

College of Communications Student Affairs 2010-11 Annual Report

Special Projects & Programs

Based on College priorities and working in collaboration with staff and students.

Scholarship Coordination

The AD continued to coordinate the revisions and updates to the online University sponsored scholarship publication. In addition, all Assistant Deans are required to coordinate a campus sponsored scholarship selection process. Throughout the year, the AD disseminated information and applications to students for campus and community opportunities. Working with Dean Pullen and the college financial analyst, we completed a thorough review of all college and department scholarship accounts and developed a solid framework for annual scholarship management. This included a timeline for scholarship promotion, selection and award distribution. Other activities included serving on department selection committees, providing award/recognition ceremony support to department chairs, and advocating for additional funding for leadership scholarships. Ensuring appropriate student applicant pools continued to be a challenge as is maintaining contact with donors.

Project Vietnam

Involvement in the IRA funded *Comm 438- Specialized Reporting* course in the spring, provided the opportunity for the college to support both the faculty and students in this advanced journalism class. In addition to attending class meetings in preparation for the Vietnam trip, the AD was able compliment the co-curricular learning experience by coordinating student volunteer activities for the medical mission while Professor Brody worked with small groups in the daily 'boot camp' that allowed one-on-one teaching in this amazing environment. Serving as a sounding board to the professor, student performance and team assignments were evaluated throughout the term. Upon return, the AD planned a Communications Week special event to showcase student projects and worked to promote the value of this incredible learning experience. To appreciate this 'hands on' learning experience, visit the student developed website: <http://vietnamproject.fullerton.edu/>

College Web Enhancements

The AD continued to serve as the web content administrator and work with the college webmaster. The strong partnership (team of assistant dean and the IT Director) has had responsibility for and oversight of college website content. This year they began efforts to align the college with the university *OmniUpdate* web content management system and identified the structure of the college team that will be trained as end-users once the system is implemented. In addition to ongoing aesthetic improvements, one of the goals was to ensure web presence for student, staff and faculty activities. These included links to club and organization Facebook sites, Twitter, e-newsletters and a link to the student- designed *Project Vietnam* website. Several new screen caps were developed to feature front- page video icons. The top accomplishment was the design and implementation of the college *Advisement Center* website multimedia components. The AD led efforts to involve student bloggers and

videographers and generate content for the AC web pages. Twenty student leaders were featured in the *Student Spotlight* section. Five of the six multimedia tabs will be activated by the end of August. View the Advisement Center site at <http://communications.fullerton.edu/advisement.center/>.

Special Projects & Committees

In addition to serving on the *Search Committee* for the college dean, the AD continued to serve on the Dean's Executive team, Student Affairs Executive Council, the college Strategic Planning committee, the WASC- Student Engagement taskforce, the Campus-wide Probation Advising Action Team and contributed to the University Honors Convocation and Commencement ceremonies (helped to coordinate 10 campus information booths and 75 campus volunteers).

Working with a team of Assistant Deans, the AD's established an assessment plan designed to identify a set *learning outcomes for student leaders* who serve on the college Interclub Council Boards. Using a model from the University of Minnesota, we wanted to determine to what extent the student leader demonstrates skills/competencies in seven areas in his/her leadership role/experience during the academic year. The project included a pre and post survey using *StudentVoice* (online assessment service). Our group planned a midyear retreat and I served as facilitator for this January 1-day conference. The retreat training areas included the Leadership Challenge Assessment and a Fiscal Management session for 35 student leaders. Other interventions included individual coaching (weekly sessions/meetings) and mini-Leadership Modules. Seven training podcasts were developed (Responsibility & Accountability; Independence & Interdependence; Goal Orientation; Self Confidence & Humility; Resilience; Appreciation of Differences, and Tolerance of Ambiguity) and administered during the spring semester. Refer to the appendix for project evaluation and results that were finalized at the Assistant Dean retreat in June.

The AD also worked with the college Director of Development to provide additional resources and fundraising opportunities for students and cultivate alumni connections.

Communications Week Special Events

As the designated special events advisor for Communications Week, the AD worked to ensure that this annual week-long conference provided speakers/programs/events for students in all three departments. Comm Week continued to be a mammoth undertaking. Working with many individuals and groups, the AD guided 20 special events over a 6-day period. See appendices for program samples -- Special events showcased our multi-talented students and included many college clubs and organizations. These included three industry mixers; AdCon Day, forensics film screening, a Poetry Slam, college and Career Center sponsored Internship Fair, and a successful fundraiser for Speech Clinic/Center for Children Who Stutter. Over 100 campus and community guests previewed Project Vietnam multimedia projects. In addition, more than 80 professionals from communication related industries participated as *Professors for the Day*. This annual event continued to create networking opportunities between students, alumni, faculty and community leaders.

Co-Curricular Learning

Over the last decade we have established a culture of involvement and encouraged students to link co-curricular activities to their academic training. The College of Communications continues to promote 'learning by doing' and provides many opportunities for majors to gain hands-on experiences. This type of intentional learning dramatically contributes to personal growth and professional preparation.

Student Development

The Assistant Dean provides guidance and support for students interested in developing leadership skills. One of our goals is to help students engage in experiences that lead to professional growth and career preparation. Along with the division of Student Affairs, we want students to:

- *Understand and articulate their leadership style, and how to maximize their strengths and address areas of improvement.*
- *Understand their role as leaders within an organizational culture.*
- *Demonstrate the ability to facilitate effective group development and collaboration with others.*
- *Promote and support leadership development in others.*
- *Enhance and use knowledge of similarities and differences between people to provide leadership in diverse groups.*
- *Demonstrate fiscal responsibility and effective, appropriate use of resources.*
- *Exhibit the ability to visualize group purpose and achieve desired outcomes or goals.*

The college continued to provide support, information and training for student leaders. The Student Leadership Office (SLO) continued to provide professional tools (computers, scanner, laminator, fax machine, etc) and business facilities designed to support a myriad of projects and programs that are student-led or initiated. The college Interclub Council continued to host weekly office hours in the SLO and most clubs held their monthly Board meetings in this popular facility. From furnishings to workstations, items were upgraded or repaired. These worksites are stocked with office supplies and materials that support the work of the SOAR-Interclub Council Board, club Board members, the Peer Mentor Program, TUSK magazine editors, the AAF team, the Bateman team, and the Comm Week task force.

