



C A L S T A T E
FULLERTON

Vice President for Student Affairs
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September 2003

Dear Reader:

Despite budget challenges it has been a solid year of accomplishments and achievements in Student Affairs. Above all, we have maintained a continued sense of purpose and direction in advancing our mission. As part of our ongoing evaluation efforts, each department in Student Affairs has compiled information on its accomplishments and continuing challenges of the past year as well as goals for 2003-2004. In this 2002-2003 Annual Report, you will read about the many activities that have been undertaken over the past year by the departments in Student Affairs and by the organization as a whole. This Student Affairs Annual Report includes the executive summary of each department's full text annual report; for more detailed information, contact the Vice President for Student Affairs Office, Langsdorf Hall 805, 714-278-3221.

I appreciate the excellent contributions made by the directors and staff in each department. I believe that Student Affairs at Cal State Fullerton remains among the nation's best in providing quality student services, excellent educational programs, and caring and skilled assistance from staff members. Please take the time to read about our accomplishments of the past year and about our goals for 2003-2004. We are pleased to share this information with you.

Sincerely,

Robert L. Palmer, Ph.D.
Vice President for Student Affairs

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This report prepared by the Office of the Vice President for Student Affairs, California State University, Fullerton, P.O. Box 6830 Langsdorf Hall 805, Fullerton, CA 92834-6830. For more information, contact Student Affairs at 714-278-3221.

Front Cover Pictures: Left – TSU Garden Café, Greek Week 2000, ASI Block Party [KIIS-FM Helicopter], TSU Bowling; Right – ASI Block Party [Sphinx & Student Clubs], Titan Men’s Baseball & Women’s Softball

CALIFORNIA STATE UNIVERSITY, FULLERTON

STUDENT AFFAIRS MISSION STATEMENT

Student Affairs enhances and supports the academic mission of the University. The Student Affairs mission encompasses the dual paradigms of student development and student services and includes building alliances between the classroom and other aspects of campus life. As a partner in the educational enterprise, Student Affairs contributes to the comprehensive educational experience of students. Through myriad services, programs and activities, the intellectual, vocational, personal, social and cultural development of all students is encouraged. Through these programs and services, students are assisted in acquiring the knowledge, skills and insight that facilitate life-long learning, a sense of personal and interpersonal competence and human understanding.

As a source for students, administration, faculty, staff, alumni and the broader community, Student Affairs provides a wide variety of university services. These services meet the needs of students as they progress through their college experience and also include problem solving, research assistance and consultation. With a diverse and comprehensive set of responsibilities, Student Affairs contributes to the campus community a special perspective about students, their experience, and the campus environment.

STUDENT AFFAIRS SERVICES TO STUDENTS AND THE GREATER CAMPUS COMMUNITY

- Assist students in the successful transition to college.
- Encourage development of positive interaction among students and a sense of community within the institution.
- Design opportunities for leadership development.
- Provide opportunities for recreation and leisure time activities.
- Help students clarify career objectives, explore options for further study, and secure employment.
- Create opportunities for students to expand their aesthetic and cultural appreciation.
- Provide services that support the educational, career, social and recreational objectives of students with disabilities.
- Provide health services for all registered students.
- Provide personal and educational counseling services to students.
- Ensure the orderly and efficient administration of residence life and provide a living environment for students that is safe, clean and well maintained.
- Provide a variety of academic support services to students (e.g., tutoring, mentoring, developmental courses).
- Provide student testing services.
- Facilitate the opportunity for participation in student clubs and organizations.
- Provide special services to meet the needs of international students.
- Conduct research, provide and interpret information about students during the development and modification of institutional policies, services and practices.
- Assume leadership for the institution's response to student crisis.
- Serve as a resource to other members of the University Community in their work with individual students and student groups.
- Encourage faculty-student interaction in programs and activities.
- Advocate and help create ethnically diverse and culturally rich environments for students.
- Support and advance institutional values by developing and enforcing behavioral standards for students.
- Advocate student participation in institutional governance.
- Plan, conduct and evaluate outreach and recruitment activities to help ensure that institutional enrollment objectives are accomplished.
- Provide leadership in universitywide enrollment management activities.
- Provide effective and judicious management of Student Affairs resources.
- Encourage students to study abroad through promotion and advisement efforts.
- Provide financial assistance to those students that without such assistance would not be able to meet their degree objectives.
- Provide a comprehensive intercollegiate athletics program, focused on the positive development of the student athlete and on providing campus community athletic events.

STUDENT AFFAIRS STAFF INFORMATION
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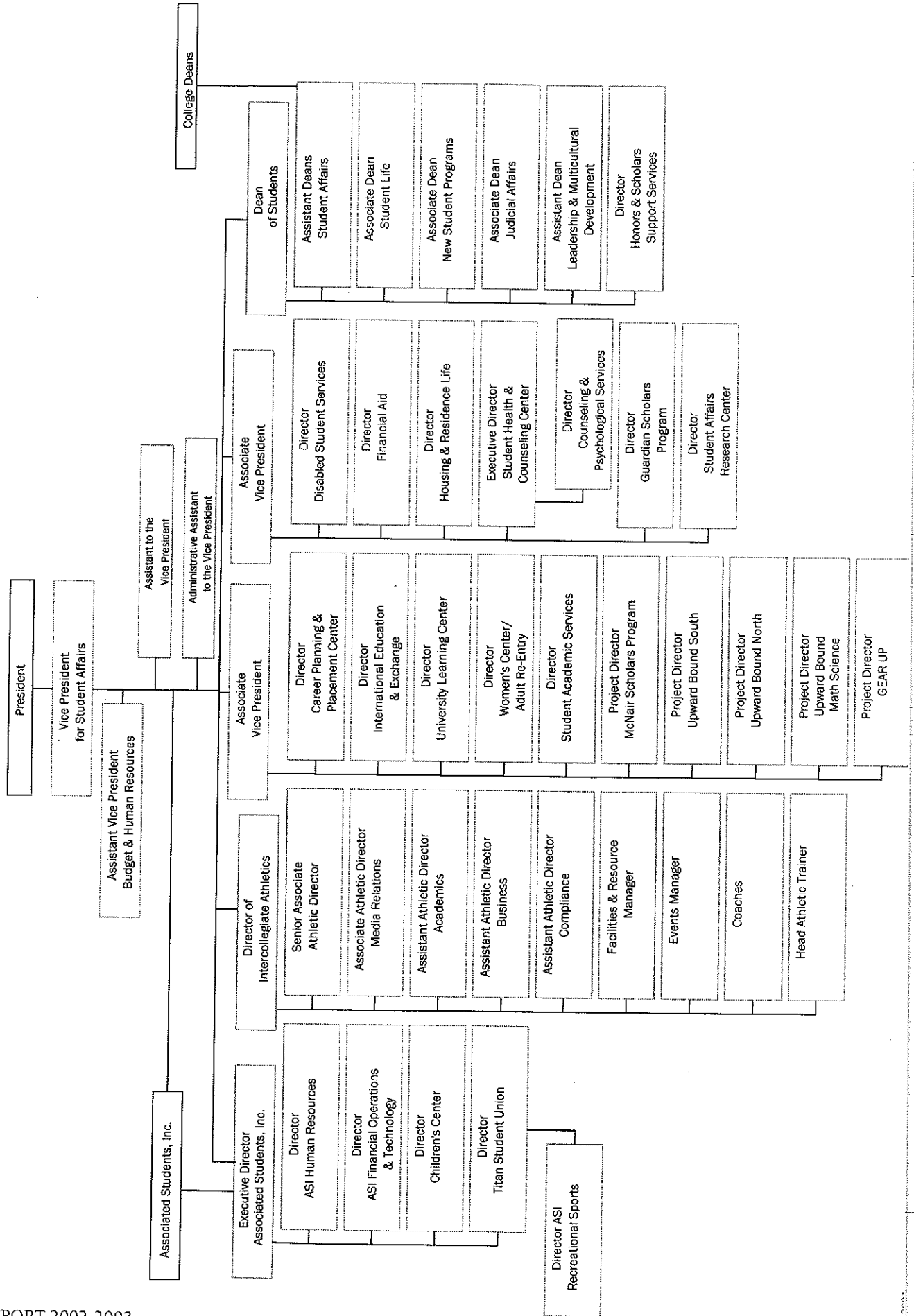
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Student Affairs Organizational Chart



2002 - 2003 PUBLICATIONS

- "The Ethics of SEVIS." NAFSA: Association of International Educators (Winter 2002). International Education & Exchange
- With Honors, newsletter (Fall, Spring and Summer). Honors & Scholars Support Services
- CSUF: Making Integrity Count, academic integrity campaign included a four poster series and promotional items. Honors & Scholars Support Services & Dean of Students Office: Judicial Affairs
- Guide to Success, handbook for the CBE Cares About Your Success program (Fall 2002). Assistant Deans for Student Affairs: College of Business & Economics
- Children's Center Program Brochure, revised to incorporate the new Faculty/Staff fees and access to the program. ASI Children's Center
- Guardian Scholars Program Prospective Student Brochure, developed to assist foster youth in high school with preparation for college. Guardian Scholars Program
- "Bridging the Gap between Academic and Student Affairs." Will be published in ACPA's About Campus magazine this fall. Assistant Deans for Student Affairs: College of Natural Sciences and Mathematics, and College of Human Development and Community Service
- "Tips on Managing Your Career and Finding a Job You Can Love." Student Leadership Career Forum (November 2002). Career Planning & Placement Center
- Domestic Violence Joint Task Force Speakers Brochure (June 2003). Women's Center
- Titan Integrity: Guide to Understanding and Avoiding Academic Dishonesty (2002). Dean of Students Office: Judicial Affairs
- Reference for Faculty: Academic Integrity & Disruptive Behavior (2002). Dean of Students Office: Judicial Affairs
- Student Guide to Avoiding Plagiarism: How to Write an Effective Research Paper (2002). Dean of Students Office: Judicial Affairs
- Academic Integrity: Guide for Graduate Students (2002). Dean of Students Office: Judicial Affairs
- "Promising Tomorrows." CSUF Dateline, a feature article that focused on the struggles of Guardian Scholar students and their journey through the foster care system. Guardian Scholars Program
- Media guides in 10 of the 17 sports, post-season guides for softball and baseball in the NCAA playoffs, and men's and women's basketball in the Big West Conference tournament. Intercollegiate Athletics
- "Where Have They Gone?" An Employment Survey Report of Class of 2001 Cal State Fullerton Graduates (Fall 2002). Career Planning & Placement Center
- "Cross Sectional Survey of Cal State Fullerton Graduates 1965 to 1999" (October 2002). Career Planning & Placement Center

2002 - 2003 EXTERNAL FUNDRAISING / ACCOMPLISHMENTS

Federal Grant Awards

· Upward Bound - Santa Ana	\$369,339
· Upward Bound - Norwalk and Whittier	\$320,837
· Upward Bound Math Science	\$218,545
· Ronald E. McNair Program	\$226,105
· Gear Up! Anaheim	\$201,528
· Student Support Services	\$269,892
· Computer Science, Engineering & Mathematics	\$267,602
· ENLACE	\$123,378
Total Federal Grants	\$1,997,226

State Grant Awards

· California State Dept. of Rehabilitation Workability IV Cooperative Contract	\$97,825
· California State Dept. of Education Children's Center	\$15,920
Total State Grants	\$113,745

Other Funding Accomplishments

· All Student Loan Corporation	\$3,100
· Alumni Association	\$50,000
· AmeriCorps	\$15,000
· Bank Of America	\$3,100
· Bank One	\$500
· Camp Titan	\$25,686
· Campus Crime Prevention Program	\$50,000
· Center for the Study of Popular Culture	\$16,000
· Chela	\$500
· Children's Center Parents	\$5,500
· Clorox Corporation Foundation	\$24,000
· College Credit	\$1,300
· College Funding Services	\$500
· College Loan Corporation	\$1,100
· Doris Libbea Foundation	\$17,500
· Ed Fund	\$500
· Educaid	\$1,300
· Education Foundation	\$7,500
· Educational Fund Services Incorporated (EFSI)	\$500
· Fund for Success	\$11,000
· Granite Investment Group	\$8,000
· Greek Week	\$10,000
· Hahif Family Foundation	\$1,500
· Hispanic Scholarship	\$35,000
· Jenkins Family Foundation	\$37,000
· Kathleen E. Faley Memorial Special Games	\$60,000
· LA Times Summer Camp Fund	\$13,500
· Nellie Mae	\$500
· Orange County Teachers Federal Credit Union	\$15,500
· Orangewood Children's Foundation	\$93,000
· Peggy Hammer Scholarship	\$4,500
· Priscilla Oaks Memorial Fund	\$1,000
· S. Mark Taper Foundation	\$7,000
· STA Travel	\$1,000
· Student Loan Express	\$500
· Sun Trust	\$500
· TELACU	\$7,500
· US Bank	\$1,300
· Western State	\$800
· Wilson Phelps Foundation	\$8,000
Total Other Funding	\$540,686
Total Outside Funding Generated by Student Affairs	\$2,651,657

2002 - 2003 PRESENTATIONS

Presentations given at regional and national conferences.

- "Common Co-op Challenges." 2003 National Conference for Industry and Education Collaboration, American Society for Engineering Education, Tucson, AZ.
- "Profile, Barriers, and Leadership Behaviors of Women Campus Recreation Directors in NIRSA." NIRSA Regional Conference, Las Vegas, NV, & Mount San Antonio Recreation Advisory Committee, Walnut, CA.
- "Six Steps to Practical Decision Making." NIRSA Regional Conference, Las Vegas, NV.
- "Fitness & Wellness on a Shoestring Budget." NIRSA Regional Conference, Las Vegas, NV.
- "Student Leadership Conference Keynote Address." South Dakota School of Mines & Technology, Rapid City, SD.
- "Supervising Difficult People." ACUI International Conference, Chicago, IL.
- "Introduction to the I-LEAD Student Leadership Program." 2003 ACUI International Conference, Chicago, IL.
- "Family Learning Kits." Fall Conference of the Orange County Association, Orange County, CA.
- "The Peaceful Classroom." Children's Home Society Conference, Anaheim, CA.
- "Where We've Been, Where We're Headed." CSU Alcohol Education Conference, Sacramento, CA.
- "Academic Integrity: Working Effectively with Faculty." California State University Judicial Affairs Officers' Conference, San Luis Obispo, CA.
- "Drunk Sex: Hook up, Bad Sex or Date Rape." California State University Judicial Affairs Officers' Conference, San Luis Obispo, CA.
- "The Social Change Model: Strategies for a Multicultural Society." Student Leadership Conference, Santa Ana Community College, Santa Ana, CA.
- "Different From Ourselves." San Diego State University Leadership Institute Conference, San Diego, CA.
- "Transitioning Out of an Entry Level Position." National Association Student Personnel Administrators National Conference, St. Louis, MO.
- "Women in Student Affairs: Intentionally Renewing Our Personal & Professional Lives." National Association Student Personnel Administrators National Conference, St. Louis, MO.
- "Maximizing Professional Success Through the Minority Undergraduate Fellows Program (MUFP)." National Association Student Personnel Administrators Regional Conference, Portland, OR.
- "The Tremendous Potential of eBooks in Education." 2003 CSUN Technology and Persons with Disabilities Conference, Los Angeles, CA.
- "NCAA Regulations." CSU High School Counselors Conference, Pasadena, CA.
- "Log On and Share." NAFSA Conference, Salt Lake City, UT.
- "Pre-operative History and Physical." Annual Podiatry Conference, Anaheim, CA.
- "Joint Mobilization of the Extremities: Special Emphasis on the Ankle, Knee & Shoulder." National Athletic Trainers' Association Annual Conference, St. Louis, MO.

