



STUDENT AFFAIRS

2009-2010 Annual Report

Vice President for Student Affairs
 Associated Students, Inc.
 Athletics Academic Services
 Career Center
 Dean of Students
 Disabled Student Services
 Educational Partnerships
 Financial Aid
 Guardian Scholars Program
 Housing and Residence Life
 Intercollegiate Athletics
 International Education and Exchange
 Judicial Affairs
 Leadership and Multicultural Development Programs
 New Student Programs
 Student Academic Services
 Student Health and Counseling Center
 Student Life
 Technology Services
 University Learning Center
 Women's Center/Adult Reentry/Veterans Student Services
 Assistant Deans for Student Affairs



CALIFORNIA STATE UNIVERSITY
FULLERTON



CALIFORNIA STATE UNIVERSITY, FULLERTON

Office of the Vice President for Student Affairs

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December 2010

Dear Reader:

Student Affairs has had another year of significant accomplishments and achievements. 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 2010-2011. In this 2009-2010 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 annual report; for more detailed information, contact the Vice President for Student Affairs Office, Langsdorf Hall 805, 657-278-3221.

Efforts made by the directors and staff in each department have made positive contributions to the nature and quality of student life on campus. I believe that Student Affairs at California State University, Fullerton remains among the nation's best in providing quality student services, and high quality educational support programs. Please take the time to read about our accomplishments of the past year and about our goals for 2010-2011. We are pleased to share this information with you.

Sincerely,

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

THE CALIFORNIA STATE UNIVERSITY

Bakersfield / Channel Islands / Chico / Dominguez Hills / East Bay / Fresno / Fullerton / Humboldt / Long Beach / Los Angeles / Maritime Academy
Monterey Bay / Northridge / Pomona / Sacramento / San Bernardino / San Diego / San Francisco / San Jose / San Luis Obispo / San Marcos / Sonoma / Stanislaus

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This report prepared by the Office of the Vice President for Student Affairs, California State University, Fullerton
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Cover Design: Jaime E. Hamilton. 2010.

Cover Pictures Provided by (in alphabetical order): Ashley Luu, Associated Students, Inc., Educational Partnerships, Guardian Scholars Program, Jolene Hill, Mariel Romero, Matt Brown, Multicultural Leadership Center, New Student Programs, Serena Lin, Student Academic Services, Student Organization Resource Center, Student Recreation Center, Titan Pride Center, Vice President for Student Affairs Office, Volunteer Service Center, and William Vasta.

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 resource 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 university-wide 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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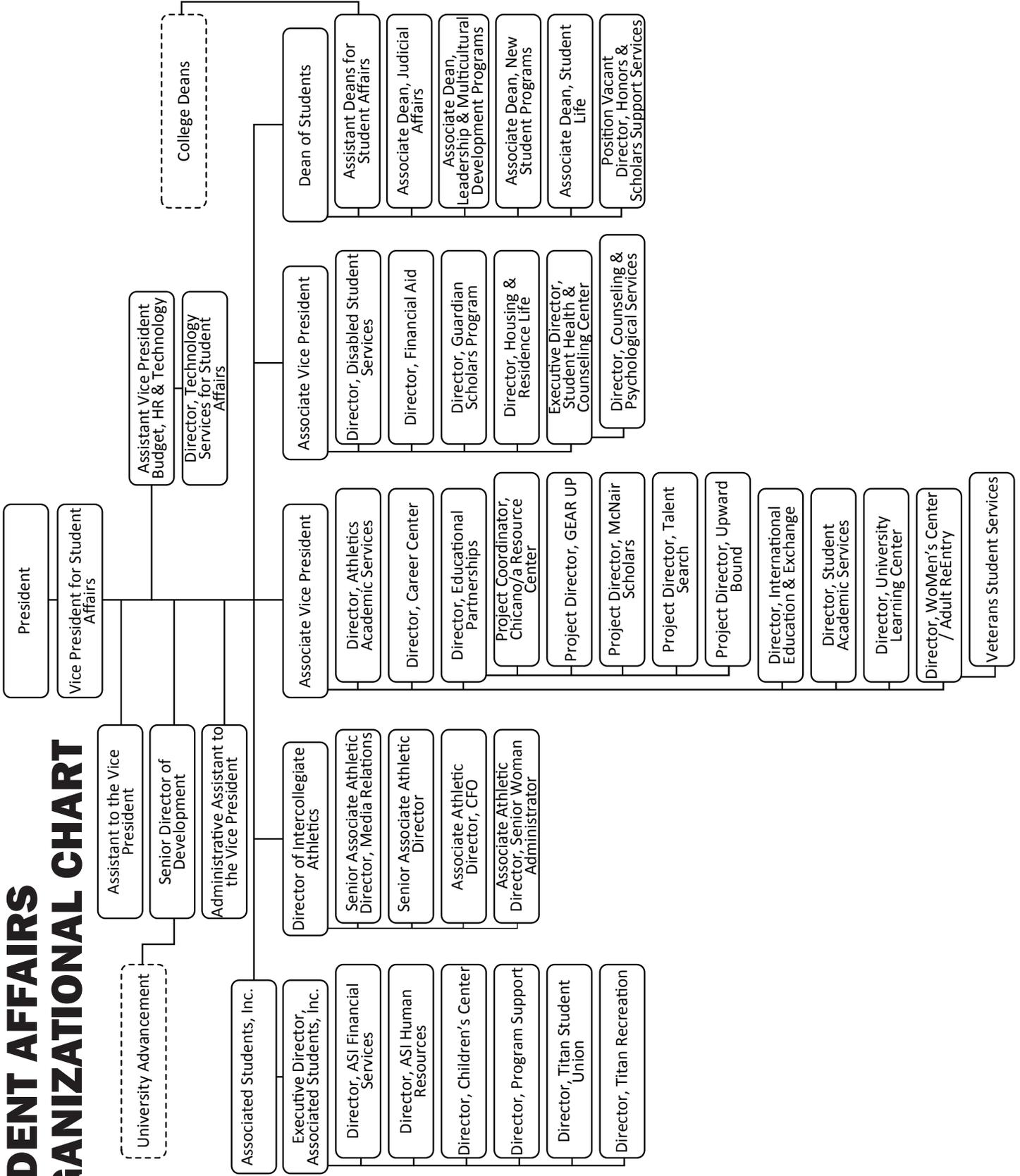
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STUDENT AFFAIRS ORGANIZATIONAL CHART



2009-2010 PUBLICATIONS

- “New Artwork makes a Statement in the Titan Student Union.” Fullerton Press Center. March 2010. Associated Students, Inc. Titan Student Union.
- “Cal State Fullerton Students Prepare for Final Exams.” Fullerton Press Center. May 2010. Associated Students, Inc. Titan Student Union.
- “Intimate Confessions on Religion and Death will be on display at Cal State Fullerton.” *Fullerton Press Center*. May 2010. Associated Students, Inc. Titan Student Union.
- “Pedestrian Safety – Keeping Your Team in the Game: Tips To Protect You and Your Guide Based on Pedestrian Safety Statistics.” *Guide Dogs for the Blind Alumni News*. Summer 2009. Disabled Student Services.
- “Pedestrian Safety – What Our Dogs Have Learned.” *Guide Dogs for the Blind Alumni News*. Fall 2009. Disabled Student Services.
- “Pedestrian Safety – Can Technology Improve Safety for Guide Dog Teams.” *Guide Dogs for the Blind Alumni News*. Winter 2010. Disabled Student Services.
- “Pomp and Final Exams.” *O.C. Register*. May 2010. Associated Students, Inc. Titan Student Union.
- “The Guide to Managing and Developing Young Professionals.” *Center for Research on Employment and the Workforce*. March 2010. Career Center.
- *Dimensions: The Journal of Undergraduate Research in Natural Sciences and Mathematics – Volume XII*. Assistant Dean for Student Affairs, College of Natural Science and Mathematics.

2009-2010 PRESENTATIONS

- “A college weight-loss ‘reality show’: A psychologist’s role.” 118th Annual Convention of American Psychological Association. August 2010. San Diego, CA.
- “Advancing Inclusion: The Future of Employment in State Government for People with Disabilities-Symposium.” Franchise Tax Board. June 2010. Sacramento, CA.
- “A-G Requirements and 4 Systems of Higher Education.” Sycamore & South Junior High Schools. November 2009. Anaheim, CA.
- “A-G Requirements, High School Graduation Requirement, Careers, and Financial Resources for College.” Sycamore & South Junior High Schools. November 2009. Anaheim, CA.
- “Being A Competitive Applicant for the CSU and UC.” Chinese American Association of Walnut. March 2010. Walnut, CA.
- “Career Exploration.” Sycamore & South Junior High Schools. September, October, & November 2009. Anaheim, CA.
- “Cash for College Campaign.” English/Spanish Parent and Student Workshops. Sponsored through Cash for College campaign by the Office of House Representative, Lorretta Sanchez, and State Senator, Lou Correa. Anaheim Union High School District. February 2010. Anaheim, CA.
- “Collaboration Between TRIO and State Funded Programs.” University of California Los Angeles. May 2009. Los Angeles, CA.
- “College preparation workshop for parents.” Bishop Amat High School. September 2009. La Puente, CA.
- “College Survival Basic Skills: The Importance of Networking & Campus Involvement.” American Association of Hispanics in Higher Education (AAHHE) Conference. March 2010. Costa Mesa, CA.
- “Community College Application Drive.” Anaheim & Katella High Schools. April 2010. Anaheim, CA.

- “CSU Fullerton Research Opportunities for Underrepresented Students.” University of California, Irvine. May 2009. Irvine, CA.
- “Designing and Implementing a Campus-Wide License Server-Based Accessible Technology Network.” California State University, Northridge International Technology and Persons with Disabilities Conference. March 2010. San Diego, CA.
- “Education Career Speaker.” 2nd Annual Family Night, University Pathway, Valdez Middle School Academy. March 2010. Placentia, CA.
- “Education, Leadership, and Voice.” HEART (Hispanic Empowerment and Resource Training) Conference. April 2010. Huron, CA.
- “Executive Order 970 Updates.” CSU Judicial Affairs Officer Conference. Cal Poly Pomona. July 2009. Pomona, CA.
- “Feria de Carreras.” English/Spanish Parent Workshops. Savanna High School. January 2010. Anaheim, CA.
- “Financial Aid Family Gathering” English/Spanish Parent and Student Workshops. Anaheim, Katella, Magnolia and Savanna High Schools. Tiger Woods Learning Center. December 2009. Anaheim, CA.
- “Financial Aid Workshop: Getting ready to apply for FAFSA.” English/Spanish Parent Workshops. Katella High School. December 2009. Anaheim, CA.
- “Financial Aid Workshops: FAFSA Online.” English/Spanish Parent & Student Workshops. Anaheim, Katella, Magnolia, & Savanna High Schools. January, February & March 2010. Anaheim, CA.
- “Financing for your Child’s University Education.” Saddleback High School. January 2010. Santa Ana, CA
- “From Wannabe to Winner: Networking & Etiquette.” National Conference of the Public Relations Student Society of America. November 2009. San Diego, CA.
- “Got College?” Anaheim, Katella, Magnolia & Savanna High Schools. March, April, & May 2010. Anaheim, CA.
- “Helping Your Child to be Academically Successful: No Excuses.” Santa Ana College. July 2010. Santa Ana, CA.
- “How to Get Connected Using Technology to Network and Track Students.” February 2010. Long Beach, CA.
- “Introduction to Leadership.” High School Institute, American Association of Hispanics in Higher Education. March 2010. Costa Mesa, CA.
- “Keys for Academic Success.” Santa Ana Continuation High School. February 2010. Santa Ana, CA.
- “Latino Student Forum, Connecting with Latino Networks at CSUF.” Fullerton College. September 2009. Fullerton, CA.
- “Leadership for What?” Student Leadership Institute, Santiago Canyon College. January 2010. Orange, CA.
- “Leadership Maze – Communication, Risk-Taking, and Working as a Team.” Santiago Community College Orientation Leaders. August 5, 2009. Orange, CA.
- “Life is What Happens While You’re Busy Making Other Plans: Rethinking Tutoring in Guatemala.” 2010 Conference on College Communication and Composition. Affiliate of The National Council of Teachers of English. March 2010. Louisville, KY.
- “Living in the Shadows: AB 540 Students.” American Association of Hispanics in Higher Education. March 2010. Costa Mesa, CA.
- “Losing to win: A multidisciplinary weight-loss competition.” Annual Convention of American College Health Association. June 2010. Philadelphia, PA.
- “McNair Into Your Future: The Springboard to Your Graduate Academic Success.” Cal Poly Pomona. August 2009. Pomona, CA.
- “Minority-Serving Institutions and Asian American Native American Pacific Islander-Serving Institutions.” 2010 Asian & Pacific Islander American Scholarship Fund (APIASF) Higher Education Summit. June 2010. Washington, DC.
- “Organizational Workshop for Academic Success.” Sycamore & South Junior High Schools. January 2010. Anaheim, CA.

- “Poster presentation about the College of NSM TEST:UP Grant.” March 2010. Washington D.C.
- “Pre-Operative History and Physical Exam.” Annual Podiatry Conference. June 2010. Anaheim, CA
- “Public Policy Update.” NASPA Region VI Conference. November 2009. San Jose, CA.
- “Rising to an Unexpected Challenge: Becoming a Director at a Young Age.” March 2010. 32nd WESTOP Annual Conference. Long Beach, CA.
- “Seniors: Exit Interview.” Anaheim, Katella, Magnolia & Savanna High Schools. April & May 2010. Anaheim, CA.
- “Stem Conference.” English/Spanish Parent and Student Workshops. Anaheim Union High School District. Fullerton College. May 2010. Fullerton, CA.
- “Student Leadership Institute Overview.” Santa Ana College. Spring 2010. Santa Ana, CA.
- “Talent Search Parent Meeting: How to help your son or daughter prepare for college.” English/Spanish Parent Workshop. Tiger Woods Learning Center. May 2010. Anaheim, CA.
- “Teen Cyber Safety.” & “The Art of Time Management.” Annual 9th Grade Puente Conference, CSUF. February 2010. Fullerton, CA
- “The Four Systems of Higher Education in California.” Century High School. February 2010. Santa Ana, CA.
- “The Human Network: Making the Connection in College” Keynote address at Garden Grove Unified School District. August 2009. Garden Grove, CA.
- “The Mental Preparation for Graduate School.” Claremont Graduate University. June 2009. Claremont, CA.
- “The role of CAPS in addressing the psychological needs of clinically obese college students.” Annual Convention of College Student Educators International (ACPA). March 2010. Boston, MA.
- “The Value and What Works in P-16 Partnerships.” American Association of Hispanics in Higher Education. March 2010. Costa Mesa, CA.
- “Tips on How to Write the UC Personal Statement.” Century High School. October 2009. Santa Ana, CA.
- “Undeclared Pre-Nursing probation intervention data using StudentVoice.” 5th Annual On Course National Conference. April 2010. Raleigh, N.C.
- “Understanding the importance of grades, high school graduation requirements, college preparatory courses, and California High School Exit Exam.” Valley High School. April 2010. Santa Ana, CA.
- “Understanding the Promise of Educational Leadership.” AAHHE Conference. March 2010. Costa Mesa, CA.
- “Upward Bound Summer Residential Orientation: A Conversation with Upward Bound Parents”. Century High School. June 2010. Santa Ana, CA.
- “Work Experience: Plan to Work and Work Your Plan.” Santa Ana College. July 2009. Santa Ana, CA.

STUDENT LEARNING OUTCOMES

Assessment of student learning in the co-curriculum is a priority in the Division of Student Affairs at California State University, Fullerton (CSUF). The purpose of assessing student learning is to identify opportunities for improvement in programs and services. With student success as the guiding principle, Student Affairs advances holistic student learning by creating meaningful connections through educationally purposeful activities.

Assessment of student learning outcomes is not a new concept. Despite the recent increasing calls for accountability from parents, legislators and accrediting bodies, the measurement of learning outcomes related primarily to the curriculum, as well as the co-curriculum, has been a part of the higher education landscape in earnest since the mid-1980's. In Student Affairs, a comprehensive assessment program helps tie programmatic efforts to student learning and ultimately the academic success of students.

Conversations regarding the assessment of student learning in Student Affairs began in earnest in 2005-06. The division established a division-wide assessment committee in the fall of 2007. The committee was charged with the development and implementation of strategies to assess student learning outcomes from programs and services across the division. The committee engaged in a process of identifying division-level learning domains sufficiently broad to encompass the breadth of learning opportunities available to the students through the co-curriculum at CSUF. The Student Affairs Learning Domains and Characteristics were finalized and approved in spring 2009 (see right).

Development of department-level learning outcomes, mapped to one or more of the divisional learning domains, were established in the 2009-10 academic year. In this annual report you will find reports from departments who completed learning-focused assessment projects in the past year. The reports detail the nature of the assessment project, key findings, and how each department will utilize outcomes data to make improvements to their programs or services to further promote student success.

Student Affairs will launch a new publication in early 2011 to highlight leading examples of assessment efforts in the division. This Briefing Book, which will feature nine projects from six different departments completed in 2009-10, will be distributed widely to campus partners and community members.

Finally, transparency to students, their families, and the campus community is an important aspect of divisional outreach efforts. The development of a comprehensive assessment website in Student Affairs is currently under production. The site will highlight continuous improvement of divisional programs and services through reporting data pertaining to student experiences and perceptions, utilization statistics, program evaluations, student satisfaction and student learning outcomes from co-curricular engagement. Such data contribute to the improvement of programs and services and provide critical information to support student success.

For additional information, please see the department reports throughout this publication.

STUDENT LEARNING DOMAINS & CHARACTERISTICS

Domain: Diversity & Global Consciousness

Characteristics: We want students to --

- Appreciate diversity and the dynamics within and among cultures.
- Understand and be respectful of the beliefs and values of others.
- Develop an awareness and understanding of their identity and culture.
- Seek involvement with people from diverse cultures.
- Understand and critically analyze global issues.
- Understand and critically analyze issues of equity and fairness.