College Interclub Council

All Assistant Deans on campus serve as advisors to Interclub Councils (ICC). The AD completed the 11th year as advisor for the College Interclub Council (CICC) and coordinated student leadership development as a part of weekly meetings. The AD worked with the college webmaster to update the CICC website on a weekly basis. SOAR-CICC continued to be recognized as a strong organization by the University and is on the cutting edge of technology, allowing members to download all of the agendas, minutes, and related documents. Visit the website at <http://commstudents.fullerton.edu/soar/>.

The AD provided guidance for the four SOAR/CICC student leaders and scheduled a standing goal-setting meeting for each. Mario Davis Jr., Neslihan Yilmaz, Ben Ortega and Brianne Kinder served on the CICC Board and led weekly council meetings in the Dean's Office conference room. They also planned an annual retreat to train new council members and a year-end event that recognized the contributions of these student leaders.

The council consisted of four board members, club/organizations representatives, and eight members-at-large. Two ASI leaders are elected each year to represent the college. Eric Thai and Dominick Prieto attended every SOAR meeting and also served six-additional hours a week on the ASI Board of Directors (BOD). Student leaders from all three departments participated in SOAR-ICC:

- Jaqueline Faria (Executive Board)
- Lisa Zieper (Executive Board)
- Eric Thai & Dominick Prieto (ASI Board of Directors)
- Bianca Carreno, Laura Arcila, Dinah Cardenas, Michelle Carrillo, Kim Castillo, Hayley Roderick, Corina Perez (Members-at-Large)
- Zsareira Pouliot, Aldo Padilla (AIGA)
- Tiffany Smith (GSACS)
- Nikki Simvoulakis (ETC)
- Christian Urcia (AD Club)
- Blanca Sylvia Nunez (IABC)
- Sarah-Lynn Helfrich, Brooke Pellett (NSSLHA)
- Simon Oh (PRSSA)
- Chris Contreras, Lina Norena, Andrea Rueda (SPJ)

These student leaders met every Tuesday during the year, made fiscal decisions and provided funding for many of our club/organization proposals. They also participated in the leadership training, enhanced their resumes, and developed a sense of community and Titan Pride. (See appendices)

The Associated Students, Inc. allocation was \$28,260 for the 2010-11 (an increase from \$26,060 in the previous year). The 2011-12 budget has yet to be determined.

Student Recognition

Every effort is made to showcase student success and recognize student leadership and academic achievement within the college.

Working with the college webmaster, WEB presence for all active student organizations were monitored and updated. Each site provided profiles of students and activities that enhance professional development. A club/organization icon is located in a prominent place on the main college webpage and every effort was made to promote the *Calendar of Events* and *Photo Gallery* that showcases conference attendance and specialized workshops that complement classroom learning.

The AD also continuously populated the *In the News* section of the College website with information and articles about academic achievement, awards and study abroad/internship experiences. This website also provided the opportunity to highlight co-curricular learning and showcases photos of our students in action. Located on the first floor of College Park –*Student Success* display cases showcase various awards and trophies our students win each year. In addition, we featured student publications, study abroad opportunities, competitions, and club & organization events.

Eight *Student Ambassadors* were selected to represent the college in February at the *Front & Center Club Level Reception* held at Honda Center. Student leaders Bianca Carreno, Mario Davis, Tynika Davis, Adrian Gaitan, Nissa Gutierrez, Katie Hennessy, Blanca Nunez, Hayley Roderick, and Christian Urcia welcomed guests and alumni.

Eric Thai and Tran Luong were named the 2010-11 recipients of the *Alumni Association Scholarship* (\$500) designed to recognize outstanding student leadership. The purpose of the award is to identify student leaders who have made a substantial contribution to the college. As college ambassadors, they have demonstrated this on many occasions this year.

Two additional \$250 awards were given to the top-performing Comm Week students: 1) Michael Dorman, a senior, garnered the Dean’s Award, and 2) Senior Sarah Burciaga showed great initiative as a taskforce member and was the recipient of the Laura Min Jackson Award of Excellence (a scholarship given by a donor/alumni/former Comm Week Executive Director).

Student Organizations

By offering an open door policy, the AD provided guidance/support for all college-based student clubs/organizations and actively worked with faculty and student leaders. As advisor to club officers/faculty advisors in the college, the AD provided referrals, materials and actively supported club/organization involvement in Communications Week.

The Assistant Dean continued to facilitate participation in career-related clubs/organizations that encouraged faculty-student interaction in programs and events. These activities were aligned with majors in the College and offered leadership development skills in addition to opportunities for interaction with peers.

<u>Student Group</u>	<u>Student Leader/President</u>	<u>Advisor</u>
AD Club	Adam Luna	Carrie Perry
Daily Titan	Adrian Gaitan, Business Manager Isa Ghani, Editor-in-Chief	Robert Sage Jason Shepard
Entertainment & Tourism Club	Taylor Somera	Henry Puente
International Association of Business Communicators (IABC)	Tynika Davis	Cindy King
Graduate Student Association of Communications Scholars	Tiffany Davis	Jason Teven
Nat’l Student Speech-Language Hearing Association (NSSLHA)	Patricia Mohan Sonia Mehta	Terri Saenz
SOAR-CICC	Mario Davis	Peggy Bockman
Society of Professional Journalists	Cameron Harp/Katie Widner	Beth Georges
Public Relations Student Society of America	Christa Keizer	Dean Kazoleas