- "Governmental and Regulatory Issues." National Athletic Trainers' Association Annual Conference, St. Louis, MO.
- "Effective Partnerships and Family Involvement Programs." California K-16 Partnership & Student Success Conference, Long Beach, CA.
- "Basic Skill Improvement: Some Strategies for Maintaining Interest in Math Enrichment Sessions." California K-16 Partnership & Student Success Conference, Long Beach, CA.
- "TRIO ThinkQuest: How To Instructions for Pilot Projects." Western Association of Educational Opportunity Personnel Conference, Palm Springs, CA.
- "Upward Bound South." Phi Delta Kappa International Conference, Tucson, AZ.
- "Ensuring Academic Success through Retention Focused Programs." California Statewide Student Association Conference, San Diego, CA.
- "Assessment Strategies That Work for a University Learning Center." Association of Colleges for Tutoring and Learning Assistance Conference, San Diego, CA.
- "Assessing Outcomes in Academic Support Programs Using Student Tracking." CSUF Assessment Conference, Fullerton, CA.
- "Men & Women: The Best of Times; The Worst of Times." Long Beach City College, Long Beach, CA.
- "Sexual Harassment." Whittier College, Whittier, CA.
- "Brothers Gonna Work It Out." California State University, San Marcos, CA.
- "Preparing for and Transitioning to Post-Secondary Education." Annual College Night, Huntington Beach Union High School District, Huntington Beach, CA.
- "Career Fair." Independent Living Program, Cypress, CA.
- "Value of Recreational Sports on a College Campus." Mount San Antonio Recreation Advisory Committee, Walnut, CA.
- "The Value of Higher Education: The Application & Financial Aid Process." Orangeview Junior High School Parent's Night, Stanton, CA.
- "EText Website Research Project: Analysis and Final Report." Fall 2002 CSU/DSS Director's Group Meeting, San Francisco, CA.
- "Support Services for Students with Disabilities in Post-Secondary Education." California Governor's Committee for the Employment of People with Disabilities 11th Annual Youth Leadership Forum, CSU Sacramento, CA.

Presentations/ Workshops/ Seminars given at community-oriented events.

- "Adult Learners – Returning to School." Wiseplace, Santa Ana, CA.
- "College Students and Relationships." Whittier College, Whittier, CA.
- "Couples in Transition." Straighttalk, La Mirada, CA.
- "Domestic Violence." Orange County Sheriff's Department Training, Irvine, CA.
- "Assertive Communication." YWCA Beyond Shelter, Fullerton, CA.
- "Dating Violence." Pepperdine University & Chapman University, Orange, CA.
- "Gender Issues." Whittier College, Whittier, CA.
- "Transitions." YWCA Beyond Shelter, Fullerton, CA.
- "Women & Relationships." YWCA, Beyond Shelter, Fullerton, CA.

Vice President for Student Affairs Office

MISSION STATEMENT

The Vice President for Student Affairs Office facilitates, implements and assesses Student Affairs planning strategies, allocates resources, administers and coordinates comprehensive student programs and services related to student growth and development to create a learning environment where all students have the opportunity to succeed.

ACCOMPLISHMENTS

- Opened a new 450 bed apartment style student housing project on schedule, fall 2002.
- Completed and opened the new addition to the Student Health Center, fall 2002. The new addition houses Counseling and Psychological Services and Physical Therapy/Sports Rehabilitation.
- Excellent progress has been made in implementing Student and Exchange Visitor Information Systems, a web-based reporting system for F-1 and J-1 students mandated by the Department of Homeland Security.
- Implemented Student Affairs' procedures for handling on-campus crises related to students. Educated the campus community about resources and procedures. Coordinated efforts related to mental health with the university emergency plan and disseminated the plans to campus staff.
- Received over \$2.6 million in federal and state grant awards, as well as other outside funding. Current grant programs serve over 5,000 K-12 students and over 200 CSUF students.
- Student Affairs continues to provide leadership in universitywide activities and programs, including Commencement, Honors Convocation, the Student Fee Advisory Committee, reception for area high school counselors and principals, and the El Toro Campus.
- Student Affairs helped to coordinate the 6th Annual Veterans Day Celebration: A Tribute to Mexican American Veterans of the Korean War

and the Cal State Fullerton Hispanic Scholarship Fund Scholar Chapter Reception.

- Held the 8th Annual Scholarship Award Banquet for the Hispanic Education Endowment Fund, Orange County's preeminent scholarship fund, on campus.

CHALLENGES

- Continue efforts to improve the use of technology within the division to set division-wide standards; cut the time between idea and implementation in half; improve efficiency and program effectiveness to give students access to information resources and data; and to enhance links between departments/units.
- Continue the efforts to revitalize the research component of the Student Affairs Division.
- Create and publish a division newsletter and information booklet.
- Continue to make progress in stabilizing the Athletic budget.

GOALS 2003-2004

- Conduct a self-study assessment of all Division of Student Affairs units and services following the Council for the Advancement of Standards in Higher Education Standards.
- Coordinate special events including hosting the 9th Annual Hispanic Education Endowment Fund Scholarship Awards Banquet; the 7th Annual Veterans Day Celebration: A Tribute to Mexican American POWs and Iraq War Veterans; Special Games; Special Olympic Sports Classic; Foster Youth Symposium; and Battered (Domestic Violence) Conference.
- Continue to explore options for additional student housing by identifying potential sites. Develop and implement a plan to substantially increase university student housing.
- Continue the work of the Alcohol and Other Drug Advisory Committee. Provide campus-wide programs and services that address alcohol use, abuse and education issues on campus. Provide information on campus activities to the Chancellor's Office.
- Continue to plan and implement strategies to reduce the Student Affairs budget while

maintaining quality services, develop programs and activities, and assist students in understanding and coping with challenges imposed by the budget crisis. Particular attention needs to be given to Athletics to improve the budget situation by increasing revenue by fundraising.

- Work to further cross divisional collaboration, particularly efforts that seek to better serve our athletes and support the Athletics department.
- Promote the professional development of Student Affairs student employees by providing resources for students and supervisors, and instituting an orientation or in-service training to promote leadership values, networking, and job preparation.
- Produce reports and campus snapshots in areas relevant to Student Affairs using data available through Institutional Research, and identify areas and issues requiring special data collection for informed decision making.
- Facilitate utilization of expertise in Student Affairs by producing a staff resource directory to include: workshop presentations, special interests, community involvement and affiliations.
- Establish a subcommittee to provide recommendations to the Vice President of Student Affairs and the President on how best to address a variety of challenges that the intercollegiate athletics program is currently facing (i.e., budgetary concerns, gender equity and appropriate Big West Conference sports).

Associated Students, Inc.

MISSION STATEMENT

The Associated Students, California State University, Fullerton, Incorporated (ASI) is the recognized student government at California State University, Fullerton, advocating student interests on campus and in local, state and national forums. The ASI strives to develop relevant and quality-minded services, facilities, and experiences, which are responsive to members of the campus and surrounding communities.

The ASI fosters meaningful student development opportunities through leadership, volunteer, and

employment experiences. In addition to out-of-classroom learning opportunities, the ASI provides campus community members with important social, cultural, and recreational opportunities as well as a wide range of programs and services. In recognition of its responsibility to enhance student life, the ASI encourages and supports the activities of all California State University, Fullerton recognized student organizations whose activities stimulate individual and group participation within the university community.

ACCOMPLISHMENTS

- Conducted a comprehensive wage review of student employee positions to ensure appropriate classification and wage range.
- The Office of Program Support worked closely with Assistant Deans and student leaders in the ongoing development of newly formed InterClub Councils within the colleges of the Arts, H&SS and HDCS.
- Completed the 2002-2003 Trustee Control and Compliance Audit.
- Initiated development of Instructionally Related Activities (IRA) orientation to acquaint program directors with important information.
- Developed and coordinated implementation of the initial phase of a comprehensive risk management program involving the entire corporate staff.
- Prepared for, and successfully completed, accreditation process for the ASI Camp Titan Program.
- Worked successfully with CSUF officials in determining the feasibility of a room addition in the current ASI Children's Center to accommodate up to 20 children of faculty and staff for fall 2003. The new classroom was opened ahead of schedule in spring of 2003.
- Established a new Advisory Committee to begin the planning process for the new Children's Center project. The committee is comprised of students, parents, staff, faculty and administrators.
- Completed three major Children's Center reviews including: Validation visit for National Association for the Education of Young Children – accreditation deferred until fall 2003;

California Department of Education Contract Monitoring; and the tri-annual review by Child and Adult Care Food Program. Staff also completed new developmental assessments at three to six month intervals for all subsidized children.

- The Children's Center program implemented a staff development and training matrix for student assistants.
- Implemented a successful "wireless voting system" to conduct ASI biannual elections.

CHALLENGES

- Continue development and implementation of ASI intranet system.
- Finalize review of bank proposals for ASI cash management system. Select a new bank and implement the selected program.
- Finalize and begin implementation of computer hardware and software alternative to existing HP 3000 system.
- Finalize consolidation of all ASI servers and accounting system hardware to one secure location.
- Complete development of IRA orientation program for IRA directors.
- Continue to work with ASI leaders to improve the annual ASI Board of Directors orientation program.
- Complete final accreditation review by National Association for the Education of Young Children.

GOALS 2003-2004

- Implement actions presented in 2002-2003 Trustees' Control and Compliance Audit.
- Work with Children's Center Planning Committee and university officials in development of a new center.
- Increase elements in the Children's Center environment that support its diversity and enhance children's self-expression, logic, thinking and mathematical skills.
- Work with university representatives and Recreation Center Project architectural firm to finalize schematic drawing phase; develop final

project cost estimates; develop preliminary and working drawings and prepare bid specifications; and coordinate financing details with Chancellor's Office.

- Conduct staff compensation review to ensure comparability in conformance with Education Code requirements.
- Conduct comprehensive review of Accounting Office policies and procedures to ensure conformity with internal control requirements.
- Continue, maintain and improve a high level of support to ASI-funded programs and services in the areas of risk management, financial accountability, and leadership training.
- Continue to maintain and strengthen relationships with university colleagues and provide resource support to Executive Senate advisors as required.

Associated Students, Inc. Titan Student Union

MISSION STATEMENT

The Titan Student Union (TSU), a unit of the Associated Students, CSUF, Inc., serves as a primary gathering place on the campus of California State University, Fullerton. The Titan Student Union strives to develop relevant and quality-minded services, facilities and experiences that are responsive to members of the campus and surrounding communities.

The Titan Student Union serves as a unifying force between students, faculty, and staff; provides a campus center for social, cultural, and intellectual activities and services; provides opportunities to broaden and strengthen interpersonal relationships and self-improvement within a large urban university; and provides experience in self-government and civic responsibility.

ACCOMPLISHMENTS

- The Governing Board deliberated and took action on developing a new Rec. Sports Committee expected to provide for greater student governance and oversight of the Rec. Sports program.

- Continued development of the planned Student Recreation Center complex. Efforts included: selection of a qualified architectural firm; completion of a pre-design study (which verified program planning information, budget estimations, and other key information); and initiated four other pre-design efforts (planning for building systems and outdoor areas immediately adjacent the future Student Rec. Center).
- A total of 3,512 meetings and 321 Pavilion events were held in the building. The Titan Student Union continues to meet the high volume meeting room needs of the campus.
- Developed a student union lounge and outdoor gathering areas at the El Toro Campus. This effort included funding approximately \$40,000 in equipment and public furnishings.
- Assisted in hosting the March 2003 CSU Board of Trustees meeting.
- Rec. Sport's intramurals program increased the number of female participants by 20 percent, and male participants by 13 percent over prior year.
- Titan Youth Sports Camp program continued to be successful. On average 220 campers attended each of the seven one-week sessions in 2002. The 2002 youth camp program generated net revenues of approximately \$80,000, which supports programs serving CSUF students during the academic year.
- Recruited 31 qualified CSUF students for Titan Youth Sports Camp summer employment. Within the past four years this program which was formerly staffed with non-student employees, is now staffed almost exclusively by CSUF students, many of whom are pursuing degrees of study in related fields (i.e. early childhood development, teacher education, physical education, etc.)
- Gross ticket sales (discount amusement park admission, movie passes, cultural programs, etc. sold through Information Desk) exceeded one million dollars during the 2002-2003 year, saving campus community members approximately \$412,000 over "gate" ticket prices for these same attractions.

- Coordinated the collection of Camp Titan Holiday Toy Drive donations, which brought in approximately 260 toys for underprivileged Orange County children.
- Maintained efforts to serve local K-12 schools through regular scheduling of high school grad nights, junior high and elementary school end-of-year celebrations, and high school bowling classes.
- Mainframe Computer Lounge continues to serve large numbers of students. Daily counts during the fall and spring semesters averaged 242 patrons, up from 220 the prior academic year.
- Remodeled the Titan Student Union Pub, upgrading furnishings, décor, audio systems, and video systems.

CHALLENGES

- Develop more effective systems to establish and monitor building appearance standards.
- Develop successful strategies which meet guest vehicle parking needs for both conference center and Rec. Sports operations.

GOALS 2003-2004

- Continue efforts in the development of the Student Rec. Center complex. Goals of this phase includes completion and approval of schematic and design documents, as well as selecting project delivery method.
- Institute more intentional departmental marketing/promotional efforts in various TSU departments.
- Develop more effective systems to establish and monitor building appearance standards.
- Working with campus Physical Plant, complete purchase and installation of a new Fire Alarm/Life Safety System for the facility.
- Continue working with student leaders, staff, and Foundation management on further assessment of high-use food court area. Develop long-term strategies for service improvements and better space utilization.
- Modify procedures in the Games and Recreation associated with private use of the area, to better conform with existing TSU facility use policies and sound business practices.

- Evaluate TSU programs and services offered to students attending El Toro Campus. Assess effectiveness of these programs, and make associated recommendations in advance of 2004-2005 budget process.
- Upgrade the conference center's computerized reservation system in coordination with the planned server upgrade.

Career Planning and Placement Center

MISSION STATEMENT

The Career Planning and Placement Center is a lead University and Student Affairs resource to help students and alumni achieve success in developing and implementing career plans. The Center partners with students, faculty, alumni, employers, academic programs, and graduate schools to build bridges between the distinctive academic programs of the University and the diverse professional and graduate education opportunities in the larger community. The Center will be recognized as one of the best career services offices in a college or university in the United States.