Domain: Social & Civic Responsibility

Characteristics: We want students to --

- Develop civic awareness and identify their personal level of engagement.
- Create effective change to improve the quality of life for others.
- Engage in meaningful service to the community.
- Understand and demonstrate a commitment to integrity and civility.
- Understand the complexity and dynamics of various communities, including the University.
- Adapt to and challenge appropriately community expectations to advance the overall community goals.

Domain: Leadership Development

Characteristics: We want students to --

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

Domain: Self-Management

Characteristics: We want students to --

- Develop self-knowledge and awareness of their beliefs, values and cultural background.
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- Develop interpersonal competence.
- Apply critical thinking skills in making decisions regarding healthy and responsible behavior.
- Explore and engage in new learning experiences and opportunities.
- Develop and manage personal plans, adjusting goals as needed given new experiences, priorities and information.

Domain: Professionalism

Characteristics: We want students to --

- Work effectively and respectfully with others, incorporating diverse points of view.
- Articulate knowledge, skills and accomplishments integrating academic, co-curricular education and life experiences.
- Demonstrate strong communication skills through thoughtful, coherent, and effective writing and speaking.
- Appropriately determine when to work independently or consult with others.
- Model behavior consistent with the organization's mission, goals and culture.
- Engage in experiences that lead to professional growth and career preparation.
- Demonstrate a commitment to ethics, integrity and social responsibility in and through their chosen profession.

STUDENT PARTICIPATION IN RESEARCH AND SCHOLARLY/CREATIVE ACTIVITIES

Support for student research is a campus value that is expressed in our Mission and Goals statements and widely shared in practice. Student engagement in programs and services delivered by Student Affairs is a hallmark of student engagement and leadership development on campus. Each year, countless numbers of students contribute to the planning and delivery of quality co-curricular learning opportunities for students through presentations and workshops delivered on and off campus. Specific markers of student excellence in this regard are included below.

ASSOCIATED STUDENTS, INC.

- Experienced student assistants assisted the Master Teachers in preparing and presenting training workshops to new student staff at the Children's Center.

DISABLED STUDENT SERVICES

- "2010 Disabled Student Services Orientation." Updated video presentations by the staff of Disabled Students Services with host, Elisabeth Colcol, August 2010.

EDUCATIONAL PARTNERSHIPS, MCNAIR SCHOLARS

- Suzette Puente (2009, Summer research) "Bias of the Kapal-Meir Estimator and Analysis of the Pediatric Liver", Rice University. Houston, TX.
- Nhi Truong (2009, Summer research) "Exploring Historical and Social Landscapes of the Greater Yellowstone Ecosystem." Indiana University. Bloomington, IN.
- Maurine Mikhail (2009, Summer study abroad) "A Comparative Study of Two Education Models in Tamil Nadu, India." United Nations- Scholar delegate to India.

- Casey Sanchez (2009, Summer research) "Charge Injection Barrier and Interface Dipole Formation in Pentacene/Semimetal Heterostructures." University of Wisconsin-Madison.

GUARDIAN SCHOLARS

- Southern California Foster Youth Consortium. San Diego State University. July 2009. San Diego, CA.
- California Community College Youth Success Initiative, Foster Youth Student Outreach Fair. Orange Coast College. September 2009. Costa Mesa, CA.
- United Friends of the Children College Within Reach Foster Youth Outreach Fair. University of Southern California. October 2009. Los Angeles, CA.
- The Orangewood Children's Foundation Council of Colleges. Irvine Valley College. October 2009. Irvine, CA.
- Creating a Blueprint Conference. Statewide Consortium for Foster Youth in Higher Education. October 2009. Los Angeles, CA.
- The California Wellness Foundation Transition Age Youth Conference. November 2009. Los Angeles, CA.
- Foster Youth Outreach Presentation. Roosevelt Senior High School. February & April 2010. Los Angeles, CA.
- Guardian Scholar Presentation. Los Angeles City College. February 2010. Los Angeles, CA.
- University Blues: Mental Health Needs of Foster Youth in Higher Education. April 2010. Long Beach, CA.

LEADERSHIP AND MULTICULTURAL DEVELOPMENT PROGRAMS

- EMBRACE (Educating Myself for Better Racial Awareness and Cultural Enrichment) 24 workshops presented by peer facilitators to 30 students.
- Asian American Pacific Islander Institute for Leadership (AAPIL) facilitated by undergraduate student facilitator.
- Student Leadership Institute (SLI) coordinating committee facilitated presentations about the program at Student Life Orientation, in classrooms, special population orientations (MBA, Summer Bridge, etc.) and for student organizations.
- SLI coordinating committee members also facilitated more than 20 SLI Orientations for new and returning participants, and conducted training for volunteer workshop assistants (SITMS).
- SLI coordinating committee team presented the “Leading and Managing a Diverse Group” workshop in the fall and spring semesters for the SLI.
- Eight graduate students presented workshops in the fall and spring semesters on a variety of topics.
- SLI coordinating committee members co-presented an Introduction to Leadership workshop at the AVID Conference held at CSUF in spring 2010.

STUDENT LIFE

- Club sports participants helped with facilitating the Student Life Orientation workshop in the summer 2010 to help with the dissemination of material on Student Life Programs and Services. Students were actively engaged in the presentation of club sports.

UNIVERSITY LEARNING CENTER

- Patricia Robards presented paper titled “Groundwater Mapping Using Stable Isotopes” at Geological Society of America (GSA) conference 2010.

- Lucas Peterson presented paper at the 2009 CATESOL conference titled “Connecting Classrooms to Community through Service Learning.”
- Julie Krimm presented paper at 2010 CSUF Linguistics Symposium.

WOMEN’S CENTER

- Workshops: Fourteen students participated in the Gender Alliance Education/Prevention program.

ASSISTANT DEANS FOR STUDENT AFFAIRS

- Invited student leaders to participate in classroom presentations to promote the College of Education co-curricular activities and the benefits of participating in student clubs.

SPECIAL PROJECTS

FUTURE SCHOLARS

Future Scholars is a scholarship program designed to financially assist first year and transfer students from first generation, low-income backgrounds, and underserved and academically low-performing schools. Students who participate in this program persist, graduate and engage in campus community activities at a higher rate than their peers. Future Scholars is supported in-part by the California State University Chancellor's Office and campus fundraising efforts to support an increased number of scholarship awardees each year. These combined fundraising efforts allowed California State University, Fullerton to award 50 scholarships to first time freshman and transfer students.

HISPANIC EDUCATION ENDOWMENT FUND

The Hispanic Education Endowment Fund (HEEF) was developed to serve as a local clearinghouse for scholarships to Orange County high school and college students. HEEF creates access for students to college by investing in students through offering scholarships, some of which are annually renewable, based on major, college of choice or other specific criteria depending on the donor. The Friends of Cal State Fullerton Sub-Fund offers incoming, transfer and continuing students scholarships to defray the financial burden of pursuing higher education at California State University, Fullerton.

VETERANS COMMEMORATION EVENT

California State University, Fullerton, in collaboration with the Latino Advocates for Education Inc., annually host the Veterans Day Commemoration in the month of November. Each year, this campus-wide event pays tribute to military veterans who have served with valor and distinction for the United States of America. A special emphasis is placed on military veterans of Latino heritage, who have patriotically served their country, but in many instances have not been acknowledged in historical educational accounts.

On Saturday, November 7, 2009, the commemoration paid a tribute to Mexican American Veterans. The 2009 event welcomed approximately one thousand guests, which included the veterans, their families, and local representatives. This year's event highlight was keynote speaker Retired Lt. General Ricardo S. Sanchez. Sanchez was the commander of coalition forces in Iraq from 2003-2004 in charge of the forces that captured Saddam Hussein during Operation Red Dawn. He was the highest-ranking Latino in the U.S. Army when he retired after 33 years of service, in 2006. The three-star general obtained a bachelor's degree from Texas A&M University and a master's degree in research and systems analysis from the Naval Postgraduate School.

One of the educational components of this event is an annually published book. This year's title was "Mexican American Patriots-World War I to Iraq and the Afghanistan War", which was digitally published by the Latino Advocates for Education. The book documents a collection of photographs and profiles Mexican American Veterans.

The Latino Advocates for Education Inc. is a community group lead by Orange County Judge Rick Aguirre.

LINC TELACU

The LINC TELACU scholarship program helps students realize their dream of a college education by providing scholarships, counseling, leadership training, classes in time management, and other essential support. The TELACU scholarship program began in 1989 and has formed partnerships with 16 local institutions of higher education including California State University, Fullerton (CSUF) to provide \$1,000 scholarships to students who have resided in Los Angeles, Bell Gardens, Commerce, Huntington Park, Montebello, Monterey Park and South Gate. Since the inception of the program TELACU has awarded 218 scholarships to students enrolled at CSUF.

PROJECT MISS

In the summer of 1990 California State University, Fullerton (CSUF) developed the Mathematics Intensive Summer Session (MISS) to address the need to increase the number of women pursuing majors and careers in the sciences, technology, engineering and mathematics (STEM) fields.

Project MISS enhances the academic experience of high school junior females by developing their mathematical problem solving knowledge and the skill to succeed at college level preparatory math in high school at the Algebra II level and above. With specific emphasis on at-risk females, this unique program provides students from diverse backgrounds, a strong foundation in mathematics to increase engagement in scientific education, access to college and professional success in STEM fields.

THE COLLABORATIVE FOR HIGHER EDUCATION IN ANAHEIM

In the Spring of 2008, The Anaheim Union High School District (AUHSD) and California State University, Fullerton (CSUF) developed a comprehensive partnership called “The Collaborative for Higher Education” to assist students in their pursuit, transition, and completion of a postsecondary education. The partnership:

- Encourages innovative outreach to students within the AUHSD;
- Ensures that students of diverse academic experiences, ethnicities, cultures, and economic circumstances are provided with a college-going culture;
- Promotes high academic achievement and provides immediate access to quality educational development programs.

The Collaborative for Higher Education has built a partnership between the district and university, which promotes college as a viable option for all students. By providing expanded resources to AUHSD, this collaborative actively engages students, parents, teachers, faculty, and administrators to invest in the educational future of AUHSD students. One of the highlights from this past year was the “Senior Day” event that brought AUHSD seniors and their parents to campus on October 17, 2009 to learn about the college going process, attend applications workshops and hear from current CSUF students and their parents about college life. The superintendent, Joseph Farley, Board President Anna Piercy and Board Clerk Thomas Holguin were in attendance and addressed the students.

EXTERNAL FUNDING ACCOMPLISHMENTS

GRANT AWARDS

FEDERAL GRANT AWARDS		STATE GRANT AWARDS	
Gear UP	\$ 1,315,735	Workability IV Cooperative Contract	\$ 107,536
Ronald E. McNair Program	\$ 225,000	California State Dept. of Education State Grant	\$ 536,797
Student Support Services	\$ 313,555	Child Care Access Means Parents in School (C-CAMPIS) Grant	\$ 126,838
Upward Bound	\$ 345,000	Child Nutrition Grant	\$ 37,196
Talent Search Program	\$ 226,600	CSU State Grant	\$ 54,780
		Grant - Instructional Materials	\$ 1,063
		California Safer Universities Study	\$ 9,600
Total Federal Grants	\$2,425,890	Total State Grants	\$ 873,810
		Total Grants	\$3,299,700

PRIVATE FUNDRAISING

DIVISION OF STUDENT AFFAIRS		OVERALL CSUF FUNDRAISING	
Athletics	\$ 809,387	Current Operation	\$ 5,583,489
Guardian Scholars	\$ 607,064	Capital	\$ 3,960,371
Student Affairs - Other	\$ 374,487	Planned Gifts	\$ 547,739
Total Student Affairs Fundraising	\$1,790,938	Total University Fundraising	\$10,091,599

Student Affairs accounted for 18% of total CSUF fundraised dollars and 26% of current operating dollars raised at CSUF in 2009-10.

PARTNERSHIPS AND SPONSORSHIPS

Associated Students, Inc.	\$ 65,000	Athletics	
Career Center	\$ 66,803	Revenue	\$ 870,022
TELACU	\$ 6,500	Marketing/Sponsorships	\$ 977,107
ASI Children's Center	\$ 7,300		
Housing	\$ 3,297		
		Total Partnerships and Sponsorships	\$ 1,996,029

STUDENT AFFAIRS LEADERSHIP DONORS

A vital ingredient in increasing the already fine quality of education is to continue to have strong private support of California State University, Fullerton. Each year, we rely on alumni, parents, friends, corporations and foundations to benefit our students.

The following have supported the Student Affairs Division with a gift of \$5,000 or more for the 2009-2010 fiscal year (July 1, 2009 – June 30, 2010).

A & S Trust
 Alex Meruelo
 Alex Meruelo Living Trust
 American Honda Motor Co., Inc.
 Anonymous *
 Barbara and Dan J. Heneghan
 Barbara Robinson
 Beth G. and Steven N. Bangert
 California Age Group Wrestling Association
 Catherine and Gilbert Gluck
 Cherry Aerospace
 Chevron Corporation
 Chisick Family Foundation
 Coast Soccer League
 Commercial Bank of California
 Cris and Adriana Abrego
 Cyvex
 Daranne and Paul Folino
 Donahue Schriber
 Doris Libbea Foundation
 Dr. Hugh R. Dana
 Dr. Lee Broadbent
 Dr. Rollin T. Sandberg
 Edison International
 Employees Community Fund of Boeing California
 Emulex
 Frances and Stephen Knott
 Frank Suryan, Jr.
 Fullerton South Rotary
 Gary E. Richardson
 Greg Mech
 Gregory D. Bunch
 HCOOC Education Foundation
 Heidi Ray Robinson
 Hoag Hospital / Toshiba Classic Organization
 Jennifer Krause
 Jill and Dan Hicks
 Julie and Michael Weiser
 Karkutla P. Balkrishna
 Kathi Renman
 Ken and Tina Smith
 Lorin and Jeff Robinson
 Lucy and Ron Davis
 Margie and Jerry Schubert
 Marilyn and Beau Johnson

Meruelo Enterprises
 Michelle and Jeffrey Anderson
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 Mr. and Mrs. F. Michael Stone
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 Northrop Grumman Integrated Systems
 Orange County Community Foundation
 Orangewood Children's Foundation
 Patrick S. Donahue
 Paul Goldenberg
 Penelope and Charles Wentworth
 Pierre J. Nicolas Trust
 Praetorian Advisors, LLP
 Robinson Foundation
 Roger and Yvette Kotch
 Ron Hudson
 SCATS
 Schwab Charitable Fund
 Sharon and Jack Jory
 Southern California Edison
 Superior Wall Systems Inc.
 Susan and Allen Boerner
 Susan James and Ron Trujillo
 The Dhont Family Foundation
 The Jerry & Margie Schubert Family Foundation
 The Ronald Davis Family Foundation
 Titan Wrestling Club, LLC
 Tracey and Paul Irving
 U.S. Bank
 United Way of Orange County
 USAG Region I
 Verizon Communications Inc.
 Vicki and Dennis Anderson
 Wells Fargo Foundation
 Wendy Sellars-Robinson and Christopher Robinson
 Wentworth Enterprises
 Wentworth Rental Account
 William J. Sims
 Wilson Phelps Foundation

* Multiple Donors

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, and 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

Student Affairs had another successful year generating grant funding, with a total of \$3.3 million in 2009-2010. Overall, Student Affairs private fundraising for 2009-2010 was \$1.79 million; the second highest unit in money raised behind the Mihaylo College of Business. Student Affairs continued to award special scholarships: eight (8) \$1,000 Hispanic Education Endowment Fund (HEEF) Scholarships and 13 \$1,000 TELACU Scholarships. Educational Partnerships currently in year four of an \$880,000, 4-year grant to implement the TRIO Talent Search Program in Anaheim achieved more than a 70% rate of students enrolling in higher education. External funding from the Hispanic Chamber of Commerce in the amount of \$5,000 provided funding for the AB540 Scholarship Program. Four sports programs (Men's and Women's Golf, Women's Gymnastics and Wrestling) were successful in raising funds to be self-sufficient in 2010-11.

Division budget reductions were met while maintaining high quality programs and services, and expanding the level of services in critical areas. Reductions were taken through attrition, vacancies and wherever possible reassigning staff to meet the needs of priority areas.

The Children's Center construction project had its groundbreaking ceremony on December 1, 2009. It is progressing toward a completion date of December 13, 2010. All site development work has been completed. Phase III Housing construction is on schedule and targeted for completion in summer 2011.

Substantial process was made in the use of technology to enhance and streamline service delivery to students. Student Academic Services is developing an Academic Early Warning System for program participants. Progress was made in developing the new student online advisement tutorial to assist students in meeting Executive Order 665 Remediation Compliance. The WoMen's Center utilized on-line registration for the Domestic Violence Conference. The University Learning Center began utilizing LearnerWeb to offer writing workshops in the spring. Student Health Services implemented EMR in June 2009; implementation of EMR in Counseling and Psychological Services (CAPS) will take place in summer 2010.

Services for veterans, families and dependents of veterans continued this year to support the transition from military to the university setting. Veteran Student Services moved into permanent office space during the spring. The department collaborated to provide services to student veterans throughout the year with the Career Center, Admissions and Records, CAPS, Student Academic Services and University Outreach. The 3rd Annual Veteran's Appreciation Night featuring "Troops to College" was held during the spring. The department is currently working with the Alumni Association to create a Student Veteran Chapter.

