Irene Lange, *Marketing*

Jinghui (Jack) Liu, *Modern Languages and Literatures*

*^Jarret Lovell, *Politics, Administration and Justice*

Stacy Mallicoat, *Politics, Administration and Justice*

Gus Manoochchri, *Management*

Juli Martinez, *Human Services*

^Risto Marttinen, *Kinesiology*

Bonnie Massey, *Sociology*

Robert McLain, *History*

Jack Mearns, *Psychology*

Thomas Miller, *Management*

Jessica Moss, *Sociology*

*Tu-Uyen Nguyen, *Asian American Studies*

Eliza Noh, *Asian American Studies*

Orvic Pada, *Sociology*

Jessie Peissig, *Psychology*

*Jennifer Piazza, *Health Science*

Diana Robles, *Child and Adolescent Studies*

Jill Rosenbaum, *Politics, Administration and Justice*

^Chris Ruiz-Velasco, *English, Comparative Literature, and Linguistics*

Nicholas Salzameda, *Chemistry and Biochemistry*

Beth Schipper, *First Year Experience*

Sarah Shawesh, *Child and Adolescent Studies*

Setsue Shibata, *Modern Languages and Literatures*

^Dennis Siebenaler, *School of Music*

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Denise Stanley, *Economics*

Andi Stein, *Communications*

Stephen Stambough, *Politics, Administration and Justice*

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

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^ Recipient of grant to increase the number of opportunities for students to participate in service-learning and academic internships. Funding is provided by CICE's Student Success Initiative funds.

For more information about faculty grants, visit:
fullerton.edu/cice/faculty

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Pamela Caldwell, *Communications*

Jim Case, *Career Center*

Benjamin Cawthra, *History*

Minerva Chavez, *Secondary Education*

Amir Dabirian, *Information Technology*

Maisune Eljaija '16

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Yuna Kim, *Marketing*

Dawn Macy, *Center for Internships & Community Engagement*

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