ACCOMPLISHMENTS

- Increased registration in Titan Connection system in 2002-2003 by 15 percent overall and 10 percent for graduating students. Registered 10,438 students overall and 3,981 in the graduating cohort, compared to 9,074 students registered overall in 2001-2002 and 3,610 in the graduating cohort in 2001-2002.
- Expanded College Relations effort, with particular success in the College of Business and Economics (26 percent increase in graduating students registered) and the College of the Arts (13 percent increase in graduating students registered).
- Expanded partnership with services targeting underrepresented and first generation college students; as a result generated 15 percent increase in registration of African American students (329 in 2002-2003 vs. 286 in 2001-2002) and 24 percent increase in Hispanic/Latino students (2,032 in 2002-2003 vs. 1,637 in 2001-2002).
- Eighty-five employers participated in on-campus recruiting, conducting 761 job interviews on 146 schedules with 387 students.
- Offered 270 programs and workshops throughout the year, attended by 8,650 students, a 25 percent increase in student participation from 2001-2002.
- Expanded the Student Leadership Career Forum program and developed and executed three new universitywide programs including fall 2002 "Launch Your Career" series, and spring 2003 "Resumes Wanted" and "Summer Internship Forum" programs.
- Raised \$11,000 in new corporate contributions and generated approximately \$20,000 in additional revenue over expenses through employer fee based services. These additional funds allowed for replacement of the 20 computers used in the student lab, and fund the new edition of the Job Search Guide.
- Executed aggressive employer outreach campaign leading to 20 percent increase in spring 2003 Job Fair participation by employers when most schools saw no increase and many experienced a decrease in employer participation.
- Enhanced web site, continued to build student traffic through launch of new Career student portal, and conducted software review leading to contract with Symplicity for their Career Services Manager for 2003-2004.
- Successfully competed "Skills for Success" University Initiative to help students understand the transferable skills embedded in their general education.

CHALLENGES

- Continuing softness in full-time, part-time, and internship opportunities as a result of the weak economy.
- Expand staff to address escalating service demands from students, departments and employers.
- Emerging technology and fluid vendor relationships require increased flexibility in a time of dwindling financial resources.

GOALS 2003-2004

- Implement new Career Services Manager software that will enhance our ability to serve students and employers.
- Re-register 10,000 students (including 4,000 graduating students) while developing a system that allows students to customize their communications preferences related to career opportunities, job search resources, and event notifications from the Center.
- Target outreach to underrepresented and first generation students and to employers with focused efforts to engage these students. This will include a new Diversity Career Week event in October 2003 as well as targeted efforts by each industry specialist to the students in their respective colleges.
- Aggressive schedule of universitywide and targeted events including a "Launching Your Career Week" in September 2003, fall and spring universitywide "Internship and Job Fairs," a fall "Graduate and Professional School Fair," a new "Diversity Career Week" in October 2003, a "Student Leadership Career Forum" in October 2003, a new "Government Career Fair" in November 2003, fall 2003 and spring 2004 "Teacher Job Fairs," an "Engineering and Computer Science" job fair in February 2004, a "Resumes Wanted" event in February 2004, and a "Summer Internship Forum" in March 2004.
- Enhance employer service and outreach with special emphasis on internship and part-time opportunities, including a leadership role in developing training activities for students and supervisors.
- Enhance corporate support in order to continue to provide optimal career resources and support for student success.
- Maintain and continue to improve high quality services to students, colleges, academic departments, student services offices, and employers.

Counseling and Psychological Services

MISSION STATEMENT

Counseling and Psychological Services (CAPS) is dedicated to providing high quality, effective

psychological consultation, referral, and brief psychotherapy to students facing problems in their lives, studies and relationships. The ultimate objective of CAPS is to contribute to student learning, thereby fostering the development of effective, mature and responsible adults.

ACCOMPLISHMENTS

- Successfully completed move into the new Student Health and Counseling East building, with CAPS fully operational for start of fall 2002 classes.
- During 2002-2003, CAPS scheduled a total of 3,317 individual counseling sessions, an increase of five percent (157 sessions) over the previous year.
- One hundred thirty-two students sought crisis intervention services at CAPS, an increase of 19 percent from the previous year.
- CAPS developed a pilot program in conjunction with SHCC to provide uninsured students diagnosed with an anxiety or depressive disorder the opportunity for affordable access to psychotropic medication.
- Eighty-two percent of students surveyed indicated that their problem or problems improved as a result of clients counseling.
- The percentage of students who believed their problems would cause them to fail courses or leave school decreased from 56 percent prior to counseling to 24 percent after receiving counseling.
- Seven percent of students seen indicated suicide as a concern, and two percent manifested psychotic symptoms.
- CAPS took the lead in fulfilling the division 2002-2003 goal of implementing procedures for responding to student mental health crises and educating the CSUF community about interventions, mental health resources and referral procedures.

CHALLENGES

- Continue to provide excellent services and training in CAPS, utilizing a staff that is significantly smaller than other CSU campuses of similar size.

- Maintain and improve diversity in CAPS staff.

GOALS 2003-2004

- Increase number of interns and post-graduate fellows providing services and receiving supervised experience at CAPS.
- Continue to develop new associations with Housing and Residence Life and SHCC, while continuing previous relationships across campus.
- Continue peer review evaluations of CAPS tenure-track and part-time faculty, including formal adoption of departmental guidelines for retention, promotion, and tenure of counselor faculty.

Dean of Students

MISSION STATEMENT

The Dean of Students Office (DOS) creates learning environments in which students may explore their intellectual, emotional, social, ethical, and identity development with the support of professional staff resources. Students are empowered to embrace all learning opportunities at the university, as they become responsible community members through program planning, leadership opportunities, and development and enforcement of community standards. Students are challenged and also supported as they participate and learn. Programs and support services are provided to student organizations, student leaders, new students, and other members of the campus. In turn, students then provide programs and services to the student body, the broader CSUF community, and the local area through community service and service learning activities. Students are expected to graduate having developed character, civility towards others, sensitivity to community needs, and an improved ability to contribute to society as a result of their participation.

ACCOMPLISHMENTS

- Oversaw reorganization of the Dean of Students Office infrastructure and leadership. Created new organizational chart including four distinct departments with specific missions and goals. Transitioned seven new staff persons successfully into their roles in the organization. Moved offices and staff members physically into more efficient environments.

- Organized the Dean of Students Office budget. Provided individual department budgets for the first time, and provided training on budget management and planning.

- Implemented staff development program including office policies and procedures training, summer staff retreat and workshops on "Organizational Politics," "Program Planning on Campus," and "Diversity and Multicultural Skills."

- Expanded and improved the Dean of Students Office relationship with the Associated Students Inc. student leaders.

- Planned and implemented a one-unit leadership course for senior level student leaders.

- Provided high visibility for the Dean of Students Office; improved overall public relations efforts through event attendance, meetings with student leaders and co-sponsorship of events.

- Continued to provide leadership for the Alcohol and Other Drugs Advisory Committee and to integrate alcohol education into a variety of campus programs.

- Began a comprehensive review of the DOS web site; revisions have begun and are approximately 50 percent completed.

- Through New Student Orientation programs, assisted over 2,500 freshmen, 780 transfer students and 1,200 family members in their orientation to CSUF. Created high visibility role for the Dean of Students at orientation programs.

CHALLENGES

- Managing the task of continual updates necessary to the DOS web site and the task of adding additional services to the CSUF Student Web Portal.

- Managing the volume of student related policy and the coordination of policy development processes across campus, including providing leadership for the Student Affairs Policy Committee.

GOALS 2003-2004

- Continued focus on office infrastructure including revisions of policies and procedures,

budget management, and improved service to students.

- Continue to provide leadership to the Alcohol and Other Drug Advisory Committee; implement campus-wide assessment and education programs.
- Plan and implement mandatory New Student Orientation for freshman in the summer of 2004.
- Explore ways to raise external funds including grant and donor opportunities.
- Continue public relations efforts through event attendance, presentations to key constituent groups and co-sponsorship of events.
- Continue to shape the development of the student web portal through campus committee participation.
- Provide leadership to the Student Affairs Policy Committee and continue to work on revision and creation of student related policy.
- Keep office staff focused on program innovation and excellent service in times of budget downsizing.
- Further develop the programs and services of the Student Organization Resource Center, with goals in the areas of policy, procedures, service, student development programs, and advisor support.
- Continue to improve our Greek Life programs, including continued development of the Multicultural Greek Council and lower numbers of negative incidents on fraternity row.
- Provide leadership to campus goal of achieving a more coordinated approach to first year student contact.

Dean of Students Judicial Affairs

MISSION STATEMENT

The mission of Judicial Affairs is to articulate to students the standards of behavior expected within the university community. Education of students within the context of these standards

(which include honesty and personal integrity, respect for others as both individuals and groups, assumption of appropriate responsibility for the conduct of others within the community as well as for one's own behavior) occurs both preventatively (publications, presentations, interaction) and reflectively (through the judicial process).

Corollary to the education of students is the protection of the university community. Standards of student conduct ensure respect for all members of the community and maintenance of an environment conducive to learning and personal growth. Protection of the community occurs initially through educating students about appropriate behavior and decision-making and subsequently through adjudication of inappropriate behavior when education has not enabled students to live within university standards.

ACCOMPLISHMENTS

- Developed and implemented a university-wide integrity campaign "CSUF: Making Integrity Count" in conjunction with University Honors and Scholars.
- Maintained currency in state and federal law pertaining to higher education by attending and presenting at professional conferences, by subscribing to relevant professional journals, and networking with judicial affairs officers at CSU sister institutions.
- Maintained efficient office procedures to ensure fair, consistent and timely response to allegations of violations of university standards.
- Provided presentations to various student groups. Provided 1,500 copies of the "Student Guide to Avoiding Plagiarism: How to Write an Effective Research Paper" to faculty for distribution in their classes.
- Developed presentations, publications and outreach projects for faculty and staff concerning the interpretation and application of university standards for student behavior. Individual presentations were given to various academic units as well as presentations at new faculty orientation and nine part-time faculty orientations.
- Consulted regularly with faculty and staff (over 190) concerning the interpretation and application of university standards for student behavior.

- There were 219 students referred to Judicial Affairs for non-academic allegations this year. This represents a 200 percent increase in the number reported as compared to last year (73) and more than twice as many as the prior highest number of cases (104), reported in 2000-2001. Alcohol violations represented 25 percent (54 students) of the total non-academic cases while using lost/stolen or forged parking permits made up 19 percent (42 students) of the total.
- Reports concerning 138 incidents of academic dishonesty were received. This number represents a 20 percent increase in the number of cases reported during 2001-2002, a 70 percent increase over 2000-2001 (82 students), a 165 percent increase (51 students) in the number of cases reporting in 1999-2000 and well above the average 22 cases received the previous six years. Plagiarism continues to constitute the single largest number of violations reported (80 students, 58 percent of total).

CHALLENGES

- It is the university's policy that all incidents of academic dishonesty be reported to the Dean of Students Office, Judicial Affairs, whether or not the incident has been resolved by faculty intervention. On campus and at campuses nationwide many faculty informally resolve cases of academic dishonesty without reporting the action to other institutional authorities. The challenge is to encourage faculty to act upon and report all incidents of academic dishonesty in a timely and consistent manner.
- Judicial Affairs will continue to expand the dialogue among students on campus to embrace academic integrity themes as well as student responsibilities to the academic community through activities building on the success of the Integrity Campaign.
- As the volume of referred cases continues to grow, it will be more difficult to continue outreach and preventative programs with only one judicial officer on campus.
- The most difficult challenge is the system-wide discipline policy which is inherently based on a criminal (not educational) model. Judicial Affairs will continue to try to impact that policy as well as policies on the CSUF campus to shift such emphasis to better serve students while at the same time protecting the university from resource-draining litigation.

GOALS 2003-2004

- Collaborate with International Education and Exchange to develop academic integrity material directed at international students to be included on Judicial Affairs and IEE websites.
- Collaborate with the Faculty Development Center and other appropriate offices to provide relevant workshops for new and current faculty.
- Request space in the *Daily Titan* for appropriate articles and information about consequences for students found responsible for violating university standards.
- Attend faculty meetings and activities to share information concerning consultation role.
- Assess the effectiveness of office procedures and programs, including conducting assessment utilizing Council for the Advancement of Standards in Higher Education Standards.
- Identify national and CSU-wide trends and assess relevance to CSUF.
- Maintain efficient office procedures to ensure fair, consistent and timely response to allegations of violations of university standards.
- Consult with appropriate departments to expedite referrals to ensure a timely response to allegations.
- Explore possible staffing options in response to increased volume of referrals and to assist with follow up meetings with students as well as outreach and prevention programs.
- Consult with appropriate students, faculty and staff on campus including Associated Students, Inc., Writing Center, Learning Center, and Faculty Development Center to address plagiarism issues on campus.

Dean of Students Leadership and Multicultural Development Programs

MISSION STATEMENT

Leadership and Multicultural Development (LMDP) programs and services provide training opportunities and out-of-classroom experiences that encourage CSUF students to assess and

develop the skills recommended for effective leadership and multicultural understanding. Our programs and services help students understand the emotional, environmental, intellectual, physical, social, spiritual, and vocational dimensions of wellness that are important for successful participation in student organizations or for being a leader. The department also serves as a resource to student leaders and cultural and Greek Life organizations through advisement and training on event planning, group development, and organizational management.

ACCOMPLISHMENTS

- Greek Life programs and staff were successfully transitioned and integrated to the Leadership and Multicultural Development Programs department.
- The Assistant Dean of Students position was created to oversee the reorganized department.
- Revised and finalized the Greek Relationship Statement/Plan and created a manual for use by chapter officers.
- The number of women participating in Sorority recruitment increased by 70 percent.
- The Greek Walk-A-Thon raised \$10,000 for Camp Titan.
- The Greek Endowment Fund provided ten scholarships to students.
- The Multicultural Leadership Center (MLC) provided advisement and leadership development to 17 organizations in planning 24 campus events.
- Graduates of the Educating Myself for Better Racial Awareness and Cultural Enrichment program increased by 22.9 percent while the number of EMBRACE Facilitators increased by 60 percent for the 2003-2004 academic year.
- The Multicultural Leadership Center collaborated with the campus faculty/staff associations, student organizations, and other departments to implement four cultural graduation celebrations this year.
- The Multicultural Leadership Center worked with student clubs and organizations, and faculty and staff to plan various cultural months and holiday celebrations.

- Participation numbers for the Student Leadership Institute increased by over 50 percent.

Number of Students Participating in the Student Leadership Institute

Academic Year	Total
1999-2000	362
2000-2001	215
2001-2002	141
2002-2003	220

- Student Leadership Institute awarded 176 students (+30 percent) with certificates of completion.

Number of Students Completing a Student Leadership Institute Track

Academic Year	Graduates
1999-2000	76
2000-2001	111
2001-2002	131*
2002-2003	176*

*This number reflects graduates that have completed more than one track.

- University Leadership Conference participation increased by 75 percent over last year.

Participant Numbers for University Leadership Conference

Academic Year	Number of Participants
1999-2000	94
2000-2001	184
2001-2002	108
2002-2003	189

- A total of \$2,000 in community sponsorship funds were raised for the University Leadership Conference.

- LMDP staff assumed coordination of the Student Leaders Recognition event and worked closely with the President's staff to coordinate the 3rd annual reception.