The Division continues to watch enrollment trends and demographics and to advocate for a diverse and talented student body. Educational Partnerships and the Associate Vice President for Student Affairs partnered with University Outreach and the Vice President for Academic Affairs to develop enrollment strategies that increase the sharing of data with schools and community colleges to maintain access and matriculation of a diverse student body. Educational Partnerships has maintained a strong role within the Santa Ana Partnership and Achieving College to provide workshops, events and individual and group counseling to CSU eligible/bound students including assistance on CSU Mentor, FAFSA and College Preparation in high school. Successful completion of the Title V grant brought new institutionalized programs to enhance retention and graduation rates, including: ECS Scholars, Orientación Familiar and the Math 150 Learning Community in NSM. These programs will add to the persistence, retention and successful completion of students' educational goals.

In an effort to address the unprecedented challenging employment market for our graduates, the Career Center created the Take 5 campaign, a University-wide effort to encourage students to engage in an early, sustained and effective job search and career management process. The effort included development of a campaign graphic which incorporates five recommendations for students. In addition, workshops were redesigned along with enhanced events and student outreach over the course of the year as part of the campaign. Results include a 12% increase in registration in the Career Center online system by seniors.

Athletic Academic Services provided focused academic advisement, counseling and proactive academic monitoring to facilitate progress toward degree as determined by the NCAA Academic Performance Program (APP), thereby supporting graduation for all student-athletes. Each team ranked above the NCAA mandated multi-year Academic Progress Rate (APR) benchmarks, save one. However, this team earned a perfect annual score, well on their way to recovery. Progress toward degree and APR received priority focus and student-athletes are graduating at a higher rate than does the general student body.

Substantial progress was made this year in the assessment of student learning in the co-curriculum. All departments engaged in the development and implementation of assessment projects to measure learning outcomes among five (5) division-wide learning domains. 15 projects were completed this year. Key findings and resulting program changes, improvements and enhancements will be reported through an assessment publication distributed to the WASC Steering Committee and across campus. Assessment plans are well underway for next year.

The Dean of Students continues to serve in an active role on the WASC Steering Committee. Other senior staff members serve as chair or members of WASC Task Forces. Division personnel were very involved in the WASC Team visit in March 2010.

New Student Programs focused on parent programs and produced two parent e-newsletters and two parent focused events (a performing arts performance and reception and 2010 Homecoming activities). Assessment efforts were also conducted, including two focus groups, to determine the programs and services that parents are looking for. Development efforts with parents have been improved, including development of organizational support systems.

A Senior Director of Development and an Associate Director of Development were hired and a comprehensive plan developed to continue to increase fundraising and grant activities across the division.

The Student Leadership Institute continues to partner with Santa Ana College and Santiago Canyon College in coordinating an SLI program at the community college level. Students at the community college are encouraged to transfer to California State University, Fullerton (CSUF) and continue their student leadership involvement once on campus.

Twelve (12) graduate assistants were hired in various Student Affairs departments for the 2009 – 2010 academic year. These graduate assistants also participated in a staff development program, meeting once per month for in-service training workshops. The graduate assistants add great value to the programs where they are assigned.

CHALLENGES

Maintain the delivery of high quality programs and services during difficult budget constraints.

GOALS

Continue to manage fiscal challenges while maintaining high quality programs and services, and expanding the level of services in critical areas. Strategies may include organizational restructuring and reduction/elimination of services.

Stabilize the budget and planning for Athletics and Financial Aid. Restore scholarship funding to ensure the competitiveness of our priority sports and NCAA compliance. Establish a contingency fund to support facilities needs and support athletics-related deferred maintenance projects. Augment staffing resources in Financial Aid to implement continued system modifications required by CMS, reclaim efficiencies equivalent to SIS+ and ensure continued compliance with state and federal regulations.

Continue to provide support, information and training of faculty, staff and students in addressing student mental health issues. Maintain adequate staffing levels in Counseling & Psychological Services. Continue to develop the Students of Concern Committee.

Continue Children's Center construction project and operational plans for expected spring 2011 occupancy. Continue contingency planning to address proposed reductions in state grant subsidies which have traditionally supported the Center's early childhood development program.

Implement strategic plans for Phase III of Housing. Develop living-learning communities that support the academic pursuits and leadership development of residents through a series of initiatives. Implement comprehensive marketing campaign to promote on-campus living within a diverse community, summer conferences that support the financial operation of housing, and needs of on-campus stakeholders.

Continue to build support for a Veterans Student Services program in collaboration with other appropriate units on campus.

Continue to provide leadership for special projects (Title V Grants, CSU/Edison Scholarship Program, Project MISS, TRIO Programs, Gear Up, CSUF Special Games, HEEF, TELACU and services to AB540 students) that enhance retention and graduation of students of diverse backgrounds.

Continue to partner with the Division of Academic Affairs in the planning and implementation of strategies to shape the enrollment management plan of the university, to ensure the maintenance of the rich diversity of our student body.

Evaluate divisional assessment efforts aimed at identifying student learning in the co-curriculum. Analyze department-based assessment projects and identify program/service improvements and enhancements. Incorporate outcomes data and program improvements into division annual report. Develop comprehensive assessment website.

Continue to participate in the WASC re-accreditation process.

Develop website and organizational structure for Titan Parents, a parent support program.

Submit Title V Cooperative Grant focused on leadership education, in partnership with CSUF academic programs and local community colleges.

Follow-up on the recommendations of the Leadership Development Program to define and track student co-curricular involvement on campus. Create a cross-divisional team to determine modifications needed in CMS to implement a co-curricular involvement record-keeping system and to ensure compatibility with the ADVANCE database.

Review and improve policies, procedures, and training related to FERPA and student records privacy.

Significantly increase fundraising activities and programming for Athletics and other units in Student Affairs.

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

The Associated Students, CSUF, Inc., (ASI) Children's Center achieved its goal of becoming accredited by the National Association for the Education of Young Children for the second time. The accreditation is valid through June 2015.

The ASI Children's Center expanded its services to low-income families with the newly established Family Child Care Home Network (FCCHN), funded by an increase in the contract with the California Department of Education.

Groundbreaking ceremony for the construction of the new ASI Children's Center took place on December 1, 2009. Construction is ongoing with anticipated completion in December 2010. The new Children's Center will open for spring 2011.

The ASI was recognized by the California State University (CSU) Association of Auxiliary Organizations as the best auxiliary, with employment of over 200 full-time equivalent employees, for having no accidents within a twelve month period.

Provided assessment tools for student leaders and over 400 programs, events, and advocacy campaigns conducted by student leaders and served nearly 70,000 students at California State University, Fullerton (CSUF).

Connected nearly 8,000 students to the Titan Pride community via social media and led over 1,200 students to participate in the Titan Rewards Program, located at the Titan Pride Center.

Continued to provide quality and engaging training programs for ASI student leaders, including cross-group training sessions that bring together student leaders from all ASI programming and governing groups.

CHALLENGES

Informing students about the Titan Rewards Program Promotion.

Titan Rewards Program Incentive Disbursement: getting participants to redeem their points for rewards.

Having students fully utilize all of the services available from the Titan Pride Center.

Parent involvement with the Children's Center program is a continuing challenge because student parents, although they want to be involved often cannot because of classroom and work schedules.

Securing adequate grant funding for the operation of the Children's Center.

GOALS

Work closely with the Office of Design and Construction to ensure completion of the new Children's Center within budget. The new facility will be licensed and operational in spring 2011.

75% of the student assistants employed as teacher aides will come from the Child and Adolescent Studies (CAS) Department. Currently, CAS students make up 65% of student employees at the Children's Center.

Further provide innovative ideas for student engagement and development.

Provide better assessment of the effectiveness of the ASI Student Involvement Outcomes program with all student employees and student leaders. Further develop effective and efficient ways to implement student involvement outcomes assessments.

Ensure that student leaders are documenting how they plan and execute ASI programming activities; emphasis will be placed on facilitating effective record-keeping and transitioning student leadership.

Exploration of further ways to effectively use the Titan Pride Center as a hub for student engagement.

ASSOCIATED STUDENTS, INC. TITAN STUDENT UNION

MISSION STATEMENT

The Titan Student Union and Student Recreation Center, collectively a unit of the Associated Students, CSUF, Inc., together serve as the primary gathering place and recreational facility at California State University, Fullerton. The Titan Student Union and Student Recreation Center strive to develop relevant and quality-minded services, facilities and experiences, which are responsive to members of the campus and surrounding communities.

The Titan Student Union and Student Recreation Center serve 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.

(Adapted from ASI Mission Statement and TSC Board Charter and By-laws)

ACCOMPLISHMENTS

Upgraded amplified sound systems and lighting controls in student union's Pavilion multipurpose rooms. These improvements were long needed and have been well received by users of the facility.

Secured funding and managed build out of several major capital improvement projects, including: approximately \$700,000 in roof replacements; approximately \$65,000 in lobby improvements; and approximately \$120,000 in service roadway improvements.

Effectively managed decreases in financial resources associated with declines in campus enrollment and corresponding decreases in student union fee income.

Developed and approved a set of revised charter and bylaws documents for the governing board, aimed at streamlining and improving the governance model for the student union and student recreation center program. The new board and committee structure will be implemented in the 2010-11 year.

The Titan Student Union (TSU) continues to meet the high volume meeting room needs of the campus. A total of 4,407 meetings were held in the facility. Additionally, 356 Pavilion events were held in the building. An additional 368 facility reservations were supported for campus departments, clubs and others through the Student Recreation Center (SRC).

Increased campus sponsored special events hosted by campus clubs, organizations, and departments in the Titan Bowl & Billiards area by 35%. 212 campus sponsored games area events were hosted in the area, up from 157 the prior year.

Gallery program hosted eleven exhibits throughout the year, in various locations of the building, including the nationally recognized "Post Secret" travelling exhibit, which attracted more than 3,800 gallery visitors during its six week run at the student union.

Assisted with the collection of Camp Titan Holiday Toy Drive donations, collecting 578 toys for underprivileged Orange County children, gifts valued at approximately \$23,000.

Successful "All Night Study" activities took place in the fall and spring terms, assisting students to prepare for finals.

Titan Recreation drop-in fitness programs (which offers health-club-style group exercise instruction throughout the year) realized an approximate 26% increase in overall participation from the prior year.

Community summer youth camp and Learn to Swim programs continued to be successful. The Learn to Swim program had a combined enrollment of 1,141 children, slightly down from the prior year. \$65,215 in student summer employment opportunities were created/funded through these activities.

CHALLENGES

Effectively meet the needs of the campus student population, providing adequate facilities appropriately sized to meet current demands.

GOALS

Continue planning efforts associated with the future outdoor activities park. Goals for this year include finalizing the programming for the space, contracting with a landscape architect, developing a project budget, and implementing a comprehensive marketing campaign.

Develop an equipment lifecycle/refresh plan for the student recreation center's fitness equipment, to maintain operational standards and plan budget needs.

Create ASI website content accessible by mobile device users.

Purchase and install an outdoor electronic marquee for the northeast exterior of the student union.

ATHLETICS ACADEMIC SERVICES

MISSION STATEMENT

The mission of Athletics Academic Services is to provide effective academic and life skills resources to assist student-athletes in reaching their academic goals.

ACCOMPLISHMENTS

Designed an internship-based training program for undergraduate students interested in academic counseling.

Updated the on-line Early Warning Grade Check Program to track student-athletes' mid-semester academic performance, allowing for early intervention and increased communication and collaboration with faculty and coaches.

Held the second annual Scholar-Athlete Recognition Breakfast.

Increased direct and indirect communication with student-athletes surrounding Athletics Academic Services (AAS) services, important deadlines, and relevant campus resources and programming through use of an up-to-date student-athlete and coach list-serve.

Attained a percentage of student-athletes on the honor role that was higher than the campus for both the fall 2009 (14%) and spring 2010 (18%) semesters.

CHALLENGES

Continue to address deficiencies outlined in the “Review of Athletics Academic Services-Division of Student Affairs” Review Team.

Continue to provide academic support for student-athletes through proactive academic advisement, monitoring, and counseling, as they strive to achieve their educational, athletic, personal, and social goals.

Continue to facilitate communication and collaboration with coaches, sports supervisors and the Faculty Athletic Representative in addressing the academic and retention challenges of teams with low Academic Progress Rates (APR).

GOALS

Continue to utilize the internship-based AAS training program for undergraduate students interested in the academic counseling as a supplement to staff support.

Create and implement a student learning outcomes assessment project in the areas of professionalism and self-management.

Continue to update the department website and implement new technology to increase accessibility.

Continue to utilize the AAS portion of the Athletics Blackboard page to increase communication with student-athletes surrounding AAS services, important deadlines, and relevant campus resources and programming.

Continue to attain a percentage of student-athletes on the dean’s list that is above or comparable to the university at-large.

CAREER CENTER

MISSION STATEMENT

The Career 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 our distinctive academic programs and diverse professional opportunities in the larger community.

ACCOMPLISHMENTS

Created Take 5 campaign, a University-wide effort to encourage students to engage in an early, sustained and effective job search process.

On July 1, 2010 there were 20,390 current students voluntarily registered in our Titan Connection system, including 7,528 seniors, a 6% increase in total students and a 13% increase in seniors compared to last year. The Titan Connection is the Career Center’s student portal which includes job and internship postings as well as various online career development and job search tools in our Virtual Career Center. Over the past seven years registration in this system has increased by 123%.

Focused efforts on engaging students already registered in the Titan Connection program through a series of initiatives including new targeted events; an updated Career Guide; increased efforts to encourage students to use online services such as the Interview Stream program and the upgraded Titan Resume Builder; and developed an extensive social media student campaign through use of Twitter and Facebook.

Restructured workshop programs, including identifying a series of Take 5 Job Search Basic workshops and a series of Take 5 advanced workshops. Offered 198 programs, workshops and class presentations involving 6,296 students.

Created a series of six new, indoor, targeted recruiting and career education events, as well as a University Initiative funded campaign manager online tool to increase employer participation. Events focused on specific industries, emphasizing better student preparation and a more professional format. Employer and student feedback was overall quite positive, despite continued concern by students over the challenging job market.

Raised approximately \$81,000, after expenses, from events, employer sponsorships, and donations, despite significantly decreased employer activity.

Initiated comprehensive student learning outcomes assessment project, including both students who participated in targeted events and students who utilized walk-in and scheduled counseling services. Efforts documented both solid learning outcomes associated with our services, and contributed to efforts to improve services and their impact on students.

STUDENT LEARNING OUTCOMES

Domains: Professionalism; Self-Management

Program/Service: Career Jump Start Conference

Project Sample: 37 student participants

Data Collection Timeframe: February 18-27, 2010

Data Collection Method: Online Survey

Summary: From February 18 to February 27, 2010, an online survey, administered through StudentVoice, was sent out to the participants of the 2010 “Career Jump Start” Conference. Of the 115 students with usable email addresses, 32% completed the online survey which asked about their experiences as they relate to the program’s intended learning outcomes.

Key findings include:

- The item “Attending this event was a valuable learning experience,” scored a mean of 4.47 on a five point scale, with 5 being “strongly agree”
- The item “I identified at least 3 areas to increase the effectiveness of my search for a job and/or internship” scored a mean of 4.28 on a five point scale, with 5 being “strongly agree”
- The item “I understand how I can improve my resume and/or presentation of my skills in a search for a job and/or internship” scored a mean of 4.28 on a five point scale, with 5 being “strongly agree”

Results: Most students were able to identify at least three areas to increase effectiveness in their job search and gained a better understanding of how they can improve their resume and presentation skills.

Results demonstrate students’ experience at the Career Jump Start conference prepared them to enter the competitive job/internship search by providing them with learning opportunities to increase their effectiveness in presenting their skills to potential employers.

Implications: The results will be used to continue improving programming efforts in the upcoming year.

Domains: Professionalism; Self-Management

Program/Service: Large Scale Recruiting Events (i.e., Internship & Job Fair)

Project Sample: 194 student respondents

Data Collection Timeframe: Spring 2010

Data Collection Method: Survey

Summary: In Spring 2010, the Career Center conducted post-event web-based surveys of large scale recruiting events, such as: Engineering & Computer Science Fair; Internship & Job Fair; Communications Internship Fair. Using StudentVoice, these large-scale recruiting events were assessed using a common set of questions to measure learning outcomes related to the Professionalism and Self-Management domains. A total of 194 responses were collected on several learning outcomes for all three of these events.

Key findings are summarized in the following table:

Please indicate your level of agreement with the following statements:	5 = Strongly Agree 1 = Strongly Disagree
I developed a better understanding of the job market, qualifications, and expectations of potential employers.	3.62
I developed confidence in interacting with potential employers.	3.86
Attending this event was worthwhile.	3.78
I gained valuable experience by attending this event.	3.74

Results: Students developed a better understanding of the job market and expectations of potential employers, and developed confidence in interacting with potential employers.

Implications: These initial surveys both document substantial learning outcomes associated with these events, and establish a baseline for future efforts to enhance the value of these activities for students.

CHALLENGES

Historically challenging job market for our graduates given the global economic crisis of the past two years.

Continued accelerated growth in student demand for walk-in and scheduled counseling sessions.

GOALS

Organize office-wide effort to review printed and electronic communication with students, faculty, and employers to assure that the Career Center is clearly and effectively informing everyone of our purpose, available services, and how they might take advantage of our various resources.

Organize enhanced employer relations efforts by our Industry Specialists to both maintain our knowledge about market trends that are important to our students and academic programs, as well as to further engage key employers in events and other recruiting activity.

Develop new social media initiative organizing a series of groups/subgroups through LinkedIn related to up to eight specific topics, engaging students, alumni, faculty and staff, employers and other interested professionals to support the career development needs of students and the recruiting needs of employers.

Continue to support Take 5 campaign to encourage early, sustained, and effective student involvement in the career development and job search process.

Re-examine recruiting event formats to reinforce networking opportunities, further academic partnerships, and expanded employer participation.

Organize office-wide effort to generate an additional \$25,000 in revenue over previous year, after expenses, from employer sponsorships, contributions, and event registrations.