Communications Week

The 33rd annual Communications Week received high marks from participants. This successful endeavor was orchestrated by students in the Comm 497 *Event Planning & Management* course. The AD served as one of three Comm Week advisors who teach communications majors how to plan and implement a professional conference. Working in tandem, the

advisors directed the largest college event on campus. The successful 6-day event provided an interesting array of programs and speakers—one that involved community, alumni, faculty, staff, and students. Over 20 special events showcased our students: three industry mixers brought over 100 professionals to campus; Vietnam Showcase provided an opportunity to exhibit student projects; a college exhibit provided exposure to the campus community; a specialized Communications Internship Fair resulted in summer opportunities for our students; NSSLHA's casino event raised over \$5000; Welcome Reception was held for the new dean; and the annual Poetry Slam highlighted several *Spoken Word* artists. In addition, this week long conference brought another 80 professionals from communication related industries to participate in the *Professors for the Day* component of this comprehensive program. (see appendices)

Representing an outstanding example of co-curricular learning, *Comm Week* continued to offer students the opportunity to apply what they are learning and to gain valuable experience in the area of event planning. In addition to working closely with faculty and the 25-student taskforce, the AD served as the special events advisor. Again this year, the AD attended class sessions and standing meetings (10 hour weekly commitment) to ensure high quality programming for this annual event. Following our long history of success and partnership, we tapped the Titan Student Union Atrium display cases to showcase the College. Nine posters were displayed for two months and helped us highlight our various programs. Great visual images of students, staff and faculty were seen by hundreds of campus and community guests as the exhibit ran through commencement weekend ending June 1. Again this year, the focus was to work with all three departments to develop sessions/events targeted at respective majors and students interested in related career fields. The major goal is to enhance our partnerships with on & off campus groups and continue this amazing college-wide tradition. (See appendices)

Student Services

The AD facilitates, administers, and coordinates student programs and services related to student growth and development to create a learning environment where all students have the opportunity to succeed. The college continues to develop a culture within three departments that encourage timely major advisement. A major goal is to sustain the services that are made available to the 3500+ majors in the college. The College advising system provides quality advisement, counseling and support services. Faculty, the Assistant Dean and the Advisement Coordinator collaborate in an effort to offer students a seamless experience at Cal State Fullerton.

Campus Connections

Service to students has been enhanced over the past several years as a result of *intentional cultivation* with colleagues across campus. Building strong working relationships with staff has been one of our strengths. What follows is a sampling of the network we tap every year:

- **Student Athlete Services**

Many student athletes major in communications. As a result, on several occasions, the AD and AC Coordinator assisted Student Athlete Services with advisement questions or issues, including but not limited to 80/65 ACEJMC requirements, clarification of major requirements/prerequisites, and an overview of the major for prospective student athletes during recruitment visits.

- **Admissions and Records** (Petitions, Office of the Registrar, TDA Unit, Graduation Unit)

The AC Coordinator assisted Admissions and Records with clarifying major requirements for student petitions. Our responses were prompt and thorough, and provided feedback that assisted the campus-wide committee with making a decision on the petitions. The AC Coordinator also continued an open and collaborative relationship with the Graduation Unit evaluators.

- **Irvine Campus**

We continued to cultivate a positive working relationship with Marsha Daughetee, Assistant Dean for Student Affairs at the Irvine campus. Clarification and consultation occurred on a regular basis – in the end students received accurate advising at the branch campus.

- **Comm Disorders Peer Mentoring Program**

The college continued to support this important service to CD majors in the college Advisement Center office, located in College Park 425. The Assistant Dean and the AC Coordinator supervise space, provide information, and support the 20+ peer mentors and their faculty advisor.

Outreach

Several college presentations were given on-campus to University staff, potential students and special populations. The AD continued to coordinate the College's involvement in University-sponsored events. This included the College of Communications participation in *Welcome to Fullerton Day and Discoverfest*. In addition, the university provides campus tours to prospective students and their families. The AD worked with college administrators to update the university *script* that is used by student tour guides—Titan Ambassadors—a program component of the university New Student Program (NSP) unit.

The AD was invited to present an overview of the College during the annual University Outreach staff training. Coordinated by Outreach Director, Dawn Valencia, eleven professional staff learned about our majors, internship requirements, and various career paths of our graduates. This information provided key talking points that are shared with potential students and community college counselors.

Completing year three, the AD worked closely with the webmaster to ensure that the college website continued to evolve and present a positive *first impression* to visitors and the outside community. Web pages and sections were continually refreshed and this helped us promote our programs, profile our faculty, and showcase various aspects of student life.

New Student Orientation (NSO)

Now in its seventh year, mandatory orientation requires all first-time freshmen to attend NSO and receive academic advisement. The AD continued to orchestrate the college-based portion of the program serving hundreds of new freshman and transfer students. Recruiting department chairs and faculty advisors, we provided key support for 15 orientation sessions in the summer. In addition to the 11-minute DVD College Overview presentation, students gained a better understanding of college resources, received an *Academic Advising Portfolio* (over 525 are prepared for distribution), and an academic roadmap in the form of a checklist that outlined major requirements. Transfer orientation focused on evaluating completed lower-division coursework in the major and establishing a target date for graduation. Again, participant evaluations continued to be very positive.

Faculty Support & Key Partnerships

The Assistant Dean and the Advisement Coordinator consistently respond to staff requests and faculty inquiries (e-mail, phone, and in-person), resulting in consistent collegial exchanges that in turn support the students we serve.

- Both the AD and AC Coordinator continued to serve on the Campus-wide Probation Advising Team and on WASC committees aligned with the University re-accreditation process.
- In collaboration with the Department of Communications Vice-Chair and the Advisement Coordinator, our team continued our systematic review process ([Checklist Maintenance Policy & Procedure Protocol](#)) that ensures accurate study plans for five concentrations in the department. Now in the third year, college staff partnered with faculty advisors to update all (5) major and (3) minor *Checklists*. During spring, the AC Coordinator initiated and executed a redesign of the checklists in order to improve the clarity of critical information. Faculty concentration coordinators responded favorably to the new design, which will be used for NSO 2011. In addition to the change in design, the AC Coordinator also completed a thorough review of checklist content, including the GE status of collateral courses, major course prerequisite policies that changed during the past year, and new courses that were added to the curriculum. The AC Coordinator will continue to work with the team to maintain updated information and ensure that proposed course and curriculum changes have been approved by Academic Affairs.