CHALLENGES

- Increase awareness, participation, and use of LMDP programs and services.
- Increase the recruitment and retention of student leaders serving on councils and committees affiliated with the LMDP department.
- Reorganize clerical support for the LMDP area in response to reassignment of administrative staff in the Dean of Students Office.
- Strategies for preventing fights on Greek Row must be identified in the upcoming year as the degree of the fighting and its subsequent affects seem to be increasing in severity.
- Stronger education and intervention needs to occur among fraternities concerning alcohol, the responsibility of the organization when members consume alcohol, and underage drinking.
- Coordinating assessment practices to evaluate learning outcomes, customer satisfaction, and participation in programs and services.
- Revisit the department's current budget management system to determine a more efficient way to monitor expenses and avoid duplication in tracking.

GOALS 2003-2004

- Meet staffing needs by orienting and training the department's new Assistant Coordinator; fulfill the responsibilities of the Coordinator of the Multicultural Leadership Center while on leave; and hire the minimum number of student assistants needed to provide support for the MLC and other program areas.
- Increase the outreach efforts and participation in all LMDP programs and services while improving the recruitment and retention of student leaders serving on councils and planning committees affiliated with the department.
- Continue to improve the quality of Greek Life programs and services by continuing to

advise chapters on organizational and risk management issues; recognizing those chapters which exemplify leadership, scholarship, and community service; holding those chapters which violate campus policies and standards accountable; and continuing with the implementation and integration of the Greek Relationship Statement/Plan.

- Establish relationships with academic departments to promote leadership and multicultural development among students by targeting specific Colleges, majors or programs.
- Serve as a clearinghouse for leadership and diversity issues by collecting and distributing information on in-class and out-of-class training available, as well as co-curricular opportunities offered at the university to gain or practice these skills.
- Continue with the third year of implementation of the Multicultural Leadership Center programs and services while paying close attention to student use of the center.
- Continue to define the Student Leadership Institute as the premier leadership training program on campus.

Dean of Students New Student Programs

MISSION STATEMENT

From pre-admission to graduation, New Student Programs (NSP) provides services and programs designed to empower students and their families to create a meaningful educational journey at Cal State Fullerton. New Student Programs connects students to the valuable learning opportunities necessary for this journey via campus tours, new student orientation, information and campus referrals, leadership development, and welcome activities. As a result of program participation and service utilization, students develop character, critical thinking skills, and the interpersonal competence requisite for lifelong learning.

ACCOMPLISHMENTS

- A three-unit, upper division course was developed and co-taught by the Associate Dean and the Chair of the Counseling Department. Focusing on leadership studies, the course is a

requirement for all New Student Orientation (NSO) leaders.

- Continued improved communication between New Student Programs, each of the seven academic colleges, the Academic Advisement Center, Information Technology, and Student Financial Services as well as the Office of Admissions and Records in order to provide a more effective, integrated and informative experience for each NSO participant.
- Collaborated with the Faculty Development Center in order to include information on the "Blackboard" software program during the "MY CSUF" web portal presentation.
- Twenty-five percent increase (2,400+) in the number of first year students attending New Student Orientation was realized in the summer of 2003.
- Thirty-one percent increase in the number of transfer students attending NSO was realized in 2002-2003.
- Experienced a 27 percent increase in participants with Family Orientation over last year's program.

**New Student Orientation Participants
1999-2003**

Year	Frosh NSO	Transfer NSO	Family NSO
1999	1,903	483	954
2000	2,105	599	649
2001	1,816	466	918
2002	1,969	599	996
2003	2,447	787	1,264

- Combined components of Transfer New Student Orientation as well as Student Life Orientation in order to provide new transfer students with a one-day academic and student life orientation.
- Collaborated with over 35 on-campus programs and services in order to provide a resource fair during both the spring and summer 2003 Transfer New Student Orientation programs.
- Restructured workshop portion of Student Life Orientation in order to provide a heightened

student development focus to the program for the summer of 2003.

- Collaborating with Titan Tusk Force, ASI, and Athletics to better promote "Titan Pride!" during Student Life Orientation.
- Provided a program with a campus-wide perspective for parents and other family members. Program included a campus services resource fair and presentations from various campus departments.
- Increased Dean of Students Office presence in the program by adding a table at the resource fair and by having the Dean interact with the family members at various points in the program.
- Recruited a diverse staff of 15 New Student Orientation Leaders who were intentionally selected to serve as student leaders rather than student assistants.
- Completed the transition to a skills-based approach to leadership training as opposed to the information-based approach used in previous years which was facilitated, in part, by the Student Program Coordinators.
- Campus tours served over 14,000 individuals during the year.

**Campus Tours
New Student Programs
1997 - 2002**

Year	Individuals	Group Participants	Total Participants
1997-1998	1,024	2,898	3,922
1998-1999	947	3,873	4,820
1999-2000	1,210	N/A	1,210*
2000-2001	2,500	7,000	9,500
2001-2002	3,395	13,247	16,642
2002-2003	3,478	10,741	14,219

*Group tour statistics unavailable for this year

CHALLENGES

- Finding resources to collect and analyze data for a longitudinal study of Frosh/Transfer NSO participants.

- Continue efforts to collaborate with Freshman Programs around program development, future directions and information sharing.
- Assessment of Freshman Programs outcomes and publishing of results, in collaboration with the Director of Freshman Programs.
- Development of a more intentional training curriculum for the Student Program Coordinators.
- Reassessment of the technology used in NSP services and areas, specifically NSO and Campus Tours.

GOALS 2003-2004

- Move the campus toward a mandatory New Student Orientation model for first-year students by the summer of 2004.
- Create New Student Task Force on campus consisting of key leadership personnel throughout all divisions. Formulate consistent and coherent method of communication with new students.
- Begin longitudinal research of impact of New Student Orientation participation on student retention.
- Creatively manage budget reductions while maintaining quality of service and morale of staff.
- Fill staff vacancies and reassess workload of professional staff members in the office.

Dean of Students Student Life

MISSION STATEMENT

The mission of Student Life is to provide high quality programs and services that meet the evolving needs of involved students and the campus community. This includes: a) advising and training student organization leaders to ensure that their events and organizations are successful; b) providing opportunities for participation in community service in order to develop a sense of responsibility and potential for contributions to the community; and c) assisting the Dean of Students Office in the

interpretation and implementation of campus policies and procedures and determining an appropriate response.

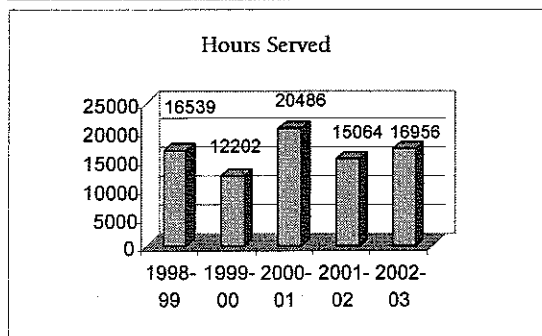
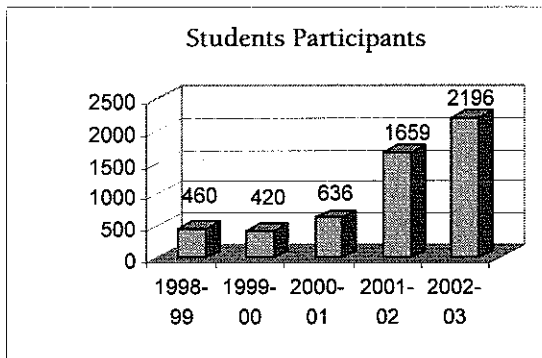
Student involvement in clubs and organizations and participation in community service complements the academic programs of the university by enhancing students' overall educational experience. Students are afforded the opportunity to put into practice their leadership skills and to prepare for future leadership and citizenship roles. Active participation in clubs and organizations and community affords students the opportunity to take an active role in assuming responsibility for their own learning and development while contributing to the needs of others. Student Life also responds to the needs of clubs and organizations by providing assistance with large event planning, processing and confirming requests for the use of university indoor and outdoor space, and facilitating the review and approval of campus postings. Student Life includes the Student Organization Resource Center, America Reads and Counts, and the Volunteer and Service Center.

ACCOMPLISHMENTS

- Processed requests for recognition and recognized 235 clubs and organizations. Assisted students and student groups in creating and recognizing 21 new clubs and organizations. Streamlined the student club and organization recognition process and decreased the amount of time to achieve recognition.
- Student Life processed 6,580 facilities reservations for the activities of student organizations, departments, and programs.
- Hosted the 6th Annual Advisor Appreciation Luncheon attended by over 200 faculty and staff advisors, and club and organization leaders.
- Coordinated Discoverfest during Titan Week of Welcome. Over 60 clubs and organizations, and university departments participated.
- Revised and edited a club and organization directory. The directory was distributed to key offices and posted on the Dean of Students website.
- Responded to various student crises or complaints, including a missing student.

- In the fall and spring semesters, the staff was instrumental in ensuring the coordination of event safety planning meetings for two student-led campus demonstrations. The staff was in attendance to ensure peaceful assembly and compliance with campus policies.
- America Reads and Counts employed up to 33 students as Titan Tutors and assistant coordinators.
- America Reads and Counts program served over 500 elementary school students. Titan Tutors provided an estimated 7,320 hours of community service to local elementary schools.
- Placed over 2,000 students in community and service-learning sites. Participants volunteered almost 17,000 hours and served over 6,000 children and elderly community members.

Volunteer and Service Center
Number of participants and a reflection
of their service hours
2002-2003



- The Volunteer and Service Center was the recipient of Daily Point of Light Award, Disneyland Resorts Community Service Award, and "Outstanding Service Organization," presented by the Orange County Philanthropy Day Committee.

- Volunteer and Service Center engaged in the development and coordination of First Annual "Spring Break Week of Service" placing 65 students and completing over 200 hours of community service.
- The Volunteer and Service Center was awarded University Planning Initiative to conduct "Titan's 100K Hours of Service Campaign." Development of campus-wide campaign to bring awareness of volunteering, acknowledging current service to the community, and began tracking campus-wide service. The initiative provided for the development of a tracking system for campus-wide tracking of volunteerism/community service.

CHALLENGES

- The need to streamline and expedite the process of club and organization recognition and develop a user friendly online recognition process.
- Diligent enforcement of policies and procedures of off-campus groups when they utilize campus space in the Quad or the Titan Walkway.
- More hands-on training with practical applications from credentialed teachers or "experts" in reading, math, and in tutoring children with behavioral concerns.
- Meet directly with classroom teachers to reinforce the rules and expectations of both tutors and teachers as listed in the tutor handbook, prior to tutor placement.
- Program coordinator is only able to devote 25 percent of time to America Reads and Counts during the 2003-2004 academic year.
- Communication presents an ongoing challenge, particularly in getting the word out to the campus community and engaging them in volunteer activities.
- Researching, developing and implementing more efficient systems of delivering service to campus community.
- Improve databases in order to accurately record community service for the number of students serving, hours of participation, sites served, and the impact on the community.

GOALS 2003-2004

- Develop a complete online club and organization recognition process fall 2004.
- Increase outreach and services to club and organization leaders and members, and provide greater assistance in event planning.
- Meet the America Reads and Counts federal work study earnings goal of \$60,000.
- Increase marketing/promotion of "Titan's 100K Hours of Service Campaign" to faculty/staff/clubs/organizations. Increase coordination with clubs and organizations with a focus on community service.

Disabled Student Services

MISSION STATEMENT

The mission of the Office of Disabled Student Services (DSS) at California State University, Fullerton is to increase access and retention for students with permanent and temporary disabilities by ensuring equitable treatment in all aspects of campus life. The program acts as a catalyst and agent for compliance with Federal, State, and CSU laws, regulations and policies mandating equal opportunity and access for persons with disabilities. Disabled Student Services provides co-curricular and academically related services, which empower students with disabilities to achieve academic and personal self-determination.

ACCOMPLISHMENTS

- The results and formal findings included in CSU Internal Audit Final Report specific to Disabled Student Services were addressed and fully implemented through procedural adjustments within DSS.
- The campus-wide Titan Accommodation Program has successfully provided a wide variety of appropriate services for both students and employees with disabilities during the year. Guidelines, policies/procedures and forms have been developed and revised as DSS works collectively with the TAP Advisory Committee and the campus community to be responsive and efficient. TAP continues to be funded with a budget allocation for fiscal year 2003-2004.
- With technology playing an increasingly important role in delivering classroom and on-

line instruction, efforts to stay current and proactive with adaptive technology will be an ongoing challenge for Disabled Student Services. DSS was successful in completing an important upgrade/refresh of both adaptive hardware and software in the Computer Access Lab and in several adapted workstations located in general computer labs, college-based labs and classrooms throughout the campus.

- E-text production increased nearly 25 percent to almost 40,000 pages compared to the previous year. The number of students requesting alternate format also increased by 42 percent from fall to spring.
- At the 18th Annual Cal State Fullerton Special Games, more than 5,000 special athletes, school staff, and volunteers experienced a wonderful and interactive day with no discernable differences from past events.

CHALLENGES

- While progress was made on significant changes in the management and funding of the CSUF Special Games, this important tradition and very visible event will present ongoing challenges for DSS and the university over the next couple of years.
- Compliance with AB 422 will continue to challenge the program in many ways and will require new levels of collaboration and creativity in order to continue delivering the quality alternative format material the students expect and deserve.
- With six years experience in operating one of the most successful WorkAbility IV (WAIV) cooperative projects in the state, this year presented some unique challenges in light of the general economic and employment climate in California. Progress was made by combining two contracts into one thus streamlining the referral process for Department of Rehabilitation counselors. A more focused outreach effort with the students has resulted in a 50 percent increase in program participation.
- A decision was made to not revise and reprint the Disabled Student Services Faculty/Staff Handbook in hard copy. Instead, DSS is planning to update all sample forms and other pertinent sections on the website and utilize a new one page information/referral document for dissemination to all new faculty and staff beginning with New Faculty Orientation sessions in August 2003.

GOALS 2003-2004

- Partnering with Intercollegiate Athletics, DSS will provide campus management for the inaugural "Fall Sports Classic" with So Cal Special Olympics, which will be hosted by the university November 2003.
- With increased demands for access to adaptive technology campus wide, DSS plans to have a new adaptive technology facility in Pollak Library operational by spring 2004.
- Given the rapidly increasing demand for e-text/alternative format instructional material, an ongoing challenge and goal will be to continue responding in a timely and cost effective manner while complying with the requirements of AB 422.

Financial Aid

MISSION STATEMENT

The mission of the Office of Financial Aid is serving students. Each member of the staff in the Office of Financial Aid at California State University, Fullerton is committed to providing the student with the services and funds that are needed to achieve their educational goals. Part of the Mission is to remove the financial barriers to a student's education so that the student may enroll and complete his/her degree objectives. As financial aid professionals, the staff provides opportunities to learn, ensures access to higher education, promotes the student's economic stability, and through compliance with regulations, which govern the administration of financial aid programs, the staff ensures continuity in the delivery of state and federal student aid funds to the University.

ACCOMPLISHMENTS

- The Financial Aid Office continues to provide high quality service. During 2002-2003, financial aid staff has successfully managed an 11 percent increase in workload from the prior year or a 22 percent increase from two years ago, with reduced resources.
- Of Cal State Fullerton's 31,844 student population, 44.5 percent receives financial aid; two percent more than the prior year.

- The campus enjoyed \$18.2 million financial aid dollars paid on behalf of students, for registration fee payment, which is \$9 million more than 1995-1996 or an increase of 51 percent.