DEAN OF STUDENTS

MISSION STATEMENT

The Dean of Students Office 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. We want students 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

The Dean of Students continued to serve in an active role on the WASC Steering Committee. Other senior staff members served as chair or members of WASC Task Forces. Division personnel were very involved in the WASC Team visit in March 2010.

Developed and implemented a graduate assistant program and curriculum in coordination with the Master of Science in Education with a concentration in Higher Education program. Twelve graduate assistants were hired in various Student Affairs departments for the 2009-10 academic year. These graduate assistants also participated in a staff development program, meeting once per month for in-service training workshops.

Conducted learning outcomes assessment with front desk student staff. Used results to improve student assistant training.

Completed successful 2nd year of Students of Concern Committee work.

Served on the Irvine Campus Task Force representing Student Affairs.

Successfully chaired the Search Committee for the new Director of Housing and Residence Life.

STUDENT LEARNING OUTCOMES

Domain: Professionalism

Program/Service: Front Desk Student Assistants

Project Sample: 5 student assistant employees

Data Collection Timeframe: Fall 2009-Spring 2010

Data Collection Method: Interviews; observations

Summary: During the 2009-10 academic year, the Dean of Students Office conducted an assessment project focused on the learning experiences of its five student assistants working the front office. The learning outcomes for this project were knowledge of resources, critical thinking and problem-solving, and interpersonal skills, all falling under the Professionalism domain of the Division of Student Affairs Student Learning Domains. Two methods were used as a means to measure learning. A survey with questions using likert scales with responses ranging from “improved considerably” to “not changed” and “do not use this skill.” The questions addressed the extent of improvement or learning of professional skills related to the three objectives, and also asked for further explanation or examples. The second method of measurement involved observing students respond to scenarios likely to take place in the office. A rubric was used to score performance as advanced, competent, basic, or poor.

Results: The assessment results showed student assistants made improvements in skills related to communication, decision-making, respecting diversity, and valuing integrity.

Findings: Additional training is needed on FERPA (the Family Education Rights and Privacy Act) and responding to natural disasters.

Implications: The Dean of Students Office held its first retreat for student assistants. In the curriculum, FERPA, confidentiality, and natural disasters were discussed. Additional trainings have been scheduled throughout 2010-11.

GOALS

Continue to manage fiscal challenges while maintaining high quality programs and services, and expanding the level of services in critical areas.

Continue to provide support, information and training of faculty, staff and students in addressing students of concern.

Submit Title V Cooperative Grant focused on leadership education, in partnership with California State University, Fullerton (CSUF) academic programs and local community colleges.

Follow-up on the recommendations of the Leadership Development Program assignment on defining and tracking co-curricular involvement on campus. Create a cross-divisional team to determine modifications needed in CMS to implement a co-curricular involvement record-keeping system and to ensure compatibility with the ADVANCE database.

Review and improve policies, procedures, and training related to FERPA and student records privacy.

Increase fundraising activities and programming.

Complete 2nd successful year of coordinating the Student Affairs Graduate Assistant Program, finding successful placements for 27 graduate students.

Continue development of a Parents Program, including the e-newsletter, a Parent Association, parent website and several campus events for parents.

DISABLED STUDENT SERVICES

MISSION STATEMENT

The mission of the Office of Disabled Student Services at California State University, Fullerton is to increase access and retention for students with permanent and temporary disabilities by ensuring equitable treatment and opportunity 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 that mandate 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 California State University, Fullerton (CSUF) Information and Computer Access Program (ICAP) continued to provide access to instructional materials and technology for students, staff, and faculty with disabilities throughout the 2009-10 academic year. Both the Adaptive Technology and Alternate Format Production Programs continued to advance while maintaining the highest level of service delivery. ICAP remains a nationally recognized model for excellence.

The Adaptive Technology Program was able to make significant strides forward during the 2009-10 academic year. In addition to testing and deploying numerous hardware and software updates and security patches the program is responsible for, several goals identified in the 2008-2009 ICAP Annual Report were accomplished.

Completed computer refresh of the hardware and software in the Alternate Format Production Center. Completed the transition from audio tape to digital audio files for students requesting their instructional materials in an audio format. Beginning with the 2010 spring semester, all audio requests are being provided to students in the MP3 file format.

Continued to consult with and assist the California State University (CSU) Chancellor's Office with the development and implementation of the Accessible Technology Initiative (ATI).

Interpreting services were provided for 16 deaf students during the academic year. The number of hard of hearing students using Communication Access Realtime Transcription (CART) services increased to six.

The Silver Anniversary 25th Annual Cal State Fullerton SPECIAL GAMES – Kathleen E. Faley Memorial, held on Friday, May 7th, was a record-setting event with nearly 7,500 athletes and volunteers. This was in spite of school bus expense challenges and confirms the growing regional reputation of this very unique event. We have also been steadily increasing the external financial support for this event which is important given its participant growth and subsequent cost increases.

The WorkAbility IV Program (WAIV) was established at CSUF in 1997. We have also been at the top in cost/benefit analyses when comparing our efficiency and cost per placement with other programs.

STUDENT LEARNING OUTCOMES

Domain: Self-Management

Program/Service: Disabled Student Services New Student Orientation

Project Sample: Nine student participants

Data Collection Timeframe: August 12-20, 2010

Data Collection Method: Survey

Summary: In August, Disabled Student Services began a student learning outcomes assessment project. The Student Affairs Domain measured was Self-Management. Ten new students registered with DSS attended the orientation and nine students participated in the survey.

Key findings include:

- 75% students moderately or strongly agreed the orientation informational videos were helpful
- 87.5% of students moderately or strongly agreed that, as a result of orientation, they can locate policies, guidelines, and other DSS information specific to their needs
- 87.5% of students strongly agreed they can locate computers with assistive software and other assistive equipment on campus as a result of attending orientation
- 100% of students strongly or moderately agreed they can explain DSS testing policies and procedures
- 100% of students now understand the importance of turning in the Testing Information Form during the appropriate timeframe before an exam

Results: There was positive feedback from the survey results regarding the DSS policies and procedures. Survey indicated students retained content presented at orientation.

Implications: The data from the survey will be used to improve the informational videos shown during orientation. We will also continue to work with StudentVoice to further enhance our assessment procedures and data analysis.

CHALLENGES

Assisting with the system-wide and campus-wide planning and implementation of the CSU ATI.

Developing and implementing a process for improving the creation of accessible instructional materials by University faculty.

Training and supporting faculty in their efforts to author accessible instructional materials.

Researching, proposing, planning, implementing, and supporting a process/procedure to include text transcription and captioning in locally authored multi-media prior to publishing and distribution.

Supporting an ever more complex network of adaptive technologies and accessible computer workstations distributed across the CSUF campus.

Maintaining university-wide information technology security standards throughout the university-wide adaptive technology and accessible computer workstation network.

Continue to produce the highest quality alternate format instructional materials for students at CSUF while constantly refining the efficiency of our nationally recognized production process.

Continue to seek increased space for the Alternate Format Production Center to enable proposed Braille, tactile graphics, audio production, and captioning plans to develop.

GOALS

Design, develop, and implement a secure archival storage process and location for the growing CSUF alternate format digital file collection.

Work with the Instructional Materials Accessibility Specialist to develop a collaborative faculty training program with the Faculty Development Center to facilitate faculty creation of accessible instructional materials.

Move the Alternate Format Production Center from its current location in the lower level of McCarthy Hall to a larger space.

Develop and implement an online alternate format delivery system to reduce the need to provide alternate format materials on CD's and DVD's. This will improve timely delivery and increase efficiency during the production process.

Develop and implement a method of administering the eight accessible computer workstations located on the CSUF Irvine campus remotely from the Fullerton campus. This will improve reliability as well as increase resource efficiency.

Finalizing the development of a second generation of DSS Orientation Videos. Staff presentations were filmed along with informational skits that were geared to educating students about Disabled Student Services (DSS) policies and procedures. The videos were incorporated into mini-workshops for incoming students who were registered with DSS. The DSS Orientation Videos will be captioned with audio description.

EDUCATIONAL PARTNERSHIPS

MISSION STATEMENT

Educational Partnerships actively seeks to positively impact the social tapestry of our community through established comprehensive educational programs that advance the talent of underserved students. We assist in the development of our students' academic, social and personal aspirations to effectively navigate the educational pipeline. Our professional efforts provide comprehensive leadership, resources and networks through collaborative educational relationships between Cal State Fullerton and school districts, universities, and community organizations.

ACCOMPLISHMENTS

Completed the Junior High School component of the GEAR UP Program at Sycamore and South Junior High Schools with over 1,800 eighth graders participating.

Planned and hosted the Achieving College Network Counselor Conference for Santa Ana Unified School District and the Southern California WESTOP Chapter Meeting.

Collaborated with PUENTE to bring over 800 high school students to campus for an all day conference on leadership and college prep.

Partnered with five schools in Anaheim, Fullerton and Santa Ana to provide over 500 parents with the Parent Institute for Quality Education Program.

Successfully implemented the initiatives of the Collaboration for Higher Education in Anaheim Union High School District.

Developed Senior Day for Anaheim Union High School District in collaboration with University Outreach and Tiger Woods Learning Center to prepare over 600 students for admission.

Provided 175 sixth graders from Huntington Park a Kids on Kampus visit to California State University, Fullerton through Mikey's Mission.

CHALLENGES

Meeting the increasing need for educational development programming in both South and North Orange County.

Developing comprehensive programming that integrates all TRiO programs.

GOALS

Increase the number of applications for foundation and federal grants to enhance existing programs and implement new ones.

Develop a council for the Anaheim Collaborative for Higher Education to increase educational resources within this partnership.

Implement student learning outcomes assessment within Educational Partnerships.

EDUCATIONAL PARTNERSHIPS CHICANA/O RESOURCE CENTER

MISSION STATEMENT

Provide a learning environment for students, faculty, staff, and the broader community that is inclusive and fosters the history, education, and culture of Chicanas, Chicanos and Latinos; Serve and expand the research needs of the university community through the Chicano research collection; Support the collaboration and creation of scholarly works between faculty and students; Support the advancement, recruitment, and retention of Chicana, Chicano, and Latino students through collaborative efforts with other campus programs and departments; and Support and facilitate dialogue on the Chicana & Chicano experience among students and across the university community.

ACCOMPLISHMENTS

Increased visibility of the Chicana/o Resource Center (CRC) and its support services.

Developed a current CRC mission statement; official logo and brochure.

Formed a CRC Advisory Board and Program Board.

Developed student learning outcomes for CRC users and student assistants.

Expanded the CRC research collection through a partnership with faculty and staff.

STUDENT LEARNING OUTCOMES

Domain: Professionalism

Program/Service: Chicana Herstory Presentation

Project Sample: Four student assistants and six student volunteers

Data Collection Timeframe: Fall 2009-Spring 2010

Data Collection Method: Interviews and surveys

Summary: The learning outcome evaluated in this assessment effort was, “to work effectively and respectfully with others, incorporating diverse points of view,” under the Professionalism domain. The Chicana/o Resource Center used yearly academic and cultural presentations, particularly the Chicana Herstory Presentation, to measure the degree to which student assistants and volunteers met the learning goal. Data was collected in the 2009-2010 academic year and included surveys, as well as interviews of student assistants.

Key findings include:

- As a result of participating in the planning of CRC activities, students are able to recognize and appraise ideas to construct a final project
- As a result of discussing strategies and ideas on how best to address decision-making as a team, students gained a sense of self-worth, voice, and accomplishment

Results: Working together to serve CRC students, faculty, staff, and community members, students developed a sense of self-worth, voice, and accomplishment.

Implications: These types of activities give students more of a voice and an interest in decision-making as it relates to their academic preparation and their role in community issues/ventures.

CHALLENGES

Identifying appropriate sources of external funding.

GOALS

Increase the visibility and services of the CRC for CSUF students.

Provide academic support services to CRC constituents to assist in their attainment of a baccalaureate or master’s degree.

Establish a CRC student scholarship account.

Develop a Scholar-in-Residence program for faculty and student research agendas

Develop a faculty/student journal on Latino issues

Develop an annual Latino Education & Advocacy Day (LEAD) for university and surrounding communities.

Continue work with CRC Advisory Board to assist with outside funding revenues.

EDUCATIONAL PARTNERSHIPS GAINING EARLY AWARENESS AND READINESS FOR UNDERGRADUATE PROGRAM (GEAR UP)

MISSION STATEMENT

GEAR UP-Anaheim is an educational partnership between Cal State Fullerton and the Anaheim Union High School District.

The mission of the program is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The GEAR UP Anaheim Program serves a cohort of 1646 students beginning from the 7th grade at Sycamore and South Junior High Schools, and it monitors and track a substantial number through graduation from Loara, Anaheim and Katella High School. Students are provided with comprehensive services and activities to ensure their educational success, including tutoring, academic counseling, workshops, a summer program, educational and cultural enrichment activities, college tours, career exploration, parent outreach, and professional development for target school math and English teachers.

ACCOMPLISHMENTS

Successfully expanded in-class tutoring to English classes.

Using small learning communities, implemented an after school program to improve students’ scores on their CST exam.

57 South and Sycamore students attended Project MISS and prepared for their fall math class in either Algebra 1 or Geometry.

Developed a new summer program called MISTER to assist 8th grade male students with their Algebra 1 skills and prepare them for the next school year.

90% of all Math and English teachers had professional development opportunities which included curriculum training, coaching, workshops and conferences.

Through monthly Parent Nights, increased family knowledge regarding postsecondary education preparation and financing.

CHALLENGES

Increasing parental involvement in GEAR UP activities and events.

Developing a college going culture at school sites, in order to increase the education and expectations of students.

GOALS

90% of GEAR UP students will demonstrate improved academic performance in mathematics and English and will demonstrate readiness for postsecondary education.

65% of GEAR UP students will enroll and succeed in “a-g” courses.

Increase participation of mathematics, science and English teachers in professional development to 90%.

The program will graduate 85% of GEAR UP students and retain 90% of GEAR UP students annually.

GEAR UP students who enroll in college will increase to 65%.

75% of juniors/seniors will take college entrance exams for 4-year college admission.

90% of students and their families will be informed about postsecondary education options.

90% of students and their families will have knowledge of necessary academic preparation of postsecondary education.

90% of students and parents will be knowledgeable about financial aid options.

EDUCATIONAL PARTNERSHIPS KIDS TO COLLEGE® PROGRAM

MISSION STATEMENT

In December 2005, the Sallie Mae Fund initiated a campaign to raise awareness about college financial aid options among underrepresented students in the state of California. As a part of this initiative, The Tomás Rivera Policy Institute (TRPI) partnered with the California State University (CSU) Chancellor’s Office to bring the Kids to College® Program to California. California State University, Los Angeles (CSULA) and California State University, Fullerton (CSUF) and this year, California State University, Northridge (CSUN) were selected as partner colleges to implement Kids to College® in surrounding 6th grade classrooms. The partnering CSU campuses’ geographic locations in Los Angeles and Orange counties allowed the program to target student populations that have been traditionally under-served and under-represented in higher education. The Kids to College® Program in California completed its fourth year in 2009.

EDUCATIONAL PARTNERSHIPS 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

Developed new partnerships with key faculty in each college and other research focused academic programs.

Scholars participated in summer research opportunities at seven institutions across the country.

Seven Scholars visited University of Chicago, University of Illinois at Chicago, Northwestern University, Purdue University and University of Wisconsin-Madison during a one-week academic field trip to graduate institutions.

Collaborated with three other McNair Programs to provide a one-day graduate school preparation workshop given by Don Asher, hosted at Claremont Graduate University.

Scholars attended professional academic conferences within their field of interest, a national McNair Scholars Conference at the University of Maryland, College Park and University of California, Los Angeles's EDGE Conference to prepare for Ph.D. programs.

CHALLENGES

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

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

Assisting parents, spouses and significant others in understanding their role in supporting their daughter/son going to graduate school.

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

GOALS

Identify and select 25 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 that at least 80% of the scholars will attain a minimum cumulative GPA of 3.5 by the time they receive their baccalaureate degree.

100% of Scholars who attain a bachelor's degree will have completed a research internship.

Retain at least 90% of the Scholars in the project from year to year.

70% of the participants will graduate with or be successfully pursuing, their baccalaureate degree within five years of their acceptance into McNair.

Ensure that 100% of the graduating Scholars apply for graduate school and at least 60% enroll in a graduate program, two years after their graduation.

Ensure that 65% of the Scholars who enroll in a doctoral program attain their Doctorate Degree within seven years of their enrollment, or are making satisfactory progress toward their degree.

EDUCATIONAL PARTNERSHIPS TALENT SEARCH PROGRAM

MISSION STATEMENT

Talent Search is a federally funded program designed to identify and assist individuals from disadvantaged backgrounds who have the potential to succeed in higher education. Talent Search provides students with year-round services in academic advising, career counseling, financial aid awareness and postsecondary planning and selection. The goal is to ensure that participants graduate from high school and continue on to the postsecondary institution of their choice. California State University, Fullerton Talent Search Program participants are selected from four high schools in the Anaheim Unified High School District: Anaheim, Katella, Magnolia and Savanna.

ACCOMPLISHMENTS

The Talent Search program successfully serviced over 600 high school students and their families.

Coordinated and hosted the Second Annual TRIO Shadow Day. Both Talent Search and Upward Bound students had the opportunity to shadow college students for a day.

For the first time, Talent Search and Upward Bound jointly collaborated to take 50 students, 25 from each program, to the San Diego area to explore four year private and public universities.

For the third consecutive year, Talent Search in partnership with the Tiger Woods Learning Center continued to provide parent forums/meetings. The objective of the forums is to inform and familiarize parents with the available postsecondary options, financing, and to aid parents understanding their role in helping their son/daughter continue a college education.

Graduated 94.7% of senior program participants.