- The College Advisement Center served as a complement to the faculty advising available to students. Referrals were made by faculty advisors to the Center, and vice versa. The AC Coordinator often provided “technical” advisement expertise (e.g., how the TDA functions, repeat policies); that, combined with career and curriculum-focused faculty advisement, serves students in a holistic manner. In addition, the addition of peer advisors was instrumental with increasing the visibility and availability of the AC.
- The AD continued to partner with college webmaster to further develop and enhance all aspects of the college site. A major undertaking this year focused on the *Advisement Center Website*: <http://communications.fullerton.edu/advisement.center/>

During the 2007—2008 academic year, the AC Coordinator and the Assistant Dean submitted a Campus-Wide Retention Initiatives proposal. The funding was requested to implement technology that would enhance the advisement information available on the college advisement center website; in particular, plans for podcasts, a blog, slideshows, and other multimedia were outlined. The following items were purchased with the grant funds:

- Apple MacBook Pro
- External microphones for recording audio
- Video camera and accessories
- Final Cut Express software
- Adobe Master Collection software
- Reference/instructional books

A dedicated space to be used as a “Podcast Lab” was secured and set up in College Park. During the past year, the AC Coordinator and Assistant Dean gave direction to the college graduate assistant who created content for the website:

- Wrote ‘Student Spotlight’ features
- Set up and contributed to an advising blog on wordpress.com; oversaw two student bloggers who received Comm 499 credit for their work
- Scripted and recorded ‘Top 5’ informational pieces (Keynote slides with voiceover, converted to mp4 video)
- Implemented additional production to existing video podcasts; guided a Comm 499 student through the process of producing an original podcast
- Assembled content for a newly created ‘Professional Development’ section, including “What can I do with a major in. . .” pieces and a tutorial on how to search for internships

The AC Coordinator implemented several website components:

- Designed a ‘Student Spotlight’ page
- Designed a ‘Top 5’ page with quick tips in video format
- Designed a ‘Podcasts’ page with embedded video podcasts
- Designed a ‘Professional Development’ page
- Created various web graphics (banners and navigational buttons)
- Coded pages with self-hosted video utilizing HTML 5 standards compatible with iPhone/iPad (with a fallback to Flash for browsers such as IE 8.0)

- Provided editing feedback to college graduate assistant regarding the student bloggers' written work

Adobe Dreamweaver, Fireworks, Photoshop, InDesign, and Acrobat were utilized to create these pieces. The AC Coordinator also researched various web development standards and languages, including HTML, CSS, JavaScript, and JQuery.

College Advisement Center (AC)

Tammy Rogers continued to serve as an advisor/AC coordinator and provided support services to an ever-increasing number of undergraduates who major in the Department of Communications' concentrations. The college Advisement Center continued to provide high quality advising services to over 4500 majors in the college. The Assistant Dean continued to provide oversight of this office and supervised the work of the coordinator.

Student Advising Contacts

The AC Coordinator held walk-in advising four days a week: 10 hours a week during the fall and 15 hours a week during the spring. Advising hours were also held during intersession; in addition, special Friday advising hours were hosted to meet with students on academic probation. It also remained that during registration periods, when advising demand was particularly high, advising hours were extended as needed.

The Advisement Center hours of operation increased (average 51 hours of service and/or advising) during the spring semester once the Peer Advisors were trained. As noted below the AC was open until 7pm four days a week with a slightly abbreviated schedule on Friday.

AC Walk-in Advising Hours (fall 2010):

Monday	12:00 pm to 2:00 pm
Tuesday	9:00 am to 11:00 am
Wednesday	4:00 pm to 7:00 pm
Thursday	10:00 am to 1:00 pm

AC Walk-in Advising Hours (spring 2011):

Monday	11:30 am to 7:00 pm
Tuesday	9:00 am to 7:00 pm
Wednesday	10:00 am to 7:00 pm
Thursday	9:00 am to 7:00 pm
Friday	10:00 am to 2:30 pm

Over 1,100 students were advised by the AC Coordinator during walk-in advising hours, excluding many brief contacts with students who did not sign the log sheet. In addition, more than 1,600 e-mail messages from current and prospective students were answered throughout the year.

In an effort to offer college advising services five days a week, the Assistant Dean held walk-in hours twice a week to complement the AC schedule of operations.

Summary of Advisement Center Student Advising Contacts (Summer 2010 – Spring 2011)

Term	Walk-in Advising Contacts	E-mail Contacts	Term Total
Summer 2010	378	504	882
Fall 2010	483	558	1,041
Intersession 2011	91	180	271
Spring 2011	504	417 (502)	921
Totals	1,456	1,659	3,115

On a limited basis, appointments were made with students outside of posted office hours to address important concerns (when students could not attend office hours). Finish in Four students (see the 'Finish in Four Program' section), because they have mandatory advising and time-sensitive deadlines, were also invited to make non-office hour appointments if they wished. In addition, many questions and advising concerns were also addressed via phone.

The AC Coordinator met with students regarding a variety of advising topics:

- General university requirements for completing a bachelor's degree
- Major, minor, and elective selection
- Referrals to/from faculty advisors
- Community college course articulation
- Academic probation and disqualification
- Grad check process and procedures
- Internship program (COMM/RTVF 495; provided general information, promoted the internship website and directed students to Faculty Internship Coordinator Pam Caldwell and the Career Center)
- Application and admissions concerns
- Course schedule creation
- Graduate program exploration (provided referrals for further information)
- General career information and resources
- Referrals to other services and offices on campus, including the internship office, Career Center, the Assistant Dean, Academic Advisement Center (GE advising), Center for Careers in Teaching, University Testing Services, Admissions and Records, Counseling and Psychological Services, Women's Center, and others

The AC Coordinator provided service to a variety of campus and community members:

- Current students, undergraduate and graduate
- Faculty and staff members within the college and across campus
- Prospective students from the local community
- Prospective and transferring students from out-of-state
- Parents
- Advisors from other colleges/universities

Enhanced Advisement Center Services: Peer Advisors

To increase service to students, during October 2010, two student assistants were hired who functioned as peer advisors. During fall 2010, each student worked 10 hours weekly; the hours were increased during spring 2011, with 15 hours allocated to each student. This department of communications funded project has had a significant impact on the Center. These para-professionals have helped us increase the hours of operation, and subsequently resulted in serving more students in a timely manner.