- Financial Aid contributed to a division goal to increase activity in the area of community service by employing a total of 149 students who earned \$332,366; an increase of 32 percent from the prior year.

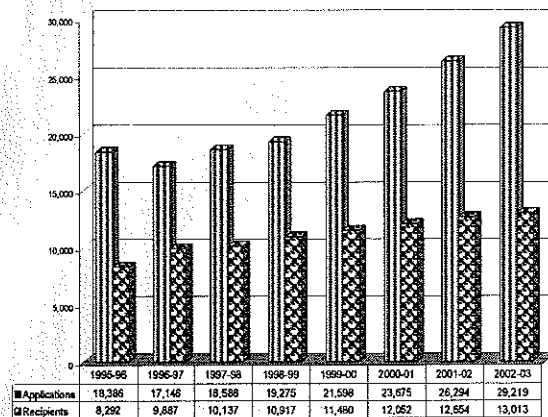
- Collaboration with staff to establish a defined "preferred" customer service environment began in December 2002. Several components evolved from the initial project—assessment forms, a list of required staff traits needed to provide excellent service, a brochure touting our "Extra Ordinary Service," and a survey instrument.

- The second year of the FANmail (Financial Aid Notification eMAIL) project resulted in postage and printing savings of \$143,000.

- The financial aid application status and award summary of Titan Online was thoroughly tested and successfully converted to Crossplex on schedule.

- The goal of distributing financial assistance was met for 13,013 financial aid recipients.

**Number of Applications and Recipients
1995-96 - 2002-03**



UTILIZATION OF FEDERAL AND STATE FINANCIAL AID FUNDS 2002/2003			
PROGRAM	TOTAL DOLLARS	# OF STUDENTS	AVERAGE AMOUNT
FEDERAL FUNDS (Title IV)			
Federal Supplemental Educational Opportunity Grant (FSEOG)	\$881,781	1,120	\$787
Pell	\$19,764,587	7,486	\$2,640
Federal Work-Study	\$1,077,072	425	\$2,535
Federal Perkins Loan	\$847,647	361	\$2,348
Federal Stafford Loan	\$23,442,758	6,328	\$3,705
Federal Stafford Loan/Unsubsidized	\$15,610,993	3,947	\$3,955
Federal PLUS	\$889,908	124	\$7,177
Alternative Loans	\$1,025,704	138	\$7,433
SUB-TOTAL	\$63,540,450	19,929	
STATE FUNDS (State Funded and/or Administered)			
Educational Opportunity Program Grant (EOPG)	\$734,536	914	\$804
State University Grant (SUG)	\$6,972,389	6,794	\$1,026
State University Grant (SUG) (Summer)	\$763,062	1,787	\$427
Cal Grant A	\$1,223,452	1,681	\$728
Cal Grant B and Stipend	\$4,645,802	1,573	\$2,953
Cal T	\$116,185	149	\$780
SUB -TOTAL	\$14,455,426	12,898	
OTHERS			
Scholarships	\$2,929,312	1,811	\$1,618
Student Assistant Employment thru June '03 (estir)	\$4,124,271	1,650	\$2,500
Athletic Grant	\$544,624	255	\$2,136
Fee Programs	\$272,627	259	\$1,053
Emergency Student Loan	\$73,500	222	\$331
SUB-TOTAL	\$7,944,334	4,197	
GRAND TOTAL	\$85,940,210	37,024	Average per Individual \$6,604
		(unduplicated 13,013)	

- A program total of \$116.8 million is needed to fully fund CSUF students' expenses. \$85.9 million is disbursed to 13,013 students, which is an 80.3 percent increase since 1989-1990 (when \$17 million was paid).

- More than 2,600 applications were received for summer 2003 with anticipation of distributing more than \$1.5 million to 2,400 eligible students; a 93 percent increase from \$103,020 distributed in summer 2000.

- The need to print and scan faxed documents was eliminated by automatically indexing faxed documents.

- Edits were reduced by 98 percent because of the Return of Title 4 (R2T4) automation project, and therefore, workload was reduced.

- Reduction of manual payment work by Student Financial Services staff was provided because of producing monthly athletic stipend payments through SBA590.

- Loan processing has been transitioned to Records staff and Commonline 5 conversion has been evaluated and a decision was made to postpone implementation in light of the upcoming PeopleSoft conversion.

- Quality control project has been completed with four cycles concluded for review of "staff-performed-verification-activities."

- Hold and release change transactions for loan processing was successfully implemented for spring 2003 which allowed delayed payment based on enrollment deviations and confirmation of SAP appeal approvals; as a result, loan edits were reduced by 60 percent from prior year.

- Conversion of Liberty imaging system to FileNet has an added benefit of aligning the office with the campus disaster recovery procedure. Backing-up of student supplied documents is routinely completed on a daily basis via Internet.
- Accountability and high quality work was performed as evidenced by a successful federal audit where there were no findings.

CHALLENGES

- Assessing quality of work produced to ensure "program reviews" are not required by Department of Education.
- Improve telephone service provided to clients.
- A streamlined process for student placement in Federal Work Study positions is required.
- Achieving full staffing; however, during this resource-reduced fiscal year this challenge may be impossible to address.

GOALS 2003-2004

- Create student-service improvements for applicants and analyze business practices to ensure effective financial aid processing.
- Enhance technology to ensure student access to education.
- To ensure compliance with regulations, this includes strategic planning, to create accountability and quality assurance of work performed.

Guardian Scholars Program

MISSION STATEMENT

California State University, Fullerton's Guardian Scholars program is committed to supporting ambitious college-bound students exiting the foster care system. The comprehensive program contributes to the quality and depth of the student's university experience. It serves as a resource for young adults by assisting them with the educational and interpersonal skills necessary to become self-supporting, community leaders, role models, and competent professionals in their selected fields.

ACCOMPLISHMENTS

- Thirty-two Guardian Scholars received financial and academic support.
- Eleven new students were accepted into the program for 2002-2003.
- Seven Guardian Scholars students received Bachelor's degrees in May 2003.
- One student studied abroad at the Musikhochshule Conservatory in Baden Wurttemberg, Germany.
- Hosted the Guardian Scholars Recognition Banquet at El Dorado Ranch.
- Designed and utilized a screening mechanism to assist in the student interview process.
- Collected and synthesized data to develop a comprehensive analysis of the retention rates of students for the past five years.
- Designed a new student orientation packet.
- Collected data on student use of the Guardian Scholars Drop-In Center.
- Collaborated with the Public Affairs department to increase visibility for the program through feature articles such as "Promising Tomorrows."
- Developed and produced two outreach videos targeting prospective students and donors.
- Retained a symposium consultant to assist with the planning and implementation of the Guardian Scholars Symposium scheduled for October 2003.
- Secured a masters level intern from USC School of Social Work to implement a formal mentoring program.

CHALLENGES

- Develop policies and procedures to increase accountability to the university, foundations, child service agencies, and donors.

GOALS 2003-2004

- Expand academic support services to ensure academic success for students.

- Host a statewide symposium on foster youth in higher education October 2003.
- Increase participation from the Guardian Scholars Program Advisory Board members.
- Increase student participation in on-campus programs that promote the development of interpersonal and leadership skills.
- Increase corporate, foundation, and individual giving to support 38 students.
- Implement a formal mentoring program to support students.
- Increase collaboration with other educational institutions to improve services for foster youth.
- Provide other educational institutions with technical assistance to target educational services for foster youth.
- Develop an annual budget that could support the program expansion.

Honors and Scholars Support Services

MISSION STATEMENT

The Honors and Scholars Support Services unit addresses the needs of the honor student population at California State University, Fullerton. Providing a full range of services including outreach and recruitment, orientation and advisement, office administration, event planning, counseling and mentoring, student organization support, support for students pursuing prestigious scholarships, and assistance with the design and instruction of honors seminars, this unit serves as the "home" for the honors student community.

ACCOMPLISHMENTS

- Recruitment of the fifth honors class (fall 2003) yielded 644 applicants for 110 spaces (last year approximately 614 applications were received) through a collaboration with the President's Scholars application process.
- Graduated the first class of students from the University Honors Program, providing support to this first cohort of students completing senior honors projects and

recognizing their achievement at Honors Convocation and Commencement.

- Piloted the Honors Mentoring Program, providing each new honors freshman with an experienced peer mentor.
- *With Honors* captured second place in the 2002 National Collegiate Honors Council Newsletter Contest.
- Further developed the transfer student admission procedure, conducting recruitment efforts at New Student Orientation and sending information to more than 2,000 potentially eligible new transfer students.
- Developed and piloted an instrument to assess student knowledge of and satisfaction with the Honors Program.
- Provided advisement to the more than 250 students participating in the Honors Program.
- The University Honors and Scholars Speakers Series, funded by University Advancement, brought Morris Dees of the Southern Poverty Law Center to campus. The series included three presentations over the course of the academic year, drawing in over 1,000 people from the campus and community and providing opportunities for honors students to interact with presenters in a classroom and/or informal reception setting.
- Began outreach to "honors" alumni with an invitation to speaker series.
- Organized plenary sessions, special workshops, and field trips to complement the honors seminars and promote a sense of community for each cohort.
- Donated over 1,500 pounds of non-perishable food items to the Orange County Rescue Mission as part of Honors Week and Make A Difference Day, almost twice as much as 2002.
- Advised the Council of Honors Societies in its inaugural year, supporting the implementation of new campus programming to serve the needs of the community of scholars on campus. This ASI funded body serves as an umbrella organization for all campus honor societies.

- Supported the development of new honor societies, including the Nursing Honor Society (petitioning Sigma Theta Tau) and the National Society of Collegiate Scholars.
- Advised several students on scholarship and fellowship opportunities, yielding a Truman Finalist for the second consecutive year.

CHALLENGES

- The immediate success of the Honors and Scholars Center has led to rapid growth and the need for expanding the physical space to include both a meeting room and quiet study space.
- The interdivisional nature of this unit offers unique and ongoing challenges. Patience, trust and open communication are required by all those involved to ensure success.

GOALS 2003-2004

- Implement an annual assessment of honors students in the program.
- Conduct a self study of the department in coordination with the Student Affairs division-wide plan.
- Further enhance the peer mentoring provided to new students in the Honors Program by increasing opportunities for interaction among students and resources for peer mentors.
- Increase the number of presentations by honors students at national and regional conferences.
- Foster connections with CSUF alumni who completed the GE Honors Program and have graduated with honors.
- Continue to foster relationships with local community colleges in order to increase the visibility of Cal State Fullerton and the University Honors Program among their honors students.
- Increase external funding for all programs, particularly for scholarships and grants available to honors students.
- Continue to develop support services for students interested in pursuing prestigious national and international fellows and scholars programs including, but not limited to, Truman, Rhodes, Marshall, Fulbright, Goldwater, Gates/Cambridge, Udall, Soros and Mitchell.

- Increase the visibility of honor societies on campus and create a central role for the Council of Honor Societies within the community of honor societies.
- Develop online application system in collaboration with the President's Scholars Program and the office of the Executive Vice President.

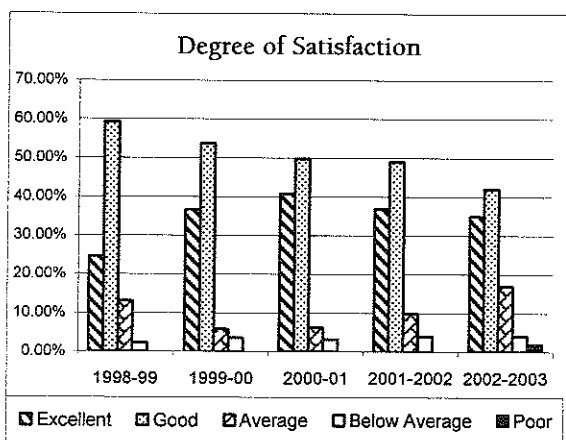
Housing and Residence Life

MISSION STATEMENT

The Housing and Residence Life program at California State University, Fullerton exists to provide students a clean, safe and stimulating environment in which they can pursue their academic programs. The housing and residence life program also serves as a stimulus for cultural and social education, community living experiences and leadership training.

ACCOMPLISHMENTS

- Opened New Student Housing Project on time as scheduled August 2002.
- Finalized new administrative structure in support of 100 percent increase in residential student population.
- Conducted searches for Associate Director of Housing and Residence Life and Associate Director of Facilities. Appointed Associate Director of Housing and Residence Life.
- Maintained 98 percent occupancy level in spite of disruption caused by new student housing construction completion and post construction issues.
- Collected rental revenue in excess of \$3.1 million.
- Developed Access database module for an automated method for internal tracking of student's accounts.
- Generated in excess of 3,300 applications to fill 500 on-campus housing spaces. 95 percent of the applications were online applications.
- Maintained housing program such that 90 percent of students expressed having a positive to very positive residence hall experience.



CHALLENGES

- Determine, in concert with the campus, the appropriate number and location of additional on-campus student housing.
- Find the delicate balance between over marketing the limited number of available on-campus bed spaces and “failing” to get the word out to those constituents whose matriculation to CSUF is dependent on housing.
- Meeting the emotional and developmental needs of an ever younger residence hall population.

GOALS 2003-2004

- Determine with Business and Financial Affairs the feasibility of implementing BRS (SIS+ billing and receiving) for housing.
- Implement a strategic plan for bringing on board additional housing that addresses issues of campus/departmental mission, departmental infrastructure, marketing, and maintenance and repair of existing facility.
- Expand and update Emergency Preparedness Plan for the department.
- Evaluate current Housing and Residence Life mission and goals in light of campus’ enrollment issues and trends.

Intercollegiate Athletics

MISSION STATEMENT

The Mission of the Department of Intercollegiate Athletics is to provide an intercollegiate athletics

program that is an integral part of the total educational experience at CSUF and fits within the overall mission of the university. To ensure a quality academic experience for all student-athletes. To enhance the image of CSUF, both locally and nationally, and to develop greater pride and involvement among the university’s students, faculty, staff, alumni, and community members, and to manage a fiscally responsible program.

ACCOMPLISHMENTS

- Graduated 42 student-athletes.
- A total of 101 student-athletes, 46 in the fall and 55 in the spring, made the Dean’s List.
- Honored 107 student-athletes in the fall and 126 in the spring as CSUF scholar-athletes.
- Honored 63 student-athletes as Big West Scholar-Athletes; 13 student-athletes were selected first-team All-Big West Conference; 30 student-athletes were selected to or earned All-America team status; 4 student-athletes were selected to play on U.S. national teams and two competed for foreign national teams; and 22 student-athletes were selected to All-Big West Conference academic teams.
- Topped all Big West Conference institutions in the annual NACDA standings by placing 66th nationally in composite NCAA Championship events. Baseball (third), softball, fencing, gymnastics, men’s track and field, and wrestling all qualified for NCAA Championships.
- Hosted an NCAA softball regional tournament and NCAA regional and super regional baseball tournaments.
- Baseball team earned a consensus national No. 1 ranking in April and finished No. 3; men’s soccer team defeated No. 1-ranked Indiana; wrestling program won 3 Pac-10 dual meets, ending a 5-year losing streak; and the fencing teams both won Intercollegiate Fencing Conference of Southern California championships.
- Men’s basketball program was restored to full rights and privileges of NCAA membership by the Division I Committee on Infractions.