STUDENT LEARNING OUTCOMES

Domain: Self-Management

Program/Service: Summer Program – Imagine Mars Project

Project Sample: 55 summer participants in 9th and 10th grade

Data Collection Timeframe: June 21-July 2, 2010

Data Collection Method: Surveys and reflection essays

Summary: From June 21-July 2, 2010, 55 summer participants in 9th and 10th grade completed surveys and reflection essays which were then used to measure their learning experiences as part of the Talent Search summer program, “Imagine Mars Project,” under the Self-Management domain.

As a result of this program, students are able to:

- Apply critical thinking skills
- Develop and manage personal plans
- Adjust goals as needed given new experiences, priorities, and information

Results: Students were receptive of the curriculum and were able to identify opportunities for postsecondary options and careers.

Implications: The program will be able to improve and enhance the curriculum for subsequent years. One of the major enhancements will be to create a different theme for each program based on a science related field.

CHALLENGES

Increasing parental involvement in Talent Search Program activities and events.

Developing a college going culture at school sites, in order to increase the education expectations of students.

GOALS

85% of the non-senior secondary school participants served will be promoted to the next grade level at the end of the academic school year.

85% of high school seniors will graduate from secondary school.

Of college ready project participants, 90% will apply for financial aid during each budget period.

Of college ready project participants, 90% will apply for postsecondary school admission.

During fall 2010, 70% of college ready participants will enroll in a program of postsecondary education.

EDUCATIONAL PARTNERSHIPS UPWARD BOUND PROGRAM

MISSION STATEMENT

The Upward Bound Program is a federally funded, comprehensive educational program designed to assist low-income and first-generation students to acquire the skills, motivation, and preparation to enter and succeed in a program of post-secondary education. Students are selected from Century, Saddleback, Santa Ana and Valley high schools, all in the Santa Ana Unified School District. Participants receive program services starting in their freshman year and extending through to the end of their senior year in high school. All students participate in academic preparation and enrichment activities throughout the year.

ACCOMPLISHMENTS

100% of Upward Bound program participants graduated from target high schools.

100% of Upward Bound program graduates enrolled in a postsecondary institution, 58% of which enrolled into a four-year university.

Ten out of 26 graduating seniors from the class of 2010 were scholarship recipients, including the SoCal WESTOP Scholarship, Black Educator and Future Scholars.

Nine out of 26 graduating seniors from the class of 2010 will be attending California State University, Fullerton in fall 2010.

CHALLENGES

Upward Bound participants' low academic performance in academic courses.

The attendance and consistency from Upward Bound participants to Saturday Academy.

GOALS

Increase participation of Upward Bound participants in mandatory activities.

Increase parent leadership in Upward Bound program components.

Enhance services provided to students by developing a comprehensive set of learning outcomes and services tailored by grade level.

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. Our 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, we provide opportunities to learn, we ensure access to higher education, we promote the student's economic stability, and through our compliance with regulations, which govern the administration of financial aid programs, we ensure continuity in the delivery of state, federal, and institutional student aid funds to the University.

ACCOMPLISHMENTS

Updated our Program Participation Agreement to add off-campus sites where students complete 51% or more of their coursework.

Secured the services of a consultant to assist with the federal mandated switch from the Federal Family Educational Loan Program to Direct Loans.

Completed recruitment of two assistant directors to the financial aid management team.

Used text messaging to advise students of important dates and outstanding items required to complete their aid application.

Systematically updated budgets and state fee related grants in response to the fee increases approved by the Board of Trustees. In addition, established a \$210 per unit Masters in Business Administration (MBA) grant to offset the new MBA fee.

Participated in a series of training webinars sponsored by the Department of Education, including the Direct Loan Webinar Training Suite.

Conducted Year-Round Pell Grants and General Title IV Final Regulation overview.

Modified our packaging plans to adjust to the CMS business process.

Implemented Pell 2. In 2009-10 students gained eligibility for up to two scheduled awards (200%) per year of Pell grants.

Developed a marketing campaign encouraging students to file their aid application by March 2nd.

Moved to an online only version of the annual scholarship bulletin. In addition, we eliminated the printing of need analysis worksheets which reduced our consumption of paper by more than a third.

Began the process audit of scholarship processing to identify non-value added activities and examine ways to streamline delivery of funds.

CHALLENGES

Identifying system-generated changes that impact students aid eligibility.

Designing strategies and formulating plans for assessing, monitoring and addressing risk.

Auditing scholarships to develop a streamline approach to disbursing scholarships funds.

Creating guidelines to provide read-only access and training to campus constituents.

GOALS

Hire permanent director. Hire a Business Analyst and two additional full-time staff.

Create a phone-bank to reduce phone wait time.

Prepare for migration to PeopleSoft 9.0.

Files for all student personnel technician, counselors and newly hired staff to be evaluated based upon 18 data elements and, for the most part, achieve less than a 3% error rate.

Complete a risk assessment.

Continue to update policies and procedures to reflect CMS business processes.

GUARDIAN SCHOLARS PROGRAM

MISSION STATEMENT

Cal State Fullerton's Guardian Scholars program is committed to supporting ambitious college-bound students exiting the foster care system. We provide a comprehensive program that contributes to the quality and depth of the student's university experience. We serve 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

Provided financial and academic support to 40 Scholars.

Admitted 12 new students into the program for 2009-10.

Eleven Guardian Scholars received bachelor degrees in May 2010.

Four students attended the EOP Summer Bridge Program.

Convened the Student Advisory Committee two times during the academic year with representation from all classes (Freshman, Sophomore, Junior, and Senior/Senior+). Two Guardian Scholar students served as active student representatives on the Advisory Board.

Attended the California Wellness Foundation Conferences on Transition Age Youth (TAY) and Organizational Learning and Evaluation.

Celebrated program success at the Guardian Scholars Graduation and Recognition Banquet at the El Dorado Ranch.

Two alumni completed one year of their graduate degree as Dr. Robert L. Palmer Fellowship recipients.

Continued to manage unique counseling program specifically designed for Guardian Scholars funded by the California Wellness Foundation.

Continued work with Hearts and Hands United in Giving (HHUG) in supporting students by providing the incoming freshmen class with backpacks filled with school supplies, a gift card to target and items needed for living in the residence halls.

Traveled to Berkeley California with 11 Guardian Scholars to attend Digital Storytelling Retreat.

Continued worked with Lestonnac Clinic, a community partner who has agreed to provide medical and dental services to Guardian Scholars on an as needed basis free of charge. Lestonnac Clinic offers services beyond what is offered at the Student Health and Counseling Center and appointments are scheduled within the same week. This is an on-going service that will be offered as a benefit of being a Guardian Scholars recipient.

Formulated partnership with Kidworks, a non-profit organization located in Santa Ana providing volunteer opportunities for Guardian Scholars to serve the community.

Started a partnership with the CSUF Department of Social Work faculty to provide support on writing a grant proposal to support emancipated foster youth.

The inaugural Guardian Scholar phone-a-thon raised \$2,000.

Started Guardian Scholar overnight study sessions in the Titan Student Union during finals week.

Created California State University, Fullerton Guardian Scholar alumni Facebook page to assist program alums in feeling connected to Guardian Scholar community.

Developed a Guardian Scholar Handbook which includes general operation of the scholarship as well as student responsibilities and eligibility requirements.

Rolled out newly developed peer mentoring program for incoming freshmen and senior students, which included peer mentor training and three events to foster student connectivity between peer mentors and mentees.

CHALLENGES

Reduce time required to package and award financial aid.

Continue to assist seniors with the planning stages leading up to graduation.

Manage time required to build cohesive collaborative relationships with internal and external agencies/organizations.

GOALS

Continue to evaluate current space needs and space availability on campus that includes state of the art computer equipment and separate workspace for students preparing for exams, presentations and /or to meet individually with tutors or counselors.

Continue to work in changing the perception of counseling and psychological treatment so that students are open to seeking mental health services.

Continue to support conferences sponsored by the California Wellness Foundation to expand current partnerships.

Continue to work closely with the Career Center and Student Leadership Institute in implementing the career mapping program to prepare senior students with the transitional skills required to become a successful career professional or graduate school student.

Raise additional funds for scholarships and program development through external resources to maintain the number of students accepted into the Guardian Scholars program each year.

HOUSING AND RESIDENCE LIFE

MISSION STATEMENT

The residence halls at Cal State Fullerton exist to provide students a clean, safe and stimulating environment in which they can pursue academic programs. It is our hope that the halls will also serve as a stimulant for cultural and social education, community living experiences and leadership training.

ACCOMPLISHMENTS

Began conducting research for Faculty-in-Residence program.

Began establishing partnerships for themed living communities in Phase III.

Provided over 200 programs with 6,086 students attending.

Experienced the largest Housing Orientation Week participation with 308 residents signed up.

Collaborated with Student Health to provide interactive alcohol education workshop for Level I violations.

Resident Student Association continued to thrive after replacing half the executive board mid- year.

Initiated partnerships with International Education and Exchange, University Extended Education, Outreach and Admissions.

Initiated strategic marketing plan with various campus partners, including joint promotions, a marketing plan and partnership commitments.

STUDENT LEARNING OUTCOMES

Domain: Self-Management

Program/Service: Resident Advisor Training

Project sample: 21 Resident Advisors

Data Collection timeframe: December 2009

Data collection method: Online survey

Summary: The department of Housing & Residence Life assessed the learning outcomes of the Resident Advisors (RA) during training in relation to the Self-Management domain. Data was collected from 21 RAs via online surveys, which were formulated with the assistance of StudentVoice. The survey results demonstrate that although training has prepared students to be successful RAs, they would like to learn more creative ways to program, confront policy violation, and balance their lives better. Future assessment efforts will include the use of more direct measures (i.e., requiring subjects to display knowledge of concepts or material presented) to identify learning.

Key findings include:

- 80% of RAs reported being prepared to initiate discussions and openly talk through conflicts as a result of RA training
- 86.67% of RAs reported being prepared to take initiative on a task not assigned to them
- 93.33% of RAs reported being able to consistently make decisions that align with the department's policies and values after completing training
- 80% of RAs feel prepared to confront fellow staff members when necessary as a result of training

Results: Staff is prepared to meet the demands of the RA position. However, areas of health and wellness, intellectual growth, self-esteem, and leadership skills received a less than 30% "very positively" response on the training survey.

Implications: Programming focused on areas with less than 30% "very positively" responses: branding assessment; using more direct measures during assessment (i.e., display of knowledge).

Domain: Self-Management

Program/Service: Housing & Residence Life program

Project sample: 800 Residential Students

Data Collection timeframe: June 2010

Data collection method: Survey

Summary: During June 2010, Housing and Residence Life conducted a survey of 800 residential students to measure the domain of Self-Management. The assessment was completed after move-out without any incentives, which resulted in 23% of all residents completing the survey.

Key findings:

- Over 80% of respondents reported that as a result of living on-campus, they improved in the following areas: Independence, Social Responsibility, Personal Awareness and Communication
- Over 70% mentioned Interpersonal Skills and Appreciation of Diversity.

Results: Residential students improved in areas of: Independence, Social Responsibility, Personal Awareness, Communication Skills, Interpersonal Skills and Appreciation of Diversity.

Implication: This year we will focus more on developing the leadership skills of those in residence and boosting their self-esteem.

CHALLENGES

Increase in drug-related evictions (2009-10: 20, 2008-09: 5). Partnered with Student Health for trainings and passive programs to address some of the issues involving student's perceptions about drugs and their drug use.

GOALS

Continue to increase faculty involvement in programming.

Significantly increase the candidate pool for Resident Advisors.

Recruit and hire two Residential Community Coordinators. Recruit two faculty members for Faculty in Residence program.

Complete MOU for living-learning themed communities in Phase III.

Streamline business procedures to be in line with campus practice and industry standard.

Procure a software system to maintain information regarding housing business, student and facility services.

Develop a comprehensive department budget to include area budgets, staff training, reserve policies and a comprehensive preventative maintenance plan with budget allocations.

Recruit and hire for Facilities, one building services engineer, one lead building services engineer, two custodial supervisors/leads, ten custodians, five information technology programmers, one clerical, one grounds worker and four student workers.

Complete Student Housing Phase III oversight and receive certificate of occupancy by April 2011 (project delivery three months early).

Modernization of Phase I of Student Housing complex.

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; 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

More than 60 student-athletes graduated including four from the men's basketball team for a total of 14 in three seasons.

The baseball team ran its streak of consecutive NCAA Tournament appearances to 19 by winning the Big West Conference championship. The Titans won their 19th NCAA Regional Tournament at home but lost in the Super Regionals at the University of California, Los Angeles.

The track and field team sent nine qualifiers to the NCAA Regional competition and one advanced to the National Championships.

Eleven Titans were selected or earned first-team All-Big West Conference honors with six on second teams and 12 earning honorable mention.

Men's and women's golf teams competed for the first time in more than two decades.

The Titan dance team won a pair of national championships.

A total of 28 Titans earned all-conference academic recognition from the Big West, the Pac-10 and the Western Athletic Conferences.

CHALLENGES

Continue to find creative solutions to the dilemma of developing and maintaining a comprehensive and successful Davison I athletics program during historically tight financial times.

Maintain a quality experience for our student-athletes.

Find new sources of income to offset the increased costs of scholarships, operations and travel.

Continue to increase student and faculty/staff participation at home athletics events.

Maintain the positive environment in the athletics department and the positive attitude on the campus toward the California State University, Fullerton athletics program.

Continue to maximize rental income from facilities without disrupting our own programs and overburdening our facilities.

GOALS

Seek and admit more academically proficient student-athletes.

Improve Academic Progress Rate scores for sports with scores below the cut point. Maintain scores for other teams and improve as appropriate.

Improve CSF's standing in the Big West Conference Commissioner's Cup Standings.

Continue to upgrade the site and equipment in Athletics Academic Services.

Continue to provide focused academic advisement, counseling and monitoring to facilitate progress toward degree as defined by Academic Progress Rate (APR) and NCAA regulations, to support graduation for all student-athletes.

INTERNATIONAL EDUCATION & EXCHANGE

MISSION STATEMENT

The Office of International Education & 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, we strive to provide a welcoming environment for international students, faculty and visitors transitioning between countries and cultures; to uphold the highest professional standards in an environment of mutual understanding and respect; and to empower students to reach their full educational and professional potential through participation in international and intercultural experiences.

ACCOMPLISHMENTS

Formed a study abroad ad hoc committee (in collaboration with the Associate Vice President for International Programs) to integrate faculty involvement in the promotion of study abroad, streamline study abroad processes by using consistent forms, and coordinate transfer credits and articulation agreements.

In collaboration with the Student Leadership Institute, successfully launched a new Global Leadership Certificate Track and hired a graduate assistant from the Master of Science in Education with a concentration in Higher Education program to assist in organizing the logistics of this track, as well as other programs and activities offered through IEE.

The “integrated programming” concept continued to guide the way as we structured and organized programs for the three international groups served by IEE: international students, study abroad students and visiting faculty/research scholars.

Continued collaboration with Admissions & Records (A&R) to monitor admission and enrollment numbers of international students in accordance with campus budget priorities. An international student recruitment committee was formed in spring 2010 with the goal of increasing non-resident F-1 visa FTE’s. IEE played a significant role by assisting A&R in identifying community colleges as feeder schools for international student upper division transfers.

Logged in 5,202 incidences of activities for international students (including general inquiries, advising appointments and increased participation in workshops). The level of activity remained the same compared with 2008-09 despite furlough days and cut back in resources. For study abroad students, there was a 19% increase in overall activity compared with 2008-09. In addition, IEE also served 58 exchange visitors (faculty and research scholars) an increase of 45% from last year’s total of 40.

CHALLENGES

Promotion of study abroad may be difficult but manageable with changes in strategies.

Streamlining study abroad processes (for transfer credits, travel, and health and safety concerns) will continue to be a focus of the Study Abroad Ad Hoc Committee.

The Department of Homeland Security is preparing higher education institutions for re-certification of SEVIS-authorized colleges and universities. Re-certification is done every two years and this year, the impact on the workload of staff means additional time spent on ensuring data accuracy and integrity (address changes, verification of majors, full-time enrollment, employment reporting, etc).

GOALS

Implement the university goal of internationalizing the campus: (1) managing enrollment of study abroad and international students by working collaboratively with Academic Affairs (specifically with colleges and faculty for study abroad, and with Admissions & Records for international students); (2) integrating student activities which lead to student learning opportunities for global awareness and multicultural understanding.

Set a target of 5% increase in study abroad numbers by reaching out to target groups including President's Scholars, Honors Program, McNair Scholars, Fullerton First Year program, Veterans' Programs, and continuing collaboration with colleges that offer study abroad programs.

Continue collaboration with Admissions & Records to monitor admission and enrollment numbers of international students in accordance with campus budget priorities.

Cultivate "a culture of learning outcomes assessment" among staff who take the lead in organizing and planning programs for international and study abroad students by implementing weekly discussions and encouraging their participation in StudentVoice workshops and conferences.

Continue discussions on study abroad promotion with members of the Study Abroad Committee which serves as a vehicle for Academic Affairs and Student Affairs to collaborate on campus internationalization and study abroad issues.

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, assumption of appropriate responsibility 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

Distributed hundreds of DVD's to faculty "Successful Classroom Strategies: Managing Disruptions in the Classroom".

Facilitated over 66 presentations/workshops for students, faculty and staff.

Received funding from Parking and Transportation Services to hire a Graduate Assistant.

Assisted in university policy development through various committees including Academic Senate, Student Academic Life Committee, Student Affairs Policy Committee and the FERPA Review Committee.

Consulted regularly with faculty and staff (over 450 consultations) concerning the interpretation and application of University standards for student behavior.

Maintained efficient office procedures to ensure fair, consistent and timely response to allegations of violations of University standards.

Served as Chair of the California State University (CSU) Judicial Affairs Officer Association and served as mentor/consultant to judicial affairs colleagues.

Adjudicated 311 students referred for non-academic allegations, the third highest number of non-academic cases referred to the office. There were 135 referrals for use of lost/stolen or forged parking permits or misuse of disabled parking placards (down from a record high of 241 cases last year) which comprised 43% of the total non-academic referrals to Judicial Affairs.