A training guide was developed (documented in a formal training binder: "RESPECT: Peer Advisors' Seven Functional Areas") for the peer advisors, and the AC coordinator provided training and guidance on a daily basis.

Peer Advisors provided the following service to undergraduates:

1. **R**efer students to services in the College of Communications
2. **E**nlist assistance when necessary
3. **S**ummarize how the Titan Degree Audit is structured
4. **P**rovide an overview of the grad check process and commencement
5. **E**xplain course prerequisites and how they are enforced
6. **C**larify the basic structure of the major requirements
7. **T**each students how to use the online GPA calculator

In addition to providing face-to-face interaction with students, the peer advisors managed traffic flow, and provided administrative support to the AC Coordinator for the graduation check process. They also completed special projects, including creating new signage, compiling research regarding the amount of extra major courses graduating students have taken, and documenting the status of students with graduation deferrals.

The dean's office student assistant also provided administrative support to the AC throughout the year, including printing and preparing the Titan Degree Audit graduation checks, filing, and duplication.

Communicative Disorders Peer Mentoring Program

The CD Peer Mentoring Program continued to be an important part of the Advisement Center office space. The AC Coordinator maintained consistent communication with the peer mentors regarding how to best service students visiting the AC.

Finish in Four (FIF) Program Overview

The Finish in Four (FIF) program (formerly known as the Four Year Pledge) began in its current form during the Fall 2005 semester. Students receive priority registration each semester and individualized advisement, as long as students follow the program requirements (as indicated on the contract they sign). In turn, students are on track to graduate within four years. J.D. O'Reilly, coordinator of freshman advisement in the Academic Advisement Center, is the FIF program coordinator.

Students begin the program as fall semester freshmen and are recruited during New Student Orientation, Freshman Programs, and the AAC website. Students requiring English and/or math

remediation are eligible for the FIF, provided they comply with the program requirements to complete 30 degree applicable units per academic year. In addition, students are permitted to be undeclared as a lower division student and declare communications as a major as a junior, if they otherwise complete the requirements of the program.

Students in the program are required to meet with their assigned FIF major advisor and GE advisor every semester. A registration planner is mapped out every semester (two contacts yearly), which students are required to follow. The AC Coordinator advises the communications students in this program.

During 2010 – 2011, 100 individual students were advised last year, totaling 149 separate contacts (an increase from 86 students during 2009 – 2010). Although students have twice yearly contact requirements, half of the students were seen only once during the year:

- 1) graduating students who only come in once during their senior year;
- 2) students who declared communications mid-year;
- 3) students who were otherwise dropped from the program;
- 4) a small number of Radio-TV-Film majors who were advised via drop-in workshops (the AC Coordinator would not otherwise advise RTVF majors in the program).

The AC Coordinator tracks the participants' contact information and advising history in a Microsoft Access database; in addition, hard copy advising notes are kept for every student.

Integrated GE/Major Advising Sessions

During fall 2010, the AC Coordinator collaborated with J.D. O'Reilly by co-facilitating GE/major advisement workshops for the College of Communications' Finish in Four students. The workshops were drop-in advisement periods where Finish in Four communications and RTVF majors could receive one-stop advisement for both GE and the major, as well as have the registration planners signed and turned in.

The partnered workshop format offered the following benefits:

- Streamlined the students' advisement experience by consolidating advisement into one session (instead of requiring visits to two offices)
- Integrated GE and major advisement information
- Increased the efficiency of advisors' resources and time
- Provided an opportunity for students to meet peers in their major and cohort

The advisement sessions focused on:

- Lower division major core requirements
- Lower division general education courses
- Check up of required number of units to be completed each year for program compliance
- Use of www.assist.org to select correct summer courses at local California Community Colleges (if applicable)

Although the fall workshops were successful, they could not continue for spring 2011. Due to the large number of FIF students campus-wide, the AAC facilitated GE advisement with mandatory, large-scale workshops for all majors in the program. Students were instructed to have their planners signed by their major advisor before attending the GE workshop.

Finish in Four Class of 2011 --The third class of Finish in Four students is scheduled to graduate during May and August 2011. These students completed their degree requirements in a four-year time frame; most completed a minor to complement their communications degree, with one student finishing a double major. Two students in this class have updated their graduation term to January 2012 (4.5 years); they could have graduated in four years, but have chosen to extend their time.

Finish in Four Program Communications Majors (fall 2007 Admits): Graduation Candidates

Last Name	First Name	CWID	Concentration	Minor	Graduation
Arciaga	Selyna	892808692	Public Relations	None	January 2012
Carnero	Michelle	805277225	Entertainment Studies	None	May 2011
Conway	Denise	803120369	Advertising	Radio-TV-Film	May 2011
Dorman	Michael	805376423	Public Relations	Business Admin.	May 2011
Figueroa	Vanessa	803118637	Public Relations	Human Services	May 2011
Hardy	Kristiana	805356649	Public Relations	Spanish	May 2011
Herbold	Lori	803111988	Journalism	Sociology	May 2011
Langer	Karen	803111251	Advertising	Child & Adol. Std.	May 2011
Le	Winnie	805270402	Entertainment Studies	RTVF double major	May 2011
Liang	Simon	805325172	Journalism	Business Admin.	May 2011
Loza	Gladys	805325024	Public Relations	Spanish	May 2011
Murphy	Grace	803239979	Entertainment Studies	Sociology	May 2011
Pacheco	Janet	805347432	Public Relations	Law, Politics, Soc.	August 2011
Wagner	Christina	892815580	Public Relations	German	January 2012
Waterson	Elizabeth	803257021	Advertising	Socio. & Entrepren.	May 2011