- Seniors Kelly Mathiasen and Latoya Milburn scored consecutive 10s on floor exercise in gymnastics final home meet.

- Hired a new head men's basketball coach and a new head women's basketball coach and the interim women's volleyball coach was promoted to head coach.

- Baseball Coach George Horton was selected national coach of the year by *Baseball America*; Softball Coach Michelle Gromacki was selected as an assistant coach for second year in a row for U.S. Elite team; and softball coaching staff was selected top staff in the region by National Fastpitch Coaches Association.

- Head athletic trainer Julie Max continued to serve as President of the National Athletic Training Association.

- Continuing improvements to Titan Gym included a new drop scoreboard, team chairs, and repainted bleachers.

- The department contracted with UCLA to hold eight days of summer football camp on CSUF campus.

- Marketing revenue increased to more than \$200,000 in cash and \$195,000 in trade-out; home event gate receipts totaled more than \$300,000, a 25 percent increase.

- Baseball media guide judged second best (to Texas) in the nation by CoSIDA.

- Softball poster received gold medal award and baseball poster received silver medal award in competition by the National Association of College Marketing Administrators.

CHALLENGES

- Find creative solutions to the dilemma of developing a comprehensive and successful Division I athletics program during very tight financial times.

- Find new sources of income to offset the increased cost of scholarships due to fee increases.

- Increase student and faculty/staff participation at home athletics events.

- Continue to increase rental income for facilities without disrupting the programs and overburdening the facilities.

- Better publicize the programs in an era of shrinking local newspaper coverage times.

GOALS 2003-2004

- Work toward admitting more academically proficient student-athletes.

- Integrate new athletics advancement position into a vastly improved fund-raising campaign.

- Qualify both basketball teams for the Big West Conference Tournament.

- Increase student attendance at home events.

- Locate funding for the renovation of the running track.

- Improve the graduation rate of student-athletes to lift it higher than that of the general student body.

- Improve the overall standing in the Big West Commissioner's Cup results.

- Renovate the locker rooms in Titan Gym and complete bleachers on new south balcony.

- Move staff into vacated Titan Gym offices

International Education and Exchange

MISSION STATEMENT

The Office of International Education (IEE) and Exchange supports the mission of the University and Student Affairs by advocating for and building a global perspective. As a collaborative and creative resource center for the campus and community, IEE strives to provide the finest student-centered services with genuine sensitivity to the needs of students, transitioning between countries and cultures. Uphold the highest professional standards in an environment of mutual understanding and respect, and empower students to reach their full educational and professional potential through participation in international and intercultural experiences.

ACCOMPLISHMENTS

- Maintained and supported a record international student enrollment (1,452 matriculated students in fall 2002 and 1,430 in spring 2003), an increase of nearly 20 percent.
- Office visits increased by over one-third to 22,028 for 2002-2003.
- Provided campus-wide coordination and leadership for the implementation of the Student and Exchange Visitor Information System (SEVIS) program, the international student tracking system mandated by the Department of Homeland Security. This involved multiple campus constituencies: administrative units, the President's Administrative Board, Academic Senate, students, faculty and staff.
- Educated the international student community in multiple ways (meetings, email, web info, mailings) regarding the SEVIS program. Provided programs for the general campus community.
- Successfully installed and launched the batch-processing software for SEVIS compliance; a very complex project in collaboration with Information Technology, Extended Education/American Language Program, and Academic Programs.
- Selected a record 79 students to participate in study abroad in the CSU International Programs, institutional linkage programs, the London Semester, and independent programs. This represents a 34 percent increase for IP and a tripling of exchange program participation.
- In collaboration with the Dean of Students Office, conducted the department's first "International Education and Multicultural Leadership Week," expanding the international education week concept to encompass more issues relevant to the diverse domestic student population.
- The Intercultural Development Center did several community visits, involving some 150 members of the campus community exploring the Vietnamese-American and Korean-American communities in Orange County.
- Participated in the development of a new short-term study abroad program in Baja California, Mexico, in collaboration with faculty in the College of Humanities and Social Sciences.

- Selected for "TOEFL Partners in Excellence Award" valued at over \$2,000 for the department's expanded "Log on and Share" cultural exchange website.

- Study abroad participants were selected for prestigious awards, including the Wang Family Scholarship and the Gilman Scholarship.

- Took a lead campus role in responding to the SARS crisis.

CHALLENGES

- SEVIS has dramatically impacted staff time, office priorities and relationships. Regulatory matters occupy most of the staff time, dramatically limiting time for student advising and program development.

- Limited number of short-term study abroad programs hinders the ability to dramatically increase numbers of study abroad students.

GOALS 2003-2004

- To become fully functional in SEVIS. Research staff support models to find ways to manage SEVIS without further compromising student development and leadership programs.
- Continue to educate the campus community on SEVIS in creative ways.
- Fully implement the use of i1440 for batch processing of SEVIS.
- Develop a clear written marketing plan for study abroad with a goal of an additional 20 percent increase in participation.
- Explore strategies for external funding for study abroad scholarships.
- Play a key role in activating the short-term study abroad program in Mexico in intersession or summer 2004.
- Continue to develop a faculty network in support of study abroad.
- Continue to build campus usage of the "Globally Aware- Log on and Share" website as an educational tool, appropriate for faculty to use for their students in a variety of settings.

- Continue technological improvements, including regular email communication with international students.

Student Academic Services

MISSION STATEMENT

The Mission of Student Academic Services (SAS) is the integration and coordination of activities that enhance the goals of the University in the areas of student persistence, retention, and graduation.

The Office of Student Academic Services coordinates the operation and performance of eight separate and distinct Student Affairs units: Educational Opportunity Program (EOP), Student Retention Services, Intensive Learning Experience, MESA Engineering Program, Student Support Services, University Testing Services, the Student Diversity Program, and Summer Bridge Program.

ACCOMPLISHMENTS

- In consultation with the Office of Financial Aid, developed new FA Packaging Policy for 2002-2003, which will increase funding in a more equitable process for all EOP participants.
- Received University Planning Initiative funding in the amount of \$51,000 for programs linking students to the university, Student Diversity Program and the Intensive Learning Experience.
- Facilitated the inclusion of all 130 Summer Bridge students into year round operation for 2002 summer courses, allowing each student the opportunity to enroll in general education courses as well as remediate in English and mathematics. All students received the required Financial Aid.
- University Testing Services offered 29 separate test administration, testing over 16,000 students. In addition, six examinations in Writing Proficiency (EWP) essay readings were organized and conducted.

CHALLENGES

- Providing same level of services to special action students with fewer staff members.
- Developing mechanisms that assist the Testing Services office to become fifteen percent self-supporting.

- Moving the EOP Admissions process into the FileNet Environment.

- Identifying and securing external funding sources to support loan funds and book grant programs.

- Synchronizing time enrollment for continuing students at local community colleges in order to finish compliance requirements.

- Ensuring that every student is correctly enrolled in appropriate English and/or mathematics course(s).

GOALS 2003-2004

- Seek external funding sources to support the William Hernandez Scholarship Program; the Martin Luther King Emergency Loan Fund; The SAS Text Book Grant Program and the Mentoring for Black Student Success Program.
- Increase the seven-year persistence and graduation rates for EOP regularly admitted students to approximate that of the general campus population by the end of the spring 2004 semester.
- Increase the seven-year persistence and graduation rates for EOP exception-admit students to be equal to or greater than that of exception admits in the CSU by the end of the spring 2004 semester.
- Educational Opportunity Program Admissions: Continue to facilitate technology, which includes Document Imaging and FileNet implementation for the student admissions process. Increase the ability to process 8,000 application files, while also increasing the humanistic element of selecting students most in need of program services.
- Student Diversity Program: Continue to support the concept of blended services with other SAS units and increase staff support in the areas of graduate assistant advisors.
- Minority Engineering Program: Facilitate greater coordination with the Assistant Dean in the College of Engineering and provide academic persistence information on MEP/CSEMS participants.
- Intensive Learning Experience: Provide strategies, which increase the number of students

completing EO665 compliance in a timely manner.

Student Health and Counseling Center

MISSION STATEMENT

The mission of the Student Health and Counseling Center (SHCC) at CSUF is to provide high quality ambulatory health care essential to the physical and mental well-being of our students; to provide education and counseling in order to promote healthy lifestyles of students; to serve our students in a caring manner and environment; and to serve as a resource to the campus community on health care issues.

ACCOMPLISHMENTS

- Obtained full re-accreditation status for three years by the Accreditation Association for Ambulatory Health Care, Inc.
- Celebrated the ribbon-cutting of SHCC East in August 2002, now housing Counseling and Psychological Services and Physical Therapy and Sports Rehabilitation.
- Took advantage of CAPS proximity to the SHCC to develop partnerships for improved services to students, including provision of psychotropic medication.
- Entered into a reciprocal arrangement with Cal Poly Pomona's health center to provide continuous x-ray services for students if either campus' x-ray department is closed.
- Took steps to prepare the President's Administrative Board, campus community, and SHCC in the event of a SARS outbreak, including proactively screening over 10,000 students visiting the SHCC during the Center for Disease Control SARS alert for symptoms and potential exposure.
- The Health Education and Promotion Department successfully implemented and completed work on the joint Tobacco Grant with Kinesiology, which funded a smoking cessation program, a media component, and tobacco education presentations.
- The Health Education and Promotion Department participated in the CSU Alcohol Task Force, O.C. Nutrition Coalition meetings,

and attended a number of local college-health related trainings.

- Expanded our involvement with the New Student Programs by participating in each of the Orientations sessions, promoting our mission and offering information on immunization requirements to incoming students and their families, resulting in a decrease in MMR immunizations performed.

- Revised the immunization form for Hepatitis B, MMR, Influenza, and Tetanus to improve risk management for negative side effects.

- The Pharmacy acquired a California State Board of Pharmacy Clinic License to enhance availability of medicines to students in accordance with Executive Order 814.

- Physical Therapy and Sports Rehabilitation completed a smooth transition to new location in SHCC East, with dramatic increase in patient utilization.

- The laboratory staff scored 100 percent on all areas of laboratory Proficiency Testing - hematology, urinalysis, serology, pregnancy and bacteriology (various cultures, sensitivity and Chlamydia).

- Laboratory completed two Quality Improvement studies on Antimicrobial Susceptibility for 2001 and 2002, which received high ratings in the SHCC re-accreditation.

- SHCC handled approximately 44,000 patients checking in for scheduled appointments from July 2002 to June 2003.

CHALLENGES

- Executive Order 814's expansion of basic medical care definition has resulted in continuing increased utilization of lab and x-ray services at no charge to students.

- Monitor the operating budget and revenues on a monthly basis to maintain expenses within the approved levels.

- Continue to investigate a more effective system of medical supply ordering and inventory control.

- Continue to investigate additional methods to remind students of their immunization requirements.

- Continue to develop patient teaching materials for home care of commonly seen symptoms.
- Generate reliable and accurate laboratory statistics from the computer instead of manual counting.

GOALS 2003-2004

- Implement Family PACT program to provide free reproductive health and family planning services to low-income students via reimbursement of costs to SHCC.
- Request increases in augmented services fees and begin investigating increasing the mandatory student health fee in the near future.
- Reorganize the business office, front desk, and medical records to improve efficiency.
- Implement systems to track and reconcile operating and personnel expenses.
- Revamp the immunization process to an appointment only system to reduce long lines of students and to better utilize nursing staff.
- Educate both students and their families regarding various ways to access records of previous immunizations, and the importance of keeping personal immunization records, to decrease the number of unneeded immunizations given to students in the center.
- Develop and obtain funding for emergency stock of medical supplies for mass casualty disaster.
- Continue to maintain excellent performance in providing high-quality laboratory services to students, and to remain sensitive to providers' and students' needs and schedules.
- Continue to maintain the level of proficiency that satisfies the requirements of state regulations and Commission on Office Laboratory Accreditation.

University Learning Center

MISSION STATEMENT

The mission of the University Learning Center (ULC) is to create learning opportunities outside of the classroom which involve collaborative activities for students, faculty, and staff. The

goal of the Learning Center is to support the academic enterprise and ensure that every student has the opportunity to succeed

ACCOMPLISHMENTS

- Provided 4,395 high quality tutorial sessions, which represents an increase of approximately 33 percent over the 2001-2002 academic year.
- Provided computer assistance to 6,442 students, which equals that of the 2001-2002 academic year.
- Provided collaborative learning groups for Biology 101, English 303, Math 115, Psychology 101, and Sociology 101 with 867 attendances.
- Comparison of the Collaborative Study Groups' mean scores to the mean scores of their lecture classes shows that in each case, the mean score of the study group was equal to or higher than the class mean. In two cases, the study groups mean scores were significantly higher (Biology 101 and History 110B).
- Extended collaboration with faculty, departments and programs including: Biology, English, Human Services, Mathematics, Philosophy, Psychology, Sociology, Speech Communications, FFY Program, Guardian Scholars, Summer Bridge, Upward Bound, and the American Language Program.
- Learning Center staff supplied to students comprehensive scholarship information and provided assistance with applications.
- The staff worked with the Student Leadership Institute and developed an online tutor training segment of the program for tutors campus-wide during the spring 2003 semester. All tutors on campus now have a training course that is free of cost and is easy to access.

CHALLENGES

- Maintain a high level of service to CSUF students.
- Continue integrating technology into the ULC in the form of online tutoring (with an emphasis on the EL Toro Campus), online courses, and assisting CSUF Distance Learning students.

GOALS 2003-2004

- Sustain current levels of services.

- Increase the visibility and use of the online tutoring services by 30 percent.
- Diversify the ULC tutoring staff, so that students using the center will see role models with whom they can identify.
- Increase faculty involvement in ULC activities and programs by at least 20 percent.
- Continue integrating technology into the ULC in the form of online tutoring and coordinating with the Student Leadership Institute to provide online tutor training for the campus community

Women's Center/Adult Reentry

MISSION STATEMENT

The Women's Center provides education for the campus and surrounding community on the status of women and men in society today; fosters an environment to increase knowledge of gender-constructed norms; and focuses on the elimination of stereotypes, including racial, gender, sexual orientation, age and socioeconomic status.

The Adult Reentry Center (ARC) is dedicated to issues of the Adult Learner, and the successful completion of their educational goals. The center's mission provides support services to prospective students and current students 25 years of age or older who are returning to the college environment.

ACCOMPLISHMENTS

- Developed student learning opportunities in the community through the Women of Color Resource Center.
- Expanded the activities of the CSUF/WSU Joint Task Force on Domestic Violence by providing four half-day conferences and 38 presentations for a total of 1,710 participants. Additionally, enhanced collaborations with Western State, Human Services and Psychology Departments.
- Secured outside funding for Campus Crime Prevention Coordinator.
- Provided Lunch-time programs/workshops for 810 participants, representing a 6 percent increase over previous year.

- Developed collaborations with community organizations: CSP, Inc., YWCA, Human Options, Girls, Inc.
- Enhanced campus/community outreach by providing a total of 128 lectures/workshops, representing a 35 percent increase over last year. This represents both classroom and community lectures given by all staff members.
- Enhanced outreach to the community by serving as the Ad Hoc Emergency Advisory Board for the YWCA's Beyond Shelter Program.

CHALLENGES

- Expand and enhance partnership with Women's Studies.