Adjudicated 251 incidents of academic dishonesty. While the number is lower than the 2008-09 record breaking number of cases (297), it is the third highest number of annual academic dishonesty cases after 2005-06 (255 cases).

Plagiarism continues to constitute the single largest number of violations reported (186 students, 74% of total, which is comparable to the last three years, 69%).

Sanctions assessed included probation, grade sanctions, suspension from CSU and removal from California State University, Fullerton (CSUF). Fourteen students were suspended from the University for academic dishonesty violations and nine students were suspended from the University for non-academic violations. Three students lost the privilege to be readmitted to CSUF.

Suspended or expelled 159 students from CSUF since 1999 (83 academic, 76 non-academic). This year marks the most students (23) to be suspended in one year.

Developed department-level learning outcomes, mapped to two of the divisional learning domains (Social & Civic Responsibility and Self Management) for use in educational outreach activities as well as with students adjudicated through the conduct process. Learning outcomes were assessed for the integrity workshops presented to new students utilizing a pre and post survey (235 freshmen in 12 sections of University 100 classes during fall 2009).

Conducted an on-going assessment of student learning articulated in student's reflective papers. Developed a more comprehensive holistic assessment rubric (overall evaluation of all dimensions of the paper) to be used in the next academic year.

STUDENT LEARNING OUTCOMES

Domain: Social & Civic Responsibility

Program/Service: Integrity Workshops

Project Sample: 235 freshmen in 12 sections of University 100 classes

Data Collection Timeframe: Fall 2009

Data Collection Method: Pre and post surveys

Summary: During the 2009 fall semester, Judicial Affairs assessed its Integrity Workshops to measure learning outcomes related to Social & Civic Responsibility. The 235 first-year students in the study were given pre and post surveys that asked questions related to academic integrity.

Results: Significant difference between individual pre and post test scores as a result of the workshop: there was a change from 76.8% correct answers on pre-test to 96.1% correct answers in post-test.

Implications: The results of these assessments were used to re-design workshop content and delivery.

CHALLENGES

As the volume of referred cases continues to grow, it has become more and more difficult to continue to adjudicate cases in a timely manner and to continue outreach and preventative programs with only one full-time judicial officer on campus.

The current operating budget for Judicial Affairs has remained the same over the past ten years while the volume of cases and commitments of the office have grown each year. While the office has benefitted in the past from successful submission of University Planning Initiatives and Retention grants, the challenge will be for the Associate Dean to carve out time to explore other outside funding opportunities.

The office would benefit from a computer based tracking system in order to manage the volume of cases and the complexity of reports.

GOALS

Develop/present educational outreach for students and update website.

Consult with appropriate students, faculty and staff on campus to address student conduct issues.

Explore off-campus funding opportunities to support educational outreach initiatives.

Collaborate with other departments on campus to secure a Title V grant for programs and services for graduate students.

Collaborate with the Faculty Development Center and other appropriate offices to provide relevant workshops for faculty (new faculty, current faculty) including distribution of DVD's.

Request participation in various training, orientation programs such as resident advisor training, orientation leaders, teaching assistants.

Adjudicate cases in such a manner to hold students accountable for their actions and interact with students in a manner which fosters self-reflection, a greater awareness of their responsibilities within the academic community, and a greater sense of the personal responsibilities they have for their choices, the consequences of those choices and the direction of their lives.

Hire, train and support Graduate Assistant to assist in adjudicating parking referrals.

Appoint and provide orientation, training, and on-going support for Hearing Officers.

Serve as conference coordinator at the 2010 summer meeting of the California State University Judicial Affairs Officers (CSUJAO) Association.

Present workshops at CSUJAO summer meeting on due process, investigative skills.

Present conference program at the NASPA Western Regional Conference.

Submit conference program proposal for national conference of International Center for Academic Integrity and other professional conferences.

LEADERSHIP AND MULTICULTURAL DEVELOPMENT PROGRAMS

MISSION STATEMENT

The Dean of Students Office, Leadership and Multicultural Development Programs (LMDP) provides 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, and vocational dimensions of wellness that are important for successful participation in student organizations and/or leadership. The department also serves as a resource to student leaders and cultural and Greek Life organizations by offering advisement and training on event planning, group development, and organizational management.

ACCOMPLISHMENTS

A successful search and appointment was made for the Coordinator of Greek Life.

Identified operational funds to hire two graduate assistants for the department and entered a partnership with the Master of Science in Education with a concentration in Higher Education program.

Fraternities and sororities associated with the Interfraternity and Panhellenic Councils raised \$58,824 in April 2010 as part of Greek Week fundraising efforts.

The department was awarded a University Mission and Goals Initiative (UMGI) for research, fundraising, and grant writing efforts for the Student Leadership Institute (SLI) in the amount of \$19,000.

Department staff worked closely with International Education and Exchange (IEE) staff to create a Global Leadership Certificate track for SLI that was implemented in fall 2009. The track was well received by students with over 40 participating, and 14 receiving a certificate of completion in its inaugural year.

An SLI Alumni survey instrument was developed and launched at the end of the spring semester to access learning outcomes and the programs affect on leadership development.

A database was compiled containing the names, contact information, and involvement affiliations of more than 5,000 students and/or alumni who served in top leadership positions at the university (Presidents, executive boards, New Student Orientation leaders, etc.) during 2001-2009. The data will be used to track former leaders for the purposes of fundraising and alumni engagement efforts.

California State University, Fullerton (CSUF) became the second campus to implement the Greek Chapter Administrative System (G-CAS) in spring 2010. G-CAS is an on-line software program intended to track Greek members, maintain current and alumni rosters, register events and serve as a tool for recruitment.

The Multicultural Leadership Center (MLC) SafeSpace trainers (volunteer faculty, staff, and administrators) conducted 24 lesbian, gay, bisexual, and transgender (LGBT) SafeSpace Workshops (74 participants), a program which trains and identifies faculty and staff who are allies of the LGBT community. There are 124 active LGBT SafeSpace Allies.

The SLI received a Target Community Grant in spring 2009 to support the program in redesigning its website. In fall 2009 a student was hired to design the website which was launched in January 2010. The website features spring banquet information; links and descriptions of our community college partners; an electronic SLI participant application feature via Google Docs; an archive of SLI newsletters; and comprehensive program information.

STUDENT LEARNING OUTCOMES

Domain: Leadership and Self Management

Program/Service: Student Leadership Institute Alumni Survey.

Project Sample: 927 CSUF SLI alumni who participated in the program between 1991 and 2008. 100 surveys completed.

Data Collection Timeframe: May 25-July 18, 2010

Data Collection Method: Mixed methods survey

Summary: The Student Leadership Institute conducted a study to measure the extent to which the program had impacted participants' ability to understand and practice 23 leadership skills. The study used both quantitative and qualitative questions in survey form to collect data, which was analyzed by the *Center for Research on Educational Access and Leadership (C-REAL)*.

Key findings include:

- SLI is doing very well on Learning Outcomes 1, 2 and 5: Outcome 1 - Demonstrate an understanding of leadership concepts specific to soft skills and relationships, Outcome 2 – Employ leadership concepts to a professional, personal, and community setting, Outcome 5 – Demonstrate a better understanding of self and others.
- Overall 85% of alumni reported that SLI contributed to some level to their overall leadership development, of that, over 62% reported that SLI contributed “considerably” or a “great deal” to their overall leadership development.
- Involvement in SLI influences others across generation and sectors. Alumni consistently reported how they use skills learned in SLI to teach others in their family, community, and work environment, to serve in leadership positions, and participate in community and organizational development.
- Females scored significantly higher than males in the application of 9 of 23 skills in practice. Males scored higher than females in their belief in the extent that SLI contributed to their overall leadership development.

- In the area of leader efficacy, SLI alumni rated themselves *highest* in leading by example and ensuring that their actions reflect those they expect from fellow group members. Alumni also indicated that others believe their leadership style is effective and that they are stronger than their peers. They rated themselves *lowest* in motivating others to reach group goals, and finding it difficult to allow group members to contribute to their task when they are in charge.

Results: Results demonstrate SLI has contributed to the life-long learning and leadership skills alumni practice in their work, home and communities.

Implications: The following recommendations were made as a result of the study: 1) Further develop relationships with and a database of alumni, 2) Continue to focus curriculum on the 23 target concepts/skills and maintain a strong sociocultural curriculum, 3) Evaluate the curriculum based on the learning outcomes and design the curriculum in such a way to move students through multiple stages of development, 4) Provide resources on where SLI participants can go to practice skills learned and further leadership training and development, 5) Explore options for more advanced leadership skill development for students who come to the SLI with past leadership experience.

CHALLENGES

Information Technology: More web support is needed given the on-going nature of programming and the subsequent need to change and/or provide information on-line on a continuous basis.

Storage and Work Space: Physical space for the department is very limited posing challenges for the storage of programming equipment, and/or space for paraprofessional staff to work.

Fundraising: Challenges include lack of training, and the dedication of staff time to secure external/internal funding to support programs.

Funding: Limited funding has resulted in the department putting programs such as the University Leadership Conference, and the Multicultural Mentoring Program on hold.

GOALS

Provide leadership for the Division of Student Affairs' Co-curricular Documentation and Record-Keeping project and cross-divisional work team.

Work with campus partners to coordinate "An Unfinished Conversation" a diversity, relationship building, and community event on October 1, 2010.

Explore and secure external funding for the SLI which includes hiring a grant writer to pursue grants for the program.

Develop and measure learning outcomes for department programs in support of the Division of Student Affairs assessment initiatives.

Support the Interfraternity Council in chapter expansion (growth) plans.

Develop a network of diversity education facilitators who can present an array of topics that include demographic social identities, faith, sexuality, ability, as well as on issues related to oppression and privilege.

NEW STUDENT PROGRAMS

MISSION STATEMENT

From pre-admission to graduation, New Student Programs 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, orientation and parent programs, 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.

NSP programs and services include: New Student Orientation (NSO); Transfer Orientation including Transfer Student Orientation (TSO) and the Online Transfer Overview; Parent Programs including Parent Orientation and Titan Parents; Student Life Orientation; Campus Tours; Titan Weeks of Welcome (WOW); Freshman Programs; as well as Student and Visitor Information Services including *Ask the Titans*.

ACCOMPLISHMENTS

Adapted the New Student Orientation (NSO) agenda to ensure that students were able to get appropriate general education and major advisement, in order to register before the end of the business day.

Provided all first-time freshmen and transfer students with an individual or major specific Titan Degree Audit which was used as a primary advisement tool throughout each orientation session.

Promoted the first-time freshmen and transfer student pre-advisement tutorials, developed by the Academic Advising Center, to further prepare students for their General Education advisement experience at orientation.

Restructured Student Life Orientation to promote higher levels of student engagement by limiting the time spent in large group presentations, promoting interactive activities during educational workshops, incorporating the Titan Spirit Squad and Titan Radio, as well as campus exploration via a text-message based scavenger hunt.

Assessed the Online Transfer Overview and incorporated changes to the program as needed.

Developed more comprehensive parent programs and resources beyond Parent Orientation.

Continued to partner with the Dean of Students Office Evening Services committee to provide leadership regarding the marketing of programs and services available for evening students.

Successfully implemented a revised role for the Student Services professional within the First-Year Success Team (FYST) structure in University 100.

Continued to develop and assess the Engineering and Computer Science (ECS) Scholars and Freshman Future Nurses learning communities.

STUDENT LEARNING OUTCOMES

Domain: Professionalism

Program/Service: Public Speaking Skills of Orientation Leaders

Project Sample: 33 orientation student leaders

Data Collection Timeframe: Summer 2008, 2009

Data Collection Method: New Student Orientation leaders were assessed three times during the orientation program: first by professional staff during their first presentation, then at midpoint by a peer orientation leader, and finally by a faculty, staff or administrator during the final week of orientation.

Summary: In the summers of 2008 and 2009, New Student Programs assessed 33 orientation student staff's public speaking skills as they relate to the Professionalism domain. The students' public speaking skills were assessed using a rubric that highlighted ten key categories for public speaking, with a scale ranging from "novice" to "expert". They were assessed three times during the orientation program.

Results: Data shows 100% of leaders improved their public speaking skills; first round of assessments were a total of 58 "expert" rankings, while the final found resulted in 240 "expert" rankings. The average growth per leader was 5.48 additional expert rankings (on a scale of 1 to 10).

Implications: Public speaking will continue to be the primary learning outcome for New Student Programs student staff, but there will be enhancements to the assessment procedures. This includes a peer-to-peer meeting, which will enhance the leaders' ability to give and receive constructive feedback. The second addition will be tracking data for each of the ten categories in the rubric, which will highlight cross-sectional strengths and deficiencies within public speaking skills of orientation staff. This information will guide the public speaking skills training provided by New Student Programs.

CHALLENGES

Manage staff transitions while continuing to offer high quality programs and services. Throughout the 2009-10 academic year, the New Student Programs (NSP) staff redistributed the duties of one vacant position, while the staff in Freshman Programs worked to fill vacancies and redistribute the duties of several graduate advisor and student assistant positions.

GOALS

Collaborate with campus partners to restructure the NSO agenda in order to improve student engagement and information retention as well as to respond to recommendations from the Graduation Rates Task Force.

Overhaul the NSP website including providing more comprehensive resources for parents, campus tours, as well as information and visitor services.

Establish the Titan Parents Advisory Board.

Seek opportunities to fill the remaining vacant Coordinator, New Student Programs position.

Build collaborations with departments that provide transfer student services, including convening a meeting of departments that provide targeted transfer services.

Develop program-based NSP budget management systems in order to enable coordinators to have more control over the budget for their program areas.

Continue the student learning outcomes assessment for Orientation Leaders and Titan Ambassadors focused on communication/public speaking skills and create a student learning outcomes assessment for Information Specialists, Titan Ambassadors, and Freshman Programs student assistants focused on professionalism.

Develop a research agenda to ensure that necessary data is being collected to assess the impact of the various NSP programs and services.

Implement a schedule for updates, security, and back up of NSP computers, files and databases.

Continue collaboration with Strategic Communications to complete and launch the online virtual tour, and support efforts to develop additional technology driven tour options.

Implement a fieldwork placement option for graduate students to serve as Student Services professionals within the First-Year Success Team (FYST) structure in University 100.

Improve the coordination of academic advisement for Freshman Programs students at New Student Orientation.

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 seven separate and distinct Student Affairs units: Educational Opportunity Program (EOP), Student Retention Services, Intensive Learning Experience (ILE), Center for Academic Support for Academic Support in Engineering and Computer Science (CASECS), Student Support Services (SSS), University Testing Services, the Student Diversity Program and Summer Bridge.

ACCOMPLISHMENTS

Facilitated the awarding of \$10,000 in scholarships to AB540 students. This represents a 90% increase in financial awards to students and funding from the previous year.

Validated that the persistence and graduation rates of EOP exception admit students is equal to or greater than that of exception admits in the California State University (CSU) system.

Provided additional Learning Communities for Summer Bridge students which increased student participation by 25%.

Selected by the Eisenhower Foundation to award \$20,500 in fellowships to engineering students in the CASECS program.

CHALLENGES

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

Increasing the number of African American males in the college of Engineering and Computer Science and at the campus in general.

Maintaining services to students in the midst of significant budget reductions in staff and general fund support.

GOALS

Participation on facilitating six-year graduation rate campus-wide committee.

Continue to improve accountability system designed to ensure unit budget is monitored to avoid cost center overruns and deficits.

Continue to increase the participation of EOP/Summer Bridge students in Learning Communities by 25%.

Develop measurable learning outcomes for participants of all SAS programs.

Develop appropriate assessment tools to measure effective interventions and services for SAS program participants.

Continue to seek external funding to support EOP students utilizing the alumni development program in Student Affairs and the Office of Grants and Contracts.

STUDENT ACADEMIC SERVICES STUDENT SUPPORT SERVICES PROGRAM

MISSION STATEMENT

The Student Support Services (SSS) Program is one of four TRIO programs at CSUF funded by the U.S. Department of Education to assist disadvantaged students in reaching their educational goals. SSS targets low income and first generation and disabled college students, and provides them with educational services to ensure that they graduate, and then continue their education at the post-secondary level. The objective of the program is to increase the retention and graduation rates of all participants and to foster an institutional climate that is supportive of underrepresented students.

ACCOMPLISHMENTS

Successfully secured continued five-year program funding for 2010 through 2015.

The SSS staff successfully maintained and served 160 program participants.

Through program services, the SSS staff ensured that 90% of participants achieved good academic standing at the end of the school year.

The SSS Program met its graduation objective by ensuring that 48% of each cohort group graduated within six years.

Successfully awarded \$58,495 in SSS Grant Aid to program participants to reduce their financial burden and increase academic achievement.

Successfully added the use of the *Cash Course* website to SSS program services to increase the financial literacy of student participants.

Successfully balanced the SSS program budget by less than +.05% at the end of the project year.

STUDENT LEARNING OUTCOMES

Domain: Self-Management

Program/Service: Student Support Services Program – Fiscal Responsibility

Project Sample: 25 first-year participants

Data Collection Timeframe: August-September 2009

Data Collection Method: Survey

Summary: During August and September 2009, Student Support Services measured the learning of students as a result of being part of the Fiscal Responsibility program. The domain used for this assessment project was Self-Management. Twenty-five students were individually surveyed.

Results: Results show few first-year SSS students had experience in budgeting personal income and expenses. In addition, few of these students had spending plans for their financial aid awards.

Implications: The use of the interactive Cash Course website has been activated for CSUF and implemented into the Student Support Services program. Students are directed to the website by their counselor. While interacting with the Cash Course website SSS students participate in an individualized series of financial workshops and exercises to increase their knowledge of financial literacy and fiscal responsibility.

CHALLENGES

Find outside funding sources to increase the number of services provided to program participants.