Department of Communications ONLINE Grad Check Processing - Numbers: The Five-Year History

The overall number of grad checks processed has been the highest to date. Following outlines a five-year history of the Advisement Center support of the communications grad check processing numbers:

Graduation Term	Paper Grad Checks ¹	TDA Grad Checks ²	Total
January 2011	0	229 (100%)	229
January 2011: minors ³	N/A	5 (100%)	5
May/August 2011: majors	7 (<1%)	669 (>99%)	676
May/Aug 2011: minors ³	N/A	27 (100%)	27
2011 Totals	7 Total Paper GCs	930 Total TDA GCs	937
January 2010	0	170 (100%)	170
January 2010: minors ³	N/A	4	4
May/August 2010: majors	1 (<1%)	638 (>99%)	639
May/Aug 2010: minors ³	N/A	27 (100%)	27
2010 Totals	1 Total Paper GC	839 Total TDA GCs	840
January 2009	15 (7%)	187 (93%)	202
May/August 2009: majors	5 (<1%)	630 (>99%)	635

May/Aug 2009: minors³	N/A	27 (100%)	27
2009 Totals	20 Total Paper GCs	844 Total TDA GCs	864
January 2008	32 (16%)	172 (84%)	204
May/August 2008	89 (14%)	558 (86%)	647
2008 Totals	121 Total Paper GCs	730 Total Pilot GCs	851
January 2007	58 (32%)	124 (68%)	182
May/August 2007	101 (18%)	469 (82%)	570
2007 Totals	159 Total Paper GCs	593 Total Pilot GCs	752

Notes:

- ¹ Paper grad check numbers for each term refer to the students' report of their intended graduation term (at the time they submitted their grad check for signatures).
- ² TDA grad check numbers (known as "pilot grad checks" prior to the May/August 2009 group) for each term originate from the intended graduation date students indicated on their original grad check application. These may have a slight margin of error due to a small number of students who were reclassified to the following graduation term, removed from the pilot after being processed, or were academically disqualified during the grad check process.
- ³ Beginning with May/August 2009 applicants, minor grad check reviews were reviewed via the TDA. The AC coordinator completed these reviews. (If students have existing minor grad checks on paper, they would have them signed by a faculty advisor.)

Titan Degree Audit Grad Check Processing Overview and Procedures

(Page numbers that are indicated below reference the 'Grad Check Review and Approval Process' Business Process Guide [BPG] that was e-mailed to designated TDA Grad Check reviewers.)

The AC Coordinator completed the major review of all Department of Communications online grad checks in the pilot project. She consulted with the assistant dean and faculty advisors as necessary to clarify major requirements and to discuss course substitutions and other special circumstances.

Summary of the procedures/steps necessary to complete the online TDA grad check review:

1. Obtain list of grad check applicants' names (Section 1.0: pp. 3—8)

Grad check applicants' names were made available as a query in PeopleSoft. Authorized grad check reviewers were granted access to queries for the appropriate department(s). The query is a 'live' document and is updated in real time. It is up to the grad check reviewers to decide how often they run the queries to obtain the most recent applicants. The query can easily be downloaded to an Excel spreadsheet, and can be sorted and edited from there.

Technical Procedures:

- Run a query report (Fullerton SA Customizations > My Queries)
- Download results to an Excel spreadsheet
 - Create a new Excel workbook (for the first query for each graduation term) or add query results as a new sheet to the existing Excel workbook.
 - Clearly label individual worksheets with the date of each query

2. Generate Titan Degree Audits (TDAs) for major grad check review

Based on the spreadsheet, TDAs were printed for the grad check review. The students' original TDAs (with handwritten notes and calculations) are kept on file, along with a copy of the TDA exception forms

(if the form was necessary). In addition, advisement notes via e-mail or phone (particularly involving special issues) are also filed.

Technical Procedures:

- Generate TDAs (*Student Administration > Fullerton SA Customizations > Titan Degree Audit*)
 - Enter the student's CWID under "ID" field; click Search (new screen will appear)
 - Click Submit Request (Click the "OK" button in the confirmation pop-up window)
 - Click the Refresh button until the TDA is generated (when it is ready, live links for either HTML or PDF will appear)
 - Print hard copies for review; staple together
- Generate unofficial transcripts
 - Print hard copies for review; staple together
- Assemble grad check review documents
 - Place the unofficial transcript on top of the TDA
 - Paper clip a "Communications TDA Grad Check Verification Form" to the unofficial transcript/TDA packet (internal form created by the AC Coordinator)
 - Write student's name (last name, first name) and CWID on the form

3. Review the major (or minor) portion of the TDA for accuracy

The AC Coordinator completed the review in chronological order of the lists generated by Admissions and Records. This resulted in the grad checks being reviewed by approximately the order the students apply for their grad check.

Approving the TDA to become the official grad check document required careful review, including the following details:

- Correct listing of major and collateral courses
- Major prerequisite courses: passed with a "C" or higher
- Faculty approved substitutions: updated on the TDA
- Review and classification of all "unclassified" units
- 80/65 requirement review (determination and placement of courses that constitute "liberal arts" and "outside of communications" for ACEJMC accreditation standards)
- Repeated coursework: adjusted in consultation with the Grad Unit and TDA Unit
- 1) PeopleSoft transcript and 2) DARS/TDA unit totals of CSUF and transfer units: these totals are occasionally different; further review needs to be conducted with the TDA office and the Grad Unit to ensure that these totals match
- Excess transfer units: residence and community college (selected units to be classified to an "excess" section on the TDA)

After the review, it is evident whether the TDA is fully accurate or if a TDA exception form needs to be submitted.