GOALS 2003-2004

- Develop and implement a strategic plan for the Women of Color Resource Center.
- Expand the influence and activities of the CSUF/WSU Domestic Violence Task Force.
- Increase the number of sexual assault prevention activities by 25 percent over last year.
- Develop and implement four major activities and educational components to build a strong Crime Prevention component to decrease crimes against women on campus.

Assistant Deans for Student Affairs

MISSION STATEMENT

The Assistant Deans for Student Affairs assist students in their matriculation at the university by providing an environment conducive to academic and personal growth. The Assistant Deans serve a vital role representing the Division of Student Affairs within each College and at the El Toro Campus. Actively working with students, faculty and staff, the Assistant Deans integrate the holistic developmental philosophy of Student Affairs within the academic setting.

ACCOMPLISHMENTS

- Continued to promote and develop student leadership opportunities.
- Highlighted student accomplishments in college display cases.

- Guided student leaders and faculty advisors in the development of new clubs/organizations.
- Served as InterClub Council advisors in each of the colleges.
- Updated Assistant Dean website to ensure ease of use and accuracy of information.
- Assistant Deans made numerous contributions to college websites based on various levels of responsibility.
- Collaborated with the Dean of Students Office to bring current programs into the colleges and to help develop new partnerships.
- Partnered with Honors and Scholars program to establish new honors societies in colleges, and promoted prestigious scholarships/awards to students through faculty mentoring.
- Served as a resource person for new tenure-track and part-time faculty in the colleges and provided Student Affairs information and resources.
- Played a central role in academic advisement endeavors in the colleges.
- Worked with campus colleagues to access data to support various programs and projects.

CHALLENGES

- Continue to promote and integrate student affairs within the academic setting.
- Creating ways for the “average” student to connect with the college/university community.
- Continue to advocate for much needed staff support despite current budget constraints.
- Continue to facilitate the smooth transition of new assistant deans.

GOALS 2003-2004

- Showcase student success by increasing the recognition of student leadership and academic achievement.
- Further develop alumni relations through various programs and services.

- Enhance communication with faculty and staff colleagues through regular correspondence.
- Continue to refine Assistant Dean website to ensure student use and accessibility.

Assistant Dean for Student Affairs COLLEGE OF THE ARTS

ACCOMPLISHMENTS

- Further refinements made with the Arts InterClub Council (ICC). Developed reimbursement policies and procedures. Grew council from three to eight member organizations. Provided funding for disciplines in all three departments.
- Worked with a committee on establishing residency limits for the Grand Central Art Center. Focused on granting each student a three-year opportunity for residency to complete an advanced degree. Reduced reliance on undergraduates for filling spaces in complex.
- Attended twelve community college outreach opportunities during the fall 2002 semester. An increase of 20 percent despite a reduction in outreach staff.
- Coordinated New Student Orientation programs for the College. Provided advising for music majors.

CHALLENGES

- Continue to develop relationships with department chairs, faculty and staff. Attend faculty meetings to present on student affairs issues on a semester basis. Present at faculty orientation, attend campus faculty development opportunities, and serve on committees to help develop ties.

GOALS 2003-2004

- Formalize the reassignment process at Grand Central Art Center. Develop written protocol and information to students. Develop “Welcome to Grand Central” info packet for students, including policies and procedures, tips on getting involved, studio spaces, etc.
- Assist the Arts ICC and club representatives to plan, fund, and stage ARTSWeek, a week during the spring semester comprised of events, workshops, and other activities focused on the arts.

- Review all activities concerning Art Department scholarships and develop enhancements to college/donor communications, and competition promotion, scheduling, and selection procedures.
- Take over the responsibility of probation advising from the departments to ensure proper and complete advising.

Assistant Dean for Student Affairs COLLEGE OF BUSINESS AND ECONOMICS

ACCOMPLISHMENTS

- Designed an employer survey to assess employer's perceptions of CBE student's job readiness skills.
- Increased the number of students participating in the "CBE Cares about your Success" first time probation workshops to 39 percent - an increase from the prior year. The program targets all class levels.
- Created a two-tier Mentor program to meet the needs of the CBE Honors program and the general CBE student population.
- Hired new CBE Tutoring Center coordinators, increased the number of tutoring classes offered, and increased the number of tutors employed with the center.
- Coordinated selection process and served as advisor to the CBE Dean's Scholars program.
- Coordinated the Dean's Honor List Receptions which honors the students who have attained excellence in academics in the College. Over 220 students and guests attended the fall reception, and spring 300 students and guests were in attendance.
- Planned, coordinated, and emceed the Scholarship and Awards ceremony in May where over \$71,000 was awarded to students and faculty.
- Presented a "Self - Efficacy Workshop" for the Student Leadership Institute.

CHALLENGES

- Adding new programs and services while under a learning curve.

- Limited resources for programs and services.

GOALS 2003-2004

- Develop detailed planning timelines and actions for CBE events as a reference tool.
- Provide input to the Association to Advance Collegiate Schools of Business, International accreditation report.
- Publish a current student newsletter at the beginning and end of each semester with Associate Dean.
- Assist the Business InterClub Council with the planning and execution of successful Industry Night and Business Week events.

Assistant Dean for Student Affairs COLLEGE OF COMMUNICATIONS

ACCOMPLISHMENTS

- Completed the 5th year of publishing the *Student Communiqué*, a monthly newsletter.
- Provided guidance and support for all college-based student clubs/organizations and actively promoted leadership development.
- Selected as a mentor for the NASPA Minority Undergraduate Fellow Program designed for university student leaders interested in a career in student affairs.
- Partnered with the Associate Dean and webmaster to upgrade and update the college website.
- Provided critical support to the department chair during the preparation for the Accrediting Council on Education in Journalism and Mass Communications visitation in spring 2003.
- Collaborated with university directors to enhance service to communications students.
- Designed and implemented the contents of eight display cases located in College Park. Secured funding for a vending machine that provides academic supplies.
- Provided oversight for the college Advisement Center and related services, supervising staff, student assistants, as well as

providing guidance for the Peer Mentor Program student leaders.

- Continue to support and interface with many students and professors who are involved in co-curricular activities.

CHALLENGES

- Advisement services assessment needed to better inform practice.
- Continued need for a full-time student services professional (advisement center coordinator position), clerical, and a graduate assistant to support services to students in the college.

GOALS 2003-2004

- Continue to coordinate and/or provide logistical support for College of Communications special projects, such as website development; E-mentoring project through partnership with the National Association of Women Business Owners; and Communications Week, including campus collaborations that sponsor the Alumni Mentor Luncheon Program.
- Showcase student success by increasing the recognition student leadership and academic achievement within the college.
- Continue to provide students with quality advisement, counseling and other support services; implement expanded website services within the college.
- Refine and implement survey instrument to assess student satisfaction; analyze data for program and services improvements

Assistant Dean for Student Affairs COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

ACCOMPLISHMENTS

- Implemented a comprehensive Enrollment Management plan that resulted in a 21 percent increase in admissions applications, 20 percent increase in admitted students, and 82 percent increase in affirmative "Intents to Register" for fall 2003. These increases are significantly higher than the increases in other Colleges.

- Increased the visibility of the College of Engineering and Computer Science and promoted current student pride by organizing Engineering and Computer Science Week 2003, which included student events, guest speakers, MESA Day (high school science competitions), career fair, and a display of student projects in the Pollack Library.

- Coordinated annual Engineering and Computer Science Awards Brunch, attended by over 200 students, faculty, staff, VIP's and guests. Engineering and Computer Science student awards included: commencement honors, scholarships, Senior President's Scholars, Tau Beta Pi (Engineering Honor Society) electees, Dean's List freshmen, Dean's List mentors, chapter officers, outstanding lab consultants, outstanding tutors, research awards, alumni awards, "outstanding student" for each major and year level, outstanding senior projects, and service to the departments.

- Coordinated project to rebuild a 1918 Bean Tractor, one of nine known to exist today. The tractor is on loan to the College of Engineering and Computer Science from the Antique Gasoline and Steam Engine Museum in Vista, CA. It is intended to be a project for Engineering and Computer Science students, to refurbish the tractor to its original configuration, with special effort to offer "hands on" experience to freshmen and sophomores in the College.

CHALLENGES

- Recruitment and retention of Engineering and Computer Science students.
- Keeping Engineering and Computer Science students represented and involved in Associated Students, Inc.

GOALS 2003-2004

- Implement an outreach plan focused on high school students.
- Develop relationships with College of Engineering and Computer Science Alumni.
- Increase Assistant Dean's visibility to current Engineering and Computer Science students.

**Assistant Dean for Student Affairs
COLLEGE OF HUMAN
DEVELOPMENT AND COMMUNITY
SERVICE**

ACCOMPLISHMENTS

- Designed a pilot HDCS Student Survey; surveyed 175 students.
- Created a "Student Recognition" display case.
- Advised newly established HDCS InterClub Council.
- Met with El Toro HDCS faculty and students at El Toro.
- Located student lounge space in the new Kinesiology and Health Science Building.
- Met with all new HDCS tenure track faculty and provided Student Affairs information and resources.

CHALLENGES

- Locating a suitable student lounge space in the Education Classroom building.
- Creating ways for the "average" student to connect with the college/university community.
- Keeping the HDCS faculty and staff informed about Student Affairs programs and services and policies impacting students.

GOALS 2003-2004

- Continue to distribute HDCS Student Survey and analyze data.
- Continue to advise and mentor Teacher Education students for "professional fit."
- Continue to meet with El Toro HDCS faculty and students at El Toro.
- In collaboration with the Career Planning and Placement Center liaison and HDCS faculty, craft a needs assessment and design a program for the career needs of HDCS students.
- Assist the Student Council Teacher Association to become the number one student organization in California.

**Assistant Dean for Student Affairs
COLLEGE OF HUMANITIES AND
SOCIAL SCIENCES**

ACCOMPLISHMENTS

- Served as the founding advisor and co-founder of the H&SS InterClub Council.
- Continued to hold monthly "Dean's Student Council" luncheon meetings.
- Established H&SS Student Access Center with evening advising, assignment turn-in service, and InterClub Council offices. This facility provided meeting space for the College's 50+ clubs and organizations, office space for the new InterClub Council, and an evening advising and information center for H&SS students as well as others.
- Established the H&SS Student Retention Program for H&SS majors past on academic probation. The workshops covered student success and campus resources, organizational skills and time management, and balancing school, work, and family responsibilities; 321 students (185 in the fall and 136 in the summer) attended one of the workshops.
- Expanded the college's bi-weekly electronic newsletter of events through the student portal.
- Established the Alumni Mentor Lunch with the ASI and Alumni Association.
- Supported the Dean in expanding alumni involvement in the college.
- Participated on planning committees to establish an African American Resource Center, Asian Pacific Islander Graduate Reception, and Asian Pacific American faculty-staff-student mentor program.

GOALS 2003-2004

- Continue to support and expand the H&SS Student Access Center; the H&SS ICC; the Evening Advising Center; and the Dean's Student Council.
- Support students to apply for more scholarships. Establish a World Wide Web scholarship workshop for the Assistant Dean website.
- Encourage inclusion of a career exploration component in every "department day."

- Encourage and celebrate high achievement among students in the college, convincing high achieving students in H&SS to apply for prestigious honors.
- Assist students to apply successfully for admission to graduate and professional programs. Support student exploration of career options.
- Support student and faculty collaboration in research, presentation, and program creation.
- Seek alternative, permanent funding for the H&SS Retention Program.

Assistant Dean for Student Affairs EL TORO CAMPUS

ACCOMPLISHMENTS

- Successfully coordinated all academic advising at El Toro.
- Provided graduation checks for CBE and Liberal Studies majors.
- Provided "Information Booth" advising in the courtyard during the first week of the fall and spring semesters.
- Provided a variety of programs designed to welcome or include students. Programs numbered approximately 20 each semester, and included Welcome Week activities, computer tutorials, Artist presentations in the TSU Lounge, and Anti-stress Bags during finals week.
- Provided assistance and support to communications students in their efforts to bring Communications Week activities to El Toro.
- Provided tickets for commencement ceremonies and worked with Titan Shops to provide the first ever Grad Fest at the branch campus.
- Continued to provide Disabled Student Services to students at El Toro including administration of approximately 84 exams.
- Maintained a master calendar of all campus activities.
- Successfully moved from the Mission Viejo Campus in a two week period and opened as

scheduled August 2002 with all Student Affairs operations in place.

- Successfully completed the search for an Assistant Coordinator for Student Affairs.
- Successfully completed a search for a Financial Aid Counselor.

CHALLENGES

- Identify department faculty to provide major advising.
 - As student enrollment continues to grow at El Toro, Student Affairs will no longer be able to provide individual advising. If approved and the budget permits, two .5 graduate assistants will be hired by Academic Advising and trained to provide general education advising at El Toro effective fall, 2003.
 - Majors with large enrollments at El Toro, need to identify an individual to provide graduation checks at El Toro.
 - Identify adequate study and meeting space for students. Current space is inadequate, especially in inclement weather.
 - Develop an agreement with campus food services to enable Student Affairs and student groups to offer programs/meetings without the current restrictions on the provision of food.
- ### **GOALS 2003-2004**
- Continue to work with Academic Advising to secure the services of two .5 graduate assistants to provide general education advising. Secure adequate space for these advisers.
 - Work with departments that have large enrollments at El Toro to secure adequate major advising and graduation checks.
 - Increase outreach to community college students for CBE. Work to establish day classes and recruit students for these classes.
 - Support communications students to help achieve their goal of increased participation in Communications Week.
 - Creatively advertise programs to students and the campus community.
 - Work with university parking staff to encourage to be proactive and increase their

sensitivity to the parking needs of individuals at El Toro.

- Develop a Student Affairs web page for El Toro with appropriate links to the university web page.

Assistant Dean for Student Affairs COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

ACCOMPLISHMENTS

- Analyzed the results of three years of mandatory advisement of probation students.
- Organized a High Achievers Luncheon. This event targeted high school seniors who were eligible to apply for the President's Scholars program.
- Organized a successful Alumni Mentor Luncheon co-sponsored with Associated Students Inc., the Alumni Association, and Career Planning and Placement Center.
- Individually advised NSM students on probation. Developed NCR form to increase effectiveness of advisement appointments.
- Counseled and advocated for students dealing with financial aid problems, emergency medical withdrawals, petitions for retroactive withdrawal, and academic appeals.
- Required tutors in the Opportunity Center to complete the Tutoring Student-to-Student track of the Student Leadership Institute.
- Served on various campus-wide committees. Chaired the Coordinator of Freshmen Programs search committee and the Assistant Dean for Student Affairs in CBE search committee. Coordinated the Campus Climate publication committee.
- Organized several NSM outreach programs. Visits from elementary school students from Vejar Elementary School and Laguna Roads School. High school outreach programs included the annual Young Black Scholars Day and lab demonstrations for the Future Teachers Workshop.
- Coordinated NSM informational displays at various events.

- Expanded distribution of NSM monthly newsletter by posting it on the NSM website and sending it electronically to student leaders and faculty.

- Presented workshops on NSM for new students during freshmen and transfer orientation. The summer 2002 attendance was 125 while the summer 2003 attendance increased to 180.

- Submitted and received a Mission and Goals Initiative, a Retention Grant, and a Staff Development Training Grant.