Continue to add the use of updated technology into all program operations.

GOALS

Create and implement tutoring component into SSS program services.

Create new program services that lead to increased graduate school enrollment among SSS participants.

STUDENT HEALTH AND COUNSELING CENTER

MISSION STATEMENT

The mission of the Student Health and Counseling Center is to improve and support the overall health and wellness of all CSUF students.

ACCOMPLISHMENTS

Implemented new electronic health records at Student Health in 2009 and at Counseling and Psychological Services (CAPS) in 2010.

Provided H1N1 Immunization Clinics and free vaccine to students, staff and faculty with a total of 1,065 vaccines given.

Implemented the new \$20 No Show Fee for the spring semester which has reduced the no show rate for CAPS and Student Health by over 60% allowing greater access to appointments.

Held the 3rd Annual Art 4 Health Exhibition with a scholarship given for the first time to the Best in Show undergraduate winner. The Art Auction continues to make the show self-sustaining.

Titan Fitness Challenge was held again this year in collaboration with CAPS and Associated Students, Inc. (ASI). 24 students participated over a 10-week period and lost a total of 300 pounds.

Successfully completed year four of the Campus Suicide Prevention Project, funded by the Substance Abuse and Mental Health Services Administration (SAMHSA).

The National College Health Assessment (NCHA) was done again this year to gather data specific to students at California State University, Fullerton (CSUF) about health habits, behaviors and perception.

In collaboration with the WoMen's Center, provided a three-week workshop, Cultural Awareness of Violence Against Women, designed specifically for Asian American female students

CAPS provided more counseling appointments, psychiatry appointments and outreach programs, workshops and support groups than in the prior three years. Total appointments was 7,111 with 6,839 students attending workshops, groups and other outreach events for a total of 13,950 visits.

CHALLENGES

Counselor turnover: the time and resources utilized for recruiting, hiring, training and supervising new faculty counselors is substantial, and service delivery is reduced during this time-consuming process.

Limited psychiatric hours (0.5 FTE): a large portion of the students seen by the Consulting Psychiatrist do not have insurance or the financial means to easily pursue off-campus psychiatric treatment.

Heavy case management responsibilities in the Counseling Center continue to be a challenge due to students with serious or chronic mental health conditions that require services beyond our capacity. Many of these students do not have insurance or financial means to easily pursue off-campus treatment, so a Case Manager is needed to locate additional referral resources and coordinate care with off-campus professionals and agencies.

GOALS

Continued collaboration with various on and off campus organizations to provide needed services and education to students.

Continued improvement and enhancement of the new electronic health record, Point and Click, to best meet the needs of the staff and the students of CSUF. Student Health and Counseling Center (SHCC) is in year two at the health center and just starting in the Counseling Center.

Research and implement digital X-ray at the health center.

Focus on customer service to better meet the needs of CSUF students.

Continuity of the Art 4 Health program.

Focus on medical records security, guidelines and procedures, in conjunction with University IT, as it pertains to FERPA and HIPAA regulations.

Re-design of the SHCC website to enhance user information and access to services.

STUDENT LIFE

MISSION STATEMENT

The Student Life Programs Department coordinates and provides training for student club and organization members in organizational leadership and advising on event planning and coordination of campus activities, advisor training and orientation; manages dissemination of information on university policies and procedures that govern campus activities and facilities reservations; facilitates and develops opportunities for student participation in community service and civic engagement and participation in community service projects; coordinates and advises the Sports Club Inter Club Council; coordinates the Co-curricular Achievement Record and assists the Dean of Students Office in development, implementation and enforcement of policies that govern campus activities.

ACCOMPLISHMENTS

Initiated Student Organization recognition process and recognized 302 student organizations. Advised and assisted the development of 62 new organizations that were not previously recognized on campus.

Provided resource information or direct services for Student Organization Resource Center (SORC) and Associated Students, Inc. (ASI)/ Titan Student Union (TSU) related inquiries to 5,522 contacts.

Continued to collaborate with the University Conference Center to provide assistance to recognized student organizations and campus departments processing 9,949 SORC EMS bookings including organizational meetings and special events (105% increase in processing).

Facilitated organization training including 35 training workshops organized into six main categories.

Revised Blueprints workshop and trained 436 student organization members in event planning and university policies and procedures. Increased attendance by more than 10%.

Coordinated and co-sponsored annual student organization fair, Discoverfest, in the fall and spring semesters in collaboration with New Student Programs (NSP).

Implemented various components of the California State University (CSU) Chancellor's Executive Order requirements for sport clubs (re-recognition process, club sports manual, event approval procedures).

Provided advising to the ASI elections process and Elections Commissioner, ASI Elections Program for fall 2009 and spring 2010. Record elections results were recorded for each election.

Coordinated activities to serve 2,960 volunteers and provide nearly 12,100 hours of service to the community through a diversity of projects and special events. This represents a consistent number of volunteers and an 11% increase in the number of volunteer hours of service despite the challenges faced with campus-wide furloughs.

160 volunteers contributed 700 hours in planning, promoting and implementing the various Hunger & Homelessness Awareness Week activities, which included an interactive tent exhibit that 500 campus members walked through to learn more about the realities facing those living in poverty.

Students ACT (Students Advocating Civic Transformation) received the Orange County Human Relations Community Leader Award for its extraordinary contributions to human and civil rights. The group's Social Justice Summit once again had nearly 600 students, faculty, staff and community members in attendance, with 85 volunteers contributing 472 hours of service on the day of the Summit alone.

Collaborated with California State University, Fullerton (CSUF) Information Technology as well as the Director of Technology Services for Student Affairs to develop a Club Sports Web Site and a membership registration application for all club participants.

Conducted ACE trainings and presentations to approximately 350 students comprised of populations from: University 100 classes, student organizations and councils, University Outreach delegates, and Summer Bridge.

STUDENT LEARNING OUTCOMES

Domains: Leadership; Self-Management

Program/Service: Student Organization Leaders

Project Sample: 153 student leaders

Data Collection Timeframe: April 14 – May 17, 2010

Data Collection Method: Survey (quantitative & qualitative)

Summary: The purpose of this project was to measure the learning of students as a result of being leaders in campus clubs and organizations. Leadership and Self-Management were the domains used for this assessment project. An online survey with both quantitative and qualitative questions was sent to student leaders on campus; there were 153 respondents.

Results: Students indicated being significantly engaged in event planning, leading groups, working in teams, and strategic planning. The results also showed students could benefit from trainings on fiscal responsibility, navigating and locating resources beneficial to their organization, and managing conflict within their organization.

Implications: Student Life Programs will restructure and/or revamp student organization trainings and advisor trainings to address areas in which students currently lack skills.

CHALLENGES

Continue to provide a high standard of programs and program services with limited resources.

Implement the CSU Chancellor's Office verification and compliance requirements for all sport clubs.

Inadequate office space available for department staff.

GOALS

Continue to pursue opportunities for external funding for all Student Life programs.

Host Annual Student Life Achievement Awards.

Host Annual spring Club Sports Recognition Ceremony.

Sponsor Student Leadership Development Conference.

Increase communication with student organizations and university departments on policies related to campus activities.

Implement new CSU Chancellor's Office policies related to Sports Clubs including membership registration, coaches contracts, first aid kits, etc.

Continue the assessment project of club sports. Complete annual assessment to measure learning outcomes in club sports.

Continue to work collaboratively with key campus stakeholders to ensure access across campus facilities.

Continue to host large-scale events such as Hunger & Homelessness Awareness Week and Social Justice Summit while scaling back as necessary to account for reduced budget and staff time for these events.

Continue to pursue sponsorships and external funding for Volunteer & Service Center programming and events.

Continue newly formed Project Read Fullerton partnership with Fullerton Interfaith Shelter and Project Buddies partnership with Troy Adult Transition Program.

Fully implement university planning initiative that was funded to assess and improve involvement of at-risk students in Volunteer & Service Center programs.

TECHNOLOGY SERVICES

MISSION STATEMENT

The mission of Student Affairs Technology Services is to utilize technology to facilitate accomplishing the goals set by the Division in the dual paradigms of student service and student development. Student Affairs Technology Services will have an active role in the campus IT community by advancing Student Affairs needs and concerns as part of the campus IT planning.

ACCOMPLISHMENTS

Reviewed and approved 668 portal messages and 176 Bulletin Board messages.

Coordinated 916 website updates inclusive of updating content, building new websites, and re-designing existing websites. Additionally, supervised student assistants and webmasters within the Division in managing these and other divisional website updates. This represents 47.74% increase compared to 2008-09.

Reviewed and approved calendar items. Coordinated divisional email notifications to all students.

Provided leadership and managed the development of new websites for the following programs: Club Sports, Women Center Conference, Western Regional Careers in Student Affairs Conference, and Alcohol and other Drugs; as well as Club Sports application, which included an e-commerce component.

Provided leadership and managed the redesign for the following websites: Assessment, Student Learning Outcomes, New Student Experiences and Perceptions, and Dean of Students.

Provided best practices guideline for setting up Twitter and Facebook pages for various programs.

Continued conversations with Student Academic Services regarding an application to report mid-semester grades. Scheduled meeting with IT and divisional stakeholders regarding a campus based application.

Continued to provide support to LearnerWeb, a web-based Learning Management System. Provided six training sessions to bring new programs onboard. Currently, there are 30 course catalogs, 101 courses and workshops and 66 trainers in the system. This reflects 34% increase in the number of courses available compared to 2008-09.

Continued to provide support and services and act as a liaison between IT and Student Affairs departments for their hardware, software, security issues, wireless, labs etc.

Advanced the Financial Literacy Project by: reconvening the Financial Literacy Advisory Board; introducing Cashcourse, an online educational resource for financial literacy; customized to meet the needs of users within the Division; updated the Financial Literacy website which included a translation function to the site; and started a Facebook page and a Twitter account for Financial Literacy.

Reviewed and resolved the ADA compliance problems for the Division. Close monitoring has resulted in a significant improvement in compliance for the Division of Student Affairs.

Established new learning communities in Blackboard and provided training for new users.

Updated almost all of the approximate 1,560 pages in Student Affairs with the new University Visual Identification Logo.

CHALLENGES

Inadequate reliable technical support/resources for completing all the system projects. This issue reflected particularly in LearnerWeb implementation. Relying on student assistants presents inconsistency in building knowledge capital and presents challenges in meeting necessary deadlines.

Inconsistency in the technical resources and support for various departments within Student Affairs.

Managing the large volume of requests for a wide array of technical services in the absence of any project management system.

GOALS

Develop project management system for Technology Services.

Provide technology, support, and resources for e-course development and management for departments in the Division.

Continue to hold Technology Committee Meeting on monthly basis.

Maintain excellent compliance with ADA Requirement.

Complete existing and on-going website updates.

Continue to promote use of LearnerWeb among Student Affairs departments and provide appropriate training. Lead effort in the coordinated marketing of the program to students.

Engage more in campus-wide conversation about mid-semester grade checking (similar to Title V Application).

Actively participate in the implementation of all IT projects in Student Affairs.

Continue to provide resources, training, and support in applied use of emerging technologies (i.e., e-portfolio, iTunes University, Twitter).

Continue to promote use of Cashcourse website and resources.

Develop sustainable business practices for managing and prioritizing divisional technology efforts.

UNIVERSITY LEARNING CENTER

MISSION STATEMENT

The mission of the Learning Center is to create learning opportunities outside of the classroom that 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

During the 2009-10 academic year, the University Learning Center (ULC) Staff provided 10,573 tutorials, assisting California State University, Fullerton (CSUF) students with writing, math, General Education (GE) courses, and major courses.

ULC collaborated with Center for Internships and Community Engagement (CICE) and the Department of Modern Languages to implement a tutoring program wherein tutors work for service learning credit; ten of our tutors worked for credit rather than financial compensation.

In addition to regularly provided services, the ULC provided Supplemental Instruction (SI) and/or study groups as well as one-to-one tutoring funded by the Semillas Grant for a learning community of 22 Engineering and Computer Science (ECS) Scholars.

Increased the number of student tutorial staff with Federal Work Study (FWS) from two to seven student assistants with FWS awards, an increase of 250%.

CHALLENGES

We overcame one challenge by increasing the number of student staff who receive FWS by 250%; now we need to maintain this level of FWS student staff.

Increasing study group/SI attendance.

GOALS

Develop and implement a faculty orientation program on the benefits of SI.

Increase SI/study groups in the college of Humanities and Social Sciences.

Increase SI/study groups in the college of Natural Sciences and Math.

Maintain the highest possible level of service with the least amount of funds for tutoring.

Submit two grant proposals for external funding opportunities.

WOMEN'S CENTER/ ADULT REENTRY/ VETERANS STUDENT SERVICES

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 provides support services to prospective students and current students 25 years of age or older who are returning to the college environment.

Veterans Student Services (VSS) assists veterans in successfully transitioning and navigating the academic environment through guidance, support services and resources. Transitioning from military life to university life presents challenges and stressors not experienced by the general university population. VSS is committed to providing personalized services to veterans from orientation to graduation.

ACCOMPLISHMENTS

Increased outside funding. Received sizable funding from Coach Leatherwear, Soroptimist International, and the Target Foundation.

Developed online trainings in partnership with the Center for the Study of Emerging Financial Markets, California State University, Fullerton (CSUF) College of Business. Three modules, Sexual Assault Prevention for Schools and Colleges, Harassment and Bullying in the Workplace, Domestic Violence and the Impact on the Workplace were prepared and delivered to the Center for the Study of Emerging Financial Markets.

Produced "Global Perspectives on Violence Against Women Conference" a world view of dangers women face. Emphasis was given to programs and organizations that address the crisis.

Honored Lt. Col. Richard Sanchez with three events: an audience of veterans and ROTC members detailing his military career; a book signing; and a program for students, staff and faculty in which he addressed Latino leadership from the perspective of his personal journey.

Co-hosted a regional women's center collaborative with California State Polytechnic University, Pomona.

Hosted three Cultural Awareness of Violence Against Women trainings. Homogeneous groups of Asian American and African American women and Latinas attended a certificated, multi-day course as they learned to be community outreach volunteers with special knowledge of sexual and physical violence.

Partnered with Academic Advisement Center to offer THRIVE, a support group and lecture series for struggling students. Adult Reentry Center staff provided workshops on "Study Skills and Exam Tips" and "Effective Learning Styles for Women and Men".

Completed a learning outcomes assessment undertaking in conjunction with StudentVoice.

Hosted the 3rd Annual Veterans' Appreciation Night.

Veteran Student Services moved into a new, designated office space.

STUDENT LEARNING OUTCOMES

Domain: Diversity & Global Consciousness

Program/Service: “Global Perspectives on Violence Against Women” Conference

Project Sample: 85 participants

Data Collection Timeframe: March 2010

Data Collection Method: On-site survey

Summary: The WoMen’s center sponsored the “Global Perspectives on Violence Against Women” Conference on March 6, 2010. Following the conference, attendees completed an assessment and evaluation. 85 completed forms were returned.

Key findings include:

- The item “I can compare and contrast the issues in specific regions as pertains to violence against women” as a result of attending this conference scored a mean of 4.45 on a five point scale, with 5 being “Strongly Agree”
- The item, “I feel prepared to converse with others about the issues of global violence against women” as a result of attending the conference scored a mean of 4.59 on a five point scale, with 5 being “Strongly Agree”

Results: Results demonstrated attendees increased level of awareness of global issues of violence against women. However, there was a concern regarding the lack of diversity within the ranks of workshop presenters. Also discovered audience requires more basic information.

Implications: In future events, time will be dedicated to prepare the audience with fundamental information to allow them to digest more of the topic data.

CHALLENGES

Decreased staffing impacts the quantity of student-centered programs offered.

Loss of Sexual Assault Prevention Coordinator impacts timely delivery of mandatory employee development programs and counseling for students who are sexual assault survivors.

Minimal staffing restricts growth of Adult Reentry and Student Veteran Services Programs.

GOALS

Research and apply for grants and donations to assist in the funding of projects and programs.

Increase visibility and number of student contacts for Women’s Cultural Resource Centers.

Continue to improve and upgrade Veteran Student Services and Adult Reentry through networking and fundraising.

ASSISTANT DEANS FOR STUDENT AFFAIRS

MISSION STATEMENT

The Assistant Deans for Student Affairs assist students during 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. Actively working with students, faculty, and staff, the Assistant Deans integrate the holistic developmental philosophy of student affairs within the academic setting and engage the entire university community in academic and co-curricular learning.

ACCOMPLISHMENTS

Partnered with the Master of Science in Education with a concentration in Higher Education program to develop graduate assistantships, mentorships and training opportunities for students.

Organized “Tuffywood” in partnership with the Career and Academic Advisement Centers and Freshman Programs to introduce students to the various majors on campus.

Participated in the Student Affairs assessment committee.

Contributed to the preparation of reaccreditation by participating in various WASC committees.

Contributed to the University Honors Convocation and Commencement ceremonies.

Worked with college Directors of Development to provide additional resources and fundraising opportunities for students and cultivate alumni connections.

Organized college awards ceremonies and Dean's List notification to recognize outstanding student scholastic and leadership achievements.

Continued to serve on the Campus-Wide Probation Advising Team and identified or conducted college-based interventions for probation students.

Coordinated college-based and department-based scholarship committees. Promoted scholarship opportunities using various marketing strategies. Collaborated with Financial Aid to edit scholarship guide and coordinate the management of scholarship selection, awards and follow-up with scholarship donors.

Continued to promote co-curricular learning within the colleges by advising Inter-Club Councils and individual student clubs and organizations.

STUDENT LEARNING OUTCOMES

Domain: Self-Management

Program/Service: "Tuffywood"

Project Sample: 22 students

Data Collection Timeframe: October – November 2009

Data Collection Method: E-mail survey

Summary: During October and November 2009, the Assistant Deans for Student Affairs collaborated with the Career and Academic Advisement Centers and Freshmen Programs to organize "Tuffywood," a one-day program designed to introduce students to resources available to assist them in major selection and career planning. The Assistant Deans created a survey with the assistance of StudentVoice to assess the students' learning as a result of attending the event. The survey was emailed to 50 participants and 22 responded.