Technical Procedures:

- Are the completed (fully graded) and in progress courses on the TDA correctly placed, as well as the deficient major courses accurately showing?
 - Yes, all courses are correctly indicated on the TDA: no changes need to be requested; proceed to step #5
 - No, some changes need to be made: note the adjustments that need to be made on the TDA Exception Form (step #4)

In some cases, there were indications that there are possible course substitutions (e.g., a student was enrolled in several "filler" electives for units, while there are two missing collaterals). If this appeared to

be possible, the student's department file was checked to see if there was a copy of an approved faculty substitution. If not, then the AC Coordinator contacted the student to clarify this. If necessary, the student was instructed to obtain documentation of any substitutions before the TDA adjustments could be requested.

4. Submit a TDA Exception Form (PDF) to correct the TDA (if necessary) (Section 4.0: p. 11)

(Page 11 in the Grad Check Review and Approval Process BPG provides helpful instructions about this, as well as lists all of the options advisors have to submit TDA exceptions.)

If there were necessary modifications to make the TDA accurate, an electronic TDA exception form was completed and submitted to the TDA Unit. Examples of common modifications included:

- Classification of "unclassified" coursework as 1) major coursework, 2) liberal arts, 3) outside of comm, 4) excess comm electives, or 5) excess transfer units
- Reclassification of coursework (e.g., moving a course eligible for "liberal arts" from "outside of comm")
- Adjustment of major requirements, such as using Comm 201 or 202 in lieu 203 in journalism for students with older catalog years
- Selecting and moving "excess" transfer units to the appropriate section
- Faculty approved substitutions for major and collateral courses

Technical Procedures:

- Complete the TDA Exception Form (fillable PDF form) with the necessary corrections
- Submit to the TDA office for processing by clicking the "Submit by E-mail" button

5. Update the student's grad check status (Section 5.0: pp. 12-14)

After the review is completed, the student's degree checkout status is updated electronically in PeopleSoft. Referred to as "Checklist Management," one of two statuses are selected: if the student's TDA does not need modifications, "Approved" status is chosen. If a TDA exception form was submitted, the student is in "Exception Needed" status, and the TDA staff will update the student to "Approved" once the TDA exception is entered.

Once students are coded as "Approved," assuming the student has paid the graduation fee, the grad check status is updated overnight, changing to "Candidate" status, which is the final phase in the grad check process.

Technical Procedures:

- Go to the Checklist Management screen (Campus Community > Checklists > Person Checklists > Checklist Management – Person) **Bookmark this direct link to 'Favorites' for easy access*
 - Enter the student's CWID under "ID" field; click Search (new screen will appear)
 - Select the following under the Status drop down field:
 - Select **Approved** (if no changes were needed to the TDA)
 - OR
 - Select **Excpt Need** (if a TDA Exception Form was necessary)
 - Click Save

6. Document the grad check completion information on the ongoing Excel spreadsheet

On the Excel spreadsheet (step #1), the AC Coordinator documented the date and status ("Approved" or "Exception Needed") of each student, as well as any necessary notes.

7. Maintain accuracy of grad check TDAs (ongoing, as needed)

Because approved TDAs are official grad check documents, their accuracy needed to be maintained. As a result, after the grad check has been approved, there may be ongoing circumstances in which TDAs need further review and need an additional modification, such as:

- Transfer units placed on the TDA after the advisor review that appear as “unclassified” (or are classified incorrectly)
- Faculty approved substitutions that occur after the grad check review or were unknown at the time of the review
- Technical error with the TDA that causes a shift in course listings

These circumstances are generally brought to the attention of the AC Coordinator by students or other advisors working with these students’ TDAs. The AC Coordinator will review the TDA again for accuracy and request that additional modifications be made as necessary. Hard copies of all review forms are printed and kept on file in the AC for tracking purposes.

Paper Grad Checks

This year saw a noticeable increase with the number of paper grad checks that were processed and reviewed. Although the number itself is statistically insignificant (seven paper grad checks for May/August 2011), it represents a trend: an increase of former students returning to obtain their degree after a lengthy absence.

All of the paper grad check students were primarily enrolled during the 1980s – 1990s, and were close to obtaining their degree. The AC Coordinator was instrumental in 1) guiding these students through the Admissions and Records grad check reactivation petition process, 2) conducting research to determine how their degree requirements were going to be evaluated, and 3) determining the students’ options on how to complete their requirements. The Department of Communications Chair, consulted with the AC Coordinator on some of these cases while he was responding to the petition requests.

Impact on Advisement Center

The transition to virtually all grad checks being processed via the Titan Degree Audit has created a shift from faculty advisor review to that of the AC Coordinator. This shift still requires faculty consultation, as they authorize course substitutions and determine equivalents for non-articulated coursework.

When the campus went ‘live’ with PeopleSoft during fall 2008, there were many instances of conversion glitches, resulting in inaccurate units listed on students’ TDA, transcript, or both. Although these cases have noticeably decreased, they still arise occasionally. These situations were often quite time consuming to research and to articulate the issue via e-mail to the appropriate entity, and subsequently determine the solution, recheck the accuracy of the corrections, and document what occurred. In addition, the shift in how transfer transcripts are reviewed and processed has resulted in occasional input errors. The AC Coordinator regularly conferred with Lyzette Hingco, TDA Unit Coordinator, as well as with the evaluators in the Graduation Unit regarding these issues.

Because the AC Coordinator has a key role of overseeing the accuracy of the TDA grad checks, additional time has been necessary to devote to the grad check process. Faculty department

advisors are less directly involved with the initial grad check review, but have the advantage now of advising more students with a TDA that has been refined for accuracy. Faculty members also have more time to advise students regarding career-related matters.

Master List of TDA Graduation Checks

To appreciate the magnitude of the day-to-day processing throughout the year, see the attached spreadsheets for the list of student grad checks completed for the May/August cycle. (see appendices)

Academic Probation Program

The AD continued to have oversight of the program that provides advisement to students in our three departments. The College of Communications continued to generate queries and send academic probation notifications to students via email and messages to their Titan Online Student Portal. Again this year, *first-time academic probation students* were required to complete an online tutorial (designed and managed by the University Academic Advising Center). The 30-minute tutorial was designed to help students understand the Academic Probation Policy, including the recent changes regarding grade forgiveness, course repetition, and registration holds. Once completed, probation students were invited to attend a 'mini' group advising session or meet with an advisor to have the *Registration Hold* removed.