- Co-Taught University 100 for the Summer Bridge Program.

CHALLENGES

- Determining the right balance between NSM recruitment programs and retention programs with limited resources.

GOALS 2003-2004

- Work with NSM Deans and faculty to develop a retention plan for the college.
- Work with Analytical Studies and the Associate Vice President for Student Affairs to publish the First Time Freshmen Profile.
- Co-coordinate the volunteers for 2004 Commencement.
- Coordinate the budget of the Assistant Dean Program.

TRIO Programs, GEAR UP, and Computer Science, Engineering & Mathematics Scholarship Program

TRIO Programs

MISSION STATEMENT

The federally funded TRIO Programs (Ronald E. McNair Post-Baccalaureate Achievement Program, Upward Bound North, South, Math Science), Project Gear Up, and Computer Science, Engineering & Mathematics Scholarship Program at California State University, Fullerton are designed to prepare qualified individuals from first generation college and disadvantaged backgrounds for programs of postsecondary education and beyond.

Ronald E. McNair Post-Baccalaureate Achievement Program

MISSION STATEMENT

The Ronald E. McNair program has as its mission the preparation of economically disadvantaged and traditionally underrepresented students for doctoral studies. The objectives of the program include providing opportunities for students to define goals, engage in research and develop the skills and student/faculty mentor relationships critical to success at the doctoral level.

ACCOMPLISHMENTS

- Summer Research Internships developed cohesive, mentor faculty/student relationships.
- Six Scholars conducted summer research at four major U.S. universities.
- Provided Scholars a program laptop for conducting research and other academic scholarship. Only 10 percent of McNair Programs provide Scholars individual access to this technology.
- The program successfully received a five-year refunding grant award from the U.S. Department of Education. Only 10 percent of McNair Programs nationwide were funded for five years.
- The Scholars visited New York University, Columbia University, CUNY Graduate School and the University of Buffalo during a one-week graduate university academic field trip.
- Scholars attended a statewide McNair Scholars Conference at UC Berkeley where they presented scholarly research.
- Along with faculty mentors, Scholars traveled to local and national academic conferences to further students' research and knowledge in their field of study.
- The McNair Scholars Advisory Board convened regularly during the academic year to explore ways to expand resources and academic enhancement opportunities for McNair Scholars. Tenured faculty, deans and business personnel serve on the board making it one of the most diverse boards of the 20 percent of McNair Programs (nationally), that have advisory boards.

- McNair Web site provides increased functionality and offers current information and resources to both program participants and other interested students. The site is the sixth most used of McNair sites nationally.

- Twelve Scholars attended a six-week GRE preparation course conducted by Princeton Review. Only 25 percent of McNair Programs (nationally) provide a comprehensive GRE preparation workshop for Scholars.

- Began preparation of a McNair Program scholarly journal, which will allow students to publish and disseminate results of research conducted under the direction of a faculty mentor.

- Received campus exposure from articles published in the *Daily Titan* and *CSUF Dateline* regarding the McNair Program. Orange County Register and CNN featured a McNair Scholar, CSUF student who graduated Magna Cum Laude.

- Nine Scholars graduated and were admitted to graduate programs including Master's programs at CSUF, Southern Illinois University and Ph.D. programs at UCSB, USC, UCLA and Binghamton University.

CHALLENGES

- Developing methods of collaboration and partnerships with other campus programs which provide similar services in order not to duplicate efforts.

- Ensuring participants have the appropriate financial aid assistance to support their education/goals.

- Attaining higher campus visibility so more students and faculty are aware of the McNair Scholars Program.

GOALS 2003-2004

- Utilize national CAS standards for program enhancement.

- Identify and maintain 20 students annually. At least two-thirds will be both low income and first generation, and at least one-third will be students from groups underrepresented in doctoral education.

- Provide academic support services to ensure 80 percent of our Scholars will maintain a

minimum cumulative grade point average of 3.5 upon acquiring their baccalaureate degree.

- One hundred percent of our Scholars obtaining a B.S. will complete a research internship.
- One hundred percent of Scholars who complete the research internship will publish their research project paper in the McNair Scholars Journal and submit it to a professional journal for consideration: present their research at a McNair Scholar Symposium.
- Retain 90 percent of our Scholars in the project from year to year.
- After being accepted into the program, 70 percent of the participants will graduate with their baccalaureate degree within five years.
- One hundred percent of the Scholars will apply to grad school and at least 80 percent will enroll in a graduate program.
- Ensure that 65 percent of the participants who enroll in a doctoral program attain their Doctorate Degree within seven years of their enrollment.
- Collaborate with campus colleagues on presenting research symposiums, workshops and other academic venues to support the McNair Scholars.
- Network with university college deans and administrators to assist Scholars in financing their graduate studies.
- Work with the McNair Scholars Advisory Board to develop methods of attaining higher campus visibility and more academic opportunities through various funding sources.

Upward Bound North, Upward Bound South, Upward Bound Math Science

MISSION STATEMENT

The three Upward Bound Programs are designed to assist eligible low-income and first generation high school students to acquire the skills and motivation necessary to complete a program of

secondary education and to provide preparation to enter and succeed in a program of post-secondary education. The Upward Bound Math Science Program places an emphasis on providing academic preparation in the fields of Math and Science, in addition to providing program services similar to the traditional Upward Bound Programs. Each Program serves between 50-70 students from local high school districts including Anaheim, Norwalk-La Mirada, Whittier, Santa Ana, Fullerton, and Corona-Norco. The Upward Bound Programs are funded by the U.S. Department of Education and are committed to assisting students to overcome social, class, academic, and cultural barriers to higher education.

Upward Bound North

ACCOMPLISHMENTS

- Secured university course credit for all summer program participants.
- Received \$90,813 supplemental grant under the Upward Bound Initiative to serve twenty additional students.
- Implemented the Career Exploration/Work Study Internship component, which exposes students to careers requiring a postsecondary degree. Students were provided work experience in addition to workshops that included work etiquette and interviewing techniques.
- One hundred percent of student participants progressed one full class level, as indicated on standardized tests.
- Twenty-three seniors graduated and all have been accepted to institutions of higher education.
- Participants attended a Summer College Tour and visited five universities in Northern California to expose participants to their educational and career options.

CHALLENGES

- Many program participants are unable to participate in the summer residential program because they are required to enroll in a summer school at their high school to complete unit deficiencies.

- Achieving greater visibility of the Upward Bound Program on CSUF Campus throughout the academic year.

GOALS 2003-2004

- The Upward Bound North Program will retain 85 percent of participants through high school graduation.
- Eighty percent of Upward Bound Participants will enroll in and complete the Academic Enrichment Summer Residential Program.
- Increase the number of participants who will enroll in a four-year institution.
- Ninety-five percent of Upward Bound North participants will maintain a grade point average of 2.0 or above. Eighty percent of the participants enrolled for at least two years will maintain a grade point average 2.5 or above.
- One hundred percent of the limited English proficient (LEP) students will maintain a minimum 2.5 GPA in their core English classes.
- Increase the subject areas and frequency of after school tutoring at selected school sites.
- Implement evening tutoring sessions with cooperation of local Public Libraries or community based agencies in order to include students that participate in extra-curricula activities at their high schools.
- Increase SAT/ACT scores to make participating students more competitive for four-year admissions.
- Increase the visibility of the Upward Bound Program at CSUF by encouraging staff to participate in more campus wide activities.
- Acquire funding to enhance college tours.
- Establish collaborative relationships with other campus-based programs that could provide similar services to low-income, first-generation students.

Upward Bound Program South

ACCOMPLISHMENTS

- One hundred percent of Upward Bound South seniors graduated from the target high schools and enrolled in post-secondary institutions.
- Awarded \$287,704 for the first year of a four-year continuation grant beginning in September, 2004.
- Awarded \$12,115 in additional grant funds for the purpose of implementing the Upward Bound Work Study component during the Summer Program.
- Three Upward Bound South students gave a presentation on the topic of TRIO ThinkQuest, a nationwide website competition, at the WESTOP Southern California Chapter's Professional Development Seminar. This was the first time UBS students presented their research at a professional conference to education professionals.
- In collaboration with Upward Bound North and Upward Bound Math Science, Botany and Engineering courses were offered as part of the Upward Bound South curriculum for college credit from Cal State Fullerton to students during the six-week summer program.

CHALLENGES

- How to achieve greater involvement by parents in student's Individual Educational Plans.
- How best to serve parents with limited English proficiency.
- Limited space for continuous growth of Upward Bound South.

GOALS 2003-2004

- To empower parents to participate in the development of the Individual Educational Plans for their children in the Upward Bound South Program.
- To collaborate with target schools in utilizing English to Spanish translation services.
- To find additional space on the CSUF campus for continued growth of Upward Bound South.

Upward Bound Math Science

ACCOMPLISHMENTS

- One hundred percent of the freshman participants have attained a 2.20 grade point average or better. One hundred percent of the sophomore participants have attained a 2.40 grade point average or better. Eighty-one percent of the junior participants have attained a 2.60 grade point average or better. Eighty-six percent of the senior participants have attained a 2.80 grade point average or better. Sixty percent of the total participants enrolled in the program have attained at least a 3.00 grade point average.
- One CSUF Upward Bound Math Science participant was accepted into the American University of Paris, France for postsecondary education.
- Developed and implemented a comprehensive, six-week, summer program with a residential component for participants with an emphasis on mathematics and the sciences, and cultural activities.
- Collaborated with several CSUF departments, faculty and staff to develop and implement credit college courses (Environmental Science/Botany-1 unit course; Introduction to the Engineering Profession-2 unit course) with tuition fee waivers for UBMS participants.
- Provided weekly after-school tutoring sessions at each target high school in the subject areas of biology, chemistry, mathematics, and foreign language.
- Provided Saturday Academic Sessions in which students received instruction in their academic disciplines, study skills, and personal enrichment.
- Prepared Individual Educational Plans to plan, track, and evaluate the participants' progress. The IEP is detailed to each participant and includes goals, objectives, needs assessment, and follow-up action plans.

CHALLENGES

- Limited resources for educational activities such as a College Tour, which would allow participants to research and explore potential universities to attend for completion of postsecondary education.

- Summer residential program courses do not offer participants elective credit toward the target high schools in the Anaheim and Fullerton high school districts. Many participants must choose between the Upward Bound Math Science residential program courses and summer school (at their respective high school) in order to complete the required elective credit and advance in their secondary education. This challenges our program to find a means for negotiating credit for the residential program courses with the target school districts, without compromising the quality and creativity of residential courses offered through the Upward Bound Math Science Program.
- Limited resources for additional staffing to adequately operate program.
- Limited space/facilities to adequately provide the UBMS participants with resources for UBMS activities.

GOALS 2003-2004

- Secure funding resources for a College Tour, which would allow participants to research and explore potential universities for completion of postsecondary education.
- Offer additional college credit elective courses in the math and science fields to Upward Bound Math Science participants during the Upward Bound Math Science Summer Residential Program.
- Continue to foster and increase partnerships with community-based organizations and businesses to promote the Upward Bound Math Science Program.
- Establish and maintain a CSUF Upward Bound Math Science Alumni Program.
- Provide additional space/facilities to adequately provide the UBMS participants with resources for UBMS activities.

GEAR UP

MISSION STATEMENT

The program's main goal is to help students improve in their mathematics skills to assist them in fulfilling math entrance requirements for

four-year universities, community and private colleges.

ACCOMPLISHMENTS

- Improved and increased program services for students and parents.
- Mathematics Diagnostic Test scores demonstrated that 76 percent of program participants improved their scores by an average of six points.
- STANFORD 9 scores for the original cohort display that 10 percent more students scored average or above average in comparison to students from other grades at Anaheim High School in spring 2002.
- Established a new partnership with Orange County Human Relations and offered retreats on multicultural awareness to GEAR UP Club students.
- Offered motivational presentations by various college students, representatives such as the superintendent of the Anaheim Union High School District Jan Billings, Congresswoman Loretta Sanchez, California State Fullerton faculty, and university students.
- Created an intensive mathematics program titled the "Math Competition Club" and continued to offer the program throughout the school year. GEAR UP students were also sponsored to participate in the Mathematics Intensive Summer Session.
- Created a new writing component for the program and offered an after-school program that focused on the SAT verbal section. All writing workshop participants demonstrated an increase in their posttest verbal score of 100 points.
- Offered California High School Exit Exam preparation workshops in mathematics and a total of 19 students completed CAHSEE pretest and posttest mathematics diagnostic exam and improved their scores by 80 percent.
- Offered more application completion workshops compared to last year.
- Provided more resources for cohort students to participate in community service. (Such as mentoring elementary school children through the YMCA).

- Worked collaboratively with the Project S.A.Y. staff (Support Anaheim's Youth) and participated with them in visiting "at risk"(lower performing) students in their home.
- Collaborated with the Anaheim Union High School District and helped recruit parents for a six-week series parent class at Anaheim High School. An average of 30 parents participated and completed the series.
- Participated and presented at the second annual Family Involvement Conference hosted at Anaheim High School.
- Followed up with original cohort students who were retained in eighth grade and provided tutoring and all program services to these students.
- A total of 107 students participated in the Summer Math Academy 2002, which demonstrates an increase of 65 percent from 2001.
- Presented a "College Night" to all cohort students and their parents to help Anaheim High School establish a college-going culture. The colleges that participated were: Fullerton College, UC Riverside, UCI, Cal State Dominguez Hills, and Cal State Fullerton.
- Offered more professional development for Anaheim High School and Sycamore Junior High School teachers.

- Offered mathematics workshops for parents by a Cal State Fullerton Mathematics professor and had an excellent turnout of more than 80 parents for each workshop.

CHALLENGES

- Family involvement.
- Community involvement.
- Elimination of the CAPI program resulting in the loss of several tutors.

GOALS 2003-2004

- Prepare students for the SAT exam in all sections.
- Provide more in-house assessments and reach more families than last year.

- Ensure that the majority of program participants become active in other programs that will help them during their senior year.
- Involve other programs in the creation of services for all cohort students.

Computer Science, Engineering & Mathematics Scholarship Program

MISSION STATEMENT

The mission of the Computer Science, Engineering & Mathematics Scholarship program is to provide educational opportunities to low-income, academically talented students through scholarships and programming that promote full-time enrollment and timely degree achievement in higher education.

ACCOMPLISHMENTS

- The university won funding to continue the program for another four years.
- The program awarded forty \$3,125 scholarships.
- The program has graduated 24 participants and is making good progress towards meeting its goal of graduating 45 participants.
- The program increased the number of internships available to participants by 12 percent.
- The program met its goal for scholarship fundraising: the scholarship endowment has increased by 20 percent, from \$50,000 to \$60,000.

GOALS 2003-2004

- Graduate an additional 21 participants to meet the two-year goal of 45 graduates.
- Ensure that the graduation rate of the participant cohort surpasses the rate of a comparison group by 25 percent.
- Take measures to ensure that in a survey of participants, 80 percent will agree that the services provided to them through the Program have improved or significantly improved their education experience.

- Take measures to ensure that the placement rate of participants into jobs or postgraduate education will surpass the rate of a comparison cohort by 20 percent.
- Close out the program in an appropriate and timely manner, and in full accord with all National Science Foundation regulations.

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