Key findings include:

- 85.71% of students considerably or completely were able to identify potential career interest as a result of attending the event
- 71.42% reported the event considerably or completely prepared them to design a plan to each career goals using resources presented
- 90.48% of respondents moderately or strongly agreed the event provided a valuable learning experience

Results: The results showed students found the event helpful. They were able to meet the Assistant Deans and learn more about the majors within each college and other career planning resources.

Students confirmed that, as a result of participating in this event, they are considerably more likely to be able to locate available CSUF career resources, identify potential career interests, connect with someone who can be a resource, design a plan to reach career goals, and have a better understanding of the eight colleges at CSUF.

Implications: Recommendations for improvement include better marketing and making a more clear connection between selecting a major and career planning.

CHALLENGES

Utilizing technology such as Blackboard, the student portal and electronic newsletters to further enhance the Assistant Dean's connection to the students, faculty and staff.

Updating the Assistant Dean website to include current student resources and College-specific information.

Collaborating with various Student Affairs departments to effectively inform students about campus services.

Continuing to inform the campus community about the mission and services provided by the Assistant Dean Program.

GOALS

Host the Western Regional Careers in Student Affairs Day.

Continue to provide leadership to the campus on issues related to university and college based scholarships.

Implement assessment efforts to measure leadership development of the Inter-Club Council executive board members.

Update the Assistant Dean website to include information regarding the benefits of co-curricular student involvement.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF THE ARTS

ACCOMPLISHMENTS

Created and disseminated an annual College of the Arts (COTA) eNewsletter to students, faculty and staff.

Began the research and pilot phase of learning outcomes assessment efforts in order to enhance program experiences for the Arts Inter-Club Council (AICC).

Provided supervision, mentoring and professional experiences for a graduate assistant in the Master of Science in Education with a concentration in Higher Education program with extension of a second year.

Served as coordinator for the COTA Commencement Ceremony.

Successfully implemented and enhanced the leadership development component of the AICC through increased trainings and one-on-one developmental meetings.

Continued to support the development of new student clubs representing the college by providing advisement and consultation to faculty advisors and students.

Assisted with planning and implementation of student activities offered through the college yielding an increase in co-curricular learning experiences.

Worked with the AICC and the ASI Board of Directors to successfully increase council funding for 2010-11 academic year.

Collaborated with community donors and Financial Aid Office to redesign the implementation timeline of the Visual Arts scholarship program, which has expedited student award payments.

Enhanced the Assistant Dean New Student Orientation advising component to provide increased resource information.

CHALLENGES

Ability to develop an Ambassador program for the COTA due to lack of student availability and interest in this concept.

Faculty attendance and involvement with planning ARTS WEEK events.

Lack of communication with student organization advisors and officers to provide campus policy and procedure information.

Implementation of learning outcomes assessment efforts beyond research and pilot phase.

Lack of Assistant Dean web presence on the COTA website.

GOALS

Establish professional working relationship with new Associate Dean and Department Chairs.

Collaborate with Dean's leadership team to launch Assistant Dean web presence.

Develop communication strategy and training plan for COTA student organization officers and advisors.

Create a COTA student organization brochure to increase recruitment efforts.

Develop a planning committee that incorporates faculty and staff for Arts Week 2011.

Increase dissemination of COTA eNewsletter to faculty, staff and students to a biannual release.

Implement student learning outcomes assessments to address a) leadership development with AICC and b) self-management with probation students.

Work with student affairs graduate assistant to increase skill and experience with advising students and event planning.

Establish formal advising meetings with ASI Board of Directors to identify and communicate the needs of COTA students.

Explore feasibility/need of providing Assistant Dean resource information during departmental graduate student orientations/courses.

Formalize probation advisement program with department Chairs and staff to ensure consistent and accurate communication with COTA probation students.

Renew collaboration with Student Health and Counseling Center to enhance and implement Art 4 Health Program.

Familiarize self with budget policies and procedures in order to serve as the Budget Coordinator for Assistant Dean team.

Actively serve on campus wide committees that affect campus policy and program development.

ASSISTANT DEANS FOR STUDENT AFFAIRS **COLLEGE OF COMMUNICATIONS**

ACCOMPLISHMENTS

Provided excellent counseling that addressed a myriad of personal challenges as well academic advising that has helped students better understand the Titan Degree Audit, liberal arts requirements, advisement checklists, university resources and grad check processing/commencement.

Provided oversight of the college advisement center that provided an academic advisor for walk-in consultation and served as a repository for many campus resources/forms. This year over 1,400 students received assistance through the college advisement center. Staff completed over 900 online grad checks for seniors. Hundreds more benefited from the dual model of advisement in our college.

Collaborated with the department chair to implement the second year of the Checklist Maintenance policy & procedure protocol that ensures accurate study plans for five concentrations and three minors.

Continued to build positive relationships with colleagues in Student Affairs and Admissions & Records which resulted in better service for students.

Continued to serve as special events advisor for Communications Week, meeting with the C-497 students (Event Planning & Management course) on a weekly basis during the spring semester. Involvement ensured that this annual week-long conference is a college-wide event that included three departments and student clubs/organizations.

Worked in partnership with the Career Center Industry Specialist on the first annual Communications Internship Fair that attracted 202 communications students seeking internships and 21 organizations offering summer internship opportunities.

Recruited two journalism students to develop a 5-minute Comm Week video for the college website.

Continued to serve as content administrator for the college website and worked with the college webmaster to ensure timely updates, maintain accurate web presence, and elevate student, staff and faculty recognition.

CHALLENGES

Continue to identify additional resources to provide staffing support for the college advisement center to augment grad check review process for over 900 majors.

GOALS

Maintain quality advising services offered by the college Advisement Center.

Continue to develop multimedia components for the college advising center website.

Provide intentional leadership development and training to college Communications Inter-Club Counsel; increase communication and collaboration among member organizations.

ASSISTANT DEANS FOR STUDENT AFFAIRS **COLLEGE OF EDUCATION**

ACCOMPLISHMENTS

Served on WASC Student Engagement Task Force.

Utilized technology such as podcasts, online social networks, and the student portal to increase enrollment management efforts.

Partnered with various on and off-campus programs and local businesses in collaboration with the Director of Development and the College of Education (COE) Alumni Association to bring additional financial aid and other resources to students.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

Students concerns around the job market prompted increased partnerships with local professional organizations and the Career Center to provide more events around job placement.

Represented the Assistant Deans on the Student Affairs Technology Committee.

Facilitated the annual student leadership retreat for COE student organization leaders.

Assisted in the preparation and programming for the Annual Autumn Awards Banquet and the Student Affairs Resource Fair.

Coordinated planning efforts for Education Night in collaboration with the student leaders of the Education InterClub Council (EICC).

Created an electronic scholarship application and organized the COE scholarship committee.

Introduced students to COE resources and co-curricular activities during credential overviews and various classroom presentations.

CHALLENGES

Continue to increase student membership and involvement in COE clubs and organizations.

Continue to develop co-curricular collaborations with faculty and student clubs and organizations.

Continue website upgrades and expand use of technology (e.g., Twitter, Facebook, podcasts, videos) to enhance recruitment efforts.

GOALS

Increase student access to university and community resources by developing alternative ways to make campus resources more accessible to students.

Create more networking opportunities between current students, alumni, faculty and community leaders that foster mentorships and promote professional development.

Develop and implement student learning outcomes assessment plan in collaboration with the officers of each student organization.

ACCOMPLISHMENTS

Provided Engineering and Computer Science (ECS) students a variety of student service, retention and co-curricular programs such as participation in Inter-Club Council (ICC) activities, leadership development and sponsored trips, Dean's List reception, and academic probation workshops.

Collaborated with ECS personnel throughout the year to coordinate college and university events and recruitment efforts. Campus-wide relationships with faculty and staff were also developed for the benefit of the College of ECS through involvement in Academic Affairs and Student Affairs committees.

Provided direction and support to the engineering honor society who hosted the ECS Awards Ceremony for approximately 90 students, family members, faculty and staff.

Recruited 16 students for the Engineering Innovation summer program offered as part of a newly formed partnership between California State University, Fullerton (CSUF) and Johns Hopkins University.

Hosted the second annual Pumpkin Launch in conjunction with FSEA and the Discovery Science Center.

Promoted employer information sessions, career fairs, and announcements of internships and full-time employment opportunities by utilizing the ECS Web site, email lists, Student Portal, bulletin boards, and individual outreach to students and student organizations.

Organized students, staff, and faculty to represent the College of Engineering and Computer Science at the university-wide Welcome to Cal State Fullerton event.

Coordinated a reception to honor Dean's List students for the fall 2009 semester.

Served as Advisor to the ECS Inter-Club Council (ICC), providing ongoing leadership guidance, development of a budget, conflict negotiation and resolution, and election of new officers.

CHALLENGES

Development of strategies to reach more students and involve them in co-curricular activities.

Developing the leadership abilities of ECS ICC officers and members.

GOALS

Provide leadership and direction to the 2010-11 ECS ICC officers and involve the ECS-ICC in the planning and implementation of ECS activities.

Develop and implement activities that will connect first-time-freshman (FTF) with ECS and encourage participation in student clubs and organizations.

Develop a recruitment strategy for FTF and community college transfer students (UDT) which will increase the applications to ECS by 10%.for FTF and 5% for UDT.

Work in collaboration with the ECS Department Chairs to develop a strategy to increase the yield of admitted undergraduate students by 5%.

Reduce the number of FTF on probation at the end of the first semester by exploring the implementation of intervention activities targeting FTF throughout the semester.

Establish an ECS Transfer Student Association that will bring transfer students together to address concerns specific to transfer students and provide peer mentorship and guidance to new transfer students.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF HEALTH AND HUMAN DEVELOPMENT

ACCOMPLISHMENTS

Opened a Student Success Center on the first floor of the Education Classroom building. Secured donated tables, chairs, computer workstations and a printer. Tracked user data to analyze use days/times.

Took the lead in organizing Tuffywood: Meet your College, and garnered the artwork for the campus event. Used StudentVoice to survey participants.

Developed an intervention for the Undeclared: Pre-nursing students on probation. Surveyed using StudentVoice and tracked their status at the end of the semester.

Supervised a graduate student from the Master of Science in Education with a concentration in Higher Education program.

Participated in a section of Fullerton First Year.

Coordinated our Academic Advisors and presented the College portion of New and Transfer Student Orientation on 12 days and attended the Parent Resource Fair each College day.

Developed a new webpage from the College website for New Student Orientation providing all information previously contained in folders for students.

Participated in the Campus-Wide Probation Advising Team.

Served on the Planning committee and presented at the On Course 5th National Conference.

Represented the College at the Counseling Department commencement ceremony.

Organized the Dean's List notification to recognize outstanding student scholastic achievement.

Coordinated College presence at Welcome to Cal State Fullerton Day and the Graduate School Expo.

Coordinated the college-based scholarship committees. Marketed the scholarship opportunities by putting up posters, flyers and banners, and pushing portal messages to students.

CHALLENGES

Providing coverage for the Student Success Center.

GOALS

Continue development of Student Success Center including increased staffing.

Work with the Health and Human Development Director of Grants and Contracts to secure funding for the Student Success Center, as well as other projects serving our students.

Work with College committee to provide Health Professions advising.

Continue to serve Undeclared-PreNursing students, and serve as advisor for Chi Sigma Iota-Kappa Omega.

Collaborate with the College committee to provide a graduate program orientation.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

ACCOMPLISHMENTS

Secured 100% participation by faculty advisors at the New Student Orientations during the summer of 2010.

With the help of StudentVoice, began to assess some of our programmed events at the Student Access Center.

Led the expansion of the Humanities and Social Sciences (H&SS) Week schedule of events and offerings that showcase what we offer to students in our college. We also collaborated with the College of the Arts in order to support our students and colleagues in both colleges.

Served on the NASPA Student Affairs Professional association as a regional representative for the SAPAA Knowledge Community and as the Publicity and Promotions chair for the 2010 Western Regional Conference in Portland, Oregon.

Served on the President's Scholars selection committee and on the search committee for the program's new director.

Continued to serve on the Student Affairs Assessment Committee, Campus-Wide Transfer Orientation Team, and Campus-Wide Student Probation Team.

Continued to serve students and even expand some programming at the Student Access Center despite the difficult economic climate.

Led the Commencement Volunteers for the second year in a row with the help of Jackie Blyleven of the Campus Health Center.

CHALLENGES

Seeking an effective process for students seeking due process solutions when they feel they have been treated improperly and/or in violation of the campus Civility Policy.

Continue to deal with the lack of funding for the Asian Pacific Islander American Cultural Resource Center through creating collaborations and the raising of external and internal funding.

GOALS

Continue to strive to increase the number of Inter-Club Council (ICC) members for the H&SSICC.

Expand the breadth and diversity of the articles published in the monthly H&SS Newsletter, in an effort to expand our readership.

Undertake a significant expansion of the assessment projects in an effort to identify student learning outcomes.

Expand the number and variety of the brown bag luncheons offered to the student population.

Increase the number of presenters and participants during brown bag luncheons.

Enhance the number of faculty/student research opportunities outside of the classroom.

Continue to create opportunities for students to engage their faculty through the major based student organizations.

Develop a comprehensive program for H&SS students on academic probation.

Take the lead in researching the feasibility of developing a smart phone app that would contain important College related information.

Overhaul the Student Affairs information found on the H&SS website so that navigating through the system will be more intuitive.

ASSISTANT DEANS FOR STUDENT AFFAIRS COLLEGE OF NATURAL SCIENCES AND MATHEMATICS

ACCOMPLISHMENTS

Initiated a pilot program with the Academic Advisement Center to advise transfer students on probation during intersession.

Facilitated smooth transitions for two new staff members in their roles as liaisons to three community college partners.

Advised the Natural Sciences and Mathematics (NSM) Inter-Club Council (ICC) students who produced the most well attended spring symposium in its seven year history.

Served on the selection committee for the President's Scholars.

Simultaneously planned and implemented the 2010 University Honors Convocation and NSM Awards Reception.

Worked as a Co-PI on the NSF TEST: UP Grant.

Supervised staff who implemented programs for the CCRAA HSI Grant with Citrus College.

Decreased spending in the OCSAMS budget by streamlining availability of tutors, reducing the center's hours, producing an electronic version of Dimensions, and eliminating some programs.

Presented workshops to first time freshmen on academic success during new student orientation and NSM Day which contributed to the decrease in the percentage of first time freshmen on academic probation from 27% to 20%.

Continued to chair the Student Affairs Policy Committee.

CHALLENGES

Coordination of the Southern California Edison/CSU Edison Scholars Program.

Work with NSM-ICC executives to develop and assess student learning outcomes.

GOALS

Increase role as co-PI for the NSF TEST: UP Grant as we prepare for the 3rd year review at the national meeting.

Initiate programmatic changes to the Southern California/CSU Edison Scholars Program to increase retention/graduation rates and help develop a sense of community among the scholars.

Re-initiate a social program for the NSM students and faculty (i.e. Pizza with the Deans).

Facilitate more intentional leadership development activities for the NSM-ICC executive committee.

ASSISTANT DEANS FOR STUDENT AFFAIRS MIHAYLO COLLEGE OF BUSINESS AND ECONOMICS

ACCOMPLISHMENTS

Partnered successfully with two new associate deans to ensure seamless transition.

Participated in the eight month University Leadership Program, completed a small group project on "Tracking Co-curricular Activities".

Worked with student leaders on the "Keep Mihaylo Hall Clean" video, to get the message out to all students and faculty in the spring semester 2010.

Used Survey Monkey as a regular tool for Tutoring Center customer satisfaction. Responses have been positive with the overall average rating of 4.72 out of 5 ("very satisfied").

With limited resources, recruited and worked with Beta Alpha Psi (an honors society) to provide tutoring to students. Assisted the society to plan first fundraising event to provide a final tutorial to 140 students.

Collaborated with University 100 faculty to provide workshops and to serve as a resource to one of the fall semester sections.

Successfully hosted the Summer Business Institute with the assistance of various university entities.

Encouraged Business Inter-Club Council (BICC) participation in the Student Life Orientations (SLO) and recruited six freshmen to serve in a sub-committee within the BICC.

Assisted three new clubs/organizations to get started and to be recognized through the Student Organization Resource Center (SORC).

Recruited student leaders to participate in the inaugural Executive Council Mentoring Program.

Continued to serve as a workshop presenter for the Student Leadership Institute.

Managed the Assistant Dean for Student Affairs Program budget for the third year.

Coordinated and exceeded both fall and spring Dean's Honor List Receptions with a 10% increase in overall attendance compared to the previous year.

Served on the Future Scholars Committee to select freshmen and transfer scholarship recipients.

Coordinated with departmental scholarship committees on their scholarship recipients and chaired the College scholarship committee. Successfully selected a wider pool of students and recommended additional awards to qualified students. Planned all details of the College Scholarships and Awards Ceremony.

Assisted with application and interview processes for incoming Business Honors students.

Increased awareness of Beta Gamma Sigma (Business Honors Society) through Dean's Honor List Receptions and display board in Mihaylo Hall.

CHALLENGES

Maintain constant and open communication with Dean's Suite staff and departments due to the location of my office.

Increase tutoring service hours to include evenings with limited resources.

GOALS

Assist new clubs/organizations to get started in fall 2010.

Incorporate additional marketing efforts to help promote departmental scholarships.

Work with the new Director of the Business Honors Program to provide significant opportunities for the incoming and existing group of Business Honors students.

Work with student leaders to develop sequels to the "Keep Mihaylo Hall Clean" campaign for fall and spring semesters.

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STUDENT AFFAIRS

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