Continuing probation students are required to send an e-mail to the Assistant Dean with details that outline their progress to date. They are instructed to include name/CWID/major/phone number, state current CSUF and CUM GPAs, describe any changes or progress made in semester on academic probation, and attach a PDF version of their current Titan Degree Audit (TDA) to the e-mail. Most *Registration Holds* were cleared within 72 hours.

University Career Center Partnership

The following summary prepared by our Industry Specialist, Laura Neal showcased the scope and the amount of support provided to the majors in our college.

- Over the course of the 2010-2011 academic year, the Industry Specialist devoted approximately 200-300 hours of individual counseling hours with Comm, RTVF, H-Comm and CD undergrads, grad students and alumni on job search strategies. Sessions included major/career resources and advisement; resume and cover letter reviews; interview preparation; internship advisement and preparation. These hours were provided through a variety of means, based on the needs of the student. Counseling session timeframe varied -- many private appointments lasted up to one hour; 10-20 minute drop-in sessions at the Career Center's "Drive-Thru" desk; or via electronic communication/phone meetings for students who work full time, attend classes at the Irvine campus or have other obligations that prevent them from coming to the main campus.
- Presented in-class and student organization workshops and informational sessions about various career development related topics to Communications, RTVF, CD & CTP students.
- Developed, implemented and supervised production internship in the Career Center to create hands-on student development experience, Fall 2010. Two students, one Comm

and one Art major, completed five promotional video pieces for the Career Center, targeted to a student audience that were uploaded onto the Career Center's Facebook page videos. In addition, the intern team completed a half-hour orientation/training video for the Career Center's on-campus interview program that continues to be utilized every semester by participating students.

- Planned and implemented the second annual Communications Internship Fair held on April 27th-- (see Daily Titan article in the appendices) Strategically positioned in the middle of Comm Week, the fair attracted 219 students seeking internships and 20 organizations who were seeking to fill internship positions. The feedback from employers and students was excellent and both groups achieved the results they hoped for. Early student survey results indicate extremely favorable learning outcomes as well. The success of the event has laid a solid foundation for the event again next year and as the economy rebounds, provides a vehicle for more targeted recruitment of Communications and RTVF ---majors into jobs.

Timing of the event was selected not only to take advantage of the Comm Week promotion and resources, but also for its proximity to the end of the spring semester when students are highly active in seeking summer internship opportunities and the employers are actively engaged in recruitment for those positions. This event made the most of the resources offered by the Career Center and the College of Communications by using the most effective tools and best practices from each. Students were prepared in advance for the event via electronic messages from the Career Center, the Comm Internship Office, Comm and RTVF faculty, student clubs and peers, as well as cross promotion through Comm Week. Advertisement of the event to students included tips and information on where to find more preparation help. The guest list of employers invited to attend was generated by combining a list of internship site supervisors who were currently hosting CSUF Comm and RTVF majors as well as the Career Center's Titan Connection database. Faculty Internship Director provided the list of current internship site contacts and Career Center Industry Specialist delved into the depths of the Titan Connection to filter out the top companies for Communications students.

Another example of the seamless integration of resources from the Career Center and the College of Communications was the regular contact between Faculty Internship Director Caldwell and Specialist Neal that began in February. Caldwell forwarded contacts she made with new and existing partners to Neal for follow up with an invitation. Because of the consistent exchange and fast response time, several doors were opened with new organizations at this event. Online registration of students and employers was provided by the Career Center, which included email follow ups in the form of prep instructions, confirmations and reminders for the students; and confirmations, reminders and driving directions with parking instructions for employers. The Comm Week website included a link to the Career Center's registration page. The Career Center used a link to the Comm Week webpage in the email sent to registered employers with driving directions and parking instructions, to utilize the parking map PDF file developed by the Comm Week Task Force. Company representatives were directed to the Comm Week parking Kiosk to pick up their parking permits. The Career

Center negotiated parking directly with the parking department and provided the permits for all representatives from the companies attending the fair. The Associate Director of the Career Center worked the Comm Week Parking Kiosk to meet and greet professionals. With the check list of company reps, parking permits were distributed, thus alleviating any extraordinary burden on the CW student task force. The parking process took advantage of the easy to locate parking kiosk and the signage along the campus perimeter provided by Comm Week, while Comm Week did not incur any extra expense or labor from the arrangement.

Inside the TSU Pavilion, the Career Center staff (10) came out in full force to manage and run the event logistics on the day of the special event, while pre-arranged Comm Week Task Force students, Assistant Dean Bockman, CW Faculty Dennis Gaschen/Pam Caldwell and Comm Internship Office student assistant helped with final details and specific tasks that were essential to the success of the event.

2010-11 Goals

- ✓ Continue to provide leadership to the campus on issues related to university and college based scholarships
- ✓ Implement assessment efforts to measure leadership development of the Interclub Council executive board members
- ✓ Update the Assistant Dean website to include information regarding the benefits of co-curricular student involvement
- ✓ Showcase student success by increasing the recognition of student leaders and academic achievement within the college
- ✓ Continue to provide students with quality advisement, counseling and other support services; expand website services
- ✓ Continue to coordinate and/or provide logistical support for college special projects, such as website development and Comm Week
- ✓ Host the Western Regional Careers in Student Affairs Day (joint AD effort)

2011-12 Goals

- 1) Continue to develop online tools and resources to complement our current advising system in the college
- 2) Strengthen Peer Advisor program and further utilize department staff in the online grad check process
- 3) Work to implement WASC committee recommendation regarding advising
- 4) Expand the College Interclub Council Leadership Development assessment project to include all colleges
- 5) Expand use of technology, such as podcasts, and student video testimonials, to enhance the Assistant Dean connection to students, faculty and staff